

LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
<div>1</div> <div>Making New Friends</div> <div>page 1</div>	<ul style="list-style-type: none"><li>• Get to know someone</li><li>• Cheer up a friend</li><li>• Discuss differences among siblings</li><li>• Discuss friendship</li></ul>	<ul style="list-style-type: none"><li>• Personality</li><li>• Some hobbies</li><li>• Adjective + preposition collocations</li><li>• Kinds of friends</li></ul>	<ul style="list-style-type: none"><li>• Gerunds and infinitives</li><li>• Gerunds after prepositions</li></ul> <div>GRAMMAR EXPANDER</div> <ul style="list-style-type: none"><li>• Spelling rules for -ing forms of verbs</li><li>• Gerunds and infinitives: function within sentences</li><li>• Negative gerunds and infinitives</li></ul>	<ul style="list-style-type: none"><li>• Clarify a request for information with “Well, for example . . .”</li><li>• Buy time to respond with “Let me think . . .”</li><li>• Say “Oh, yeah!” to indicate that you have just come up with a response or idea</li><li>• Say “What a coincidence!” when you discover shared interests</li><li>• Ask “What’s up?” to get someone to talk about why he or she feels down</li><li>• Reinforce a willingness to help with “Are you sure?”</li></ul>	<div>Listening Skills</div> <ul style="list-style-type: none"><li>• Listen for details</li><li>• Understand from context</li><li>• Listen to summarize</li></ul> <div>Pronunciation</div> <ul style="list-style-type: none"><li>• Reduction of <u>to</u> in infinitives</li></ul>	<div>Texts</div> <ul style="list-style-type: none"><li>• A personality test</li><li>• An illustrated conversation</li><li>• A magazine interview: differences among siblings</li><li>• A magazine survey</li><li>• Quotations about friendship</li></ul> <div>Skills / Strategies</div> <ul style="list-style-type: none"><li>• Understand from context</li><li>• Identify supporting details</li><li>• Summarize</li></ul>	<div>Task</div> <ul style="list-style-type: none"><li>• Write a paragraph describing a good friend or a soul mate</li></ul> <div>WRITING HANDBOOK</div> <ul style="list-style-type: none"><li>• Parallel structure</li></ul> <div>SOFT SKILLS BOOSTER</div> <ul style="list-style-type: none"><li>• Leadership: Acknowledge the contributions of others</li></ul>
<div>2</div> <div>Sharing Life Experiences</div> <div>page 13</div>	<ul style="list-style-type: none"><li>• Catch up with an old friend</li><li>• Suggest tourist activities</li><li>• Describe greeting customs</li><li>• Talk about a memorable experience</li></ul>	<ul style="list-style-type: none"><li>• Greeting customs</li><li>• Tourist activities</li><li>• Participial adjectives</li></ul>	<ul style="list-style-type: none"><li>• The simple past tense and the present perfect</li><li>• The present perfect: indefinite time in the past (<u>ever</u>, <u>before</u>, <u>yet</u>, <u>never</u>, <u>already</u>)</li></ul> <div>GRAMMAR EXPANDER</div> <ul style="list-style-type: none"><li>• The simple past tense and the present perfect: more on meaning and use</li><li>• Indefinite time: common errors</li></ul>	<ul style="list-style-type: none"><li>• Use expressions like “It’s been a long time!” and “Nice to see you again!” to greet someone you haven’t seen for a while</li><li>• Catch up with someone by asking, “So what have you been up to?”</li><li>• Politely end a conversation with “Listen, I’ve got to go”</li><li>• Indicate strong agreement with, “Absolutely”</li><li>• If you’re worried that a question may not be polite, say, “I hope you don’t mind my asking, but . . .”