

# Contents

Grammar review pages 6–8

	READING	LISTENING	SPEAKING	WRITING
<b>UNIT 1</b> 	<b>RECOGNIZING COGNATES:</b> an online survey	Listening to a voicemail message <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>understanding times and dates</li> <li>understanding personal information</li> </ul>	<b>COMMUNICATION STRATEGY:</b> using polite language	Completing an online registration form <b>FUNCTION</b> giving personal information
<b>UNIT 2</b> 	Reading a celebrity biography <b>FUNCTION</b> understanding personal information	<b>LISTENING FOR SPECIFIC INFORMATION:</b> an informal conversation	Talking about family <b>FUNCTION</b> giving personal information	<b>UNDERSTANDING THE MECHANICS:</b> using correct capitalization and punctuation
<b>UNIT 3</b> 	 <b>RECOGNIZING COGNATES:</b> a magazine article	Listening to a radio show <b>FUNCTION</b> talking about people's likes and dislikes	<b>COMMUNICATION STRATEGY:</b> asking for opinions	Writing about yourself and your interests <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>giving personal information</li> <li>describing your personality</li> <li>talking about hobbies and interests</li> </ul>
<b>UNIT 4</b> 	Reading a magazine article <b>FUNCTION</b> describing routines and habits	 <b>LISTENING FOR SPECIFIC INFORMATION:</b> an interview	Talking about interesting activities <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>describing routines and habits</li> <li>talking about hobbies</li> </ul>	 <b>UNDERSTANDING THE MECHANICS:</b> writing complete sentences
<b>UNIT 5</b> 	<b>READING FOR THE MAIN IDEA:</b> descriptions of places	Listening to a news report <b>FUNCTION</b> describing events and festivals	<b>COMMUNICATION STRATEGY:</b> repeating directions to check understanding	Writing an email to give directions <b>FUNCTION</b> giving and understanding directions
<b>UNIT 6</b> 	Reading personal profiles <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>understanding personal information</li> <li>describing likes and dislikes</li> </ul>	<b>LISTENING FOR NUMERICAL INFORMATION:</b> online audio profiles	Talking to an old friend <b>FUNCTION</b> talking about present activities	<b>SIMPLE SENTENCES:</b> using correct sentence structure (subject + verb + object)

PRONUNCIATION	GRAMMAR	VOCABULARY	LIFESKILLS
SOUNDS: the alphabet	<b>BE—STATEMENTS AND YES/NO QUESTIONS</b> <b>FUNCTION</b> using <i>be</i> to give personal information such as name, age, and nationality <b>BE—WH- QUESTIONS</b> <b>FUNCTION</b> using <i>be</i> to ask for personal information such as name, age, and nationality	<b>USEFUL QUESTIONS</b> <b>FUNCTION</b> using questions to ask for help in class <b>ORDINAL NUMBERS</b> <b>FUNCTION</b> using ordinal numbers to talk about dates	<b>SELF AND SOCIETY:</b> understanding forms <b>FUNCTION</b> identifying the correct personal information to complete a form
LANGUAGE WRAP-UP			
WORDS: two-syllable nouns	<b>ARTICLES</b> <b>FUNCTION</b> using articles to describe people and organizations <b>POSSESSION</b> <b>FUNCTION</b> using the apostrophe, <i>whose</i> , possessive pronouns	<b>OCCUPATIONS</b> <b>FUNCTION</b> learning to talk about occupations <b>FAMILY MEMBERS</b> <b>FUNCTION</b> learning to talk about families	<b>WORK AND CAREER:</b> categorizing <b>FUNCTION</b> categorizing different jobs to find the most suitable career
LANGUAGE WRAP-UP			
SOUNDS: third person –s	<b>SIMPLE PRESENT—STATEMENTS AND YES/NO QUESTIONS</b> <b>FUNCTION</b> using the simple present to talk about free-time activities <b>SIMPLE PRESENT—INFORMATION QUESTIONS</b> <b>FUNCTION</b> using the simple present to ask questions about people's habits and hobbies	<b>FREE-TIME ACTIVITIES</b> <b>FUNCTION</b> learning to talk about hobbies and free-time activities <b>PERSONALITY ADJECTIVES</b> <b>FUNCTION</b> using adjectives to describe people and what they like doing	<b>STUDY AND LEARNING:</b> understanding your learning style <b>FUNCTION</b> thinking about what you like to do to find your learning style and improve how you learn English
LANGUAGE WRAP-UP			
WORDS: days of the week	<b>FREQUENCY ADVERBS AND ADVERBIAL PHRASES</b> <b>FUNCTION</b> using frequency adverbs and adverbial phrases to talk about how often we do things <b>CLAUSES WITH UNTIL, BEFORE, AFTER</b> <b>FUNCTION</b> using <i>until</i> , <i>before</i> , and <i>after</i> to talk about sequences of events	<b>TELLING TIME</b> <b>FUNCTION</b> learning how to say what time it is <b>PREPOSITIONS OF TIME</b> <b>FUNCTION</b> talking about times of day, days of the week, and sequences of activities	<b>SELF AND SOCIETY:</b> managing your time <b>FUNCTION</b> thinking about how you manage your time in order to prioritize different tasks
LANGUAGE WRAP-UP			
WORDS: compound nouns	<b>THERE IS / THERE ARE WITH SOME, ANY, SEVERAL, A LOT OF, MANY</b> <b>FUNCTION</b> using <i>there is / there are</i> and quantifiers to describe places and attractions <b>THE IMPERATIVE</b> <b>FUNCTION</b> using the imperative to give instructions and directions to places in a city	<b>PLACES AND ATTRACTIONS IN A CITY</b> <b>FUNCTION</b> learning how to describe where you live <b>LOCATIONS AND DIRECTIONS</b> <b>FUNCTION</b> learning phrases to ask for and give directions to places	<b>SELF AND SOCIETY:</b> establishing priorities <b>FUNCTION</b> thinking about specific criteria in order to plan a short stay in your city for another person
LANGUAGE WRAP-UP			
SOUNDS: /ɪ/	<b>PRESENT PROGRESSIVE</b> <b>FUNCTION</b> using the present progressive to talk about our lives <b>PRESENT PROGRESSIVE VS. SIMPLE PRESENT</b> <b>FUNCTION</b> using the present progressive and the simple present to talk about our lifestyles	<b>LIFESTYLE ADJECTIVES</b> <b>FUNCTION</b> using adjectives to describe different lifestyles <b>A GREEN LIFESTYLE</b> <b>FUNCTION</b> using verb collocations to describe a "green" lifestyle	<b>SELF AND SOCIETY:</b> making personal change <b>FUNCTION</b> thinking about changes you want to make in your lifestyle
LANGUAGE WRAP-UP			

