

# LEARNING OBJECTIVES

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

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

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

Reference Charts ..... page 112

Grammar Expander ..... page 115

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