

Pearson Longman
Future, Student Book, Intro - Level 5
 correlated to
California Model Standards

Intro Level

Unit	Language Skills	Language Functions
Pre-Unit	<p>Listening</p> <ul style="list-style-type: none"> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 2, 3, 4, 5, 6, 7) -Demonstrate comprehension of basic commands through physical action (p. 2, 3, 4, 6) <p>Speaking</p> <ul style="list-style-type: none"> -Make statements related to basic needs using previously learned words and phrases (p. 2) 	<p>Factual information</p> <p>Command, agree/ disagree, tell (p 3, 7)</p> <p>Social and Interpersonal Relations</p> <p>Introduce, take leave, express satisfaction/ dissatisfaction (p. 2, 7)</p>
<p>1</p> <p>Nice to Meet You</p> <p>Topics Personal Identification</p>	<p>Listening</p> <ul style="list-style-type: none"> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 22, 23, 24, 25, 26) -Demonstrate comprehension of basic commands through physical action (p. 8, 10, 12, 20) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 9, 11, 13, 14, 18, 23) <p>Speaking</p> <ul style="list-style-type: none"> -Make statements related to basic needs using previously learned words and phrases (p. 2, 8, 11, 23) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 9, 12, 13, 14, 15, 17, 18, 19, 25) -Ask simple questions (p. 9, 12, 13, 14, 15, 17, 18, 19, 25) <p>Reading</p> <ul style="list-style-type: none"> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 24) -Recognize basic sight words (p. 4, 7, 8, 15, 16, 17, 18, 19, 25) -Interpret sentences using vocabulary and structures previously learned orally (p. 15, 16, 17, 18, 19, 25) <p>Writing</p> <ul style="list-style-type: none"> -Print the letters of the alphabet legibly (p. 5, 7, 9, 10, 11, 15, 17, 19, 23, 24) -Write numerals (p. 6, 7, 21) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 9, 11, 13, 26, 27) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 5, 7, 9, 11, 24, 25) -Fill out simple forms which require biographical/personal information (p. 21, 26, 27) -Write simple sentences based on previously learned vocabulary and structures (p. 15, 17, 19, 23) 	<p>Factual information</p> <p>Command, agree/ disagree, tell (p. 8, 11, 12, 13, 14, 15, 17, 18, 23, 25, 27)</p> <p>Social and Interpersonal Relations</p> <p>Introduce, take leave, express satisfaction/ dissatisfaction (p. 9, 11, 12, 13, 14, 18, 21, 25)</p> <p>Suasion</p> <p>Request (p. 9, 11, 12, 13, 14, 17, 18, 19, 23, 25)</p>
<p>2</p> <p>Welcome to Class</p> <p>Topics Personal identification</p>	<p>Listening</p> <ul style="list-style-type: none"> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 40, 41, 42, 43, 44) -Demonstrate comprehension of basic commands through physical action (p.28, 30, 32, 36) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 29, 31, 33, 34, 35, 38) <p>Speaking</p> <ul style="list-style-type: none"> -Make statements related to basic needs using previously learned words and phrases (p. 29, 31, 32, 35, 38, 41, 44) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 33, 34, 38, 39, 41, 43) -Ask simple questions (p. 33, 34, 38, 39, 41, 43) <p>Reading</p> <ul style="list-style-type: none"> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 42) -Recognize basic sight words (p. 30, 32, 36, 37, 39, 41) -Interpret sentences using vocabulary and structures previously learned orally (p. 30, 36, 37, 39, 41) <p>Writing</p> <ul style="list-style-type: none"> -Print the letters of the alphabet legibly (p. 29, 31, 33, 37, 39, 41, 42, 43) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 29, 33, 43, 43) -Fill out simple forms which require biographical/personal information (p. 45) -Write simple sentences based on previously learned vocabulary and structures (p. 31, 37, 41, 45) 	<p>Factual information</p> <p>Command, agree/ disagree, tell (p. 28, 29, 32, 33, 37, 41, 43)</p> <p>Social and Interpersonal Relations</p> <p>Introduce, take leave, express satisfaction/ dissatisfaction (p. 41)</p> <p>Suasion</p> <p>Request (p. 29, 30, 31, 33, 34, 35, 37, 43)</p>

<p>3 On Time</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 46, 47, 48, 49, 50, 51, 52, 53, 56, 57, 58, 60) -Demonstrate comprehension of basic commands through physical action (p. 46, 47, 49, 50, 52) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 48, 51, 52)</p> <p><u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 47, 57, 60) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 48, 49, 50, 51, 53, 59) -Ask simple questions (p. 48, 49, 50, 51, 53, 59)</p> <p><u>Reading</u> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 58) -Recognize basic sight words (p. 48, 49, 50, 51, 52, 53, 54, 57) -Interpret sentences using vocabulary and structures previously learned orally (p. 48, 49, 50, 51, 52, 53, 57)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 49, 50, 51, 53, 58, 61) -Write numerals (p. 47, 49, 54, 55, 59) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 53, 61) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 51, 53, 58, 59) -Write simple sentences based on previously learned vocabulary and structures (p. 49, 50, 61)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 47, 48, 49, 50, 51, 52, 53, 54, 57, 59, 60, 61)</p> <p><u>Suasion</u> Request (p. 47, 48, 49, 50, 51, 52, 53, 54, 59)</p>
<p>4 Family and Friends</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 74, 75, 76, 78) -Demonstrate comprehension of basic commands through physical action (p. 62, 63, 68, 70, 71, 72) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 63, 64, 65, 66, 67, 68, 69, 70, 71, 75, 77, 78)</p> <p><u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 65, 67, 68, 69, 71, 75, 77, 78) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 63, 64, 65, 67, 68, 69, 71, 75, 77, 78) -Ask simple questions (p. 63, 64, 65, 67, 68, 69, 72, 75, 77)</p> <p><u>Reading</u> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 76) -Recognize basic sight words (p. 62, 64, 65, 66, 67, 68, 69, 72, 75, 77) -Interpret sentences using vocabulary and structures previously learned orally (p. 63, 64, 65, 66, 67, 68, 69, 71, 75, 77)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 64, 65, 67, 70, 71, 72, 73, 75, 77, 78, 79) -Write numerals (p. 65, 70, 71, 72, 73, 77, 79) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 65, 73) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 65, 67, 71, 73, 76, 77) -Fill out simple forms which require biographical/personal information (p. 89, 95)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 63, 64, 65, 66, 67, 68, 69, 71, 73, 75, 77, 78)</p> <p><u>Suasion</u> Request (p. 63, 64, 65, 67, 69, 75, 77)</p>

<p>5</p> <p>How Much is it?</p> <p>Topics Money</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 80, 81, 82, 83, 84, 85, 86, 87, 90, 91, 92, 94) -Demonstrate comprehension of basic commands through physical action (p. 80, 82, 84, 86) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 81, 83, 87, 91)</p> <p><u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 81, 86, 87, 93) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 83, 85, 87, 93, 94) -Ask simple questions (p. 83, 85, 87, 93, 94)</p> <p><u>Reading</u> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 92) -Recognize basic sight words (p. 80, 82, 84, 85, 88, 89, 94, 95, 95) -Interpret sentences using vocabulary and structures previously learned orally (p. 84, 85, 88, 89, 91, 95)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 83, 85, 87, 89, 92, 95) -Write numerals (p. 86, 88, 89, 95) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 83, 84, 87, 92, 95) -Fill out simple forms which require biographical/personal information (p. 89, 95)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 81, 83, 85, 86, 87, 93, 94)</p> <p><u>Suasion</u> Request (p. 81, 83, 85, 87, 93, 94)</p>
<p>6</p> <p>Let's Eat</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 96, 97, 98, 100, 101, 102, 103, 104, 106, 107, 108, 109, 110) -Demonstrate comprehension of basic commands through physical action (p. 96, 100, 102, 103, 106, 107) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 97, 98, 101, 102, 103, 106, 107)</p> <p><u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 97, 98, 99, 101) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 98, 102, 103, 106, 107) -Ask simple questions (p. 98, 102, 103, 106, 107)</p> <p><u>Reading</u> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 105, 109, 110) -Recognize basic sight words (p. 97, 99, 100, 101, 104, 106, 107, 111, 112) -Interpret sentences using vocabulary and structures previously learned orally (p. 97, 99, 101, 104, 106, 107, 111, 112)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 99, 100, 101, 109, 110, 111, 112) -Write numerals (p. 105, 112) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 99, 100, 101, 110, 112) -Write simple sentences based on previously learned vocabulary and structures (p. 99, 109, 112)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 97, 98, 99, 100, 101, 102, 103, 105, 106, 107, 109)</p> <p><u>Suasion</u> Request (p. 97, 98, 102, 103, 106, 107, 110, 111, 112)</p>

