<table>
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<th>Unit</th>
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</thead>
</table>
| 1    | Describing Ourselves and Others | - Talk about your personality and character  
- Describe how people behave  
- Discuss how we respond to others' conduct  
- Talk about nonverbal communication and culture | - Adjectives to describe personality and character traits  
- Attitudes towards others' conduct | - Gerunds and infinitives: review and expansion  
- Verbs that require a noun or pronoun before an infinitive |
|      | page 2 | | **GRAMMAR EXPANDER** |
| 2    | Creativity in Our Lives | - Talk about how you've been enjoying the arts  
- Disagree politely about artistic preferences  
- Describe the personalities of creative people  
- Discuss ways to increase creative thinking | - Elements of music  
- Adjectives to describe the arts  
- Describing creative personalities | - The present perfect continuous and the present perfect: review and expansion  
- Cleft sentences with *What*  
- **GRAMMAR EXPANDER** |
|      | page 12 | | |
| 3    | Financial Matters | - Express buyer's remorse  
- Talk about financial goals and plans  
- Describe good and bad money management  
- Consider reasons for charitable giving | - Spending styles  
- Buyer's remorse  
- Words and phrases associated with charity | - Expressing regrets about the past  
- Completed future actions and plans: the future perfect and perfect infinitives  
- **GRAMMAR EXPANDER** |
|      | page 24 | | |
| 4    | Clothing and Appearance | - Describe clothing details and formality  
- Talk about the kind of clothes you buy  
- Examine questionable cosmetic procedures  
- Discuss appearance and self-esteem | - Adjectives to describe fashion  
- Describing clothes  
- Word study: Compound words with *self* | - Quantifiers: review and expansion  
- **GRAMMAR EXPANDER** |
|      | page 34 | | |
| 5    | Community | - Politely ask someone not to do something  
- Describe annoying public conduct  
- Talk about ways to address community problems  
- Discuss the impact of infrastructure on people's lives | - Inconsiderate behavior  
- Neighborhood improvements  
- Types of infrastructure  
- Word study: Adjectives with negative prefixes: *un-, dis-, mis-, dis-, and un-* | - Possessive gerunds  
- Paired conjunctions  
- **GRAMMAR EXPANDER** |
|      | page 46 | | |

**Word study:**
- *Adjectives with negative prefixes: un-, dis-, mis-, dis-, and un-*
- *Participial adjectives: present and past forms*
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<td>• Use &quot;I'd say&quot; to soften an assertive opinion</td>
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<td>Texts</td>
<td><strong>WRITING HANDBOOK</strong></td>
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<tr>
<td>• Say &quot;I see you as&quot; to introduce your description of someone</td>
<td>• Listen to infer</td>
<td>• A quiz about one's outlook</td>
<td>Task</td>
</tr>
<tr>
<td>• Use &quot;I don't see myself that way&quot; to politely contradict another person's description of you</td>
<td>• Listen to confirm content</td>
<td>• Employees' opinions of their boss</td>
<td><strong>WRITING HANDBOOK</strong></td>
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<tr>
<td>• Use &quot;tend to&quot; and &quot;seem to&quot; to make generalizations</td>
<td>• Listen to infer</td>
<td>• An article about nonverbal communication</td>
<td>Task</td>
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<tr>
<td>• Use &quot;To tell the truth&quot; and &quot;I hate to say it, but&quot; to politely introduce a contrary opinion</td>
<td><strong>LISTENING SKILLS</strong></td>
<td>Texts</td>
<td>Skill</td>
</tr>
<tr>
<td>• Soften a contradictory opinion with expressions such as &quot;[He/She] is not my favorite,&quot; &quot;[They're] not my cup of tea,&quot; etc.</td>
<td>• Listening Skills</td>
<td>• A survey of memorable songs and performers</td>
<td><strong>WRITING HANDBOOK</strong></td>
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<tr>
<td>• Ask &quot;What do you mean?&quot; to invite someone to elaborate</td>
<td>• Listen to confirm content</td>
<td>• Interviews: enjoying the arts</td>
<td>Task</td>
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<tr>
<td>• Express empathy with &quot;What a shame!&quot; &quot;That's a shame!&quot; and &quot;Too bad&quot;</td>
<td>• Listen for details</td>
<td>• An article about creative personalities</td>
<td>Skill</td>
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<tr>
<td>• Express misgivings about a past action with &quot;If only I had&quot; and &quot;I wish I hadn't&quot;</td>
<td>• Relate to personal experience</td>
<td>• A survey of how companies can encourage creative thinking</td>
<td><strong>WRITING HANDBOOK</strong></td>
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<tr>
<td>• Elaborate on an explanation with &quot;The thing is&quot;</td>
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<td>Texts</td>
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<tr>
<td>• Say &quot;I mean&quot; to elaborate on a prior statement or question</td>
<td>• Intonation patterns</td>
<td>• Understand from context</td>
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<tr>
<td>• Use &quot;Actually&quot; to assert a point of view</td>
<td><strong>Texts</strong></td>
<td>• Identify supporting information</td>
<td>Task</td>
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<tr>
<td>• Say &quot;I think that might be&quot; to gently warn that something is inappropriate</td>
<td>• Listen for main ideas</td>
<td>• Relate to personal experience</td>
<td>Skill</td>
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<tr>
<td>• Acknowledge someone's good advice with &quot;I'm so glad I asked&quot; &quot;Thank goodness I asked&quot; and &quot;It's a good thing I asked&quot;</td>
<td>• Understand from context</td>
<td><strong>WRITING HANDBOOK</strong></td>
<td>Skill</td>
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<tr>
<td>• Use &quot;Do you mind . . .?&quot; &quot;Would you mind if I . . .?&quot; or &quot;Would it bother you if I . . .?&quot; to ask permission to do something</td>
<td><strong>Pronunciation</strong></td>
<td>• Express and support an opinion</td>
<td><strong>WRITING HANDBOOK</strong></td>
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<tr>
<td>• Soften an objection with expressions such as &quot;I don't mean to inconvenience you&quot; &quot;I hope that's not a problem&quot; &quot;I hope you don't mind&quot; or &quot;I hope that's all right&quot;</td>
<td>• Sentence rhythm: thought groups</td>
<td><strong>WRITING HANDBOOK</strong></td>
<td>Task</td>
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<td>• Politely ask someone not to do something with &quot;Actually, I'd rather you didn't&quot;</td>
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<td>• A spending habits self-test</td>
<td><strong>WRITING HANDBOOK</strong></td>
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<td>• Say &quot;That's very considerate of you&quot; to thank someone for accommodating you</td>
<td>• Listen for main ideas</td>
<td>• Interviews: financial goals</td>
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**LISTENING / PRONUNCIATION**
- **Listening Skills**
  - Listen to infer
  - Listen to confirm content
  - Listen to infer
- **Pronunciation**
  - Content words and function words
  - Intonation patterns
  - Sentence rhythm: thought groups
  - Linking sounds
  - Unstressed syllables: vowel reduction to /ə/

