

LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 Planning for a Career page 2	<ul style="list-style-type: none"> Describe someone's background Discuss career and study plans Discuss the qualities of a good résumé Interview for a job 	<ul style="list-style-type: none"> Collocations for career and study plans Word Study: <ul style="list-style-type: none"> Collocations with <u>have</u> and <u>get</u> for qualifications 	<ul style="list-style-type: none"> Simultaneous and sequential past actions: Review and expansion Completed and uncompleted past actions closely related to the present GRAMMAR EXPANDER <ul style="list-style-type: none"> Describing past actions and events: review Stative verbs: non-action and action meanings
2 Building Character page 12	<ul style="list-style-type: none"> Discuss when telling a lie might be acceptable Accept responsibility and express regret Identify the origins of moral principles Describe the values you live by 	<ul style="list-style-type: none"> Accepting or avoiding responsibility Some values 	<ul style="list-style-type: none"> Adjective clauses: review and expansion "Comment" clauses introduced with <u>which</u> GRAMMAR EXPANDER <ul style="list-style-type: none"> Adjective clauses: overview Grammar for Writing: adjective clauses with quantifiers Grammar for Writing: reduced adjective clauses
3 Confronting Difficulty page 24	<ul style="list-style-type: none"> Describe how fear affects you physically Express frustration, empathy, and encouragement Explore the nature of heroism Discuss overcoming disabilities 	<ul style="list-style-type: none"> Physical effects of fear Expressing frustration, empathy, and encouragement Word Study: <ul style="list-style-type: none"> Expanding vocabulary by using parts of speech 	<ul style="list-style-type: none"> Using <u>so</u> . . . (<u>that</u>) or <u>such</u> . . . (<u>that</u>) to explain a result Clauses with <u>no matter</u> GRAMMAR EXPANDER <ul style="list-style-type: none"> Count and non-count nouns: review and expansion Embedded questions: review and common errors
4 Building Relationships page 34	<ul style="list-style-type: none"> Introduce and respond to criticism Give someone positive feedback Explain how you handle anger Explore your relationships with friends 	<ul style="list-style-type: none"> Shortcomings Expressing and handling anger 	<ul style="list-style-type: none"> Cleft sentences: review and expansion Adverb clauses of condition GRAMMAR EXPANDER <ul style="list-style-type: none"> Cleft sentences: more on meaning and use Grammar for Writing: more conjunctions and transitions
5 What's Funny? page 46	<ul style="list-style-type: none"> Respond to humor Explore the potential benefits of laughter Analyze what makes people laugh Discuss when joking "crosses the line" 	<ul style="list-style-type: none"> Types of humor How to respond when someone tells a joke Common types of jokes 	<ul style="list-style-type: none"> Questions in indirect speech Indirect speech: statements: backshifts in tense and time expressions GRAMMAR EXPANDER <ul style="list-style-type: none"> Indirect speech: review and expansion <u>Say</u>, <u>tell</u>, and <u>ask</u> Grammar for Writing: other reporting verbs