<p>7 Apartment for Rent</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 114, 115, 116, 118, 119, 120, 121, 124, 125, 126, 127, 128) -Demonstrate comprehension of basic commands through physical action (p. 114, 116, 118, 120) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 115, 116, 119, 121)</p> <p><u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 115, 117, 118, 125) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 115, 116, 119, 121, 123, 125, 127, 128) -Ask simple questions (p. 115, 116, 119, 121, 123, 125, 127, 128)</p> <p><u>Reading</u> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence)(p. 126) -Recognize basic sight words (p. 114, 117, 119, 121, 122, 125, 125) -Interpret sentences using vocabulary and structures previously learned orally (p. 117, 119, 121, 122, 125, 125)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 119, 122, 123, 125, 129) -Write numerals (p. 123, 129) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 119, 126) -Write simple sentences based on previously learned vocabulary and structures (p. 119, 125, 129)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 115, 116, 117, 118, 119, 121, 125, 127, 128)</p> <p><u>Suasion</u> Request (p. 115, 116, 119, 121, 125, 128)</p>
<p>8 Let's Go Shopping</p> <p><u>Topics</u> Money</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 130, 131, 132, 134, 135, 136, 139, 140, 141, 142, 143, 144, 145) -Demonstrate comprehension of basic commands through physical action (p. 130, 132, 134, 136) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 131, 132, 135, 136, 141)</p> <p><u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 131, 137, 141) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 132, 133, 134, 135, 136, 141, 143, 144, 145) -Ask simple questions (p. 132, 133, 134, 135, 136, 141, 143, 144, 145)</p> <p><u>Reading</u> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 142) -Recognize basic sight words (p. 130, 131, 133, 134, 135, 138, 139, 141) -Interpret sentences using vocabulary and structures previously learned orally (p. 131, 133, 135, 138, 139, 141)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 133, 134, 141, 142, 143, 145) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 133, 134, 142, 143) -Write simple sentences based on previously learned vocabulary and structures (p. 141, 145)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 131, 132, 133, 134, 135, 137, 141, 43, 144, 145)</p> <p><u>Suasion</u> Request (p. 132, 133, 136, 144, 145)</p>

<p>9 Our Busy Lives</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159) -Demonstrate comprehension of basic commands through physical action (p. 146, 147, 149, 150, 151) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 148, 141, 153) <u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 149, 150, 152, 157) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 147, 153, 159) -Ask simple questions (p. 147, 153, 159) <u>Reading</u> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 158) -Recognize basic sight words (p. 146, 148, 149, 150, 151, 152, 153, 154, 157) -Interpret sentences using vocabulary and structures previously learned orally (p. 148, 149, 151, 153, 154, 157) <u>Writing</u> -Print the letters of the alphabet legibly (p. 149, 151, 155, 158, 161) -Write numerals (p. 155, 161) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 153, 158, 161) -Fill out simple forms which require biographical/personal information (p. 155) -Write simple sentences based on previously learned vocabulary and structures (p. 149, 151, 153)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 147, 149, 150, 151, 152, 153, 157, 159, 161) <u>Suasion</u> Request (p. 147)</p>
<p>10 Where’s the Bus Stop?</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 176) -Demonstrate comprehension of basic commands through physical action (p. 162, 164, 166, 170) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 163, 165, 167, 169) <u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 164, 166, 170, 173) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 163, 165, 169, 175, 176) -Ask simple questions (p. 163, 165, 169, 175, 176) <u>Reading</u> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 174) -Recognize basic sight words (p. 164, 165, 166, 167, 170, 173, 177) -Interpret sentences using vocabulary and structures previously learned orally (p. 165, 167, 173, 177) <u>Writing</u> -Print the letters of the alphabet legibly (p. 167, 173, 174, 175) -Write numerals (p. 171) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 173, 174, 175) -Write simple sentences based on previously learned vocabulary and structures (p. 173)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 163, 164, 165, 166, 167, 169, 173, 175, 176) <u>Suasion</u> Request (p. 163, 165, 169, 175)</p>

<p>11 Get Well Soon!</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 178, 179, 180, 181, 182, 183, 184, 185, 186, 188, 189, 190, 191, 192) -Demonstrate comprehension of basic commands through physical action (p. 178, 182, 184, 186) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 179, 181, 183, 185)</p> <p><u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 179, 181, 182, 183, 184, 189, 192) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 185, 191) -Ask simple questions (p. 185, 191)</p> <p><u>Reading</u> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 190) -Recognize basic sight words (p. 178, 180, 181, 182, 184, 187, 189, 193) -Interpret sentences using vocabulary and structures previously learned orally (p. 181, 184, 187, 189, 193)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 189, 190, 193) -Write numerals (p. 193) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 190) -Write simple sentences based on previously learned vocabulary and structures (p. 189, 193)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 179, 181, 182, 183, 184, 185, 189, 191, 192)</p> <p><u>Suasion</u> Request (p. 185, 191)</p>
<p>12 What do you do?</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 207, 208) -Demonstrate comprehension of basic commands through physical action (p. 194, 196, 198) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 197, 199, 200)</p> <p><u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 198, 205) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 197, 199, 201, 207, 208) -Ask simple questions (p. 197, 199, 201, 207, 208)</p> <p><u>Reading</u> -Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence) (p. 206) -Recognize basic sight words (p. 197, 199, 200, 202, 203, 205, 206, 208) -Interpret sentences using vocabulary and structures previously learned orally (p. 197, 199, 200, 202, 203, 205, 206, 208)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 195, 197, 201, 205, 208, 209) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 195, 197, 201) -Write simple sentences based on previously learned vocabulary and structures (p. 201, 205, 208, 209)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p.195, 196, 197, 199, 200, 201, 205, 207)</p> <p><u>Suasion</u> Request (p. 195, 197, 198, 199, 200)</p>

Level 1

Unit	Language Skills	Language Functions
Pre-Unit	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 2, 4) -Demonstrate comprehension of basic commands through physical action (p. 2)</p> <p><u>Reading</u> -Recognize basic sight words (p. 3) -Interpret sentences using vocabulary and structures previously learned orally (p.3)</p> <p><u>Writing</u> -Write numerals (p. 2, 4)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 3)</p>
<p>1 Getting to Know You</p> <p><u>Topics</u> Personal Identification</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 23) -Demonstrate comprehension of basic commands through physical action (p.6, 7, 16) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 7, 9, 10, 13, 18, 19)</p> <p><u>Speaking</u> -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 7, 9, 10, 13, 19, 20, 21, 22, 24) -Ask simple questions (p. 7, 9, 10, 13, 19, 20, 21, 22, 24)</p> <p><u>Reading</u> -Recognize basic sight words (p. 8, 10, 11, 12, 13, 16, 17, 19, 21, 24) -Interpret sentences using vocabulary and structures previously learned orally (p. 8, 10, 11, 12, 13, 16, 17, 19, 21, 24)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 7, 10, 11, 14, 20, 22, 23) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 7, 10, 14, 20, 22, 23) -Fill out simple forms which require biographical/personal information (p. 11) -Write simple sentences based on previously learned vocabulary and structures (p. 11, 23)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 6, 7, 10, 13, 15, 16, 19, 21, 22, 24)</p> <p><u>Social and Interpersonal Relations</u> Introduce, take leave, express satisfaction/ dissatisfaction (p. 7, 9, 10, 13)</p> <p><u>Suasion</u> Request (p. 10, 13, 19, 21)</p>
<p>2 A Hard Day’s Work</p> <p><u>Topics</u> Job Titles</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 26, 28, 29, 30, 31, 32, 33, 34, 35, 39, 40, 41, 44) -Demonstrate comprehension of basic commands through physical action (p. 26, 32, 33) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 27, 28, 29, 30, 31, 33, 35, 37, 38, 39, 41, 42, 44)</p> <p><u>Speaking</u> -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 27, 29, 30, 31, 33, 35, 37, 38, 39, 41, 44) -Ask simple questions (p. 27, 29, 30, 31, 33, 35, 37, 38, 39, 41, 44)</p> <p><u>Reading</u> -Recognize basic sight words (p. 28, 29, 33, 35, 38, 39, 41, 43, 44) -Interpret sentences using vocabulary and structures previously learned orally (p. 28, 29, 33, 35, 38, 39, 41, 43, 44)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 27, 30, 31, 36, 43) -Write numerals (p. 33) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 33) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 27, 30, 31, 36) -Write simple sentences based on previously learned vocabulary and structures (p. 43)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 27, 29, 31, 33, 35, 37, 38, 39, 41, 43, 44)</p> <p><u>Social and Interpersonal Relations</u> Introduce, take leave, express satisfaction/ dissatisfaction (p. 27, 29, 38, 41)</p> <p><u>Suasion</u> Request (p.27, 29, 33, 35, 37, 38, 41, 43)</p>

