

LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p>1</p> <p>Describing Ourselves and Others</p> <p>page 2</p>	<ul style="list-style-type: none"> • Talk about your personality and character • Describe how people behave • Discuss how we respond to others' conduct • Talk about nonverbal communication and culture 	<ul style="list-style-type: none"> • Adjectives to describe personality and character traits • Attitudes towards others' conduct 	<ul style="list-style-type: none"> • Gerunds and infinitives: review and expansion • Verbs that require a noun or pronoun before an infinitive <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> • Infinitives: review, expansion, and common errors • Parallelism with gerunds and infinitives
<p>2</p> <p>Creativity in Our Lives</p> <p>page 12</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Elements of music • Adjectives to describe the arts • Describing creative personalities <p>Word study:</p> <ul style="list-style-type: none"> • Participial adjectives: present and past forms 	<ul style="list-style-type: none"> • The present perfect continuous and the present perfect: review and expansion • Cleft sentences with <u>What</u> <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> • Finished and unfinished actions: summary • Noun clauses: review and expansion • Noun clauses as adjective and noun complements
<p>3</p> <p>Financial Matters</p> <p>page 24</p>	<ul style="list-style-type: none"> • Express buyer's remorse • Talk about financial goals and plans • Describe good and bad money management • Consider reasons for charitable giving 	<ul style="list-style-type: none"> • Spending styles • Buyer's remorse • Words and phrases associated with charity <p>Word study:</p> <ul style="list-style-type: none"> • Parts of speech 	<ul style="list-style-type: none"> • Expressing regrets about the past • Completed future actions and plans: the future perfect and perfect infinitives <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> • The past unreal conditional: inverted form • The future continuous • The future perfect continuous
<p>4</p> <p>Clothing and Appearance</p> <p>page 34</p>	<ul style="list-style-type: none"> • Describe clothing details and formality • Talk about the kind of clothes you buy • Examine questionable cosmetic procedures • Discuss appearance and self-esteem 	<ul style="list-style-type: none"> • Adjectives to describe fashion • Describing clothes <p>Word study:</p> <ul style="list-style-type: none"> • Compound words with <u>self-</u> 	<ul style="list-style-type: none"> • Quantifiers: review and expansion <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> • Quantifiers: <u>a few</u> and <u>few</u>; <u>a little</u> and <u>little</u> • Quantifiers: using <u>of</u> for specific reference • Subject-verb agreement of quantifiers followed by <u>of</u>
<p>5</p> <p>Community</p> <p>page 46</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Inconsiderate behavior • Neighborhood improvements • Types of infrastructure <p>Word study:</p> <ul style="list-style-type: none"> • Adjectives with negative prefixes: <u>un-</u>, <u>in-</u>, <u>im-</u>, <u>dis-</u>, <u>ir-</u>, and <u>il-</u> 	<ul style="list-style-type: none"> • Possessive gerunds • Paired conjunctions <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> • Conjunctions with <u>so</u>, <u>too</u>, <u>neither</u>, or <u>not either</u> • <u>So</u>, <u>too</u>, <u>neither</u>, or <u>not either</u>: short responses

