

Sampler

Blueprint



A1 to C1

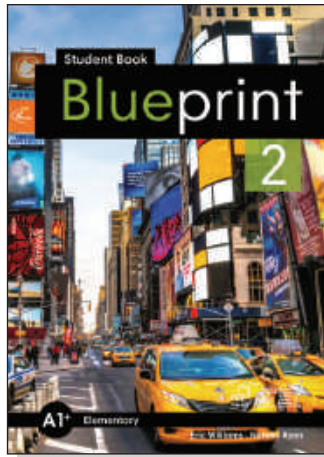
Beginner to Advanced

Introducing the *Blueprint* series!



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A1 Beginner



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A1+ Elementary



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A2 Pre-Intermediate



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B1 Intermediate



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B1+ Upper-Intermediate



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B2 Pre-Advanced



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C1 Advanced

Real-World English Language Competency to

BUILD YOUR WORLD

Blueprint is a seven-level coursebook series that teaches adult learners of English the useful language they need to succeed in their daily lives.

Each module teaches learners how to communicate in everyday situations, with a practical syllabus built on CEFR-based competencies. Learners gain familiarity and fluency through a balance of language input and output activities, and useful, high-frequency expressions.

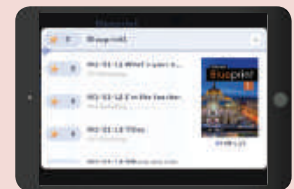
COMPONENTS FOR STUDENTS



Student Book and Workbook with Audio QR Codes



Scan and find the tracks.



Class Booster
Student app with extra practice exercises and videos

* Additional digital material available on the Compass Publishing website!

COMPONENTS FOR TEACHERS



Teacher's Guide
Includes teacher's notes and extra classroom activities



Downloadable Online Resources
Answer Keys, Word Lists, Vocabulary Tests



Interactive Whiteboard Materials

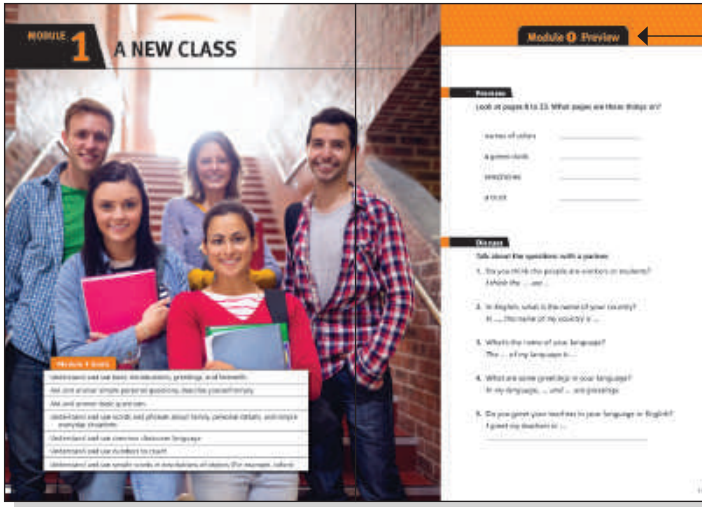
Blueprint Features

- Thematic module structure
- Practical real-life topics and settings
- Level-controlled content
- Grammar and structures presented in the order found in prominent CEFR-based inventories
- Balanced lesson structure with: meaning-focused input, meaning-focused output, language-focused learning, and fluency development
- State-of-the-art supplemental materials

Progress from CEFR A1 to C1

A1	A1+	A2	A2+	B1	B1+	B2	B2+	C1
Blueprint 1								
	Blueprint 2							
		Blueprint 3						
			Blueprint 4					
				Blueprint 5				
					Blueprint 6			
						Blueprint 7		

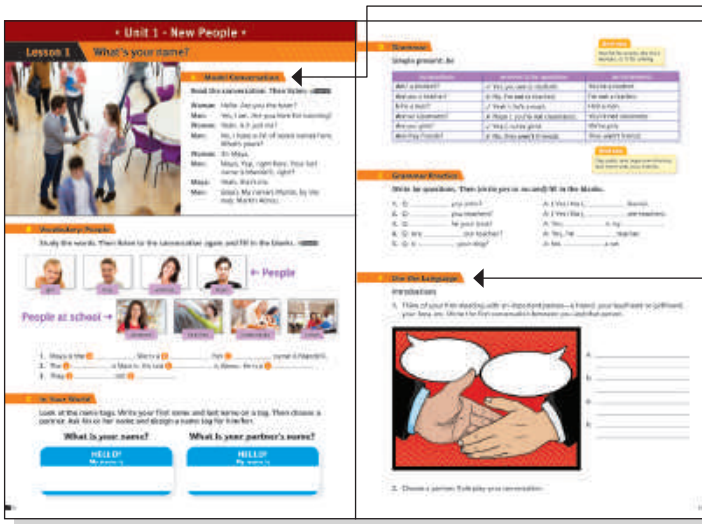
STUDENT BOOK WALKTHROUGH



The **Module Preview** couples units thematically to immerse students in real-life situations. CEFR-based goals let students know what they are expected to be able to accomplish upon completion of the unit.

UNIT LESSONS

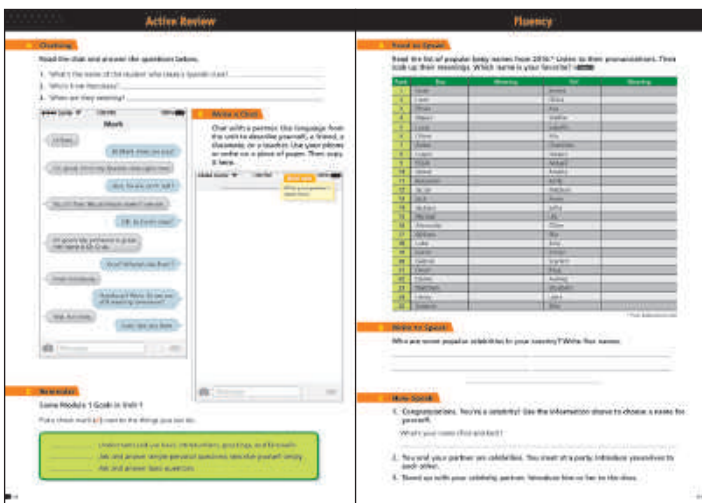
Each unit is composed of five dynamic **lessons** designed to balance meaning-focused input and output, language-focused learning, and fluency development.



Model Conversations, Authentic Texts, and Text Markups are designed to make language-focused learning of **vocabulary** and **grammar** easier for students.

In Your World, About You, and Use the Language activities strengthen students' language output by having them perform real-world activities.

Active Reviews, Fluency, and Communication pages check students' language development.



Active Reviews consolidate language introduced in the unit with new, practical meaning-focused output activities. **Fluency and Communication** pages test and improve students' communicative ability.

WORKBOOK WALKTHROUGH

Featuring self-study activities with new audio tracks, **Workbook** lessons correspond to the lessons in the Student Book to reinforce comprehension of grammatical structures and vocabulary.

Unit 1 • New People •

Lesson 1 What's your name?

1. Write the letters in the correct blanks. Then listen and check. **▶▶▶▶▶**

1. boy _____ 3. tutor _____ 5. scientist _____
 2. student _____ 4. man _____ 6. girl _____

2. Fill in the blanks with the words from the box to complete the conversations. Remember to capitalize. Then listen and check. **▶▶▶▶▶**

am are how hello how? let come no thank you yes year

1. A: _____ Are you Spanish? Are you my tutor?
 B: _____ I am. Are you my _____? Barbara?
 A: _____ that's me.

2. A: Are you a _____?
 B: _____ I'm not. I'm a girl.

3. A: Hello, _____ you Maria?
 B: Yes, I _____.
 A: Is your _____ name Martinez?
 B: No, it _____ my friend's.
 C: I'm Maria Martinez. Martinez is my last _____.
 A: Oh, are you Spanish?
 C: Yes, and _____ best friend!

3. Circle the correct answers.

1. You (is / are) a new student. 4. We (aren't / aren't) friends.
 2. They (aren't / am not) my classmates. 5. He (am / is) my teacher.
 3. My last name (is / is) Parker. 6. Her last name (aren't / isn't) Martinez.

4. Put the words in order to make yes/no questions.

1. are / friends / they _____?
 2. Helena / name / is / first / sister _____?
 3. you / teachers? are _____?
 4. we / classrooms? are _____?
 5. last / last? year / name / is _____?
 6. student? she / is / is _____?

Lesson 2 I'm the teacher.

1. Put the conversation in the correct order. Listen and check. Then practice. **▶▶▶▶▶**

Teacher: Nice to meet you, Danny. Are you a new student?
 Student: Great. And are you the teacher?
 Teacher: Well, welcome to my English class—and to the school.
 Teacher: Yes. It's. Good afternoon.
 Student: Yeah, I am. It's my first day in the school.
 Student: I'm Daniel, but you can call me Danny.
 Teacher: Yes. I'm Ms. Soave. What's your name?
 Student: Good afternoon. Is this the English class? **▶▶▶▶▶**

2. Underline the errors and rewrite the sentences correctly.

1. Your last name are Soave. _____
 2. I'm nice to meet you. _____
 3. How you are? _____
 4. I no am a student. _____
 5. What your name? _____
 6. People me call Dan. _____

3. Put a check mark (✓) next to the correct response.

1. Are we classmates?
 No, I'm not a student.
 Yes, we're classmates.

2. How, how's it going?
 Nice to meet you.
 Not bad.

3. My teacher's Alberto, but you can call me Reta.
 Good to meet you, Alberto.
 Nice to meet you, Reta.

4. Are you a new student here?
 Yes, it's my first day.
 Yes, I'm.

5. What's your name?
 Maria. And you?
 Maria. How you!

6. I'm a new teacher.
 Welcome. I need to meet you.
 Hey!

Like the Student Books, the **Workbooks** include review material at the end of the units and modules to consolidate language development.

Unit 2 • The Classroom •

Unit Review

Checklist

Circle the correct answers.

1. My classroom is in front of the (garden / ceiling).
 2. There's a table (table / table) in the classroom. It's on the (table / table).
 3. We found some (books / table) in the classroom.
 4. There's a picture of the (classroom / board) in the classroom.
 5. Is there a (table / table) in the classroom?
 6. There's a (table / table) in the classroom. (Are you sure?)
 7. There's a (table / table) in the classroom. (Are you sure?)

Reading Comprehension

Read the text and circle the correct answers.

Class Notes

1. There are 20 desks in the classroom. There are 10 desks in the front and 10 desks in the back.
 2. There are 10 desks in the front and 10 desks in the back.
 3. There are 10 desks in the front and 10 desks in the back.
 4. There are 10 desks in the front and 10 desks in the back.

1. The desk is on the _____ in the classroom.
 a. wall b. board c. announcement board

2. Students sit on the _____ in the classroom.
 a. ceiling b. desk and table c. table in the announcement board

3. Students and their homework sit on the _____ in the classroom.
 a. front table b. the floor c. the laptop desk

4. Students sit _____ at the front of the classroom.
 a. behind b. in front c. at

5. Students put their backpacks _____ in the classroom.
 a. on the floor b. on the desk c. on the table

Module Review

Listen. What class are the students in? **▶▶▶▶▶**

1. English
 2. English Literature
 3. English Writing

Listen again. Are these sentences true (T) or false (F)? **▶▶▶▶▶**

1. There are 10 desks in the classroom. _____
 2. There are 10 desks in the classroom. _____
 3. All the desks are in the front. _____
 4. There are 10 desks in the classroom. _____

Listen to the end of the text. Put a check mark (✓) next to the phrases you hear. **▶▶▶▶▶**

There are 10 desks. There are 10 desks. There are 10 desks.
 There are 10 desks. There are 10 desks. There are 10 desks.

Read the profile. Are these people in _____? **▶▶▶▶▶**

a. students b. teachers c. English teachers

E-pals International

Who improves your English? Use writing in the class!

1. Write a letter to your friend. _____
 2. Write a letter to your friend. _____
 3. Write a letter to your friend. _____
 4. Write a letter to your friend. _____
 5. Write a letter to your friend. _____

Write your own profile for E-pals International!

Name: _____
 Address: _____
 Age: _____
 Hobbies: _____
 Favorite subjects: _____

Expanded learning tips added as **Brief notes** in the Student Book and Workbook.

Blueprint A1 Scope and Sequence

	Module Goals and CEFR Level	Unit and Lessons	Vocabulary	Grammar and Structures
Module 1: A New School	<p>A1 Understand and use basic introductions, greetings, and farewells</p> <p>A1 Ask and answer simple personal questions; describe yourself simply</p> <p>A1 Ask and answer basic questions</p> <p>A1 Understand and use words and phrases about family, personal details, and simple everyday situations</p> <p>A1 Understand and use common classroom language</p> <p>A1 Understand and use numbers to count</p> <p>A1+ Understand and use simple words in descriptions of objects (for example, colors)</p>	<p style="text-align: center;">★ Unit 1 ★ New People</p> <ol style="list-style-type: none"> 1 What's your name? 2 I'm the teacher. 3 Titles 4 Where are you from? 5 Bye. 	<p>Basic descriptions of people</p> <p>Common questions and ways to answer</p> <p>Words and phrases used in greetings, introductions, and farewells</p> <p>Common jobs, marital statuses, and titles</p> <p>Country names and nationalities</p>	<p>Lesson 1 Simple present: <i>be</i></p> <p>Lesson 2 Short forms (contractions)</p> <p>Lesson 3 Short forms (contractions) in negative statements</p> <p>Lesson 4 <i>be</i> questions with question words</p> <p>Lesson 5 Possessives</p>
	<p style="text-align: center;">★ Unit 2 ★ The Classroom</p> <ol style="list-style-type: none"> 1 What do you have in here? 2 What do you have outside? 3 Whose is it? 4 The Things Around You 5 Where is it? 	<p>School supplies</p> <p>Numbers</p> <p>Colors</p> <p>Classroom objects</p> <p>Prepositions of location</p>	<p>Lesson 1 Articles <i>a</i> and <i>an</i></p> <p>Lesson 2 Simple present: <i>have</i></p> <p>Lesson 3 Possessives: pronouns and questions</p> <p>Lesson 4 Questions and statements with <i>there is</i> and <i>there are</i></p> <p>Lesson 5 Prepositions of location and prepositional phrases</p>	
Module 2: Life and School	<p>A1 Build a vocabulary of words and phrases about family and personal details</p> <p>A1 Describe your family in short, simple spoken or written phrases</p> <p>A1 Understand, ask, and answer simple personal questions such as <i>How old are you?</i></p> <p>A1 Understand and use days of the week and months of the year</p> <p>A1 Understand and use numbers as ages and dates</p> <p>A1 Give personal information, such as age and basic information about family</p> <p>A1+ Describe your family simply (for example, the members, how old they are, and what they do)</p> <p>A1+ Indicate time by such phrases as <i>in November</i></p>	<p style="text-align: center;">★ Unit 3 ★ About Family</p> <ol style="list-style-type: none"> 1 In My Family 2 Technology and Media 3 Family Photos 4 They're his ex-wives. 5 Appearance 	<p>Family members</p> <p>Technology and media</p> <p>Demonstratives</p> <p>Extended family</p> <p>Appearance</p>	<p>Lesson 1 <i>how many</i> questions and their answers</p> <p>Lesson 2 <i>some</i> and <i>any</i></p> <p>Lesson 3 Questions with <i>who</i></p> <p>Lesson 4 Plurals</p> <p>Lesson 5 Describing appearance using <i>with</i> prepositional phrases</p>
	<p style="text-align: center;">★ Unit 4 ★ School Life</p> <ol style="list-style-type: none"> 1 Ages and Birthdays 2 Studying 3 Do you have class on Friday? 4 Going to College 5 I study at night. 	<p>Months</p> <p>Dates and ordinal numbers</p> <p>Days of the week</p> <p>School-related verbs and verb phrases</p> <p>Schools and grade levels</p> <p>Parts of the day (<i>morning</i>, etc.)</p> <p>Daily activities</p>	<p>Lesson 1 Questions with <i>when</i> and <i>how old</i></p> <p>Lesson 2 Simple present in affirmative statements</p> <p>Lesson 3 Simple present in questions and answers</p> <p>Lesson 4 3rd person singular subjects in simple present affirmative</p> <p>Lesson 5 Prepositional phrases of time</p>	

