

# Learning Objectives

Unit	Communication Goals	Vocabulary	Grammar
<b>1</b> <b>New Perspectives</b> page 2	<ul style="list-style-type: none"> <li>Suggest ways to enjoy life more</li> <li>Describe people's personalities</li> <li>Compare perspectives on life</li> <li>Share a life-changing experience</li> </ul>	<ul style="list-style-type: none"> <li>Personality types</li> </ul> <b>Word Skill:</b> <ul style="list-style-type: none"> <li>Classifying by positive and negative meaning</li> </ul>	<ul style="list-style-type: none"> <li>Gerunds and infinitives: changes in meaning</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Gerunds and infinitives: summary</li> <li><b>Grammar for Writing:</b> parallelism with gerunds and infinitives</li> </ul>
<b>2</b> <b>Musical Moods</b> page 14	<ul style="list-style-type: none"> <li>Describe the music you listen to</li> <li>Explain the role of music in your life</li> <li>Describe a creative person</li> <li>Discuss the benefits of music</li> </ul>	<ul style="list-style-type: none"> <li>Elements of music</li> <li>Describing creative personalities</li> </ul> <b>Word Skill:</b> <ul style="list-style-type: none"> <li>Using participial adjectives</li> </ul>	<ul style="list-style-type: none"> <li>The present perfect and the present perfect continuous: finished and unfinished actions</li> <li>Noun clauses</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Finished and unfinished actions: summary</li> <li>The past perfect continuous</li> <li><b>Grammar for Writing:</b> noun clauses as adjective and noun complements</li> </ul>
<b>3</b> <b>Money Matters</b> page 26	<ul style="list-style-type: none"> <li>Talk about your financial goals</li> <li>Express buyer's remorse</li> <li>Describe your spending habits</li> <li>Discuss reasons for charitable giving</li> </ul>	<ul style="list-style-type: none"> <li>Expressing buyer's remorse</li> <li>Describing spending habits</li> <li>Charity and investment</li> </ul>	<ul style="list-style-type: none"> <li>Future plans and finished future actions</li> <li>The past unreal conditional: inverted form</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>The future continuous</li> <li>The future perfect continuous</li> </ul>
<b>4</b> <b>Looking Good</b> page 38	<ul style="list-style-type: none"> <li>Discuss appropriate dress</li> <li>Comment on fashion and style</li> <li>Evaluate ways to change one's appearance</li> <li>Discuss appearance and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Describing fashion and style</li> </ul> <b>Word Skill:</b> <ul style="list-style-type: none"> <li>Using the prefix <u>self-</u></li> </ul>	<ul style="list-style-type: none"> <li>Quantifiers</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Quantifiers: review               <ul style="list-style-type: none"> <li>A few and few, a little and little</li> <li>Using <u>of</u></li> <li>Without referents</li> </ul> </li> <li><b>Grammar for Writing:</b> subject-verb agreement with quantifiers with <u>of</u></li> </ul>
<b>5</b> <b>Community</b> page 50	<ul style="list-style-type: none"> <li>Politely ask someone not to do something</li> <li>Complain about public conduct</li> <li>Discuss social responsibility</li> <li>Identify urban problems</li> </ul>	<ul style="list-style-type: none"> <li>Ways to soften an objection</li> <li>Ways to perform community service</li> </ul> <b>Word Skill:</b> <ul style="list-style-type: none"> <li>Using negative prefixes to form antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Possessives with gerunds</li> <li>Paired conjunctions</li> </ul> <b>GRAMMAR BOOSTER</b> <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
<ul style="list-style-type: none"> <li>Use <u>Actually</u> to soften a negative response</li> <li>Use <u>I wonder</u> to elicit an opinion politely</li> <li>Use <u>You know</u> to indicate that you are about to offer advice or a suggestion</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer point of view</li> <li>Listen for main ideas</li> <li>Understand from context</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Content words and function words</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A magazine article about finding balance in life</li> <li>A magazine article about optimism vs. pessimism</li> <li>A survey about perspectives on life</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Relate to personal experience</li> <li>Identify supporting details</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Describe personality types</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Paragraph structure: review</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>So</u> to indicate a desire to begin a conversation</li> <li>Confirm information with <u>right?</u></li> <li>Use <u>You know</u> to introduce information and be less abrupt</li> <li>Begin answers with <u>Well</u> to introduce an opinion</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen for supporting details</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Intonation patterns</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Brief CD reviews from a website</li> <li>Interviews: the role of music in one's life</li> <li>A biography of Ludwig van Beethoven</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Make personal comparisons</li> <li>Activate language from a text</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Describe yourself</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Parallel structure</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Hey</u> to indicate enthusiasm</li> <li>Use <u>to tell you the truth</u> to introduce an unexpected assertion</li> <li>Ask <u>What do you mean?</u> to clarify</li> <li>Agree informally with <u>You're telling me</u></li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer reasons</li> <li>Listen for main ideas</li> <li>Listen for details</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Sentence rhythm</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Financial tips from a newspaper</li> <li>Interviews: financial goals</li> <li>A magazine article about Paul Newman's philanthropy</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Make personal comparisons</li> <li>Express and support an opinion</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Explain your financial goals</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Sequencing events: review</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Can you believe</u> to indicate disapproval</li> <li>Use <u>Don't you think</u> to promote consensus</li> <li>Begin a response with <u>Well</u> to convey polite disagreement or reservation</li> <li>Stress the main verb to acknowledge only partial agreement</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer information</li> <li>Listen to activate vocabulary</li> <li>Listen to summarize</li> <li>Express and support an opinion</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Linking sounds</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A newspaper article about casual dress at work</li> <li>A magazine article about how the media affects self-image</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Examine cultural expectations</li> <li>Identify supporting details</li> <li>Apply ideas</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Compare two people's tastes in fashion</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast: review</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Do you mind</u> to express concern that an intended action may offend</li> <li>Use <u>Actually</u> to object politely</li> <li>Use expressions such as <u>I hope that's not a problem</u> to soften an objection</li> <li>Say <u>Not at all</u> to indicate a willingness to comply</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to summarize</li> <li>Listen for details</li> <li>Critical thinking</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Unstressed syllables</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A graph depicting world population changes</li> <li>Interviews: pet peeves about public conduct</li> <li>An interview about "megacities"</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Interpret data from a graph</li> <li>Express your ideas</li> <li>Confirm content</li> <li>Understand from context</li> <li>Infer information</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Complain about a problem</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Formal letters: review</li> </ul>

