

LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Make Small Talk PAGE 2	<ul style="list-style-type: none"> • Make small talk • Describe a busy schedule • Develop your cultural awareness • Discuss how culture changes over time 	<ul style="list-style-type: none"> • Asking about proper address • Intensifiers • Manners and etiquette 	<ul style="list-style-type: none"> • Tag questions: use, form, and common errors • The past perfect: Statements <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Tag questions: short answers • Verb usage: present and past: overview
UNIT 2 Health Matters PAGE 14	<ul style="list-style-type: none"> • Show concern and offer help • Make a medical or dental appointment • Discuss types of treatments • Talk about medications 	<ul style="list-style-type: none"> • Dental emergencies • Describing symptoms • Medical procedures • Types of medical treatments • Medications 	<ul style="list-style-type: none"> • Drawing conclusions with must • Will be able to; Modals may and might <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Other ways to draw conclusions: probably and most likely • Expressing possibility with maybe
UNIT 3 Getting Things Done PAGE 26	<ul style="list-style-type: none"> • Offer a solution • Discuss how long a service will take • Evaluate the quality of service • Plan an event 	<ul style="list-style-type: none"> • Ways to indicate acceptance • Services • Planning and running an event 	<ul style="list-style-type: none"> • The causative • The passive causative <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Causative make to indicate obligation • Let to indicate permission • Causative have: common errors • The passive causative: the by phrase
UNIT 4 Reading for Pleasure PAGE 38	<ul style="list-style-type: none"> • Recommend a book • Ask about an article • Describe your reading habits • Discuss online reading 	<ul style="list-style-type: none"> • Genres of books • Ways to describe a book • Some ways to enjoy reading 	<ul style="list-style-type: none"> • Noun clauses: usage, form, and common errors • Noun clauses: Embedded questions <ul style="list-style-type: none"> ◦ Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Verbs that can be followed by clauses with that • Adjectives that can be followed by clauses with that • Embedded questions <ul style="list-style-type: none"> ◦ with whether ◦ usage and common errors ◦ punctuation
UNIT 5 Natural Disasters PAGE 50	<ul style="list-style-type: none"> • Convey a message • Tell someone about the news • Describe natural disasters • Prepare for an emergency 	<ul style="list-style-type: none"> • Severe weather and other natural disasters • Reactions to news • Adjectives of severity • Emergency preparations and supplies 	<ul style="list-style-type: none"> • Indirect speech: Imperatives • Indirect speech: Say and tell—tense changes <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Direct speech: punctuation rules • Indirect speech: optional tense changes



CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Talk about the weather to begin a conversation with someone you don't know Use question tags to encourage someone to make small talk Ask about how someone wants to be addressed Answer a <u>Do you mind</u> question with <u>Absolutely not</u> to indicate agreement Say <u>That was nothing!</u> to indicate that something even more surprising happened Use <u>Wow!</u> to indicate that you are impressed 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Confirm the correct paraphrases <p>Pronunciation</p> <ul style="list-style-type: none"> Intonation of tag questions 	<p>Texts</p> <ul style="list-style-type: none"> A business meeting e-mail and agenda An online article about formal dinner etiquette of the past A survey about culture change A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Apply prior knowledge Draw conclusions Understand from context 	<p>Task</p> <ul style="list-style-type: none"> Write a formal and an informal e-mail message <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Formal e-mail etiquette
<ul style="list-style-type: none"> Introduce disappointing information with <u>I'm sorry, but . . .</u> Show concern with <u>Is there anything wrong?</u> and <u>That must be awful</u> Begin a question of possibility with <u>I wonder if . . .</u> Use <u>Let's see . . .</u> to indicate you are checking for something Confirm an appointment with <u>I'll / We'll see you then</u> Express emphatic thanks with <u>I really appreciate it</u> 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to activate vocabulary Listen for details Auditory discrimination <p>Pronunciation</p> <ul style="list-style-type: none"> Intonation of lists 	<p>Texts</p> <ul style="list-style-type: none"> A travel tips website about dental emergencies A brochure about choices in medical treatments A medicine label A patient information form A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Understand from context Relate to personal experience Draw conclusions 	<p>Task</p> <ul style="list-style-type: none"> Write an essay comparing two types of medical treatments <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Comparisons and contrasts
<ul style="list-style-type: none"> Use <u>I'm sorry, but . . .</u> and an excuse to politely turn down a request Indicate acceptance of someone's excuse with <u>No problem.</u> Suggest an alternative with <u>Maybe you could . . .</u> Soften an almost certain <u>no</u> with <u>That might be difficult</u> Use <u>Well, . . .</u> to indicate willingness to reconsider 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to confirm Listen for main ideas Listen to summarize <p>Pronunciation</p> <ul style="list-style-type: none"> Emphatic stress to express enthusiasm 	<p>Texts</p> <ul style="list-style-type: none"> A survey about procrastination A business article about how to keep customers happy A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Infer point of view Activate language from a text 	<p>Task</p> <ul style="list-style-type: none"> Write an essay expressing a point of view about procrastination <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Supporting an opinion with personal examples
<ul style="list-style-type: none"> Use <u>Actually</u> to show appreciation for someone's interest in a topic Soften a question with <u>Could you tell me . . . ?</u> Indicate disappointment with <u>Too bad</u> Use <u>I'm dying to . . .</u> to indicate extreme interest Say <u>Are you sure?</u> to confirm someone's willingness to do something 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to take notes Listen to infer a speaker's point of view and support your opinion <p>Pronunciation</p> <ul style="list-style-type: none"> Sentence stress in short answers with <u>so</u> 	<p>Texts</p> <ul style="list-style-type: none"> An online bookstore website A questionnaire about reading habits A magazine article about the Internet's influence on our habits A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Recognize point of view Understand meaning from context 	<p>Task</p> <ul style="list-style-type: none"> Write a summary and review of something you've read <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Summarizing
<ul style="list-style-type: none"> Use <u>I would, but . . .</u> to politely turn down an offer Say <u>Will do</u> to agree to a request for action Use <u>Well</u> to begin providing requested information Say <u>What a shame</u> to show empathy for a misfortune Introduce reassuring contrasting information with <u>But, . . .</u> Say <u>Thank goodness for that</u> to indicate relief 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details Paraphrase Listen to infer meaning <p>Pronunciation</p> <ul style="list-style-type: none"> Direct and indirect speech: Rhythm 	<p>Texts</p> <ul style="list-style-type: none"> News headlines A textbook article about earthquakes Statistical charts A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Paraphrase Confirm facts Identify cause and effect Interpret data from a chart 	<p>Task</p> <ul style="list-style-type: none"> Write a procedure for how to prepare for an emergency <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Organizing detail statements by order of importance





	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Life Plans PAGE 62	<ul style="list-style-type: none"> Explain a change of intentions and plans Express regrets about past actions Discuss skills, abilities, and qualifications Discuss factors that promote success 	<ul style="list-style-type: none"> Reasons for changing plans Qualifications for work or study 	<ul style="list-style-type: none"> Expressing intentions and plans that changed: <u>Was / were going to</u> and <u>would</u> Perfect modals <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Expressing the future: review The future with <u>will</u> and <u>be going to</u>: review Regrets about the past: <ul style="list-style-type: none"> <u>Wish</u> + the past perfect <u>Should have</u> and <u>ought to have</u>
UNIT 7 Holidays and Traditions PAGE 74	<ul style="list-style-type: none"> Wish someone a good holiday Ask about local customs Exchange information about holidays Explain wedding traditions 	<ul style="list-style-type: none"> Types of holidays Ways to commemorate a holiday Some ways to exchange good wishes on holidays Getting married: events and people 	<ul style="list-style-type: none"> Adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> <ul style="list-style-type: none"> Usage, form, and common errors Adjective clauses with object relative pronouns <u>who</u>, <u>whom</u>, and <u>that</u> <ul style="list-style-type: none"> Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Adjective clauses: common errors Reflexive pronouns <u>By</u> + reflexive pronouns Reciprocal pronouns: <u>each other</u> and <u>one another</u> Adjective clauses: <u>who</u> and <u>whom</u> in formal English
UNIT 8 Inventions and Discoveries PAGE 86	<ul style="list-style-type: none"> Describe technology Take responsibility for a mistake Describe new inventions Discuss the impact of inventions / discoveries 	<ul style="list-style-type: none"> Describing manufactured products Descriptive adjectives 	<ul style="list-style-type: none"> The unreal conditional: Review and expansion The past unreal conditional <ul style="list-style-type: none"> Usage, form, and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Real and unreal conditionals: review Clauses after <u>wish</u> <u>Unless</u> in conditional sentences The unreal conditional: variety of forms
UNIT 9 Controversial Issues PAGE 98	<ul style="list-style-type: none"> Talk about politics Discuss controversial issues politely Propose solutions to global problems Debate the pros and cons of issues 	<ul style="list-style-type: none"> Political terminology A continuum of political and social beliefs Some controversial issues Ways to agree or disagree How to debate an issue politely 	<ul style="list-style-type: none"> Non-count nouns that represent abstract ideas Verbs followed by objects and infinitives <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Count and non-count nouns: review and extension Gerunds and infinitives: <ul style="list-style-type: none"> form and usage usage after certain verbs
UNIT 10 Beautiful World PAGE 110	<ul style="list-style-type: none"> Describe a geographical location Warn about a possible risk Describe a natural setting Discuss solutions to global warming 	<ul style="list-style-type: none"> Geographical features Compass directions Ways to recommend or criticize a place Ways to describe risks Dangerous animals and insects Geographic nouns and adjectives Describing natural features Energy and the environment 	<ul style="list-style-type: none"> Prepositional phrases of geographical places <u>Too</u> + adjective and infinitive <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Prepositions of place: more usage Proper nouns: capitalization Proper nouns: use of <u>the</u> Infinitives with <u>enough</u>