<p>3 Time for Class</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 46, 48, 54, 55, 58, 59, 60, 61, 64) -Demonstrate comprehension of basic commands through physical action (p. 46, 54, 58, 61) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p.48, 49, 55, 59)</p> <p><u>Speaking</u> -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 49, 55, 59, 61, 64) -Ask simple questions (p. 49, 55, 59, 61, 64)</p> <p><u>Reading</u> -Recognize basic sight words (p. 48, 49, 51, 52, 53, 55, 64) -Interpret sentences using vocabulary and structures previously learned orally (p. 48, 49, 51, 52, 53, 55, 64)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p.46, 47, 51, 52, 56, 59, 63.) -Write numerals (p. 47, 58) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 46, 47, 54) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 51, 56, 59, 63) -Write simple sentences based on previously learned vocabulary and structures (p. 52, 56, 57, 58, 59, 60, 61, 62, 63)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 49, 50, 51, 53, 55, 59, 61, 64)</p> <p><u>Suasion</u> Request (p. 49, 53, 55, 59, 61)</p>
<p>4 Family Ties</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 66, 68, 69, 71, 73, 74, 75, 79, 70, 81, 84) -Demonstrate comprehension of basic commands through physical action (p. 66, 68, 74, 78) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 66, 69, 75, 81)</p> <p><u>Speaking</u> -Make statements related to basic needs using previously learned words and phrases (p. 84) -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 67, 69, 71, 75, 79, 81, 84) -Ask simple questions (p. 67, 69, 71, 75, 79, 81, 84)</p> <p><u>Reading</u> -Recognize basic sight words (p. 68, 69, 72, 73, 74, 75, 77, 79, 80, 81, 84) -Interpret sentences using vocabulary and structures previously learned orally (p. 68, 69, 72, 73, 74, 75, 77, 79, 80, 81, 84)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 77, 82, 83) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 77) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 82) -Write simple sentences based on previously learned vocabulary and structures (p. 83)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 67, 69, 71, 73, 75, 77, 79, 81, 84)</p> <p><u>Social and Interpersonal Relations</u> Introduce, take leave, express satisfaction/ dissatisfaction (p. 66)</p> <p><u>Suasion</u> Request (p.67, 79, 71, 75, 77, 79, 81)</p>
<p>5 Shop, Shop, Shop <u>Topics</u> Money</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 86, 88, 92, 93, 94, 95, 99, 100, 101, 104) -Demonstrate comprehension of basic commands through physical action (p. 86, 88, 92, 95)</p> <p><u>Speaking</u> -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 87, 89, 93, 95, 97, 99, 101, 103, 104) -Ask simple questions (p. 87, 89, 93, 95, 97, 99, 101, 103, 104)</p> <p><u>Reading</u> -Recognize basic sight words (p. 88, 89, 94, 95, 99, 100, 104) -Interpret sentences using vocabulary and structures previously learned orally (p. 88, 89, 94, 95, 99, 100, 104)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 86, 91, 96, 97, 98, 102, 103) -Write numerals (p.92, 98) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 89, 93, 95, 101) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 86, 96, 103) -Fill out simple forms which require biographical/personal information (p. 93) -Write simple sentences based on previously learned vocabulary and structures (p. 91, 97, 102, 103)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 87, 89, 91, 95, 97, 99, 101, 104)</p> <p><u>Suasion</u> Request (p. 87, 89, 95, 101)</p>

<p>6 Home, Sweet Home</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 106, 108, 109, 113, 114, 115, 116, 118, 120, 124) -Demonstrate comprehension of basic commands through physical action (p. 106, 108, 115) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 109, 115, 121)</p> <p><u>Speaking</u> -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p.109, 111, 115, 117, 118, 119, 121, 124) -Ask simple questions (p. 109, 111, 115, 117, 118, 119, 121, 124)</p> <p><u>Reading</u> -Recognize basic sight words (p. 109, 113, 114, 115, 118, 121, 124) -Interpret sentences using vocabulary and structures previously learned orally (p. 109, 113, 114, 115, 118, 121, 124)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 110, 111, 117, 119, 123) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 107) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 110, 123) -Fill out simple forms which require biographical/personal information (p. 118) -Write simple sentences based on previously learned vocabulary and structures (p. 111, 117)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 107, 109, 111, 115, 117, 119, 121, 124)</p> <p><u>Suasion</u> Request (p. 115, 118, 121)</p>
<p>7 Day After Day</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 126, 128, 129, 134, 135, 138, 140, 141, 143) -Demonstrate comprehension of basic commands through physical action (p. 126, 140) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 126, 129, 135, 141)</p> <p><u>Speaking</u> -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 127, 129, 131, 135, 138, 141, 142, 143, 144) -Ask simple questions (p. 127, 129, 131, 135, 138, 141, 142, 143, 144)</p> <p><u>Reading</u> -Recognize basic sight words (p.133, 134, 135, 138, 144) -Interpret sentences using vocabulary and structures previously learned orally (p. 133, 134, 135, 138, 144)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 127, 131, 133, 143) -Write numerals (p.127, 133) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 131) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 131, 133) -Fill out simple forms which require biographical/personal information (p. 133) -Write simple sentences based on previously learned vocabulary and structures (p. 127, 131, 133, 143)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 127, 131, 132, 135, 137, 141, 142, 144)</p> <p><u>Suasion</u> Request (p. 139)</p>

<p>8 From Soup to Nuts</p> <p>Topics Money</p>	<p>Listening -Demonstrate comprehension of simple words in context of common, everyday situations (p. 146, 148, 149, 153, 154, 155, 156, 160, 161, 163) -Demonstrate comprehension of basic commands through physical action (p. 146, 154) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 149, 155, 161)</p> <p>Speaking -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 147, 149, 151, 155, 156, 157, 158, 161, 162, 164) -Ask simple questions (p. 147, 149, 151, 155, 156, 157, 158, 161, 162, 164)</p> <p>Reading -Recognize basic sight words (p. 148, 149, 153, 155, 162, 164) -Interpret sentences using vocabulary and structures previously learned orally (p. 148, 149, 153, 155, 162, 164)</p> <p>Writing -Print the letters of the alphabet legibly (p. 147, 151, 159, 163) -Write numerals (p. 157, 163) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 150, 151) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 149) -Write simple sentences based on previously learned vocabulary and structures (p. 159, 163)</p>	<p>Factual information Command, agree/ disagree, tell (p. 147, 149, 151, 153, 155, 157, 164)</p> <p>Suasion Request (p. 155, 157, 161)</p>
<p>9 Rain or Shine</p> <p>Topics Weather</p>	<p>Listening -Demonstrate comprehension of simple words in context of common, everyday situations (p. 166, 168, 169, 172, 173, 174, 175, 179, 181, 183) -Demonstrate comprehension of basic commands through physical action (p. 166, 174, 181) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p.169, 175, 181)</p> <p>Speaking -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 167, 169, 175, 181, 184) -Ask simple questions (p. 167, 169, 175, 181, 184)</p> <p>Reading -Recognize basic sight words (p.168, 169, 175, 179, 182, 184) -Interpret sentences using vocabulary and structures previously learned orally (p. 168, 169, 175, 179, 182, 184)</p> <p>Writing -Print the letters of the alphabet legibly (p. 167, 171, 177, 183) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 167, 173) -Write simple sentences based on previously learned vocabulary and structures (p. 171, 177, 183)</p>	<p>Factual information Command, agree/ disagree, tell (p. 167, 171, 175, 184)</p> <p>Social and Interpersonal Relations Introduce, take leave, express satisfaction/ dissatisfaction (p. 169)</p>
<p>10 Around Town</p>	<p>Listening -Demonstrate comprehension of simple words in context of common, everyday situations (p.186, 188, 189, 192, 194, 195, 197, 199, 201) -Demonstrate comprehension of basic commands through physical action (p. 186, 192, 201) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 184, 195, 201)</p> <p>Speaking -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 187, 189, 191, 193, 195, 197, 201, 203, 204) -Ask simple questions (p. 187, 189, 191, 193, 195, 197, 201, 203, 204)</p> <p>Reading -Recognize basic sight words (p.188, 195, 199, 202, 204) -Interpret sentences using vocabulary and structures previously learned orally (p. 188, 195, 199, 202, 204)</p> <p>Writing -Print the letters of the alphabet legibly (p. 186, 191, 192, 196, 197, 198, 200, 203) -Write numerals (p. 200) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 186, 191) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p.192, 200, 203) -Write simple sentences based on previously learned vocabulary and structures (p. 192, 196, 197, 198, 203)</p>	<p>Factual information Command, agree/ disagree, tell (p. 187, 189, 195, 197, 201, 203, 204)</p> <p>Suasion Request (p. 189, 195, 197, 201)</p>

<p>11 Health Matters</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 206, 207, 208, 209, 211, 213, 214, 215, 219, 220, 224) -Demonstrate comprehension of basic commands through physical action (p. 206, 207, 208, 211, 215, 221) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 209, 215, 220)</p> <p><u>Speaking</u> -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 209, 210, 211, 215, 219, 221, 222, 224) -Ask simple questions (p. 209, 210, 211, 215, 219, 221, 222, 224)</p> <p><u>Reading</u> -Recognize basic sight words (p. 208, 209, 219, 220, 221, 224) -Interpret sentences using vocabulary and structures previously learned orally (p. 208, 209, 219, 220, 221, 224)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 217, 223) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 219) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 223) -Fill out simple forms which require biographical/personal information (p. 211) -Write simple sentences based on previously learned vocabulary and structures (p. 217, 223)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 207, 209, 212, 215, 217, 221, 224)</p> <p><u>Suasion</u> Request (p. 211)</p>
<p>12 Help Wanted</p> <p><u>Topics</u> Job Titles</p>	<p><u>Listening</u> -Demonstrate comprehension of simple words in context of common, everyday situations (p. 226, 228, 234, 235, 236, 239, 240, 241, 242, 244) -Demonstrate comprehension of basic commands through physical action (p. 226, 234) -Demonstrate understanding of simple face-to-face conversations using previously learned material (p. 229, 235, 241)</p> <p><u>Speaking</u> -Answer simple questions with “yes,” “no,” one word, or short-phrase responses (p. 227, 229, 230, 233, 235, 237, 239, 241, 242, 244) -Ask simple questions (p. 227, 229, 230, 233, 235, 237, 239, 241, 242, 244)</p> <p><u>Reading</u> -Recognize basic sight words (p. 232, 233, 234, 235, 238, 239, 241, 244) -Interpret sentences using vocabulary and structures previously learned orally (p. 232, 233, 234, 235, 238, 239, 241, 244)</p> <p><u>Writing</u> -Print the letters of the alphabet legibly (p. 226, 227, 232, 233, 237, 242, 243) -Write numerals (p. 233) -Write a list –a shopping list or an invitation list, for example-from material read or heard (p. 221) -Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials (p. 232) -Fill out simple forms which require biographical/personal information (p. 243) -Write simple sentences based on previously learned vocabulary and structures (p. 226, 233, 237, 242, 243)</p>	<p><u>Factual information</u> Command, agree/ disagree, tell (p. 227, 230, 233, 239, 241, 244)</p> <p><u>Suasion</u> Request (p. 285)</p>

