### Learning Objectives

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<th>Unit</th>
<th>Communication Goals</th>
<th>Vocabulary</th>
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| 1 Dreams come true page 2 | • Explain your life choices and plans  
• Describe someone’s continuing activities  
• Share your dreams and goals in life  
• Describe your job qualifications and experience | • Expressions to describe life choices and plans  
• Dreams and goals  
**Word Skill:** Using collocations with have for job qualifications | • The present perfect for past events related to the present  
• The present perfect and the present perfect continuous for unfinished or continuing actions  
**GRAMMAR BOOSTER**  
• Stative verbs: non-action and action meanings |
| 2 Character counts page 14 | • Discuss the social uses of lying  
• Express regret and take responsibility  
• Discuss ways to help people in need  
• Tell a story with a “moral” | • Ways to express regret  
• Ways to take and avoid responsibility  
• Expressions related to compassion and admiration | • Adjective clauses  
**GRAMMAR BOOSTER**  
• Adjective clauses: overview  
• Adjective clauses with quantifiers  
**Grammar for Writing:** adjective clauses reduced to adjective phrases |
| 3 Dealing with adversity page 26 | • Describe a dangerous or challenging experience  
• Express frustration, empathy, and encouragement  
• Describe how people confront adversity  
• Discuss the nature of heroism | • Frustration  
• Empathy  
• Encouragement and discouragement  
**Word Skill:** Using parts of speech | • Describing the relationship of past events and actions to each other  
• Clauses with no matter  
**GRAMMAR BOOSTER**  
• Describing past actions and events: review |
| 4 Personality and life page 38 | • Describe your shortcomings  
• Talk about ways to manage stress  
• Discuss how you handle anger  
• Describe your values | • Comparing oneself with others  
• Problematic attitudes and behaviors  
• Expressions related to anger  
• Collocations with make | • The subjunctive  
**GRAMMAR BOOSTER**  
• Infinitive and gerund phrases in place of the subjunctive |
| 5 It’s all in your mind page 50 | • Present your views on superstitions  
• Evaluate suspicious claims  
• Discuss fears and phobias  
• Describe and interpret a dream | Vocabulary  
• Ways to express disbelief  
• Expressions with mind  
**Word Skill:** Using participial adjectives | • Non-count nouns made countable  
• Indefiniteness and definiteness: article usage  
**GRAMMAR BOOSTER**  
• More phrases that make non-count nouns countable  
• More non-count nouns with both a countable and an uncountable sense  
• Article usage: overview  
• Definite article: additional uses |
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<th>Conversation Strategies</th>
<th>Listening/ Pronunciation</th>
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<td>• Use <em>You know</em> to ease into a conversation.</td>
<td>Listening Skills:</td>
<td>Texts:</td>
<td>Task:</td>
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<tr>
<td>• Respond with <em>That’s great</em> to convey enthusiasm or encouragement.</td>
<td>• Activate vocabulary and summarize.</td>
<td>• An online magazine table of contents.</td>
<td>• Write a biography.</td>
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<td>• Preface a statement with <em>I guess</em> to soften an opinion.</td>
<td>• Listen to take notes.</td>
<td>• A profile of Dr. Robert Ballard.</td>
<td>Writing Skill:</td>
</tr>
<tr>
<td>• Begin a response with <em>True, but</em> to present an alternate view.</td>
<td>• Express and support an opinion.</td>
<td>• A biographical article about Jane Goodall.</td>
<td>• Common sentence errors: review and extension.</td>
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<td><strong>PRONUNCIATION BOOSTER</strong></td>
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<td></td>
<td>• Sentence stress and intonation.</td>
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<td>Listening Skills:</td>
<td>Texts:</td>
<td>Task:</td>
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<tr>
<td>• Use <em>I hate to tell you this, but</em> to soften bad news.</td>
<td>• Infer information.</td>
<td>• A magazine article about why people tell lies.</td>
<td>• Describe an experience that taught you a lesson.</td>
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<td>• Begin a sentence with <em>Well</em> to allow time to think.</td>
<td>• Listen for details.</td>
<td>• A traditional tale.</td>
<td>Writing Skill:</td>
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<tr>
<td>• Use expressions such as <em>I feel awful about it</em> to convey regret.</td>
<td>• Listen to summarize.</td>
<td>• Fables.</td>
<td>Punctuating adjective clauses.</td>
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<tr>
<td>• Use <em>That’s not necessary</em> to decline help politely.</td>
<td><strong>PRONUNCIATION BOOSTER</strong></td>
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<td>• Say <em>Please accept my apology</em> to repeat a regret.</td>