	Module Goals and CEFR Level	Unit and Lessons	Vocabulary	Grammar and Structures
Module 3: Around Campus	<p>A1 Understand and use numbers in times</p> <p>A1 Understand simple words and phrases like <i>excuse me</i>, <i>sorry</i>, and <i>thank you</i></p> <p>A1 Use short, memorized phrases for specific purposes with reasonable accuracy</p> <p>A1+ Indicate time by such phrases as <i>three o'clock</i></p> <p>A1 Build a basic vocabulary of words and phrases about personal details and simple everyday situations</p> <p>A1 Very simply describe where you go to school</p> <p>A1 Write about yourself and where you go to school using short, simple phrases</p> <p>A1+ Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help</p>	<p>★ Unit 5 ★ Doing Things at School</p> <ol style="list-style-type: none"> Telling Time What do you do after class? Where do you go after class? In That Building Directions 	<p>Words and phrases related to times of day, including things done at those times</p> <p>Names of classes/ subjects</p> <p>Adverbs of frequency</p> <p>Parts of a building</p> <p>Verbs and phrases used to give or get directions</p>	<p>Lesson 1 <i>what time</i> questions and their answers</p> <p>Lesson 2 Simple present: <i>go</i> and <i>do</i>; <i>before</i> and <i>after</i> phrases</p> <p>Lesson 3 <i>how often</i> and adverbs of frequency</p> <p>Lesson 4 More <i>where</i> questions and their answers</p> <p>Lesson 5 More <i>how</i> questions and their answers</p>
	<p>A1 Write about yourself and where you go to school using short, simple phrases</p> <p>A1+ Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help</p>	<p>★ Unit 6 ★ Places on Campus</p> <ol style="list-style-type: none"> The computer lab smells new. Could I speak to Dr. Roberts? In the Lounge At the Student Center It's a really nice day. 	<p>Places and things in a building</p> <p>Telephone language</p> <p>Things in a lounge or common area</p> <p>Common questions with <i>how</i></p> <p>Things outside of buildings on a school campus</p>	<p>Lesson 1 Adjectives and linking verbs</p> <p>Lesson 2 Adjectives before nouns</p> <p>Lesson 3 Adverbs of frequency with <i>be</i></p> <p>Lesson 4 More <i>how</i> questions: <i>how</i> + adjective/adverb</p> <p>Lesson 5 Intensifiers</p>
Module 4: Done for the Day	<p>A1 Understand and use numbers in prices</p> <p>A1 Buy things in shops where pointing and gestures can support what is said</p> <p>A1 Ask and answer questions about things shops have</p> <p>A1+ Ask people for things and give them things</p> <p>A1 Very simply describe where you live</p> <p>A1 Join simple phrases with words like <i>and</i></p> <p>A1+ Describe what you like and don't like</p> <p>A1+ Describe what you can and can't do</p>	<p>★ Unit 7 ★ Study or Eat?</p> <ol style="list-style-type: none"> Are you going to the cafeteria? In the Library At the Cafeteria At the Restaurant At the Café 	<p>More places and things on campus</p> <p>Language used in the library</p> <p>Kinds of food and ways of cooking</p> <p>Language used in a restaurant or with purchases</p>	<p>Lesson 1 Present continuous tense</p> <p>Lesson 2 <i>want</i> and <i>would like</i></p> <p>Lesson 3 Questions with <i>what</i> and <i>what kind (of)</i></p> <p>Lesson 4 Questions with <i>what</i> and <i>which</i></p> <p>Lesson 5 Questions with <i>how many</i> and <i>how much</i>; uncountable nouns</p>
	<p>A1 Join simple phrases with words like <i>and</i></p> <p>A1+ Describe what you like and don't like</p> <p>A1+ Describe what you can and can't do</p>	<p>★ Unit 8 ★ Away from School</p> <ol style="list-style-type: none"> Going Home On the Way Arriving Home Home Hobbies Dinnertime 	<p>Addresses and types of houses</p> <p>Modes of transportation</p> <p>Words and phrases found on signs</p> <p>Parts of a house</p> <p>Hobbies</p> <p>Household chores</p>	<p>Lesson 1 Present continuous in information questions, including subject questions</p> <p>Lesson 2 Negative imperatives; conjunction <i>or</i></p> <p>Lesson 3 Conjunctions <i>and</i> and <i>but</i></p> <p>Lesson 4 Simple present: <i>like</i> in statements and questions</p> <p>Lesson 5 Simple present: <i>can</i></p>

Blueprint A1+ Scope and Sequence

	Module Goals and CEFR Level	Unit and Lessons	Vocabulary	Grammar and Structures
Module 1: First Conversations	<p>A1 Understand and use words and phrases about family, personal details, and simple everyday situations</p> <p>A1+ Communicate information about yourself, your family, your job, and where you come from in a simple and direct exchange</p> <p>A1+ Describe your family simply (for example, who the members are, how old they are, and what they do)</p> <p>A1+ Understand when people talk very slowly and clearly about themselves and their families, using simple words</p> <p>A1+ Build a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations</p> <p>A1+ Write simply about simple topics, such as the weather</p> <p>A1+ Join phrases with words like <i>and</i> or <i>because</i></p> <p>A1+ Correctly use some simple structures that you have memorized</p>	<p>★ Unit 1 ★ New People and Places</p> <ol style="list-style-type: none"> Nice to meet you. How are you doing? This is... Jobs From where? 	<p>Greetings, farewells, and introductions</p> <p>Common phrases used to express how you feel</p> <p>Jobs, work roles, and relationships</p> <p>Nouns and adjectives describing people and places</p> <p>Words used to describe where you are from</p>	<p>Lesson 1 Subject pronouns and <i>be</i></p> <p>Lesson 2 <i>be</i> with <i>how</i> and adjectives; empty <i>it</i></p> <p>Lesson 3 <i>be</i> in <i>wh-</i> questions; demonstratives; possessive adjectives</p> <p>Lesson 4 <i>want (to)</i> and <i>would like (to)</i></p> <p>Lesson 5 Questions with <i>be like</i>; adjectives</p>
	<p>A1+ Understand when people talk very slowly and clearly about themselves and their families, using simple words</p> <p>A1+ Build a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations</p> <p>A1+ Write simply about simple topics, such as the weather</p> <p>A1+ Join phrases with words like <i>and</i> or <i>because</i></p> <p>A1+ Correctly use some simple structures that you have memorized</p>	<p>★ Unit 2 ★ Small Talk</p> <ol style="list-style-type: none"> This Weather Do you have a job? Tall and Thin I study English because... You should come. 	<p>Words describing weather and seasons</p> <p>More jobs and work-related words</p> <p>Words describing people's appearances and personalities</p> <p>Words and phrases related to studying English</p> <p>Phrases used to end a conversation</p>	<p>Lesson 1 Simple present questions with <i>what</i> and <i>how</i>; intensifiers</p> <p>Lesson 2 Simple present yes/no questions; objects</p> <p>Lesson 3 Questions with <i>any</i> and <i>how many</i>; object pronouns</p> <p>Lesson 4 Questions with <i>why</i>; conjunction <i>because</i>; infinitives of purpose</p> <p>Lesson 5 <i>should</i> and <i>have (got) to</i></p>
Module 2: You're a student.	<p>A1 Build a very basic vocabulary of words and phrases about personal details and simple everyday situations</p> <p>A1 Very simply describe where you go to school</p> <p>A1+ Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help</p> <p>A1+ Describe what you like and don't like (for example, with regard to school)</p> <p>A1+ Understand people if they speak very slowly and clearly about simple everyday topics</p> <p>A1+ Find basic information in posters or advertisements</p> <p>A2 Describe your education</p> <p>A2 Complete a questionnaire with information about your educational background</p>	<p>★ Unit 3 ★ Your University</p> <ol style="list-style-type: none"> I'm a student. Where I Go to School Which school do you go to? What's it like? How much does it cost? 	<p>Types of schools and grade levels</p> <p>Classes, majors, and departments</p> <p>Places and things on campus</p> <p>Words and phrases related to finance and school costs</p>	<p>Lesson 1 Simple present <i>do</i> and <i>go</i></p> <p>Lesson 2 <i>how many</i> and <i>how much</i></p> <p>Lesson 3 Articles</p> <p>Lesson 4 <i>there is</i> and <i>there are</i>; <i>some</i> and <i>any</i></p> <p>Lesson 5 Proper nouns and capitalization</p>
	<p>A1+ Understand people if they speak very slowly and clearly about simple everyday topics</p> <p>A1+ Find basic information in posters or advertisements</p> <p>A2 Describe your education</p> <p>A2 Complete a questionnaire with information about your educational background</p>	<p>★ Unit 4 ★ College Life</p> <ol style="list-style-type: none"> Where is it? I love doing experiments. What are you up to? Courses and Electives Extracurricular Activities 	<p>More places and things on campus</p> <p>Extracurricular activities</p> <p>More classes and majors</p> <p>Adverbs of frequency</p> <p>School activities and feelings</p>	<p>Lesson 1 Prepositions of location</p> <p>Lesson 2 Gerunds</p> <p>Lesson 3 Present continuous and related time expressions</p> <p>Lesson 4 Present continuous in information questions</p> <p>Lesson 5 Simple present vs. present continuous</p>

	Module Goals and CEFR Level	Unit and Lessons	Vocabulary	Grammar and Structures
Module 3: From School to Home	<p>A1 Ask and answer questions about where people live</p> <p>A1+ Build on a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations</p> <p>A1+ Understand simple directions for getting from X to Y on foot or by public transport</p> <p>A1+ Ask people how they feel in different situations and say how you feel</p> <p>A1+ Write simple sentences about yourself (for example, where you live)</p> <p>A1+ Indicate time by such phrases as <i>last Friday</i></p> <p>A2 Find the most important information in timetables, etc.</p> <p>A2 Describe your home and where you live</p>	<p>★ Unit 5 ★ A New Place</p> <ol style="list-style-type: none"> From Home to School It's tiring. How far? The Best Apartment I feel happy. 	<p>Words and phrases about types of transportation</p> <p><i>-ing</i> adjectives and other words describing attitudes, feelings, and their causes</p> <p>Words and phrases used to give or get directions</p> <p>Words and phrases about home utilities and apartment ads</p> <p>Words used to describe feelings</p>	<p>Lesson 1 Comparison with adjectives</p> <p>Lesson 2 Review of <i>-ing</i> forms and introduction to <i>-ing</i> adjectives</p> <p>Lesson 3 <i>How</i> + adjective questions and answers</p> <p>Lesson 4 Superlative adjectives</p> <p>Lesson 5 Linking verbs</p>
		<p>★ Unit 6 ★ At Home</p> <ol style="list-style-type: none"> A New Apartment A Visit from a Friend What's on the schedule? Talking About the Weekend Everyday Routines 	<p>Things in the home</p> <p>Places around the neighborhood</p> <p>Time expressions</p> <p>Phrasal verbs used to talk about activities</p> <p>Words and phrases used to talk about daily routines</p>	<p>Lesson 1 Simple past of <i>be</i></p> <p>Lesson 2 <i>there was/were</i>; conjunctions <i>or</i> and <i>but</i></p> <p>Lesson 3 Prepositional phrases of time (<i>in / on / at</i>)</p> <p>Lesson 4 Simple past (regular verbs) and past time expressions</p> <p>Lesson 5 Simple past (irregular verbs)</p>
Module 4: Travel	<p>A1 Understand short, simple messages (for example, SMS phone messages)</p> <p>A1+ Find basic information in advertisements</p> <p>A1+ Follow short, simple written directions</p> <p>A2 Talk about plans for one's next vacation</p> <p>A2 Ask for basic information about travel and buy tickets</p> <p>A2 Discuss plans with other people (for example, what to do and where to go)</p> <p>A2 Correctly use simple phrases you have learned for specific situations</p> <p>A2 Understand short, clear, simple messages at the airport</p>	<p>★ Unit 7 ★ Before the Trip</p> <ol style="list-style-type: none"> Thinking About a Trip Deciding on a Trip What could we do on vacation? Planning the Trip Let's book our trip! 	<p>Words used to discuss destinations and things to do on trips</p> <p>Words and phrases used to plan trips and express likes and dislikes</p> <p>Things to do on a trip</p> <p>Words related to booking plane tickets</p> <p>Things inside an airplane</p>	<p>Lesson 1 Making suggestions with <i>let's</i> + verb or <i>What about / How about</i> + verb + <i>-ing</i></p> <p>Lesson 2 Discussing the future; showing agreement</p> <p>Lesson 3 <i>can</i> for ability; <i>can</i> and <i>could</i> for possibility</p> <p>Lesson 4 <i>can</i> for offers and volunteering; <i>need to</i> for obligation</p> <p>Lesson 5 Imperatives</p>
		<p>★ Unit 8 ★ At the Airport</p> <ol style="list-style-type: none"> Going to Catch a Plane At the Check-in Counter At Security Frequently Asked Questions A Delayed Flight 	<p>Places and things in an airport</p> <p>Words used at an airport check-in counter and at security</p> <p>Words in an FAQ on an airline's website, including measurements</p> <p>Words used at a departure gate</p> <p>Time expressions</p>	<p>Lesson 1 <i>can</i> and <i>could</i> for offers and requests</p> <p>Lesson 2 Questions with <i>whose</i> and possessive pronouns</p> <p>Lesson 3 Comparing with adverbs</p> <p>Lesson 4 Superlative adverbs; <i>how</i> + adverb</p> <p>Lesson 5 <i>have</i> + O + <i>to</i> verb</p>

