

Scope and Sequence

| Unit | Theme | Grammar | Topics | Avoid Common Mistakes |
|--|----------------------------------|--|--|--|
| PART 1 The Verb Be | | | | |
| Unit 1 page 2 | Tell Me About Yourself | Statements with Present of Be | Present of Be: Affirmative Statements (p.4) Present of Be: Negative Statements (p.8) | Avoiding <i>be + no</i> ; avoiding sentences beginning with <i>be</i> |
| Unit 2 page 12 | Schedules and School | Yes/No Questions and Information Questions with Be | Yes/No Questions and Short Answers with Be (p.14) Information Questions with Be (p.18) | Remembering capital letters and punctuation; avoiding contractions with short answers to <i>yes/no</i> questions |
| PART 2 Nouns, Determiners, and Pronouns | | | | |
| UNIT 3 page 22 | Gadgets | Count Nouns; A/An; Have and Be | Nouns; A/An (p. 24) Be with A/An + Noun (p. 27) Have (p. 29) | Remembering <i>a/an</i> ; remembering subject/verb agreement |
| UNIT 4 page 32 | The Workplace | Demonstratives and Possessives | Demonstratives (<i>This, That, These, Those</i>) (p. 34) Possessives and <i>Whose</i> (p. 39) | Using <i>this/that and these/those</i> ; using possessives |
| PART 3 Prepositions and Adjectives | | | | |
| UNIT 5 page 44 | Skills and Qualities for Success | Descriptive Adjectives | Adjectives (p. 46) Questions with <i>What . . . like?</i> and <i>How + Adjective</i> (p. 49) | Remembering where to put adjectives; avoiding plural adjectives |
| UNIT 6 page 54 | Around the House | Prepositions | Prepositions of Place: Things at Home and in the Neighborhood (p. 56) Prepositions of Place: Locations and Other Uses (p. 60) Prepositions of Time (p. 63) | Remembering <i>in, on, and at</i> |
| UNIT 7 page 68 | Local Attractions | <i>There Is</i> and <i>There Are</i> | <i>There Is / There Are</i> (p. 70) Yes/No Questions with <i>There Is / There Are</i> (p. 75) | Using <i>there is / there are</i> ; avoiding contractions in academic writing |

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| PART 4 Simple Present | | | | |
| UNIT 8 page 80 | Lifestyles | Simple Present | Simple Present: Affirmative and Negative Statements (p. 82) Statements with Adverbs of Frequency (p. 88) | Avoiding <i>do/does</i> in negative statements with <i>be</i> ; avoiding <i>be</i> with simple present verbs |
| UNIT 9 page 92 | Daily Habits | Simple Present Yes/No Questions and Short Answers | Simple Present Yes / No Questions and Short Answers (p. 94) | Remembering <i>Do/Does</i> in simple present questions with <i>have</i> ; avoiding <i>Do/Does</i> in questions with <i>be</i> |
| UNIT 10 page 98 | Cultural Holidays | Simple Present Information Questions | Simple Present Information Questions (p. 100) Questions with <i>How Often</i> (p. 106) | Remembering <i>do/does</i> ; avoiding <i>-s</i> with <i>he/she/it</i> |
| PART 5 Conjunctions | | | | |
| UNIT 11 page 108 | Time Management | Conjunctions: <i>And, But, Or; Because</i> | <i>And, But, Or</i> (p. 110) <i>Because</i> (p. 113) | Remembering a comma with conjunctions; using conjunctions |
| PART 6 Simple Past | | | | |
| UNIT 12 page 118 | Success Stories | Simple Past Statements | Simple Past Statements: Regular Verbs (p. 120) Simple Past Statements: Irregular Verbs (p. 125) | Remembering simple past verbs to talk about the past; remembering the base form of the verb after <i>did not / didn't</i> |
| UNIT 13 page 130 | Business Ideas | Simple Past Questions | Simple Past Yes / No Questions (p. 132) Simple Past Information Questions (p. 135) | Remembering <i>did</i> + subject + base form of the verb; avoiding the past form in information questions |
| UNIT 14 page 138 | Life Stories | Simple Past of <i>Be</i> | Simple Past of <i>Be</i> : Affirmative and Negative Statements (p. 140) Simple Past of <i>Be</i> : Questions and Answers (p. 142) | Using <i>was/were</i> ; Remembering the correct form with <i>born</i> |
| UNIT 15 page 148 | Luck and Loss | Past Time Clauses with <i>When, Before, and After</i> | Past Time Clauses with <i>When, Before, and After</i> (p. 150) | Remembering the correct spelling of <i>when, before, and after</i> ; remembering the subject in the main clause and the time clause |