**WRITING / SOFT SKILLS**
- **WRITING HANDBOOK**
  - Task
  - Write a short article about nonverbal communication
  - **WRITING HANDBOOK**
  - Task
  - Write a personal statement for a job or university application
  - **WRITING HANDBOOK**
  - Task
  - Write a letter of complaint
- **SOFT SKILLS BOOSTER**
  - **WRITING HANDBOOK**
  - Task
  - Describe the personal qualities of a creative person
  - **WRITING HANDBOOK**
  - Task
  - Organizing information by degrees of importance
  - **SOFT SKILLS BOOSTER**
  - **WRITING HANDBOOK**
  - Task
  - Compare and contrast (review)
  - **SOFT SKILLS BOOSTER**
  - Task
  - Teamwork: Encourage a positive exchange of opinions
  - **SOFT SKILLS BOOSTER**
  - Task
  - Problem solving: Work together to identify and solve problems

**READINGS**
- Texts
  - A quiz about one's outlook
  - Employees' opinions of their boss
  - An article about nonverbal communication
  - A survey of memorable songs and performers
  - Interviews: enjoying the arts
  - An article about creative personalities
  - A survey of how companies can encourage creative thinking
  - An article about the history of ready-to-wear clothes
  - An article about two kinds of facials
  - Advertisements for cosmetic procedures
  - A survey of appearance and self-esteem
  - A questionnaire about one's neighborhood
  - Interviews: pet peeves about public conduct
  - An article about three public projects
  - An article about personal money management
  - A spending habits self-test
  - Interviews: financial goals

**PRONUNCIATION**
- Unstressed syllables:
  - /ə/
- **Listening Skills**
  - Listen for main ideas
  - Listen for details
  - Express and support an opinion
- **Pronunciation**
  - Sentence rhythm: thought groups
  - Linking sounds
  - Unstressed syllables: vowel reduction to /ə/
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| 6      | ● Describe the traits of different pets  
      | Express opinions about the treatment of animals  
      | Compare animal and human behavior  
      | Discuss how to protect animals from extinction | ● Animals  
      | ● Positive and negative traits in pets  
      | Animal physical features and social groups | ● Passive modals and modal–like expressions  
      | | | ● Passive modals: questions  
      | | | | Grammar Expander  
      | | | | ● Modals and modal–like expressions: summary |
| 7      | ● Compare different ways to shop  
      | Describe reactions to advertisements  
      | Talk about problem shopping behavior  
      | Persuade someone to buy a product | ● Ways to shop  
      | ● Verbs to persuade | ● Passive forms of gerunds and infinitives  
      | | | | Grammar Expander  
      | | | | ● The passive voice: review and expansion |
| 8      | ● Describe family trends  
      | Talk about parent and teen relationships  
      | Compare the generations within a family  
      | Discuss multi–generational households | ● Parent and teen behavior  
      | Word study:  
      | ● Using suffixes to transform verbs and adjectives into nouns | ● Repeated comparatives and double comparatives  
      | | | | Grammar Expander  
      | | | | ● Making comparisons: review and expansion  
      | | | | ● Other uses of comparatives, superlatives, and comparisons with as ... as |
| 9      | ● Speculate about what happened  
      | Suggest a plausible explanation  
      | Discuss why people fall for pranks  
      | Evaluate the trustworthiness of information sources | ● Degrees of certainty  
      | Word study:  
      | ● Adjectives with the suffix -able | ● Perfect modals: active and passive voice  
      | | | | Grammar Expander  
      | | | | ● Perfect modals: short responses (active and passive voice) |
| 10     | ● Describe enjoyable activities of the past  
      | Suggest ways to cope with stress  
      | Discuss how to be more active  
      | Compare attitudes about taking risks | ● Personal qualities  
      | ● Ways to cope with stress  
      | Word study:  
      | ● Adverbs of manner | ● Describing past repeated or habitual actions  
      | | | | | Expressing an expectation or mild obligation with be supposed to  
      | | | | Grammar Expander  
      | | | | ● Would: review  
      | | | | ● Be supposed to: expansion  
      | | | | ● Placement of adverbs of manner |