Grammar Readiness Self-Check	page xiv
Reference Charts	page 122
Grammar Booster	page 127





CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Say No kidding! to indicate delight or surprise Say How come? to ask for a reason Express a regret with I should have . . . Use You never know . . . to reassure someone Accept another's reassurance with True 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for details Listen to classify information Listen to infer a speaker's motives <p>Pronunciation</p> <ul style="list-style-type: none"> Reduction of have in perfect modals 	<p>Texts</p> <ul style="list-style-type: none"> Career and skills inventories A magazine article with tips for effective work habits A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Understand from context Confirm content 	<p>Task</p> <ul style="list-style-type: none"> Write a short autobiography <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Dividing an essay into topics
<ul style="list-style-type: none"> Show friendliness by wishing someone a good holiday Reciprocate good wishes with Thanks! Same to you! Preface a potentially sensitive question with Do you mind if I ask you . . . Ask about socially appropriate behavior in order to avoid embarrassment Express appreciation with Thanks. That's really helpful 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details Infer information <p>Pronunciation</p> <ul style="list-style-type: none"> "Thought groups" 	<p>Texts</p> <ul style="list-style-type: none"> Factoids on holidays A magazine article about holidays around the world Proverbs about weddings A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Scan for facts Compare and contrast Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> Write a detailed description of two holidays <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Descriptive details
<ul style="list-style-type: none"> Congratulate someone for a major new purchase Apologize for lateness and provide an explanation Indicate regret for a mistake by beginning an explanation with I'm ashamed to say . . . Reduce another's self-blame with That can happen to anyone and No harm done 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to draw conclusions Listen to summarize Listen to infer meaning Infer the correct adjective <p>Pronunciation</p> <ul style="list-style-type: none"> Contractions with 'd in spoken English 	<p>Texts</p> <ul style="list-style-type: none"> Case studies of poor purchasing decisions A book excerpt about antibiotics Factoids on famous inventions A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Find supporting details Understand from context 	<p>Task</p> <ul style="list-style-type: none"> Write an essay about the historical impact of an important invention or discovery <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Summary statements
<ul style="list-style-type: none"> Ask for permission when bringing up a topic that might be controversial Use So . . . to begin a question clarifying someone's statement Politely indicate unwillingness with No offense, but . . . Apologize for refusing with I hope you don't mind Use How do you feel about . . . to invite someone's opinion Offer an explanation for one's opinion. Use Actually . . . to introduce a different point of view 	<p>Listening Skills</p> <ul style="list-style-type: none"> Infer a speaker's political and social beliefs Infer a speaker's point of view Listen to summarize Auditory discrimination <p>Pronunciation</p> <ul style="list-style-type: none"> Stress to emphasize meaning 	<p>Texts</p> <ul style="list-style-type: none"> A self-test of political literacy A textbook introduction to global problems A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Activate language from a text Critical thinking 	<p>Task</p> <ul style="list-style-type: none"> Write an essay presenting the two sides of a controversial issue <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Contrasting ideas
<ul style="list-style-type: none"> Show interest in someone's plans by asking follow-up questions Indicate possible intention with I've been thinking about it Qualify a positive response with Sure, but . . . Elaborate further information using Well . . . Express gratitude for a warning 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Listen for details Infer a speaker's point of view <p>Pronunciation</p> <ul style="list-style-type: none"> Voiced and voiceless th 	<p>Texts</p> <ul style="list-style-type: none"> Maps An online article about ways to curb global warming A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Interpret maps Understand from context Critical thinking Summarize 	<p>Task</p> <ul style="list-style-type: none"> Write a geographic description of your country, state, or province <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Organizing by spatial relations

Writing Booster page 146
 Top Notch Pop Lyrics page 154

