

Introduction

Welcome to *English For Success*, a multimedia course designed especially for ages 11-17. It prepares students to use English in school and in school subject areas like math, science, and history. Animated characters Tina, Alex, and their friends help make the course interesting and practical as they interact with each other and go to class.

In addition to providing vocabulary and structures of a general nature, *English for Success* meets two additional needs. First is the need for students to communicate with each other about their lives at school, including their schedules, classes, teachers, homework assignments and activities. Second is the need for students to understand the explanations and questions related to specific subjects. The course covers subject-area topics such as: numbers and operations, fractions, basic geometrical shapes, the states of matter, motion, forces, gravitation, world geography, quantitative comparisons, and the lives of historical figures.



English For Success assumes a basic knowledge in the student's own language of the relevant school subjects. Utilizing that knowledge, the course presents and develops the English syntax and vocabulary necessary to participate in classes in each subject.

Visual and glossary support throughout help make the language comprehensible, and interactive tasks and quizzes help students acquire the target language in a natural but accelerated mode of learning. *Speech-Recognition* tasks and *Mastery Tests* help motivate students and provide useful gauges to teachers who can easily monitor student activity and progress through the use of DynEd's award-winning *Records Manager*.

Each unit of the course is built around listening comprehension activities based on short presentations and comprehension questions in context, followed up by a variety of exercises that focus on grammar, oral fluency development, and written reinforcement. DynEd's unique interactive program enables students to work at their own pace, with instant access to repetition and learning aids such as voice-recording and playback, multilingual Glossary support, on-screen text, translation (for some languages) and Mastery Tests.

The interactive multimedia material in this course represents a significant advance over traditional language laboratory materials. As with any new set of tools, however, teachers and students alike need to develop techniques and strategies for using it most effectively. This *Instructor's Guide* contains suggestions for classroom use as well as guidelines for directing self-study.

Note: For updates to DynEd products, please go to DynEd's website at:
<http://www.dyned.com>

Level

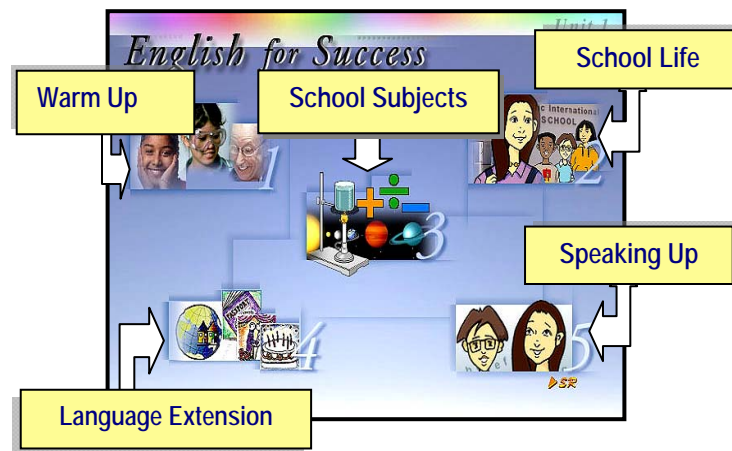
English For Success is divided into 20 units. Part 1 consists of the first 10 units, with the language level moving from basic through lower-intermediate. In Part 2 of the course, Units 11-20, the level moves from lower-intermediate to intermediate. The lessons are organized around concepts and themes that give context to the language and add to its comprehensibility. The language content develops in a spiral fashion, with new language being introduced while familiar language is being practiced and reviewed.

To help determine a student's level, DynEd's *Placement Test* is recommended. The *Mastery Tests* within the course help assess student progress and gauge when students are ready to move on. Students whose Placement Level puts them midway should start by reviewing the first half of the course, passing the appropriate Mastery Tests, and then proceeding to the final half of the course.

Once the program is underway, the *Records Manager* will monitor and evaluate the progress of each student. The *Records Manager* also allows teachers to control student learning paths by locking or unlocking specific lessons and *Mastery Tests*. Please see the *Records Manager Guide* for detailed information.

Lesson Organization

Depending on the learner's level and native language, each Unit requires five to eight hours of study over a period of at least one week or more, with frequent review being a key to success. Each unit has 5 lessons, each with a different focus:

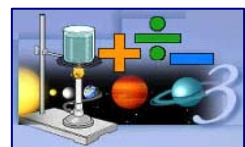


1. **Warm-Up** lessons use pictures to present and extend the grammar and vocabulary of daily life. Sample topics include the seasons of the year, weather, transportation, occupations, and descriptions of people and things. The *Grammar Focus* section of the lesson gives students practice with key structures used within the lesson. The content of these lessons will expand as a student's *shuffler level* increases.

2. **School-Life** lessons focus on conversational English in and around school. The main characters are a girl, Tina, age 16, and her brother, Alex, age 13. The setting is at an International School, with students from a variety of backgrounds. In addition, the first few lessons have special topics, such as a school lunch menu, a school map, and class schedules. The later lessons have a *Grammar Focus* section.



3. **School-Subject** lessons rotate through various subject areas, including math, science, geography, world history, and English. Key vocabulary and grammar are developed and recycled in the context of each subject area. Students learn to understand the language of explanation, comparison, classification, giving examples, and question formation of the types used in homework and tests. These lessons are divided into several sections, including a Quiz that tests overall comprehension.




4. **Language Extension** (*World Talk Cards* or *Language Topic*) lessons present general topics such as preferences, weather, occupations, and places of business. The *World Talk Cards* lessons present the language in a game-like format and are followed up with both comprehension questions and *Grammar Focus* exercises. The *Language Topic* lessons vary according to the topic and language focus.

5. **Speaking-Up** lessons give students the chance to take advantage of *Speech Recognition* technology to practice their speaking and improve their oral fluency. These motivating exercises provide additional repetitions of key vocabulary, grammar, and phrases that have been introduced and practiced in the earlier lessons. The odd-numbered units review the *School Life* dialogs, and the even-numbered units review the *School Subject* lessons, with a focus on asking information questions.

