

Scope and Sequence

Unit/Topic	Skill Focus	Critical Thinking	Vocabulary	Language Focus	Conversation	Speak with Confidence	Real-Life Skills: Illustration / Presentation
1 Personality 8	Learning to understand stress shift	Ranking reasons for becoming friends	Adjectives about personalities	Describing similarities and differences between people	Talking about personalities	Describing personalities and finding a perfect match	Reporting on bar charts
2 Childhood 16	Learning to use expressions of surprise	Thinking about your favorite things in childhood	Phrases about doing childhood activities	Asking about childhood experiences and giving responses	Asking about childhood activities and giving responses	Describing childhood memories	Presenting a memory from your childhood
3 Family Relationships 26	Learning to understand prefixes and suffixes	Evaluating living in different families	Nouns about family relationships	Asking about and describing family relationships	Talking about family relationships	Introducing your family tree	Reporting on pie charts
4 Ordering Food 36	Learning to correct information while speaking	Categorizing food into different parts of a menu	Nouns and phrases from a menu	Taking orders and ordering food in a restaurant	Taking orders and ordering food in a restaurant	Describing what people usually order in a restaurant	Presenting your favorite restaurant
5 Hotel Reservations 46	Learning to understand consonant-vowel linking	Ranking preferences for accommodation	Nouns about hotels	Asking about hotels and giving responses	Talking about hotel room types and hotel amenities	Making a reservation at a hotel	Reporting on a hotel registration
6 In the Bank 56	Learning to say big numbers in English	Categorizing banking activities	Phrases about banking activities	Expressing banking service needs and giving responses	Asking about banking services and giving responses	Describing banking activities	Presenting your banking experiences
7 Business Phone Calls 66	Learning to use telephone phrasal verbs	Describing phone experiences	Common expressions about making business phone calls	Asking about a job vacancy	Asking about the requirements for a job vacancy	Making a phone call for a job vacancy	Reporting on pie charts
8 Job Interviews 76	Learning to understand suffixes about jobs	Ranking importance of attributes for getting a job	Adjectives about job interviewees	Asking interview questions and giving responses	Talking about qualifications in a job interview	Describing oneself in job interviews	Presenting information about yourself
9 Festivals Around the World 86	Learning to understand cause and effect	Describing festival experiences	Nouns about the features of festivals	Describing similarities and differences between festivals	Talking about festival celebrations around the world	Describing festivals around the world	Reporting on Venn diagrams
10 Customs Around the World 98	Learning to use gerunds and infinitives	Evaluating customs	Adjectives to describe customs	Asking questions about customs and checking understanding with statement questions	Talking about customs around the world	Introducing customs in Brazil	Presenting customs in a foreign country
11 Exhibitions 108	Learning to understand prepositions	Using collocations relating to exhibitions	Nouns about people and products in exhibitions	Asking and responding to questions about products in exhibitions	Asking and answering questions about products in an exhibition	Talking about features of products in an exhibition	Reporting on T-charts
12 Online Entertainment 118	Learning to understand collocations	Ranking preferences for online entertainment	Phrases about online activities	Asking about online entertainment and giving responses with reasons	Talking about favorite forms of online entertainment	Giving advice for replacing activities with online entertainment during a pandemic	Presenting your favorite online entertainment
Word List 128							

1 Personality

Objective: Describing personalities

Vocabulary Focus: Learning adjectives about personalities

Language Focus: Describing similarities and differences between people



Critical Thinking

A What things are important for people to become friends? Rank the statements from 1 (the most important) to 6 (the least important).

They have similar personalities.	
They have the same sense of humor.	
They have similar opinions and beliefs.	
They have similar interests.	
They are the same age.	
They come from the same place.	

B Collaborative Practice: Work in pairs. Tell your partner which statement you find is the most important for making friends. Which is the least important? Why?

I think having similar interests is the most important because it is more fun to be together.



Not me, I think being the same age is more important.

Vocabulary

A Look at the words that describe different personalities. Match them with the correct descriptions.

