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

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<th>Unit</th>
<th>Topics, Vocabulary</th>
<th>Grammar</th>
<th>Functional Communication</th>
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<th>Writing</th>
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</table>
| 1    | • Describing present, past, & future actions  
      • Birthdays & gifts  
      • Telling about friendships  
      • Days of the week  
      • Months of the year  
      • Seasons  
      • Everyday activities  
      • Past time expressions  
      • Reading a date using ordinal numbers | • Review of tenses: Simple Present, Present Continuous, Simple Past, Future: Going to  
     • Like to  
     • Time expressions  
     • Indirect object pronouns | • Talking about likes & dislikes  
      • Describing future plans & intentions  
      • Describing past activities  
      • Talking about favorite activities | • Listening for correct tense in information questions  
      • Pronouncing contrastive stress | • Writing about your last birthday  
      • Writing about a friendship  
      • Filling out a personal information form |
| 2    | • Food  
      • Buying food  
      • Being a guest at mealtime  
      • Describing food preferences | • Count/Non-count nouns  
      • Partitives  
      • Count/Non-count nouns  
      • Imperatives | • Asking the location of items  
      • Making a suggestion  
      • Complimenting about food  
      • Asking for information  
      • Asking for & making recommendations about food  
      • Giving & following instructions | • Listening for key words to determine subject matter of conversations  
      • Pronouncing reduced for | • Making a list of foods in the kitchen & their location  
      • Writing about favorite foods  
      • Writing about school |
| 3    | • Buying food  
      • Describing food  
      • Eating in a restaurant  
      • Recipes  
      • Units of measure & their abbreviations  
      • Dollar amounts expressed in numerals | • Simple past tense  
      • Present tense  
      • Count/Non-count nouns  
      • Imperatives | • Describing people’s customs & consumer behavior  
      • Asking to & interpreting announcements in a supermarket correctly | • Writing an e-mail or instant message to tell about the meals you eat | |
| Gazette | • Food shopping  
      • Ordering fast food  
      • Interpreting statistics about food consumption  
      • Culture concept: Where people shop for food around the world | • Future tense: Will  
      • Time expressions  
      • Might | • Asking about & giving information about future events  
      • Asking for & making predictions  
      • Asking for repetition  
      • Expressing fear & uncertainty  
      • Providing reassurance  
      • Warning | • Writing to & responding appropriately to a speaker in a telephone conversation  
      • Pronouncing going to | • Writing a note to a child’s teacher to explain an absence  
      • Writing about your future – where you might live & work, & what might happen in your life  
      • Writing about plans for the weekend |
| 4    | • Telling about the future  
      • Identifying life events  
      • Identifying health problems & injuries  
      • Probability  
      • Possibility  
      • Talking about favorite season  
      • Warnings  
      • Calling in sick  
      • Calling a school to report a child’s absence | • Comparatives  
      • Should  
      • Possessive pronouns | • Asking for & giving advice  
      • Agreeing & disagreeing  
      • Comparing things, places, & people  
      • Exchanging opinions  
      • Asking for & giving information about future events  
      • Asking for & making predictions  
      • Asking for repetition  
      • Expressing fear & uncertainty  
      • Providing reassurance  
      • Warning | • Listening to determine the subject matter of a conversation  
      • Pronouncing yes/no questions with or | • Writing about a comparison of two places |
| 5    | • Making comparisons  
      • Advice  
      • Expressing opinions  
      • Agreement & disagreement  
      • Teenager & parent relationships  
      • Community features & problems | • Superlatives | • Expressing an opinion  
      • Offering assistance  
      • Agreeing  
      • Describing people  
      • Describing things  
      • Offering to help a customer  
      • Asking for an item in a store  
      • Apologizing | • Listening to determine a speaker’s attitude or opinion  
      • Pronouncing linking words with duplicated consonants | • Writing about the most important person in your life |
| 6    | • Describing people, places, & things  
      • Identifying positive & negative personal qualities  
      • Expressing pride in a child’s personal qualities  
      • Shopping in a department store  
      • Expressing opinions  
