



# neo+ Certification Plan

## Starter→Pre-A1

Starter→ Pre-A1 Unit & Lessons	Main Learning Points	Topics / Comments
<p><b>U1 Four People</b></p> <p>LETTERS A-D</p> <p>Numbers: 1 – 10</p> <p>Vocabulary: Everyday Objects</p> <p>Listening: Four People</p> <p>Dialog: What's your name?</p> <p>Grammar: She/He/It</p> <p>Letters &amp; Numbers Quiz: A-D,1-10</p>	<ul style="list-style-type: none"> <li>• <b>Demonstratives</b> (<i>this, that</i>) <i>This is a book. These are four pencils.</i></li> <li>• <b>Pronouns:</b> <i>he, she, it, I, you, they</i></li> <li>• <b>Singular/Plural:</b> <i>book(s), pencil(s),</i></li> <li>• <b>W/H questions:</b> <i>Where is she from? Where does she come from? What is his name? What are their names?</i></li> <li>• <b>Present tense:</b> <i>come from, is from</i></li> <li>• <b>Subject-verb agreement:</b> <i>I am, she/he/it/is they are. She comes from Mexico. They are students.</i></li> <li>• <b>W/H questions:</b> <i>Who is from England? What's your name? Where are you from?</i></li> <li>• <b>Yes-No questions:</b> <i>Is Ana from Mexico?</i></li> </ul>	<p>→ <b>Classroom objects:</b> <i>This is a chair. It is a computer.</i></p> <p>→ <b>Country &amp; Nationality:</b> <i>She comes from Mexico. She's Mexican.</i></p> <p>→ <b>Letters: Alphabet A–D</b></p> <p>→ <b>Numbers: 1–10</b></p>
<p><b>U2 Men and Women</b></p> <p>LETTERS E-H</p> <p>Numbers: 11 – 20</p> <p>Vocabulary: Everyday Actions</p> <p>Listening: Men and Women</p> <p>Dialog: How are you?</p> <p>Grammar: am/is/are</p> <p>Time: Time Expressions</p> <p>Letters &amp; Numbers: Quiz</p> <p>Vocabulary: Quiz</p>	<ul style="list-style-type: none"> <li>• <b>Demonstratives</b> (<i>these, here</i>)</li> <li>• <b>Commands:</b> <i>open the door; close the book</i></li> <li>• <b>Subject-verb agreement:</b> <i>This person is a man. These two people are men.</i></li> <li>• <b>Be, do, Contractions, Negations:</b> <i>They're, He's, She's, isn't, I'm, Who's, that's, where's</i></li> <li>• <b>Possessive Pronouns:</b> <i>her, his, their</i></li> </ul>	<p>→ <b>Numbers: 11–20</b></p> <p>→ <b>Everyday Actions:</b> <i>Stand up. Sit down. Open your book.</i></p> <p>→ <b>Gender:</b> <i>This person is a man. She's a woman.</i></p> <p>→ <b>Time:</b> <i>1:00 – 12:00; It is one o'clock.</i></p>
<p><b>U3 Countries and Cities</b></p> <p>LETTERS: I – L</p> <p>NUMBERS: 0 – 100</p> <p>Vocabulary: Everyday Objects</p> <p>Listening: Countries and Cities</p> <p>Dialog: Hot Seat</p> <p>Grammar: She's/He's/It's</p> <p>Grammar: Quiz</p> <p>Time: Time Expressions</p>	<ul style="list-style-type: none"> <li>• <b>Adjectives:</b> <i>green, red, open, closed, short, long</i></li> <li>• <b>Location:</b> <i>The country on the right is India.</i></li> <li>• <b>Singular/Plural:</b> <i>city/cities, country/countries</i></li> <li>• <b>Be, do, Contractions, Negations:</b> <i>She's, He's, It's, They're, I'm</i></li> <li>• <b>W/H questions:</b> <i>What country is this? Where are you from?</i></li> <li>• <b>Yes-No questions:</b> <i>Is this Canada?</i></li> </ul>	<p>→ <b>Numbers: 0-100</b></p> <p>→ <b>Everyday Objects:</b> <i>map, clock, line, ruler, watch, circle, etc.</i></p> <p>→ <b>Countries and Cities:</b> <i>London is in England.</i></p>
<p><b>U4 Names and Ages</b></p> <p>Letters: M - P</p>	<ul style="list-style-type: none"> <li>• <b>It is + time:</b> <i>It is eleven twenty.</i></li> <li>• <b>Commands:</b> <i>write your name, read a book, ask a question, etc.</i></li> <li>• <b>Possessives:</b> <i>her first name; the boy's name...</i></li> </ul>	<p>→ <b>Letters &amp; Numbers: Alphabet M – T</b></p> <p>→ <b>Time:</b> <i>1:15; 2:45</i></p> <p>→ <b>Classroom actions:</b> <i>Draw a</i></p>

<p>Time: Time Expressions</p> <p>Vocabulary: Everyday Actions</p> <p>Listening: Names and Ages</p> <p>Dialog: Can you speak Spanish?</p> <p>Grammar: Her/His/My/Your</p> <p>Letters: Q - T</p> <p>Letters &amp; Numbers: Quiz</p> <p>Vocabulary: Quiz</p>	<ul style="list-style-type: none"> <li>• <b>Subject-verb agreement:</b> <i>My mother comes from...; They are both 15 years old.</i></li> <li>• <b>Present tense:</b> <i>is, are, can</i></li> <li>• <b>Can/Can't:</b> <i>can speak Spanish</i></li> </ul>	<p><i>line, read a book, turn on the light, write your name, ask a question, etc.</i></p> <p>→ <b>Basic personal information:</b> first/last name and age.</p> <p>→ <b>Languages:</b> <i>I can speak Spanish.</i></p> <p>→ <b>Ability:</b> <i>I can speak a little Russian.</i></p>
<p><b>U5 Tom's Family</b></p> <p>Letters: U – W</p> <p>Numbers: Ordinals and Fractions</p> <p>Vocabulary: Spatial Relations</p> <p>Listening: Tom's Family</p> <p>Dialog: What time is it?</p> <p>Grammar: Is/Are/Do...?</p> <p>Letters &amp; Numbers: Quiz</p>	<ul style="list-style-type: none"> <li>• <b>Position Preposition:</b> <i>The book is on the table. The ball is in front of the computer.</i></li> <li>• <b>Possessives:</b> <i>Tom's family; his father's name; her name...</i></li> <li>• <b>Can/Can't:</b> <i>can speak Spanish, can't play the violin</i></li> <li>• <b>Singular/Plural:</b> <i>sister(s), languages</i></li> <li>• <b>W/H questions:</b> <i>Who isn't a good singer? Who can't sing very well? What time is it? Which way is the cafeteria? Which day comes between Tuesday and Thursday?</i></li> <li>• <b>Contractions, Negation:</b> <i>can't; isn't</i></li> <li>• <b>Present tense:</b> <i>speak, play the violin, sing</i></li> <li>• <b>Yes-No questions:</b> <i>Is Helen from Canada?</i></li> <li>• <b>Subject-verb agreement:</b> <i>She can...; he can...; they can...; they are...; he isn't...; They like...</i></li> </ul>	<p>→ <b>Letters:</b> <i>Alphabet U – W</i></p> <p>→ <b>Numbers:</b> <i>Ordinals and Fractions</i></p> <p>→ <b>Spatial Relations:</b> <i>on, under, between, next to, etc.</i></p> <p>→ <b>Calendar:</b> <i>A week</i></p> <p>→ <b>Age:</b> <i>She's 13 years old.</i></p> <p>→ <b>Family relations:</b> <i>sister, brother, father, mother, etc.</i></p> <p>→ <b>Languages:</b> <i>She speaks Spanish.</i></p> <p>→ <b>Ability:</b> <i>She can play it very well.</i></p> <p>→ <b>Time:</b> <i>It is time for lunch.</i></p> <p>→ <b>Suggestion:</b> <i>let's eat; let's go.</i></p> <p>→ <b>Asking &amp; Giving Directions:</b> <i>which way is...</i></p>
<p><b>U6 Four Cities</b></p> <p>Letters: X – Z</p> <p>Calendar: Months</p> <p>Vocabulary: Activities</p> <p>Listening: Four Cities</p> <p>Dialog: Hot Seat</p> <p>Grammar: isn't/aren't/don't</p> <p>Grammar: Quiz</p> <p>Letters &amp; Numbers Quiz (X-Z, A week and Months)</p> <p>Vocabulary: Quiz</p>	<ul style="list-style-type: none"> <li>• <b>W/H questions:</b> <i>What is the fifth month of the year? What country...; which of these cities...</i></li> <li>• <b>Present progressive:</b> <i>He is walking up some stairs. They are crossing a street.</i></li> <li>• <b>Subject-verb agreement:</b> <i>This is Paris. Mexico City and New York are both in North America. Their names are...</i></li> <li>• <b>Contractions, Negation:</b> <i>can't; isn't; doesn't; don't; aren't</i></li> </ul>	<p>→ <b>Letters:</b> <i>Alphabet X – Z</i></p> <p>→ <b>Calendar:</b> <i>Months</i></p> <p>→ <b>Everyday actions:</b> <i>walk down; sit on</i></p> <p>→ <b>Cities and Countries:</b></p> <p>→ <i>Here are four cities.</i></p> <p>→ <b>Languages:</b></p> <p>→ <i>In France, French people speak French.</i></p> <p>→ <b>Abilities:</b></p> <p>→ <i>I can speak Spanish very well.</i></p> <p>→ <b>Age:</b> <i>How old are you?</i></p>

