## All-Skills Communication: Listening, Speaking, Reading, Writing

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics, Vocabulary</th>
<th>Grammar</th>
<th>Functional Communication</th>
<th>Listening &amp; Pronunciation</th>
<th>Writing</th>
</tr>
</thead>
</table>
| 1    | • Personal information  
• Meeting people  
• Alphabet  
• Spelling names aloud  
• Cardinal numbers in addresses & telephone numbers | To be: Introduction | • Meeting people  
• Giving personal information (name, address, telephone number, email address) | • Listening for personal information  
• Pronouncing linked sounds | Writing about yourself: Name, address, phone number, country of origin  
• Filling out a form  
• Addressing an envelope |
| 2    | • Classroom objects  
• Rooms in the home  
• Cities & nationalities  
• Places around town | To be + location  
Subject pronouns | • Greeting people  
• Asking & giving location  
• Describing nationality & origin | • Listening for information about people’s locations  
• Pronouncing reduced and | Making a list of classroom objects |
| 3    | • Everyday activities | Present continuous tense | • Checking understanding  
• Telling about current activities  
• Describing the weather | • Listening & responding correctly to questions about people’s actions  
• Pronouncing reduced What are & Where are | Writing about your current activities & the activities of friends |
| Gazette | • Titles & nicknames  
• Common leisure activities: playing instruments, sports, & games  
• Culture concept: Greetings around the world  
• Telephone numbers | To be | • Describing people’s activities | • Listening to messages on a telephone answering machine | Writing an e-mail or instant message to tell about yourself |
| 4    | • Everyday activities | To be: Short answers  
Possessive adjectives | • Attracting someone’s attention  
• Telling about daily activities  
• Greeting someone on the phone | • Listening & responding correctly to questions about activities  
• Pronouncing deleted h | Writing about a place in your community |
| 5    | • Describing people & things  
• Weather  
• Fahrenheit & Celsius temperatures | To be: Yes/No questions, Short Answers  
Adjectives  
Possessive nouns | • Calling someone you know on the telephone  
• Describing people & objects  
• Describing weather | • Listening & responding correctly to requests for information  
• Pronouncing yes/no questions with or | Filling out a form  
Writing a friendly letter describing the weather & current activities |
| 6    | • Family members  
• Describing activities & events | To be: Review  
Present continuous tense: Review  
Prepositions of location | • Greeting & introducing people  
• Telling about activities  
• Describing emotions | • Listening & making deductions  
• Pronouncing stressed & unstressed words | Writing a story about a scene  
Writing about a favorite photograph |
| Gazette | • Family relations  
• Classroom activities  
• Culture concept: Extended & nuclear families | To be | • Describing family members & family relationships | • Listening to & interpreting correctly radio weather forecasts | Writing about your family  
Writing an e-mail or instant message to tell about the weather & current activities |
| 7    | • Places around town  
• Locating places  
• Describing neighborhoods  
• Describing apartments  
• Cardinal numbers indicating quantity | Prepositions  
There is / There are  
Singular/Plural introduction | • Expressing gratitude  
• Asking & giving location  
• Describing your home & neighborhood | • Listening for information about neighborhoods & apartments  
• Using rising intonation to check understanding | Writing a description of a neighborhood  
Writing about your apartment building or home |
| 8    | • Clothing  
• Colors  
• Shopping for clothing  
• Cardinal numbers indicating coin & currency denominations, prices, & clothing sizes | Singular/Plural  
Adjectives  
This/That/These/Those | • Complimenting  
• Offering to help a customer  
• Asking for help  
• Agreeing & disagreeing  
• Apologizing  
• Expressing gratitude | • Listening for information about clothing items  
• Pronouncing emphasized words | Writing a description of clothing & colors |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics, Vocabulary</th>
<th>Grammar</th>
<th>Functional Communication</th>
<th>Listening &amp; Pronunciation</th>
<th>Writing</th>
</tr>
</thead>
</table>
| **Gazette** | • Clothing, colors, & cultures  
• Culture concept: People’s homes around the world  
• Civics concept: Urban, suburban, & rural communities  
• Interpreting percents in a pie chart | • Singular/Plural Adjective  
• Describing clothing  
• Complimenting  
• Describing homes | • Listening for information in public address announcements in stores | • Writing an e-mail or instant message to describe your neighborhood |
| 9 | • Language & nationalities  
• Everyday activities | • Simple present tense  
• Hesitating  
• Telling about your language, nationality, work  
• Describing emotions | • Listening for –s vs. non –s endings in verbs contained in sentences  
• Blending with does | • Writing about your city, language, & daily activities |
| 10 | • Habitant actions  
• People’s interests & activities  
• Days of the week  
• The calendar  
