# Learning Objectives

## Unit 1: Becoming Culturally Literate
- **Page 1**
  - Introduce people who may have something in common
  - Make small talk
  - Develop cultural awareness
  - Discuss gender and culture

## Unit 2: Getting Help
- **Page 13**
  - Ask for and offer to do favors
  - Manage to get something done
  - Recommend service providers
  - Persuade someone to use your services

## Unit 3: What We Read
- **Page 25**
  - Recommend a good book
  - Talk about a newspaper or magazine article
  - Describe texts in leisure reading
  - Discuss formats of educational materials

## Unit 4: Taking Care of Yourself
- **Page 37**
  - Explain why you can’t come to work or class
  - Highlight ways and regrets
  - Recommend treatments and medications
  - Compare approaches to health care

## Unit 5: Coping with Disasters and Emergencies
- **Page 49**
  - Warn of a dangerous situation
  - Start a conversation about a disaster in the news
  - Discuss epidemics
  - Prepare for an emergency

## Vocabulary
- **Manners and etiquette**
- **Communications**
- **Emergency readiness and supplies**

## Grammar
- **Modal verbs: may and might**
- **Tag questions: Use and form**
- **Expressing possibility with might**
- **Drawing conclusions with probably and most likely**
- **Modal common errors**
- **Can and be able to: present and past**
- **Be able to: present perfect**
- **Tag questions: short answers (expansion)**

## Conversation Strategies
- **Express enthusiasm for a happy discovery**
- **Express pleasure to discover a connection with “What a coincidence!”**
- **Acknowledge a minor error**
- **Politely introduce a correction to someone’s assumption with “Actually...”**
- **Ask about proper address**
- **Talk about the weather to begin a conversation with someone you don’t know**
- **Use question tags to encourage someone to make small talk**
- **Answer a “Do you mind...?” question with “Absolutely not” to indicate agreement**

## Listening / Pronunciation
- **Listening Skills**
  - Listen to summarize
  - Listen to infer
  - Listen to summarize
  - Listen to infer
- **Pronunciation**
  - Rising intonation of tag questions
  - Falling intonation of tag questions

## Reading
- **Texts**
  - A questionnaire about gardening
  - An illustrated conversation
  - A section of an employee training manual

## Writing / Soft Skills Booster
- **Task**
  - Write a formal and an informal e-mail message
  - Writing handbook
  - Soft skills booster
Innovations

- Describe new kinds of products
- Imagine a different past outcome
- Describe inventors and their inventions
- Consider the impact of historical inventions

Unit 6: Plans and Choices

- Express resolutions for creating a better life
- Examine past actions
- Discuss factors that promote success
- Prepare for a job interview

Unit 7: Holidays and Traditions

- Exchange holiday greetings
- Ask about local traditions
- Compare holidays
- Describe wedding customs

Unit 8: Innovations

- Adjectives for describing products, processes, or ideas
- Archeology
- The unresolved conditional: Review and expansion
- The past unresolved conditional

Unit 9: Discussing Global and Local Issues

- Controversial issues
- Stating a position on an issue
- Political points of view
- Political and governmental systems
- Verbs followed by an object + an infinitive
- Non-count nouns that represent abstract ideas

Unit 10: The Natural World

- Ask about a location on a map
- Warn about possible dangers in the outdoors
- Recommend a destination of natural beauty
- Describe a country's geography

Tasks:
- Write a profile of yourself
- Dividing an essay into topics
- Describe two holidays that are celebrated in your country
- Write about the advantages, disadvantages, and historical impact of an invention or discovery
- Write about the pros and cons of a suggested solution to a global or local problem
- Write a description of your country

Reference Charts ...

Grammar Expander ...

Writing Handbook ...

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