

# LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
<b>1</b> <b>Making New Friends</b> page 1	<ul style="list-style-type: none"> <li>Get to know someone</li> <li>Cheer up a friend</li> <li>Discuss differences among siblings</li> <li>Discuss friendship</li> </ul>	<ul style="list-style-type: none"> <li>Personality</li> <li>Some hobbies</li> <li>Adjective + preposition collocations</li> <li>Kinds of friends</li> </ul>	<ul style="list-style-type: none"> <li>Gerunds and infinitives</li> <li>Gerunds after prepositions</li> </ul> <p><b>GRAMMAR EXPANDER</b></p> <ul style="list-style-type: none"> <li>Spelling rules for <u>-ing</u> forms of verbs</li> <li>Gerunds and infinitives: function within sentences</li> <li>Negative gerunds and infinitives</li> </ul>	<ul style="list-style-type: none"> <li>Clarify a request for information with "Well, for example . . ."</li> <li>Buy time to respond with "Let me think . . ."</li> <li>Say "Oh, yeah!" to indicate that you have just come up with a response or idea</li> <li>Say "What a coincidence!" when you discover shared interests</li> <li>Ask "What's up?" to get someone to talk about why he or she feels down</li> <li>Reinforce a willingness to help with "Are you sure?"</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for details</li> <li>Understand from context</li> <li>Listen to summarize</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Reduction of <u>to</u> in infinitives</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A personality test</li> <li>An illustrated conversation</li> <li>A magazine interview: differences among siblings</li> <li>A magazine survey</li> <li>Quotations about friendship</li> </ul> <p><b>Skills / Strategies</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Identify supporting details</li> <li>Summarize</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a paragraph describing a good friend or a soul mate</li> </ul> <p><b>WRITING HANDBOOK</b></p> <ul style="list-style-type: none"> <li>Parallel structure</li> </ul> <p><b>SOFT SKILLS BOOSTER</b></p> <ul style="list-style-type: none"> <li>Leadership: Acknowledge the contributions of others</li> </ul>
<b>2</b> <b>Sharing Life Experiences</b> page 13	<ul style="list-style-type: none"> <li>Catch up with an old friend</li> <li>Suggest tourist activities</li> <li>Describe greeting customs</li> <li>Talk about a memorable experience</li> </ul>	<ul style="list-style-type: none"> <li>Greeting customs</li> <li>Tourist activities</li> <li>Participial adjectives</li> </ul>	<ul style="list-style-type: none"> <li>The simple past tense and the present perfect</li> <li>The present perfect: indefinite time in the past (<u>ever</u>, <u>before</u>, <u>yet</u>, <u>never</u>, <u>already</u>)</li> </ul> <p><b>GRAMMAR EXPANDER</b></p> <ul style="list-style-type: none"> <li>The simple past tense and the present perfect: more on meaning and use</li> <li>Indefinite time: common errors</li> </ul>	<ul style="list-style-type: none"> <li>Use expressions like "It's been a long time!" and "Nice to see you again!" to greet someone you haven't seen for a while</li> <li>Catch up with someone by asking, "So what have you been up to?"</li> <li>Politely end a conversation with "Listen, I've got to go"</li> <li>Indicate strong agreement with, "Absolutely"</li> <li>If you're worried that a question may not be polite, say, "I hope you don't mind my asking, but . . ."</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to classify</li> <li>Listen to summarize</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Sound reduction in the present perfect</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Tourist activities survey</li> <li>An illustrated conversation</li> <li>A magazine article about greeting customs around the world</li> </ul> <p><b>Skills / Strategies</b></p> <ul style="list-style-type: none"> <li>Recognize main idea</li> <li>Identify supporting details</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write about a memorable experience</li> </ul> <p><b>WRITING HANDBOOK</b></p> <ul style="list-style-type: none"> <li>Avoiding run-on sentences</li> </ul> <p><b>SOFT SKILLS BOOSTER</b></p> <ul style="list-style-type: none"> <li>Empathy: Show interest in what other people say</li> </ul>
<b>3</b> <b>Talking about Movies</b> page 25	<ul style="list-style-type: none"> <li>Apologize for being late</li> <li>Choose a movie to watch</li> <li>Express an opinion about a movie</li> <li>Discuss what makes a movie great</li> </ul>	<ul style="list-style-type: none"> <li>Movie genres</li> <li>Explanations for being late</li> <li>Adjectives to describe movies</li> </ul>	<ul style="list-style-type: none"> <li>The present perfect: <u>for</u> and <u>since</u></li> <li>The present perfect: other uses</li> <li><u>Would rather</u> to express preferences</li> </ul> <p><b>GRAMMAR EXPANDER</b></p> <ul style="list-style-type: none"> <li>The present perfect: information questions</li> <li>Expressing preferences: review, expansion, and common errors</li> </ul>	<ul style="list-style-type: none"> <li>Apologize and provide an explanation for being late</li> <li>Offer to pay with expressions like "The tickets are on me", "My treat", etc.</li> <li>Decline an offer with "That's really not necessary"</li> <li>Show resolve with "I insist"</li> <li>Say "That works for me" to agree with a plan of action</li> <li>Soften an objection with "No offense, but . . ."