Blueprint A2 Scope and Sequence

	Module Goals and CEFR Level	Unit and Lessons	Vocabulary	Grammar and Structures
Module 1: Plans	<p>A2 Start a conversation</p> <p>A2 Discuss plans with other people</p> <p>A2 Link ideas with simple connectors (for example, <i>and</i>, <i>but</i>, or <i>because</i>)</p> <p>A2 Find the most important information in advertisements, information leaflets, web pages, etc.</p> <p>A2 Understand the main points in short, simple written news items and descriptions if you already know something about the subject</p> <p>A2 Understand the main information in news reports that you hear</p> <p>A2+ Discuss different things to do, places to go, etc.</p> <p>A2+ Briefly explain and give reasons for actions and plans if you have time to prepare</p>	<p>★ Unit 1 ★ What to Do</p> <ol style="list-style-type: none"> 1 What are your plans? 2 The Career Center 3 Making Decisions 4 Deciding on the Future 5 Ready for a Break 	<p>Academics</p> <p>Fields of study and career fields</p> <p>Careers and employment</p> <p>Expressions used to show interest and understanding</p> <p>Household chores</p>	<p>Lesson 1 Present continuous for future plans</p> <p>Lesson 2 Simple present vs. present continuous</p> <p>Lesson 3 Gerunds and infinitives; conjunction <i>because</i></p> <p>Lesson 4 Future with <i>will</i>; <i>want / would like</i> + object + infinitive</p> <p>Lesson 5 Questions with <i>why</i> and answers; conjunction <i>so</i></p>
	<p>★ Unit 2 ★ Researching Your Options</p> <ol style="list-style-type: none"> 1 Searching for a Job 2 Applying for a Job 3 Decisions, Decisions 4 University Ratings 5 Studying Abroad 	<p>Job applications</p> <p>Words related to university, academics, and studying abroad</p> <p>Common adverbs and intensifiers</p> <p><i>-ing</i> adjectives and <i>-ed</i> adjectives</p>	<p>Lesson 1 <i>have to</i></p> <p>Lesson 2 <i>have to</i> and <i>must</i></p> <p>Lesson 3 Comparative adjectives; <i>may</i> and <i>might</i></p> <p>Lesson 4 Superlative adjectives; <i>maybe</i>, <i>perhaps</i>, and <i>probably</i></p> <p>Lesson 5 Intensifiers</p>	
Module 2: Getting a Job	<p>A2 Understand simple information and questions about work and hobbies</p> <p>A2 Talk to people politely in short social exchanges using everyday forms of greeting and address</p> <p>A2 Complete a questionnaire with information about your educational background, job, interests, and skills</p> <p>A2 Describe your education and your jobs, present and past</p> <p>A2 Make and accept invitations, or refuse invitations politely</p> <p>A2+ Use the most important connecting words to tell a story (for example, <i>first</i>, <i>then</i>, <i>after</i>, and <i>later</i>)</p> <p>A2+ Participate in a longer conversation about a familiar topic</p> <p>A2+ Describe a job or a study experience</p>	<p>★ Unit 3 ★ Basics of the Process</p> <ol style="list-style-type: none"> 1 A Job Application 2 Scheduling an Interview 3 Preparing for an Interview 4 The interview begins. 5 The Job Description 	<p>Job applications and interviews</p> <p>Business English and professionalism</p> <p>Job descriptions</p> <p>Phrasal verbs: <i>get on</i>, <i>go over</i>, <i>fill out</i>, <i>look up</i>, etc.</p> <p>Modals for permission</p> <p>Adverbs of sequence</p>	<p>Lesson 1 Phrasal verbs</p> <p>Lesson 2 <i>prefer</i> + noun, gerund, or infinitive</p> <p>Lesson 3 Advice with <i>should</i>, imperatives, and (<i>would</i>) <i>suggest/recommend</i> + gerund</p> <p>Lesson 4 <i>I know</i> + clause; conjunction <i>before</i></p> <p>Lesson 5 Infinitives in common phrases</p>
	<p>★ Unit 4 ★ Deeper into the Interview</p> <ol style="list-style-type: none"> 1 Basic Questions 2 Talking About Your Last Job 3 Talking About Your Education 4 Some Difficult Questions 5 The End of the Interview 	<p>Interview preparation</p> <p>Adjectives to describe jobs and coworkers</p> <p>Reflexive pronouns</p> <p>Irregular past tense verb forms</p> <p>Future time expressions</p>	<p>Lesson 1 Object pronouns and reflexive pronouns</p> <p>Lesson 2 Simple past of <i>be</i>; <i>be like</i></p> <p>Lesson 3 Simple past: regular verbs</p> <p>Lesson 4 <i>when</i> clauses in past sentences; simple past: irregular verbs</p> <p>Lesson 5 <i>when</i> clauses in future sentences</p>	

	Module Goals and CEFR Level	Unit and Lessons	Vocabulary	Grammar and Structures
Module 3: Changes at School	<p>A2 Ask and answer simple questions about school, likes, and dislikes</p> <p>A2 Understand short, simple texts containing familiar vocabulary, including international words</p> <p>A2 Explain why you like or dislike something</p> <p>A2 Write about yourself (for example, information about your school) using simple language</p> <p>A2+ Describe plans and alternatives</p> <p>A2+ Describe past activities, events, and personal experiences</p> <p>A2+ Ask and answer simple questions about things in the past</p> <p>A2+ Understand the main points in short newspaper or magazine stories</p>	<p>★ Unit 5 ★ Changing Your Major</p> <ol style="list-style-type: none"> Deciding What to Study Choosing Your Major Changing Majors What would you rather study? Communicating Your Choice 	<p>Fields of study</p> <p>College majors</p> <p>Career and job skills</p> <p>Adjectives and verbs used to describe feelings about subjects</p> <p>Comparative and superlative adverbs</p>	<p>Lesson 1 Zero conditional</p> <p>Lesson 2 Infinitives of purpose; <i>in order to</i></p> <p>Lesson 3 <i>be good/bad at; help + object + (to) verb</i></p> <p>Lesson 4 <i>would rather</i></p> <p>Lesson 5 <i>other and another; else</i></p>
		<p>★ Unit 6 ★ Transferring</p> <ol style="list-style-type: none"> Looking for a School Changing Schools Researching Options Visiting a Campus Going Abroad to Study 	<p>Words used to talk about schools</p> <p>More fields of study</p> <p>Words and phrases found on university websites</p> <p>Directions and adverbs of place</p> <p>Words and phrases used to give suggestions and warnings</p>	<p>Lesson 1 adverbs of place</p> <p>Lesson 2 <i>had better (not) and let's</i></p> <p>Lesson 3 First conditional; <i>have + object + to verb</i></p> <p>Lesson 4 <i>think + (that) clause</i></p> <p>Lesson 5 <i>keep/continue + gerund; why not and why don't</i></p>
Module 4: A Break from School	<p>A2 Talk about plans for your next holiday</p> <p>A2 Check written sentences for mistakes (for example, subject-verb agreement or article agreement)</p> <p>A2 Correctly use simple phrases you have learned for specific situations</p> <p>A2+ Understand short, simple texts on familiar subjects</p> <p>A2+ Summarize simple stories you have read, relying on the language used in the story</p> <p>A2+ Understand simple texts, emails, and letters</p> <p>A2+ Identify changes in the general topic of a discussion that is conducted slowly and clearly</p> <p>A2+ Ask for and give opinions; agree and disagree</p>	<p>★ Unit 7 ★ Time Off</p> <ol style="list-style-type: none"> Taking a Semester Off An Email Home Going Home Go traveling! Part-time Job 	<p>Activities and options for young adults</p> <p>Words related to traveling</p> <p>Words used to describe feelings and discuss decisions</p> <p>More job skills and work conditions</p> <p>Time expressions, especially ones used with the present perfect</p>	<p>Lesson 1 Present perfect; <i>still, never, and yet</i></p> <p>Lesson 2 Simple past vs. present perfect; <i>few and a few; none (of)</i></p> <p>Lesson 3 Time expressions with the present perfect; <i>empty it</i></p> <p>Lesson 4 <i>ever, never, and always; while and during</i></p> <p>Lesson 5 <i>How long</i> questions with present perfect; <i>so far</i></p>
		<p>★ Unit 8 ★ Studying Abroad</p> <ol style="list-style-type: none"> Canada or the USA? US City Guides Which language center? Study Spanish abroad. Let's chat. 	<p>Words used to talk about places</p> <p>Words related to travel and language study</p> <p>Words and phrases used to make comparisons</p> <p>Phrases for agreement</p> <p>Modals</p> <p>Determiners</p> <p>Intensifiers</p>	<p>Lesson 1 <i>whether and if</i></p> <p>Lesson 2 Comparative and superlative adjectives; <i>more/most, less/least; both A and B</i></p> <p>Lesson 3 Comparing using <i>less, fewer, and (not) as... as...</i></p> <p>Lesson 4 <i>can and could</i> for possibility; phrases of agreement</p> <p>Lesson 5 <i>either, neither, and both; too and enough</i> with adjectives</p>

Blueprint B1 Scope and Sequence

	Module Goals and CEFR Level	Unit and Lessons	Vocabulary	Grammar and Structures
Module 1: When the Day Is Done	<p>A2+ Have short conversations with friends, and ask and answer simple questions about familiar topics (for example, hobbies, sports, and music)</p> <p>A2+ Describe plans, arrangements, and alternatives</p> <p>A2+ Understand discussions about daily life and be able to request assistance when needed</p> <p>A2+ Discuss different things to do, places to go, etc.</p> <p>B1 Start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest</p>	<p>★ Unit 1 ★ I'm staying in tonight.</p> <ol style="list-style-type: none"> 1 What are you up to tonight? 2 Dinner with Friends 3 Game Night 4 TV Choices 5 The Book or the Movie 	<p>Group activities</p> <p>Dinner plans</p> <p>Game words</p> <p>TV genres and watching TV</p> <p>Books and movies</p>	<p>Lesson 1 Present continuous with present and future reference</p> <p>Lesson 2 Simple present vs. present continuous</p> <p>Lesson 3 Action verbs and stative verbs</p> <p>Lesson 4 Expressing preferences with <i>would rather</i></p> <p>Lesson 5 Expressing preferences and making comparisons with <i>prefer</i> and <i>as... as</i></p>
	<p>B1 Know enough vocabulary to talk about hobbies and interests, work, travel, news, and current events</p> <p>B1 Give descriptions on a variety of familiar subjects related to your interests</p> <p>B1 Understand the main points in short newspaper and magazine articles about current and familiar topics</p>	<p>★ Unit 2 ★ I'll go out tonight.</p> <ol style="list-style-type: none"> 1 Visiting Relatives 2 Blind Date 3 Going to the Movies 4 Nightlife 5 Day Trips 	<p>Relationships and family get-togethers</p> <p>Going on a (blind) date</p> <p>Types of movies and going to the movies</p> <p>Going to concerts, cafés, bars, and night clubs</p> <p>Weekend plans</p> <p>Modals, adverbs, verb phrases, and adjective phrases used to make predictions</p>	<p>Lesson 1 Future tense</p> <p>Lesson 2 Making predictions and expressing probability with <i>will</i> and <i>be going to</i></p> <p>Lesson 3 Modals of possibility</p> <p>Lesson 4 <i>that</i> clauses</p> <p>Lesson 5 Suggesting activities</p>
Module 2: Fitness and Health	<p>A2+ Understand enough of what people say to be able to meet immediate needs</p> <p>A2+ Complete a simple questionnaire or standardized report form using short sentences</p> <p>A2+ Describe past activities, events, and personal experiences (for example, what you did over the weekend)</p> <p>B1 Make another person understand the points that are most important to you when you explain something</p>	<p>★ Unit 3 ★ Sports and Fitness</p> <ol style="list-style-type: none"> 1 Watching Sports on TV 2 We'd better show up early. 3 I want to get in shape. 4 Fitness Tips 5 It's very painful. 	<p>Sports and watching sports</p> <p>Fitness and exercise</p> <p>Joining a gym</p> <p>Body parts</p> <p>Sports-related injuries</p>	<p>Lesson 1 Gerunds and infinitives</p> <p>Lesson 2 Suggestions and advice with gerunds, infinitives, modals, and <i>that</i> clauses</p> <p>Lesson 3 Future continuous tense</p> <p>Lesson 4 Empty <i>it</i> and <i>that</i> clauses</p> <p>Lesson 5 Intensifiers</p>
	<p>B1 Express yourself reasonably accurately in familiar, predictable situations</p> <p>B1 Help solve practical problems by saying what you think and asking others what they think</p> <p>B1 Make arrangements on the telephone or in person (for example, setting up a medical appointment)</p> <p>B1 Manage unexpected things that could happen on vacation (for example, needing a dentist)</p>	<p>★ Unit 4 ★ Take care of yourself.</p> <ol style="list-style-type: none"> 1 Making a Doctor's Appointment 2 At the Doctor's Office 3 How often do you floss? 4 A Therapist's Advice 5 Are there any side effects? 	<p>Making an appointment and a visit to the doctor</p> <p>Symptoms and illnesses</p> <p>A visit to the dentist</p> <p>Mental health words</p> <p>Getting a prescription at the pharmacy</p>	<p>Lesson 1 Present perfect tense</p> <p>Lesson 2 Present perfect vs. simple past</p> <p>Lesson 3 <i>too</i> and <i>enough</i>; <i>want / would like</i> + object + infinitive</p> <p>Lesson 4 Past continuous tense; <i>when</i> clauses</p> <p>Lesson 5 Modals of obligation</p>

