

	Unit Goals	Grammar	Vocabulary
<b>UNIT 1</b> <b>People</b> Page 2 	<ul style="list-style-type: none"> <li>• Meet people</li> <li>• Ask for and give personal information</li> <li>• Describe different occupations</li> <li>• Describe positive and negative parts of occupations</li> </ul>	Review of Present tense: <i>Be</i> <i>Be</i> + adjective (+ noun) Possessive adjectives	Occupations Countries Nationalities Descriptive adjectives
<b>UNIT 2</b> <b>Work, Rest, and Play</b> Page 14 	<ul style="list-style-type: none"> <li>• Talk about a typical day</li> <li>• Talk about free time</li> <li>• Describe a special celebration or festival</li> <li>• Describe daily life in different communities</li> </ul>	Review: Simple present tense Prepositions of time Adverbs of frequency	Daily activities Party words Celebrations and festivals
<b>UNIT 3</b> <b>Going Places</b> Page 26 	<ul style="list-style-type: none"> <li>• Identify possessions</li> <li>• Ask for and give personal travel information</li> <li>• Give travel advice</li> <li>• Share special travel tips with others</li> </ul>	Possession Imperatives and <i>should</i> for advice	Travel preparations and stages Ordinal numbers Travel documents and money
<b>TED TALKS</b> Video Page 38 <b>Eric Whitacre: A Virtual Choir 2,000 Voices Strong</b>			
<b>UNIT 4</b> <b>Food</b> Page 42 	<ul style="list-style-type: none"> <li>• Give a recipe</li> <li>• Order a meal</li> <li>• Talk about diets</li> <li>• Discuss unusual foods</li> </ul>	Count and non-count nouns: <i>some</i> and <i>any</i> <i>How much</i> and <i>How many</i> with quantifiers: <i>lots of</i> , <i>a few</i> , <i>a little</i>	Food Food groups Diets
<b>UNIT 5</b> <b>Sports</b> Page 54 	<ul style="list-style-type: none"> <li>• Describe activities happening now</li> <li>• Compare everyday and present-time activities</li> <li>• Talk about favorite sports</li> <li>• Discuss adventures</li> </ul>	Present continuous tense Stative verbs	Doing sports Present-time activities Team sports and individual sports
<b>UNIT 6</b> <b>Destinations</b> Page 66 	<ul style="list-style-type: none"> <li>• Discuss past vacations</li> <li>• Exchange information about vacations</li> <li>• Use <i>was/were</i> to describe a personal experience</li> <li>• Describe a discovery from the past</li> </ul>	Simple past tense Simple past tense of <i>to be</i>	Travel activities Emphatic adjectives
<b>TED TALKS</b> Video Page 78 <b>Lewis Pugh: My Mind-Shifting Everest Swim</b>			

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
<p>Focused listening: Personal introductions</p>	<p>Asking for and giving personal information Contractions of <i>be</i>: <i>-’m, -’re, -’s</i></p>	<p><b>National Geographic:</b> “People from Around the World”</p>	<p>Writing about people’s occupations and nationalities</p>	<p><b>National Geographic:</b> “The Last of The Woman Divers”</p>
<p>Focused listening: A radio celebrity interview</p>	<p>Talking about daily schedules and free time Verbs that end in <i>-s</i></p>	<p><b>TED TALKS</b> “Eric Whitacre: A Virtual Choir 2,000 Voices Strong”</p>	<p>Writing a descriptive paragraph about daily routines Writing Strategy: Word web</p>	<p><b>National Geographic:</b> “Monkey Business”</p>
<p>General listening: Conversations at travel destinations</p>	<p>Giving personal information for travel forms Rising intonation on lists</p>	<p><b>National Geographic:</b> “Smart Traveler”</p>	<p>Writing travel tips</p>	<p><b>National Geographic:</b> “Beagle Patrol”</p>
<p>General and focused listening: Ordering a meal in a restaurant</p>	<p>Role-play: Purchasing food at a supermarket Reduced forms: <i>Do you have . . . and Would you like . . .</i></p>	<p><b>National Geographic:</b> “Bugs as Food”</p>	<p>Writing a recipe</p>	<p><b>National Geographic:</b> “Dangerous Dinner”</p>
<p>General and focused listening: Everyday activities vs. today’s activities</p>	<p>Talking about what people are doing now Discussing favorite sports Reduced form: <i>What are you . . .</i></p>	<p><b>TED TALKS</b> “Lewis Pugh: My Mind-Shifting Everest Swim”</p>	<p>Writing an e-mail</p>	<p><b>National Geographic:</b> “Cheese-Rolling Races”</p>
<p>General listening: A vacation</p>	<p>Comparing vacations Describing personal experiences Sounds of <i>-ed</i> endings</p>	<p><b>National Geographic:</b> “The Cradle of the Inca Empire”</p>	<p>Writing a travel blog</p>	<p><b>National Geographic:</b> “Machu Picchu”</p>