</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for main idea</li> <li>Listen to infer</li> <li>Listen to draw conclusions</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Reduction of the /h/ sound in natural speech</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Movie genres survey</li> <li>An illustrated conversation</li> <li>An article about what makes a movie great</li> </ul> <p><b>Skills / Strategies</b></p> <ul style="list-style-type: none"> <li>Recognize main idea</li> <li>Activate new words</li> <li>Draw conclusions</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a two-paragraph review of a movie</li> </ul> <p><b>WRITING HANDBOOK</b></p> <ul style="list-style-type: none"> <li>Paragraphs and topic sentences</li> </ul> <p><b>SOFT SKILLS BOOSTER</b></p> <ul style="list-style-type: none"> <li>Communication: Ask someone to elaborate</li> </ul>
<b>4</b> <b>Away from Home</b> page 37	<ul style="list-style-type: none"> <li>Leave and take telephone messages</li> <li>Check in to and out of a hotel</li> <li>Request services in a hotel</li> <li>Choose vacation accommodations</li> </ul>	<ul style="list-style-type: none"> <li>Kinds of accommodations</li> <li>Facilities and amenities</li> <li>Telephone messages</li> <li>Kinds of hotel rooms and beds</li> <li>Ways to request services in a hotel</li> </ul>	<ul style="list-style-type: none"> <li>The future with <u>will</u></li> <li>The real conditional</li> </ul> <p><b>GRAMMAR EXPANDER</b></p> <ul style="list-style-type: none"> <li><u>Will</u> and <u>be going to</u></li> <li>Other uses of <u>will</u></li> <li><u>Can</u>, <u>should</u>, and <u>have to</u>: future meaning</li> <li>The real conditional (present and future): usage and common errors</li> </ul>	<ul style="list-style-type: none"> <li>Soften a disappointing response with "I'm sorry"</li> <li>Say "Is that all?" to express willingness to do more</li> <li>Say "Here you go" as you hand someone something they've requested</li> <li>Say "By the way" to introduce a new thought</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to confirm content</li> <li>Listen for details</li> <li>Listen to summarize</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Contractions of subject pronouns with <u>will</u></li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Hotel facilities and amenities survey</li> <li>An illustrated conversation</li> <li>A website listing for a short-term vacation rental</li> </ul> <p><b>Skills / Strategies</b></p> <ul style="list-style-type: none"> <li>Identify supporting details</li> <li>Make personal connections</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a review of one kind of accommodation</li> </ul> <p><b>WRITING HANDBOOK</b></p> <ul style="list-style-type: none"> <li>Avoiding sentence fragments with <u>because</u> or <u>since</u></li> </ul> <p><b>SOFT SKILLS BOOSTER</b></p> <ul style="list-style-type: none"> <li>Decision-making: Offer a new perspective or contrasting information</li> </ul>
<b>5</b> <b>Looking Good</b> page 49	<ul style="list-style-type: none"> <li>Ask for something in a store</li> <li>Make an appointment for personal care</li> <li>Discuss cosmetic procedures</li> <li>Define inner and outer beauty</li> </ul>	<ul style="list-style-type: none"> <li>Personal care tools and products</li> <li>Kinds of personal care</li> <li>Cosmetic procedures</li> </ul>	<ul style="list-style-type: none"> <li>Quantifiers for indefinite quantities and amounts: <u>some</u> and <u>any</u></li> <li>Quantifiers for indefinite quantities and amounts: <u>a lot of</u> / <u>lots of</u>, <u>many</u> and <u>much</u></li> <li>Indefinite pronouns: <u>someone</u> / <u>no one</u> / <u>anyone</u></li> </ul> <p><b>GRAMMAR EXPANDER</b></p> <ul style="list-style-type: none"> <li><u>Some</u> and <u>any</u>: indefiniteness</li> <li><u>Too many</u>, <u>too much</u>, and <u>enough</u></li> <li>Comparative quantifiers <u>fewer</u> and <u>less</u></li> <li>Indefinite pronouns: <u>something</u>, <u>anything</u>, <u>everything</u>, and <u>nothing</u></li> </ul>	<ul style="list-style-type: none"> <li>Get the attention of a salesperson with "Excuse me"</li> <li>Say "Oh, I'm sorry" in response to a problem or expression of disappointment</li> <li>Express willingness to help with "No problem"</li> <li>Acknowledge someone's effort with "I appreciate it"</li> <li>Propose a time to receive a service with " . . . , if possible"</li> <li>Ask someone to wait for requested information with "Let me check"</li> <li>Say "That won't work" to decline a suggested time</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to infer</li> <li>Listen to confirm content</li> <li>Listen for details</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li><b>Pronunciation</b> of unstressed vowels</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Personal care survey</li> <li>An illustrated conversation</li> <li>A store directory</li> <li>A staff directory at a spa</li> <li>An advice column on a teen website</li> </ul> <p><b>Skills / Strategies</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Draw conclusions</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a letter of response to someone asking for advice</li> </ul> <p><b>WRITING HANDBOOK</b></p> <ul style="list-style-type: none"> <li>Writing a formal letter</li> </ul> <p><b>SOFT SKILLS BOOSTER</b></p> <ul style="list-style-type: none"> <li>Collaboration: Respond to a request for feedback</li> </ul>