Level 2

Unit	Language Skills	Language Functions
Pre-Unit	<p>Listening -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 3)</p> <p>Speaking -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 3) -Ask questions related to basic needs using previously learned utterances (p.4)</p>	<p>Factual information Ask for information, describe, express necessity, ask permission, agree, disagree (p. 3, 4)</p> <p>Suasion Direct, invite (p. 4)</p>
<p>1 Making Connections</p> <p>1 Making Connections (cont.)</p>	<p>Listening -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 8, 9, 14, 15, 18, 20, 21) -Identify the main topic of conversation in familiar material (p. 9, 14, 18, 20) -Recognize words that signal differences between present, past, and future events (p. 9)</p> <p>Speaking -Answer simple questions related to basic needs using previously learned phrases or simple sentences (p. 9)</p> <p>Reading -Interpret terms on simplified forms (personal identification, school registration, checks, change of address) (p. 12) -Use strategies such as prediction or phonic deciding to interpret new words in familiar contexts (p. 8, 14) -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 18, 24)</p> <p>Writing -Write lists-grocery or laundry items, for example (p. 19) -Write simple sentences based on personal experiences or familiar material (p. 11, 17) -Write a series of related sentences based on personal experiences or familiar material (p, 11, 17)</p>	<p>Factual information Ask for information, describe, express necessity, ask permission, agree, disagree (p. 6, 7, 8, 11, 15, 17, 19, 22)</p> <p>Suasion Direct, invite (p. 9, 24)</p>
2 All in the Family	<p>Listening -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 28, 29, 32, 34, 35, 39, 40, 41, 42) -Identify the main topic of conversation in familiar material (p. 33, 34, 40) -Recognize words that signal differences between present, past, and future events (p. 39, 41)</p> <p>Speaking -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 41)</p> <p>Reading -Use strategies such as prediction or phonic deciding to interpret new words in familiar contexts (p. 38) -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 28, 32, 39, 44)</p> <p>Writing -Write lists-grocery or laundry items, for example (p. 33) -Write simple sentences based on personal experiences or familiar material (p. 31, 37) -Write a series of related sentences based on personal experiences or familiar material (p. 37)</p>	<p>Factual information Ask for information, describe, express necessity, ask permission, agree, disagree (p. 27, 29, 31, 33, 35, 37, 41)</p> <p>Suasion Direct, invite (p. 44)</p>

<p>3 Lots to Do</p>	<p><u>Listening</u> -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 48, 49, 53, 54, 55, 58, 61) -Identify the main topic of conversation in familiar material (p. 48, 54) -Recognize words that signal differences between present, past, and future events (p. 49, 54, 55)</p> <p><u>Speaking</u> -Answer simple questions related to basic needs using previously learned phrases or simple sentences (p. 49, 51) -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 49, 55, 57, 61) -Ask questions related to basic needs using previously learned utterances (p. 49)</p> <p><u>Reading</u> -Interpret isolated words and phrases in familiar context (traffic signs, store ads, fast food menus (p. 52, 53) -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 58, 59, 64)</p> <p><u>Writing</u> -Write simple sentences based on personal experiences or familiar material (p. 59, 63) -Write a series of related sentences based on personal experiences or familiar material (p. 59)</p>	<p><u>Factual information</u> Ask for information, describe, express necessity, ask permission, agree, disagree (p. 47, 49, 55)</p> <p><u>Social and Interpersonal Relations</u> Compliment, express preference, express wants/desires (p. 49, 51)</p> <p><u>Suasion</u> Direct, invite (p. 64)</p>
<p>4 Small Talk</p>	<p><u>Listening</u> -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 66, 68, 69, 72, 73, 74, 75, 78, 80, 81, 83) -Identify the main topic of conversation in familiar material (p. 68, 74, 79) -Recognize words that signal differences between present, past, and future events (p. 69, 74, 81)</p> <p><u>Speaking</u> -Answer simple questions related to basic needs using previously learned phrases or simple sentences (p. 81) -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 69, 71, 72, 75, 81, 84) -Ask questions related to basic needs using previously learned utterances (p. 81)</p> <p><u>Reading</u> -Scan for numerical information-the time a store opens, for example-and other specific information in simple life-skill materials related to immediate need (ads, schedules, signs, forms) (p. 72, 77) -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 72, 78, 79, 84) -Identify the sequence of a simple narrative passage (p. 74)</p> <p><u>Writing</u> -Write simple sentences based on personal experiences or familiar material (p. 67, 69, 70, 71, 76, 83) -Write a series of related sentences based on personal experiences or familiar material (p. 77, 79)</p>	<p><u>Factual information</u> Ask for information, describe, express necessity, ask permission, agree, disagree (p. 67, 69, 71, 79)</p> <p><u>Social and Interpersonal Relations</u> Compliment, express preference, express wants/desires (p. 67, 75, 77)</p> <p><u>Suasion</u> Direct, invite (p. 81, 83, 84)</p>

<p>5 At Home</p> <p>Topics Housing</p>	<p>Listening -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 88, 89, 94, 95, 99, 100, 101) -Identify the main topic of conversation in familiar material (p. 94, 104)</p> <p>Speaking -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 86, 89, 91, 101, 102, 104)</p> <p>Reading -Scan for numerical information-the time a store opens, for example-and other specific information in simple life-skill materials related to immediate need (ads, schedules, signs, forms) (p. 92) -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 92, 99, 104)</p> <p>Writing -Copy materials that are meaningful to the students (recipes, directions, stories generated during language-experience activities (p. 103) -Write simple sentences based on personal experiences or familiar material (p. 102) -Write a series of related sentences based on personal experiences or familiar material (p. 99)</p>	<p>Factual information Ask for information, describe, express necessity, ask permission, agree, disagree (p. 89, 90, 91, 95, 96, 97)</p> <p>Social and Interpersonal Relations Compliment, express preference, express wants/desires (p. 93, 99)</p> <p>Suasion Direct, invite (p. 100, 101, 102, 103)</p>
<p>6 In the Past</p>	<p>Listening -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 106, 108, 109, 112, 114, 115, 120, 121) -Identify the main topic of conversation in familiar material (p. 108, 112, 114, 121)</p> <p>Speaking -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 109, 111, 115, 121, 122)</p> <p>Reading -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 113, 118, 124)</p> <p>Writing -Write simple sentences based on personal experiences or familiar material (p. 111, 117) -Write a simple telephone message or note-a note to a child's teacher, perhaps (p. 122) -Write a series of related sentences based on personal experiences or familiar material (p. 111, 117, 119)</p>	<p>Factual information Ask for information, describe, express necessity, ask permission, agree, disagree (p. 111, 121, 122)</p> <p>Social and Interpersonal Relations Compliment, express preference, express wants/desires (p. 107)</p> <p>Suasion Direct, invite (p. 124)</p>
<p>7 Health Watch</p> <p>Topics General Health</p>	<p>Listening -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 128, 129, 133, 134, 135, 138, 140, 141) -Identify the main topic of conversation in familiar material (p. 128, 134, 140) -Demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routing announcements (p. 128, 129) -Recognize words that signal differences between present, past, and future events (p. 128, 140)</p> <p>Speaking -Answer simple questions related to basic needs using previously learned phrases or simple sentences (p. 129, 133) -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 131, 135, 137, 141, 144,) -Ask questions related to basic needs using previously learned utterances (p. 133)</p> <p>Reading -Scan for numerical information-the time a store opens, for example-and other specific information in simple life-skill materials related to immediate need (ads, schedules, signs, forms) (p. 132, 133) -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 138, 140, 144)</p> <p>Writing -Write lists-grocery or laundry items, for example (p. 139) -Write simple sentences based on personal experiences or familiar material (p. 136, 142) -Write a series of related sentences based on personal experiences or familiar material (p. 139)</p>	<p>Factual information Ask for information, describe, express necessity, ask permission, agree, disagree (p. 129, 133, 137, 155)</p> <p>Suasion Direct, invite (p. 129, 144)</p>