- a. critical

b. reliable

c. considerate

d. responsible

e. sociable

f. serious

g. generous

h. direct

i. emotional

j. humorous
1. _____ Dora often says bad things about her classmates.

2. _____ Jenny shows her feelings easily.

3. _____ Kate gives money to poor people.

4. _____ James enjoys telling jokes to others.

5. _____ Jeff keeps his word, so people trust him.

6. _____ Mark always completes all homework on time.

7. _____ Mary enjoys meeting people at parties.

8. _____ Ben says what he really thinks to his friends.

9. _____ Zoe cares about other people's feelings.

10. _____ Johnson doesn't smile easily.

B Collaborative Practice: What are you like? Find someone whose personality is similar to yours. Complete the sentence below. Then report it to your class.

Example: I am sociable because I like meeting new people.

I am _____ because I _____.

(Name of the person) is also _____ because he/she _____.

Skill Focus

Understanding stress shift

A A stress shift

The patterns of stressed and unstressed syllables in words help create the rhythm of English. Knowing about stress shift will help you understand others more easily and speak English more clearly. A good example of this is how stress changes when *-ity* is added to a base word.



B Listen and Practice. Notice how the stress shifts when these adjectives become nouns.

1. responsible / responsibility

2. generous / generosity



C Listen and put a large circle over the syllable that has the main stress.

1. reliable / reliability

2. flexible / flexibility

3. mature/ maturity

4. sensitive / sensitivity

5. positive / positivity

6. negative/ negativity

D Practice saying the words in part C.



Language Focus

Asking about similar or different personalities

- How similar are you and your friend?
- How are you different?

Describing similarities between people

- We are both sociable.
- Both of us are pretty critical.

Describing differences between people

- I think she is more serious than me.
- I am not as generous as she is.
- She is direct about things, but I'm not.

- A Collaborative Practice:** Work in pairs. Take turns discussing how you and your partner are similar and different.

How similar are you and your friend?



I'd say both of us are responsible students because we show up to class on time.

Conversation

- A** Listen to Helen talking with Angus about her best friend. How are they similar? How are they different? Write your answers in the blank space below.

Angus: What are you going to do after class?

Helen: I think I am going out with Megan.

Angus: It must be fun having shared interests with your best friend.

Helen: Yes. We both like playing tennis and watching movies, especially romances.

Angus: How similar are you and Megan?

Helen: Well, we are both humorous. We like to make people laugh. Also, both of us are pretty considerate. I think Megan is more considerate than me. She is considerate of everyone's feelings.

Angus: Well, how are you different?

Helen: I am not as reliable as she is.

Angus: What do you mean?



Helen: She is the one who always keeps her word. If she says she will do something, she will do it.

Angus: She seems to have many positive personality traits.

Helen: Yes. That's why she is my best friend.

- B** Complete the questions and answers based on the above conversation. Then practice the conversation with a partner.

1. **A:** _____ similar are you and Megan?

B: We are both _____. We like to make people laugh. Also, _____ are pretty considerate. I think Megan is _____ considerate _____ me.

2. **A:** _____ are you different?

B: I am not _____ reliable _____ she is.

- C** Put the sentences in the correct order to complete the conversation. Then practice the conversation with a partner.

a. How are they different?

b. How are they similar?

c. Both of them are humorous.

d. I think one is more reliable than the other.

A: My two brothers have similar personalities.

B: 1. _____

A: 2. _____

B: Well, they must be fun to be with. 3. _____

A: 4. _____

- D** Collaborative Practice: Work in pairs. Make one more conversation with your own ideas. Then practice the conversation with your partner.

A: How are your parents similar?

B: _____

A: How are they different?

B: _____

Speak with Confidence

- A** Look at the pictures. Is there a perfect match for everyone? Imagine you are a matchmaker who helps your clients find possible mates.

Example:

- Ayako and Alex are a perfect match. Both of them are active. They can do outdoor activities together, such as hiking and mountain biking. Also, they are both considerate, which makes them a good couple.