Pre-A1 → A1

Pre-A1 → A1 Unit & Lessons	Main Learning Points	Topics / Comments
<p><b>U1 Ana and Her Family</b></p> <p>Letters: Sounds bpdtlr Numbers: Large Numbers</p> <p>Vocabulary: Body Parts</p> <p>Listening: Ana and Her Family</p> <p>Dialog: Good morning, Shawn</p> <p>Grammar: live/lives...</p> <p>Vocabulary: Body Actions</p> <p>Vocabulary: Quiz</p>	<ul style="list-style-type: none"> <li>• <b>Adjectives:</b> <i>big ears, little hands, sad face ; Her hair is blue. This man is tired.</i></li> <li>• <b>Subject-Verb Agreement:</b> <i>She lives there with her family. They live in a house near a park.</i></li> <li>• <b>W/H questions:</b> <i>Where does Ana's mother work? When does she do homework?</i></li> <li>• <b>Prepositions of location and direction:</b> <i>in a house, near a park, from Mexico</i></li> <li>• <b>Present tense:</b> <i>teaches, lives, works, have, know; They live in a house near a park. Ana goes to school. She does homework almost every night. Her father works in a bookstore. She teaches English at a high school.</i></li> <li>• <b>Present progressive:</b> <i>She's smiling because she's happy; He's laughing.</i></li> <li>• <b>Yes-No questions:</b> <i>Is Ana a student?; Does he live with his family?</i></li> </ul>	<p>→ <b>Numbers:</b> <i>Large Numbers</i></p> <p>→ <b>Body Parts</b></p> <p>→ <i>She has a small nose. This woman has weak legs.</i></p> <p>→ <b>Emotions</b></p> <p>→ <i>Sad, happy, angry, tired, etc.</i></p> <p>→ <b>Occupation:</b> <i>His father works for a newspaper. His mother is an artist.</i></p> <p>→ <b>Greeting &amp; Parting:</b> <i>Good morning! See you...</i></p> <p>→ <b>Asking &amp; Giving Time:</b> <i>Do you know what time it is?</i></p> <p>→ <b>Body Actions:</b></p> <p>→ <i>We hear with our ears. We see with our eyes.</i></p>
<p><b>U2 Helen's Job and Family</b></p> <p>Letters: Sounds mnfgk</p> <p>Numbers: Decimals</p> <p>Vocabulary: Transportation 1</p> <p>Listening: Helen's Job and Family</p> <p>Dialog: Is this your book?</p> <p>Grammar: can/can't...</p> <p>Vocabulary: Transportation 2</p> <p>Letters &amp; Numbers: Quiz</p> <p>Vocabulary Quiz</p>	<ul style="list-style-type: none"> <li>• <b>Present progressive:</b> <i>These people are walking in a crosswalk. He's riding a bicycle.</i></li> <li>• <b>Present tense:</b> <i>comes, teaches, lives, live</i></li> <li>• <b>W/H questions:</b> <i>Whose book is it? Where is she? Why isn't she here?</i></li> <li>• <b>Yes-No questions:</b> <i>Is Helen a good teacher? Can you speak Spanish?</i></li> </ul>	<p>→ <b>Numbers:</b> <i>Decimals</i></p> <p>→ <b>Transportation:</b></p> <p>→ <i>Take this bus, a fast car, a long train; An airplane can fly across an ocean.</i></p> <p>→ <i>Ride a bicycle, get on/off a bus</i></p> <p>→ <b>Occupation:</b> <i>She teaches science. He drives a police car in the city of Toronto.</i></p> <p>→ <b>Belongings:</b></p> <p>→ <i>Is this your book?</i></p> <p>→ <b>Suggestion:</b> <i>Let's look inside. Let's call her.</i></p>
<p><b>U3 Ana and Tony</b></p> <p>Sounds: ch-, sh-, th-</p> <p>Numbers: Money</p> <p>Vocabulary: Food</p> <p>Listening: Ana and Tony</p> <p>Dialog: Hot Seat</p> <p>Grammar: What/Where/Who...?</p> <p>Grammar: Quiz</p> <p>Sounds: bl-, br-, cl-, cr-</p>	<ul style="list-style-type: none"> <li>• <b>Present tense:</b> <i>are, live, lives, can speak</i></li> <li>• <b>W/H questions:</b> <i>How old are they? What's your last name? How do you spell it? Who is that? Where does his family live?</i></li> </ul>	<p>→ <b>Numbers: Money</b></p> <p>→ <b>Food:</b> <i>orange, milk, fish, a bowl of soup</i></p> <p>→ <b>Personal Information</b> (Age, countries, cities, occupation, languages.)</p>
<p><b>U4 Likes and Abilities</b></p> <p>Sounds: dr-, pl-, pr-, tr-</p> <p>Numbers: Prices</p> <p>Vocabulary: Food and Actions</p> <p>Listening: Likes and Abilities</p>	<ul style="list-style-type: none"> <li>• <b>Present progressive:</b> <i>He is drinking some tea. She is cutting an apple.</i></li> <li>• <b>Adverbs of frequency:</b> <i>They usually have lunch together in the cafeteria. Sometimes they do their homework together in the school library.</i></li> <li>• <b>W/H questions:</b> <i>How much does the hamburger cost? What does she do every day? Who does he usually have lunch with? When is your birthday?</i></li> <li>• <b>Yes-No questions:</b> <i>Do you have any brothers or</i></li> </ul>	<p>→ <b>Numbers: prices</b></p> <p>→ <b>Food and Actions:</b> <i>He's buying some milk.</i></p> <p>→ <b>Likes &amp; Abilities:</b> <i>She likes music. Her parents don't like her music. She does well in school. Her favorite subject is English.</i></p> <p>→ <b>Personal Information</b> (Age,</p>

<p>Dialog: Do you have any brothers?</p> <p>Grammar: him/her/them</p> <p>Sounds: sk-, sp-, st-</p> <p>Letters &amp; Numbers: Quiz</p> <p>Vocabulary: Quiz</p>	<p>sisters?</p> <ul style="list-style-type: none"> <li>• <b>Object pronouns:</b> <i>him, her, them; His friends like him.</i></li> </ul>	<p>Family, Birthday)</p>
<p><b>U5 Address and Location</b></p> <p>Sounds: -ee, -er, -ing</p> <p>Numbers: Math</p> <p>Vocabulary: Occupations 1</p> <p>Listening: Address and Location</p> <p>Dialog: Where are you going?</p> <p>Grammar: What/Who/Why...?</p> <p>Vocabulary: Occupations 2</p> <p>Numbers: Comparing Numbers</p> <p>Vocabulary: Quiz</p>	<ul style="list-style-type: none"> <li>• <b>There is (existential):</b> <i>There are houses on both sides of the park. Is there a bus stop near the park?</i></li> <li>• <b>Adverbs of frequency:</b> <i>Helen usually takes the 86 bus to school in the morning. Sometimes she drives her car to school.</i></li> <li>• <b>W/H questions:</b> <i>Where are you going?</i></li> <li>• <b>Yes-No questions:</b> <i>Is he going the right way?</i></li> <li>• <b>Comparative and superlative</b></li> <li>• <i>A is greater than b. A is less than b plus c.</i></li> </ul>	<p>→ <b>Location &amp; Address:</b> <i>across the street from their house; both sides of the park; her address is 15 Maple Street.</i></p> <p>→ <b>Schedule:</b> <i>Bus number 38 comes at 7:05, 7:35 and 7:50.</i></p> <p>→ <b>Occupation:</b> <i>artist, taxi driver, waiter, nurse, thief, janitor</i></p> <p>→ <b>Numbers: Math:</b> <math>+ - x / &gt; &lt; =</math> ; 50 is larger than 40. 20 is the second smallest number.</p>
<p><b>U6 Describing People</b></p> <p>Sounds: -le, -or, -dy, -ty</p> <p>Vocabulary: Weather &amp; Clothing</p> <p>Sounds: -own, -rn, -rm, -st</p> <p>Listening: Describing People</p> <p>Dialog: Hot Seat</p> <p>Grammar: in/at/from/with...</p> <p>Grammar: Quiz</p> <p>Vocabulary: Time of Day</p> <p>Letters &amp; Numbers: Quiz</p> <p>Vocabulary Quiz</p>	<ul style="list-style-type: none"> <li>• <b>Present progressive:</b> <i>She's wearing a blue school uniform.</i></li> <li>• <b>Adverbs of frequency:</b> <i>Sometimes I do and sometimes I don't.</i></li> <li>• <b>Adjectives:</b> <i>Jim has black hair and brown eyes. He's thin but very strong.</i></li> <li>• <b>Prepositions:</b> <i>in, at, to, from, with, of</i></li> <li>• <b>Past tense:</b> <i>It rained yesterday. Last night he watched a movie on TV.</i></li> <li>• <b>Reason and logical connection:</b> <i>He's thin but very strong. She's smiling because she's happy.</i></li> <li>• <b>Yes-No questions:</b> <i>Do you like hamburgers?</i></li> <li>• <b>W/H questions:</b> <i>Why don't you like hamburgers?</i></li> </ul>	<p>→ <b>Weather and clothing:</b> <i>Sunny, rainy, cloudy, umbrella, coat, sunglasses</i></p> <p>→ <b>Body Parts:</b> <i>Jean has blond hair and blue eyes.</i></p> <p>→ <b>Likes &amp; Abilities:</b> <i>Do you like music? I hate milk.</i></p> <p>→ <b>Time of Day:</b> <i>morning, afternoon, evening, night</i></p>