</li></ul>	<div>Listening Skills</div> <ul style="list-style-type: none"><li>• Listen to classify</li><li>• Listen to summarize</li></ul> <div>Pronunciation</div> <ul style="list-style-type: none"><li>• Sound reduction in the present perfect</li></ul>	<div>Texts</div> <ul style="list-style-type: none"><li>• Tourist activities survey</li><li>• An illustrated conversation</li><li>• A magazine article about greeting customs around the world</li></ul> <div>Skills / Strategies</div> <ul style="list-style-type: none"><li>• Recognize main idea</li><li>• Identify supporting details</li></ul>	<div>Task</div> <ul style="list-style-type: none"><li>• Write about a memorable experience</li></ul> <div>WRITING HANDBOOK</div> <ul style="list-style-type: none"><li>• Avoiding run-on sentences</li></ul> <div>SOFT SKILLS BOOSTER</div> <ul style="list-style-type: none"><li>• Empathy: Show interest in what other people say</li></ul>
<div>3</div> <div>Talking about Movies</div> <div>page 25</div>	<ul style="list-style-type: none"><li>• Apologize for being late</li><li>• Choose a movie to watch</li><li>• Express an opinion about a movie</li><li>• Discuss what makes a movie great</li></ul>	<ul style="list-style-type: none"><li>• Movie genres</li><li>• Explanations for being late</li><li>• Adjectives to describe movies</li></ul>	<ul style="list-style-type: none"><li>• The present perfect: <u>for</u> and <u>since</u></li><li>• The present perfect: other uses</li><li>• <u>Would rather</u> to express preferences</li></ul> <div>GRAMMAR EXPANDER</div> <ul style="list-style-type: none"><li>• The present perfect: information questions</li><li>• Expressing preferences: review, expansion, and common errors</li></ul>	<ul style="list-style-type: none"><li>• Apologize and provide an explanation for being late</li><li>• Offer to pay with expressions like “The tickets are on me”, “My treat”, etc.</li><li>• Decline an offer with “That’s really not necessary”</li><li>• Show resolve with “I insist”</li><li>• Say “That works for me” to agree with a plan of action</li><li>• Soften an objection with “No offense, but . . .”</li></ul>	<div>Listening Skills</div> <ul style="list-style-type: none"><li>• Listen for main idea</li><li>• Listen to infer</li><li>• Listen to draw conclusions</li></ul> <div>Pronunciation</div> <ul style="list-style-type: none"><li>• Reduction of the /h/ sound in natural speech</li></ul>	<div>Texts</div> <ul style="list-style-type: none"><li>• Movie genres survey</li><li>• An illustrated conversation</li><li>• An article about what makes a movie great</li></ul> <div>Skills / Strategies</div> <ul style="list-style-type: none"><li>• Recognize main idea</li><li>• Activate new words</li><li>• Draw conclusions</li></ul>	<div>Task</div> <ul style="list-style-type: none"><li>• Write a two-paragraph review of a movie</li></ul> <div>WRITING HANDBOOK</div> <ul style="list-style-type: none"><li>• Paragraphs and topic sentences</li></ul> <div>SOFT SKILLS BOOSTER</div> <ul style="list-style-type: none"><li>• Communication: Ask someone to elaborate</li></ul>
<div>4</div> <div>Away from Home</div> <div>page 37</div>	<ul style="list-style-type: none"><li>• Leave and take telephone messages</li><li>• Check in to and out of a hotel</li><li>• Request services in a hotel</li><li>• Choose vacation accommodations</li></ul>	<ul style="list-style-type: none"><li>• Kinds of accommodations</li><li>• Facilities and amenities</li><li>• Telephone messages</li><li>• Kinds of hotel rooms and beds</li><li>• Ways to request services in a hotel</li></ul>	<ul style="list-style-type: none"><li>• The future with <u>will</u></li><li>• The real conditional</li></ul> <div>GRAMMAR EXPANDER</div> <ul style="list-style-type: none"><li>• <u>Will</u> and <u>be going to</u></li><li>• Other uses of <u>will</u></li><li>• <u>Can</u>, <u>should</u>, and <u>have to</u>: future meaning</li><li>• The real conditional (present and future): usage and common errors</li></ul>	<ul style="list-style-type: none"><li>• Soften a disappointing response with “I’m sorry”</li><li>• Say “Is that all?” to express willingness to do more</li><li>• Say “Here