Ayako		Country: Japan Age: 28 Job: Teacher	Hobbies: Listening to music, hiking Dislike: Eating cakes Personality trait: Considerate, active
Joyce		Country: America Age: 26 Job: Chef	Hobbies: Cooking, reading novels Dislike: Dancing Personality trait: Sociable, reliable
Emma		Country: Germany Age: 30 Job: Interior designer	Hobbies: Swimming, surfing Dislike: Eating vegetables Personality trait: Direct, funny
Ben		Country: Canada Age: 32 Job: Doctor	Hobbies: Jogging, reading books Dislike: Dancing Personality trait: Reliable, positive
Alex		Country: France Age: 28 Job: Firefighter	Hobbies: Taking photos, mountain biking Dislike: Eating sweets Personality trait: Considerate, direct
Nick		Country: Australia Age: 29 Job: Engineer	Hobbies: Fishing, swimming Dislike: Staying in crowded places Personality trait: Serious, shy

B Collaborative Practice: Complete your matchmaker card. Then interview a partner. Take turns sharing your opinions.

You

Matchmaker Card

Name: _____ and _____

Reason:

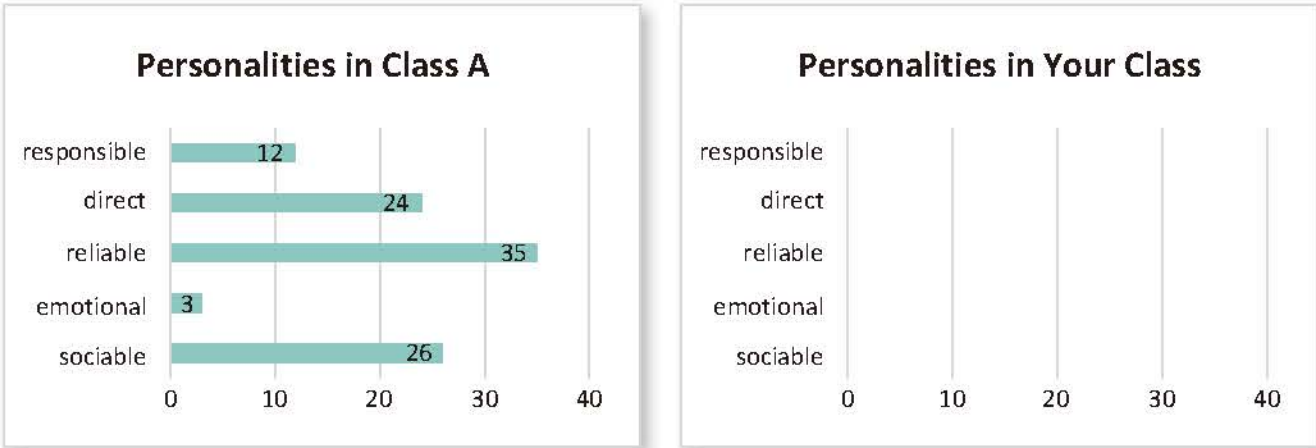
Your Partner

Matchmaker Card

Name: _____ and _____

Reason:

Real-Life Skills: Illustration



A The bar chart on the left shows the personalities in Class A. Conduct a class survey to find out the personalities in your class. Complete the bar chart on the right.

Find out how many students are:

	responsible	direct	reliable	emotional	sociable
Number of students					
Percentage (%)					

B Collaborative Practice: Report on the charts. Fill in the blanks with the information you have. Then practice reporting the charts with a partner.

The bar charts show the personalities in two classes. Overall, being reliable is the most common personality in Class A, while being _____ is the most common in my class. In detail, more students in Class A are reliable, at 35%. Some are sociable, at 26% and some are direct, at 24%. The least number of students are emotional, at 3%. In my class, more students are _____, at ____%. Some are _____, at ____% and some are _____, at ____%. The least number of students are _____, at ____%.