	Module Goals and CEFR Level	Unit and Lessons	Vocabulary	Grammar and Structures
Module 3: Healthy Habits	<p>A2+ Handle everyday situations such as shopping, making appointments, or checking appointment times</p> <p>A2+ Understand the most important pieces of information in a consumer-related text (for example, price, amount, or nutritional information)</p> <p>B1 Understand the main points of clear, standard speech on familiar, everyday subjects</p> <p>B1 Help solve practical problems, saying what you think and asking others what they think</p> <p>B1 Understand the main points in recorded material about familiar topics</p> <p>B1 Write short, comprehensible connected texts on familiar subjects</p> <p>B1+ Give practical instructions on how to do something (for example, cooking)</p>	<p>★ Unit 5 ★ Eat Right</p> <ol style="list-style-type: none"> The doctor said... If you want to eat healthily... I'm a vegetarian. What does it say on the label? If you cook them too long... 	<p>Taking care of yourself</p> <p>Eating healthily or unhealthy</p> <p>Nutrition and dietary options</p> <p>Shopping for food</p> <p>Recipes and cooking</p>	<p>Lesson 1 Reported speech with infinitives; <i>about</i> for topic</p> <p>Lesson 2 Zero conditional</p> <p>Lesson 3 Reported speech with <i>that</i> clauses</p> <p>Lesson 4 Reported speech with simple present tense</p> <p>Lesson 5 First conditional</p>
	<p>B1 Write short, comprehensible connected texts on familiar subjects</p> <p>B1+ Give practical instructions on how to do something (for example, cooking)</p>	<p>★ Unit 6 ★ Look Good, Feel Good</p> <ol style="list-style-type: none"> Getting Ready in the Morning Choosing the Best Products for You Choosing Your Own Style Basic Nail Care Pamper Yourself 	<p>Everyday hygiene</p> <p>Skin care products</p> <p>Salon and spa visits</p> <p>Hairstyles</p> <p>Nail care</p> <p>Spa visits</p>	<p>Lesson 1 Tag questions</p> <p>Lesson 2 Negative questions</p> <p>Lesson 3 Content clauses with <i>if</i> and <i>whether</i></p> <p>Lesson 4 Content clauses with <i>wh-</i> questions</p> <p>Lesson 5 Passive voice</p>
Module 4: Out of Town	<p>A2+ Understand instructions expressed in simple language (for example, how to use public telephones or ticket machines, safety information, or directions)</p> <p>B1 Understand the main points of discussion on familiar topics in everyday situations</p> <p>B1 Give a short, prepared presentation on a country, a sports team, a band, etc., and answer questions clearly</p> <p>B1 Write a short, formal email asking for or giving simple information</p> <p>B1 Write simple texts about experiences or events (for example, describing your feelings and reactions about a trip)</p> <p>B1+ Understand information in announcements</p> <p>B1+ Make routine phone calls (for example, making or canceling an order, booking, or appointment)</p>	<p>★ Unit 7 ★ Planning Ahead</p> <ol style="list-style-type: none"> I'll take the non-stop flight. Hotel or Motel? Renting vs. Sharing a Car Table for Two A Night at the Movies 	<p>Booking a flight</p> <p>Booking accommodations</p> <p>Reserving a rental car</p> <p>Deciding on a restaurant</p> <p>Reserving a movie ticket (by phone, online, etc.)</p>	<p>Lesson 1 Second conditional</p> <p>Lesson 2 <i>would</i> and <i>used to</i></p> <p>Lesson 3 <i>be used to</i> and <i>get used to</i></p> <p>Lesson 4 Reported speech with <i>I heard</i></p> <p>Lesson 5 Past perfect tense</p>
		<p>★ Unit 8 ★ Shopping Trips</p> <ol style="list-style-type: none"> The Best Shopping in Town Let's take the subway. At the Mall A New Game Stay Safe 	<p>Shopping in the city</p> <p>Taking public transportation</p> <p>Shopping and trade</p> <p>Buying a game</p> <p>Safety information and emergency procedures</p>	<p>Lesson 1 Phrasal verbs</p> <p>Lesson 2 Ways to express conditions</p> <p>Lesson 3 Present perfect continuous tense</p> <p>Lesson 4 Causative verbs</p> <p>Lesson 5 Leaving out articles for brevity</p>

Blueprint B1+ Scope and Sequence

	Module Goals and CEFR Level	Lessons	Vocabulary	Grammar and Structures
Module 1: About Me	<p>B1 I can understand the main points in straightforward factual text on subjects of personal or professional interest well enough to talk about them afterwards.</p> <p>B1 I can understand private letters about events, feelings, and wishes well enough to write back.</p> <p>B1 I can understand the main points of clear standard speech on familiar, everyday, subjects, provided there is an opportunity to get repetition or clarification sometimes.</p> <p>B1 I can give descriptions on a variety of familiar subjects related to my interests.</p> <p>B1 I can write simple texts about experiences or events—for example, about a trip—describing my feelings and reactions.</p>	<ol style="list-style-type: none"> 1 My Personality 2 My Hobbies 3 My Dreams 4 My Favorite Places 5 My Online Profile 	Personalities Hobbies Careers Recommendations Values	<p>Lesson 2 Present tenses; action verbs vs. stative verbs</p> <p>Lesson 3 Stative verbs and continuous meanings</p> <p>Lesson 4 Collocations with <i>go</i>, <i>do</i>, and <i>play</i></p>
Module 2: My Memories	<p>B1 I can understand the main points in short newspaper and magazine articles about current and familiar topics.</p> <p>B1 I can write simple texts about experiences or events—for example, about a trip—describing my feelings and reactions.</p> <p>B1 I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.</p> <p>B1 I can talk in detail about my experiences, feelings, and reactions.</p> <p>B1+ I can write letters and emails describing my experiences and feelings.</p>	<ol style="list-style-type: none"> 1 What I Miss 2 A Day to Remember 3 Memorable Trips 4 Childhood Favorites 5 Special Occasions 	Nostalgia Feelings Vacation experiences Entertainment Special occasions (weddings, birthdays, and anniversaries)	<p>Lesson 2 Past perfect and past perfect continuous</p> <p>Lesson 3 Defining relative pronouns</p> <p>Lesson 4 Phrasal verbs</p>
Module 3: Nature	<p>B1+ I can identify the main conclusions in texts which clearly argue a point of view.</p> <p>B1+ I can explain the main points relating to an idea, problem, or argument with reasonable precision.</p> <p>B1+ I can generally follow the main points of extended discussion around me if people talk clearly.</p> <p>B1+ I can develop an argument well enough to be followed without difficulty most of the time.</p> <p>B1+ I can write about a variety of familiar subjects well enough for others to follow my story or argument.</p>	<ol style="list-style-type: none"> 1 The Changing Climate 2 Heat Wave 3 Nature's Balance 4 Green Homes 5 Creating a SMART Plan 	Environment Weather Animals Homes Energy	<p>Lesson 2 Future simple, future continuous, and future time clauses</p> <p>Lesson 3 Future perfect and future perfect continuous</p> <p>Lesson 4 Modals of advice and opinion</p>
Module 4: Technology	<p>B1+ I can identify the main conclusions in texts which clearly argue a point of view.</p> <p>B1+ I can understand clear instructions—for example, for a game, for the use of medicine, or for installing computer software.</p> <p>B1 I can understand the main points in TV programs on familiar topics when the delivery is relatively slow and clear.</p> <p>B1+ I can give a prepared presentation and answer clear questions.</p> <p>B1+ I can write about familiar topics, comparing and contrasting different opinions.</p>	<ol style="list-style-type: none"> 1 Self-Driving Cars 2 The Sharing Economy 3 Power from the Sun 4 What if...? 5 What's next? 	Transportation Appliances The energy industry Personal devices Future technology	<p>Lesson 2 Zero, first, second, and third conditional</p> <p>Lesson 3 Modals of concession; countable and uncountable nouns</p> <p>Lesson 4 The unreal past</p>

	Module Goals and CEFR Level	Lessons	Vocabulary	Grammar and Structures
Module 5: Entertainment	<p>B1+ I can describe an incident or an accident, making the main points clear.</p> <p>B1+ I can look quickly through simple, factual text in magazines, brochures, or a website, and identify information that might be of practical use to me.</p> <p>B1+ I can follow TV programs on topics of personal interest when people speak clearly.</p> <p>B1+ I can express my feelings about something that I have experienced and explain why I felt that way.</p> <p>B1+ I can write a detailed description of an experience, dream, or imaginary event, including my feelings and reactions.</p>	<ol style="list-style-type: none"> 1 Thrill-Seekers 2 Nightlife 3 Celebrations 4 Life's an Adventure 5 Someday I'm going to... 	<p>Extreme sports</p> <p>Nightlife</p> <p>Festivals</p> <p>Adventure</p> <p>Ambitions</p>	<p>Lesson 2</p> <p>to-infinitives vs. gerunds; bare infinitives</p> <p>Lesson 3</p> <p>Passive voice</p> <p>Lesson 4</p> <p>Phrasal verbs with <i>run</i></p>
Module 6: Media	<p>B1+ I can look quickly through simple, factual texts in magazines, brochures, or on a website, and identify information that might be of practical use to me.</p> <p>B1+ I can understand information in announcements and other recorded factual texts if they are delivered in clear standard speech.</p> <p>B1+ I can follow clear speech directed at me in everyday conversation in an accent that is familiar to me.</p> <p>B1+ I can express my opinions on abstract topics like films and music, describe my reactions to them, and ask other people what they think.</p> <p>B1+ I can write about familiar topics, comparing and contrasting different opinions.</p>	<ol style="list-style-type: none"> 1 What are you watching? 2 Crime Report 3 Did you catch last night's episode? 4 Must-See Movies 5 I recommend it. 	<p>Media</p> <p>Crime</p> <p>Television</p> <p>Film</p> <p>Video Games</p>	<p>Lesson 2</p> <p>Comparative adjectives and adverbs; superlative adjectives and adverbs; comparison to a lesser degree; intensifiers</p> <p>Lesson 3</p> <p>Tag questions</p> <p>Lesson 4</p> <p>Impersonal passive</p>
Module 7: Finances	<p>B1+ I can understand the main points in straightforward texts on subjects of personal or professional interest.</p> <p>B1+ I can understand the main points in short, clear, formal letters relating to my personal and professional interests, provided I can use a dictionary.</p> <p>B1+ I can follow a lecture or talk within my own field if the subject matter is familiar and the presentation clearly structured.</p> <p>B1+ I can compare and contrast alternatives, discuss what to do, where to go, etc.</p> <p>B1+ I can write a detailed description of an experience, dream, or imaginary event, including my feelings and reactions.</p>	<ol style="list-style-type: none"> 1 Spending Habits 2 Credit Cards 3 Can money buy happiness? 4 What if you won the lottery? 5 Financial Advice 	<p>Shopping</p> <p>Banking</p> <p>Finances</p> <p>Necessities</p> <p>Savings</p>	<p>Lesson 2</p> <p><i>each, every, either, neither</i></p> <p>Lesson 3</p> <p>Subject and object questions; reported speech</p> <p>Lesson 4</p> <p>Conjunctive adverbs</p>
Module 8: Health & Safety	<p>B1+ I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.</p> <p>B1+ I can understand clear instructions—for example, for a game, for the use of medicine, or for installing computer software.</p> <p>B1+ I can understand straightforward information about everyday study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent.</p> <p>B1+ I can give practical instructions on how to do something—for example, cooking, buying a ticket from a machine, or using software.</p> <p>B1+ I can write about familiar topics, comparing and contrasting different opinions.</p>	<ol style="list-style-type: none"> 1 Insomnia 2 Flu Season 3 Fear of Doctors 4 Eating Well 5 Fitness 	<p>Sleep</p> <p>Illness</p> <p>Hospital</p> <p>Nutrition</p> <p>Fitness</p>	<p>Lesson 2</p> <p><i>too and enough</i>; more conjunctive adverbs</p> <p>Lesson 3</p> <p>Correlative conjunctions; <i>all</i> and <i>none</i></p> <p>Lesson 4</p> <p>Adjective order</p>

Blueprint B2 Scope and Sequence

	Module Goals and CEFR Level	Lessons	Vocabulary	Grammar and Structures
Module 1: Careers	<p>B2 I can understand articles, reports, and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc.).</p> <p>B2 I can rapidly grasp the content and the significance of news, articles, and reports on topics connected with my interests or my job, and decide if closer reading is worthwhile.</p> <p>B2 I can follow the essentials of lectures, talks and reports, and other forms of complex academic or professional presentation in my field.</p> <p>B2 I can find out and pass on detailed information reliably, face-to-face and on the phone, ask follow-up questions, and get clarification or elaboration when necessary.</p> <p>B2 I can write a paper giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options.</p>	<ol style="list-style-type: none"> 1 What's a social media manager? 2 Job Ad 3 Danger on the Job 4 Interviewing 5 Writing a Cover Letter 	<p>Careers</p> <p>Abilities</p> <p>Threats and Hazards</p> <p>Ideals</p> <p>Persuasion</p>	<p>Lesson 2</p> <p>Present tenses; adverbs of frequency</p> <p>Lesson 3</p> <p>Relative clauses</p> <p>Lesson 4</p> <p>Present perfect tenses</p>
Module 2: Culture	<p>B2 I can understand articles, reports, and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc.).</p> <p>B2+ I can quickly scan through long and complex texts on topics of interest to locate relevant details.</p> <p>B2 I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialization.</p> <p>B2 I can convey degrees of emotion and highlight the personal significance of events and experiences.</p>	<ol style="list-style-type: none"> 1 Fashion 2 The Art of Filmmaking 3 World Cuisine 4 Pop Idols 5 British Culture 	<p>Fashion</p> <p>Art</p> <p>Cuisine</p> <p>Music</p> <p>Popular Culture</p>	<p>Lesson 2</p> <p>Past tenses; <i>used to</i> and <i>would</i></p> <p>Lesson 3</p> <p>Past perfect tenses</p> <p>Lesson 4</p> <p>Comparatives and superlatives</p>
Module 3: Politics	<p>B2 I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.</p> <p>B2 I can understand specialized articles outside my field, provided I can use a dictionary occasionally to confirm my interpretation of terminology.</p> <p>B2 I can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</p> <p>B2 I can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> <p>B2 I can write standard formal letters requesting or communicating relevant information, following a template.</p>	<ol style="list-style-type: none"> 1 Celebrities and Elections 2 Prime Ministers and Presidents 3 International Cooperation 4 Immigration 5 Letter to the Editor 	<p>Politicians</p> <p>Government</p> <p>Policy</p> <p>Immigration</p> <p>Voting</p>	<p>Lesson 2</p> <p>Future simple and future continuous; zero conditional and first conditional</p> <p>Lesson 3</p> <p>Future perfect</p> <p>Lesson 4</p> <p>Modals I</p>
Module 4: Science	<p>B2 I can read short stories and novels written in a straightforward language and style, making use of a dictionary, if I am familiar with the story and/or the writer.</p> <p>B2+ I have a broad active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different text and purposes.</p> <p>B2+ I can follow the essentials of lectures, talks, and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p> <p>B2 I can synthesize and report information and arguments from a number of sources.</p> <p>B2+ I can write clear, detailed descriptions of real or imaginary events and experiences.</p>	<ol style="list-style-type: none"> 1 Why We Love Science Fiction 2 Science Fiction and Science Fact 3 Under the Sea 4 Voyage to Mars 5 A Sci-Fi Story 	<p>Science fiction</p> <p>Science</p> <p>Oceanography</p> <p>Space</p> <p>Fiction</p>	<p>Lesson 2</p> <p>The passive voice; participle phrases</p> <p>Lesson 3</p> <p>Infinitives</p> <p>Lesson 4</p> <p>Modals II</p>