The Shuffler™ Level and Completion Percentage

A unique feature of DynEd courseware is the *Shuffler*. As a student answers questions and completes activities, the "Shuffler Level" (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lesson accordingly. In *English For Success*, this takes the form of additional sentences and comprehension questions at higher shuffler levels in some lessons. A lesson is fully open when the shuffler level reaches a level of 2.0 or higher.

The **Completion Percentage** is shown in the *Student Records*. It is also shown by *meter icons*  that show under the Unit buttons when the mouse moves over the Student Records meter icon on the main menu screen. This indicates how effectively the student has studied and practiced each lesson. For more detailed information, please see the *Records Manager Guide*. In general, students should attain an 80-85% *Completion Percentage* in each lesson. This will ensure that they are going through each lesson several times, repeating and recording sentences, and moving from comprehension and practice to mastery. These steps lead to acquisition and long-term learning.

Many students feel ready to stop an activity when they ‘understand’ it. However, the learning of a language should be approached as a skill to be acquired, and not merely an ‘understanding’ of grammar rules and vocabulary. This is especially true for listening and speaking skills where there isn’t time to search one’s memory in the midst of a conversation or lecture. The development of communicative competence requires considerable focused practice through a cycle of preview, comprehension, practice, and review – and this over an extended period of time.

To assist students in reaching the goal of communicative competence, the **Completion Percentage** sets completion goals based on the following study activities: sentence repetitions, sentence recording attempts, speech recognition attempts, use of the glossary, shuffler level, and the number of questions which are answered correctly.

Scope and Sequence

The following pages present the scope and sequence for each unit of the course. The language is presented in an incremental, spiral fashion, with each unit introducing new language while reinforcing earlier language. The language content is both conceptual and functional, with grammar and vocabulary always presented in phrases and sentences, and in a rich context that helps students understand the meaning. In each lesson, repetition plays a key role, with key grammar patterns recurring throughout so that the meaning of the language becomes clear. Language concepts that are difficult to teach are repeated more often and are gradually developed so that students have a chance to learn them.

The scope and sequence for each Unit gives the important structures and topics from the lessons in the unit. Example sentences or phrases are provided to give an idea of the level and context of the presentation.

Scope and Sequence: *English For Success* – Units 1 & 2

Unit	Main Learning Points	Topics & Sample Sentences
1	<ul style="list-style-type: none"> • Demonstratives (<i>this, these, here</i>) • Present simple: <i>is, have, like, go, live, dance, add, multiply, subtract, divide, etc.</i> • Present progressive, be+V(ing): <i>I'm going to my math class, are sitting, is doing his homework, is brushing,, are getting married, is looking out the window.</i> • Prepositions of location and direction (<i>in, at, on, under, inside, around, to, from</i>) • Adjectives (<i>red, top, bottom, open, beautiful, same, different, new, equal</i>) <i>red dress... is open</i> • Relative location (<i>here, left, right, inside, under the tree, on the left, in the middle, with their parents</i>) • Pronouns (nominative, possessive) <i>he, his, she, her, it, they, their, you, your, I, my</i> • be, do, Contractions, Negation: <i>They're, He's, His, It's, She's, You're, I'm, doesn't have, isn't a good...</i> • Subject-verb agreement: <i>has/have, am/is/are, etc.</i> • Explanation: <i>It means + infinitive</i> • Designation/Reference: <i>one, another, the third, the girl on the left, the bottom number</i> • Yes/No & Wh- questions: <i>Is she, Does he have, What's her name? Which fraction is equal to one half? Who is getting married? What are they doing?</i> 	<ul style="list-style-type: none"> • Describing people & things <i>He has short black hair. His backpack is red. His book is open. Which girl has red hair? He's thirteen years old.</i> • Introductions & Greetings at school <i>"Hi, are you a new student here?" "See you later."</i> • Ability & Likes <i>He's good at art, and he likes sports. She can play the violin.</i> • Math 1: Numbers, Operations, Fractions, Geometrical shapes <i>This is the plus sign. It means to add. A triangle has three sides. What is ten minus five? Zero point five. One half times five.</i> • Information questions <i>How many sides does a triangle have? How old is Tina? Which one is round? What is open? Where are they?</i> • Family relations <i>His sister is Tina. She has a brother. The three children are with their parents.</i>
2	<ul style="list-style-type: none"> • Present simple: <i>work, study, sell, have, have got, get, build, lasts, take, start, finish, begin, end, give, take up, count, change, heat, cool, need, happen, etc.</i> • Present progressive, be+V(ing): <i>He's looking at...They are working on a problem. She's selling...</i> • Adjectives (<i>large, small, round, square, opposite, hot, cold, heavy, light, next, same, different, dangerous, etc.</i>) • Adverbs of frequency: <i>always, usually, often, sometimes...</i> • Quantification: <i>some, any, all, a lot, no</i> • Subject Verb Object: <i>she teaches math, he helps sick people, she is selling something.. we need energy.</i> • Classification: <i>like, such as, another example, a form of... What kind of...One kind of energy is light.</i> • Time clauses/phrases: <i>for an hour, after he gets up, until 1:50, just before lunch, when you heat water</i> • Wh-questions: <i>What does he do? What is he doing? Who has a dangerous job? Where do they study? When does she have lunch? How long does it last?</i> 	<ul style="list-style-type: none"> • Describing occupations <i>He works in a hospital. She sells things to people.</i> • Schedule & Sequence <i>Her first class starts at... Her third class is math. Her last class is science. "What's your next class?" "My first class is..." He wakes up at 7:00 every morning. His English class is after lunch, until 1:50.</i> • Time & Duration <i>It starts at 8:00. It lasts for 50 minutes. How long does it last?</i> • Science 1: Matter, States of Matter, Energy <i>Matter can be any size, large or small.. It has length and width.. Solids have shape. Plants get energy from the sun.</i> • Ability, Potential, & Needs <i>It can be round, like a ball. We need energy...</i> • Information questions <i>What shape is this ball? What happens when you heat... How do you change a liquid into...</i>

