

Scope and Sequence

PART 1 *Be: Present and Past*

UNIT	GRAMMAR	READING
1 Present of <i>Be</i>: Statements Page 4 THEME Sports	<ul style="list-style-type: none"> Can use the verb <i>be</i> in simple present affirmative and negative statements Can use contractions in speaking and writing 	Personal Story: <i>Ana and Soccer</i> <ul style="list-style-type: none"> Can determine the general meaning of a short, simple personal description with visual support
2 Present of <i>Be</i>: Questions Page 15 THEME School	<ul style="list-style-type: none"> Can ask a range of <i>yes/no</i> and <i>wh-</i> questions with <i>be</i> in the simple present Can construct short answers to questions in the simple present 	Conversation Transcript: <i>Are We Late?</i> <ul style="list-style-type: none"> Can understand details in a conversation in a classroom setting
3 Past of <i>Be</i> Page 28 THEME A First Day	<ul style="list-style-type: none"> Can make simple past statements with <i>be</i> Can ask simple past <i>yes/no</i> and <i>wh-</i> questions with <i>be</i> Can use a range of common time markers for the past 	Narrative: <i>Sarah's First Day</i> <ul style="list-style-type: none"> Can identify specific information in a narrative article

PART 2 Nouns, Adjectives, and Prepositions

4 Count Nouns and Proper Nouns Page 42 THEME Photographs and Photographers	<ul style="list-style-type: none"> Can use <i>a/an</i> with singular count nouns Can use common regular and irregular nouns in the plural form Can identify and use proper nouns PRONUNCIATION Plural Noun Endings	Biography: <i>A Photographer and a Photo</i> <ul style="list-style-type: none"> Can identify specific information in a short biography
5 Descriptive Adjectives Page 54 THEME Interesting and Unusual Places	<ul style="list-style-type: none"> Can place adjectives in the correct position before nouns Can use the appropriate articles with adjectives that come before count nouns 	Information Article: <i>Cappadocia, a Place of Mystery</i> <ul style="list-style-type: none"> Can identify key details in an article about a location and its geographical features
6 Prepositions of Place Page 63 THEME Locations	<ul style="list-style-type: none"> Can use a range of prepositions of place Can use <i>on</i>, <i>at</i>, and <i>in</i> for specific addresses and locations 	Magazine Article: <i>The American Museum of Natural History</i> <ul style="list-style-type: none"> Can recognize important details in a descriptive passage

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about athletes ■ Can identify key details about people in conversations that are conducted clearly and slowly	■ Can discuss likes and dislikes ■ Can describe something in a simple list of points	■ Can write personal information about a friend or colleague, using notes for guidance	athlete fan (n) in the middle only popular the rest of
A conversation about classmates ■ Can recognize and describe basic information about people in conversations that are conducted clearly and slowly	■ Can ask simple questions to find out more about someone ■ Can use brief, everyday expressions to ask for and give personal details	■ Can write a detailed list of questions about a familiar place	excuse me office on time right (adj) room (n)
A series of phone messages ■ Can extract key factual information from a recorded phone message	■ Can communicate in routine tasks that require simple, direct exchanges of information, such as descriptions of the weather and everyday activities	■ Can write a paragraph about a personal experience (first day of school)	afraid (of) difficult nervous principal (n) AWL surprise (n)

A lecture about art ■ Can identify important details in a brief lecture about a famous artist	■ Can give a brief presentation about people, places, or things	■ Can write short, basic descriptions of people, places, or things	all over occasion public (n) striking (adj) to be born
A telephone conversation ■ Can recognize details in a conversation about a vacation if delivered slowly and clearly	■ Can share information about known places ■ Can offer opinions and comment on statements provided by one's peers	■ Can write a detailed paragraph about a location that has personal significance	climate comfortable dry safe (adj) unusual
A recorded description ■ Can infer information about a location by recognizing important details in a recorded description	■ Can give directions to help one's peers find information on a map or brochure	■ Can write a short invitation to a party or event, including important details like time and location	app dinosaur huge interested locate AWL tour (n)