	Module Goals and CEFR Level	Lessons	Vocabulary	Grammar and Structures
Module 5: Entertainment	<p>B2 I can understand articles and reports concerned with contemporary problems in which the writer adopts particular stances or viewpoints.</p> <p>B2 I have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing myself on matters connected to my field and on most general topics.</p> <p>B2 I can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.</p> <p>B2 I can summarize orally the plot and sequence of events in a film or play.</p> <p>B2 I can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p>	<ol style="list-style-type: none"> 1 How Entertainment Can Make a Difference 2 New Releases 3 Sportscast 4 Watch This, Not That 5 Don't Be Rude 	Movies Devices Sports Storytelling Etiquette	<p>Lesson 2 Content clauses</p> <p>Lesson 3 Relative adverbs: <i>where</i> and <i>when</i></p> <p>Lesson 4 Passive modals</p>
Module 6: Law	<p>B2+ I have a broad active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different text and purposes.</p> <p>B2 I can explain the details of an event, idea, or problem reliably.</p> <p>B2+ I can follow TV drama and the majority of films in standard dialect. I can understand TV news, current affairs, documentaries, interviews, talk shows, etc.</p> <p>B2+ I can develop an argument systematically, highlighting significant points and including supporting detail where necessary.</p> <p>B2+ I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas.</p>	<ol style="list-style-type: none"> 1 Mysteries 2 Corporate Crimes 3 International Law 4 Getting Out of a Traffic Ticket 5 Term Limits 	Mysteries Corporations Justice Crimes Laws	<p>Lesson 2 Reported speech</p> <p>Lesson 3 Clauses of concession, result, and purpose</p> <p>Lesson 4 Phrasal verbs with <i>take</i>, <i>bring</i>, and <i>get</i></p>
Module 7: Body & Mind	<p>B2+ I can summarize and give my opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.</p> <p>B2 I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p> <p>B2 I can with some effort catch much of what is said around me, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>B2 I can give feedback, follow-up statements, and inferences to help the development of discussions.</p> <p>B2+ I can write a paper developing my argument with appropriate highlighting of significant points and relevant supporting detail.</p>	<ol style="list-style-type: none"> 1 Ask Dr. Kim! 2 Mind vs. Body 3 Alternative Medicine 4 Stress & Ailments 5 Why Vaccines Matter 	Eating habits Body image Medicine Illness Medical concerns	<p>Lesson 2 Second conditionals and third conditionals</p> <p>Lesson 3 <i>both / either / neither / none / all</i></p> <p>Lesson 4 Subjunctive with <i>that</i> clauses</p>
Module 8: Business	<p>B2+ I can quickly scan through long and complex texts on topics of interest to locate relevant details.</p> <p>B2 I can generally cover gaps in vocabulary and structure with paraphrases.</p> <p>B2+ I can follow the essentials of lectures, talks, reports, and other forms of complex academic or professional presentation in my field.</p> <p>B2+ I can summarize information and arguments from a variety of sources, highlighting significant points.</p> <p>B2+ I can write a paper developing my argument with appropriate highlighting of significant points and relevant supporting detail.</p>	<ol style="list-style-type: none"> 1 Innovators 2 Entrepreneurs 3 Free Money? 4 Shorter Workdays 5 Work Environment 	Innovation Entrepreneurship Welfare Work conditions Office life	<p>Lesson 2 Inversion</p> <p>Lesson 3 Emphatic form</p> <p>Lesson 4 Collocations with <i>take</i> and <i>make</i></p>

Blueprint C1 Scope and Sequence

	Module Goals and CEFR Level	Lessons	Vocabulary	Grammar and Structures
Module 1: Role Models	<p>B2+ I have a broad active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes.</p> <p>B2+ I can overcome gaps in vocabulary with paraphrased and alternative expressions.</p> <p>B2+ I can follow lectures and presentations in my field, even if the organization and language are both complex.</p> <p>B2+ I can express myself clearly and without much sign of having to restrict what I want to say. I can reformulate ideas in different ways to ensure people understand exactly what I mean.</p> <p>B2+ I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on my correspondent's news and views.</p>	<ol style="list-style-type: none"> Who do you believe in? The future is now! Soaring to New Heights Dine with a Celebrity I'm a big fan! 	<p>Values</p> <p>Innovation</p> <p>Passion</p> <p>Intrigue</p> <p>Civic Action</p>	<p>Lesson 2</p> <p>Present simple, present continuous, and present perfect tenses</p> <p>Lesson 3</p> <p>Present perfect tense for past events relative to the present</p> <p>Lesson 4</p> <p>Conditional sentences</p>
Module 2: History & Culture	<p>B2+ I can understand correspondence relating to my personal and professional interests with occasional use of a dictionary.</p> <p>B2+ I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas.</p> <p>B2+ I can understand in detail TV documentaries, interviews, talk shows, plays, and films in standard language.</p> <p>B2+ I can develop an argument systematically, highlighting significant points and including supporting details where necessary.</p> <p>B2+ I can use a range of language to express abstract ideas as well as topical subjects, correcting most of my mistakes in the process.</p>	<ol style="list-style-type: none"> A Language at Risk Celebrating American History Living in a Bubble Food Culture Cultural Conflict 	<p>Traditions</p> <p>History</p> <p>Words to Convey Concern</p> <p>Cultural Foods</p> <p>Conflict</p>	<p>Lesson 2</p> <p>Past tenses</p> <p>Lesson 3</p> <p>Describing the relationship between past events</p> <p>Lesson 4</p> <p>Subjunctive mood</p>
Module 3: Future Technology	<p>B2+ I can summarize information and arguments from a variety of sources, highlighting significant points.</p> <p>B2+ I can understand detailed texts within my field of interest or specialty. I can understand specialized articles outside my own field if I can occasionally check with a dictionary.</p> <p>B2+ I can understand standard spoken language, live or broadcast, even in a noisy environment.</p> <p>B2+ I can give a clear, well-structured presentation, with highlighting of significant points, and can answer questions about the content.</p> <p>B2+ I can write clear, detailed descriptions of real or imaginary events and experiences.</p>	<ol style="list-style-type: none"> The Cost of Genes No Work Left to Do Space Exploration Products That Will Change the World Smart Homes 	<p>Genetics</p> <p>Automation</p> <p>Space Travel & Colonization</p> <p>Words to Convey Speculation</p> <p>Improvement</p>	<p>Lesson 2</p> <p>The future as seen from the past</p> <p>Lesson 3</p> <p>Reported speech I</p> <p>Lesson 4</p> <p>Passive voice I</p>
Module 4: Mysteries	<p>C1 I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to reread them.</p> <p>C1 I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.</p> <p>C1 I can follow extended discussions even when it is not clearly structured and when relationships are only implied and not signaled directly.</p> <p>C1 I can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.</p> <p>C1 I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.</p>	<ol style="list-style-type: none"> Superstitions Conspiracy Theories Animal Emotions A Ghost Story What do you know? 	<p>Words to Convey Belief/ Disbelief</p> <p>Mysteries</p> <p>Words to Convey Empathy</p> <p>Words to Convey Fear and Reluctance</p> <p>Words to Convey Analysis and Understanding</p>	<p>Lesson 2</p> <p>Subordinating conjunctions and transitions</p> <p>Lesson 3</p> <p>Clauses of purpose and result</p> <p>Lesson 4</p> <p>Figurative speech</p>

	Module Goals and CEFR Level	Lessons	Vocabulary	Grammar and Structures
Module 5: Art	<p>C1 I can scan relatively quickly through books and articles within my field of interest and assess their relevance to my needs.</p> <p>C1 I do not have to restrict what I want to say at all; if I can't find one expression I can substitute with another.</p> <p>C1 I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p>C1 I can give clear, well-structured descriptions of complex subjects.</p> <p>C1 I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.</p>	<ol style="list-style-type: none"> 1 Working with Art 2 The Art of Tattooing 3 Art Movements 4 Taste 5 Artistic Freedom 	Art Tattoos Movements Taste Functions	<p>Lesson 2</p> Rhetorical questions and tag questions
Module 6: Core Concepts	<p>C1 I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary.</p> <p>C1 I can formulate statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction, etc.</p> <p>C1 I can follow most lectures, discussions, and debates both within and outside my field.</p> <p>C1 I can produce clear, well-structured speech and writing, linking my ideas into coherent text.</p> <p>C1 I can write clear, detailed, well-developed short stories and descriptions of personal experiences.</p>	<ol style="list-style-type: none"> 1 Success at University 2 The Happiness Report 3 Leadership Styles 4 Reaching Your Goals 5 What to Be, and What Not to Be 	Success Happiness Leadership Motivations Priorities	<p>Lesson 2</p> Clauses of reason, concession, result, and purpose
Module 7: Rights & Obligations	<p>C1 I can understand complex texts where stated opinions and implied points of view are discussed.</p> <p>C1 I maintain a high degree of grammatical control in speech and writing.</p> <p>C1 I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.</p> <p>C1 I can give a clear, well-structured presentation on a complex subject in my field, expanding and supporting points of view with appropriate reasons and examples.</p> <p>C1 I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings, and reactions in depth.</p>	<ol style="list-style-type: none"> 1 Animal Rights 2 Serving Your Country 3 Corporate Social Responsibility 4 My Responsibilities 5 A Letter to the Senator 	Rights Obligations Corporations Society Improvements	<p>Lesson 2</p> Inversion to show emphasis
Module 8: Ethics	<p>C1 I can understand lengthy, complex manuals, instructions, regulations, and contracts in my field.</p> <p>C1 I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say.</p> <p>C1 I can understand in detail an argument in a discussion program.</p> <p>C1 I can express myself fluently and spontaneously, except occasionally, when speaking about a difficult conceptual subject.</p> <p>C1 I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.</p>	<ol style="list-style-type: none"> 1 Public Lies 2 Human Rights 3 Capital Punishment 4 Nations Helping Nations 5 A Dilemma 	Misdeeds Philosophy Social Issues Global Issues Morality	<p>Lesson 2</p> Past perfect, conditional perfect, and third conditional sentences

Module 4 Goals

Understand short, simple messages (for example, SMS phone messages)

Find basic information in advertisements

Follow short, simple written directions

Talk about plans for one's next vacation

Ask for basic information about travel and buy tickets

Discuss plans with other people (for example, what to do and where to go)

Correctly use simple phrases you have learned for specific situations

Understand short, clear, simple messages at the airport

Module 4 Preview

Preview

Look at pages 92 to 117.

On p. 93, can you identify the flags on the suitcase? Write three countries.

What travel activities do you see in the unit? Write three activities.

On what pages do you see travel advertisements? Write the page numbers.

On what page do you see people hiking? Write the page number.

Write and Discuss

Write your answers to the questions. Then talk about them with a partner.

1. Do you like to travel? Why or why not?
2. What countries do you want to visit? Why?
I want to visit ... because ...
3. What do you know about airports?
I know they ...
4. What do you bring with you when you travel?
5. What is your plan for the week? Are you usually busy?



Unit 7



Unit 8

Scan the QR code to watch a preview video.

Lesson 1

Thinking About a Trip



A Model Conversation

Read the conversation. Then listen. Track 50

Cathy: Wow, look at this picture. My friend is traveling in Asia right now. I want to go on a trip.

Max: **Me too.** That looks amazing. Where do you want to go?

Cathy: Hmm. I want to go somewhere off the beaten path.

Max: **I do too.** Let's check online for some exciting tours.

Cathy: Great idea. Oh, take a look at this. How about riding a camel in the desert in Morocco?

Max: Uh, I don't know... What about exploring the jungles of Costa Rica?

Cathy: That sounds cool, too. There are a lot of options for thrill-seekers like us.

Brief note

"Me too" and "I do too" show that you agree with someone. See Lesson 2 to learn more.

B Vocabulary

Study the words and phrases. Then practice with a partner.



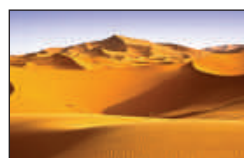
check online



camel



Morocco



desert



jungle

Match the expressions to the correct definitions.

- | | | |
|------------------------|---|---|
| 1. thrill-seeker | • | • a. a trip through a new place |
| 2. explore | • | • b. one of two or more choices |
| 3. off the beaten path | • | • c. a person who likes to do exciting things |
| 4. option | • | • d. to travel around a place to learn about it |
| 5. tour | • | • e. in a place where not many people go |



Costa Rica

C Vocabulary Comprehension

Fill in the blanks with the correct words and phrases from the box.

desert tours camel explore options jungle off the beaten path

- Cathy wants to go _____ on her trip.
- Max wants to see the _____ in Costa Rica.
- Cathy wants to ride a(n) _____ in the desert.
- Max is looking on the Internet for _____.
- There is a _____ in Morocco.
- There are a lot of _____ available to Max and Cathy.
- Max and Cathy are thrill-seekers. They like to _____ new places.

D Grammar

Making suggestions with *let's* + verb or *What about / How about* + verb + *-ing*

making suggestions using <i>let's</i>	making suggestions with <i>What about / How about</i> + verb + <i>-ing</i>
Use <i>let's</i> + the base form of the verb.	Use <i>what</i> or <i>how</i> + <i>about</i> + the <i>-ing</i> form of the verb.
Let's check online for tours. Let's ride a camel in the desert.	What about exploring the jungles of Costa Rica? How about going on a tour?

Brief note
Let's is short for *Let us*, but don't say *Let us*. It's hardly ever used.

E Grammar Practice

Circle the correct answers.

- How about (going / go) to New York in December?
- What about (take / taking) a tour of the new university campus?
- Let's (travel / traveling) to the jungles of Brazil.
- What about (visiting / visit) my aunt and uncle in Egypt?
- (Let's / Let) book a trip to Costa Rica for next summer.
- How about (going / go) to China to see the Great Wall?

F Use the Language

Suggesting where to travel

With a partner, suggest three places to travel to:

- _____
- _____
- _____



Now suggest some things that a person can do in each place, together or alone. Discuss your ideas first, and then write down some interesting points from your conversation.

Place #1	Place #2	Place #3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Work with another group. With your partner, ask what the people in the other group like to do. Then suggest that they go to one of the places you discussed above. Where should they go? Do they want to go there?

Lesson 2

Deciding on a Trip



A Model Conversation

Brief note

"Good point" means, "That's true; you're right."

Read the conversation. Then listen. Track 51

Max: Okay, Cathy, where are we going to go? There are so many cool places to visit.

Cathy: Here, this ad for India looks interesting.

Max: Hmm, I don't want to go to India in the summer. It's too hot.

Cathy: Oh, **good point**. Me neither. I hate extreme heat.

Max: China seems exciting. My sister is traveling there next year.

Cathy: Really? Are your parents visiting her when she's there?

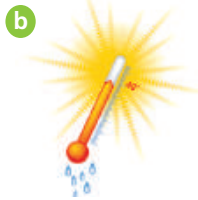
Max: I'm not sure. They don't like Chinese food very much.

Cathy: I don't either. It's too spicy for me.

Max: I'm having Chinese for dinner tonight—yum!

B Vocabulary

Match the pictures to the words or phrases in the box.



- spicy _____
- extreme heat _____
- China _____
- yum _____
- hate _____
- India _____

C In Your World

Think about your country's weather and food. Write down what you like and what you hate. Then talk with a partner. Write down your partner's answers.

For example:

A: I hate the cold weather in the winter. How about you?

B: I love the cold, but I don't like the extreme heat in the summer.

Weather I like: _____

Weather I hate: _____

Food I love: _____

Food I don't like: _____

Weather my partner likes: _____

Weather my partner hates: _____

Food my partner loves: _____

Food my partner doesn't like: _____

Lesson 3

What could we do on vacation?



A Model Conversation

Read the conversation. Then listen. Track 52

Cathy: Here, Max. Look at this travel ad for Peru. It's really interesting. There are so many incredible things we could do.

Max: Yeah, that looks fantastic. We could hike along the Inca Trail.

Cathy: Or we could take a train and then hike into the jungle for a real adventure!

Max: We have to visit Machu Picchu. I could spend hours there. I'm a history fan.

Cathy: I couldn't stay that long. But you're right—we have to go. We could go there and then do the jungle hike.