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
<b>6</b> <b>Eating Well</b> page 61	<ul style="list-style-type: none"> <li>Make an excuse for declining food</li> <li>Describe changes in eating habits and tastes</li> <li>Discuss diet choices</li> <li>Describe favorite dishes in detail</li> </ul>	<ul style="list-style-type: none"> <li>Classes of foods</li> <li>Reasons for declining food</li> <li>Reasons for adopting a diet</li> <li>Describing foods</li> </ul>	<ul style="list-style-type: none"> <li>Negative <u>yes</u> / <u>no</u> questions</li> <li><u>Use to</u> / <u>used to</u></li> <li><b>GRAMMAR EXPANDER</b></li> <li>Negative <u>yes</u> / <u>no</u> questions: short answers</li> <li><u>Use to</u> / <u>used to</u>: form and use, common errors</li> <li><u>Be used to</u> and <u>get used to</u></li> <li>Repeated actions in the past: <u>would</u> + base form, common errors</li> </ul>	<ul style="list-style-type: none"> <li>Offer food at the table with "Please help yourself"</li> <li>Politely decline an offer of food with "Thanks, but I'll pass on . . ."</li> <li>Reassure someone who has apologized with "No worries", "It's OK", etc.</li> <li>Say "No way!" to express surprise about someone's point of view</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for details</li> <li>Listen to confirm content</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Sound reduction: <u>use to</u> / <u>used to</u></li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>Classes of foods survey</li> <li>An illustrated conversation</li> <li>An article about diet choices</li> <li>A questionnaire about diet choices</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about food in your country</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Connecting Ideas: subordinating conjunctions</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Communication: Ask for clarification or repetition when you're not sure you understand</li> </ul>
<b>7</b> <b>Driving Around</b> page 73	<ul style="list-style-type: none"> <li>Discuss reasons for getting a new car</li> <li>Describe an accident</li> <li>Rent a car</li> <li>Discuss good and bad driving</li> </ul>	<ul style="list-style-type: none"> <li>Kinds of cars and small trucks</li> <li>Dangerous driving habits</li> <li>Major car systems and parts</li> <li>Traffic accidents</li> <li>Separable phrasal verbs</li> <li>Driving behavior</li> </ul>	<ul style="list-style-type: none"> <li>Unfinished or continuing actions: the present perfect continuous</li> <li>The past continuous</li> <li><b>GRAMMAR EXPANDER</b></li> <li>Present perfect continuous: questions</li> <li>Spelling rules for the present participle: review</li> <li>The past continuous: expansion</li> <li>Nouns and pronouns: review</li> </ul>	<ul style="list-style-type: none"> <li>Express emphatic concern with "No way!"</li> <li>Express frustration with "I've had it," "That settles it," or "Enough is enough."</li> <li>Introduce new information with "You know, . . ."</li> <li>Show concern with expressions like "I'm so sorry." when someone has bad news</li> <li>Ask "Are you OK?" of someone who has been in an accident</li> <li>Express relief with expressions like: "Thank goodness!", "What a relief!", etc.</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for details</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Stress in phrasal verbs</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>Dangerous driving habits survey</li> <li>An illustrated conversation</li> <li>Customer profile cards</li> <li>A father's letter to his teenaged daughter about safe driving</li> <li>A survey about aggressive drivers</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Identify supporting details</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a letter or email, giving advice to a new driver.</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u>.</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Critical thinking: Expand on someone's argument to show support</li> </ul>
<b>8</b> <b>Doing the Right Thing</b> page 85	<ul style="list-style-type: none"> <li>Return someone's property</li> <li>Discuss ethical choices</li> <li>Describe good and bad character traits</li> <li>Talk about honesty</li> </ul>	<ul style="list-style-type: none"> <li>Talking about property</li> <li>Adjectives for describing good and bad character</li> </ul>	<ul style="list-style-type: none"> <li><u>Whose</u> and <u>which</u> / Possessive pronouns</li> <li>The unreal conditional</li> <li><b>GRAMMAR EXPANDER</b></li> <li>Possessive nouns: review and expansion</li> <li>Pronouns: summary</li> <li>Expressing ethics and obligation: expansion <ul style="list-style-type: none"> <li><u>should</u>, <u>ought to</u>, <u>had better</u></li> <li><u>have to</u>, <u>must</u>, <u>be supposed to</u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Respectfully get the attention of an adult you don't know with "Sir" or "Ma'am"</li> <li>Express personal gratitude with "That's so nice of you"</li> <li>Acknowledge someone's gratitude with expressions like "Don't mention it"</li> <li>Say "Uh-oh." to indicate there's a problem</li> <li>Offer to collaborate to solve a problem with "Let me have a look"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to infer</li> <li>Listen for main idea</li> <li>Listen for details</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Blending in questions with <u>would you</u></li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>Ethics self-test</li> <li>An illustrated conversation</li> <li>Quotations by famous people</li> <li>A research study on honesty</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Summarize</li> <li>Draw conclusions</li> <li>Make personal connections</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write two paragraphs expressing your views about honesty</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Introducing conflicting ideas</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Self-management: Take time to think before responding</li> </ul>
<b>9</b> <b>Enjoying the Arts</b> page 97	<ul style="list-style-type: none"> <li>Comment on a piece of art</li> <li>Ask about and describe objects</li> <li>Describe what makes an artist appealing</li> <li>Recommend a place to enjoy the arts</li> </ul>	<ul style="list-style-type: none"> <li>Forms of visual arts</li> <li>Styles of art</li> <li>Materials and handcrafted objects</li> <li>Passive participial phrases</li> </ul>	<ul style="list-style-type: none"> <li>The passive voice: present and past</li> <li>The passive voice: questions</li> <li><b>GRAMMAR EXPANDER</b></li> <li>Transitive and intransitive verbs</li> <li>The passive voice: other tenses</li> <li><u>Yes</u> / <u>no</u> questions in the passive voice: other tenses</li> </ul>	<ul style="list-style-type: none"> <li>Use "Not really" to soften a negative response to a negative <u>yes</u> / <u>no</u> question</li> <li>Say "Let's see" to indicate you're going to look for requested information</li> <li>Say "Check this out." to call someone's attention to surprising information</li> <li>Say "Oh" to indicate that you now understand</li> <li>Politely ask for permission with "Can I . . .?"</li> <li>Introduce an offer to help with "Let me . . ."</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to classify</li> <li>Listen to draw conclusions</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Emphatic stress</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>Styles of art survey</li> <li>An illustrated conversation</li> <li>A gallery catalogue</li> <li>A questionnaire about artists</li> <li>An article about the roles of museums</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand information from a graph</li> <li>Understand from context</li> <li>Identify supporting details</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about three artists</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Providing supporting details</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Active listening: Summarize another person's statements and ideas</li> </ul>
<b>10</b> <b>Technology</b> page 109	<ul style="list-style-type: none"> <li>Troubleshoot problems with devices</li> <li>Compare software and services</li> <li>Describe your Internet use</li> <li>Discuss the downsides of the Internet</li> </ul>	<ul style="list-style-type: none"> <li>Frustrations with a device</li> <li>Solutions to problems with devices</li> <li>Computer systems, software, and services</li> </ul>	<ul style="list-style-type: none"> <li>The infinitive of purpose</li> <li>Comparisons with <u>as . . . as</u></li> <li><b>GRAMMAR EXPANDER</b></li> <li>Expressing purpose with <u>in order to</u> and <u>for</u></li> <li>Comparatives and superlatives: review</li> <li>Comparison with adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Ask if someone is available to talk with "Got a minute?"</li> <li>Ask for a description of the issue with "What's wrong?"</li> <li>Make a suggestion with "Have you tried . . .?"</li> <li>Suggest a course of action with "Suppose we . . ."</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to confirm content</li> <li>Listen for supporting details</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Stress in <u>as . . . as</u> phrases</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A survey about frustrations with devices</li> <li>An illustrated conversation</li> <li>A questionnaire about Internet use</li> <li>An article about the downsides of the Internet</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand main idea</li> <li>Understand from context</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write two or three paragraphs about the upsides and downsides of using the Internet</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Organizing ideas</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Teamwork: Give constructive feedback</li> </ul>