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
<ul style="list-style-type: none"> Ask, "What brings you here today?" to formally invite someone to request help or express a need. Use "Correct me if I'm wrong, but . . ." to confirm something you believe to be true. Say, "I've given it some thought, and . . ." to introduce a thoughtful opinion or change of mind. Informally ask for advice with "I was hoping you could steer me in the right direction." Formally express willingness to do something with "I'd be more than happy to . . ." 	Listening Skills: <ul style="list-style-type: none"> Listen to activate vocabulary Listen for main idea Listen to confirm content Listen for supporting details Pronunciation: <ul style="list-style-type: none"> Sentence stress and intonation: review 	Texts: <ul style="list-style-type: none"> A questionnaire about dreams, goals, and plans An article about someone's career decision An article on résumé writing A résumé Skills / strategies: <ul style="list-style-type: none"> Understand from context Infer information Apply ideas 	WRITING HANDBOOK Task: <ul style="list-style-type: none"> Write a cover letter for a job application Skill: <ul style="list-style-type: none"> A formal cover letter
<ul style="list-style-type: none"> Introduce an admission that you made a mistake with "I'm really sorry, but . . ." Accept responsibility for a mistake with "It was totally my fault." Express remorse for one's actions with expressions like "I'm so embarrassed," "I feel awful about it, etc." Relieve someone's self-blame with "Look, these things happen." Offer to make good on financial harm one has caused with "I insist on paying for it." 	Listening Skills: <ul style="list-style-type: none"> Listen to draw conclusions Make personal comparisons Listen to summarize Understand from context Listen for main idea and supporting details Critical thinking Pronunciation: <ul style="list-style-type: none"> Emphatic stress and pitch to express emotion 	Texts: <ul style="list-style-type: none"> A survey about taking or avoiding responsibility An article about being truthful An article about core values Skills / strategies: <ul style="list-style-type: none"> Classify vocabulary Understand vocabulary from context Relate to personal experience 	WRITING HANDBOOK Task: <ul style="list-style-type: none"> Write a college application essay Skill: <ul style="list-style-type: none"> Restrictive and non-restrictive adjective clauses
<ul style="list-style-type: none"> Express concern for someone's state of mind with "Is everything OK?" Begin an explanation with "Well, basically" to characterize a problem in just a few words. Express empathy with "That must be tough." Say "Hang in there" to offer encouragement to someone facing a difficulty. Say "Anytime" to acknowledge someone's expression of gratitude. 	Listening Skills: <ul style="list-style-type: none"> Listen to activate vocabulary Word study practice Listen for supporting details Listen to summarize a story Pronunciation: <ul style="list-style-type: none"> Vowel reduction to /ə/ 	Texts: <ul style="list-style-type: none"> A self-test about how chicken you are A description of how fear affects someone physically An article about Stevie Wonder and Evelyn Glennie Skills / strategies: <ul style="list-style-type: none"> Relate to personal experience Understand from context Infer information 	WRITING HANDBOOK Task: <ul style="list-style-type: none"> Write a report about an event Skill: <ul style="list-style-type: none"> Reducing adverbial clauses
<ul style="list-style-type: none"> Politely introduce criticism or an uncomfortable topic with "There's something I need to bring up." Say "I didn't realize . . ." to acknowledge your acceptance of someone's criticism. Say "I didn't mean to . . ." to acknowledge how your behavior might have been interpreted. Say "On the contrary" to assure someone you don't feel the way they think you might. Express gratitude for someone's negative yet helpful feedback with "You've done me a favor." 	Listening Skills: <ul style="list-style-type: none"> Listen to activate grammar Listen for main idea Listen to infer Pronunciation: <ul style="list-style-type: none"> Shifting emphatic stress 	Texts: <ul style="list-style-type: none"> Descriptions of people's shortcomings Perspectives on feedback for employees An interview about friendship Skills / strategies: <ul style="list-style-type: none"> Identify main idea Summarize 	WRITING HANDBOOK Task: <ul style="list-style-type: none"> Write an essay troubleshooting a common shortcoming Skill: <ul style="list-style-type: none"> Transitional topic sentences
<ul style="list-style-type: none"> Say "Come see this" to invite someone to look at something you think he or she will find interesting. Say "Wait, what?" to informally express incredulity at what someone has just said. Say "That cracks me up, actually" to admit that you find something pretty funny. 	Listening Skills: <ul style="list-style-type: none"> Listen to activate vocabulary Listen for details Listen to paraphrase Listen to summarize Pronunciation: <ul style="list-style-type: none"> Intonation of sarcasm 	Texts: <ul style="list-style-type: none"> An article about the health benefits of laughter An article about what makes people laugh Skills / strategies: <ul style="list-style-type: none"> Critical thinking Understand main idea Understand from context Identify supporting details 	WRITING HANDBOOK Task: <ul style="list-style-type: none"> Write a story with dialogue Skill: <ul style="list-style-type: none"> Writing dialogue
			SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Decisiveness: Offer a strong or weak hypothesis.

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6 On the Move page 56	<ul style="list-style-type: none"> Describe how you deal with commuting Help others avoid hassles while traveling Talk about property lost, damaged, or stolen on a trip Discuss protecting Internet security 	<ul style="list-style-type: none"> Travel hassles Ways to politely ask for a favor <p>Word Study:</p> <ul style="list-style-type: none"> Participial adjectives as noun modifiers 	<ul style="list-style-type: none"> The unreal conditional: continuous forms for actions in progress The unreal conditional: statements with <u>If it weren't for . . . / if it hadn't been for . . .</u> <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Real and unreal conditionals: summary and expansion
7 Belief and Reality page 68	<ul style="list-style-type: none"> Describe a scam Describe fears and phobias Talk about the power of suggestion Discuss superstitions 	<ul style="list-style-type: none"> Phobias Superstitions <p>Word Study:</p> <ul style="list-style-type: none"> Noun and adjective forms 	<ul style="list-style-type: none"> Nouns: Indefinite, definite, unique, and generic meaning (review and expansion) Reporting beliefs: <u>It</u> + a passive reporting verb <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Article usage: summary Definite article: additional uses Non-count nouns with both a countable and an uncountable sense Grammar for Writing: passive reporting verbs with an infinitive phrase
8 Achievement and Intelligence page 78	<ul style="list-style-type: none"> Identify your unique strengths Talk about how you study Discuss the effect of the environment on intelligence Evaluate your emotional intelligence 	<ul style="list-style-type: none"> Ways to describe strengths and talents Interpersonal and intrapersonal intelligence 	<ul style="list-style-type: none"> Using auxiliary <u>do</u> for emphatic stress The subjunctive <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Grammar for Writing: emphatic stress Infinitives and gerunds in place of the subjunctive
9 Looking Ahead page 90	<ul style="list-style-type: none"> Discuss the pros and cons of innovative technologies Make predictions about science and technology Talk about preparing for future pandemics Explain social and demographic trends 	<ul style="list-style-type: none"> Expressing and dismissing concern Demographic and social trends 	<ul style="list-style-type: none"> The passive voice in unreal conditional sentences The passive voice: the future, the future perfect, and the future as seen from the past <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Grammar for Writing: when to use the passive voice
10 Global Ties page 100	<ul style="list-style-type: none"> React to international news events Talk about the influence of foreign imports Discuss the ways your culture might cause culture shock Understand the impact of globalization 	<ul style="list-style-type: none"> Phrasal verbs for discussing events and issues Discussing culture shock 	<ul style="list-style-type: none"> Separability of transitive phrasal verbs <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Phrasal verbs: expansion