AWL = Academic Word List item

PART 3

Imperatives and the Simple Present

UNIT	GRAMMAR	READING
7 Imperatives; Suggestions with <i>Let's</i>, <i>Why don't we</i>... Page 76 THEME Long Life	<ul style="list-style-type: none"> Can use verbs in the imperative Can make offers and suggestions with <i>why not/why don't you/we</i>... Can make suggestions with <i>let's</i> and <i>let's not</i> 	Health Article: <i>Secrets to a Long Life</i> <ul style="list-style-type: none"> Can recognize an author's opinions in a short passage about an academic topic
8 Simple Present: Affirmative and Negative Statements Page 86 THEME Holidays	<ul style="list-style-type: none"> Can use the simple present in a range of situations Can use adverbs of frequency in the correct position in a sentence Can use expressions of frequency as time markers PRONUNCIATION Third-Person Singular Verbs	Anthropology Article: <i>New Year Traditions Around the World</i> <ul style="list-style-type: none"> Can identify language related to customs, cultures, and traditions in a short article
9 Simple Present: <i>Yes/No</i> Questions and Short Answers Page 98 THEME Roommates	<ul style="list-style-type: none"> Can ask <i>yes/no</i> questions in the simple present Can construct short answers to <i>yes/no</i> questions in the simple present 	Questionnaire: <i>Roommate Questionnaire</i> <ul style="list-style-type: none"> Can understand responses to a questionnaire on a familiar topic
10 Simple Present: <i>Wh-</i> Questions Page 109 THEME Dreams	<ul style="list-style-type: none"> Can ask <i>wh-</i> questions in the simple present Can use <i>who</i> and <i>whom</i> to ask about the subject or the object of a sentence 	Radio Show Transcript: <i>Dreams</i> <ul style="list-style-type: none"> Can identify the main points in a written transcript of a radio show

PART 4

There Is/There Are; Possessives

11 <i>There is/There are</i> Page 122 THEME Places to Shop	<ul style="list-style-type: none"> Can use <i>there is</i> and <i>there are</i> to introduce people or things into a conversation, or to talk about a location or time of an event Can ask <i>yes/no</i> questions with <i>there + be</i> 	Guidebook Excerpt: <i>The Dubai Mall</i> <ul style="list-style-type: none"> Can identify details that describe a specific location in a travel brochure or guide
12 Possessive Nouns and Adjectives; Pronouns; Questions with <i>Whose</i> Page 135 THEME Possessions	<ul style="list-style-type: none"> Can use possessive adjectives, nouns, and pronouns Can use an apostrophe to show possession with a variety of nouns Can form questions with <i>whose</i> to ask about possessions 	Conversation Transcript: <i>Whose Composition Is This?</i> <ul style="list-style-type: none"> Can identify the main facts in a conversation in a classroom setting

LISTENING	SPEAKING	WRITING	VOCABULARY
A product advertisement ■ Can follow the main points in a recorded advertisement	■ Can discuss what to do and where to go, and make arrangements to meet ■ Can give basic advice about everyday topics, using simple language	■ Can write an advertisement for a hotel, using a model for guidance	advice dead island nap (n) pray secret
A conversation about holidays ■ Can take detailed notes on a short conversation, listing both main ideas and supporting details	■ Can work with one's peers to prepare a short presentation about a holiday or custom ■ Can describe habits and routines	■ Can write a paragraph about a favorite holiday or tradition, using notes for support	at the stroke of culture AWL eve get together look ahead tradition AWL
A conversation about roommates ■ Can identify a speaker's likes and dislikes in a simple conversation	■ Can answer simple questions in a face-to-face survey ■ Can use a limited range of fixed expressions to describe objects, possessions, or products	■ Can write a simple email that provides personal information and asks routine questions	bother (v) easygoing messy outgoing private (adj) stay up
A conversation about dreams ■ Can identify key details in a conversation about dreams	■ Can give and elicit personal information about sleep habits, taking turns with a partner	■ Can ask for personal details in written form and use the material to write an interview	author (n) AWL guest nightmare remember unfortunately
A conversation about a place ■ Can provide directions to someone, based on information heard in a prior conversation	■ Can gather information about a place from a partner or group, summarize it, and present it to others	■ Can write a short description of a favorite place to shop	aquarium including (prep) indoor join luxury parking space
A conversation about possessions ■ Can identify ownership of possessions in a conversation that's delivered slowly and clearly	■ Can describe an everyday object in detail, also indicating who owns it ■ Can ask and answer questions about possessions	■ Can write a detailed paragraph that describes people in one's family	back (prep) composition excellent grade (n) AWL recognize