Reference Charts	page 123
Grammar Expander	page 126
Writing Handbook	page 143
Soft Skills Booster	page 153

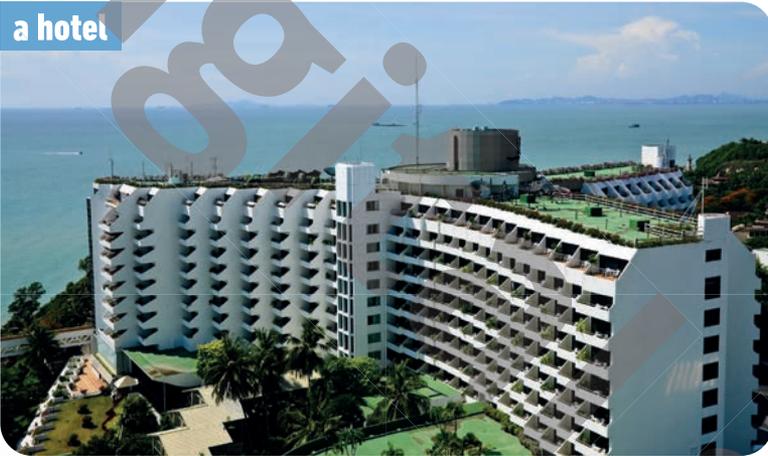
# Away from Home

## Warm-Up

When you've traveled, which kinds of accommodations have you stayed in?

**PRONUNCIATION** | Listen and repeat.

a hotel



a youth hostel



a short-term vacation rental



a bed and breakfast



a campground



I once stayed in a big fancy hotel. It was awesome.

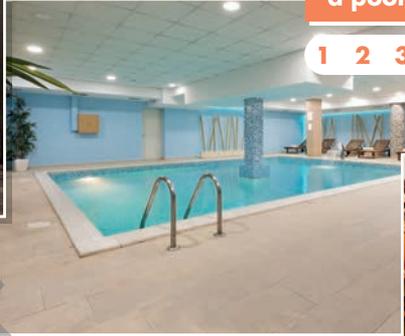


## Topic Warm-Up

**A** HOTEL FACILITIES AND AMENITIES | Take the survey.

Rate the following hotel facilities and amenities in order of importance to you, with 1 being essential, 2 being desirable, and 3 being unnecessary.

### Facilities



### Amenities



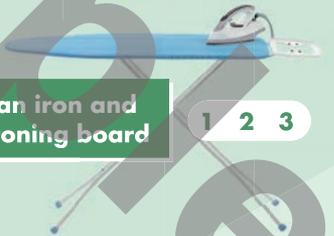
skirt hangers 1 2 3



a hair dryer 1 2 3



an iron and ironing board 1 2 3



**B** VOCABULARY | Facilities and amenities | Listen and repeat.

**C** PAIR WORK | Talk about a time you stayed in a hotel or other accommodation. Tell your partner about the facilities and amenities there.

I stayed in a hotel with my parents and my two brothers. We needed lots of extra towels and hangers!

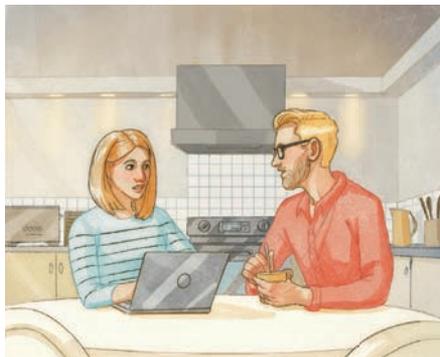
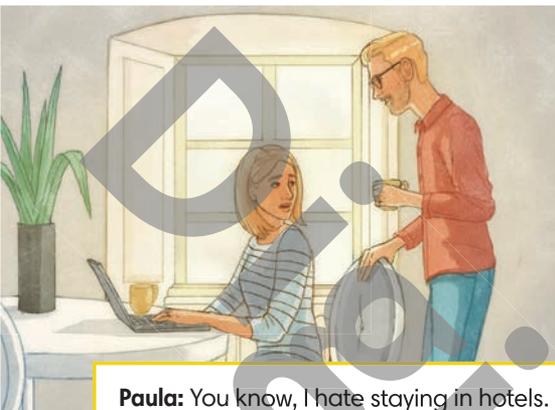


## Language Warm-Up

**A**  **ZOOM-IN** | Read and listen to a conversation about planning a vacation. Notice the featured words and phrases.

### UNDERSTAND A VARIETY OF ACCENTS

**Paula** = American English (regional)  
**Brad** = American English (standard)



**Paula:** You know, I hate staying in hotels. Every time you want something to eat you have to call room service.

**Brad:** I'm with you. And it costs an arm and a leg.

**Paula:** So why don't we look for a bed and breakfast, or maybe one of those short-term vacation rentals?

**Brad:** Great idea. That would be more like home. Which do you prefer?

**Paula:** Not sure. B&B's have their upsides and downsides.

**Brad:** Like what?

**Paula:** Well, for example, breakfast is included, but you have to make small talk with the other guests. I'm not unfriendly, but I don't want to talk to strangers first thing in the morning.

**Brad:** Me neither. I like my privacy.

**Paula:** So maybe the rental is the way to go?

**Paula:** Here . . . this one's nice. Lots of four-star reviews. Non-smoking. Should we make a reservation?

**Brad:** Uh-oh! Look at the fine print: If you want to do laundry, you have to ask permission. And there's a fee for cleaning! We shouldn't have to pay for that.

**Paula:** Good point, but it's right in the restaurant district.

**Brad:** True, but it's got a lot of downsides. Let's look for something else, OK?

**B** **UNDERSTAND FROM CONTEXT** | Look at the featured words and phrases in Zoom-In. Circle the correct answer.

- When Brad says "I'm with you," what does he mean?
  - He agrees.
  - He wants to travel with her.
- When Brad says that room service "costs an arm and a leg," what does he mean?
  - He doesn't like calling for things.
  - It's very expensive.
- When Brad says, "Look at the fine print," what does he mean?
  - You should read it carefully.
  - It looks good.
- When Brad says there's "a fee" for cleaning, what does he mean?
  - Guests have to pay for cleaning.
  - Guests have to clean the house or apartment.

**C** **THINK AND EXPLAIN** | Look at the featured words and phrases again. With a partner, explain what each person means.

- Paula: ". . . you have to make small talk with the other guests."
- Brad: "I like my privacy."
- Paula: "Good point."
- Brad: "It's got a lot of downsides."

### SPEAKING

**PAIR WORK** | Which kind of the accommodations in Warm-Up on page 37 do you prefer? Use the Vocabulary from the survey on page 38.