Reference Charts page 112

Grammar Expander page 118

Pronunciation Lessons page 134

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
<ul style="list-style-type: none"> Ask a stranger for help with "I wonder if you could do me a favor." Agree to offer assistance with "How can I help?" Confirm willingness to perform a favor with "I'd be happy to." Announce your return with "I'm back." 	Listening Skills: <ul style="list-style-type: none"> Listen to activate vocabulary Listen to activate grammar Listen for main idea Listen to confirm content Listen for supporting details Pronunciation: <ul style="list-style-type: none"> Regular past participle endings Reduction in perfect modals 	Texts: <ul style="list-style-type: none"> A travel hassles self-test Interview responses about commuting hassles An article about laptop disasters while traveling Skills / strategies: <ul style="list-style-type: none"> Identify supporting details Summarize Discussion 	WRITING HANDBOOK Task: <ul style="list-style-type: none"> Write an essay comparing and contrasting two means of transportation Skill: <ul style="list-style-type: none"> A comparison and contrast essay SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Problem solving: Give constructive feedback non-judgmentally.
<ul style="list-style-type: none"> Indicate you've guessed someone's news with "Don't tell me . . ." Say "Why am I not surprised?" to suggest an outcome should have been predictable. Respond to a question with "Don't ask" to imply that the answer will be disappointing. Begin a statement with "Let's just say . . ." to indicate you're going to make a long story short. 	Listening Skills: <ul style="list-style-type: none"> Listen for main idea Listen for details Listen to confirm content Pronunciation: <ul style="list-style-type: none"> Linking sounds 	Texts: <ul style="list-style-type: none"> A fact sheet about scams Two accounts of phobias An article about placebos and nocebos Skills / strategies: <ul style="list-style-type: none"> Understand from context Infer information Critical thinking 	WRITING HANDBOOK Task: <ul style="list-style-type: none"> Write an essay about superstitions Skill: <ul style="list-style-type: none"> Subject-verb agreement: expansion SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Leadership: Encourage others to support their ideas.
<ul style="list-style-type: none"> Indicate that you have prior knowledge about a situation with "So I understand (that) . . ." Use "Would you say you . . . ?" to encourage someone to express a point of view. Say "So here's what I'd suggest" to announce you're going to propose a plan. Say "You can't go wrong" to support someone's tentative decision. 	Listening Skills: <ul style="list-style-type: none"> Listen to confirm content Listen to clarify Listen to draw conclusions Pronunciation: <ul style="list-style-type: none"> Emphatic stress with auxiliary verbs 	Texts: <ul style="list-style-type: none"> A questionnaire on ability to focus and stick to a task Descriptions of strengths and talents Study tips An article on measuring intelligence Skills / strategies: <ul style="list-style-type: none"> Understand main idea Understand details Find supporting details 	WRITING HANDBOOK Task: <ul style="list-style-type: none"> Write an essay about staying focused on a task Skill: <ul style="list-style-type: none"> Explaining cause and result SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Respectfulness: Interrupt and delay an interruption.
<ul style="list-style-type: none"> Respond with "Seriously?" to express disbelief. Use "I'd think twice before . . ." to advise cautiousness about a decision. Agree with someone's statement of personal belief with "That makes two of us!" 	Listening Skills: <ul style="list-style-type: none"> Listen for point of view Listen to summarize Listen to activate vocabulary Listen for facts and figures Listen to draw conclusions Pronunciation: <ul style="list-style-type: none"> Reading aloud 	Texts: <ul style="list-style-type: none"> A survey on beliefs about the future An article on preparing for future pandemics Skills / strategies: <ul style="list-style-type: none"> Understand writer's purpose Understand from context Activate language 	WRITING HANDBOOK Task: <ul style="list-style-type: none"> Write a formal essay about future trends Skill: <ul style="list-style-type: none"> The thesis statement in a formal essay SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Conflict resolution: Respectfully acknowledge disagreement.
<ul style="list-style-type: none"> Say "You name it" to indicate the list could be a lot longer. To add to an already long list, say "To say nothing about . . ." Begin a statement with "At least . . ." to express mild approval or relief. 	Listening Skills: <ul style="list-style-type: none"> Listen to infer meaning Listen to summarize Listen for details Pronunciation: <ul style="list-style-type: none"> Intonation of tag questions 	Texts: <ul style="list-style-type: none"> A quiz on English today An article on efforts to reduce hunger People's opinions about foreign imports An interview about the effects of globalization Skills / strategies: <ul style="list-style-type: none"> Activate prior knowledge Identify supporting details 	WRITING HANDBOOK Task: <ul style="list-style-type: none"> Write an essay about globalization Skill: <ul style="list-style-type: none"> Rebutting an opposing point of view SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Negotiation: Attempt to come to agreement by supporting your view with respect.