<td>• Emphatic stress and pitch.</td>
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<td>Listening Skills:</td>
<td>Texts:</td>
<td>Task:</td>
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<tr>
<td>• Use expressions such as <em>I give up</em> and <em>I’ve had it</em> to get a listener’s attention.</td>
<td>• Infer a speaker’s purpose.</td>
<td>• Quotations on dealing with adversity.</td>
<td>• Narrate past events logically.</td>
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<tr>
<td>• Soften a suggestion with <em>Maybe</em>.</td>
<td>• Activate word skills.</td>
<td>• A newspaper article about a rescue.</td>
<td>Writing Skill:</td>
</tr>
<tr>
<td>• Use expressions like <em>I know what you mean</em> to encourage the listener to say more.</td>
<td>• Listen to summarize.</td>
<td>• A biographical article about Helen Keller.</td>
<td>Using adverbial clauses and phrases to clarify time relationships in a story.</td>
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<td><strong>PRONUNCIATION BOOSTER</strong></td>
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<td>• Vowel reduction.</td>
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<td>Listening Skills:</td>
<td>Texts:</td>
<td>Task:</td>
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<tr>
<td>• Ask a rhetorical question to grab someone’s attention.</td>
<td>Associate words and ideas.</td>
<td>• A catalogue of self-help workshops.</td>
<td>• Provide tips for solving a problem.</td>
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<td>• Say <em>Really?</em> to introduce a contrasting statement.</td>
<td>• Draw conclusions.</td>
<td>• An advice column about coping with stress.</td>
<td>Writing Skill:</td>
</tr>
<tr>
<td>• Use expressions such as <em>I’m like that myself and I’m just the opposite</em> to establish common ground.</td>
<td>• Infer information.</td>
<td>• A magazine article about identifying priorities.</td>
<td>Transitional topic sentences.</td>
</tr>
<tr>
<td>• Use <em>wouldn’t it be nice</em> if . . . to propose a solution.</td>
<td><strong>PRONUNCIATION BOOSTER</strong></td>
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<td>• Shifting emphatic stress.</td>
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<td>Task:</td>
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<tr>
<td>• Use <em>It says here</em> to share information from an article.</td>
<td>• Listen for details.</td>
<td>• A website homepage on superstitions.</td>
<td>• Describe a superstition.</td>
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<tr>
<td>• Use expressions such as <em>You don’t believe that, do you?</em> to invite someone to reconsider a belief.</td>
<td>• Compare and contrast.</td>
<td>• “Sensationalist” ads.</td>
<td>Writing Skill:</td>
</tr>
<tr>
<td>• Ask <em>Why not?</em> to defend a position.</td>
<td><strong>PRONUNCIATION BOOSTER</strong></td>
<td>• A magazine article about phobias.</td>
<td>Subject-verb agreement.</td>
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</table>
| 6    | Travel hassles and experiences | • Express regret or relief  
• Ask someone for a favor  
• Describe a “travel nightmare”  
• Explain a life-changing event | • Ways to ask for a favor  
**Word Skill:**  
• Using participial adjectives as noun modifiers | • Conditional sentences with mixed time frames  
**GRAMMAR BOOSTER**  
• The conditional: overview and special cases |
| 7    | Minds at work | • Compare your strengths and weaknesses  
• Define an idea  
• Explain how you produce your best work  
• Debate preferential treatment for the gifted | • Expressions to describe talents  
• Intelligence and its origin | • Subordinating conjunctions and transitions  
**GRAMMAR BOOSTER**  
• **Grammar for Writing:** more conjunctions and transitions |
| 8    | Humor | • Discuss the health benefits of laughter  
• Respond to a joke  
• Explain why something is funny  
• Explore the limits of humor | • Ways to respond to a joke  
• Types of verbal humor  
• Discussing practical jokes | • Indirect speech: changes to preserve meaning  
**GRAMMAR BOOSTER**  
• Indirect speech: review |
| 9    | What lies ahead? | • Discuss the feasibility of future technologies  
• Describe applications of innovative technologies  
• Discuss future trends  
• Discuss ways to protect the environment | • Ways to express a fear of consequences  
• Innovative technologies  
• Demographics | • The passive voice: the future, the future as seen from the past, and the future perfect  
• The past voice in unreal conditional sentences  
**GRAMMAR BOOSTER**  
• **Grammar for Writing:** when to use the passive voice |
| 10   | An interconnected world | • Describe the cultural impact of foreign imports  
• React to news about global issues  
• Discuss the economic impact of globalization  
• Discuss the role of English in international communication | • Ways to react to world issues and news  
• Phrasal verbs to discuss global issues  
**Word Skill:**  
• Using a dictionary | • Separability of transitive phrasal verbs  
**GRAMMAR BOOSTER**  
• Phrasal verbs: expansion |