I prefer large hotels. They usually have a fitness center, and that's important to me.



Personally, I prefer youth hostels. I like to meet people my age.



**A** VOCABULARY | Telephone messages | Read and listen. Then listen again and repeat.

**an answering machine** a device that automatically answers a phone call and records a caller's message when a person doesn't answer the phone.  
**a greeting** a recorded voice that responds and asks a caller to call back or leave a message.  
**a voicemail** an audio message that a caller leaves when no one answers the phone.  
**an answering service** a service that answers peoples' phones and takes and delivers messages to them.  
**an operator** a person who provides telephone assistance to people who call companies, hotels, or other businesses.

**B** LISTEN TO ACTIVATE VOCABULARY | Listen to the phone calls. Complete the statements with words or phrases from the Vocabulary.

- 1 This is ..... on .....
- 2 The speaker works for .....
- 3 The person who answered the phone is .....
- 4 This is .....

Please tell Tom I'll call back in fifteen minutes.



**C** GRAMMAR | The future with will

You can use the modal will or won't + a base form to talk about the future. Remember: Modals don't use -s in the third-person form.

**Affirmative statements**      **Negative statements**  
 She'll **call** back tomorrow.      We **won't be** at the meeting this afternoon.

**Contractions**  
 'll = will  
 won't = will not

**Questions**

- Will** you **meet** us at the coffee shop? (Yes, we will. / No, we won't.)
- Will** he **go swimming** when he arrives? (Yes, he will. / No he won't.)
- When **will** the pool **open**? (In a few minutes.)
- Where **will** you **go** this afternoon? (I'm not sure.)
- Which hotel **will** they **be** in? (The Barton, I think.)
- Who **will** Bella **call** when she gets here? (Her parents.)
- BUT** Who **will call** her parents? (Bella will.)

**Be careful!** Use full forms, not contractions, in affirmative short answers. Yes, I will. NOT Yes, I'll.

**Other ways to express the future (review)**

They're **meeting** at noon. (present continuous)  
 I'm **going to call** again at 2:00. (be going to)  
 Our flight **leaves** in an hour. (simple present tense)  
 The meeting **is** at 4:00. (present form of verb be)

**GRAMMAR EXPANDER** p. 130

- Will and be going to
- Other uses of will
- Can, should, and have to: future meaning

**D** PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

**E** GRAMMAR PRACTICE | Complete the statements and questions in the messages, using will or won't. Use contractions when possible.

- 1 Message for Ms. Heller: Your husband's flight is delayed. .... from the airport before 6:00. he / not arrive
- 2 Message from Jan Lang: ..... at 3:00 tomorrow Berlin time. the conference call / start
- 3 Message for David West: The game started late. .... home until after 5:00. your children / not be
- 4 Message from Mr. Gibbs: ..... come into the office early tomorrow? I / have to
- 5 Message from Ava Reed: ..... us to the airport after the meeting? who / drive
- 6 Message for Ms. Tate: Marie Sills called. .... this evening at 7:00. she / call back
- 7 Message for John Anders: ..... us tomorrow morning? where / you / meet

**F** **LISTEN FOR DETAILS** | Listen to the phone messages. Then listen again and complete the message slip, according to the information you hear. Use the future with will in each message.

**1**

**WHILE YOU WERE OUT . . .**

FOR: Dan Raines

FROM  Mr.  Ms.  Mrs.  Dr. ....

Please call  Will call again  Wants to see you  Returned your call

MESSAGE: He'll be at ...

**2**

**WHILE YOU WERE OUT . . .**

FOR: Ben Young

FROM  Mr.  Ms.  Mrs.  Dr. ....

Please call  Will call again  Wants to see you  Returned your call

MESSAGE:

**3**

**WHILE YOU WERE OUT . . .**

FOR: Lauren Coates

FROM  Mr.  Ms.  Mrs.  Dr. ....

Please call  Will call again  Wants to see you  Returned your call

MESSAGE:

**4**

**WHILE YOU WERE OUT . . .**

FOR: Dr. Linden

FROM  Mr.  Ms.  Mrs.  Dr. ....

Please call  Will call again  Wants to see you  Returned your call

MESSAGE:



**G** **PRONUNCIATION** | Contractions of subject pronouns with will | Read and listen. Notice how each contraction is **one syllable**. Then listen again and repeat.

- 1 **I'll** call back later.                      3 **He'll** bring his laptop.                      5 **You'll** have to leave at 6:30.  
 2 **She'll** be at the Frank Hotel.                      4 **We'll** need a taxi.                      6 **They'll** meet you in an hour.

**H** **ACTIVATE PRONUNCIATION** | With a partner, take turns reading each message from Exercise F aloud, using correct pronunciation.

**COMMUNICATION ACTIVATOR**

Now let's leave and take telephone messages.

**A** **CONVERSATION MODEL** | Read and listen.

- A: Hello? I'd like to speak to Jack Bates.  
 B: I'll ring that room for you. . . . I'm sorry. He's not answering. Would you like to leave a message?  
 A: Yes. Please tell him that Chris Oliver called.  
 B: Could you spell your last name for me?  
 A: Sure. It's O-L-I-V-E-R. Oh. And please tell him that I'll meet him at the Clancy Hotel at 6:00 this evening.  
 B: Is that all?  
 A: Yes, thanks.

**Social language**  
 Say "Is that all?" to express willingness to do more.



**B** **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

**C** **CONVERSATION PAIR WORK** | Role-play the conversation, using your own ideas. Your partner writes the message. Then change roles.

- A: Hello? I'd like to speak to .....  
 B: I'll ..... I'm sorry. ....  
 Would you like to leave a message?  
 A: Yes. Please tell ..... that ..... called.  
 B: Could you spell your last name for me?  
 A: Sure. It's ..... And please tell ..... that .....  
 B: Is that all?  
 A: .....!

**KEEP TALKING! ●●●**

- Leave another message.
- Confirm that you've understood the message correctly. Could you please repeat that?
- Ask for more information.

Watch the video for ideas!

**D** **CHANGE PARTNERS** | Role-play the conversation again. Leave other messages.



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES



**A** **VOCABULARY** | Kinds of hotel rooms and beds | Read and listen. Then listen again and repeat.



a double room



a single room



a suite



a twin bed



a queen-size bed



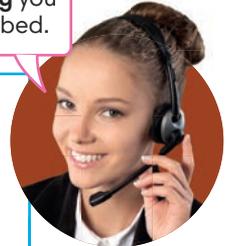
a king-size bed



a rollaway bed

**B** **PAIR WORK** | Talk about what kind of room and what kind of bed is best for a traveler who's traveling alone? For a family on vacation?