	READING	LISTENING	SPEAKING	WRITING
UNIT <b>7</b> YOU HAVE TALENT! page 69	<b>READING FOR THE MAIN IDEA:</b> a horoscope	Listening to a review of a TV show <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>describing talents and abilities</li> <li>talking about likes and dislikes</li> </ul>	<b>COMMUNICATION STRATEGY:</b> showing interest	Writing a personal reference <b>FUNCTION</b> describing abilities and personal qualities
UNIT <b>8</b> SHOPPING AROUND page 79	Reading and completing a survey <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>talking about shopping habits</li> <li>talking about how much things cost</li> </ul>	<b>LISTENING FOR NUMERICAL INFORMATION:</b> product advertisements	Asking to try on clothes in a store <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>asking for help in a store</li> <li>talking about how much things cost</li> </ul>	<b>COMPOUND SENTENCES:</b> using conjunctions to connect sentences ( <i>and, or, but</i> )
UNIT <b>9</b> LET'S EAT! page 89	<b>SCANNING FOR SPECIFIC INFORMATION:</b> restaurant advertisements	Listening to and taking phone messages <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>understanding phone language</li> <li>making plans to go out</li> </ul>	<b>COMMUNICATION STRATEGY:</b> using phone language	Writing a restaurant review <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>describing a restaurant</li> <li>giving opinions and making a recommendation</li> </ul>
UNIT <b>10</b> SPEAKING OF THE PAST page 99	Reading a survey <b>FUNCTION</b> describing past experiences	<b>UNDERSTANDING THE MAIN IDEA:</b> informal conversations	Talking about a past experience <b>FUNCTION</b> describing feelings towards past experiences	<b>SEQUENCING AND CONNECTING IDEAS:</b> using connectives like <i>first, then, after that, and finally</i> to sequence ideas in a text
UNIT <b>11</b> GREAT LIVES page 109	<b>SCANNING FOR SPECIFIC INFORMATION:</b> a short biography	Listening to a life story <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>understanding biographical information</li> <li>identifying key events in a person's life</li> </ul>	<b>COMMUNICATION STRATEGY:</b> taking time to think	Writing a short biography <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>recounting biographical information</li> <li>talking about famous people and events</li> </ul>
UNIT <b>12</b> IN THE NEAR FUTURE page 119	Reading a blog <b>FUNCTION</b> thinking about intentions and resolutions	<b>UNDERSTANDING THE MAIN IDEA:</b> an informal conversation	Talking about plans and intentions <b>FUNCTION</b> talking about vacation plans	<b>SEQUENCING AND CONNECTING IDEAS:</b> using connectives like <i>first, then, next, after, that, and finally</i> to sequence ideas in a text