      • Identifying different types of stores & comparing prices, quality of products, convenience, & service | | | | |
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| Gazette| • Interpreting numerical & descriptive facts about world records & geographic features  
• Culture concept: Recreation & entertainment around the world | • Superlatives  
• Adjectives with negative prefixes | • Interpreting factual statements  
• Describing | • Listening to & interpreting radio advertisements correctly | • Writing an e-mail or instant message to tell about a favorite vacation place |
| 7      | • Getting around town  
• Places in the community  
• Public transportation  
• Following a map or diagram indicating directions to a destination | • Imperatives  
• Directions | • Giving & following instructions & directions  
• Asking for repetition  
• Asking for & giving recommendations | • Listening for specific information in directions  
• Listening to make deductions about the location of conversations  
• Pronouncing could you & would you | • Drawing a map & writing directions to your home  
• Writing about how to get to different places in the community |
| Gazette| • Tips for a successful job interview  
• Occupations  
• Culture concept: Men’s & women’s jobs in different countries | • Adverbs  
• Comparative of adverbs  
• Agent nouns  
• If-clauses | • Expressing an opinion  
• Expressing agreement  
• Asking for & giving feedback  
• Asking & telling about future plans  
• Giving & receiving advice  
• Promising | • Listening to determine the correct consequences of actions  
• Pronouncing contrastive stress | • Writing about something you want to do & the consequences of doing it  
• Filling out a job application form |
| Gazette| • Describing people’s actions  
• Occupations  
• Asking for & giving feedback about job performance  
• Identifying ways to improve performance at work & at school  
• Describing plans & intentions  
• Consequences of actions  
• Superstitions | • Adverbs  
• Comparative of adverbs  
• Agent nouns  
• If-clauses | • Expressing an opinion  
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• Asking for & giving feedback  
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• Promising | • Listening to determine the correct consequences of actions  
• Pronouncing contrastive stress | • Writing about something you want to do & the consequences of doing it  
• Filling out a job application form |
| 8      | • Describing ongoing past activities  
• Giving information about a robbery  
• Describing a mishap  
• Describing an accident | • Adverbs  
• Agent nouns | • Interpreting advice  
• Describing self | • Listening to & interpreting announcements at a workplace correctly | • Writing an e-mail or instant message to tell about your skills & activities |
| Gazette| • Describing physical states & emotions  
• Expressing past & future ability  
• Expressing past & future obligation  
• Giving an excuse  
• Household problems | • Past continuous tense  
• Reflexive pronouns  
• While-clauses | • Asking & telling about past events  
• Expressing concern about someone  
• Expressing sympathy  
• Reacting to bad news  
• Describing a sequence of events | • Listening to make deductions about the context of conversations  
• Pronouncing did & was | • Writing about preference for doing things alone or with other people |
| Gazette| • Describing physical states & emotions  
• Expressing past & future ability  
• Expressing past & future obligation  
• Giving an excuse  
• Household problems | • Could  
• Be able to  
• Have got to  
• Too + adjective | • Asking & telling about ability to do things  
• Expressing obligation  
• Describing emotions | • Listening for correct situation or context  
• Pronouncing have to & have got to | • Writing about a time you were frustrated, disappointed, or upset  
• Writing about an apartment or home |
| 11     | • Families & time  
• Interpreting a table with number facts  
• Home appliances  
• Culture concept: Childcare around the world | • Tense review  
• Have to / Have got to | • Describing daily life & customs | • Listening to messages on a telephone answering machine | • Writing an e-mail or instant message to tell about activities & occurrences during the week |
| 11     | • Medical examinations  
• Medical advice  
• Health  
• Foods  
• Nutrition  
• Home remedies | • Past tense review  
• Count/Non-count noun review  
• Must  
• Mustn’t vs. Don’t have to  
• Must vs. Should | • Asking for & giving advice  
• Describing a future sequence of events  
• Describing a past sequence of events  
• Expressing concern | • Listening for key words to determine subject matter of conversations  
• Pronouncing must & mustn’t | • Making a list of healthy & unhealthy foods  
• Writing about rules in life—at school, on the job, at home, in the community  
• Filling out a medical history form |
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