<p>8 Job Hunting</p> <p>Topics Job Skills</p>	<p>Listening -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 146, 148, 149, 154, 155, 158, 160, 161) -Identify the main topic of conversation in familiar material (p. 148, 154, 158) -Recognize words that signal differences between present, past, and future events (p. 154, 160)</p> <p>Speaking -Answer simple questions related to basic needs using previously learned phrases or simple sentences (p. 153, 155) -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 149, 155, 157, 161, 164) -Ask questions related to basic needs using previously learned utterances (p. 155)</p> <p>Reading -Scan for numerical information-the time a store opens, for example-and other specific information in simple life-skill materials related to immediate need (ads, schedules, signs, forms) (p. 152) -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 153, 158, 160, 164)</p> <p>Writing -Write simple sentences based on personal experiences or familiar material (p. 150, 151, 156, 162) -Write a series of related sentences based on personal experiences or familiar material (p. 157, 159, 162)</p>	<p>Factual information Ask for information, describe, express necessity, ask permission, agree, disagree (p. 146, 147, 149)</p> <p>Social and Interpersonal Relations Compliment, express preference, express wants/desires (p. 153, 155, 161)</p> <p>Suasion Direct, invite (p. 149, 164)</p>
<p>9 Parents and Children</p>	<p>Listening -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 168, 169, 172, 174, 175, 180, 181) -Identify the main topic of conversation in familiar material (p. 168, 174, 180) -Demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routing announcements (p. 172, 174)</p> <p>Speaking -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 169, 175, 181, 184) -Communicate simple personal information on the telephone (p. 173, 178)</p> <p>Reading -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 168, 174, 184)</p> <p>Writing -Write lists-grocery or laundry items, for example (p. 166, 171) -Write simple sentences based on personal experiences or familiar material (p. 177) -Write a simple telephone message or note-a note to a child's teacher, perhaps (p. 173) -Write a series of related sentences based on personal experiences or familiar material (p. 179)</p>	<p>Factual information Ask for information, describe, express necessity, ask permission, agree, disagree (p. 169, 171, 175)</p> <p>Social and Interpersonal Relations Compliment, express preference, express wants/desires (p. 179)</p> <p>Suasion Direct, invite (p. 171, 181, 184)</p>
<p>10 Let's Eat</p> <p>Topics General Health</p>	<p>Listening -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 188, 189, 194, 195, 198, 200, 201) -Identify the main topic of conversation in familiar material (p. 188, 195)</p> <p>Speaking -Answer simple questions related to basic needs using previously learned phrases or simple sentences (p. 189, 195, 201) -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 201, 204) -Ask questions related to basic needs using previously learned utterances (p. 189, 195, 201)</p> <p>Reading -Interpret isolated words and phrases in familiar context (traffic signs, store ads, fast food menus (p. 193, 199, 204) -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 192, 198, 199, 204)</p> <p>Writing -Write simple sentences based on personal experiences or familiar material (p. 193, 203) -Write a series of related sentences based on personal experiences or familiar material (p. 197, 199)</p>	<p>Factual information Ask for information, describe, express necessity, ask permission, agree, disagree (p. 187, 189)</p> <p>Social and Interpersonal Relations Compliment, express preference, express wants/desires (p. 191, 193, 195, 197)</p> <p>Suasion Direct, invite (p. 201, 204)</p>

<p>11 Call 911</p> <p>Topics Emergencies</p>	<p><u>Listening</u> -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 209, 212, 213, 214, 215, 218, 220, 221) -Identify the main topic of conversation in familiar material (p. 204, 215) -Demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routing announcements (p. 209)</p> <p><u>Speaking</u> -Answer simple questions related to basic needs using previously learned phrases or simple sentences (p. 209, 213, 219) -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 212) -Ask questions related to basic needs using previously learned utterances (p. 213) -Communicate simple personal information on the telephone (p. 209)</p> <p><u>Reading</u> -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p. 208, 213, 218, 219, 222, 224)</p> <p><u>Writing</u> -Write simple sentences based on personal experiences or familiar material (p. 217, 222) -Write a series of related sentences based on personal experiences or familiar material (p. 217, 219, 223)</p>	<p><u>Factual information</u> Ask for information, describe, express necessity, ask permission, agree, disagree (p. 207, 209, 211, 213, 215, 217, 211)</p> <p><u>Suasion</u> Direct, invite (p. 211, 224)</p>
<p>12 The World of Work</p>	<p><u>Listening</u> -Demonstrate understanding of simple words and phrases drawn from learned topics (p. 228, 229, 234, 235, 238, 240, 241) -Identify the main topic of conversation in familiar material (p. 228, 234, 240) -Recognize words that signal differences between present, past, and future events (p. 235, 240, 241)</p> <p><u>Speaking</u> -Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences (p. 227, 229, 235, 241, 244)</p> <p><u>Reading</u> -Scan for numerical information-the time a store opens, for example-and other specific information in simple life-skill materials related to immediate need (ads, schedules, signs, forms) (p. 232, 233) -Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns (p.) -Identify the sequence of a simple narrative passage (p. 231, 234, 238, 240, 244)</p> <p><u>Writing</u> -Write lists-grocery or laundry items, for example (p. 231) -Write simple sentences based on personal experiences or familiar material (p. 236, 237, 242, 243) -Write a series of related sentences based on personal experiences or familiar material (p. 239)</p>	<p><u>Factual information</u> Ask for information, describe, express necessity, ask permission, agree, disagree (p.227, 229, 235, 242)</p> <p><u>Social and Interpersonal Relations</u> Compliment, express preference, express wants/desires (p. 240, 241)</p> <p><u>Suasion</u> Direct, invite (p. 244)</p>

Level 3

Unit	Language Skills	Language Functions
Pre-Unit	<p><u>Listening</u> -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 3)</p> <p><u>Speaking</u> -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 3)</p>	<p><u>Factual information</u> Express obligation, explain, indicate certainty, express ability or inability (p.)</p>
1 In the Neighborhood	<p><u>Listening</u> -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 8, 9, 14, 15, 20, 21, 24)</p> <p><u>Speaking</u> -Participate in simple face-to-face conversations dealing with basic survival needs and minimum courtesy requirements (thanking, meeting, apologizing) (p. 9) -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 7, 9, 11, 13, 15, 17, 21, 24)</p> <p><u>Reading</u> -Interpret simplified short narrative and descriptive passages on familiar topics (p. 10, 12, 15, 19, 21, 22, 23, 24) -Predict meanings of unfamiliar vocabulary material rich in contextual clues (p. 13, 19)</p> <p><u>Writing</u> -Write related sentences to form paragraphs on a topic (p. 23)</p>	<p><u>Factual information</u> Express obligation, explain, indicate certainty, express ability or inability (p. 7, 13, 15, 17)</p> <p><u>Suasion</u> Suggest, advice (p. 21, 24)</p>
2 Dreams and Goals	<p><u>Listening</u> -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 28, 29, 34, 35, 41, 42, 44)</p> <p><u>Speaking</u> -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 29, 31, 35, 43, 44)</p> <p><u>Reading</u> -Interpret simplified short narrative and descriptive passages on familiar topics (p. 27, 30, 32, 35, 39, 40, 42, 44) -Predict meanings of unfamiliar vocabulary material rich in contextual clues (p. 33)</p> <p><u>Writing</u> -Write related sentences to form paragraphs on a topic (p. 40)</p>	<p><u>Factual information</u> Express obligation, explain, indicate certainty, express ability or inability (p. 29, 35, 37)</p> <p><u>Suasion</u> Suggest, advice (p. 39, 44)</p>
3 School Days	<p><u>Listening</u> -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 48, 49, 55, 60, 61, 64) -Demonstrate understanding of telephone conversations on familiar material in familiar contexts (p. 59)</p> <p><u>Speaking</u> -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 49, 55, 59, 61, 64)</p> <p><u>Reading</u> -Interpret simplified short narrative and descriptive passages on familiar topics (p. 47, 49, 52, 54, 61, 64) -Predict meanings of unfamiliar vocabulary material rich in contextual clues (p. 53)</p> <p><u>Writing</u> -Write related sentences to form paragraphs on a topic (p. 54)</p>	<p><u>Factual information</u> Express obligation, explain, indicate certainty, express ability or inability (p. 47, 59)</p> <p><u>Suasion</u> Suggest, advice (p. 49, 51, 55, 61, 64)</p>