Scope and Sequence: *English For Success* – Units 3 & 4

Unit	Main Learning Points	Topics & Sample Sentences
3	<ul style="list-style-type: none"> • Present simple: <i>come, watch, play, work, see, hear, need, do, have, sit, eat, go, get, turn, spell, mean, take, rotate, turn, travel, come up, go down, etc.</i> • Present progressive, <i>be</i> + <i>V(ing)</i>: <i>They are watching...They are going to the same place. She is painting the sunset. I'm going there too.</i> • <i>can, can't</i>: <i>You can see very far...You can hear beautiful music...You can't play outdoor sports...</i> • Duration & Length: <i>It takes 24 hours...it's about 25,000 miles long...How long does it? How long is it?</i> • Purpose & Reason: <i>It's for concerts. It's because the Earth rotates. Why is there a time difference?</i> • Directions & Motion: <i>north, south, left, right, West is the opposite of east... down the hall, turn left, through the sky, from east to west... etc.</i> • <i>such as, like</i>: <i>sports such as baseball, a place like this</i> • <i>there: existential</i> <i>(there are seven continents, there isn't a time difference...)</i> • Time clauses/phrases: <i>on Sunday, when it's daytime, when it's night, at the same time in the evening</i> • Wh-questions: <i>What is this kind of building called? What kind of sports...How tall is this building? What do you need to see a concert?</i> 	<ul style="list-style-type: none"> • Classification & Grouping of Objects & Places <i>Many schools have a building like this one. You can hear music in a place like this. This is one of the tallest buildings in the world..</i> • Locations & Asking for Directions at School <i>"Excuse me, but where is room 3B?" "It's on the 3rd floor." "Which way is it?" "How do I get to the third floor?" Go to the end of the hallway..." The cafeteria is south of the main building.</i> • Geography 1: Earth, Directions, Time Zones <i>The equator divides the Earth into two hemispheres. There are seven continents. Europe is to the west of Asia. The sun goes down in the West. When it's morning in New York, it's night in...</i> • Information questions <i>What does this mean? How do I get there? How does she spell her name? How long is the equator? How many continents are there? How long is a day? What is the time difference between Paris and New York?</i> • Occupations & Activities <i>A travel agent sells airline tickets. A dentist checks teeth.</i>
4	<ul style="list-style-type: none"> • Present progressive: <i>He's waiting, it's raining, he's riding, he's holding on to, they are looking up at, they are wearing warm clothes, she is trying to stay dry, she's carrying, a storm is coming, she's walking</i> • Present simple: <i>like, need, live, have, stay, travel, work, look at, include, express, have got, etc.</i> • Adjectives <i>(warm, cold, hot, clear, cloudy, sunny, nice, windy, beautiful, wet, dry, heavy, white, blue, good, etc.)</i> • <i>because, so</i>: <i>it's cold, so they are...they are wearing warm clothes because it's cold...the sky is clear so they..</i> • Prepositions of place, time & direction: <i>on sunny days, in cold weather, behind the clouds, near the park, at the stars, to school, etc.</i> • <i>there: existential</i>: <i>there are many clouds in the sky, there are many types of...</i> • <i>it + condition or state</i>: <i>it's cold, it's cloudy, it's fall</i> • Yes/No and Wh-questions: <i>Does he have any brothers? What are they carrying? What kind of weather is it? Which way is the school from the shopping center? How are her classes?</i> 	<ul style="list-style-type: none"> • Describing the Weather <i>It's cloudy. It's raining very hard. It's very cold. It isn't too cold. The sky is blue. The sun is shining.</i> • Location & Map language <i>on the corner, near the park, several blocks south, on the other side of, across the street from</i> • Frequency & Duration <i>several times a year, a lot, during the week, takes about twenty minutes, on weekends...</i> • English 1: Nouns, Pronouns, & Verbs <i>One type of word is a noun. A noun can be a person or an animal. Verbs are another type of word. How many nouns are in this sentence?</i> • Information questions <i>Which of these words is not a noun? In this sentence, what does the pronoun 'it' mean? What type of words are these words?</i> • Family relations <i>Her parents are no longer married. She stays with her mother during the week. Her father is an artist.</i>

Scope and Sequence: *English For Success* – Units 5 & 6

Unit	Main Learning Points	Topics & Sample Sentences
5	<ul style="list-style-type: none"> • Future: <i>be going to</i>: <i>They are going to meet... they are going to have lunch... Where are they going to meet?</i> • Comparative/Superlative: <i>less than, more than, smaller than, smallest, the biggest, the second smallest, more expensive, costs more than, costs the most, etc.</i> • Countable/Uncountable Quantities: <i>How much does it cost? How many are there? These numbers are even.</i> • Present progressive: <i>This plane is arriving... they are getting on a bus... It's carrying many passengers... she's sitting alone... she's working on a math problem</i> • Present simple: <i>travel, take, carry, give directions, tell, hold, know, buy, spend, prefer, think, ask, need, etc.</i> • can, can't: <i>They can give you directions. Many people can travel on a bus. Large airplanes can carry...</i> • Adjectives (<i>expensive, long, fast, big, important, large, negative, positive, even, odd, equal, unequal, etc..</i>) • Frequency: <i>always, often, usually, sometimes, on some days, etc.</i> • there: existential: <i>there are many types of trains... there is a coffee shop on the corner</i> • Wh-questions: <i>Are any of these numbers negative numbers? What is across the street from the library? What is east of the park? Where can you catch a bus? What kind of math problem is she working on?</i> 	<ul style="list-style-type: none"> • Transportation and Means <i>Many people take a bus to school.. Some people like to travel by train. Taxis are an expensive way to travel.</i> • Prices and Food <i>A sandwich is \$2.00. A slice of pizza and an apple cost \$1.50.</i> • Making a Suggestion/Asking for Help <i>"Let's have lunch together, okay?" "Can you help me?" "Why don't you ask her?"</i> • Math 2: Number Types, Comparing Numbers, and Prices <i>Even numbers are numbers like 2, 4, and 6. These numbers are all multiples of two. Numbers greater than zero are positive numbers. 5 is less than 7. It's the smaller of the two numbers. The largest number is 4 more than the smallest number. The pizza costs the most. It costs \$2.00.</i> • Information questions <i>How much does she usually spend for lunch? How many of these numbers are negative numbers? Which is the larger number? How much more is seven than five? Which costs more, the apple or the orange? How much more does it cost?</i> • Locations of places of business <i>There's a coffee shop on the corner. There is a movie theater across the street from the library. The subway entrance is across the street...</i>
6	<ul style="list-style-type: none"> • Future: <i>They are going to read it to the class... She is going shopping tomorrow... They are going to work together tonight. She'll be right here.</i> • Present progressive: <i>They are reading... they are studying... they are sitting... they are writing... one boy is using a pencil... the other boy is watching him... they are doing an experiment... they are being very careful</i> • Modal: will (certainty): <i>Without a force, an object's speed will stay the same. It will never slow down. They will fall at the same speed. She'll be right here.</i> • Conditional: <i>If you move them closer, the force gets stronger. If you drop them, they will fall at the same speed.</i> • Manner & Ability: <i>She can dance very well. Most people know how to play volleyball. She's good at...</i> • enjoy + gerund: <i>They enjoy watching movies. He enjoys reading books.</i> • Yes/No and Wh-questions: <i>Who can dance well? Who knows how to play the violin? What is the opposite of fast? What happens if you drop them? Why does the moon move in a circle? Why do objects fall to Earth?</i> 	<ul style="list-style-type: none"> • Activities at school <i>They are studying for a history test. They are writing a story for their English class. These students are being very careful.</i> • Schedule and Days of the Week <i>On Tuesday afternoons they have a music lesson. On Saturdays she has a judo class. She has a music lesson once a week.</i> • Telephone Expressions <i>"May I speak to Tina please?" "May I ask who is calling?" "Just a minute. She'll be right here."</i> • Making a Suggestion <i>"Let's do our homework together." "How about tomorrow?" "Maybe on Thursday, okay?"</i> • Science: Force, Motion, Gravity, Atoms <i>An object in motion has speed. A force can change the speed of an object. The moon goes around the Earth. Gravity is one type of force. It depends on distance. The blue ball is heavier than the white ball. If you drop them, they will fall at the same speed. Opposite charges attract.</i>