# A1→A1+

A1→ A1+ Unit & Lessons	Main Learning Points	Topics / Comments
<b>U1 Names and Places</b> This is Max. What's your name? Max is from the United States. Where is France? Who Speaks English? Focus Exercises Question Practice	<ul style="list-style-type: none"> <li>• Personal information: name, where from,</li> <li>• Languages spoken, nationality</li> <li>• Introductions (<i>Hi, my name is...</i>)</li> <li>• Countries and cities of the world</li> <li>• Relative location (<i>here, left, right</i>)</li> <li>• Demonstratives (<i>that, this</i>)</li> <li>• Pronouns (personal, possessive)</li> <li>• <i>be, do</i>, Contractions, Negation</li> <li>• Subject-verb agreement</li> <li>• Present Simple tense (<i>She speaks Spanish.</i>)</li> <li>• <i>Yes/No</i> and <i>W/H</i> question formation</li> </ul>	→ Students learn to give and elicit basic information about themselves and others.  → Builds recognition of simple words and phrases in context.  → Introduces the most basic structures in English.
<b>U2 Jobs and Family</b> Richard Chin Richard Chin Interview Sara Scott Henry Thornton Dictations	<ul style="list-style-type: none"> <li>• Presents the jobs, families and living arrangements of three characters.</li> <li>• Extends personal information: age, spelling of name, job, salary, marital status.</li> <li>• Present Simple verbs: <i>have, live, work</i>, etc.</li> <li>• Subj/Verb/Object (<i>He teaches science.</i>)</li> <li>• Object Pronouns (<i>him, her</i>)</li> <li>• Adjectives and Prepositions of Location</li> </ul>	→ Students learn to ask and answer basic questions about each other in an interview format.  → Introduces useful verbs and daily vocabulary.
<b>U3 Video Interactions</b> Introductions At a Party At an Office Telephone Interview Hot Seats	<ul style="list-style-type: none"> <li>• Shows basic introductions, greetings, and use of the telephone.</li> <li>• Students may interact with the actors through Speech Recognition (SR) activities.</li> </ul>	→ Language review.  → Provides a model for role-plays.
<b>U4 Family Schedule</b> The Harris Family Bob's Schedule Sandra's Schedule Colette's Schedule John's Schedule Questions Focus Exercises Dictations	<ul style="list-style-type: none"> <li>• Family relationships (<i>father, mother, etc.</i>)</li> <li>• Days of the week and weekly schedule</li> <li>• Time and Duration (<i>when and how long</i>)</li> <li>• Frequency (<i>every day, on Mondays</i>)</li> <li>• Means (<i>by bus, drives his car to work</i>)</li> <li>• Time expressions (<i>after dinner, at night</i>)</li> <li>• Prepositions of Place and Time</li> <li>• Sequence (<i>before, after</i>)</li> <li>• Subj/Verb/Object (<i>She practices the violin.</i>)</li> <li>• Adverbs of Frequency (<i>usually, never</i>)</li> </ul>	→ Students learn how to ask and answer questions about their daily routines.  → Focuses on specific times, frequency, and duration of habitual activities that make up daily life.
<b>U5 Matrix Vocabulary</b> Seasons Times of Day	<ul style="list-style-type: none"> <li>• Introduces basic vocabulary in five subject areas: seasons, times of day, weather conditions, times of life, and types of people.</li> <li>• Adjective and Adverb phrases</li> <li>• Word relations/analogies (<i>hot is to cold as summer is to what?</i>)</li> </ul>	→ Students learn to describe the phases of life and the basic conditions in which people live out their lives.

Weather Times of Life Types of People Matrix Game Dictations	<ul style="list-style-type: none"> <li>• Indefinite/Definite Reference</li> <li>• Superlatives (<i>the coldest time of year</i>)</li> </ul>	
<b>U6 Likes and Dislikes: A Survey</b> Food and Sports What Can You Do? Video Hot Seats w/SR Dictations	<ul style="list-style-type: none"> <li>• Classification (what kind, such as)</li> <li>• Adverbs of Manner (how well, well, a little)</li> <li>• Quantification (a lot, some, any)</li> <li>• Ability (can/can't, know how to)</li> <li>• Useful phrases (let's see, for example, I mean, not really)</li> </ul>	→ Students learn to express personal preferences and abilities. → Presents an interview about favorite foods, sports, hobbies and other interests.
<b>U7 Video Interactions</b> Introductions Telephone: Let's Meet on Thursday Business Telephone An Interview Hot Seats	<ul style="list-style-type: none"> <li>• Presents language useful for making an appointment, suggestions, and using the telephone for business.</li> <li>• Students may interact with the actors.</li> </ul>	→ Short videos illustrate the use of the language with a variety of characters. → Provides models for classroom role-play and interviews.

## A1+ → A2

A1+→ A2 Unit & Lessons	Main Learning Points	Comments
<b>U1 Daily Activities</b> Kathy's Schedule Diane's Schedule Question Practice Focus Exercises Dictations	<ul style="list-style-type: none"> <li>Verb tenses: past, present, and future (<i>ate, got up, started, cooked, is eating, is going to interview, is going to work late</i>)</li> <li>Time phrases (<i>this morning, an hour ago, in an hour, later this afternoon</i>)</li> <li>Time Sequence (<i>then she worked on ..., after the interview she's going to...</i>)</li> <li>Yes/No and W/H question formation with past tense and future (<i>be going to</i>).</li> <li>Short answers (<i>Yes, she did. No, she didn't.</i>)</li> <li>Pronunciation: /d/ called, /t/ cooked</li> </ul>	<ul style="list-style-type: none"> <li>→ Students learn to give and elicit basic information about their daily routines, in the past, present, and future.</li> <li>→ Presents the lives of two women, one working as a journalist, and the other as a mother in the home.</li> <li>→ Extends basic vocabulary, for both work and at home.</li> </ul>
<b>U2 Time Zones</b> Geography: Earth, Directions, Time Zones Time Zones: Readings 1-4 Sentence Focus Make a Sentence Dictation Memory Game	<ul style="list-style-type: none"> <li>Can/Can't (<i>Every place cannot use the same time zone</i>)</li> <li>Duration and Length (<i>It takes 24 hours. It's about 25,000 miles long</i>)</li> <li>Purpose and Reason (<i>It's because the Earth rotates.</i>)</li> <li>Directions and Motion (<i>west is the opposite of east.</i>)</li> <li>Time Clauses/Phrases (<i>On Sunday, in the 1850s, in ancient times</i>)</li> </ul>	<ul style="list-style-type: none"> <li>→ Students learn basic vocabulary and concepts for talking about the Earth.</li> <li>→ Students learn the historical background and current use of time zones.</li> </ul>
<b>U3 Locations</b> City Locations City Quiz Spatial Relations Dictations	<ul style="list-style-type: none"> <li>Asking for directions (<i>Where is the . . . , Where can I buy some . . .</i>)</li> <li>Directions (<i>north, south, east, west</i>)</li> <li>Location/Prepositions of Location (<i>on the corner, across the street, in front of</i>)</li> <li>Shapes (<i>triangle, circle, square</i>)</li> <li>Spatial Relations (<i>near, on, under, on top of, inside, to the left of, etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>→ Students learn the names of useful businesses and how to specify street locations.</li> <li>→ The Spatial Relations lesson focuses on how to describe how objects are arranged in relationship to each other.</li> </ul>
<b>U4 Weather and Climate</b> Weather: Listening Weather: Grammar Focus Weather and Climate: Readings 1-4 Sentence Focus Make a Sentence Dictation Memory Game	<ul style="list-style-type: none"> <li>Simple present</li> <li>Present progressive (<i>He's waiting, A storm is coming</i>)</li> <li>Adjectives (<i>warm, cold, windy, sunny</i>)</li> <li>Cause/Effect (<i>They are wearing warm clothes because it's cold; The climate in Hawaii is comfortable, so it is a great place to go for a vacation</i>)</li> <li>Prepositions of Place, Time, and Direction (<i>behind the clouds; on sunny</i>)</li> <li>There – existential (<i>There are many clouds in the sky</i>)</li> <li>It + condition or state (<i>It's cloudy</i>)</li> <li>Wh- questions (<i>Where is she going?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>→ Students learn to talk and answer questions about the weather.</li> <li>→ Students learn to talk and answer questions about climate.</li> </ul>
<b>U5 Our World</b> Our Planet, Earth Air, Water, and Pollution	<ul style="list-style-type: none"> <li>Amount/Quantification (<i>enough, plenty, not enough, the third, one of</i>)</li> <li>Cause/Effect (<i>They died out because... Polluted air makes us sick.</i>)</li> <li>Conditional Relations (<i>Without water there would be no life; if we were closer...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>→ Students learn to express basic needs, energy, food, water, our relationship to the environment, pollution, and the conditions for life to exist</li> <li>→ Introduces more complex</li> </ul>