<p>4</p> <p>Getting a Job</p> <p>Topics Job applications Job search strategies</p>	<p>Listening -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 68, 69, 74, 75, 81, 82, 84)</p> <p>Speaking -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 69, 71, 73, 75, 77, 84)</p> <p>Reading -Interpret simplified short narrative and descriptive passages on familiar topics (p. 67,74, 75, 76, 78, 84) -Scan for specific information in simple life-skill materials (ads, schedules, signs, forms) related to immediate needs (p. 72, 73) -Predict meanings of unfamiliar vocabulary I material rich in contextual clues (p. 79)</p> <p>Writing -Write short thank-you notes (p. 80) -Complete simple forms (medical history, job application, banking) (p. 73)</p>	<p>Factual information Express obligation, explain, indicate certainty, express ability or inability (p. 69, 71, 75)</p> <p>Suasion Suggest, advice (p. 81, 84)</p>
<p>5</p> <p>Traveling</p>	<p>Listening -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 88, 89, 94, 95, 101, 104)</p> <p>Speaking -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 89, 93, 95, 97, 101, 103, 104)</p> <p>Reading -Interpret simplified short narrative and descriptive passages on familiar topics (p. 98, 100, 104) -Scan for specific information in simple life-skill materials (ads, schedules, signs, forms) related to immediate needs (p.92, 95) -Predict meanings of unfamiliar vocabulary I material rich in contextual clues (p. 99)</p> <p>Writing -Write related sentences to form paragraphs on a topic (p. 91, 100)</p>	<p>Factual information Express obligation, explain, indicate certainty, express ability or inability (p. 87, 89, 95)</p> <p>Social and Interpersonal Relations Apologize, make excuses, express worry and disappointment, give and get permission, make offers (p. 101, 102, 103)</p> <p>Suasion Suggest, advice (p. 93, 99, 104)</p>
<p>6</p> <p>Getting a Good Deal</p>	<p>Listening -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 108, 109, 114, 115, 120, 121, 124)</p> <p>Speaking -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 109, 115, 119, 121, 124)</p> <p>Reading -Interpret simplified short narrative and descriptive passages on familiar topics (p. 109, 110, 112, 115, 116, 121, 123, 124) -Scan for specific information in simple life-skill materials (ads, schedules, signs, forms) related to immediate needs (p. 117, 118, 119) -Predict meanings of unfamiliar vocabulary I material rich in contextual clues (p. 113)</p> <p>Writing -Write related sentences to form paragraphs on a topic (p. 123)</p>	<p>Factual information Express obligation, explain, indicate certainty, express ability or inability (p. 107, 111, 121)</p> <p>Suasion Suggest, advice (p. 109, 115, 124)</p>
<p>7</p> <p>Getting There Safely</p>	<p>Listening -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 128, 129, 134, 135, 141, 144)</p> <p>Speaking -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 129, 131, 135, 139, 144)</p> <p>Reading -Interpret simplified short narrative and descriptive passages on familiar topics (p. 135, 138, 144) -Predict meanings of unfamiliar vocabulary I material rich in contextual clues (p. 139)</p> <p>Writing -Write related sentences to form paragraphs on a topic (p. 140)</p>	<p>Factual information Express obligation, explain, indicate certainty, express ability or inability (p. 127, 131, 137)</p> <p>Social and Interpersonal Relations Apologize, make excuses, express worry and disappointment, give and get permission, make offers (p. 129, 131)</p> <p>Suasion Suggest, advice (p. 131.139, 143, 144)</p>

<p>8 Staying Healthy</p>	<p><u>Listening</u> -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 148, 149, 154, 155, 160, 161, 164)</p> <p><u>Speaking</u> -Participate in simple face-to-face conversations dealing with basic survival needs and minimum courtesy requirements (thanking, meeting, apologizing) (p. 155, 157, 162) -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 148, 161, 164)</p> <p><u>Reading</u> -Interpret simplified short narrative and descriptive passages on familiar topics (p. 149, 155, 158, 163, 164) -Scan for specific information in simple life-skill materials (ads, schedules, signs, forms) related to immediate needs (p. 152) -Predict meanings of unfamiliar vocabulary I material rich in contextual clues (p. 159)</p> <p><u>Writing</u> -Write related sentences to form paragraphs on a topic (p. 163)</p>	<p><u>Factual information</u> Express obligation, explain, indicate certainty, express ability or inability (p. 149)</p> <p><u>Suasion</u> Suggest, advice (p. 155, 157, 159, 161, 162, 164)</p>
<p>9 On the Job</p>	<p><u>Listening</u> -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 168, 169, 175, 180, 181)</p> <p><u>Speaking</u> -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 169, 171, 175, 181, 183, 184)</p> <p><u>Reading</u> -Interpret simplified short narrative and descriptive passages on familiar topics (p. 169, 170, 172, 178, 181, 184) -Scan for specific information in simple life-skill materials (ads, schedules, signs, forms) related to immediate needs (p. 179) -Predict meanings of unfamiliar vocabulary I material rich in contextual clues (p. 173)</p> <p><u>Writing</u> -Take notes on familiar material transmitted orally (p. 183) -Write related sentences to form paragraphs on a topic (p. 174)</p>	<p><u>Social and Interpersonal Relations</u> Apologize, make excuses, express worry and disappointment, give and get permission, make offers (p. 176, 180, 181)</p> <p><u>Suasion</u> Suggest, advice (p. 167, 169, 171, 173, 183, 184)</p>
<p>10 Going to the Doctor</p>	<p><u>Listening</u> -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 188, 189)</p> <p><u>Speaking</u> -Participate in simple face-to-face conversations dealing with basic survival needs and minimum courtesy requirements (thanking, meeting, apologizing) (p. 189, 194, 195, 201) -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 189, 191, 193, 195, 197, 204)</p> <p><u>Reading</u> -Interpret simplified short narrative and descriptive passages on familiar topics (p. 189, 195, 198, 202, 204) -Predict meanings of unfamiliar vocabulary I material rich in contextual clues (p. 199)</p> <p><u>Writing</u> -Write related sentences to form paragraphs on a topic (p. 200)</p>	<p><u>Factual information</u> Express obligation, explain, indicate certainty, express ability or inability (p. 189, 197)</p> <p><u>Social and Interpersonal Relations</u> Apologize, make excuses, express worry and disappointment, give and get permission, make offers (p. 190, 191, 203)</p> <p><u>Suasion</u> Suggest, advice (p. 199, 201, 204)</p>
<p>11 Money Matters <u>Topics</u> Banking</p>	<p><u>Listening</u> -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 208, 209, 215, 220, 221)</p> <p><u>Speaking</u> -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 208, 213, 217, 219, 221, 224)</p> <p><u>Reading</u> -Interpret simplified short narrative and descriptive passages on familiar topics (p. 212, 216, 221, 222) -Scan for specific information in simple life-skill materials (ads, schedules, signs, forms) related to immediate needs (p. 218, 220, 224) -Predict meanings of unfamiliar vocabulary I material rich in contextual clues (p. 213)</p> <p><u>Writing</u> -Write related sentences to form paragraphs on a topic (p. 214)</p>	<p><u>Factual information</u> Express obligation, explain, indicate certainty, express ability or inability (p.207)</p> <p><u>Suasion</u> Suggest, advice (p. 213, 217, 219, 224)</p>

<p>12 Washington, D.C.</p>	<p><u>Listening</u> -Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary (p. 228, 229, 234, 235, 240, 241)</p> <p><u>Speaking</u> -Ask and answer questions in simple present, past, and future tenses on familiar topics (p. 229, 231, 233, 235, 237, 239, 241, 244)</p> <p><u>Reading</u> -Interpret simplified short narrative and descriptive passages on familiar topics (p. 229, 230, 233, 235, 236, 238, 242, 244) -Scan for specific information in simple life-skill materials (ads, schedules, signs, forms) related to immediate needs (p. 232) -Predict meanings of unfamiliar vocabulary material rich in contextual clues (p. 239)</p> <p><u>Writing</u> -Write related sentences to form paragraphs on a topic (p. 243)</p>	<p><u>Factual information</u> Express obligation, explain, indicate certainty, express ability or inability (p. 237, 239)</p> <p><u>Social and Interpersonal Relations</u> Apologize, make excuses, express worry and disappointment, give and get permission, make offers (p. 241)</p> <p><u>Suasion</u> Suggest, advice (p. 228, 229, 231, 244)</p>
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Level 4

Unit	Language Skills	Language Functions
Pre-Unit	<p><u>Listening</u> -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 4)</p> <p><u>Speaking</u> -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 4)</p> <p><u>Reading</u> -Find information that requires drawing from different sections of a reading passage (p. 4)</p>	<p><u>Factual information</u> Compare and contrast, express possibility and probability, offer to do something (p. 3)</p> <p><u>Social and Interpersonal Relations</u> Express sympathy, hope, and regret (p. 4)</p>
1 Catching Up	<p><u>Listening</u> -Identify main ideas and most supporting detail in factual material relating to everyday topics (p. 10) -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 10, 12, 13) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 6, 7, 13, 19)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 7, 11, 13, 19, 21) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 7, 13, 24) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 7, 19)</p> <p><u>Reading</u> -Identify the main idea of a paragraph on a familiar topic (p. 10) -Guess the meaning of unfamiliar vocabulary and phrases from context (p. 8, 10, 16, 24) -Find information that requires drawing from different sections of a reading passage (p. 11)</p> <p><u>Writing</u> -Write short paragraphs describing daily activities or past events, using chronological order (p. 15, 22) -Fill out authentic job applications and medical history forms (p. 17)</p>	<p><u>Factual information</u> Compare and contrast, express possibility and probability, offer to do something (p. 12, 13, 15, 19)</p> <p><u>Suasion</u> Solve problems, instruct (p. 24)</p>
2 Tell Me About Yourself <u>Topics</u> Preparedness for job interview	<p><u>Listening</u> -Identify main ideas and most supporting detail in factual material relating to everyday topics (p. 36) -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 33, 36, 39) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 27, 33, 39)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 27, 33, 35, 41) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 27, 33, 39) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 27, 33, 39)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 28, 31, 36) -Find information that requires drawing from different sections of a reading passage (p. 28, 31, 44, 36, 44)</p> <p><u>Writing</u> -Write personal letters (p. 42) -Fill out authentic job applications and medical history forms (p. 31)</p>	<p><u>Factual information</u> Compare and contrast, express possibility and probability, offer to do something (p. 27, 37)</p> <p><u>Social and Interpersonal Relations</u> Express sympathy, hope, and regret (p. 29, 35)</p> <p><u>Suasion</u> Solve problems, instruct (p. 23, 33, 35, 44)</p>