Scope and Sequence: *English For Success* – Units 7 & 8

Unit	Main Learning Points	Topics & Sample Sentences
7	<ul style="list-style-type: none"> • Past: <i>She left her lunch at home... She offered to loan her some money, She borrowed two dollars.</i> • Present Perfect: <i>She has offered to loan some money to... She hasn't bought anything because she left her money at home.</i> • Future: <i>She's going to buy some.. He's going to pay him back... "I'll pay you back tomorrow, okay?"</i> • Infinitives: <i>not enough to buy lunch, a good time to walk, go outside to look a, offer to loan money</i> • get+ adjective: <i>It gets cooler in autumn.</i> • Expressing Change and Degree: <i>In spring the weather changes from cold to warm. It gets warmer. It isn't too hot. It's the coldest time of the year.</i> • Passive: <i>Mountains are formed by forces...Most of the Earth's surface is covered by water.</i> • that clauses: <i>the only continent that contains just one country, the air that we breathe, water that flows</i> • could, would: <i>Without an atmosphere, we could not live, the sky would always be black</i> • Direct/Indirect Object: <i>Alex loaned him a dollar. He'll pay him back. She offered to loan her some money.</i> • Wh-questions (past & future): <i>What did she leave at home? Why does Nick need to borrow a dollar? When is Nick going to pay him back?</i> 	<ul style="list-style-type: none"> • Seasons and Weather <i>In spring the weather gets warmer. Summer is the hottest time of the year. Autumn comes before winter and after summer.</i> • Requesting & Offering Help <i>"Can I borrow a dollar? I don't have enough to buy lunch." "Sure. Is a dollar enough?"</i> • Geography 2: Planet Earth, Land & Water, Locations <i>Water covers about 75 percent of the Earth's surface. The largest continent is Asia. It covers more land than any other continent. Most of the Earth's water is in the oceans. Rivers usually begin in mountains. Mountains are formed by forces within the Earth. Cities near the equator have a small angle of latitude. Lines of longitude are perpendicular to the equator, etc.</i> • Information questions <i>What is just above the Earth's surface? Which continent contains just one country? What is an example of a gas? What color is the sky? What is the world highest mountain? Which of these cities is the farthest north?</i> • Seasons & Activities <i>Spring is a good time to play baseball. Autumn is the season when leaves begin to fall.</i>
8	<ul style="list-style-type: none"> • Time clauses: <i>After she turns off her alarm clock... because the sun comes up... before they order... when they are ready to order</i> • Future: <i>He may watch a movie...maybe he'll watch a movie... There's going to be a test...I'll go get one.</i> • Modals: will (certainty) may (possibility): <i>He may watch a movie, I'll do okay.</i> • Requests: can, could: <i>"Could you get one for me too? Can you help us plan the winter dance?"</i> • Direct/Indirect Object: <i>He's going to get him another hamburger. Could you get one for me?</i> • Wh- questions: <i>What are they going to do when they get home? Which does the woman prefer? What do they do before they order?</i> 	<ul style="list-style-type: none"> • Times of Day <i>In the evening the sun goes down. Most people sleep at night. In the afternoon the sun is...</i> • English 2: Adverbs, Adjectives, Prepositions & Conjunctions <i>Adjectives act on a noun or pronoun. Adverbs help us answer questions like 'how' and 'how often'. The adverb form of 'good' is 'well'. Conjunctions are words like 'and', 'but', and 'because'.</i> • Information questions <i>Are there any prepositions in this sentence? How many adverbs are in this sentence? Why are these words adjectives and not adverbs? Which two of these words are adjectives? What type of word describes a noun or pronoun?</i> • Likes and Preferences <i>The man prefers pasta to salad. She would rather have fish than beef or chicken. Her favorite drink is milk.</i>