AWL = Academic Word List item

PART 5

Modals: Ability and Permission

UNIT	GRAMMAR	READING
13 Ability: <i>Can</i> or <i>Could</i> Page 150 THEME Animals and Their Abilities	<ul style="list-style-type: none"> Can use <i>can</i> and <i>can't</i> to refer to present ability or lack of ability and possibility Can express ability or lack of ability in the past using <i>could</i> and <i>couldn't</i> PRONUNCIATION Stress on <i>Can</i> and <i>Can't</i>	Scientific Article: <i>A Genius Parrot</i> <ul style="list-style-type: none"> Can confirm the validity of important information in a short non-fiction article
14 Permission: <i>Can</i> or <i>May</i> Page 160 THEME Special Diets	<ul style="list-style-type: none"> Can give, deny, or ask about permission with <i>can</i> and <i>may</i> Can use <i>Can I</i> or <i>May I</i> to ask for permission 	Magazine Article: <i>Vegetarians and Vegans</i> <ul style="list-style-type: none"> Can use information in a short article to categorize items based on their characteristics

PART 6

Present Progressive

15 Present Progressive: Affirmative and Negative Statements Page 172 THEME People Watching	<ul style="list-style-type: none"> Can use the present progressive to refer to situations happening now or in the extended present Can use common time expressions with the present progressive 	Online Article: <i>People Watching</i> <ul style="list-style-type: none"> Can confirm whether certain actions or conditions are true, based on information in an online article
16 Present Progressive: <i>Yes/No</i> and <i>Wh-</i> Questions Page 183 THEME Movies	<ul style="list-style-type: none"> Can use <i>yes/no</i> and <i>wh-</i> questions in the present progressive to ask for information about something happening now or in the extended present 	Conversation Transcript: <i>A Very Funny Movie</i> <ul style="list-style-type: none"> Can identify the reason for specific actions in a movie or conversation
17 Simple Present and Present Progressive; Non-Action Verbs Page 194 THEME Smartphones	<ul style="list-style-type: none"> Can determine when to use the simple present and when to use the present progressive Can use a variety of non-action verbs to describe emotions, experiences, thoughts, and preferences 	Technology Article: <i>Smartphone Mania</i> <ul style="list-style-type: none"> Can identify specific information in an article about technology

PART 7

Simple Past

18 Simple Past: Statements with Regular Verbs Page 208 THEME Travel	<ul style="list-style-type: none"> Can refer to past events using common regular past simple forms Can use common time markers such as <i>ago</i> and <i>yesterday</i> to denote the past PRONUNCIATION Regular Past Tense Endings	Personal Messages: <i>Greetings from Brazil</i> <ul style="list-style-type: none"> Can understand short, simple personal emails
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PART 7 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about dolphins</p> <p>■ Can identify abilities of animals in a short conversation</p>	<p>■ Can offer one's opinions or beliefs about a common topic to a partner or group</p> <p>■ Can exchange information on animals and their behavior</p>	<p>■ Can write a paragraph about a pet, using notes for guidance</p>	<p>genius intelligent AWL invent professor surprised (adj)</p>
<p>A conversation between a doctor and a patient</p> <p>■ Can identify foods that a patient can or cannot have due to allergies or adverse reactions</p>	<p>■ Can tell a peer or medical professional what one can or cannot eat</p> <p>■ Can communicate simple rules and regulations</p>	<p>■ Can write a note that describes the dietary restrictions of oneself or of others</p>	<p>dairy in common nutritious recipe substitute AWL</p>
<p>A telephone conversation between friends</p> <p>■ Can use the information from a phone call to describe the location of people or objects</p>	<p>■ Can describe basic activities or events that are happening at the time of speaking</p>	<p>■ Can write a short narrative about what is currently happening in one's life or immediate environment</p>	<p>bored departure detective AWL psychologist AWL suit</p>
<p>A telephone conversation about family</p> <p>■ Can identify a speaker's current location and describe what he or she is doing</p>	<p>■ Can rehearse a structured conversation with a partner, using prompts for guidance</p> <p>■ Can discuss basic activities or events that are happening at the time of speaking</p>	<p>■ Can write a telephone conversation between friends about seeing a famous person</p>	<p>catch a cold cough fever scene still (adv)</p>
<p>A series of phone messages</p> <p>■ Can identify a speaker's main purpose in a phone call or recorded message</p>	<p>■ Can express a variety of likes and dislikes to one's peers</p> <p>■ Can collaborate with peers to prepare for and participate in a debate</p>	<p>■ Can write a short fictional story about everyday events, using an illustration as a prompt</p>	<p>connect constantly AWL feature (n) AWL improve waterproof</p>
<p>A conversation about a trip to Japan</p> <p>■ Can confirm the length of time that someone did something in a conversation about travel</p>	<p>■ Can give a description of everyday topics, such as past habits, plans, and experiences</p> <p>■ Can ask and answer simple questions about the past</p>	<p>■ Can write a detailed email about a vacation</p>	<p>cancel freeze land (v) miss (v) pick up</p>