Max: It says here we can take a riverboat along the Amazon, too.

Cathy: I can't go. I get sick on boats.

B Vocabulary

Study the words. Then practice with a partner.



river



riverboat



hike



trail

C Vocabulary Practice

Read the sentences. Match the underlined words to the correct definitions. One definition is used twice.

- | | |
|---|--|
| 1. ____ I'm a history <u>fan</u> . | a. short form of the word <i>advertisement</i> |
| 2. ____ Look at all the <u>incredible</u> things we can do. | b. great; amazing |
| 3. ____ Yeah, that looks <u>fantastic</u> . | c. someone who really likes something |
| 4. ____ I saw an <u>ad</u> in a magazine. | d. an exciting time |
| 5. ____ We really had an <u>adventure</u> in Peru! | |

Now write a new sentence using each word. Then read your sentences to a partner.

ad: _____

fan: _____

fantastic: _____

incredible: _____

adventure: _____

D In Your World

Discuss these questions with a partner. Then share your answers with another pair.

What do you like to do when you travel?

What are you a fan of? Why?

E Grammar

can for ability; can and could for possibility

<i>can for ability: can + verb</i>	<i>can and could for possibility: can/could + verb</i>
Use <i>can</i> to talk about ability—things you're able to do.	Use <i>can</i> or <i>could</i> to talk about possibility in the present or the future. <i>Could</i> means the same as <i>can</i> in this context but is less direct.
I can speak three languages: English, Spanish, and German. She can't swim very well.	We can/could hike along the Inca Trail, or we can/could take the train. We can/could go to Machu Picchu.

F Grammar Practice

Fill in the blanks with the correct words from the box.

can speak can't hike could eat

1. Can you _____ French, too?
2. I _____ meet you at the station. See you there.
3. I _____ swim well. Let's not go to the river.
4. When we visit China, we _____ see the Great Wall.
5. He can't _____ spicy food—it hurts his stomach.
6. We could _____ up to the top of the mountain. The views are incredible, I'm sure.

G Use the Language

Could we go together?

Look at these travel ads. Think about which place you want to visit and why.

VANUATU WINTER BREAK!

5 nights - \$899

Unlimited water sports
Unlimited drinks and meals

Call now! 888-888-4578 or visit us online www.vanuatu-trip.com

Siberian Railway Trip!

7 nights and 8 days on a luxury train
Daily stops to visit sites, historical and adventurous
All meals and drinks included
From March to October

Book now! 1-800-5656-5656

Now find a partner and ask where he or she wants to go. Talk about what you could do in each place. Do you have similar ideas? Do you want to travel together? Why or why not?

Lesson 4

Planning the Trip

A Authentic Text: An email exchange

Read the emails. Then listen. Track 53

To: Max <madmax@mail.com>
 From: Cathy M <magiccathy@mail.com>
 Date: Mon, Aug 15 at 9:21 PM
 Subject: Trip

Hi, Max.

We need to call the travel agency ASAP to book our plane tickets. I can do that tomorrow morning. I don't have class, so I can call them and then let you know. We need to decide on specific dates for our trip. What do you think?

Cathy

To: Cathy M <magiccathy@mail.com>
 From: Max <madmax@mail.com>
 Date: Mon, Aug 15 at 10:07 PM
 Subject: Re: Trip

Hi, Cathy.

Before you call the travel agency, I can do a quick search online tonight to compare prices. We need to find the best deal possible. After checking the prices, we can decide on the dates. Oh, and do we need to pay **in person**, or can we pay online?

Max

Brief note

"In person" means face to face—looking at the other person involved.

B Vocabulary

Listen to each word or phrase. Repeat. Then write the words and phrases next to the correct definitions. Track 54

travel agency book compare ASAP deal specific date quick ticket

Definition	Word(s)
the number of the day in the month (for example, October 1 st)	
to look at two or more things in order to see how they are alike or different	
a place that sells vacations	
exact; particular	
to reserve; to schedule	
fast	
"as soon as possible" = quickly; right away	
a piece of paper that lets you travel on a bus, plane, train, etc.	
a good price	

C In Your World

Look online or in a newspaper. Find two travel ads. Use them to fill in the table.

Travel Ad #1	Travel Ad #2
Name of travel agency:	Name of travel agency:
Destination:	Destination:
Dates of travel:	Dates of travel:
Details:	Details:

Share your information with a partner.

D Grammar

can for offers and volunteering; need to for obligation

<i>can for offers and volunteering</i> S + <i>can</i> + verb	<i>need to for obligation</i> S + <i>need to</i> + verb
Use <i>can</i> to make offers or volunteer to do things.	Use <i>need to</i> like <i>have to</i> (See Unit 2 Lesson 5). Use it when you have an obligation (something you have to do).
I can call the travel agency tomorrow. I have some free time. I can do a quick search online to check prices.	We need to call the travel agency ASAP. It is necessary to get the tickets. Do we need to pay in person, or can we do it online?

Brief note

Here, *can* is used to make offers in statements. See Unit 8 Lesson 1 to learn how to use *can* to make offers in questions.

E Grammar Practice

Underline the errors and write the correct word(s) on the lines.

1. I can calling you later with more information. _____
2. She needs to remembering her passport. _____
3. Do I need bring my book? _____
4. He can doing a search on their website. _____
5. We need to booked the tickets in advance. _____
6. They needing to pack their suitcases. _____
7. Mr. Brown can buying tickets online. _____
8. My teacher can't not help us with the test. _____
9. Can I helped you? _____
10. Do we need to showing our passports? _____

F Use the Language

Planning a trip

You and a partner want to plan a vacation. Choose a destination and make a list of things that you need to do to plan the trip.

To-Do List
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Share your travel plans and list with the class. Explain why you need to do those things.



Lesson 5

Let's book our trip!



A Model Conversation

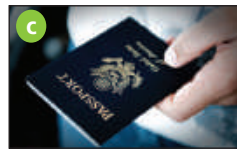
Read the conversation. Then listen. Track 55

Cathy: Okay, Max. Tell me where on the plane you want to sit.
Max: Please don't put me in a window seat. I'm afraid of heights.
Cathy: Really? Okay, it says, "Click here to reserve." Done.
Max: Don't close the window. It's still processing.
Cathy: Now it says, "Choose ticket type." Do we want to print our tickets, or do we want e-tickets?
Max: Don't print them. We can just bring our passports to the airport. They match the passport to the ticket number.
Cathy: Then don't forget to bring your passport.
Max: Of course. That's the most important thing.

B Vocabulary

Read each word or phrase, listen, and repeat. Then match each word or phrase to the correct picture. Track 56

afraid of heights () click () airport () print () passport ()



C Vocabulary: On an airplane

Read. Then listen and practice. Track 57



Can you think of words for other parts of the airplane? Write them below. Then draw arrows to match them to the picture.

D In Your World

Discuss these questions with a partner. Then share your answers with another pair.

Do you have experience traveling by airplane?
 On an airplane, where do you like to sit?

Do/Would you like to fly? Why or why not?
 What do you think about traveling by air?

E Grammar

Imperatives

Use imperatives to give commands, make suggestions, give instructions, or encourage someone.

affirmative imperatives: verb (base form)		negative imperatives: <i>Do not / Don't + verb</i>	
Take care.	(suggestion/farewell)	Don't forget your passport.	(command)
Be on time, please.	(command/instruction)	Don't close the window.	(instruction)
Tell me where you want to sit on the plane.	(command)	Don't put me in a window seat.	(command)
Click here to save.	(instruction)	Don't work too hard.	(suggestion/farewell)
		Don't give up.	(encouragement)

F Grammar Practice

Fill in the blanks with words from part E.

- _____ forget to pack a bathing suit. There's a beautiful pool at the hotel.
- _____ here to book your trip online.
- Have a great trip. _____ care!
- _____ faster. You need to finish this work quickly.
- Don't _____ the window yet. I need to type my passport number.
- _____ your bag in the overhead compartment.
- The plane leaves at 6:15. _____ be late!
- _____ us about your trip. Was it fun?

G Write to Speak

Make a list of suggestions using imperatives. Suggest what a friend should do for his or her next trip. Then share your ideas with a partner.

- _____
- _____
- _____
- _____

H Use the Language

Talking to a travel agent

Role-play a conversation between a travel agent and a customer.

Travel Agent: Help your customer book a trip. Answer questions about how he or she can prepare for it.

Customer: Book a trip and ask the travel agent about how to prepare for it.

After you finish, summarize your conversation with another pair.



Active Review

A A Travel Flyer

Create a travel flyer for a place you want to visit.

The flyer must include:

- the name of the place
- a picture of the place
- things you can do there
- things you need to bring
- how to book the trip online
- how long the trip is
- prices and options
- contact information for the travel agency

**Go to Scotland!
Experience...**

castles highlands Loch Ness mutton

Included activities:

- Visit castles
- Try mutton
- Visit Loch Ness
- Hike in the highlands

Price

From \$2,200 US	Duration: 7 days
From \$2,500 US	Duration: 10 days

Price includes

- 6 nights hotel stay with breakfast
- Transfers

Needed: hiking boots, sweaters, camera, maps, raincoat

To book now, visit wingstravelagency.com and click on Scotland Trip.
For more information, call toll-free at 555-698-7000.

B Present Your Flyer

After you create your flyer, present it to a partner. Answer any questions he or she has about the place and the trip. Write the questions below.

Share your flyer with the class. Vote on the best one. Consider the following:

- Which flyer has the best design?
- Which flyer has the most detail?
- How clear is the information?

C Reminder

Some Module 4 Goals in Unit 7

Put a check mark (✓) next to the things you can do.

- _____ Find basic information in advertisements
- _____ Ask for basic information about travel and buy tickets
- _____ Discuss plans with other people (for example, what to do and where to go)

A Listen for Information

Listen and fill in the blanks. Then practice the conversation with a partner.  Track 58

Travel Agent: Sunstar _____. Can I help you?

Customer: Yes, hello. I want to _____ a trip somewhere. I'm a _____, so...

Travel Agent: So, are you interested in an _____?

Customer: What's that?

Travel Agent: An exciting tour where you can do things like _____ mountains, take _____ along beautiful rivers, ride _____ in the _____...

Customer: Wow! That sounds _____. Do you have any trips to the _____ of _____?

Travel Agent: Yes, we do. But a lot of people want those tickets. You _____ book soon.

Customer: Okay, _____ my friend tonight to talk about the trip. _____ tomorrow?

Travel Agent: Yes, or _____ book online. Our website is very easy to use. _____ to include your _____ number when you book your ticket.

Customer: _____ your web address, please.

Travel Agent: It's www.sunstar.com.

Customer: Thank you for your help.

Travel Agent: You're welcome. _____.

B Prepare to Speak

Listen again and write down some things you can do on an adventure tour. Then use the Internet to write down more ideas.  Track 58

Adventure Tours

When you're finished writing, take five minutes to look back through the module. Pay close attention to the part A activities, where Cathy and Max are making plans to go on a trip.

C Practice Speaking

Find a partner. Role-play a conversation between two friends planning to go on an adventure tour. Discuss these details:

What kinds of things do you want to do? Where do you want to go?

What does your friend think about it? What does he or she want to do on an adventure tour?

D Now Speak

Stand up in front of the class with your partner. Role-play your conversation. After all the pairs finish, discuss these questions:

A. Which pairs were fast? Did they make many mistakes?

B. Which pairs didn't make many mistakes? Were they fast?

Lesson 1

Thinking About a Trip

1 Match the words with their definitions.

- | | | |
|------------------------|---|---|
| 1. Morocco | • | a. not visited by many people |
| 2. off the beaten path | • | b. a trip to explore a new place |
| 3. jungle | • | c. a person who likes doing exciting things |
| 4. camel | • | d. a country in the north part of Africa |
| 5. tour | • | e. a very dry area with few trees and little water |
| 6. desert | • | f. a very thick tropical forest, such as the ones in Costa Rica |
| 7. thrill-seeker | • | g. an animal with a round back; it usually lives in or near deserts |

2 Listen to the conversations. Then match them to the pictures. Write *a, b, c,* or *d* in the blanks.



3 Underline the errors and write the correct word(s) on the lines.

- | | |
|--|--|
| 1. How about we staying in this hotel? | 3. Let's finding a cheap tour of the Amazon. |
| _____ | _____ |
| 2. Let's to check online for options. | 4. How about take a train? |
| _____ | _____ |

4 Put the conversation in the correct order. Then listen and check.



- 1 **Maria:** So, what did you find online?
 _____ **Maria:** That sounds amazing. Let's go there.
 _____ **Ricardo:** Sounds good!
 _____ **Maria:** Oh, what is it?
 _____ **Maria:** You're right. Hey, what about going to Argentina this year and exploring Costa Rica next year?
 _____ **Maria:** That sounds cool, too! How about doing both?
 _____ **Ricardo:** Well, there's a tour of Patagonia in Argentina. It's really beautiful. It's in a lot of movies.
 _____ **Ricardo:** Exploring the jungle in Costa Rica.
 _____ **Ricardo:** You know that's too expensive.
 _____ **Ricardo:** Wait. There's another option.

Lesson 2

Deciding on a Trip

1 Fill in the blanks with the words from the box.

China extreme heat spicy hate extreme cold yum

- This food is too _____. I don't think I can eat it.
- My parents are from _____, so I'd like to go there.
- Samantha hates the _____ here in Canada. She always goes to Miami in winter.
- _____! This chocolate cake is so good.
- The weather here is terrible. I _____ it.
- I don't like _____ either, but it's okay when I'm on the beach in India!

2 Choose the correct answers.

- I don't like doing exciting things. I'm not a thrill-seeker. a. Me too. b. Me neither.
- I like Chinese food, but I love Indian food. a. I do too. b. I don't either.
- I think extreme heat is better than extreme cold. a. I do too. b. Me neither.
- It's raining, and I don't have an umbrella. a. Me too. b. I don't either.
- I want to go to China in the spring. a. Me too. b. Me neither.

3 Listen to the conversation. What are the women NOT planning to do? Choose the correct answer. 

a. stay in California



b. see the desert



c. visit Las Vegas

4 Listen again. Are these statements true (t) or false (f)? 

- The woman and her sister are flying to LA. _____
- They are leaving on Saturday. _____
- They're flying from LA to Las Vegas. _____
- The sisters want to see the desert in Arizona. _____
- The man wants to go to the Grand Canyon. _____
- They are driving from Montana to LA. _____
- The man wants the woman to send him pictures. _____

5 Write the correct forms of the verbs. Then circle the words or phrases that show the speaker is discussing the future.

- We _____ (go) to France next year.
- I _____ (take) a tour of London in August.
- _____ (you, travel) to India this summer?
- Jack _____ (explore) the city this weekend.
- My sister _____ (leave) to go on a trip tomorrow.
- _____ (they, have) something spicy for dinner tonight?

Lesson 3

What could we do on vacation?