<p>Questions</p> <p>Focus Exercises</p> <p>Dictations</p>	<ul style="list-style-type: none"> <li>• Comparison (<i>-er than</i>)/ Superlatives (<i>-est</i>)</li> <li>• Reason (<i>They died out because...</i>)</li> <li>• Reference (<i>one of; one form of life</i>)</li> <li>• Relative Pronouns (<i>that, where, which</i>) one of eight planets that travel around...</li> <li>• there: existential (<i>there isn't enough</i>)</li> </ul>	<p>ideas that will be developed in later levels.</p>
<p><b>U6 Numbers</b></p> <p>Math: Number Types, Comparing Numbers, Prices</p> <p>Negative Numbers: Readings 1-4</p> <p>Sentence Focus</p> <p>Make a Sentence</p> <p>Dictation</p> <p>Memory Game</p>	<ul style="list-style-type: none"> <li>• Comparative/Superlative (<i>less than, the biggest, costs the most, less than zero</i>)</li> <li>• Countable/Uncountable Quantities (<i>How much does it cost? How many are there?</i>)</li> <li>• Adjectives (<i>expensive, negative, unequal, etc.</i>)</li> <li>• Frequency (<i>always, often, on some days</i>)</li> <li>• Wh- questions (<i>Which is smaller? Which costs more?</i>)</li> </ul>	<p>→ Students learn to talk about and compare numbers.</p> <p>→ Students learn to ask and answer information questions</p>
<p><b>U7 Video Interactions</b></p> <p>Tel: Arranging to Meet</p> <p>Are You Going to Class?</p> <p>Asking for Information</p> <p>At a Restaurant</p> <p>Hot Seats</p>	<ul style="list-style-type: none"> <li>• Requests, Suggestions, Negative Questions</li> <li>• Asking for directions</li> <li>• Ordering at a restaurant</li> </ul>	<p>→ Language review.</p> <p>→ Provides a model for role-plays.</p> <p>→ Fluency development</p>

## A2 → A2+

A2 → A2+ Unit & Lessons	Main Learning Points	Comments
<b>U1 Planning Ahead</b> Departure Choices Meeting a Friend Questions Focus Exercises Dictations	<ul style="list-style-type: none"> <li>• Adverb phrases/clauses (<i>when he lands in London, whenever they get together</i>)</li> <li>• Conditional (<i>If he leaves on Saturday, he'll arrive on Sunday. If he's tired</i>)</li> <li>• Degrees of Certainty, Modals (<i>will, may, can, will probably, if he leaves</i>)</li> <li>• Future (<i>going to, will, may, can</i>)</li> <li>• Infinitive (<i>tried to buy, takes ten hours to fly from, decide how to get, to go by taxi</i>)</li> <li>• <i>It is</i> to express Condition or State</li> <li>• Noun phrases as the Subject (<i>one way to get from the airport, one of his best friends</i>)</li> <li>• Reason/Result (<i>so he's going to get a discount, He's going because</i>)</li> </ul>	<p>→ Students learn to talk and answer questions about travel, future plans, and choices.</p> <p>→ Students learn how to give reasons for their choices.</p> <p>→ In the context of a man planning a trip, the focus is on future time, contingencies, and degrees of certainty.</p>
<b>U2 Science</b> Likes and Abilities Science: Motion and Force English: Nouns and Pronouns Air Resistance: Readings 1-4 Sentence Focus Make a Sentence Dictation Memory Game	<ul style="list-style-type: none"> <li>• Classification (<i>We can divide words into different types of words. A pronoun is a type of noun,</i>)</li> <li>• Modal: <i>Will</i> to express Certainty (<i>Without a force, an objects speed will stay the same. It will never slow down.</i>)</li> <li>• Conditional (<i>If you drop your pencil, it falls to the floor.</i>)</li> <li>• Manner and Ability (<i>She can dance very well.</i>)</li> <li>• <i>Enjoy + gerund</i> (<i>He enjoys watching movies.</i>)</li> <li>• <i>Wh-</i> questions (<i>Who can dance well? What force causes objects to fall to earth? Which is heavier, a hammer or a feather?</i>)</li> </ul>	<p>→ Students learn to talk about personal likes and abilities.</p> <p>→ Students learn to talk about grammatical classification.</p> <p>→ Students learn how to talk and answer questions about the science of motion and force, including the force of air resistance.</p>
<b>U3 Matrix Vocabulary 1</b> Things to Eat Things to Drink Things to Read Things to Listen to Colors Matrix Game Dictations	<ul style="list-style-type: none"> <li>• Amount/Quantification (<i>some, most, a few, many, much, lots</i>)</li> <li>• Comparison (<i>-er than</i>)</li> <li>• Countable/Uncountable (<i>a steak, some vegetables, a piece of cake</i>)</li> <li>• Reference (<i>one, the other, these, else, besides the radio, one kind of meat</i>)</li> <li>• Preference (<i>would rather, like better, prefer</i>)</li> <li>• Word relations (<i>Grass is to green as...</i>)</li> </ul>	<p>→ Students learn to describe things they like.</p> <p>→ Students learn how to express their preferences.</p>
<b>U4 Planet Earth</b> Geography: Planet Earth, Land and Water, Locations Ocean Exploration: Readings 1-4 Sentence Focus Make a Sentence Dictation Memory Game	<ul style="list-style-type: none"> <li>• Passives (<i>Most of the Earth's surface is covered by water. The compass was invented in China.</i>)</li> <li>• <i>That</i> clauses (<i>the air that we breathe, Many people believed that the Earth was flat.</i>)</li> <li>• <i>Could, would</i> (<i>Without an atmosphere, we could not live. The sky would always be black. They believed they could meet sea monsters.</i>)</li> </ul>	<p>→ Students learn to talk about the physical characteristics of the planet Earth and its atmosphere.</p> <p>→ Students read and answer questions about the history of ocean exploration, past and present.</p>

<p><b>U5 Matrix Vocabulary 2</b></p> <p>Things to Eat  Things to Drink  Things to Read  Things to Listen to  Colors  Matrix Game  Dictations</p>	<ul style="list-style-type: none"> <li>• Amount/Quantification (<i>some, most, a few, many, much, lots</i>)</li> <li>• Comparison (<i>-er than</i>)</li> <li>• Countable/Uncountable (<i>a steak, some vegetables, a piece of cake</i>)</li> <li>• Reference (<i>one, the other, these, else, besides the radio, one kind of meat</i>)</li> <li>• Preference (<i>would rather, like better, prefer</i>)</li> <li>• Word relations (<i>Grass is to green as...</i>)</li> </ul>	<p>→ Students learn to describe things they like.</p> <p>→ Students learn how to express their preferences.</p>
<p><b>U6 Food and Drink</b></p> <p>Times of Day  Preferences  Tea and Coffee:  Readings 1-4  Sentence Focus  Make a Sentence  Dictation  Memory Game</p>	<ul style="list-style-type: none"> <li>• Preferences (<i>The man likes cheese but he doesn't like milk. Which do you prefer, tea or coffee?</i>)</li> <li>• Time Clauses (<i>After they are picked.... Before they order.... When they are ready to order...,</i>)</li> <li>• Passives (<i>Tea is made by pouring boiling water over the dried leaves of the tea plant.</i>)</li> <li>• Sequence and Process (<i>The seeds are then removed from the berries and are cleaned and dried.</i>)</li> </ul>	<p>→ Students learn to talk and answer questions about daily routines and personal preferences.</p> <p>→ Students learn to talk about a sequence of actions over time.</p> <p>→ Students learn to how to describe the steps of a process</p>
<p><b>U7 The Past</b></p> <p>Past Activities  Future Activities  History: Cleopatra  Confucius:  Readings 1-4  Sentence Focus  Make a Sentence  Dictation  Memory Game</p>	<ul style="list-style-type: none"> <li>• Past: Regular/Irregular Verb (<i>became, taught, defeated, fell in love, caused, bought, etc.</i>)</li> <li>• Future (<i>He'll get a taxi. After he rents a car, he's planning to take a tour.</i>)</li> <li>• Infinitives of Purpose (<i>... to fight her brother. ... She went to be with Caesar.</i>)</li> <li>• Time Clauses/Phrases (<i>When he got to the hotel... When Confucius was three years old...</i>)</li> <li>• Dates and Duration (<i>three years later, during the next two years, for more than 80 years</i>)</li> <li>• Wh-questions (<i>Who fell in love with Cleopatra? What is he going to do after the plane lands? Why did Cleopatra fight against her brother?</i>)</li> </ul>	<p>→ Students learn to talk about past and future actions and events in their lives.</p> <p>→ Students learn to describe a sequence of events in the past or future.</p> <p>→ Students learn to talk and answer questions about actions and motivations of famous people in the past.</p>