Unit	Communication Goals	Vocabulary	Grammar
<b>6</b> <b>Animals</b> page 62	<ul style="list-style-type: none"> <li>Exchange opinions about the treatment of animals</li> <li>Discuss the benefits of certain pets</li> <li>Compare animal characters</li> <li>Debate the value of animal conservation</li> </ul>	<ul style="list-style-type: none"> <li>Ways animals are used or treated</li> <li>Describing pets</li> <li>Describing character traits</li> </ul>	<ul style="list-style-type: none"> <li>The passive voice with modals</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Modals and modal-like expressions: summary</li> </ul>
<b>7</b> <b>Advertising and Consumers</b> page 74	<ul style="list-style-type: none"> <li>Give shopping advice</li> <li>Discuss your reactions to ads</li> <li>Persuade someone to buy a product</li> <li>Describe consumer shopping habits</li> </ul>	<ul style="list-style-type: none"> <li>Describing low prices and high prices</li> <li>Shopping expressions</li> <li>Ways to persuade</li> </ul>	<ul style="list-style-type: none"> <li>Passive forms of gerunds and infinitives</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li><b>Grammar for Writing:</b> past forms of gerunds and infinitives</li> </ul>
<b>8</b> <b>Family Trends</b> page 86	<ul style="list-style-type: none"> <li>Describe family trends</li> <li>Discuss parent / teen issues</li> <li>Compare generations</li> <li>Describe care for the elderly</li> </ul>	<ul style="list-style-type: none"> <li>Examples of bad behavior</li> <li>Describing parent and teen behavior</li> </ul> <p><b>Word Skill:</b></p> <ul style="list-style-type: none"> <li>Transforming verbs and adjectives into nouns</li> </ul>	<ul style="list-style-type: none"> <li>Repeated comparatives and double comparatives</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Making comparisons: summary</li> <li>Other uses of comparatives, superlatives, and comparisons with <u>as . . . as</u></li> </ul>
<b>9</b> <b>History's Mysteries</b> page 98	<ul style="list-style-type: none"> <li>Speculate about the out-of-the-ordinary</li> <li>Present a theory about a past event</li> <li>Discuss how believable a story is</li> <li>Evaluate the trustworthiness of news sources</li> </ul>	<ul style="list-style-type: none"> <li>Ways to say "I don't know"</li> <li>Ways to express certainty</li> </ul> <p><b>Word Skill:</b></p> <ul style="list-style-type: none"> <li>Using adjectives with the suffix <u>-able</u></li> </ul>	<ul style="list-style-type: none"> <li>Indirect speech with modals</li> <li>Perfect modals in the passive voice for speculating about the past</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li><u>Say</u>, <u>ask</u>, and <u>tell</u>: summary</li> <li><b>Grammar for Writing:</b> other reporting verbs</li> </ul>
<b>10</b> <b>Your Free Time</b> page 110	<ul style="list-style-type: none"> <li>Explain the benefits of leisure activities</li> <li>Describe hobbies and other interests</li> <li>Compare your use of leisure time</li> <li>Discuss the risk-taking personality</li> </ul>	<ul style="list-style-type: none"> <li>Ways to express fear and fearlessness</li> </ul> <p><b>Word Skills:</b></p> <ul style="list-style-type: none"> <li>Using collocations for leisure activities</li> <li>Modifying with adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Order of modifiers</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Adverbs of manner</li> <li>Intensifiers</li> </ul>