1 Choose the best pictures to match the statements.

1. That white jacket is fantastic. I could buy it for my trip. _____
2. You can see some incredible things in Nepal. _____
3. I'm a big fan of hiking and adventure. _____
4. We're visiting some friends. Their house is by a river. _____



2 Match the two columns to make sentences.

- | | | |
|---------------------|---|----------------------------------|
| 1. I could look | • | • a. you at the subway station. |
| 2. Can you | • | • b. Portugal this winter. |
| 3. Sheila can speak | • | • c. at ads for adventure tours. |
| 4. We could go to | • | • d. Spanish very well. |
| 5. My dad can't | • | • e. go on the trip. He has to |
| 6. I can meet | • | work. |
| 7. We don't have | • | • f. could take the bus. |
| to walk. We | • | • g. eat really spicy food? |

3 Listen to each sentence and circle the word that you hear. Then check and practice. Track 33

1. Jim (can / can't) swim.
2. We (can / can't) drive.
3. Ella (can / can't) travel now.
4. I (can / can't) speak Portuguese.
5. They (can / can't) pay for the trip.

4 Fill in the blanks with the correct words from the box.

incredible hike river trails fan adventure riverboat

Hi Derek,

How's it going? I'm planning a trip now. I checked a lot of ads and chose a trip to Vietnam. I remember that you went to Vietnam once. Could you please let me know what you think?

I found a lot of pictures of the jungles and old cities there. They look **1** _____! You know I'm a big **2** _____ of Asian history. On this trip, I could see a lot of old buildings in Hanoi, the capital city, and in other places. I can also **3** _____ outside the city. There are a lot of good **4** _____ for hikers. Then I could fly to Ho Chi Minh City, take a **5** _____ down the **6** _____ there, and go to Phu Quoc (Paradise Island). It sounds like a(n) **7** _____! What do you think?

Take care,
Sabina



Lesson 4

Planning the Trip

1 Find and circle the words.

U	Q	X	A	E	T	A	D	R	T	Q	I	C	F	B
O	O	X	V	G	R	E	M	F	L	K	I	K	W	Q
N	H	W	X	B	E	R	S	O	U	F	V	S	N	J
W	L	R	T	G	W	N	I	R	I	G	Y	Y	D	Z
C	O	M	P	A	R	E	C	C	M	H	P	O	B	I
N	Z	I	I	V	I	R	E	Y	L	F	H	V	O	B
Y	J	G	B	M	B	P	D	K	Z	W	R	H	O	G
I	A	W	N	M	S	E	B	P	Q	I	E	N	K	J
X	I	P	J	B	A	M	Y	T	K	F	M	E	L	M
K	J	P	D	L	U	Q	T	E	A	X	T	S	N	K
C	Z	N	F	B	W	O	N	I	K	L	R	P	U	R
I	X	M	Z	A	V	O	F	G	C	K	H	Q	F	N
U	T	A	W	P	B	L	Y	Q	I	K	S	Z	O	E
Q	G	V	M	H	V	R	M	Z	W	N	E	C	F	O
H	R	W	Q	D	F	M	P	Y	Y	G	V	T	R	V

- agency
- book
- quick
- compare
- date
- deal
- ticket
- specific

2 Choose the sentence with the same meaning.

1. This Nepal tour is a real deal!
 - a. The tour price is too much.
 - b. The tour price is not expensive.
2. Let's compare prices.
 - a. We should see how the prices are different.
 - b. We should ask for a low price.
3. I can book the tickets online.
 - a. I can reserve the tickets on the Internet.
 - b. I can search for the tickets on the Internet.
4. What specific song do you want to hear?
 - a. I want to know the kind of song you want to hear.
 - b. I want to know the one song you want to hear.

3 Fill in the blanks with *need to* or *can*. Then listen and check.

1. We _____ check the online deals soon. I _____ do it after class.
2. There are no trains or airports there, so I _____ rent a car. Then I _____ drive you home.
3. I _____ book the tickets. Do we _____ come back before the end of the school break?
4. _____ you compare prices on the website right now? I _____ reserve the trip today.

4 Put the words in order to make sentences. Then write them again as negative sentences.

1. tickets / we / book / need / our / soon / to _____
(negative) _____
2. you / with / can / a / credit card / pay _____
(negative) _____
3. agency / can / call / I / travel / now / the _____
(negative) _____
4. he / the / on / to / decide / date / needs _____
(negative) _____

Lesson 5

Let's book our trip!

1 Listen to the conversation and choose the correct answer. Track 35

- Where is Erica?
a. at home with her laptop b. a friend's house c. at a travel agency
- Who is she talking to?
a. her travel partner b. a man on a plane c. a travel agent

2 Listen again. Put a check mark next to true or false. Track 35

- There are many seats available on the plane. true false
- Erica is afraid of heights. true false
- The man can't find an aisle seat. true false
- Erica decided not to buy a plane ticket. true false
- Erica can't pay for the ticket today. true false

3 Choose the correct answers. Listen and check. Track 36

- _____. We still need to print the tickets. a. Close not the window b. Don't close the window
- _____. Get a window seat. a. No get a middle seat b. Don't get a middle seat
- We need to leave at 9:30. _____. a. Don't be late b. Be not late
- Have a great trip, and _____. a. taking care b. take care
- _____ your bags in the aisle. a. Don't to put b. Don't put

4 Write the correct affirmative or negative imperative form of the verbs.

- _____ (try) to get two seats next to each other.
- _____ (pay) the travel agent yet. I can look for a better deal.
- _____ (close) that window. We need to compare prices.
- _____ (go) to bed early the night before the trip.
- The plane leaves at 10:00. _____ (meet) me at the airport at 8:00.



Unit Review

1 Vocabulary

Choose the correct answers.

- Kenji visited _____ last year. He rode a(n) _____ in the _____.
 a. Morocco, plane, airport b. Morocco, airplane, airport
 c. Morocco, camel, desert d. Morocco, camel, jungle
- Look at this _____ _____ tour! Let's _____ it now.
 a. incredible, riverboat, book b. incredible, adventure, compare
 c. riverboat, deal, book d. incredible, riverboat, click
- To _____ for your tickets _____ BOOK.
 a. click, pay b. pay, book
 c. click, tab d. pay, click
- I put my bag in the _____ and sat down in the _____.
 a. aisle, seat b. overhead compartment, travel agency
 c. riverboat, river d. overhead compartment, aisle seat
- We're going on a(n) _____ to Costa Rica. It's really _____.
 a. adventure tour, yum b. adventure tour, off the beaten path
 c. adventure tour, extreme heat d. advertisement tour, off the beaten path
- We have to finish hiking this _____ _____. I see a storm coming!
 a. desert, quick b. trail, in person
 c. trail, ASAP d. jungle, ASAP

2 Grammar

Circle the correct answers.

- What about (book / booking) a trip to India? I heard the food is great.
- (I'm have / I'm having) lunch with my old classmates tomorrow. (Join / Joining) us.
- (How about hiking / Let's hiking) in the jungle? We (could / need to) see a lot of different animals.
- (They're visiting / They could visiting) China next summer. They have family there.
- We (need to pay / need pay) in person. We can't do it online.
- (Lets ride / Let's ride) an elephant in the jungle.
- A: I don't like spicy food.
 B: (I don't neither / I don't either).

3 Reading Comprehension

Read the email. Then put a check mark next to **true** or **false**.



Dear Mom,

We're away from Beijing for a while and traveling around China. On our first day in Shanghai, we went to the top of the Shanghai Tower, the tallest building in China. I'm afraid of heights, so it was scary for me. But you know Cathy. She's a thrill-seeker, so she loved it! Tomorrow we're going to the Great Wall. It looks fantastic.

We can walk along one part of the wall, but we need to wear good shoes because it is very hard to walk in places. China is great, but it's very hot right now. I hate extreme heat. I know you do too.

Let's do a video chat next week when we're back in Beijing. Cathy and I are flying to Thailand after that, and soon after, we can see each other in person again.

Love,
Jenny

1. Jenny and Cathy are thrill-seekers. true false
2. On their first day in China, they went to Shanghai. true false
3. Jenny did not go to the top of the tallest building in Shanghai. true false
4. The girls went to the Great Wall and thought it was fantastic. true false
5. Jenny and her mother hate extreme heat. true false
6. Jenny and Cathy were already in Beijing. true false

4 Listening Comprehension

Listen to the conversations. Fill in the blanks with the words you hear. Track 37

1. A: What about _____ for tickets?
B: Good idea. _____ that now.
2. A: I _____ call the _____ tomorrow.
B: Really? Thanks. Please _____ the _____ numbers.
3. A: I like sitting in _____. The view is always great.
4. A: _____! This food is delicious. _____ you show me how to make it?
B: Sorry, I didn't make it. And I'm surprised you like it. It's too _____ for me.
5. A: It's too hot to travel to Egypt in the summer.
B: _____. _____ go there in the winter.
6. A: Wow, look at this _____ for Amsterdam. It looks _____ there.

MODULE 4 Travel

Module 4 Goals

- Understand short, simple messages (for example, SMS phone messages)
- Find basic information in advertisements
- Follow short, simple written directions
- Talk about plans for one's next vacation
- Ask for basic information about travel and buy tickets
- Discuss plans with other people (for example, what to do and where to go)
- Correctly use simple phrases you have learned for specific situations
- Understand short, clear, simple messages at the airport

Module 4 Overview: Travel

Module 4 Goals

- Understand short, simple messages (for example, SMS phone messages)
- Find basic information in advertisements
- Follow short, simple written directions
- Talk about plans for one's next vacation
- Ask for basic information about travel and buy tickets
- Discuss plans with other people (for example, what to do and where to go)
- Correctly use simple phrases you have learned for specific situations
- Understand short, clear, simple messages at the airport

Warm Up

- Draw students' attention to the title of Module 4: Travel. Tell them that this module will help them learn about the planning that is involved before going on a trip. They will also learn about ground rules at the airport.
- Briefly tell the students about your experiences with planning for trips.
- Ask students about the places that they have visited. Ask them about their research and planning for their trips. Also have a short discussion about any experiences they have had at the airport.

Extension I: Picture Talk

- Ask students questions or help them make statements about the pictures if they can. Use a method to let a pair, such as writing ten blanks on the board and asking students to fill them up with words that come to mind when they look at the picture.

Extension II: World Locations

- For this activity you will need to have a world map and two different sets of sticky marks with names of cities or countries around the world. Ask students that are possible travel spots.
- Divide the class into two groups and have each group stick the names in the correct places on the world map. The group that identifies the most places correctly wins.

Preview

- For this section, students need to look at pages 92 to 117. Do the first one together as a class. Tell students to turn to page 92 and ask them if they can identify the flags on the suitcase.
- Put students in pairs and ask them to find the answers for the remaining three questions. Monitor to ensure students are talking and working together.
- Recap by asking students to tell you where each item is.

1. Any three of the following countries: France, Germany, Italy, Spain, UK, and Japan
2. Answers will vary.
3. Pages 97 and 102
4. p. 98

Write and Discuss

- Demonstrate this activity by asking a student to read question 1, or read it yourself and act out a plan (do you like to travel? Why or why not? etc.)
- Assign students to pairs and ask them to ask and answer questions 1 through 5.

Module 4 Preview

Unit of pages 92 to 117

On p. 92, can you identify the flags on the suitcase? Write the countries.

What travel activities do you see in the world map? Write three activities.

On what page do you see ten people? Write the page number.

On what page do you see people through the page number?

Write and Discuss

Write your answers to the questions. Then talk about them with a partner.

1. Do you like to travel? Why or why not?
2. What countries do you see on the suitcase? Write the names of the countries.
3. What do you know about each country? Write one thing.
4. What do you know about each country? Write one thing.
5. What travel activities do you see in the world map? Write one activity.

Monitor to make sure students have understood. Help students who are struggling.

Recap as a class by having exchanges with individual students.

Example answers:

1. Yes, I like to travel. I like to travel because I like exploring new places.
2. I want to visit Australia because I want to go to the Outback.
3. I don't know any high-security places.
4. I like to visit the Great Wall of China because it is very old and interesting.
5. Yes, I'm really busy going to school.

Teacher's Note: Discussing International Travel in the Classroom

- Traveling is something that everyone likes to do, but talking about personal experiences in foreign places could become sensitive matter.
- Remind students to be mindful about respecting other people's customs and cultures. Also, teach them that questions posed in class about personal experiences should not be offensive and should be expressed in a politely correct way. Help students understand the concept of political correctness.

Unit 7 Overview: Before the Trip

Lesson 1: Thinking About a Trip

Aims:

- Suggest where to travel
- Talk about traveling

Vocabulary: Words related to travel activities

Grammar: Making suggestions with Let's + verb or What about + verb-ing

Lesson 2: Deciding on a Trip

Aims:

- Talk about pros and cons
- Agree and disagree
- Talk about the future using present continuous

Vocabulary: Country names, words to describe weather

Grammar: Discussing the future, showing agreement

Lesson 3: What could we do on vacation?

Aims:

- Talk about possible travel activities
- Talk about interests

Vocabulary: Travel activities

Grammar: Can for ability, can and could for possibility

Lesson 4: Planning the Trip

Aims:

- Book a trip
- Read emails about traveling
- Make offers and talk about obligations

Vocabulary: Travel agency words and phrases

Grammar: Can for offers and volunteering, need to fill obligation

Lesson 5: Let's book our trip!

Aims:

- Talk about booking a trip online
- Give comments and make suggestions

Vocabulary: Things inside an airplane

Grammar: Imperatives

Unit 7: Before the Trip

Lesson 1: Thinking About a Trip

Model Conversation

Read the conversation. Then listen.

Copy: Write the text on the board. Read it together. Listen to the recording. Copy the text. Listen to the recording again. Copy the text. Listen to the recording again. Copy the text. Listen to the recording again.

Write: Write the text on the board. Read it together. Listen to the recording. Copy the text. Listen to the recording again. Copy the text. Listen to the recording again. Copy the text. Listen to the recording again.

Check the expressions for the correct definitions.

1. I'll order _____ 2. I'll go through a time pass
3. I'll go _____ 4. I'll go through a time pass
5. I'll go _____ 6. I'll go through a time pass
7. I'll go _____ 8. I'll go through a time pass
9. I'll go _____ 10. I'll go through a time pass
11. I'll go _____ 12. I'll go through a time pass
13. I'll go _____ 14. I'll go through a time pass
15. I'll go _____ 16. I'll go through a time pass
17. I'll go _____ 18. I'll go through a time pass
19. I'll go _____ 20. I'll go through a time pass
21. I'll go _____ 22. I'll go through a time pass
23. I'll go _____ 24. I'll go through a time pass
25. I'll go _____ 26. I'll go through a time pass
27. I'll go _____ 28. I'll go through a time pass
29. I'll go _____ 30. I'll go through a time pass
31. I'll go _____ 32. I'll go through a time pass
33. I'll go _____ 34. I'll go through a time pass
35. I'll go _____ 36. I'll go through a time pass
37. I'll go _____ 38. I'll go through a time pass
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79. I'll go _____ 80. I'll go through a time pass
81. I'll go _____ 82. I'll go through a time pass
83. I'll go _____ 84. I'll go through a time pass
85. I'll go _____ 86. I'll go through a time pass
87. I'll go _____ 88. I'll go through a time pass
89. I'll go _____ 90. I'll go through a time pass
91. I'll go _____ 92. I'll go through a time pass
93. I'll go _____ 94. I'll go through a time pass
95. I'll go _____ 96. I'll go through a time pass
97. I'll go _____ 98. I'll go through a time pass
99. I'll go _____ 100. I'll go through a time pass

Model Conversation

Teacher can give an example of their own first to give students an idea of what to say and how much to say. Let them talk. Encourage because it has beautiful mountains and forests.