<p>3 Community Life</p>	<p><u>Listening</u> -Identify main ideas and most supporting detail in factual material relating to everyday topics (p. 56) -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 47, 53, 59) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 47, 53, 59)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 47, 57, 59) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 47, 55, 57, 59) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 47, 55, 59)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 56, 69, 62, 64) -Identify the main idea of a paragraph on a familiar topic (p. 56) -Find information that requires drawing from different sections of a reading passage (p. 56, 69, 62, 64)</p> <p><u>Writing</u> - Write short paragraphs describing daily activities or past events, using chronological order (p. 63)</p>	<p><u>Factual information</u> Compare and contrast, express possibility and probability, offer to do something (p. 55, 57, 59)</p> <p><u>Suasion</u> Solve problems, instruct (p. 51, 61, 64)</p>
<p>4 On the Job</p> <p><u>Topics</u> Benefits</p>	<p><u>Listening</u> -Identify main ideas and most supporting detail in factual material relating to everyday topics (p. 76) -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 67, 73, 79) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 67, 73, 79)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 67, 69) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 67, 73, 79) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 87, 91, 93, 99)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 70, 76) -Identify the main idea of a paragraph on a familiar topic (p. 76) -Find information that requires drawing from different sections of a reading passage (p. 77, 84)</p> <p><u>Writing</u> - Write personal letters (p. 82)</p>	<p><u>Factual information</u> Compare and contrast, express possibility and probability, offer to do something (p. 67, 77)</p> <p><u>Suasion</u> Solve problems, instruct (p. 69, 73, 81, 84)</p>

<p>5 Safe and Sound</p>	<p><u>Listening</u> -Identify main ideas and most supporting detail in factual material relating to everyday topics (p. 90) -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 87, 90, 93, 99) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 87, 93, 99)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 87, 91) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 87, 91, 93, 99) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 87, 91, 93, 99)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 88, 90, 102) -Identify the main idea of a paragraph on a familiar topic (p. 90) -Find information that requires drawing from different sections of a reading passage (p. 102, 104)</p> <p><u>Writing</u> - Write short paragraphs describing daily activities or past events, using chronological order ((p. 103)</p>	<p><u>Factual information</u> Compare and contrast, express possibility and probability, offer to do something (p. 87)</p> <p><u>Suasion</u> Solve problems, instruct (p. 87, 91, 93, 96, 101, 104)</p>
<p>6 Moving In <u>Topics</u> Tenants rights</p>	<p><u>Listening</u> -Identify main ideas and most supporting detail in factual material relating to everyday topics (p. 117) -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 107, 113, 119) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 107, 113, 119)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 107, 113, 119) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 107, 113, 119) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 107, 113, 119) -Communicate on the telephone on familiar subjects with clarification (p. 113)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 116, 124) -Identify the main idea of a paragraph on a familiar topic (p. 117) -Find information that requires drawing from different sections of a reading passage (p. 108, 117, 124)</p> <p><u>Writing</u> -Write personal letters (p. 122)</p>	<p><u>Suasion</u> Solve problems, instruct (p. 113, 118, 119, 121, 124)</p>

<p>7 Behind the Wheel</p>	<p><u>Listening</u> -Identify main ideas and most supporting detail in factual material relating to everyday topics (p. 136) -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 127, 139) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 127, 139)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 139, 141) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 127, 130, 130, 141) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 127, 139, 141)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 132, 136, 142, 144) -Identify the main idea of a paragraph on a familiar topic (p. 136) -Find information that requires drawing from different sections of a reading passage (p. 132, 142, 144)</p> <p><u>Writing</u> -Write short paragraphs describing daily activities or past events, using chronological order (p. 143)</p>	<p><u>Suasion</u> Solve problems, instruct (p. 133, 144)</p>
<p>8 How Are You Feeling?</p> <p><u>Topics</u> Health information: Medical history</p>	<p><u>Listening</u> -Identify main ideas and most supporting detail in factual material relating to everyday topics (p. 156) -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 147, 153, 159) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 147, 153, 159)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 149, 153, 157, 159, 164) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 147, 149, 153, 157, 159, 164) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 147, 149, 153, 157, 159, 164)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 156) -Find information that requires drawing from different sections of a reading passage (p. 156, 161, 162, 164) -Draw meaning from passages by using syntactic clues, such as pronoun references (p. 156, 162, 164)</p> <p><u>Writing</u> -Write short paragraphs describing daily activities or past events, using chronological order (p. 163) -Fill out authentic job applications and medical history forms (p. 151)</p>	<p><u>Suasion</u> Solve problems, instruct (p. 147, 149, 151, 157, 160, 161, 164)</p>
<p>9 Partners in Education</p>	<p><u>Listening</u> -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 167, 173, 179) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 167, 173, 179)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 167) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 167, 179) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 167, 179)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 176, 182, 184) -Identify the main idea of a paragraph on a familiar topic (p. 177) -Find information that requires drawing from different sections of a reading passage (p. 174, 175)</p> <p><u>Writing</u> -Write personal letters (p. 171, 183)</p>	<p><u>Factual information</u> Compare and contrast, express possibility and probability, offer to do something (p. 177)</p> <p><u>Suasion</u> Solve problems, instruct (p. 167, 173, 179, 184)</p>

<p>10 Safety First</p>	<p><u>Listening</u> -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 187, 190, 193, 199) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 187, 193, 199)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 187, 189, 193) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 187, 191, 193, 199) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 187, 191, 193, 199)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 190, 202, 204) -Identify the main ideas of a paragraph on a familiar topic (p. 202) -Find information that requires drawing from different sections of a reading passage (p. 197) -Draw meaning from passages by using syntactic clues, such as pronoun references (p. 194, 195)</p> <p><u>Writing</u> --Fill out authentic job applications and medical history forms (p. 197)</p>	<p><u>Suasion</u> Solve problems, instruct (p. 186, 189, 191, 199, 201, 204)</p>
<p>11 Know the Law!</p>	<p><u>Listening</u> -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 207, 213, 217, 219) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 207, 213, 217, 219)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 213, 219) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 207, 213, 217, 219) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 207, 213, 217, 219)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 216, 222, 224) -Find information that requires drawing from different sections of a reading passage (p. 208, 212, 222)</p> <p><u>Writing</u> -Write short paragraphs describing daily activities or past events, using chronological order (p. 223)</p>	<p><u>Factual information</u> Compare and contrast, express possibility and probability, offer to do something (p. 206)</p> <p><u>Suasion</u> Solve problems, instruct (p. 224)</p>
<p>12 Saving and Spending</p>	<p><u>Listening</u> -Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts (p. 227, 230, 233, 238) -Demonstrate understanding if everyday conversation with some repetition or slower speech (p. 227, 233, 238)</p> <p><u>Speaking</u> -Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places (p. 233) -Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often (p. 227, 231, 233, 239) -Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (p. 227, 231, 233, 239)</p> <p><u>Reading</u> -Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices.) (p. 230, 246, 242, 244) -Identify the main idea of a paragraph on a familiar topic (p. 242) -Find information that requires drawing from different sections of a reading passage (p. 232, 238, 242)</p> <p><u>Writing</u> -Write short paragraphs describing daily activities or past events, using chronological order (p. 243)</p>	<p><u>Suasion</u> Solve problems, instruct (p. 223, 235, 239, 244)</p>

Level 5

Unit	Language Skills	Language Functions
Pre-Unit	<p>Listening -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 3, 4) -Demonstrate understanding of new vocabulary in context through guessing strategies (p. 4)</p> <p>Speaking -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 3, 4) -Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures-perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice—even though errors are common and may inhibit communication (p. 3, 4) -Adjust the language used in accordance with the level of formality required by the social situation in face-to-face conversations (p. 1)</p> <p>Writing -Take simple notes from public announcements, short lectures, and real interviews (p. 4)</p>	<p>Social and Interpersonal Relations Approve/disapprove, express indifference, express intentions (p. 4)</p>
1 Setting Goals, Pursuing Dreams	<p>Listening -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 7, 9, 11, 13, 18, 19, 21, 24) -Demonstrate understanding of abstract topics in familiar contexts (p. 15, 17, 18, 19, 21)</p> <p>Speaking -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 7, 9, 11, 13, 18, 19, 20, 21, 24) -Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures-perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice—even though errors are common and may inhibit communication (p. 7, 11, 13, 18, 19) -Adjust the language used in accordance with the level of formality required by the social situation in face-to-face conversations (p. 7, 9, 11)</p> <p>Reading -Interpret both authentic and edited materials, such as prose fiction, on familiar subjects (p. 12, 16, 20, 24)</p> <p>Writing -Write and punctuate complex Sentences (p. 23) -Write descriptive and narrative paragraphs, using correct punctuation (p. 22)</p>	<p>Social and Interpersonal Relations Approve/disapprove, express indifference, express intentions (p. 9.15.17.19.22.24)</p> <p>Suasion Predict consequences, persuade (p. 24)</p>
2 Getting a Job	<p>Listening -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 32, 33, 35, 37, 38, 41, 44)</p> <p>Speaking -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 26, 33, 35, 37, 38, 41, 44) -Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures-perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice—even though errors are common and may inhibit communication (p. 26, 33, 35, 38, 41, 44) -Adjust the language used in accordance with the level of formality required by the social situation in face-to-face conversations (p. 35, 38, 41)</p> <p>Reading -Interpret both authentic and edited materials, such as prose fiction, on familiar subjects (p. 26, 30, 34, 44)</p> <p>Writing -Write and punctuate complex Sentences (p. 43) -Write descriptive and narrative paragraphs, using correct punctuation (p. 43) -Complete forms, such as accident reports or applications for drivers' licenses (p. 31)</p>	<p>Social and Interpersonal Relations Approve/disapprove, express indifference, express intentions (p. 27, 32)</p>

