

# LEARNING OBJECTIVES

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

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

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

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

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