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS
<ul style="list-style-type: none"> Use "I'd say" to soften an assertive opinion Say "I see you as" to introduce your description of someone Use "I don't see myself that way" to politely contradict another person's description of you Use "tend to" and "seem to" to make generalizations 	Listening Skills <ul style="list-style-type: none"> Listen to infer Listen to confirm content Listen to infer 	Texts <ul style="list-style-type: none"> A quiz about one's outlook Employees' opinions of their boss An article about nonverbal communication Skills / Strategies <ul style="list-style-type: none"> Relate to personal experience Recognize main idea Understand from context 	WRITING HANDBOOK Task <ul style="list-style-type: none"> Write a short article about nonverbal communication Skill <ul style="list-style-type: none"> Paragraph structure: review
	Pronunciation <ul style="list-style-type: none"> Content words and function words 		SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Communication: Ask for clarification and repetition to avoid misunderstandings
<ul style="list-style-type: none"> Use "To tell the truth" and "I hate to say it, but" to politely introduce a contrary opinion Softened a contradictory opinion with expressions such as "[He's] not my favorite," "[They're] not my cup of tea," etc. 	Listening Skills <ul style="list-style-type: none"> Listen to confirm content Listen for details Relate to personal experience 	Texts <ul style="list-style-type: none"> 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 Skills / Strategies <ul style="list-style-type: none"> Understand from context Identify supporting information Relate to personal experience 	WRITING HANDBOOK Task <ul style="list-style-type: none"> Describe the personal qualities of a creative person Skill <ul style="list-style-type: none"> Parallel structure: words in a series
	Pronunciation <ul style="list-style-type: none"> Intonation patterns 		SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Active listening: Ask for examples to show interest
<ul style="list-style-type: none"> Ask "What do you mean?" to invite someone to elaborate Express empathy with "What a shame" "That's a shame" and "Too bad" Express misgivings about a past action with "If only I had" and "I wish I hadn't" Elaborate on an explanation with "The thing is" 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Understand from context Listen for details Express and support an opinion 	Texts <ul style="list-style-type: none"> A spending habits self-test Interviews: financial goals An article about personal money management Skills / Strategies <ul style="list-style-type: none"> Understand from context Identify supporting details 	WRITING HANDBOOK Task <ul style="list-style-type: none"> Write a personal statement for a job or university application Skill <ul style="list-style-type: none"> Organizing information by degrees of importance
	Pronunciation <ul style="list-style-type: none"> Sentence rhythm: thought groups 		SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Respectfulness: Ask for and provide reasons when discussing opinions
<ul style="list-style-type: none"> Say "I mean" to elaborate on a prior statement or question Use "Actually" to assert a point of view Say "I think that might be" to gently warn that something is inappropriate Acknowledge someone's good advice with "I'm so glad I asked" "Thank goodness I asked" and "It's a good thing I asked" 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details 	Texts <ul style="list-style-type: none"> 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 Skills / Strategies <ul style="list-style-type: none"> Understand from context Identify supporting details Express and support an opinion 	WRITING HANDBOOK Task <ul style="list-style-type: none"> Write two paragraphs contrasting ideas Skill <ul style="list-style-type: none"> Compare and contrast (review)
	Pronunciation <ul style="list-style-type: none"> Linking sounds 		SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Teamwork: Encourage a positive exchange of opinions
<ul style="list-style-type: none"> Use "Do you mind . . . ?" "Would you mind if I . . . ?" or "Would it bother you if I . . . ?" to ask permission to do something Softened an objection with expressions such as "I don't mean to inconvenience you" "I hope that's not a problem" "I hope you don't mind" or "I hope that's all right" Politely ask someone not to do something with "Actually, I'd rather you didn't" Say "That's very considerate of you" to thank someone for accommodating you 	Listening Skills <ul style="list-style-type: none"> Listen to confirm content Listen for point of view Listen to summarize 	Texts <ul style="list-style-type: none"> A questionnaire about one's neighborhood Interviews: pet peeves about public conduct An article about three public projects Skills / Strategies <ul style="list-style-type: none"> Understand from context Scan for information 	WRITING HANDBOOK Task <ul style="list-style-type: none"> Write a letter of complaint Skill <ul style="list-style-type: none"> Formal letters (review)
	Pronunciation <ul style="list-style-type: none"> Unstressed syllables: vowel reduction to /ə/ 		SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Problem solving: Work together to identify and solve problems

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<p>6</p> <p>The World's Creatures</p> <p>page 56</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Animals Positive and negative traits in pets Animal physical features and social groups 	<ul style="list-style-type: none"> Passive modals and modal-like expressions Passive modals: questions <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Modals and modal-like expressions: summary
<p>7</p> <p>Shopping and Advertising</p> <p>page 68</p>	<ul style="list-style-type: none"> Compare different ways to shop Describe reactions to advertisements Talk about problem shopping behavior Persuade someone to buy a product 	<ul style="list-style-type: none"> Ways to shop Verbs to persuade 	<ul style="list-style-type: none"> Passive forms of gerunds and infinitives <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> The passive voice: review and expansion
<p>8</p> <p>Family Trends</p> <p>page 78</p>	<ul style="list-style-type: none"> Describe family trends Talk about parent and teen relationships Compare the generations within a family Discuss multi-generational households 	<ul style="list-style-type: none"> Parent and teen behavior <p>Word study:</p> <ul style="list-style-type: none"> Using suffixes to transform verbs and adjectives into nouns 	<ul style="list-style-type: none"> Repeated comparatives and double comparatives <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Making comparisons: review and expansion Other uses of comparatives, superlatives, and comparisons with <u>as ... as</u>
<p>9</p> <p>Getting at the Truth</p> <p>page 90</p>	<ul style="list-style-type: none"> Speculate about what happened Suggest a plausible explanation Discuss why people fall for pranks Evaluate the trustworthiness of information sources 	<ul style="list-style-type: none"> Degrees of certainty <p>Word study:</p> <ul style="list-style-type: none"> Adjectives with the suffix <u>-able</u> 	<ul style="list-style-type: none"> Perfect modals: active and passive voice <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Perfect modals: short responses (active and passive voice)
<p>10</p> <p>The Kind of People We Are</p> <p>page 100</p>	<ul style="list-style-type: none"> Describe enjoyable activities of the past Suggest ways to cope with stress Discuss how to be more active Compare attitudes about taking risks 	<ul style="list-style-type: none"> Personal qualities Ways to cope with stress <p>Word study:</p> <ul style="list-style-type: none"> Adverbs of manner 	<ul style="list-style-type: none"> Describing past repeated or habitual actions Expressing an expectation or mild obligation with <u>be supposed to</u> <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> <u>Would</u>: review <u>Be supposed to</u>: expansion Placement of adverbs of manner