AWL = Academic Word List item

UNIT	GRAMMAR	READING
▼ PART 7 CONTINUED		
19 Simple Past: Statements with Irregular Verbs Page 220 THEME You Never Know	<ul style="list-style-type: none"> Can refer to past events using common irregular verbs in the simple past Can use <i>was</i> or <i>were</i> + <i>born</i> to tell when or where people were born 	Chinese Folktale: <i>You Never Know What Will Happen</i> <ul style="list-style-type: none"> Can place information from a literary text in chronological order
20 Simple Past: Questions Page 231 THEME Writers	<ul style="list-style-type: none"> Can form <i>yes/no</i> and <i>wh</i>-questions with the simple past 	Biography: <i>The Great William Shakespeare</i> <ul style="list-style-type: none"> Can confirm facts about places and dates in a short biographical article
21 Simple Past: Review Page 242 THEME Biographies	<ul style="list-style-type: none"> Can use both regular and irregular verbs in the simple past Can form <i>yes/no</i> questions, <i>wh</i>- questions, and negative statements with the simple past 	Biography: <i>A Loyal Friend</i> <ul style="list-style-type: none"> Can confirm facts about places and dates in a short biographical article

PART 8 The Future

22 <i>Be going to</i> for the Future Page 258 THEME City and Campus Planning	<ul style="list-style-type: none"> Can use <i>be going to</i> to state facts about the future, make predictions, and discuss future plans Can use the present progressive to talk about future plans Can use <i>be going to</i> with common future time markers PRONUNCIATION <i>Going to</i> and <i>Gonna</i>	Letters to the Editor: <i>Why We Go to College</i> <ul style="list-style-type: none"> Can recognize opinions expressed in letters to the editor
23 <i>Will</i> for the Future Page 272 THEME The Future	<ul style="list-style-type: none"> Can use <i>will</i> to talk about future facts, to make predictions and promises, and to ask for or refuse to do something 	Magazine Article: <i>The World in 2050</i> <ul style="list-style-type: none"> Can answer questions based on information in a short article about future possibilities

PART 8 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
A story about the past ■ Can confirm important details from an oral story about past events	■ Can use time markers to tell a story that has a sequence of events	■ Can write a short descriptive story	appear border (v) fight (v) ride (v) run away unlucky
A conversation about a movie ■ Can take detailed notes during a conversation, using them to answer detailed <i>wh-</i> questions based on that information	■ Can take turns with a partner, asking questions about their favorite book, play, or movie ■ Can ask and answer questions about the life of a famous writer	■ Can write a series of questions and answers about the life of a famous person	exact jealousy mystery (n) play (n) pride (n)
A conversation about a quiz show ■ Can answer <i>wh-</i> questions based on information in a short conversation	■ Can take turns with a partner or group, asking questions about famous people and past events ■ Can discuss one's childhood in detail and prompt similar responses from others	■ Can write a short autobiographical passage, using a series of <i>wh-</i> questions for guidance	admire base on notice routine statue
A conversation about a building ■ Can follow a slow-paced conversation about a location or place and provide key details about it	■ Can describe future plans and intentions using a variety of time markers ■ Can discuss a life-changing event with a partner or small group	■ Can write a letter or email that expresses and defends an opinion on a controversial topic	against announce gain increase in my opinion tuition
A conversation between a TV news reporter and two people ■ Can identify who the main speaker is referring to in a conversation with multiple participants	■ Can make predictions about future events, providing an opinion or rationale for each prediction ■ Can offer suggestions or solutions to help others with everyday problems and complaints	■ Can write a paragraph that offers detailed predictions about future events	disappear majority memory robot spend time

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UNIT	GRAMMAR	READING
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▼ PART 8 CONTINUED