Scope and Sequence: *English For Success* – Units 9 & 10

Unit	Main Learning Points	Topics & Sample Sentences
9	<ul style="list-style-type: none"> • Past: regular/irregular verbs: worked, didn't do, went, were, studied, became, taught, wrote, died, met, attacked, defeated, led, returned, started, got sick, took away, left, wanted, killed, fell in love, caused, first he bought a ticket, she prepared to fight,... etc. • Present Perfect, have+V(n): <i>She has finished the outline... She hasn't finished her paper.</i> • Future: <i>He'll get a taxi. He's going to check in. He may take a tour. After he rents a car, he's planning to take a tour.</i> • Infinitives of purpose: <i>to teach the son, to govern his large empire, to fight her brother, went to be with Caesar</i> • Time clauses/phrases: <i>when life begins, when people get old, after becoming king, when he was thirteen, when he got to the hotel, after arriving...</i> • Dates and Duration: <i>345 BC, 2,000 years ago, 10 years later, during the next two years, for more than 80 years...</i> • Direct/Indirect Object: <i>Alex loaned him a dollar. He'll pay him back. She offered to loan her some money.</i> • Wh-questions (past & future): <i>Who fell in love with Cleopatra? What did he do after the plane landed? What is he going to do after the plane lands? What will he do when he gets to the hotel? Why did Cleopatra fight against her brother?</i> 	<ul style="list-style-type: none"> • Times of Life <i>When people are adults, they often get married. Many adults have jobs to support their families.</i> • Asking about Past & Future <i>"How did you do on your math test?" "How are you going to study for the biology test?"</i> • History: Aristotle, Alexander, Cleopatra, Ramses the Great <i>Aristotle was born in 345 BC. His father was a doctor. He studied at a famous school. He wrote many books. When Alexander was 33 years old, he got sick with a fever. He died about a week later. When Caesar met Cleopatra, he fell in love with her. She was just 39 years old when she died. Ramses lived a very long life. He lived for more than 80 years. He was king for 67 years.</i> • Information questions: (past & future) <i>How old was Aristotle when he died? Who taught Alexander? How did Alexander die? Who took power away from Cleopatra? Who was Julius Caesar?</i> • Past & Future Sequence <i>First he's going to buy an airplane ticket. First he bought an airplane ticket.</i>
10	<ul style="list-style-type: none"> • Passive: <i>A scale is used for...is measured... What is used to measure weight?</i> • Future: <i>We'll run in the gym. We're going to run around the track. I may go shopping.</i> • Modals: will (certainty) may (possibility): <i>She may go shopping, but she might not. Maybe it'll rain. It will finish at 10:45. In thirty seconds, it will go 500 meters.</i> • Purpose: for, to: <i>for measuring, to weigh, to multiply, for finding, to get information, to measure speed, etc.</i> • Conditional: <i>If it rains, they'll run in the gym. If it doesn't rain, they'll run around the track. If the time is 10:05, what time will it be in an hour?</i> • Clauses/Phrases of purpose or function: <i>where you can buy stamps, a good place to read or study...</i> • Wh-questions: <i>What is used to measure time? How is a scale used? What is important to know about computer? Where will they run if it rains? Where do people go to buy tickets for a show? What is a good place to read and study?</i> 	<ul style="list-style-type: none"> • Instrument and Use <i>A clock is used to measure time. To measure speed, we use units for Calculators are useful for doing math.</i> • Math 3: Time Units, Temperature Units, Units of Weight & Distance <i>Time is measured in units of seconds. In degrees Celsius, water boils at 100 degrees. A kilogram is approximately 2.2 pounds. A foot is about the length of a person's foot. To measure speed, we use units for both time and distance.</i> • Information questions <i>How many seconds are there in 3 minutes? If the time is 10:05, what time was it an hour ago? Which is longer, 5 inches or 10 centimeters? How hot is it on the sun's surface?</i> • Describing Places with Function or Purpose <i>A post office is where you can buy stamps and mail things. A library is a good place for students to read and study.</i>

Scope and Sequence: *English For Success* – Units 11 & 12

Unit	Main Learning Points	Topics & Sample Sentences
11	<ul style="list-style-type: none"> • Past and Present Progressives: <i>They were sleeping; is telling him to drive more carefully; are wearing pajamas; has been waiting, etc.</i> • Present Perfect, have+V(n): <i>The police officer has stopped the driver...have become; has brought... because sound waves have traveled through the air.</i> • Passives: <i>Nobody has been hurt; has been injured; is being helped; is considered desert; which is found; is produced by vibrations; Australia is surrounded, etc.</i> • Compulsion, have to/need to: <i>He'll probably have to pay a fine. They need to get him to a hospital, etc.</i> • Time clauses/phrases: <i>Refraction occurs when a wave passes from one substance into another. Once inside the new substance, its speed and wavelength change; when a fire started, etc.</i> • Conditionals: <i>If it rains, they'll run in the gym. If you drop a rock into a pool, you'll see waves. If you know the frequency of a wave, you can calculate the period by; Without the air, you wouldn't hear anything; If the frequency changed, the color of light would change, etc.</i> • Wh-questions: <i>If you know the frequency of a wave, how do you calculate...? How does temperature affect the speed of sound? In which type of medium does sound travel the fastest? What happens to the speed of light if you change colors? Why does light bend when it passes from... etc.</i> 	<ul style="list-style-type: none"> • Continents <i>Australia is surrounded by the Indian and Pacific oceans. Africa is considered by many scientists to be where humans originated.</i> • Causal Relations: <i>The volume of a sound is determined by the amplitude of the sound wave. The color of light depends on its wavelength. The speed of light is the same regardless of color...</i> • Suggestion <i>Why don't you ask her? Let's play basketball after school, ok?</i> • Science 4: Waves, Sound, Light <i>A vibrating string is an example of a transverse wave. It's a transverse wave because the string's motion is perpendicular to the direction that the wave moves. If we look at waves, we see a pattern. When sound waves reach your ear, your eardrum vibrates. These vibrations are translated into sounds by the brain.</i> • Means – how <i>...by dividing one by the frequency; can be refracted, or bent, by passing through the object.</i> • Information questions: (perfect & passives) <i>What has happened to the driver? What is created if you drop a rock into a pool of water? How has light been described?</i>
12	<ul style="list-style-type: none"> • Passives: <i>was completed; was once used as; were designed to; which are bound to the sun by...</i> • Degrees of Certainty: <i>it may become part of a stream; This may cause serious problems for humanity. Very loud sounds can damage your ears, etc..</i> • Purpose: for, to:: <i>was built to help defend the country; eyes make tears to protect themselves; The nose is used for breathing and to smell things, etc.</i> • Conditionals: <i>If I don't do better, she's going to; if you change your mind, we'll be there; If the ocean levels rise, the lives many people will be affected; If the Earth stopped rotating, the length of a day would be one year.</i> • Time clauses/phrases: <i>When this happens, it can cause; as it travels around the sun; When the northern hemisphere is tilted away from; As it evaporate, etc.</i> • Instrument & Use: Process <i>The tongue helps you eat by moving food around your mouth while you chew; due to melting polar icecaps.</i> • Wh-questions: <i>What do scientists think caused the extinction...? Besides planets and moons what is another type of object...? What season is it when the northern hemisphere is tilted away from the sun? How long would a day be if the Earth stopped rotating?</i> 	<ul style="list-style-type: none"> • Anatomy: Head <i>Your brain is located inside your head and is connected to the rest of your body through the spine. Ears are sensory organs located on either side of the head. etc.</i> • Earth Science: Earth Motion; Earth Structure; Water Cycle <i>The earth tilts to one side as it travels around the sun. This tilt causes the seasons. Below the atmosphere is the Earth itself. The Earth's outermost layer is the crust. As warm air rises, it cools. As it cools, condensation occurs and clouds are formed. etc.</i> • Causal Relations <i>More carbon dioxide in the atmosphere causes the earth to heat up; changes in its physical features are caused by; Changes in the features of our planet affect human life; Despite the high temperatures, the pressure is so strong that a liquid cannot form...Another consequence of global warming will be a rise in ocean levels due to melting polar icecaps.</i>