<p>3 Road Trip</p>	<p><u>Listening</u> -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 47, 49, 53, 55, 59, 64) -Demonstrate understanding of new vocabulary in context through guessing strategies (p. 47, 57, 58)</p> <p><u>Speaking</u> -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 47, 49, 52, 53, 55, 57, 59, 67) -Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures-perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice—even though errors are common and may inhibit communication (p. 51)</p> <p><u>Reading</u> -Interpret both authentic and edited materials, such as prose fiction, on familiar subjects (p. 48, 54, 57, 59, 62, 64)</p> <p><u>Writing</u> -Write and punctuate complex Sentences (p. 63) -Take simple notes from public announcements, short lectures, and real interviews (p. 52)</p>	<p><u>Social and Interpersonal Relations</u> Approve/disapprove, express indifference, express intentions (p. 51)</p> <p><u>Suasion</u> Predict consequences, persuade (p. 59, 65)</p>
<p>4 Are You Safe?</p>	<p><u>Listening</u> -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 67, 71, 73, 75, 77, 81, 82, 84) -Demonstrate understanding of most of the language used in movies or broadcasts of a nontechnical or very general nature (p. 70) -Demonstrate understanding of new vocabulary in context through guessing strategies (p. 69, 78)</p> <p><u>Speaking</u> -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 67, 71, 73, 77, 81, 82, 84)</p> <p><u>Reading</u> -Interpret both authentic and edited materials, such as prose fiction, on familiar subjects (p. 67, 68, 74, 76, 79, 82, 84) -Identify main ideas and supporting details or examples from familiar material (p. 67)</p> <p><u>Writing</u> -Write and punctuate complex Sentences (p. 83) -Write descriptive and narrative paragraphs, using correct punctuation (p. 69, 83) -Take simple notes from public announcements, short lectures, and real interviews (p. 71)</p>	<p><u>Social and Interpersonal Relations</u> Approve/disapprove, express indifference, express intentions (p. 67)</p> <p><u>Suasion</u> Predict consequences, persuade (p. 71, 76, 77, 84)</p>
<p>5 Advancing on the Job</p>	<p><u>Listening</u> -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 90, 91, 95, 99, 101, 104) -Demonstrate understanding of abstract topics in familiar contexts (p. 93) -Demonstrate understanding of new vocabulary in context through guessing strategies (p. 87, 88, 99, 101)</p> <p><u>Speaking</u> -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 90, 91, 95, 99, 101, 104) -Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures-perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice—even though errors are common and may inhibit communication (p. 86, 87) -Clarify meaning through strategies such as paraphrasing when misunderstanding occurs (p.91) -Adjust the language used in accordance with the level of formality required by the social situation in face-to-face conversations (p. 91)</p> <p><u>Reading</u> -Interpret both authentic and edited materials, such as prose fiction, on familiar subjects (p. 86, 89, 94, 95, 97, 98, 100, 102, 104) -Identify main ideas and supporting details or examples from familiar material (p. 86, 87)</p> <p><u>Writing</u> -Expand and combine simple sentences by adding modifying words, clauses, and phrases (p. 93) -Write and punctuate complex Sentences (p. 103) -Write descriptive and narrative paragraphs, using correct punctuation (p. 103)</p>	<p><u>Social and Interpersonal Relations</u> Approve/disapprove, express indifference, express intentions (p. 91)</p> <p><u>Suasion</u> Predict consequences, persuade (p. 104)</p>

<p>6 Health</p>	<p><u>Listening</u> -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 107, 108, 109, 111, 113, 115, 117, 119, 121, 124) -Demonstrate understanding of new vocabulary in context through guessing strategies (p. 107, 113, 115, 119)</p> <p><u>Speaking</u> -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 107, 113, 115, 121, 124)</p> <p><u>Reading</u> -Interpret both authentic and edited materials, such as prose fiction, on familiar subjects (p. 106, 108, 110, 111, 112, 114, 118, 119, 124) -Identify main ideas and supporting details or examples from familiar material (p. 106)</p> <p><u>Writing</u> -Write and punctuate complex Sentences (p. 123) -Write descriptive and narrative paragraphs, using correct punctuation (p. 123)</p>	<p><u>Factual Information</u> Illustrate, conclude, infer (p. 119)</p> <p><u>Social and Interpersonal Relations</u> Approve/disapprove, express indifference, express intentions (p. 117)</p> <p><u>Suasion</u> Predict consequences, persuade (p. 121, 124)</p>
<p>7 Citizenship</p>	<p><u>Listening</u> -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 127, 129, 131, 133, 135, 137, 139, 142, 144) -Demonstrate understanding of most of the language used in movies or broadcasts of a nontechnical or very general nature (p. 134) -Demonstrate understanding of new vocabulary in context through guessing strategies (p. 127, 131, 133, 137)</p> <p><u>Speaking</u> -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 127, 129, 131, 133, 137, 139, 142, 144)</p> <p><u>Reading</u> -Interpret both authentic and edited materials, such as prose fiction, on familiar subjects (p. 126, 130, 132, 136, 142, 144) -Identify main ideas and supporting details or examples from familiar material (p. 136)</p> <p><u>Writing</u> -Write and punctuate complex Sentences (p. 143) -Write descriptive and narrative paragraphs, using correct punctuation (p. 143) -Take simple notes from public announcements, short lectures, and real interviews (p. 138, 141)</p>	<p><u>Factual Information</u> Illustrate, conclude, infer (p. 139)</p> <p><u>Suasion</u> Predict consequences, persuade (p. 255)</p>
<p>8 Knowing the Law</p>	<p><u>Listening</u> -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 146, 147, 149, 151, 152, 155, 159, 161, 164) -Demonstrate understanding of new vocabulary in context through guessing strategies (p. 146, 155, 157, 158, 161)</p> <p><u>Speaking</u> -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 146, 147, 149, 151, 150, 155, 159, 161, 164) -Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures-perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice—even though errors are common and may inhibit communication (p. 152)</p> <p><u>Reading</u> -Interpret both authentic and edited materials, such as prose fiction, on familiar subjects (p. 150, 153, 154, 156, 160, 162, 164) -Identify main ideas and supporting details or examples from familiar material (p. 157)</p> <p><u>Writing</u> -Write and punctuate complex Sentences (p. 163) -Write descriptive and narrative paragraphs, using correct punctuation (p. 163) -Take simple notes from public announcements, short lectures, and real interviews (p. 146)</p>	<p><u>Social and Interpersonal Relations</u> Approve/disapprove, express indifference, express intentions (p. 149, 161)</p> <p><u>Suasion</u> Predict consequences, persuade (p. 164)</p>

<p>9 Saving the Plane</p>	<p><u>Listening</u> -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 167, 168, 170, 173, 175, 177, 181, 184) -Demonstrate understanding of most of the language used in movies or broadcasts of a nontechnical or very general nature (p. 170) -Demonstrate understanding of new vocabulary in context through guessing strategies (p. 167, 173, 175)</p> <p><u>Speaking</u> -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 167, 168, 170, 173, 175, 176, 177, 181, 184) -Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures-perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice—even though errors are common and may inhibit communication (p. 167, 168, 170, 173, 175, 177, 181, 184)</p> <p><u>Reading</u> -Interpret both authentic and edited materials, such as prose fiction, on familiar subjects (p. 166, 172, 174, 180, 182, 184)</p> <p><u>Writing</u> -Write and punctuate complex Sentences (p. 183) -Write descriptive and narrative paragraphs, using correct punctuation (p. 183) -Take simple notes from public announcements, short lectures, and real interviews (p. 171)</p>	<p><u>Suasion</u> Predict consequences, persuade (p. 184)</p>
<p>10 Technology</p>	<p><u>Listening</u> -Demonstrate understanding of the majority of face-to-face speech in standard dialect and at a normal rate: some repetition will be required (p. 187, 190, 191, 193, 197, 202, 204) -Demonstrate understanding of most of the language used in movies or broadcasts of a nontechnical or very general nature (p. 196) -Demonstrate understanding of new vocabulary in context through guessing strategies (p. 186, 193, 199, 201)</p> <p><u>Speaking</u> -Ask and answer questions fluently with minimal errors in the present, past, and future tenses (p. 187, 190, 191, 193, 197, 201, 202, 204) -Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures-perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice—even though errors are common and may inhibit communication (p. 195, 197, 204)</p> <p><u>Reading</u> -Interpret both authentic and edited materials, such as prose fiction, on familiar subjects (p. 188, 192, 198, 200, 201, 202, 204)</p> <p><u>Writing</u> -Write and punctuate complex Sentences (p. 203) -Write descriptive and narrative paragraphs, using correct punctuation (p. 203) -Take simple notes from public announcements, short lectures, and real interviews (p. 186, 196)</p>	<p><u>Social and Interpersonal Relations</u> Approve/disapprove, express indifference, express intentions (p. 190, 191, 197)</p> <p><u>Suasion</u> Predict consequences, persuade (p. 204)</p>