<p>24 May or Might for Possibility Page 285 THEME The Weather</p>	<ul style="list-style-type: none"> ■ Can use <i>might</i> and <i>may</i> to express likelihood in the present and the immediate future ■ Can use <i>will</i> and <i>won't</i> to express what is certain and what is impossible ■ Can use <i>be going to</i> to ask questions about future possibility 	<p>News Report: <i>The Weather Forecast</i></p> <ul style="list-style-type: none"> ■ Can identify detailed information in a weather report
<p>25 Gerunds and Infinitives Page 295 THEME Careers</p>	<ul style="list-style-type: none"> ■ Can use gerunds and infinitives after certain verbs 	<p>Magazine Article: <i>The Right Career for You</i></p> <ul style="list-style-type: none"> ■ Can match people with their characteristics based on information in a magazine article

PART **9**
Count / Non-Count Nouns; Much / Many; Quantifiers

<p>26 Articles with Count and Non-Count Nouns; Some / Any Page 308 THEME Restaurants and Food</p>	<ul style="list-style-type: none"> ■ Can use indefinite articles to refer to general subjects and definite articles to refer to specific subjects ■ Can use <i>some</i> and <i>any</i> as quantifiers with count and non-count nouns <p>PRONUNCIATION Indefinite Articles</p>	<p>Restaurant Review: <i>Kassandra's Food Reviews</i></p> <ul style="list-style-type: none"> ■ Can understand recommendations in restaurant reviews
<p>27 How much and How many; Quantifiers Page 322 THEME Desserts</p>	<ul style="list-style-type: none"> ■ Can ask for information about quantity with <i>how much/many</i> ■ Can use <i>a lot</i>, <i>a few</i>, and <i>a little</i> to refer to quantities with nouns ■ Can describe quantities using (not) <i>any</i>, <i>a lot</i>, <i>much</i>, or <i>many</i> 	<p>Conversation Transcript: <i>International Desserts</i></p> <ul style="list-style-type: none"> ■ Can identify the quantities of things that were listed in a short conversation about food
<p>28 Too many and Too much; Enough + Noun Page 335 THEME The Right Place to Live</p>	<ul style="list-style-type: none"> ■ Can express sufficiency and insufficiency with <i>enough</i> and <i>too</i> ■ Can use <i>too many</i> and <i>too few</i> with plural count nouns and <i>too much</i> and <i>too little</i> with non-count nouns 	<p>Blog Post: <i>Dream Locations</i></p> <ul style="list-style-type: none"> ■ Can identify important details about specific locations or cities

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about a trip ■ Can distinguish what actions a speaker takes when he or she is debating among several possibilities	■ Can explain why certain objects or actions might be necessary in certain situations ■ Can explain reasons and possibilities for different situations and events ■ Can discuss possible or tentative plans with a partner or small group	■ Can write a weather report that makes predictions about the present and future	commute (n) flood (v) highway mild predict (v) storm (n)
A lecture about design ■ Can identify how a speaker feels about his or her job after listening to a short lecture	■ Can discuss career interests with a partner or in small groups ■ Can use a short questionnaire to elicit information from others and then communicate that information to one's peers	■ Can write a paragraph about future career goals and aspirations, detailing how these goals will be achieved	career chef compete deadline lawyer salary
A conversation about party preparations ■ Can recognize a great number of details in a conversation about everyday topics	■ Can use simple phrases to order a meal ■ Can offer recommendations to others about food and restaurants	■ Can write a review of a restaurant that includes information about its prices, food quality, atmosphere, and service	atmosphere delicious main course menu reservation service (n)
A conversation about a recipe ■ Can list the ingredients in a recipe that was discussed in a conversation about food	■ Can work with others to answer items on a quiz about desserts ■ Can research and discuss how much of an item is needed to make a specific kind of food	■ Can write a simple conversation between a shopper and a clerk, referring back to a list of items	ingredient in season neighborhood prepare pretty good taste
A conversation about real estate ■ Can recognize and recall specific details about apartments described in a conversation	■ Can describe the pros and cons of living in the city versus the suburbs ■ Can provide a list of criticisms about one's hometown or city	■ Can write a letter to a newspaper or blog that describes a major problem in one's hometown or city	cosmopolitan crime pollution traffic transportation AWL unemployment