you go” as you hand someone something they’ve requested</li><li>• Say “By the way” to introduce a new thought</li></ul>	<div>Listening Skills</div> <ul style="list-style-type: none"><li>• Listen to confirm content</li><li>• Listen for details</li><li>• Listen to summarize</li></ul> <div>Pronunciation</div> <ul style="list-style-type: none"><li>• Contractions of subject pronouns with <u>will</u></li></ul>	<div>Texts</div> <ul style="list-style-type: none"><li>• Hotel facilities and amenities survey</li><li>• An illustrated conversation</li><li>• A website listing for a short-term vacation rental</li></ul> <div>Skills / Strategies</div> <ul style="list-style-type: none"><li>• Identify supporting details</li><li>• Make personal connections</li></ul>	<div>Task</div> <ul style="list-style-type: none"><li>• Write a review of one kind of accommodation</li></ul> <div>WRITING HANDBOOK</div> <ul style="list-style-type: none"><li>• Avoiding sentence fragments with <u>because</u> or <u>since</u></li></ul> <div>SOFT SKILLS BOOSTER</div> <ul style="list-style-type: none"><li>• Decision-making: Offer a new perspective or contrasting information</li></ul>
<div>5</div> <div>Looking Good</div> <div>page 49</div>	<ul style="list-style-type: none"><li>• Ask for something in a store</li><li>• Make an appointment for personal care</li><li>• Discuss cosmetic procedures</li><li>• Define inner and outer beauty</li></ul>	<ul style="list-style-type: none"><li>• Personal care tools and products</li><li>• Kinds of personal care</li><li>• Cosmetic procedures</li></ul>	<ul style="list-style-type: none"><li>• Quantifiers for indefinite quantities and amounts: <u>some</u> and <u>any</u></li><li>• Quantifiers for indefinite quantities and amounts: <u>a lot of</u> / <u>lots of</u>, <u>many</u> and <u>much</u></li><li>• Indefinite pronouns: <u>someone</u> / <u>no one</u> / <u>anyone</u></li></ul> <div>GRAMMAR EXPANDER</div> <ul style="list-style-type: none"><li>• <u>Some</u> and <u>any</u>: indefiniteness</li><li>• <u>Too many</u>, <u>too much</u>, and <u>enough</u></li><li>• Comparative quantifiers <u>fewer</u> and <u>less</u></li><li>• Indefinite pronouns: <u>something</u>, <u>anything</u>, <u>everything</u>, and <u>nothing</u></li></ul>	<ul style="list-style-type: none"><li>• Get the attention of a salesperson with “Excuse me”</li><li>• Say “Oh, I’m sorry” in response to a problem or expression of disappointment</li><li>• Express willingness to help with “No problem”</li><li>• Acknowledge someone’s effort with “I appreciate it”</li><li>• Propose a time to receive a service with “ . . . , if possible”</li><li>• Ask someone to wait for requested information with “Let me check”</li><li>• Say “That won’t work” to decline a suggested time</li></ul>	<div>Listening Skills</div> <ul style="list-style-type: none"><li>• Listen to infer</li><li>• Listen to confirm content</li><li>• Listen for details</li></ul> <div>Pronunciation</div> <ul style="list-style-type: none"><li>• <b>Pronunciation</b> of unstressed vowels</li></ul>	<div>Texts</div> <ul style="list-style-type: none"><li>• Personal care survey</li><li>• An illustrated conversation</li><li>• A store directory</li><li>• A staff directory at a spa</li><li>• An advice column on a teen website</li></ul> <div>Skills / Strategies</div> <ul style="list-style-type: none"><li>• Understand from context</li><li>• Draw conclusions</li></ul>	<div>Task</div> <ul style="list-style-type: none"><li>• Write a letter of response to someone asking for advice</li></ul> <div>WRITING HANDBOOK</div> <ul style="list-style-type: none"><li>• Writing a formal letter</li></ul> <div>SOFT SKILLS BOOSTER</div> <ul style="list-style-type: none"><li>• Collaboration: Respond to a request for feedback</li></ul>

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