## A2+ → B1

A2+→ B1 Unit & Lessons	Main Learning Points	Comments
<b>U1 Types of Numbers</b> Numbers, Decimals, and Fractions	<ul style="list-style-type: none"> <li>• Large and small numbers, <i>tens, hundreds, thousands</i></li> <li>• Difference between “-ty” and “teen” numbers</li> <li>• Fractions</li> <li>• Decimals and percent</li> </ul>	→ Students learn to express and accurately understand numbers and fractions. → Prepares students to exchange numerical information.
<b>U2 Measurement</b> Purpose and Use Math: Units of Temperature, Weight, and Distance Calendars: Readings 1-4 Sentence Focus Make a Sentence Dictation Memory Game	<ul style="list-style-type: none"> <li>• Purpose (<i>for measuring, to measure, ...to predict when natural events would occur.</i>)</li> <li>• Instrument and Use (<i>A ruler is used for measuring length. Calculators are useful for doing math.</i>)</li> <li>• Passives (<i>A scale is used for measuring weight. The earliest calendars were based on the moon.</i>)</li> <li>• Wh- questions (<i>What are calculators useful for? Which calendar is most common today?</i>)</li> </ul>	→ Students learn to talk about the purpose and use of tools and instruments. → Students learn and practice the language and vocabulary for measuring temperature, weight, distance, and time.
<b>U3 Biography</b> Einstein The Early Years The Later Years Focus Exercises Questions Dictations	<ul style="list-style-type: none"> <li>• Expressing Change (<i>he became interested in, got married, he graduated in</i>)</li> <li>• Dates (<i>1879, 1900, 1902, etc.</i>)</li> <li>• Duration (<i>during that period, throughout his life, until his death, for more than 20 years</i>)</li> <li>• Past time, Past tense (<i>showed, published, made, said, wondered, won, died, etc.</i>)</li> <li>• Why, How, and That clauses</li> <li>• Time Sequences (<i>two years later, after graduation, shortly after that, by this time</i>)</li> </ul>	→ Students learn to talk about their life history, important dates, and periods. → Presents the life history of Albert Einstein.
<b>U4 Numerical Operations</b> Numerical Operations and Relations	<ul style="list-style-type: none"> <li>• Expressing and understanding arithmetic operations: addition, subtraction, multiplication, and division</li> <li>• Exponents and Roots</li> <li>• Quantitative relationships: <i>25% more than, the two largest, ten percent of the largest</i></li> </ul>	→ Students learn to accurately understand and explain numerical operations and relations between numbers.
<b>U5 Waves</b> Reasons and Results Science: Waves Ocean Waves: Readings 1-4 Sentence Focus Make a Sentence Dictation Memory Game	<ul style="list-style-type: none"> <li>• Present perfect (<i>The police officer has stopped the driver.</i>)</li> <li>• Passives (<i>Most ocean waves are caused by wind. The energy ... is transferred into waves.</i>)</li> <li>• Compulsion: <i>Have to /Need to (He'll probably have to pay a fine. They need to get him to a hospital)</i></li> <li>• Causal Relations (<i>Most ocean waves are caused by the wind.</i>)</li> <li>• Conditionals (<i>If you drop a rock into a pool, you'll see waves.</i>)</li> <li>• Wh- questions (<i>What causes most ocean waves?</i>)</li> </ul>	→ Students learn to talk and answer questions about reasons and results. → Students learn to talk and answer questions about cause and effect.

<p><b>U6 Video Interactions</b></p> <p>Business Telephone Friendly Advice</p> <p>At a Restaurant</p> <p>An Interview</p>	<ul style="list-style-type: none"> <li>• Making an appointment, confirming information, and using the telephone</li> <li>• Students may interact with the actors through Speech Recognition activities.</li> </ul>	<p>→ Students learn to use the telephone for simple business transactions.</p> <p>→ Provides models for role-plays and interviews.</p>
<p><b>U7 World History</b></p> <p>Ancient History</p> <p>Early Cities</p> <p>Early Greece</p> <p>The Golden Age of Athens: Readings 1-4</p> <p>Sentence Focus</p> <p>Make a Sentence</p> <p>Dictation</p> <p>Memory Game</p>	<ul style="list-style-type: none"> <li>• Past Events, Processes and States (<i>The Stone Age began..., As glaciers melted, ..., Democracy developed during the Golden Age...</i>)</li> <li>• Modals – <i>could, had to</i> (<i>People could stay warm, They had to stay home</i>)</li> <li>• Duration and Sequence (<i>During the Golden Age of Athens..., As the water level went down, soil was left behind.</i>)</li> <li>• <i>Wh-</i> questions (<i>Why have the early land bridges disappeared? What discovery allowed people to survive in colder areas?</i>)</li> </ul>	<p>→ Students learn to talk about how early civilizations developed and why things happened the way they did.</p> <p>→ Students learn to describe the culture and social institutions of an early civilization.</p>
<p><b>U8 Company Description</b></p> <p>Presentation</p> <p>Ace Corporation</p> <p>United Industries</p> <p>Question Practice</p> <p>Focus Exercises</p> <p>Grammar Fill-Ins</p> <p>Simulation</p> <p>At a Party</p> <p>Speech Practice</p> <p>Video Review</p> <p>Dictations</p>	<ul style="list-style-type: none"> <li>• Existential <i>there, there are 300 employees...</i></li> <li>• Definite &amp; indefinite reference (<i>articles and reference language, another, the third...</i>)</li> <li>• Temporal sequence, <i>since then, in recent years</i></li> <li>• Passive vs. Active voice</li> <li>• W/H questions about one’s company and its history</li> <li>• Present perfect to express change, <i>the company has done well</i></li> <li>• Quantities and “<i>how many</i>” questions</li> <li>• Locations of companies and competitors</li> <li>• Adjectives: <i>well-managed, well made, high quality, etc.</i></li> <li>• Introducing oneself and one’s company</li> </ul>	<p>→ Students learn to give a basic presentation of their company in terms of products, location, customers and history.</p> <p>→ Students learn to introduce themselves and their company in a social setting.</p> <p>→ Students learn to ask and answer basic questions about their company and its products.</p>

## B1 → B1+

B1 → B1+ Unit & Lessons	Main Learning Points	→ Comments
<b>U1 On a Trip</b> A Paris Vacation Today's Activities Florence and Beyond Question Practice Focus Exercises Dictations	<ul style="list-style-type: none"> <li>• Past, present, future events and experience</li> <li>• Present Perfect tense (<i>she has had..., they have kept in touch, she has never been...</i>)</li> <li>• Duration (<i>been, for, since</i>)</li> <li>• Future time and Modals (<i>be going to, will, may, look forward to V(ing)</i>)</li> <li>• Conditional (<i>she would do the writing, if they go together, it could be...</i>)</li> <li>• already, yet, ever</li> <li>• Yes/No and W/H question formation with Present Perfect and Past tenses.</li> </ul>	→ In the context of a trip to Europe, this Unit introduces the Present Perfect tense. → Students focus on the difference between the past tense to express a singular event and the present perfect to express a state or experience.
<b>U5 Business Background</b> Parts 1, 2, & 3	<ul style="list-style-type: none"> <li>• Introduction of the story, main characters and companies. Introduces key vocabulary.</li> </ul>	→
<b>U2 Directions</b> City Directions City Quiz Spatial Relations	<ul style="list-style-type: none"> <li>• Giving Directions (<i>turn right at the intersection, cross the street, etc.</i>)</li> <li>• Distance (<i>too far, not far enough, one block east, two doors down</i>)</li> <li>• Location (<i>on the same block as, on the opposite side of the street</i>)</li> <li>• Spatial Relations (<i>upper left-hand corner, second from the left in the top row</i>)</li> </ul>	→ → Prepares students for giving and following directions.
<b>U6 Checking In</b> Variation Bank Customer	<ul style="list-style-type: none"> <li>• Blake checks in to a hotel</li> <li>• Language Functions: Confirming, Offering</li> <li>• Refusing, <i>I'm sorry, but..., I'm afraid...</i></li> <li>• Requesting, <i>Could I, Can I, If you could do that, I'd really appreciate it</i></li> </ul>	→ Students learn how to make polite requests → Students learn how to confirm information
<b>U3 Work Experience</b> Presentation Jean Nielsen Tom Jones Federal Motors Question Practice Focus Exercises Grammar Fill-Ins Simulation 1 A Job Interview Speech Practice Video Review Simulation 2 Promotion Speech Practice Video Review Dictations	<ul style="list-style-type: none"> <li>• Sequence of events, <i>she worked there for seven years, until 2005, then, right after...</i></li> <li>• Passive vs. Active voice, <i>Jean was replaced by Steve, Steve replaced Jean, ten percent of the workers were laid off, he was transferred to...</i></li> <li>• Expressing duration, <i>for more than ten years, since 2005, until 2005</i></li> <li>• W/H and how long questions about sequence, duration and points of time</li> <li>• Verb tenses: past, past progressive, present perfect, present perfect continuous</li> <li>• Present and future perfect, <i>she will have been there for ten years, he has been working in the R&amp;D Department since...</i></li> <li>• Since/when clauses: <i>since he joined the company, when she left the company</i></li> <li>• Job transition verbs: <i>promote, transfer, quit, hire, fire, lay off, join, leave</i></li> <li>• Job Interview questions and answers</li> <li>• Giving reasons and recommendations in a meeting, <i>I recommend a ten percent increase.</i></li> </ul>	→ Students learn to give a brief job description, including their responsibilities and background. → Students learn to describe the structure of their company, who is in charge, and how things have changed. → Students learn to ask and answer basic questions about their job history, education, and responsibilities in an interview situation. → This unit prepares students to begin the course Functioning in Business.