If you **call** Housekeeping, they'll **bring** you a rollaway bed.



COACH

**C** **GRAMMAR** | The real conditional

Conditional sentences express the results of actions or conditions. They have an **if** clause and a result clause.

**If** clause (the condition)

If the business center is still open,

result clause (the result)

I'll print the programs for the meeting.

Real conditional sentences express factual or future results. When the result is in the future, use **will** in the result clause.

**Factual result = Use present in both clauses**

If you **reserve** a suite, you **get** a living room.

If a hotel **doesn't have** a room, I always **call** a bed and breakfast to see if they have one.

**Future result = Use will in the result clause**

If he **calls** her before noon, she'll still **be** home.

If the Atlantic Hotel **doesn't have** a room, I'll **call** the Pacific to see if they have one.

### Questions

Where **will** you **stay** if they **don't have** a room for tonight?

If there's no coffee shop at the hotel, where **will** we **have** breakfast?

In conditional sentences, the clauses can be reversed with no change in meaning. In writing, use a comma when the **if** clause comes first.

If the restaurant is still open, I'll have dinner in the hotel.

I'll have dinner in the hotel if the restaurant is still open.

**Be careful!** Never use **will** in the **if** clause.

If you check your voicemail, you'll hear the message.

NOT If you **will check** your voicemail, you'll hear the message.

**GRAMMAR EXPANDER** p. 131

The real conditional (present and future): usage and common errors

**D UNDERSTAND AND PRACTICE THE GRAMMAR** | Complete with the real conditional. Then write **factual** if the sentence expresses a fact. Write **future** if it expresses a future result.

- 1 If ..... (she / get) a suite on her next cruise, ..... (she / be) more comfortable.
- 2 The hotel's policy has always been that if ..... (guests / want) a double room, ..... (they / have to) request one when they make the reservation.
- 3 ..... (someone / give) me a hand at the airport if ..... (I / need) help with my luggage?
- 4 If ..... (you / request) a rollaway bed right now, ..... (they / bring) one to your room.
- 5 If ..... (they / not have) a king-size bed, ..... (they / always give) you two queens.



**COMMUNICATION ACTIVATOR**

**Now let's check in to and out of a hotel.**

**A** **CONVERSATION MODEL** | Read and listen.

**Checking in**

- A:** Hello! I'm checking in. The name's Arnold.  
**B:** Do you have a reservation?  
**A:** Yes. For a double room with two queen-size beds.  
**B:** Oh, yes. Here it is. May I have your credit card?  
**A:** Here you go.

**Checking out**

- A:** Hello. I'm checking out of room 211. Here's the key.  
**B:** Thank you. Did you have anything from the minibar?  
**A:** Yes, I did. A bottle of water.  
**B:** OK. I'll add that to your bill. Would you like to put this on your credit card?  
**A:** Yes, please. Here you go. By the way, I need to go to the airport.  
**B:** No problem. If you step outside, you can get the airport shuttle.

**Social language**  
 Say "By the way" to introduce a new thought.

**B** **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

**C** **CONVERSATION PAIR WORK** | Role-play checking in to and out of a hotel. Then change roles.

**Checking in**

- A:** ..... I'm checking in. The name's .....  
**B:** Do you have a reservation?  
**A:** Yes. For a .....  
**B:** Oh, yes. Here it is. May I have your credit card?  
**A:** ...

**Checking out**

- A:** ..... I'm checking out of room ..... Here's the key.  
**B:** Thank you. Did you have anything from the minibar yesterday?  
**A:** .....  
**B:** ..... Would you like to put this on your credit card?  
**A:** Yes, please. By the way, I need .....

**Ideas**  
 the airport shuttle  
 a taxi  
 the subway  
 a city bus

**KEEP TALKING!**

- Guest:**  
**Ask about services and amenities.**  
 Is the business center open?  
**Report a problem.**  
 Actually, my TV wasn't working.  
**Ask about transportation.**  
 Is there [a bus stop] near here?  
**Ask for directions to places near the hotel.**  
 How do I get to [the National Museum]?
- Clerk:**  
**Ask the guest about her or his stay.**  
 How was your [stay / room]?
- Give directions and other information.**  
 Turn left at the corner and walk two blocks.

Watch the video for ideas!

**D** **CHANGE PARTNERS** | Role-play checking in to and out of a hotel again.





**A** **VOCABULARY** | Ways to request services in a hotel |  
Read and listen. Then listen again and repeat.



I'd like to order room service, please.



I'd like a wake-up call, please.



Could someone please make up the room?



Could someone please take away the dishes?



Could someone please pick up the laundry?



Could we get some extra [pillows / towels / hangers]?

**B** **ACTIVATE VOCABULARY** | With a partner, take turns reading each situation and requesting the service you need.

**Situation 1:** It's 4:00 and your room is a mess.

**YOU** .....

**Situation 2:** It's noon and your breakfast dishes are on the floor outside your room.

**YOU** .....

**Situation 3:** You have a lot of dirty clothes.

**YOU** .....

**Situation 4:** It's midnight and you have an early meeting. You're afraid your alarm won't work.

**YOU** .....

**Situation 5:** You and your husband have both taken showers, but now your children want baths.

**YOU** .....

**Situation 6:** It's 9:00 P.M. and you're hungry, but you don't want to go out.

**YOU** .....

**C** **LISTEN TO CONFIRM CONTENT** | Listen to each conversation. Write **T** (true), **F** (false), or **NI** (no information).

- ..... 1 Ms. Matthews can't remember the code to open the safe.  
 ..... 2 The electrician fixes the air conditioner.  
 ..... 3 The man gives the woman extra towels.  
 ..... 4 It's not necessary to iron the clothes.  
 ..... 5 The guest finds something she likes on the menu.

**D** **LISTEN FOR DETAILS** | Listen again and circle the correct answer to complete each statement.

- The guest is complaining about her (safe / laptop).
- The (air conditioner / minibar) in the room is making a weird sound.
- The guest needs (a wake-up call / extra glasses).
- The guest wants (laundry / room) service.
- The guest would like (room service / a wake-up call).