Pronunciation table / Irregular verbs .....	page A2
Stative verbs / Verbs followed by a gerund / Expressions that can be followed by a gerund .....	page A3
Verbs followed directly by an infinitive / Verbs followed by an object before an infinitive .....	page A4
Adjectives followed by an infinitive .....	page A4

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> <li>Use <u>I've heard</u> to introduce a statement of popular opinion</li> <li>Use <u>for one thing</u> to provide one reason among several in supporting an argument</li> <li>Use <u>believe it or not</u> to introduce surprising information</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Express and support an opinion</li> <li>Draw conclusions</li> <li>Make comparisons</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Sound reduction</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>The Chinese Zodiac</li> <li>A discussion board about the humane treatment of animals</li> <li>An article about animal conservation</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Evaluate ideas</li> <li>Understand from context</li> <li>Critical thinking</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Express an opinion on animal treatment</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Persuasion</li> </ul>
<ul style="list-style-type: none"> <li>Soften a wish or a statement of intent with <u>I think I'd like to</u></li> <li>Respond with <u>nothing in particular</u> to indicate indecision or avoid commitment</li> <li>Make a suggestion by saying something <u>would be a good bet</u></li> <li>Say <u>Of course</u> to make an affirmative answer stronger</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Support reasoning with details</li> <li>Apply ideas</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Vowel sounds</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Interviews: reactions to ads</li> <li>A presentation of eight advertising techniques</li> <li>A magazine article about compulsive shopping</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Infer information</li> <li>Relate to personal experience</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Explain an article you read</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Summarize and paraphrase another person's ideas</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>I hate to say it, but</u> to introduce unwelcome information</li> <li>Respond with <u>I suppose</u> to indicate partial agreement</li> <li>Use <u>But</u> to introduce a dissenting opinion</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to apply grammar</li> <li>Listen to activate vocabulary</li> <li>Make personal comparisons</li> <li>Listen to summarize</li> <li>Listen for details</li> <li>Compare and contrast</li> <li>Critical thinking</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Stress placement</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A brochure about falling birthrates</li> <li>A newspaper article about China's elderly population</li> <li>Case studies: aging parents</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Identify cause and effect</li> <li>Summarize</li> <li>Confirm content</li> <li>Draw conclusions</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Describe your relationship with a family member</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Avoiding run-on sentences and comma splices</li> </ul>
<ul style="list-style-type: none"> <li>Respond with <u>Beats me</u> to admit lack of knowledge</li> <li>Say <u>You're probably right</u> to acknowledge another's encouragement</li> <li>Ask a question with <u>Why else would</u> to confirm one's own opinion</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>Draw conclusions</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Reduction and linking</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Encyclopedia entries about well-known mysteries</li> <li>A magazine article about the world's greatest hoaxes</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Draw conclusions</li> <li>Activate prior knowledge</li> <li>Confirm facts</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a news article</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Avoiding sentence fragments</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>kind of like</u> to make a loose comparison</li> <li>Use <u>I hate to say this, but</u> to excuse oneself for disagreeing</li> <li>Use <u>Well, even so</u> to acknowledge someone's point but disagree politely</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to define</li> <li>Relate to personal experience</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Vowel sounds</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Statistics comparing technological promises vs. reality</li> <li>Message-board posts about unusual hobbies</li> <li>A magazine article about technology and leisure time</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Draw conclusions</li> <li>Identify supporting details</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Comment on another's point of view</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Expressing and supporting opinions clearly</li> </ul>

Verbs that can be followed by a gerund or an infinitive / Participial adjectives .....	page A4
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