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Irregular verbs ................................................................. page A2  
Verbs followed by a gerund / Expressions that can be followed by a gerund .................................................... page A3  
Verbs followed directly by an infinitive .................................................... page A3  
Verbs followed by an object before an infinitive .................................................... page A3  
Verbs that can be followed by a gerund or an infinitive .................................................... page A3  
Adjectives followed by an infinitive ................................................................. page A3
### Conversation Strategies

- Use expressions such as *I wonder if you could...* and *Do you think you could...?* to soften a request for a favor.
- Respond with *Of course* and *I'd be happy to* to indicate willingness to help.
- Use *I mean* to restate or support an opinion.
- Use *I guess that's true* to validate an opposing opinion.
- Use *If you ask me* to call attention to your own opinion.
- Use *Do you think so?* to acknowledge an opinion you may not agree with.
- Use *Did you hear the one about...?* to signal that a joke will follow.
- Use *So?* to encourage someone to continue a funny story.
- Use expressions such as *What a riot* and *That's hilarious* to praise a joke.
- Use *they say that...* to support an opinion with generally known information.
- Use expressions such as *It's like opening a can of worms* and *It's a slippery slope* to warn about consequences.
- Introduce a concern or doubt indirectly with *Who's to say...?*
- Use *Can you believe...?* to indicate shock or disapproval.
- Use *It just goes to show you* to make a point.
- Begin a statement with *You'd think* to indicate dissatisfaction with a current situation.

### Listening Skills

- **Listening Skills:**
  - Listen to activate vocabulary
  - Confirm facts
  - Summarize
  - Critical thinking

### Pronunciation

- **PRONUNCIATION BOOSTER**
  - Regular past participle endings
  - Reduction in perfect modals

### Texts

- **Texts:**
  - A travel supplies catalogue
  - An advice column on handling travel problems
  - A travel supplies catalogue
  - A magazine article about staying focused
  - A biographical article about Sigmund Freud's childhood
  - A travel supplies catalogue
  - A magazine article about theories of humor
  - A magazine article about theories of humor

### Skills/strategies

- **Skills/strategies:**
  - Apply ideas
  - Express and support an opinion
  - Express your ideas
  - Apply ideas
  - Relate to personal experience
  - Support an opinion
  - Critical thinking
  - Classify

### Writing Skill

- **Writing Skill:**
  - Organizing a comparison and contrast essay
  - Writing a story that includes dialogue
  - The essay

### Task

- **Task:**
  - Compare two cities
  - Describe your weaknesses
  - Write a story that includes dialogue
  - Predict life in the future
  - Express your point of view on the impact of globalization

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**Participial adjectives** .................................................................page A3
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