AWL = Academic Word List item

PART 10

Modals: Advice and Necessity

UNIT	GRAMMAR	READING
29 Advice: <i>Should</i> and <i>Had better</i> Page 348 THEME Dos and Don'ts of the Business World	<ul style="list-style-type: none"> Can use <i>should</i>, <i>shouldn't</i>, or <i>ought to</i> to offer or ask for advice and suggestions Can give strong advice with <i>had better (not)</i> 	Business Article: <i>Global Business</i> <ul style="list-style-type: none"> Can identify important customs or habits that predominate in different cultures
30 Necessity: <i>Have to</i> and <i>Must</i> Page 361 THEME Rules at School	<ul style="list-style-type: none"> Can express obligation and necessity in the present with <i>have to</i> and <i>must</i> and in the past with <i>had to</i> Can express a lack of necessity with <i>(not) have to</i> Can deny permission in the present with <i>must not</i> 	Conversation Transcript: <i>The First Day of Class</i> <ul style="list-style-type: none"> Can understand requirements for a history class described in a conversation from the first day of class

PART 11

Comparisons

31 The Comparative Page 376 THEME Cities	<ul style="list-style-type: none"> Can make comparisons with regular, shorter adjectives + <i>-er</i> Can make comparisons with <i>more</i> + longer adjectives Can use the irregular comparative forms of common adjectives like <i>good</i> and <i>bad</i> 	Magazine Article: <i>A Tale of Two Portlands</i> <ul style="list-style-type: none"> Can identify details that describe and distinguish two different places
32 Adverbs of Manner Page 391 THEME Public Speaking	<ul style="list-style-type: none"> Can form basic adverbs by adding <i>-ly</i> to certain adjectives Can use a variety of linking verbs to connect a subject and an adjective Can use <i>well</i> as an adverb and an adjective 	Magazine Article: <i>Public Speaking</i> <ul style="list-style-type: none"> Can accurately identify instructions and advice given in an article about self-improvement
33 Adjective + <i>Enough</i>; <i>Too</i> and <i>Very</i>; <i>As</i> + Adjective + <i>As</i> Page 401 THEME Complaints	<ul style="list-style-type: none"> Can use <i>too</i> and <i>very</i> to strengthen adjectives Can use <i>too</i> to mean <i>more than necessary</i> Can use <i>enough</i> to mean the right amount of something Can compare nouns with <i>as . . . as</i> 	Magazine Article: <i>Nothing Is Good Enough for Maria</i> <ul style="list-style-type: none"> Can identify the author's opinion in a short article that discusses complaining
34 The Superlative Page 415 THEME Animals Around the World	<ul style="list-style-type: none"> Can form the superlative of regular adjectives with <i>-est</i> Can form the superlative with <i>most</i> + longer adjectives Can form irregular superlatives of adjectives and adverbs such as <i>best</i> and <i>worst</i> 	Scientific Article: <i>The Penguin</i> <ul style="list-style-type: none"> Can use the information in a short article to categorize things based on their descriptions or characteristics

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about a business trip ■ Can recognize and recall specific details about someone else's travel or work plans	■ Can describe cultural and business customs in one's home country and around the world ■ Can explain the meaning of different body language in one's home country	■ Can write one or two paragraphs that provide someone with advice on how to do business in one's home country	confusion head for insult (v) reception timing (n)
A conversation about academics ■ Can identify what things a speaker must do in order to achieve his or her academic or career goals	■ Can describe rules and requirements at different schools ■ Can discuss and determine ways to solve common problems that occur in schools	■ Can write a paragraph about the different types of rules at a school	average (n) due (adj) fail midterm outline (n) pass (v)
A conversation about a city ■ Can identify what changes are happening in a speaker's hometown or current environment	■ Can describe the similarities and differences between popular locations ■ Can compare and contrast the transportation systems of two major cities	■ Can write a paragraph that compares and contrasts the different ways one can get around a major city	coast (n) diverse AWL personality population wonder (v)
A presentation about public speaking ■ Can identify and recall specific instructions in a talk or a lecture given at a slow, clear pace	■ Can use tone to communicate different levels of emotion, such as excitement or anger ■ Can describe the way someone is performing an action	■ Can write a paragraph about a talent, providing specific examples of the actions one does well	applause appreciate AWL audience fact joke (n) serious
A conversation about two employees ■ Can infer information about the characteristics of people who are being discussed in a conversation	■ Can offer criticisms of plans about things to do during one's free time ■ Can explain why something isn't sufficient or appropriate for a given situation	■ Can write a paragraph that contains complaints about a store	according to in her eyes point of view point out sincerely solution
A quiz show about animals ■ Can, after listening to a speaker, recall detailed information and distinguishing characteristics about animals	■ Can conduct a survey, reporting the results to one's peers ■ Can discuss the characteristics of different animals in detail	■ Can write a paragraph that provides a thorough description of animals encountered at a zoo or in one's local area	centimeter extinct inch kilogram pound (n) species

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