PRONUNCIATION	GRAMMAR	VOCABULARY	LIFESKILLS
<p><b>WORDS:</b> <i>can/can't</i></p>	<p><b>CAN/CAN'T—ABILITY</b>  <b>FUNCTION</b> using <i>can</i> and <i>can't</i> to talk about abilities</p> <p><b>ADVERBS OF MANNER</b>  <b>FUNCTION</b> using adverbs of manner to talk about people's talents</p>	<p><b>PERSONALITY ADJECTIVES</b>  <b>FUNCTION</b> using adjectives to describe people</p> <p><b>TALENTS AND ABILITIES</b>  <b>FUNCTION</b> learning to talk about what people are able to do</p>	<p><b>WORK AND CAREER:</b>  working as a group to do a task  <b>FUNCTION</b> identifying strengths and weaknesses of each member of the group, to ensure that tasks are completed efficiently</p>
LANGUAGE WRAP-UP			
<p><b>SENTENCE RHYTHM:</b>  emphasis with <i>this, that, these, those</i></p>	<p><b>THIS, THAT, THESE, THOSE</b>  <b>FUNCTION</b> using <i>this, that, these, and those</i> to identify items of clothing</p> <p><b>COMPARATIVE ADJECTIVES</b>  <b>FUNCTION</b> using comparative adjectives to compare gadgets</p>	<p><b>CLOTHES</b>  <b>FUNCTION</b> learning to talk about what people wear</p> <p><b>ADJECTIVES FOR DESCRIBING GADGETS</b>  <b>FUNCTION</b> using adjectives to talk about technology</p>	<p><b>WORK AND CAREER:</b>  making choices  <b>FUNCTION</b> comparing different options to be able to make good choices</p>
LANGUAGE WRAP-UP			
<p><b>SENTENCE RHYTHM:</b>  <i>weak to</i></p>	<p><b>COUNT AND NONCOUNT NOUNS WITH SOME, ANY, MUCH, MANY</b>  <b>FUNCTION</b> using quantifiers to talk about different amounts of food and drink items</p> <p><b>VERB PHRASES</b>  <b>FUNCTION</b> using phrases like <i>I'd like to, let's, and I have to</i> to make, accept, and refuse invitations and suggestions and to express obligations</p>	<p><b>FOOD</b>  <b>FUNCTION</b> learning to talk about different food and drink items and food groups</p> <p><b>ORDERING IN A RESTAURANT</b>  <b>FUNCTION</b> learning how to interpret menus and phrases to order food from a waiter</p>	<p><b>SELF AND SOCIETY:</b>  making a plan  <b>FUNCTION</b> making a list to be able to host a group meal</p>
LANGUAGE WRAP-UP			
<p><b>SOUNDS:</b> <i>-ed</i> endings</p>	<p><b>SIMPLE PAST—AFFIRMATIVE STATEMENTS</b>  <b>FUNCTION</b> using the simple past to describe a vacation</p> <p><b>SIMPLE PAST—QUESTIONS AND NEGATIVE STATEMENTS</b>  <b>FUNCTION</b> using the simple past to ask about somebody's weekend</p>	<p><b>ADJECTIVES WITH -ED AND -ING</b>  <b>FUNCTION</b> using adjectives to talk about feelings and states</p> <p><b>MEMORABLE EXPERIENCES</b>  <b>FUNCTION</b> using verb collocations to talk about past experiences</p>	<p><b>STUDY AND LEARNING:</b>  taking notes on a text  <b>FUNCTION</b> identifying the most important information in a description of historical events</p>
LANGUAGE WRAP-UP			
<p><b>SENTENCE RHYTHM:</b> object pronouns</p>	<p><b>SIMPLE PAST WITH WHEN CLAUSES</b>  <b>FUNCTION</b> using the simple past with <i>when</i> to talk about the order of events in the past</p> <p><b>DIRECT AND INDIRECT OBJECTS</b>  <b>FUNCTION</b> using object pronouns to avoid repeating nouns in a description of a person's life</p>	<p><b>LIFE EVENTS</b>  <b>FUNCTION</b> learning to talk about key events in people's lives</p> <p><b>HISTORICAL EVENTS</b>  <b>FUNCTION</b> learning to talk about key events in history</p>	<p><b>STUDY AND LEARNING:</b>  brainstorming in a group  <b>FUNCTION</b> brainstorming to come up with ideas for subjects for a biography</p>
LANGUAGE WRAP-UP			
<p><b>WORDS:</b> verbs ending in <i>-y + -ing</i></p>	<p><b>PRESENT PROGRESSIVE AS FUTURE</b>  <b>FUNCTION</b> using the present progressive to talk about future plans and arrangements</p> <p><b>GOING TO</b>  <b>FUNCTION</b> using <i>going to</i> to talk about future plans, intentions, and resolutions</p>	<p><b>PHRASES WITH GO</b>  <b>FUNCTION</b> using gerunds and the verb <i>go</i> to talk about activities</p> <p><b>INTENTIONS</b>  <b>FUNCTION</b> using <i>start</i> and <i>stop + gerund</i> to talk about good and bad habits and intentions for the future</p>	<p><b>STUDY AND LEARNING:</b>  analyzing strengths and weaknesses  <b>FUNCTION</b> evaluating areas for future improvement in learning English</p>
LANGUAGE WRAP-UP			