**E LISTEN TO SUMMARIZE** | Summarize the problem each person is having. Listen again if necessary. Compare summaries with a partner.

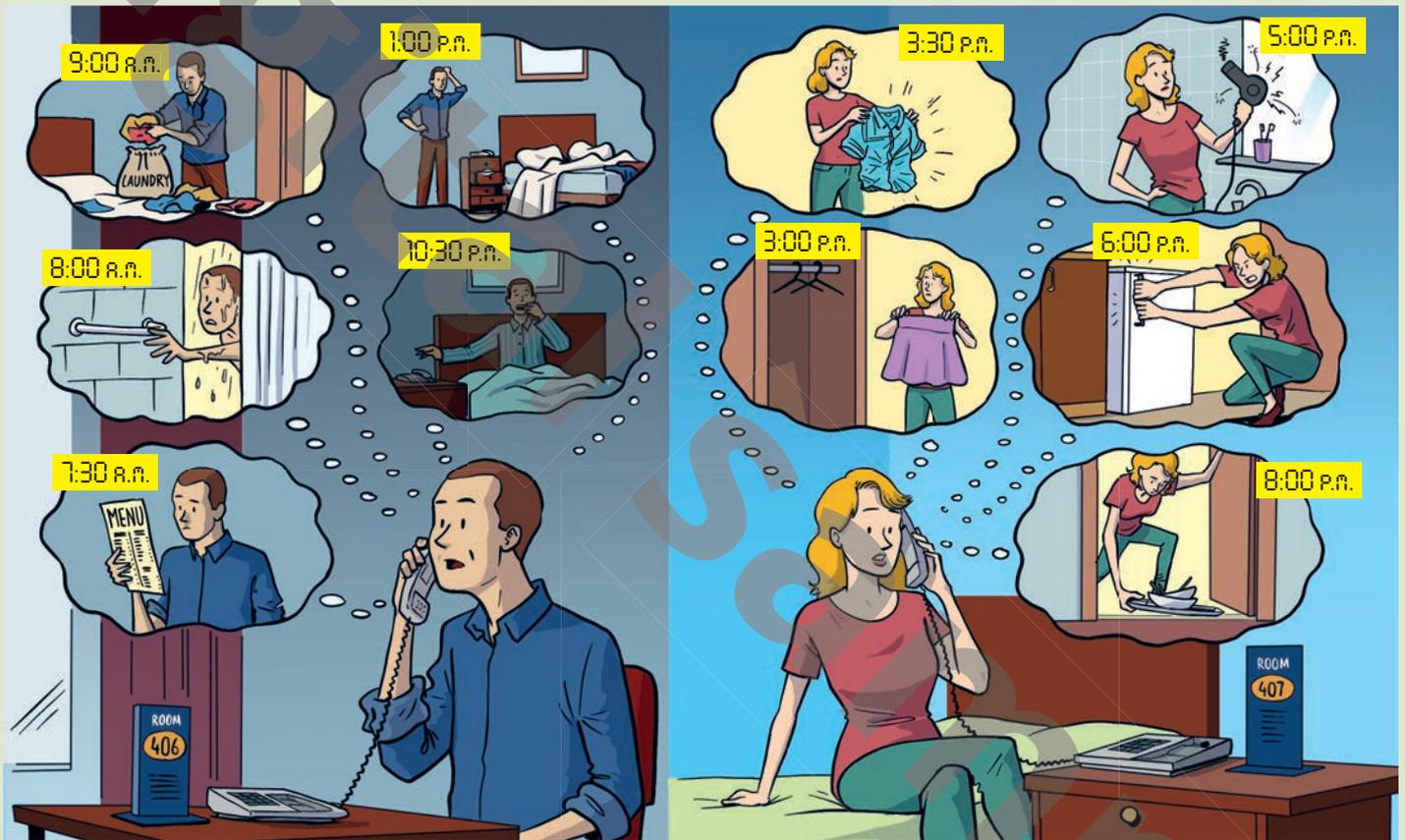
- |         |         |
|---------|---------|
| 1 ..... | 4 ..... |
| 2 ..... | 5 ..... |
| 3 ..... | 6 ..... |

**COMMUNICATION ACTIVATOR**

Now let's request services in a hotel.

**A TALKING POINTS** | Look at the situations in rooms 406 and 407. On a separate sheet of paper, make a list of what each guest should say to the hotel staff when he or she calls.

<b>Room 406</b>
<i>I'd like to order room service.</i>



**B ROLE PLAY** | Role-play two phone conversations. First, Partner A is the guest and Partner B is the hotel staff person. Then change roles. Use the information you wrote in Talking Points and the Vocabulary from page 38 in your role play. Say as much as you can. Start like this:

A: Hello. [Room Service / Front Desk / Housekeeping].

B: Hello, this is ..... in Room .....

**RECYCLE THIS LANGUAGE**

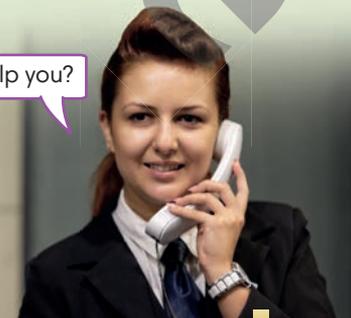
**Guest**

- \_\_\_ won't open / close / turn on / turn off
- \_\_\_ isn't working / is broken / is clogged
- \_\_\_ is making a weird sound

**Staff**

- I'll connect you with \_\_\_\_.
- I'm sorry about that.
- That's ridiculous.
- We'll send someone to \_\_\_\_.

May I help you?





## Choose vacation accommodations

- A** **READING** | Read a listing for a short-term vacation rental on a website. What do you think are some upsides and downsides to staying at this rental property?



**H2H**  
MyHouse=YourHotel

“Rent an entire house or just a private room—perfect for your vacation!”

**Large private bedroom and shared bath in large house**

• Bedford Falls • 1–2 guests

★★★★★ (754 Reviews)



Shared bath



Shared kitchen



Quiet private bedroom



**Owners Ivan and Miranda**

We leave early and come back late, so we love having someone in our house. We usually eat out on weeknights, so the kitchen will be all yours! On weekends, we sleep late and are rarely home. While we won't be at the house much during your stay, feel free to contact us with any questions! We also have a lot of local recommendations to share.