Scope and Sequence: *English For Success* – Units 13 & 14

Unit	Main Learning Points	Topics & Sample Sentences
13	<ul style="list-style-type: none"> • Past Events, Processes and States: The stone age began; ice sheets covered; land bridges existed; as the glaciers melted, the land bridges disappeared; Nomads didn't have permanent homes; they followed; Irrigation was needed to; the Greeks <i>became</i> great sailors, etc. Modals – could, may: People <i>could</i> stay warm; players <i>may</i> use their heads or feet to pass, etc. • Conditionals: <i>If she forgets to water them, they'll die very quickly. If you make good posters, it'll make it easier. If you put shelters near a river, a flood may destroy them. If they were caught stealing, they were punished.</i> etc. • Purpose – for, to: The object of the game is <i>to use</i> as few strokes as possible <i>to get</i> a ball; <i>for</i> work and school, They had to steal food to survive, etc. • Instrument & Use - Process Players <i>use a bat</i> to try to hit; score points <i>by shooting</i> a ball through; move the ball <i>by dribbling</i> it or throwing it. <i>Learning how</i> to control fire changed, etc. • Wh-questions: <i>What did early civilizations need to learn how to do? Why have the early land bridges disappeared? How did early humans and animals move from one continent to another during the ice ages? What happened to the level of the oceans during the ice ages? Why did people have to live as nomads? What discovery allowed people to survive in colder areas?</i> 	<ul style="list-style-type: none"> • Sports <i>Baseball and cricket are team sports where a ball and bat are used. Golf is an individual sport where a player tries to hit a small ball into a hole. etc.</i> • Needs Expressing and explaining needs: <i>Like all animals, bears need food to survive.</i> • History: Ancient History; Early Cities; Early Greece <i>Many forms of life existed before humans. During the ice ages, the level of the oceans was lower. Land bridges existed. These land bridges allowed early humans and animals to cross; Another key for early civilizations was irrigation. Irrigation was needed to channel water away from the river. This allowed agriculture to expand. Unlike earlier civilizations that grew up around rivers, the Greek civilization grew up around the Aegean Sea. If you look at a map, you will see that Greece is made up of many small peninsulas.</i> • Duration & Sequence During some periods of history; At one time; As the water level went down, soil was left behind. <i>This rich soil made it easier to; This led to a larger supply of food; With the expanding work force, etc.</i>
14	<ul style="list-style-type: none"> • Present Perfect: The sky <i>has become</i> crowded. She <i>has found</i>... the distance an object <i>has fallen depends on</i>... a chart that <i>has been divided</i> into sectors, etc. • Instrument & Use: The heart is responsible <i>for supplying</i> the body; The lungs expand when inhaling air and contract when; contains strong acids which help to digest; uses acids to digest food before <i>passing</i> it to... • Modals: Maybe I <i>will</i> run. You <i>should</i> run. Brian says he will run if I don't. We <i>can</i> calculate how far an object <i>will</i> fall in 4 seconds. In a linear equation, the slope <i>will</i> always be; This line <i>must</i> be perpendicular to; etc. • Conditionals and Suppositions: the coordinates <i>would</i> be; to give the location of a point inside the Earth, we <i>would</i> also need; <i>In that case, the coordinates would be</i> 3 numbers; If you put in the units, the equation is... • Place Clauses/Phrases: in the upper chest area, near the heart; where solid waste materials are excreted. • Wh-questions: Which axis on the graph gives: When did the amount of shoplifting begin to; What does this graph show? How was shoplifting changing before the system was installed? What happens to the speed of sound if...? If you double the time, how much more is; What is the y intercept in this equation? 	<ul style="list-style-type: none"> • Anatomy 2: Internal Organs <i>The heart is in the chest, between the lungs and above the stomach. The heart is a muscular organ that pumps blood throughout the body.</i> • Math 4: Graphs; Coordinates; Linear Equation <i>A bar graph uses bar lengths to show comparisons. Sometimes they have bars that are vertical, and sometimes they... The length of each bar is proportional to the value it represents; Each point on the line has two coordinates. It has an x coordinate and a y coordinate; Notice that the slope of a line is a constant. It doesn't change.</i> • Instructions <i>To solve for x, divide both sides of the equation by; To calculate this, take the difference between the y coordinates; To find the slope, take the change in speed in a period of time, and divide it by...</i> • Recommendations and Decisions <i>I think you should... He is trying to decide which airplane should land next; I think you'd be a better president; It's either the battery or something worse, etc.</i>