<p><b>U4 Energy Sources</b> Our Energy Needs What about the Future? Questions Focus Exercises Dictations</p>	<ul style="list-style-type: none"> <li>• Cause/Effect (<i>As the supply decreases, the price will increase. Oil spills cause...</i>)</li> <li>• Classification (<i>such as, some of the ways we get energy, fossil fuels include coal, oil...</i>)</li> <li>• Conditionals (<i>if the temperature rises, if it gets into the environment...etc.</i>)</li> <li>• Degrees of Certainty (<i>will increase, can convert, there may even be...</i>)</li> <li>• Noun phrases (<i>many kinds of wildlife, the energy of falling water</i>)</li> <li>• Passive voice (<i>is converted, are produced, must be limited, is used, are being cut</i>)</li> <li>• Purpose (<i>We need energy for heat. We need energy to run our factories</i>).</li> </ul>	<p>→ This unit focuses on global issues, such as Global Warming. → Students learn important vocabulary and concepts useful for talking about basic science.</p>
<p><b>U7 Making an Appointment</b> Variation Making an Appointment</p>	<ul style="list-style-type: none"> <li>• Blake uses the telephone to make an appointment for an important meeting</li> <li>• Language Functions: Agreeing, Confirming, Greeting, Offering, Requesting, Suggesting, <i>I was wondering if we could get together...</i></li> <li>• Telephone language: <i>I'd like to speak with, Webber Industries, May I help you?</i></li> </ul>	<p>→ Students learn how to use polite telephone language → Students learn how to arrange and confirm a meeting → Students learn how to make a polite suggestion</p>
<p><b>U8 Video Interactions</b> How Much Are the Tickets? Business Telephone At a Restaurant (1) Hot Seats</p>	<ul style="list-style-type: none"> <li>• Polite language for solving a problem over the telephone and for buying something.</li> </ul>	<p>→ Language review. → Provides a model for role-plays.</p>

## B1+ → B2

B1+ → B2 Unit & Lessons	Main Learning Points	Comments
<b>U1 Life Experience</b> Making a New Life A Path to Success A Troubled Past Questions Focus Exercises	<ul style="list-style-type: none"> <li>• Present Perfect/Past tenses contrasted</li> <li>• Passive voice (<i>was rejected, was arrested</i>)</li> <li>• Gerund/Infinitive (<i>enjoys teaching, decided to study, likes living in England</i>)</li> <li>• Change (<i>she became a model, he's getting older, their relationship got better.</i>)</li> <li>• Reason/Purpose (<i>for a personal reason, a grant to study, arrested for stealing</i>)</li> <li>• Time Sequence (<i>at the same time, a year later, before that, since then, he still lives</i>)</li> </ul>	→ Students learn to talk about their past experiences and hopes for the future. → This unit contrasts the lives of three characters.
<b>U2 Confirming Plans</b> Presentation Video Interactive Listening Variations Function Grid Functional Dictation	<ul style="list-style-type: none"> <li>• Epstein checks the schedule and details of a meeting with his boss.</li> <li>• Language Functions: Confirming, Offering, Requesting, Suggesting</li> <li>• Disagreeing, Stalling, Closing a meeting, <i>Let's discuss it further tomorrow, I don't think that this is the best time, I understand your reservations, but...</i></li> </ul>	→ Students learn how to talk to their boss. → Students learn how to talk to their subordinates. → Students learn how to be assertive, but polite.
<b>U3 Related Changes</b>	<ul style="list-style-type: none"> <li>• Connected and unconnected changes: <i>as x increased, y increased; both x and y are increasing</i></li> <li>• Vocabulary related to increases, decreases, change, and no change: <i>decline, rise, get weaker, continues to climb, as a result, fewer...</i></li> </ul>	→ Students learn to understand and express how changes relate to each other. → Especially useful for economic and scientific reports.
<b>U4 Matrix Vocabulary</b> Occupations Places to Go Ways to Travel Things to Wear Feelings Matrix Game	<ul style="list-style-type: none"> <li>• Adverb clauses/phrases (<i>when they are happy, when someone is rude to them</i>)</li> <li>• Compulsion, have to (<i>I only go when I have to. You have to put on your socks.</i>)</li> <li>• Word relations/analogy (<i>Driver is to bus as pilot is to airplane.</i>)</li> <li>• Gerunds/Infinitives (<i>I prefer flying. The fastest way to travel is to go by airplane.</i>)</li> <li>• Countable/Uncountable Amounts (<i>many people, some people, a lot of education, a pair of gloves, most people</i>)</li> </ul>	→ This unit focuses on subject areas that are often in daily conversations. → Students should extend the vocabulary given here, for example by interviewing each other.
<b>U5 An Important Introduction</b> Presentation Video Interactive Listening Variations Function Grid Functional Dictation	<ul style="list-style-type: none"> <li>• Epstein introduces his boss to a prospective business partner</li> <li>• Language Functions: Greeting, Introducing, Small talk</li> <li>• Interrupting, <i>Well, I hate to interrupt, I'm sorry to interrupt, but</i></li> <li>• Social customs of introducing and handshakes, etc.</li> </ul>	→ Students learn how to handle an introduction in a business situation → Students learn how to manage a social situation in a polite way

<b>U6 Line Graphs</b>	<ul style="list-style-type: none"> <li>• Understanding and expressing changes as expressed in line graphs: <i>from 1998, sales increased steadily until they reached a high in 2000</i></li> <li>• Using the present perfect to express information in a line graph: <i>this shows how the average family has been getting smaller.</i></li> </ul>	<ul style="list-style-type: none"> <li>→ Students learn to understand graphical information in English</li> <li>→ Students learn to give an oral presentation and answer questions about line graphs.</li> </ul>
<b>U7 Manufacturing and Trade</b> Presentation YR1 Robot OA-X Computer Question Practice Focus Exercises Grammar Fill-Ins Simulation Foreign Trade Speech Practice Video Review Mastery Test	<ul style="list-style-type: none"> <li>• Quantitative Reference with adjective phrases and passive clauses, <i>ten percent of the units made in 1989, of the ten thousand units made in 1998,</i></li> <li>• Passive voice, <i>it's being used to, it's used for, were exported</i></li> <li>• Purpose, <i>used for, used to, designed to, to improve its office efficiency</i></li> <li>• Questions using quantitative expressions, <i>How many of the units made in 1989...</i></li> <li>• Vocabulary related to trade, export, import, free trade, etc.</li> <li>• Exchanging opinions in a business situation, <i>I'm generally against free trade. Oh? Why is that?</i></li> </ul>	<ul style="list-style-type: none"> <li>→ Students learn to use quantitative expressions to refer to something and to build longer sentences.</li> <li>→ Students learn to talk about how and why something is being used.</li> <li>→ Students learn to deal with controversial questions about subjects such as trade.</li> </ul>
<b>U8 Comparisons</b> Price and Quality Three Sisters Country Data Four Cities Focus Exercises	<ul style="list-style-type: none"> <li>• Adjective clauses/phrases (<i>which was made in 1920, the second most expensive</i>)</li> <li>• Approximation (<i>approximately 5,400 miles; about 7,400 miles; just over...</i>)</li> <li>• Asking about price/product information (<i>How much is the newest one? When was it made? Which one has the best...?</i>)</li> <li>• Comparison (<i>-er than, -est, as good as, better than, the most expensive one...</i>)</li> <li>• Countable/Uncountable (<i>how many more, how much more, how much taller...</i>)</li> <li>• Physical Description, Temperature, Distance</li> </ul>	<ul style="list-style-type: none"> <li>→ Students learn to ask information questions and make different kinds of comparisons, such as for product comparison.</li> <li>→ People, products, and places are contrasted.</li> </ul>
<b>U9 Video Interactions</b> Telephone Conversation Flight Information At a Restaurant (2) Interview: Job Experience	<ul style="list-style-type: none"> <li>• Presents polite language useful for doing business over the telephone.</li> </ul>	<ul style="list-style-type: none"> <li>→ Students learn how to solve problems over the telephone.</li> <li>→ Provides models for role-plays and interviews.</li> </ul>