Check calendar for price per night

CHECK-IN	CHECKOUT
MM-DD-YYYY	MM-DD-YYYY

GUESTS  
0 GUESTS ▼

CHECK AVAILABILITY

**Reviews (newest first)** ★★★★★ (754 Reviews)



**Raymond**  
Kuala Lumpur  
September 2021

★★★★★ **The house is awesome!** It's super-clean and comfortable, but a little small. Even though the kitchen is shared with owners Miranda and Ivan, they don't cook much, so you feel like the whole house is yours! And when they're there, they're so much fun to talk to. I'd like them to be there more! One of the things I like most about these rentals is getting to know the owners. Near the art museum and everything else.



**CityGirl**  
New York  
August 2021

★★★☆☆ **Beware!** Site doesn't mention the no-guest and no-pet policy. I go everywhere with my dog, Puffy. But when I arrived, Ivan told me the dog had to stay outside. I have friends in Bedford Falls, and I was looking forward to inviting them for drinks and some good conversation. But Ivan said that if I wanted to invite guests, I had to ask permission first. Next time, I'll remember to ask a lot of questions! Upside? The bedroom door has a lock and the owners never use the kitchen, so it's all yours.



**GourmetGary**  
Atlanta  
July 2021

★★★★★ **This was our second stay, and it was even better than the first.** Excellent location. Walking distance to a 24/7 supermarket. I'm a gourmet cook, and I like a kitchen where I can create classic French dishes. This place has a truly great gourmet kitchen. But if you feel like eating out, it's near lots of restaurants. Owners are always available for information, and especially for restaurant recommendations. But they're never in your way. Great place if you like privacy. If you want a home away from home, you won't be disappointed.

- B** **IDENTIFY SUPPORTING DETAILS** | Circle one or more answers to each question. With a partner, identify the source of your answers.

- 1 Who appreciates privacy? ([Raymond](#) / [CityGirl](#) / [GourmetGary](#))
- 2 Who recommends this rental property? ([Raymond](#) / [CityGirl](#) / [GourmetGary](#))
- 3 Who thinks the lock on the bedroom door is important? ([Raymond](#) / [CityGirl](#) / [GourmetGary](#))
- 4 Who posted positive comments about the kitchen? ([Raymond](#) / [CityGirl](#) / [GourmetGary](#))

“GourmetGary says it's a ‘great place if you like privacy.’”

- C** **MAKE PERSONAL CONNECTIONS** | Which of the three guests are you most like? Discuss with a partner.



Now let's choose vacation accommodations.

A TALKING POINTS | Look at two listings for vacation rental properties. Make notes of the upsides and downsides of each property for you on the notepad.



Silver City

Modern 2BR apartment in town center

- Near theaters, restaurants, shopping
- \$\$
- Air conditioning
- Washer / dryer
- Microwave
- Coffee maker
- Dishes and utensils
- Towels
- Wi-Fi

[See more amenities](#)

Policies

- Check-in 4:00 P.M.
- Check-out 10:00 A.M.
- No parties / events
- No smoking
- No pets
- No parking
- Children welcome

Categories  
 \$\$ = budget  
 \$\$\$ = affordable  
 \$\$\$\$-\$\$\$\$\$ = luxury



Gold Coast

Luxurious 5 BR beachfront house

- Right on the beach. Walk to Sunset Island Ferries
- Total privacy
- \$\$\$\$\$
- Air conditioning
- Satellite / Cable TV
- Ultra-fast Internet
- Private parking
- Washer / dryer
- Full gourmet kitchen
- Espresso machine
- Hot tub
- Towels
- Wi-Fi

[See 30 additional amenities](#)

Policies

- Check-in 3:00 P.M.
- Check-out 2:00 P.M.
- No smoking
- No children under 12

Categories  
 \$\$ = budget  
 \$\$\$ = affordable  
 \$\$\$\$-\$\$\$\$\$ = luxury

<b>Silver City</b>
Upsides
<i>affordable</i>
Downsides
<i>only has two bedrooms</i>

<b>Silver City</b>
Upsides
Downsides
<b>Gold Coast</b>
Upsides
Downsides

B DISCUSSION | Choose the property that you would like to rent. Discuss your reasons with a partner.

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion.  
 Example: "a no-smoking policy"

“I'd like to rent the Gold Coast house, but it looks too expensive. But I'm not sure about the Silver City apartment because it doesn't have parking.”

SOFT SKILLS BOOSTER p. 156

WRITING

Look at the kinds of accommodations in the Warm-Up on page 37. Choose one kind that you have stayed in and write a review of the place. (Note: If you haven't ever stayed in one of those, interview someone who has and write a review from that person's perspective). Describe its amenities, its upsides, and its downsides. Write what you enjoyed about the place and what you didn't like.

*Last December, my family and I went to Disney World in the United States. We stayed in an inexpensive hotel not far from the park. It had a kitchen, so we made our own breakfast instead of going to a restaurant. But at night, we had to look for a place to eat. The room was very comfortable, but it wasn't very clean. . . .*

WRITING HANDBOOK p. 146

- Avoiding sentence fragments with because or since
- Guidance for this writing exercise



# TIC-TAC-TOE WHAT WILL THEY DO?

- Play with a partner. Flip a coin to decide who goes first. That person is "X," and the other is "O."
- Choose any square and answer the question in a complete sentence, using the future with will and language from Unit 4. If your partner agrees your answer is correct, write an X on your square. Then your partner chooses a square and, if you agree the answer is correct, writes an O on that square.
- The first person to get three squares in a row says, "Tic-Tac-Toe!" and wins.

<del>○</del>	○	X	<del>X</del>	<del>X</del>	<del>X</del>	<del>○</del>	X	X
○	X	○	○	○	X	X	<del>○</del>	X
○	X	X	○	X	○	○	X	<del>○</del>

THREE WAYS TO GET TIC-TAC-TOE



What hotel service will he call?



How will she get to the airport?



What will they do?



What will they do next?



How will he pay for his room?



What will she ask for?



What will they do while they're eating?



What will he ask for?



What will she leave?



**PROGRESS SELF-CHECK**

**NOW I CAN**

For more practice ...

Unit Review / Connect TV  
Test-Taking Skills Booster

Leave and take telephone messages.

Check in to and out of a hotel.

Request services in a hotel.

Choose vacation accommodations.