Scope and Sequence: *English For Success* – Units 15 & 16

Unit	Main Learning Points	Topics & Sample Sentences
15	<ul style="list-style-type: none"> • Present Perfect and Perfect Progressives: <i>I've been doing</i> it for a long time. He <i>has been</i> a great teacher. It's been my dream for a long time. She <i>has been working</i> on an essay; has been trying to teach himself; has been studying microscopic organisms, etc. • Past Perfect: They <i>had set off</i> early in the morning; The cat <i>had moved in</i> to their neighborhood; several mice had been caught by the cat and eaten; Why hadn't anyone thought of it before? The horse was wishing that the donkey <i>hadn't died</i>. • Conditionals: <i>Unless</i> he works hard, his future isn't very bright. If I lose my scholarship, my parents will... If only I had shared some of the donkey's load; If we knew where it was, we could easily escape. It <i>would</i> no longer be dangerous; If the man had put some of the donkey's load onto the horse, etc. • Reason & Purpose – for, to: to complete a class assignment; for work and school; to slow down the pace; It would be easier <i>for them to escape</i>. • Time clauses/phrases: ...since they were very young; During her school days; After a while; As they moved along the road; By now the donkey was, etc. • Wh-questions: Why did the horse ignore the donkey's request? What should the horse have done? What would make it easier for the mice to escape? 	<ul style="list-style-type: none"> • Literature: 2 Aesop's Stories The focus is on storytelling and analysis. Students should practice telling each story, paying particular attention to sequencing and reported speech. • Reported Speech The old man said that the horse <i>would have to</i> carry the load. The horse was probably thinking that he had been foolish not to help the donkey. • English 3: Subjects and Objects; Verb Tenses; Modals This unit helps students talk about and explain aspects of English grammar, such as direct and indirect objects, verb tenses and the difference between the modals. In the <i>Quiz</i>, students practice answering questions that will help them better understand English nuances. • Talking about English Which modal expresses something that is expected but isn't certain or necessary? Which sentence shows the highest degree of confidence? Which of these verbs is irregular? • Modals – Scales of Certainty & Expectation If he <i>can</i> come, if he <i>could</i> come, he <i>may</i> come, he <i>will</i> come, he <i>must</i> come, he <i>should</i> come, he <i>might</i> come; <i>should</i> have helped the donkey, etc.
16	<ul style="list-style-type: none"> • Passive: Cells <i>are made</i> from only a small number of elements; <i>are surrounded</i> by; Bacteria <i>can be found</i> in; The process of photosynthesis <i>can be shown</i>; molecules of oxygen <i>are given off</i>; <i>ATP is produced</i> during; <i>are absorbed</i> ; <i>may be related</i> to health problems, etc. • Adjective and Noun clauses: that is used for; that are identical to; needed to maintain life; which carry out different processes; which are complex carbohydrates; which the body breaks down; which are absorbed, etc. • Modals – Scales of Certainty & Expectation: Any fluid that you drink <i>will</i> contain water; <i>may</i> be related to; may get infected; people should learn; must be copied; must divide; must be carried out, etc. • Conditional: If he doesn't wear a mask, he could spread; If bees don't do their work; Without plants and bees, our lives would be; If this mosquito is carrying malaria, this man may get infected; If you need any data about fossil fuels and carbon gases, let me know, etc.. • Wh-questions: What's an example of a form of life that has just one cell? What happens if the necessary conditions are not maintained? Besides providing energy, what else does photosynthesis provide? Until photosynthesis evolved, what was missing in the Earth's atmosphere? 	<ul style="list-style-type: none"> • Food and Nutrition A healthy diet must provide energy and nutrients for the body. Here are some nutrients that the body needs to survive: carbohydrates; protein, vitamins, minerals, fats, and water. • Science: Biology: Cells; Photosynthesis; Mitosis The focus is on how to present and explain basic biological processes such as growth, development and reproduction. Topics include DNA, the genetic code, and chemical equations: <i>sunlight plus 6 molecules of carbon dioxide and 6 molecules of water are used to make 1 molecule of glucose</i>. Goal: Students should be able to present and explain basic chemical processes. • Sentence Ordering and Pronoun Reference <i>This</i> process must be carried out accurately. <i>It</i> is a separate process to weigh; Other structures convert; <i>Still other</i> parts of the cells; Some bacteria are... <i>Other</i> bacteria are harmful, etc. • Cause, Effect & Dependence <i>Some plants depend on the wind or insects such as bees to spread their pollen</i> etc.