<div>6</div> <div>Eating Well</div> <div>page 61</div>	<ul style="list-style-type: none"><li>• Make an excuse for declining food</li><li>• Describe changes in eating habits and tastes</li><li>• Discuss diet choices</li><li>• Describe favorite dishes in detail</li></ul>	<ul style="list-style-type: none"><li>• Classes of foods</li><li>• Reasons for declining food</li><li>• Reasons for adopting a diet</li><li>• Describing foods</li></ul>	<ul style="list-style-type: none"><li>• Negative <u>yes</u> / <u>no</u> questions</li><li>• <u>Use to</u> / <u>used to</u></li></ul> <div>GRAMMAR EXPANDER</div> <ul style="list-style-type: none"><li>• Negative <u>yes</u> / <u>no</u> questions: short answers</li><li>• <u>Use to</u> / <u>used to</u>: form and use, common errors</li><li>• <u>Be used to</u> and <u>get used to</u></li><li>• Repeated actions in the past: <u>would</u> + base form, common errors</li></ul>	<ul style="list-style-type: none"><li>• Offer food at the table with “Please help yourself”</li><li>• Politely decline an offer of food with “Thanks, but I’ll pass on . . .”</li><li>• Reassure someone who has apologized with “No worries”, “It’s OK”, etc.</li><li>• Say “No way!” to express surprise about someone’s point of view</li></ul>	<div><div>Listening Skills</div><ul style="list-style-type: none"><li>• Listen for details</li><li>• Listen to confirm content</li></ul></div> <div><div>Pronunciation</div><ul style="list-style-type: none"><li>• Sound reduction: <u>use to</u> / <u>used to</u></li></ul></div>	<div><div>Texts</div><ul style="list-style-type: none"><li>• Classes of foods survey</li><li>• An illustrated conversation</li><li>• An article about diet choices</li><li>• A questionnaire about diet choices</li></ul></div> <div><div>Skills / Strategies</div><ul style="list-style-type: none"><li>• Understand from context</li></ul></div>	<div><div>Task</div><ul style="list-style-type: none"><li>• Write about food in your country</li></ul></div> <div><div>WRITING HANDBOOK</div><ul style="list-style-type: none"><li>• Connecting Ideas: subordinating conjunctions</li></ul></div> <div><div>SOFT SKILLS BOOSTER</div><ul style="list-style-type: none"><li>• Communication: Ask for clarification or repetition when you’re not sure you understand</li></ul></div>
<div>7</div> <div>Driving Around</div> <div>page 73</div>	<ul style="list-style-type: none"><li>• Discuss reasons for getting a new car</li><li>• Describe an accident</li><li>• Rent a car</li><li>• Discuss good and bad driving</li></ul>	<ul style="list-style-type: none"><li>• Kinds of cars and small trucks</li><li>• Dangerous driving habits</li><li>• Major car systems and parts</li><li>• Traffic accidents</li><li>• Separable phrasal verbs</li><li>• Driving behavior</li></ul>	<ul style="list-style-type: none"><li>• Unfinished or continuing actions: the present perfect continuous</li><li>• The past continuous</li></ul> <div>GRAMMAR EXPANDER</div> <ul style="list-style-type: none"><li>• Present perfect continuous: questions</li><li>• Spelling rules for the present participle: review</li><li>• The past continuous: expansion</li><li>• Nouns and pronouns: review</li></ul>	<ul style="list-style-type: none"><li>• Express emphatic concern with “No way!”</li><li>• Express frustration with “I’ve had it,” “That settles it,” or “Enough is enough.”</li><li>• Introduce new information with “You know, . . .”</li><li>• Show concern with expressions like “I’m so sorry.” when someone has bad news</li><li>• Ask “Are you OK?” of someone who has been in an accident</li><li>• Express relief with expressions like: “Thank goodness!”, “What a relief!”, etc.