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| PART 7 More About Nouns, Determiners, and Pronouns | | | | |
| UNIT 16 page 156 | Eating Habits | Count and Noncount Nouns | Count and Noncount Nouns (p. 158) Units of Measure; <i>How Many . . . ?</i> and <i>How Much . . . ?</i> (p. 164) | Avoiding <i>a / an</i> with noncount nouns; avoiding the plural with noncount nouns |
| UNIT 17 page 170 | Languages | Quantifiers: <i>Some, Any, A Lot Of, A Little, A Few, Much, Many</i> | Quantifiers: <i>Some</i> and <i>Any</i> (p. 172) Quantifiers: <i>A Lot Of, A Little, A Few, Much, Many</i> (p. 177) | Remembering <i>many</i> with plural nouns; remembering <i>any</i> with negative statements and <i>some</i> with affirmative statements |
| UNIT 18 page 184 | Changes and Risks | Articles: <i>A / An</i> and <i>The</i> | Articles: <i>A / An</i> and <i>The</i> (p. 186) Article or No Article? (p. 191) | Avoiding <i>a/an</i> with noncount nouns; avoiding <i>the</i> when talking about things or people in general |
| UNIT 19 page 196 | Meals Around the World | Possessive Pronouns and Indefinite Pronouns | Possessive Pronouns (p. 198) Indefinite Pronouns (p. 203) | Avoiding the plural with possessive pronouns; remembering <i>any</i> + in negative statements |
| PART 8 Imperatives and Modals | | | | |
| UNIT 20 page 208 | Social Customs | Imperatives | Imperatives (p. 210) | Avoiding <i>no</i> in negative imperatives; remembering an apostrophe in <i>don't</i> |
| UNIT 21 page 218 | Making Connections | Ability and Possibility | <i>Can</i> and <i>Could</i> for Ability and Possibility (p. 220) <i>Be Able To</i> and <i>Know How To</i> for Ability (p. 225) | Avoiding <i>-s</i> with <i>can</i> and <i>could</i> ; remembering the base form with <i>can</i> and <i>could</i> |
| UNIT 22 page 230 | College Life | Requests and Permission | <i>Can, Could, and Would</i> for Requests (p. 232) <i>Can, Could, and May</i> for Permission (p. 236) | Remembering the correct word order for making requests; remembering the base form of the verb after <i>can, could, may, or would</i> |

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| PART 9 Present and Past Progressive | | | | |
| UNIT 23 page 242 | Body Language | Present Progressive | Present Progressive Statements (p. 244) Present Progressive Questions (p. 249) Present Progressive and Simple Present (p. 251) | Remembering <i>be</i> and verb + <i>-ing</i> for the present progressive |
| UNIT 24 page 256 | Inventions and Discoveries | Past Progressive and Simple Past | Past Progressive (p. 258) Time Clauses with Past Progressive and Simple Past (p. 263) | Remembering <i>was / were</i> + verb + <i>-ing</i> for the past progressive |
| PART 10 Subjects, Objects, and Complements | | | | |
| UNIT 25 page 268 | Fast Food or Slow Food | Subject and Object Pronouns; Questions About Subjects and Objects | Subject and Object Pronouns (p. 270) Questions About the Subject and the Object (p. 273) | Using subject and object pronouns; avoiding putting the pronoun before the noun |
| UNIT 26 page 278 | Do What You Enjoy Doing | Infinitives and Gerunds | Infinitives (p. 280) Gerunds (p. 283) | Using infinitives and gerunds; Avoiding <i>wanna</i> in writing |
| PART 11 The Future | | | | |
| UNIT 27 page 290 | The Years Ahead | Future with <i>Be Going To</i> , Present Progressive, and <i>Will</i> | Future with <i>Be Going To</i> or Present Progressive (p. 292) Future with <i>Will</i> (p. 297) | Remembering the verb <i>be</i> in <i>be going to</i> ; remembering <i>will</i> for predictions |
| UNIT 28 page 302 | Will We Need Teachers? | <i>Will</i> , <i>May</i> , and <i>Might</i> for Future Possibility; <i>Will</i> for Offers and Promises | <i>May</i> and <i>Might</i> ; Adverbs with <i>Will</i> (p. 304) Offers and Promises (p. 309) | Avoiding using <i>can</i> for predictions; avoiding using <i>can</i> for certainty |

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PART 12 More Modals

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| UNIT 29 page 312 | Study Habits | Suggestions and Advice | Suggestions and Advice (p. 314) Asking for and Responding to Suggestions and Advice (p. 317) | Using <i>should</i> and <i>ought</i> ; avoiding putting <i>probably</i> after the <i>ought to</i> |
| UNIT 30 page 322 | Getting What You Want | Necessity and Conclusions | Necessity and Conclusions with <i>Have To</i> , <i>Need To</i> , <i>Must</i> (p. 324) | Avoiding <i>to</i> after <i>must</i> ; avoiding <i>need to</i> for conclusions |

PART 13 Adjective and Adverbs

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| UNIT 31 page 332 | Making a Good Impression | Adjectives and Adverbs | Adjectives and Adverbs of Manner (p. 334) Adjectives with Linking Verbs; Adjectives and Adverbs with <i>Very</i> and <i>Too</i> (p. 338) | Avoiding <i>-ly</i> in irregular adverbs; avoiding confusion with <i>good</i> and <i>well</i> ; avoiding putting the adverb between a verb and its object |
| UNIT 32 page 344 | Progress | Comparative Adjectives and Adverbs | Comparative Adjectives (p. 346) Comparative Adverbs (p. 351) | Avoiding <i>more</i> with <i>better</i> and <i>worse</i> ; avoiding <i>that</i> and <i>then</i> after a comparative |
| UNIT 33 page 356 | Facts and Opinions | Superlative Adjectives and Adverbs | Superlative Adjectives (p. 358) Superlative Adverbs (p. 363) | Avoiding the comparative for more than two things; avoiding using <i>most</i> and <i>-est</i> together |