Scope and Sequence: *English For Success* – Units 17 & 18

Unit	Main Learning Points	Topics & Sample Sentences
17	<ul style="list-style-type: none"> • Passives & Perfects: <i>have been built; has been reduced; have been preserved; are now being used; has become; was being used; was controlled by; was elected; had taken control; had captured; he had to be taken; can't be digested; is broken down, etc.</i> • Adjective and Noun clauses: which included British and French forces; that the traditional Muslim way of organizing; who destroyed lands and people; who had the largest empire the world has ever seen; that can't be digested; who controlled the north; that the body requires for growth, etc. • Infinitives & Gerunds: to have fewer classes; being modern; organizing the country; Stealing animals; to keep their own religion; to create a new, unified government; Arriving in Beijing; to see the country unified; excreting invasive threats, etc. • Adverb clauses/phrases: when he said how much he liked; when he was a boy in 1888; when he replaced religious schools with; In a period of just 25 years; when he heard about the successful rebellion, etc. • Wh-questions (past & future): <i>How long did it take Genghis Khan to conquer an area larger than the Roman Empire? What's one reason the Mongols could ride their horses so fast? How is a secular government different from other governments? Which system goes on the attack if an infection or disease invades the body?</i> 	<ul style="list-style-type: none"> • Anatomy 3: Body Systems This lesson focuses on the important biological systems at work within the human body: nervous, circulatory, respiratory, immune, reproductive, and digestive. Goal: to be able to explain the functions, processes and relationships between systems. • Temporal Sequence Until 1930; Today it has become; A year later, in 1910; By 1915; As a result, in 1919; From here; Following these changes; While exiled in Japan • History: Genghis Khan; Ataturk; Sun Yat Sen Along with the past tense the focus is on the language and vocabulary of history: <i>overthrow, revolution, rebellion, ruler, exile, law, society, etc.</i> In the <i>Quiz</i>, students practice answering questions that will help them with the language of biographies and historical contexts. • Purpose <i>...built to honor important people; for many purposes; to force the emperor to abdicate; he travelled north to meet with warlords to discuss unification; to eliminate waste carbon dioxide, etc.</i> • Expressing Opinions <i>I think, I agree, I don't agree, I really liked it when, that would be great, etc.</i>
18	<ul style="list-style-type: none"> • Passives: <i>can be treated; is being taught how; could get seriously injured; can be formed; is known as; is supposed to be shared by; evidence is presented, etc.</i> • Adjective and Noun clauses: <i>that we need to; that has control over; which has only one ruler; who loved his people; once ruled by foreign governments; who serve in Congress; where legal issues are decided, etc.</i> • Infinitives & Gerunds: the right to tax; refuses to pay; paying taxes; to develop and spread; to find out; making a decision; hearing the songs, etc. • Conditionals: <i>If she doesn't see a doctor, she could get worse. If a member country were attacked, then the combined forces of the alliance would help; If the person is found guilty, the court determines the punishment, etc.</i> • Adverb Clauses/Phrases: <i>when a colony becomes self-governing; when making a decision; when there is no government with the power to govern, etc.</i> • Wh-questions: <i>Besides countries, what else do these maps usually show? In a state of anarchy, who makes political decisions and enforces the laws? If someone is charged with breaking a law, who decides if the person is guilty or innocent? How are representatives chosen in a representative democracy?</i> 	<ul style="list-style-type: none"> • Literature: War Story This thoughtful story is based on events from World War 1. This story stimulates discussion and provides material for essays and creative writing tasks. Goal: to be able to discuss history, human nature and the role of governments and leaders. • History/Political Science: Political Units; Types of Government; Government Roles Develops the language and vocabulary of history and politics: <i>boundaries, territory, autocracy, democracy, monarchy, dictatorship, civil war, power struggle, colony, revolution, corruption, anarchy, representatives, parliament, etc.</i> In the <i>Quiz</i>, students answer questions that will help them with the language of politics and news reports. • Causal Sequences <i>If too many of our forests are cut down, it will create problems for the environment. Without enough trees, many animals will lose their homes or be in danger.</i>

Scope and Sequence: *English For Success* – Units 19 & 20

Unit	Main Learning Points	Topics & Sample Sentences
19	<ul style="list-style-type: none"> • Passives & Perfects: <i>I've been waiting for; first time she has ever driven; are provided for you; has been taking place; you may not be charged interest; the costs will not be covered; who have proven they can pay, etc.</i> • Adjective and Noun clauses: that are nice, but not necessary; how goods and services are distributed; that can be traded for food; that the owner of a good or service will accept in exchange for; who have proven they can pay; who can manage money, etc. • Modals: to satisfy this need, many countries <i>must</i> trade; <i>will</i> accept in exchange; you <i>may</i> not be charged interest; the interest charges <i>can</i> become quite large; They may decide to create; the price <i>should</i> be high, etc. • Instrument, Use & Means: providing on the job training; <i>by convincing consumers</i> that their products satisfy a need; increase demand <i>through advertising</i>; helping others to succeed, etc. • Conditional – Causal Relations: <i>If she fails her class, she might not: even a good government may have difficulty if the country doesn't have; If the interest rate is high, the cost of credit can be very expensive, etc.</i> • Wh-questions: <i>What do advertisers do to increase the demand? What is needed to create a skilled workforce? What does an economy need to meet the basic needs of its population? What allows for the exchange of goods; What is used as a medium of exchange for; What happens to people who have a poor credit history?</i> 	<ul style="list-style-type: none"> • Academic Fluency & Vocabulary Useful language for economics, planning, jobs, and explaining emotions is developed. Students should practice <i>presenting, summarizing and explaining</i> the information in longer sentences. • Job Categories The focus is on describing jobs and qualification: the arts, education & training, financial, government, health, law enforcement, science & technology, tourist industry and trades & services. • Economics: Goods and Services; Credit; Supply and Demand The focus is on the language and vocabulary of economics, government, finance and trade: <i>advertising, interest rate, profit, value, payment, borrower, credit cards, penalty, assets, debts, etc. Credit allows people to buy things even if they don't have money when they make the purchase. Instead of paying with money, the buyer makes a promise to pay with money at a later date.</i> • Related Changes -- as <i>as</i> trade became more important and popular, money evolved as; <i>as</i> the price of something rises, the demand for it will fall; etc. • Explaining Emotions <i>She's very nervous because... She's worried that she might get into an accident, etc.</i>
20	<ul style="list-style-type: none"> • Passives & Perfects: <i>emissions have been and continue to be; are related to dirty water; has more than doubled; it has become possible to study the brain; etc.</i> • Infinitives & Gerunds: to cause severe; arising from air pollution; processing and decision making, etc; • Instrument, Use & Means: by simply changing the stimuli; through practice and repetition, etc. • Conditional – Causal Relations: If you'd rather learn French, then, if I were you, I'd take French; even if the class is bad, it'll give you; What would happen if she broke something? Even if you remember all the items on the list, you will begin to forget; memories will fade <i>unless</i> you come back to study; If accepted, the signal passes over a gap called a synapse and the neurons, etc. • Adjective and Noun clauses: that they may have been created; what classes I should take; how we learn and why we forget; etc. • Wh-questions: What is an example of a learning disability? According to Freud, what is the cause of many behavioral problems? Why did the dogs salivate when they heard the bell? How are new memories encoded in the long-term memory? 	<ul style="list-style-type: none"> • Global Issues This lesson prepares students to discuss: climate change; health issues; energy shortage; fresh water; population growth; and pollution. Goal: to be able to engage in discussions about issues that impact our lives and future. • Psychology: Modern History; Memory and Learning; Brain Systems The focus is on the language and vocabulary of psychology and brain science: <i>plasticity, behavior, addiction, unconscious, inherited, stimulus, response, senses, memory, conditioning, attention, awareness, neural connections, etc.</i> In the <i>Quiz</i>, students practice with questions that will help them with the social sciences and brain science. • Related Changes -- as <i>As</i> the demand for energy increases, energy prices will continue to rise; <i>As</i> greenhouse gases build up in the atmosphere, the Earth gets warmer; etc.