• Language & nationalities | • Simple present tense  
• Starting a conversation  
• Talking about likes & dislikes  
• Describing recreational activities | • Listening for information about people’s habitual actions  
• Pronouncing reduced of | • Writing about usual activities during the week & on the weekend |
| **Gazette** | • Languages around the world  
• Interpreting tables with number facts in millions  
• Culture concept: Exercising around the world | • Simple present tense  
• Describing everyday activities & interests | • Listening for information in a recorded telephone announcement | • Writing an e-mail or instant message to tell about activities & interests |
| 11 | • Describing frequency of actions  
• Describing people  
• The calendar  
• Time expressions  
• Interpreting percentages related to adverbs of frequency | • Object pronouns  
• Simple present tense: –s vs. non –s endings  
• Have/Has  
• Adverbs of frequency | • Asking for & reacting to information  
• Giving your occupation & marital status  
• Describing people | • Pronouncing past tense endings  
• Pronouncing deleted h  
• Listening & making deductions | • Writing about close friends  
• Writing about daily activities |
| 12 | • Feelings & emotions  
• Describing usual & unusual activities | • Contrast: Simple present & present continuous tenses | • Reacting to bad news  
• Describing feelings & emotions  
• Expressing surprise | • Listening to distinguish questions about current vs. habitual actions  
• Pronouncing reduced to | • Writing about a typical day in a city or town |
| **Gazette** | • Traffic: A global problem  
• Culture concept: Modes of transportation around the world  
• Interpreting tables with number facts in millions | • Simple present tense  
• Describing a problem  
• Describing customary activities | • Listening for information in radio news reports | • Writing an e-mail or instant message to tell about yourself, family, & personal appearance |
| 13 | • Expressing ability  
• Occupations  
• Looking for a job  
• Responding to questions in a simple job interview  
• Expressing obligation  
• Invitations  
• Applying for a driver’s license | • Can  
• Have to | • Apologizing  
• Asking & telling about skills  
• Expressing job interests  
• Expressing inability to do something  
• Describing emotions | • Listening for information about occupational skills  
• Pronouncing can & can’t | • Filling out a job application form  
• Writing about how to apply for a passport, marriage license, or loan  
• Writing about what you have to do this week |
| 14 | • Time  
• Months of the year  
• Seasons  
• Describing future plans & intentions  
• Expressing wants  
• Weather forecasts  
• Making predictions  
• Ordinal numbers | • Future: Going to  
• Time expressions  
• Want to | • Asking & giving the time  
• Asking & telling about future plans  
• Asking & telling about the weather | • Listening for time expressions  
• Pronouncing going to & want to | • Writing about plans for tomorrow |
### All-Skills Communication: Listening, Speaking, Reading, Writing

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics, Vocabulary</th>
<th>Grammar</th>
<th>Functional Communication</th>
<th>Listening &amp; Pronunciation</th>
<th>Writing</th>
</tr>
</thead>
</table>
| Gazette | • Time zones  
• Culture concept: Notions of time & punctuality in different cultures | Verb: To be  
Simple present tense  
Future: Going to | Describing occupation | Listening for movie listing information in a recorded telephone announcement | Writing a brief autobiography about major life events (born, grew up, went to school, studied, moved)  
Writing about your childhood (appearance, friends, activities) |
| Gazette | • Past actions & activities  
• Ailments  
• Describing an event  
• Making a doctor’s appointment  
• Numbers: Interpreting a thermometer & a dosage cup | Past tense: Regular verbs, Introduction to irregular verbs | Saying how you feel  
Describing ailments  
Expressing sympathy  
Asking & telling about past activities | Listening to distinguish statements in the present tense vs. the past tense  
Pronouncing past tense endings | Writing about a party  
Writing about your meals yesterday |
| 15 | • Reporting past actions & activities  
• Giving reasons  
• Giving excuses  
• Using clock times in a narrative | Past tense: Yes/No questions, Short answers, WH- questions, More irregular verbs  
Time expressions | Giving an excuse  
Asking & telling about past activities  
Apologizing  
Describing ailments | Listening for specific information to complete a checklist  
Pronouncing Did you | Writing about your activities yesterday |
| 16 | • Television commercials  
• Describing physical states & emotions  
• Telling about the past  
• Biographies & autobiographies | To be: Past tense | Recommending products  
Describing feelings & emotions  
Asking for & giving recommendations | Listening to distinguish present vs. past facts  
Using correct intonation with yes/no questions & WH-questions | Writing an e-mail or instant message to tell about what you did today |
| Gazette | • Advertisements  
• Opposites  
• Culture concept: Shopping around the world | Tense review  
Adjectives | Describing products  
Telling about activities in the past | Listening for information in radio advertisements |  |