## B2 → B2+

B2 → B2+ Unit & Lessons	Main Learning Points	Topics / Comments
<b>U1 Life Choices</b> Harry's Accident Joan's Challenge Joe's Cafe Sandra's Dilemma	<ul style="list-style-type: none"> <li>• Conditionals: Contrary-to-fact, Present, and Future (<i>if, unless, had</i>)</li> <li>• Logical Relations between events (<i>because, even though, not unless, if, had to</i>)</li> <li>• Past Habitual (<i>used to, could, would</i>)</li> <li>• Cause/Effect Sequences and Relations</li> </ul>	<ul style="list-style-type: none"> <li>→ Students learn to make predictions and suppositions based on real and contrary-to-fact conditions.</li> <li>→ Develop language for decision</li> </ul>

<p>Question Practice w/SR Focus on Conditionals Dictations</p>	<ul style="list-style-type: none"> <li>• Modals (<i>will, would, might, could</i>) in conditionals</li> <li>• Necessity, <i>have to</i>, in Conditionals</li> <li>• Passives (<i>hadn't been injured</i>)</li> <li>• W/H questions and making Conditional</li> </ul>	<p>making, linking events, and for giving reasons.</p>
<p><b>U2 Business Lunch</b></p> <p>Presentation Video Interactive Listening Variations Function Grid Functional Dictation</p>	<ul style="list-style-type: none"> <li>• Epstein and his boss meet with a prospective business partner. They discuss problems and possible solutions.</li> <li>• Language Functions: Agreeing, Offering, Promising, Refusing, Confirming</li> <li>• Clarifying/Qualifying, <i>Let me clarify our position, Well, not exactly, It depends on...</i></li> </ul>	<p>→ Students learn how to handle a business lunch</p> <p>→ Students learn how to confirm and clarify problems in a polite way</p> <p>→ Students learn how to qualify a statement to avoid misunderstanding</p>
<p><b>U3 The Disagreement</b></p> <p>Presentation Video Interactive Listening Variations Function Grid Functional Dictation</p>	<ul style="list-style-type: none"> <li>• Epstein and his boss, Ms Graham, have a different opinion. Ms Graham makes it clear that she doesn't intend to follow Epstein's recommendation.</li> <li>• Language Functions: Agreeing, Disagreeing, Recommending, Giving an Opinion</li> </ul>	<p>→ Students learn how to deal with a difference of opinion</p> <p>→ Students learn to state the disadvantages and advantages of a decision.</p>
<p><b>U4 Product Comparison</b></p> <p>The Epic The SX The Aria A Comparison Grammar Fill-Ins Question Practice (SR) Focus Exercises Video Simulation: Buying a Car (1) Video Simulation: Buying a Car (2) Speech Practice: Buying a Car (SR) Video Simulation: Buying Preferences (1) Video Simulation: Buying Preferences (2) Speech Practice: Buying Preferences (SR)</p>	<ul style="list-style-type: none"> <li>• Comparatives &amp; Superlatives related to product specifications, <i>the best made, the best selling, the least expensive, \$4,000 more than, isn't as expensive as</i></li> <li>• Countable and Uncountable Amounts, <i>38 miles per gallon, much more expensive, lots of standard features, how many more, how much more</i></li> <li>• Comparison of amount, <i>twice as much as, half the price, how much more...</i></li> <li>• Classification, <i>in terms of size, as for price, such as</i></li> <li>• Change, <i>sales are up by more than twenty percent, sales improved, it began to earn a good reputation, it has become...</i></li> <li>• Vocabulary related to product description, <i>safety record, highly rated, base price, trouble free, customer survey, low cost maintenance, warranty, dependability...</i></li> </ul>	<p>→ Students learn to present, describe and compare products.</p> <p>→ Students learn to make both quantitative and qualitative comparisons about products.</p> <p>→ Students learn to ask and answer questions about products and the differences between products.</p> <p>→ Students learn to express their product preferences.</p>

Dictations		
<b>U5-Keeping in Touch</b> Presentation Video Interactive Listening Variations Function Grid Functional Dictation	<ul style="list-style-type: none"> <li>• Epstein and Blake summarize the situation and agree to stay in touch.</li> <li>• Language Functions: Accepting, Expressing disappointment, Giving an Opinion, Inviting, Promising, Qualifying, Refusing, Requesting</li> </ul>	→ Students learn how to build business relationships and network for the future.
<b>U6 Space and Time</b> Space Sequence Time Sequence (1) Time Sequence (2) Speaking Practice Dictations	<ul style="list-style-type: none"> <li>• Specification (<i>neither of them, on either side, one of them</i>)</li> <li>• Conditional Action (<i>not unless, if, so that</i>) and Problem Solving</li> <li>• Qualifiers <i>if, except for</i></li> <li>• Past Perfect tense (<i>still hadn't arrived</i>)</li> <li>• Time Sequence (<i>by the time that, not until, when, while, as, adverb clauses, etc.</i>)</li> </ul>	→ Students learn to follow instructions involving conditions and sequences.  → Focuses on spatial relationships, time sequences, conditional action, and specification /exception.  → Features click and drag games.
<b>U7-New Customer</b> Presentation Video Interactive Listening Variations Function Grid Functional Dictation	<ul style="list-style-type: none"> <li>• Blake has an appointment with a new company, but the person is not there, so he meets with someone else.</li> <li>• Language Functions: Accepting, Apologizing, Introducing, Requesting, Suggesting, Thanking.</li> </ul>	→ Students learn how to give and accept an apology.  → Students learn how to reassure someone and make them comfortable before a meeting.
<b>U8-Negotiations</b> Presentation Video Interactive Listening Variations Function Grid Functional Dictation	<ul style="list-style-type: none"> <li>• Blake negotiates several points with a customer and makes commitments.</li> <li>• Language Functions: Accepting, Clarifying, Confirming, Offering, Promising, Requesting, Stalling, <i>I'll have to get back to you on that.</i></li> </ul>	→ → Students learn how to confirm, clarify, and check points in a negotiation.

## B2+ → C1

B2+→C1 Unit & Lessons	Main Learning Points	Topics / Comments
<b>U1 Epidemic</b> Our Changing Lives Fighting Infections The Adaptability of Life Preparing for Our Future Sentence Reordering Dictations	<ul style="list-style-type: none"> <li>• Classification and Exemplification (<i>such as, other kinds of, one type, another example</i>)</li> <li>• Present Perfect tense to express Result (<i>have made it easier</i>)</li> <li>• Potentiality and Past Ability (<i>can/could</i>) (<i>you can still live, an epidemic could...</i>)</li> <li>• Logical Relations and Sentence Connecting (<i>therefore, these, also, as a result, another</i>)</li> <li>• Adjective clauses (<i>which, that</i>)</li> <li>• Passives w/Perfect tenses, <i>be used</i>+infinitive</li> </ul>	<p>→ Students learn to listen for the main ideas or for specific information in a presentation.</p> <p>→ Students learn how to link and organize sentences in a presentation.</p> <p>→ Develops vocabulary related to health and other global issues.</p>
<b>U2-Bar Graphs</b> <b>Presentation 1</b> <b>Presentation 2</b> <b>Quiz</b>	<ul style="list-style-type: none"> <li>• <b>Part 1</b></li> <li>• Math Scores &amp; Spending</li> <li>• Birth Rates</li> <li>• Income Distribution</li> <li>• Tax Rates</li> <li>• Defense Spending</li> <li>• <b>Part 2</b></li> <li>• Life Expectancy</li> <li>• Median Ages</li> <li>• Cigarette Smoking</li> <li>• Blood Pressure &amp; Obesity</li> <li>• CO<sub>2</sub> Emissions</li> <li>• Sources of Energy</li> <li>• Electricity Production</li> </ul>	<p>→ Students learn how to understand and express different degrees of certainty in linking ideas and events.</p> <p>→ Students learn how to develop oral fluency and confidence to express more complex ideas.</p>
<b>U3-Video Interactions</b> Telephone for Business Telephone Invitation Interview with an Actor Dinner Conversation Hot Seats	<ul style="list-style-type: none"> <li>• Making Requests, Giving Advice, Speculating, and use of the Telephone for business.</li> <li>• Negative Questions (<i>can't you come</i>) and Tag Questions (<i>you can, can't you?</i>)</li> <li>• Students develop oral fluency through Speech Recognition activities.</li> </ul>	<p>→ Students learn how to make polite requests, suggestions, and refusals over the telephone and in a friendly conversation.</p>
<b>U4-Pie Graphs</b> <b>Presentation 1</b> <b>Presentation 2</b> <b>Quiz</b>	<ul style="list-style-type: none"> <li>• <b>Part 1</b></li> <li>• Daily Activities</li> <li>• How Satisfied Are You With Your Job?</li> <li>• Job Satisfaction Factors</li> <li>• Drinkers 1978-80 &amp; 1998-2000</li> <li>• 2001 &amp; 1970 Energy Sources</li> <li>• <b>Part 2</b></li> <li>• 2000 &amp; 1970 Oil Usage in the US</li> <li>• China Imports &amp; Exports 2004</li> <li>• Causes of Death by Unintentional Injury</li> </ul>	<p>→ Students learn how to develop oral fluency and the ability to make a well-organized oral presentation around data presented as pie graphs.</p> <p>→ Students learn how to ask and answer questions about the relative importance of various factors as presented in pie</p>