Reference Charts page 112

Grammar Expander page 115

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS
<ul style="list-style-type: none"> 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, . . ." Use "For one thing" to introduce a first supporting argument Say "Good point" to recognize the value of another person's argument Use "Right?" to ask someone to confirm the correctness of your statement 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for supporting details Understand from context <p>Pronunciation</p> <ul style="list-style-type: none"> Sound reduction 	<p>Texts</p> <ul style="list-style-type: none"> Interviews: opinions about the treatment of animals An article about the dangers to animal species <p>Skills / Strategies</p> <ul style="list-style-type: none"> Understand from context Recognize cause and effect 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a persuasive essay <p>Skill</p> <ul style="list-style-type: none"> Supporting a point of view <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Critical thinking: Provide reasons for positive and negative opinions
<ul style="list-style-type: none"> 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. 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to apply ideas Listen to infer <p>Pronunciation</p> <ul style="list-style-type: none"> Vowel sounds /i/ and /i/ 	<p>Texts</p> <ul style="list-style-type: none"> An opinion survey about shopping mistakes Interviews: reactions to ads An article about compulsive shopping A self-test about shopping behavior <p>Skills / Strategies</p> <ul style="list-style-type: none"> Understand from context Identify supporting details 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a summary of an article <p>Skill</p> <ul style="list-style-type: none"> Summarize and paraphrase information from an article or a report <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Leadership: Invite others to express their agreement with your ideas
<ul style="list-style-type: none"> Preface a hard truth with expressions such as "Well, I hate to say it, but . . ." "I'm sorry to say . . ." etc. Use "Why's that?" to ask someone to elaborate on an opinion 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to confirm content Listen to infer Make personal connections <p>Pronunciation</p> <ul style="list-style-type: none"> Stress placement: prefixes and suffixes 	<p>Texts</p> <ul style="list-style-type: none"> A self-test about parent / teen perspectives An article about a growing family trend An article about multi-generational households in the U.S. <p>Skills / Strategies</p> <ul style="list-style-type: none"> Summarize Understand from context Make personal connections 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a blog post with advice for parents and teens <p>Skill</p> <ul style="list-style-type: none"> Avoiding run-on sentences and comma splices <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Open-mindedness: Paraphrase another person's opinion to confirm your understanding
<ul style="list-style-type: none"> Use "I wonder" to introduce something you're not sure about Say "I suppose" to acknowledge someone's point of view Say "That's true" to acknowledge the correctness of someone's conclusion Respond to someone's speculation with "Could be," "Maybe," "I suppose," "Most likely," "Clearly," or "Definitely" 	<p>Listening Skills</p> <ul style="list-style-type: none"> Understand from context Listen for supporting details Listen to summarize <p>Pronunciation</p> <ul style="list-style-type: none"> Reduction and linking in perfect modals in the passive voice 	<p>Texts</p> <ul style="list-style-type: none"> A self-test of one's degree of gullibility Opinions: possible explanations of mysteries An article about an infamous radio program <p>Skills / Strategies</p> <ul style="list-style-type: none"> Infer information Draw conclusions 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a short imaginary news report <p>Skill</p> <ul style="list-style-type: none"> Avoiding sentence fragments <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Empathy: Show support for others when they express frustration
<ul style="list-style-type: none"> Say "uh-oh" to indicate that you realize you've made a mistake Use "I just realized" to acknowledge a mistake Say "No wonder" to indicate that you've come to understand the reason something happened Introduce an inconvenient truth with "Frankly, . . ." "I hate to tell you this . . ." "The painful fact is . . ." or "To tell you the truth" 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for supporting details Understand from context Relate to personal experience <p>Pronunciation</p> <ul style="list-style-type: none"> Vowel sounds /eɪ/, /e/, /æ/, and /ɪ/ 	<p>Texts</p> <ul style="list-style-type: none"> Interviews: school vacations An article about the negative effects of a sedentary lifestyle <p>Skills / Strategies</p> <ul style="list-style-type: none"> Identify supporting details Recognize cause and effect Relate to personal experience 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a critique of an article or interview <p>Skill</p> <ul style="list-style-type: none"> Presenting and supporting opinions clearly <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Enthusiasm: Respond emphatically to what others say