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<tbody>
<tr>
<td>• To indicate you’re considering a different course of action, say “I hadn’t thought of that,” “On second thought . . .” or “Now that you mention it . . .”</td>
<td>Listening Skills • Listen for main ideas • Listen for supporting details • Understand from context</td>
<td>Texts • Interviews: opinions about the treatment of animals • An article about the dangers to animal species</td>
<td>WRITING HANDBOOK: Task • Write a persuasive essay Skill • Supporting a point of view</td>
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<tr>
<td>• Use “For one thing” to introduce a first supporting argument</td>
<td>Pronunciation • Sound reduction</td>
<td>Skills / Strategies • Understand from context • Recognize cause and effect</td>
<td>SOFT SKILLS BOOSTER: • Critical thinking: Provide reasons for positive and negative opinions</td>
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<td>• Say “Good point” to recognize the value of another person’s argument</td>
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<tr>
<td>• Use “Right?” to ask someone to confirm the correctness of your statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Express surprise on seeing someone you haven’t seen in a while with expressions such as “Long time no see!” “is that you?” “What a surprise!” etc.</td>
<td>Listening Skills • Listen to apply ideas • Listen to infer</td>
<td>Texts • An opinion survey about shopping behavior • An article about compulsive shopping • A self-test about shopping behavior Skills / Strategies • Understand from context • Identify supporting details</td>
<td>SOFT SKILLS BOOSTER: Leadership: Invite others to express their agreement with your ideas</td>
</tr>
<tr>
<td>• Preface a hard truth with expressions such as “Well, I hate to say it, but . . .” “I’m sorry to say . . .” etc.</td>
<td>Listening Skills • Listen to confirm content • Listen to infer • Make personal connections</td>
<td>Texts • A self-test about parent / teen perspectives • An article about a growing family trend • An article about multi-generation households in the U.S. Skills / Strategies • Summarize • Understand from context • Make personal connections</td>
<td>WRITING HANDBOOK: Task • Write a blog post with advice for parents and teens Skill • Avoiding run-on sentences and comma splices</td>
</tr>
<tr>
<td>• Use “I wonder” to introduce something you’re not sure about</td>
<td>Pronunciation • Vowel sounds /i/ and /ɪ/</td>
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<td>SOFT SKILLS BOOSTER: Open-mindedness: Paraphrase another person’s opinion to confirm your understanding</td>
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<td>• Say “I suppose” to acknowledge someone’s point of view</td>
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<tr>
<td>• Say “That’s true” to acknowledge the correctness of someone’s conclusion</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Respond to someone’s speculation with “Could be,” “Maybe,” “I suppose,” “Most likely,” “Clearly,” or “Definitely”</td>
<td>Listening Skills • Understand from context • Listen for supporting details • Listen to summarize</td>
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<td>• Use “Why’s that?” to ask someone to elaborate on an opinion</td>
<td>Pronunciation • Reduction and linking in perfect modal forms in the passive voice</td>
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<td>• Say “uh-oh” to indicate that you realize you’ve made a mistake</td>
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<tr>
<td>• Use “I just realized” to acknowledge a mistake</td>
<td></td>
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<tr>
<td>• Say “No wonder” to indicate that you’ve come to understand the reason something happened</td>
<td>Listening Skills • Listen for main ideas • Listen for supporting details • Understand from context • Relate to personal experience</td>
<td>Texts • A self-test of one’s degree of gullibility • Opinions; possible explanations of mysteries • An article about an infamous radio program Skills / Strategies • Infer information • Draw conclusions</td>
<td>WRITING HANDBOOK: Task • Write a short imaginative news report Skill • Avoiding sentence fragments</td>
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<tr>
<td>• Introduce an inconvenient truth with “Frankly . . .” “I hate to tell you this . . .” “The painful fact is . . .” or “To tell you the truth”</td>
<td>Pronunciation • Vowel sounds /aɪ/, /ɪ/, /æ/, and /ə/</td>
<td></td>
<td>SOFT SKILLS BOOSTER: Empathy: Show support for others when they express frustration</td>
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