	Unit Goals	Grammar	Vocabulary
<b>UNIT 7</b> <b>Communication</b> Page 82 	<ul style="list-style-type: none"> <li>• Talk about personal communication</li> <li>• Exchange contact information</li> <li>• Describe characteristics and qualities</li> <li>• Compare different types of communication</li> </ul>	Verbs with direct and indirect objects Irregular past tense Sensory verbs	Communication Electronics The senses
<b>UNIT 8</b> <b>Moving Forward</b> Page 94 	<ul style="list-style-type: none"> <li>• Talk about plans</li> <li>• Discuss long- and short-term plans</li> <li>• Make weather predictions</li> <li>• Discuss the future</li> </ul>	Future tense: <i>be going to</i> <i>Will</i> for predictions and immediate decisions	Short- and long-term plans Weather conditions Weather-specific clothing
<b>UNIT 9</b> <b>Types of Clothing</b> Page 106 	<ul style="list-style-type: none"> <li>• Make comparisons</li> <li>• Explain preferences</li> <li>• Talk about clothing materials</li> <li>• Evaluate quality and value</li> </ul>	Comparatives Superlatives	Clothing Descriptive adjectives Clothing materials
<b>TED TALKS</b> Video Page 118 <b>Diana Reiss: Peter Gabriel, Neil Gershenfeld, Vint Cerf: The Interspecies Internet? An Idea in Progress</b>			
<b>UNIT 10</b> <b>Lifestyles</b> Page 122 	<ul style="list-style-type: none"> <li>• Give advice on healthy habits</li> <li>• Compare lifestyles</li> <li>• Ask about lifestyles</li> <li>• Evaluate your lifestyle</li> </ul>	Modals ( <i>could, ought to, should, must</i> ); <i>have to</i> Questions with <i>how</i>	Healthy and unhealthy habits Compound adjectives
<b>UNIT 11</b> <b>Achievements</b> Page 134 	<ul style="list-style-type: none"> <li>• Talk about today's chores</li> <li>• Interview for a job</li> <li>• Talk about personal accomplishments</li> <li>• Discuss humanity's greatest achievements</li> </ul>	Present perfect tense Present perfect tense vs. simple past tense	Chores Personal accomplishments
<b>UNIT 12</b> <b>Consequences</b> Page 146 	<ul style="list-style-type: none"> <li>• Talk about managing your money</li> <li>• Make choices on how to spend your money</li> <li>• Talk about cause and effect</li> <li>• Evaluate money and happiness</li> </ul>	Real conditionals (also called the first conditional)	Personal finance Animals Animal habitats
<b>TED TALKS</b> Video Page 158 <b>Michael Norton: How to Buy Happiness</b>			

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
<p>Focused listening: A radio call-in program</p>	<p>Asking for contact information Describing sights, sounds and other sensations The /b/ and /v/, /l/ and /r/ sounds</p>	<p><b>TED TALKS</b> “Diana Reiss, Peter Gabriel, Neil Gershenfeld, Vint Cerf: The Interspecies Internet? An Idea in Progress”</p>	<p>Writing a text message Make a list</p>	<p><b>National Geographic:</b> “Wild Animal Trackers”</p>
<p>General listening: A talk show</p>	<p>Talking about weekend plans Discussing the weather Reduced form of <i>going to</i></p>	<p><b>National Geographic:</b> “Future Energy”</p>	<p>Writing statements about the future</p>	<p><b>National Geographic:</b> “Solar Cooking”</p>
<p>Focused listening: Shoe shopping</p>	<p>Talking about clothes Shopping—at the store and online Rising and falling intonation</p>	<p><b>National Geographic:</b> “Silk—the Queen of Textiles”</p>	<p>Writing about buying clothes</p>	<p><b>National Geographic:</b> How Your T-Shirt Can Make a Difference</p>
<p>General listening: Personal lifestyles</p>	<p>Discussing healthy and unhealthy habits Asking and telling about lifestyles <i>Should, shouldn't</i></p>	<p><b>National Geographic:</b> “The Secrets of Long Life”</p>	<p>Writing a paragraph about personal lifestyle</p>	<p><b>National Geographic:</b> “The Science of Stress”</p>
<p>Listening for general understanding and specific details: A job interview</p>	<p>Interviewing for a job Catching up with a friend Reduced form of <i>have</i></p>	<p><b>National Geographic:</b> “Humanity’s Greatest Achievements”</p>	<p>Writing about achievements</p>	<p><b>National Geographic:</b> “Spacewalk”</p>
<p>Listening for specific details: At a travel agency Listening for key information</p>	<p>Making decisions about spending money Talking about important environmental issues Intonation, sentence stress</p>	<p><b>TED TALKS</b> “Michael Norton: How to Buy Happiness”</p>	<p>Write about cause and effect Writing Strategy: Make suggestions</p>	<p><b>National Geographic:</b> “The Missing Snows of Kilimanjaro”</p>