</li></ul>	<div><div>Listening Skills</div><ul style="list-style-type: none"><li>• Listen for details</li></ul></div> <div><div>Pronunciation</div><ul style="list-style-type: none"><li>• Stress in phrasal verbs</li></ul></div>	<div><div>Texts</div><ul style="list-style-type: none"><li>• Dangerous driving habits survey</li><li>• An illustrated conversation</li><li>• Customer profile cards</li><li>• A father’s letter to his teenaged daughter about safe driving</li><li>• A survey about aggressive drivers</li></ul></div> <div><div>Skills / Strategies</div><ul style="list-style-type: none"><li>• Identify supporting details</li></ul></div>	<div><div>Task</div><ul style="list-style-type: none"><li>• Write a letter or email, giving advice to a new driver.</li></ul></div> <div><div>WRITING HANDBOOK</div><ul style="list-style-type: none"><li>• Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u>.</li></ul></div> <div><div>SOFT SKILLS BOOSTER</div><ul style="list-style-type: none"><li>• Critical thinking: Expand on someone’s argument to show support</li></ul></div>
<div>8</div> <div>Doing the Right Thing</div> <div>page 85</div>	<ul style="list-style-type: none"><li>• Return someone’s property</li><li>• Discuss ethical choices</li><li>• Describe good and bad character traits</li><li>• Talk about honesty</li></ul>	<ul style="list-style-type: none"><li>• Talking about property</li><li>• Adjectives for describing good and bad character</li></ul>	<ul style="list-style-type: none"><li>• <u>Whose</u> and <u>which</u> / Possessive pronouns</li><li>• The unreal conditional</li></ul> <div>GRAMMAR EXPANDER</div> <ul style="list-style-type: none"><li>• Possessive nouns: review and expansion</li><li>• Pronouns: summary</li><li>• Expressing ethics and obligation: expansion<ul style="list-style-type: none"><li>◦ <u>should</u>, <u>ought to</u>, <u>had better</u></li><li>◦ <u>have to</u>, <u>must</u>, <u>be supposed to</u></li></ul></li></ul>	<ul style="list-style-type: none"><li>• Respectfully get the attention of an adult you don’t know with “Sir” or “Ma’am”</li><li>• Express personal gratitude with “That’s so nice of you”</li><li>• Acknowledge someone’s gratitude with expressions like “Don’t mention it”</li><li>• Say “Uh-oh.” to indicate there’s a problem</li><li>• Offer to collaborate to solve a problem with “Let me have a look”</li></ul>	<div><div>Listening Skills</div><ul style="list-style-type: none"><li>• Listen to infer</li><li>• Listen for main idea</li><li>• Listen for details</li></ul></div> <div><div>Pronunciation</div><ul style="list-style-type: none"><li>• Blending in questions with <u>would you</u></li></ul></div>	<div><div>Texts</div><ul style="list-style-type: none"><li>• Ethics self-test</li><li>• An illustrated conversation</li><li>• Quotations by famous people</li><li>• A research study on honesty</li></ul></div> <div><div>Skills / Strategies</div><ul style="list-style-type: none"><li>• Summarize</li><li>• Draw conclusions</li><li>• Make personal connections</li></ul></div>	<div><div>Task</div><ul style="list-style-type: none"><li>• Write two paragraphs expressing your views about honesty</li></ul></div> <div><div>WRITING HANDBOOK</div><ul style="list-style-type: none"><li>• Introducing conflicting ideas</li></ul></div> <div><div>SOFT SKILLS BOOSTER</div><ul style="list-style-type: none"><li>• Self-management: Take time to think before responding</li></ul></div>
<div>9</div> <div>Enjoying the Arts</div> <div>page 97</div>	<ul style="list-style-type: none"><li>• Comment on a piece of art</li><li>• Ask about and describe objects</li><li>• Describe what makes an artist appealing</li><li>• Recommend a place to enjoy the arts</li></ul>	<ul style="list-style-type: none"><li>• Forms of visual arts</li><li>• Styles of art</li><li>• Materials and handcrafted objects</li><li>• Passive participial phrases</li></ul>	<ul style="list-style-type: none"><li>• The passive voice: present and past</li><li>• The passive voice: questions</li></ul> <div>GRAMMAR EXPANDER</div> <ul style="list-style-type: none"><li>• Transitive and intransitive verbs</li><li>• The passive voice: other tenses</li><li>• <u>Yes</u> / <u>no</u> questions in the passive voice: other tenses</li></ul>	<ul style="list-style-type: none"><li>• Use “Not really” to soften a negative response to a negative <u>yes</u> / <u>no</u> question</li><li>• Say “Let’s see” to indicate you’re going to look for requested information</li><li>• Say “Check this out.” to call someone’s attention to surprising information</li><li>• Say “Oh” to indicate that you now understand</li><li>• Politely ask for permission with “Can I . . .?”