	<ul style="list-style-type: none"> <li>• Annual Deaths by Selected Causes</li> <li>• Aircraft Sales 1995 &amp; Now</li> </ul>	graphs.
<b>U5-Dealing with Stress</b> 11 parts	<ul style="list-style-type: none"> <li>• Listening 1-11</li> <li>• Language Skills 1-11</li> </ul>	→
<b>U6 Decision Making</b> Sonia Scott Bob Francis Ed Smith Grammar Fill-Ins Question Practice Focus Exercises Video Simulation: Make a Decision (1) Video Simulation: Make a Decision (2) Speech Practice: Make a Decision Dictations	<ul style="list-style-type: none"> <li>• Cause/effect, logical connection, <i>depends on, if...then, in order to, so that, as a result, whether or not, either/or, a good chance that, though, unless, even if, she'll have to...</i></li> <li>• Conditional, <i>if he does well, if he refuses to go, he may..., in that case he could afford to</i></li> <li>• Degrees of certainty, modals, <i>may, could, might, a good chance, whatever happens</i></li> <li>• Reason and Purpose, <i>in order to, so that, because, according to company policy...</i></li> <li>• Verb + infinitive, <i>refuses to go, would like to help, would prefer to be sent</i></li> <li>• About + passive gerund, <i>isn't happy about being asked, about being posted...</i></li> <li>• Preference, <i>would prefer, would rather</i></li> <li>• Vocabulary related to making decisions, <i>consider, decide, choose, the best/better choice, either/or, the better choice</i></li> <li>• Giving facts and recommendations, deciding on a course of action, <i>So you won't consider Ed for the job? Let's see what he says, Well, if that's what he needs, I think we should...</i></li> </ul>	→ Students learn to express alternatives and give reasons for deciding on one course of action over another.  → Students learn to express different degrees of certainty in linking ideas and events.  → Students learn to express logical relationships so that they can participate in a decision making meeting.  → Students develop oral fluency and confidence to express more complex ideas in a business-meeting situation.
<b>U7 Genes and Gene Therapy</b> 4 parts	<ul style="list-style-type: none"> <li>• Listening 1-4</li> <li>• Language Skills 1-4</li> </ul>	

## C1 → C1-Bridge

C1->C1 Bridge Unit & Lessons	Main Learning Points	Topics / Comments
<b>U1 The Secret Code</b> Setting a Trap The Suspects The Investigation Guilty or Not Guilty? Focus Exercises	<ul style="list-style-type: none"> <li>• <b>Adverb and Noun clauses</b> (<i>that someone had gotten in, when the files were opened</i>)</li> <li>• <b>Past Possibilities</b> (<i>may have opened the drawer</i>)</li> <li>• <b>Past Conditionals</b> (<i>if she went to the office, she couldn't have...</i>)</li> <li>• <b>Modals and Degrees of Certainty and Logical Necessity</b> (<i>must have, could have, may have</i>)</li> <li>• <b>Making Conditionals and Past Inferences</b></li> </ul>	<ul style="list-style-type: none"> <li>→ Students examine evidence and draw conclusions as they try to solve a mystery.</li> <li>→ This unit follows up C1 which also focuses on Conditionals.</li> <li>→ Important language for problem-solving, and for giving reasons.</li> </ul>
<b>U2 Matrix Vocabulary</b> Historical Figures Disasters Great Accomplishments	<ul style="list-style-type: none"> <li>• <b>Vocabulary related to global issues, history, trends and news events</b></li> <li>• <b>Adjective, Adverb and Noun clauses</b> (<i>She succeeded to the throne when she was 17 years old.</i>)</li> <li>• <b>Adjective phrases</b> (<i>Winner of the Nobel Peace Prize, Nelson Mandela...</i>)</li> <li>• <b>Gerunds and Infinitives</b> (<i>with some parts getting no rainfall, too hot for matter to exist</i>)</li> </ul>	<ul style="list-style-type: none"> <li>→ Extends vocabulary in subject areas necessary for academic and general studies.</li> <li>→ Oral and written follow-up assignments build presentation skills.</li> </ul>
<b>U3 Planning Ahead</b> Presentation X-2TestSuccess X-2TestFailure Question Practice w/SR Focus Exercises Grammar Fill-Ins w/SR Simulation1w/SR Meeting the Press w/SR Speech Practice w/SR Simulation2 w/SR Tech English Quiz w/SR Speech Practice w/SR Mastery Test	<ul style="list-style-type: none"> <li>• <b>Cause/effect, logical connection, dependent on, depends on several factors, not unless, even if, If...then, whatever the outcome</b></li> <li>• <b>Conditional</b>, <i>if the test is a success, sales will increase, a test failure would be bad, purchase orders would be canceled</i></li> <li>• <b>Degrees of certainty, modals, will, may, could, might be postponed, a high probability, unlikely, a possibility</b></li> <li>• <b>Passives, modal + passive, will be canceled, will have been phased out, would have to be postponed</b></li> <li>• <b>Clauses</b>, <i>Production can't begin on time unless tomorrow's test is a success</i></li> <li>• <b>Qualifiers, though, unless, even if, whether or not, not necessarily</b></li> <li>• <b>Making Suppositions, Let's suppose that</b></li> <li>• <b>Vocabulary related to making plans and hypothesizing, what if...</b></li> </ul>	<ul style="list-style-type: none"> <li>→ The language in this unit helps prepare students to participate in decision making and forecast analysis</li> <li>→ Students learn to distinguish between likely and unlikely outcomes when making plans</li> <li>→ Students learn to express degrees of certainty, probability, and confidence</li> <li>→ •Students learn to link together complex ideas based on causal relations</li> </ul>
<b>U4 Matrix Vocabulary</b> A World Timeline Distinctive places Matrix Game	<ul style="list-style-type: none"> <li>• <b>Vocabulary related to global issues, history, trends and news events</b></li> <li>• <b>Adjective, Adverb and Noun clauses</b> (<i>Much of the material that formed our solar system</i>)</li> <li>• <b>Adjective phrases</b> (<i>Located in northern</i>)</li> </ul>	<ul style="list-style-type: none"> <li>→ Extends vocabulary in subject areas necessary for academic and general studies.</li> <li>→ Oral and written follow-up assignments build presentation skills.</li> </ul>

	<p><i>South America, the Amazon is one of the world's most important regions.)</i></p> <ul style="list-style-type: none"> <li>• <b>Gerunds and Infinitives</b> (<i>The first ships sailed around the world in 1522, proving that the Earth was round.</i>)</li> </ul>	
<p><b>U5- Perspectives of a Child Psychiatrist</b></p> <p>7 parts</p>	<ul style="list-style-type: none"> <li>• <b>Listening 1-7</b></li> </ul>	
<p><b>U6 Environment Protection</b></p>	<ul style="list-style-type: none"> <li>• <b>Part 1 - 3</b></li> </ul>	
<p><b>U7 UFOs: For and Against</b></p> <p>Presentation</p> <p>For or Against?</p> <p>Drake's Equation</p> <p>Rulers and Clocks</p> <p>Sentence Reordering</p>	<ul style="list-style-type: none"> <li>• <b>Citing Evidence, Reason, and Argumentation</b> (<i>according to, given the fact that, it has been well established...</i>)</li> <li>• <b>Logical Necessity, Degrees of Certainty</b> (<i>impossibility, unlikely, must accept the fact, not unreasonable, might have</i>)</li> <li>• <b>Speculations, Implied Conditionals</b> (<i>it would mean that..., they might have discovered</i>)</li> <li>• <b>Qualification and Logical Connectors</b> (<i>however, even if, this means, just, only, on the contrary, otherwise, as a result</i>)</li> <li>• <b>Sentence Ordering and Pronoun Reference</b> (<i>it, this means, this, as a result, such a</i>)</li> </ul>	<p>→ Students learn to analyze an argument.</p> <p>→ This innovative lesson focuses on the building of arguments and counter arguments.</p> <p>→ Builds note-taking and summarization skills.</p>
<p><b>U8 Video Interactions</b></p> <p>Telephone for Business</p> <p>Friends on the Telephone</p> <p>UFO Interview</p> <p>Press Conference</p>	<ul style="list-style-type: none"> <li>• <b>Giving Advice, Speculating, and use of the Telephone.</b></li> <li>• <b>Implied conditionals</b></li> </ul>	<p>→ Provides a model for role-plays and for being interviewed.</p>