</li><li>• Introduce an offer to help with “Let me . . .”</li></ul>	<div><div>Listening Skills</div><ul style="list-style-type: none"><li>• Listen to classify</li><li>• Listen to draw conclusions</li></ul></div> <div><div>Pronunciation</div><ul style="list-style-type: none"><li>• Emphatic stress</li></ul></div>	<div><div>Texts</div><ul style="list-style-type: none"><li>• Styles of art survey</li><li>• An illustrated conversation</li><li>• A gallery catalogue</li><li>• A questionnaire about artists</li><li>• An article about the roles of museums</li></ul></div> <div><div>Skills / Strategies</div><ul style="list-style-type: none"><li>• Understand information from a graph</li><li>• Understand from context</li><li>• Identify supporting details</li></ul></div>	<div><div>Task</div><ul style="list-style-type: none"><li>• Write about three artists</li></ul></div> <div><div>WRITING HANDBOOK</div><ul style="list-style-type: none"><li>• Providing supporting details</li></ul></div> <div><div>SOFT SKILLS BOOSTER</div><ul style="list-style-type: none"><li>• Active listening: Summarize another person’s statements and ideas</li></ul></div>
<div>10</div> <div>Technology</div> <div>page 109</div>	<ul style="list-style-type: none"><li>• Troubleshoot problems with devices</li><li>• Compare software and services</li><li>• Describe your Internet use</li><li>• Discuss the downsides of the Internet</li></ul>	<ul style="list-style-type: none"><li>• Frustrations with a device</li><li>• Solutions to problems with devices</li><li>• Computer systems, software, and services</li></ul>	<ul style="list-style-type: none"><li>• The infinitive of purpose</li><li>• Comparisons with <u>as . . . as</u></li></ul> <div>GRAMMAR EXPANDER</div> <ul style="list-style-type: none"><li>• Expressing purpose with <u>in order to</u> and <u>for</u></li><li>• Comparatives and superlatives: review</li><li>• Comparison with adverbs</li></ul>	<ul style="list-style-type: none"><li>• Ask if someone is available to talk with “Got a minute?”</li><li>• Ask for a description of the issue with “What’s wrong?”</li><li>• Make a suggestion with “Have you tried . . .?”</li><li>• Suggest a course of action with “Suppose we . . .”</li></ul>	<div><div>Listening Skills</div><ul style="list-style-type: none"><li>• Listen to confirm content</li><li>• Listen for supporting details</li></ul></div> <div><div>Pronunciation</div><ul style="list-style-type: none"><li>• Stress in <u>as . . . as</u> phrases</li></ul></div>	<div><div>Texts</div><ul style="list-style-type: none"><li>• A survey about frustrations with devices</li><li>• An illustrated conversation</li><li>• A questionnaire about Internet use</li><li>• An article about the downsides of the Internet</li></ul></div> <div><div>Skills / Strategies</div><ul style="list-style-type: none"><li>• Understand main idea</li><li>• Understand from context</li></ul></div>	<div><div>Task</div><ul style="list-style-type: none"><li>• Write two or three paragraphs about the upsides and downsides of using the Internet</li></ul></div> <div><div>WRITING HANDBOOK</div><ul style="list-style-type: none"><li>• Organizing ideas</li></ul></div> <div><div>SOFT SKILLS BOOSTER</div><ul style="list-style-type: none"><li>• Teamwork: Give constructive feedback</li></ul></div>

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