Model Conversation

Transition by telling the students that the model conversation is about two people who want to go on a trip. Write the word trip on the board and explain that it means a period of time that you go to visit and travel in a place.

Ask students to read the conversation in pairs.

Play the audio and listen to the conversation as a class.

Ask students comprehension questions about the conversation. What does Cathy want to do? Where does she want to go? How are they going to find more information? Where do they talk about going on a trip? Etc.

Ask students if they have any questions about the dialogue.

Vocabulary

Tell students to read each word under the pictures to themselves first, concentrating on the pronunciation and thinking about the meaning of each word.

Ask students to read each word aloud to their partner.

Ask students if they have any questions about the meaning or pronunciation of the words.

Tell students to match the expressions to the correct definitions.

Model Conversation

Read the conversation. Then listen.

Copy: Write the text on the board. Read it together. Listen to the recording. Copy the text. Listen to the recording again. Copy the text. Listen to the recording again. Copy the text. Listen to the recording again.

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11. I'll go _____ 12. I'll go through a time pass
13. I'll go _____ 14. I'll go through a time pass
15. I'll go _____ 16. I'll go through a time pass
17. I'll go _____ 18. I'll go through a time pass
19. I'll go _____ 20. I'll go through a time pass
21. I'll go _____ 22. I'll go through a time pass
23. I'll go _____ 24. I'll go through a time pass
25. I'll go _____ 26. I'll go through a time pass
27. I'll go _____ 28. I'll go through a time pass
29. I'll go _____ 30. I'll go through a time pass
31. I'll go _____ 32. I'll go through a time pass
33. I'll go _____ 34. I'll go through a time pass
35. I'll go _____ 36. I'll go through a time pass
37. I'll go _____ 38. I'll go through a time pass
39. I'll go _____ 40. I'll go through a time pass
41. I'll go _____ 42. I'll go through a time pass
43. I'll go _____ 44. I'll go through a time pass
45. I'll go _____ 46. I'll go through a time pass
47. I'll go _____ 48. I'll go through a time pass
49. I'll go _____ 50. I'll go through a time pass
51. I'll go _____ 52. I'll go through a time pass
53. I'll go _____ 54. I'll go through a time pass
55. I'll go _____ 56. I'll go through a time pass
57. I'll go _____ 58. I'll go through a time pass
59. I'll go _____ 60. I'll go through a time pass
61. I'll go _____ 62. I'll go through a time pass
63. I'll go _____ 64. I'll go through a time pass
65. I'll go _____ 66. I'll go through a time pass
67. I'll go _____ 68. I'll go through a time pass
69. I'll go _____ 70. I'll go through a time pass
71. I'll go _____ 72. I'll go through a time pass
73. I'll go _____ 74. I'll go through a time pass
75. I'll go _____ 76. I'll go through a time pass
77. I'll go _____ 78. I'll go through a time pass
79. I'll go _____ 80. I'll go through a time pass
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Model Conversation

Transition by telling the students that the model conversation is about two people who want to go on a trip. Write the word trip on the board and explain that it means a period of time that you go to visit and travel in a place.

Ask students to read the conversation in pairs.

Play the audio and listen to the conversation as a class.

Ask students comprehension questions about the conversation. What does Cathy want to do? Where does she want to go? How are they going to find more information? Where do they talk about going on a trip? Etc.

Ask students if they have any questions about the dialogue.

Vocabulary

Tell students to read each word under the pictures to themselves first, concentrating on the pronunciation and thinking about the meaning of each word.

Ask students to read each word aloud to their partner.

Ask students if they have any questions about the meaning or pronunciation of the words.

Tell students to match the expressions to the correct definitions.

Grammar

Go over the table. Point out the structures for making suggestions with Let's + verb or What about + verb-ing.

Write them on the board and explain the structure of each type of suggestion, underlining the -ing and s and V in each example.

Ask students to read each sentence out loud.

Write I want to visit China on the board. Explain to students that you can use the structure I do this or I do that to agree with someone. Provide more examples on the board and ask students to practice this with a partner.

Grammar Practice

Do number 1 together as a class.

Remind students to check the chart for the rules.

Ask students to do the rest individually.

Check answers in a whole class. If there is more time, ask students to create their own sentences using the structures and partner asking and answering them with a partner.

1. going	3. taking	5. travel
4. visiting	6. visit	2. going

Check the Workbook

For further practice, use Exercise 3 and 4 in Unit 7, Lesson 1 of the workbook.

Use the Language: Suggesting where to travel

Assign students to work in pairs.

Ask them to think about three different places that they want to travel to.

Ask them to discuss each place as much as they can. Encourage them to keep the conversation going by asking follow-up questions.

Ask them to write down things that they can do in each place. Tell the students to discuss activities with their partner and then share their information with another group. They should make suggestions for places that the other group should visit.

Teacher's Note: Eye contact and body language

Encourage the students to ask follow-up questions and to keep themselves engaged in a conversation. Eye contact and head nodding are key body language aspects that show you are listening.

Extension: Activities in My Country

Have students work in small groups to brainstorm activities that tourists can do in their country.

Ask them to create a poster with pictures of places and activities to do in each place.

Each group can present their poster to the class.

The teacher can then display the posters on the class wall until the end of the module.

Lesson 4 Planning the Trip

Aims

- Book a trip
- Read emails about traveling
- Make offers and talk about obligations

Vocabulary

travel agency book compare ASAP (as soon as possible) travel specific date check ticket

Grammar

use for offers and volunteering; need to for obligations

- Warm Up**
- Put students in pairs. Ask them to imagine they are going to Australia for a holiday together. Ask them to brainstorm and make a list of things they need to bring with them and things they need to do before they go.
 - Check some of their answers and write them on the board. Tell the students that they are going to talk about planning a trip today.

Authentic Text: An email exchange **4 min 10**

- Ask students to read both short emails and underline any words they do not know.
- Play the audio and listen to the emails as a class.
- Ask the students some quick comprehension questions. Ask: What does Cathy and Max need to do for their trip? What can Cathy do? What can Max do?

Teacher's Note: Students become the teacher!

A way in which you can try to make the class more interesting is having the students ask each other comprehension questions about the dialogue, instead of you. This gets them to take more control over their learning and engages them in the content of the dialogue more. Try it out!

- Vocabulary 4 min 10**
- Ask students to listen to each word and repeat. Check their pronunciation.
 - Ask students to read the definitions carefully and think of the meaning of each word.
 - Tell them to write the word next to the meaning in the chart.
 - Put students in pairs and have them discuss their answers.
 - Check answers as a whole class.

Check the Workbook

For further vocabulary practice, see Exercise 1 and 2 of Unit 7, Lesson 4 in the workbook.

- In Your World**
- Bring some newspapers or magazines with travel ads to class (if you do not have internet access).
 - Read around the materials to students and ask them to find two travel ads to write about.
 - They should fill in the table, comparing both travel ads. They can do this individually or in pairs if there are not enough materials.
 - Ask them to share their information with another group.

Lesson 4 Planning the Trip

Activities: Book an email exchange

Read the email. Then listen. 4 min 10

Model Conversation

Read the email. Then listen. 4 min 10

Check the Workbook

For further practice, see Exercise 1 and 2 of Unit 7, Lesson 4 in the workbook.

Extension: Judging the Effectiveness of Ads

- Ask students to find two travel ads in magazines (or online) - one they think is great and another they think is of poor quality.
- They should bring the ads to class and present them. This can lead to a class discussion on what makes great travel ads.

- Grammar**
- Write the following sentence on the board: I can call the travel agency tomorrow. Ask students what they think it means. Is it a statement about ability? Result? Or an offer? Underline the word can. Explain that in part A, Cathy uses can to make an offer to Max - she offers to call the travel agency for them both. She is volunteering to do it.
 - Write this sentence from the email: We need to call the travel agency as soon as possible. Underline the word need. Ask them what they think the sentence means. Explain that we can need to do an obligation - something that we have to do. In this example, Cathy and Max have to call the travel agency to book their tickets. They cannot travel if they don't.
 - Ask the students to look at the examples and the explanations in the chart.
 - Provide any further explanations if needed.

Activities: Book an email exchange

Read the email. Then listen. 4 min 10

Model Conversation

Read the email. Then listen. 4 min 10

Check the Workbook

For further practice, see Exercise 1 and 2 of Unit 7, Lesson 4 in the workbook.

Grammar Practice

- Do number 1 together as a class.
- Ask the students to do the rest individually.
- Remind the students to underline the error and write the correct words in the provided blanks.
- Check the answers as a whole class. Ask individual students to read their answers out loud.

Teacher's Note: Negative form of can and need

Explain to the students about the negative forms of can and need.

- need not / needn't + verb
- cannot / can't + verb

Practice changing the sentences from the email into negative statements.

Check the Workbook

For further practice, see Exercise 3 and 4 in Unit 7, Lesson 4 in the workbook.

Use the Language: Planning a trip

- Put students into pairs - different pairs if possible.
- Ask the students to think of a destination for their trip together. They must make a list of things they need to do before they can go. They can also include things to bring.
- Ask them to show their list with the class. They should be able to explain why they need to do the things on their list.

Extension: Dream Job

- Ask students to think of a dream job - something they want to do in the future if they can.
- Ask them to make a list of things they need to do in order to get that job. They need to become successful in their dream job.
- Have students share their information in small groups. Go around and listen in on the group conversations. Give help when necessary.

Lesson 5 Let's book our trip!

Aims

- Talk about booking a trip online
- Give comments and make suggestions

Vocabulary

ahead of time click airport print download window seat aisle seat overhead compartment middle seat

Grammar

Impersonal

- Warm Up**
- Tell students about an experience you had buying something online. Tell them about the process of buying something online and ask if they have any experience doing the same. What did they buy? Was it easy? Do they prefer buying something in the store anymore? Why? Engage the whole class in the discussion.
 - Tell the students that they are going to be listening to Cathy and Max book a trip online.

Model Conversation 4 min 10

- Ask students to read the conversation in pairs.
- Play the audio.
- Very briefly, confirm that students have understood by asking them comprehension questions. When does Max NOT want to go? Why? How can they get their tickets? etc.
- Ask students to underline any words they don't know and to ask their partner if they know the meaning. Then check as a whole class.

- Vocabulary 4 min 10**
- Ask students to read each word out loud.
 - Play the audio and ask students to repeat each word after the audio.
 - Ask students to match the word with the correct image.
 - Check answers as a whole class.

Check the Workbook

For further practice, see Exercise 1 and 3 in Unit 7, Lesson 5 in the workbook.

- In Your World**
- Ask students if they have any experience flying in an airplane. Do they like it? Why or why not? Where do they like to go? What seat do they prefer? Why?
 - Students should first work in pairs and then work with another pair to give their answers.
 - Have some volunteers share their experiences flying.
 - If there is time, ask students to imagine with their partner that they have to book a big online. They should use the model conversation as a guide.
 - Choose a couple of pairs to come to the front of the class and act out their conversation.

Lesson 5 Let's book our trip!

Activities: Let's book our trip!

Model Conversation

Read the conversation. Then listen. 4 min 10

Check the Workbook

For further practice, see Exercise 1 and 3 in Unit 7, Lesson 5 in the workbook.

Check the Workbook

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- In Your World**
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 - Choose a couple of pairs to come to the front of the class and act out their conversation.

Activities: Let's book our trip!

Model Conversation

Read the conversation. Then listen. 4 min 10

Check the Workbook

For further practice, see Exercise 1 and 3 in Unit 7, Lesson 5 in the workbook.

Check the Workbook

For further practice, see Exercise 1 and 3 in Unit 7, Lesson 5 in the workbook.

- Grammar**
- Write the following sentences on the board from the model conversation. Click here to review. *Please don't put me in a window seat.* Ask students what they notice about these sentences. They don't begin with a subject. They begin with a verb. Underline the verbs click and don't put.
 - Explain that we use **imperatives** when we want to give a command, make a suggestion, give instructions, or encourage someone.
 - Go through the chart with the whole class. Have students read the examples out loud.
- Grammar Practice**
- Ask the students to fill in the blanks with the words from the table. Do the first one together. Remind students to use punctuation correctly.
 - When they are finished, ask them to compare their answers with a partner.

Write to Speak

- Ask the students to make a list of suggestions using imperatives. They should suggest what a friend should do for his or her next trip.
- After writing, they should share their ideas with a partner.
- Tell the students to tell their partners which suggestions they think are useful for them.

Use the Language: Talking to a travel agent

- Tell the students they are going to do a role-play. One partner is a travel agent and the other is a customer. Put the students into pairs and assign a role to each (or have them choose).
- Let the students first should read the explanation for their roles, and ask any questions they need before they start.
- After they finish role-playing once, have them switch roles and practice again.
- Have a few pairs act out their role-play at the front of the class.

Teacher's Note: Performing role-plays

Having students perform their dialogues at the front of class can be challenging for them, but it can also be quite empowering. It's important to give all learning roles a chance to be in the limelight.

Extension: Writing Instructions for a Website

- Ask students to visit a website of their choice (shopping, travel, news, etc.). They read with a partner, using the imperative about how to navigate the site.
- They will give the instructions to their partner who will follow them to discover the site.

Unit 7 : Active Review

A Travel Flyer

- Tell students they are going to create a travel flyer. Elicit what they think should be included in it—write their answers on the board. Some things they should include are: A picture of the place, the name of the place, a list of things you can do there, things you need to bring, how to book the trip online, etc.
- Give them some ideas like this to complete the brochure. Encourage them to be as creative as possible.

Present Your Flyer

- When they are finished, have them present their flyer to a partner. Tell them to write down the questions their partner has about the flyer, the destination, or anything else.
- Have each student show their flyer with the class.
- Then have a class vote. Students should vote to pick the best flyer. They should consider the design and the information that was presented.

Reminder: Some Module 4 Goals in Unit 7

- Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

Active Review

Travel Flyer

Create a travel flyer for a place that interests you. Write the name of the place, a picture of the place, a list of things you can do there, things you need to bring, how to book the trip online, etc.

Present Your Flyer

When you are finished, have them present their flyer to a partner. Tell them to write down the questions their partner has about the flyer, the destination, or anything else.

Reminder: Some Module 4 Goals in Unit 7

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

Fluency

Listen for Information

Listen and fill in the blanks. Then write the correct form with a partner.

Present Your Flyer

When you are finished, have them present their flyer to a partner. Tell them to write down the questions their partner has about the flyer, the destination, or anything else.

Practice Speaking

Plan a vacation. Write and act out a conversation between two friends planning to go on an adventure trip.

Role-Play

Have two friends of yours plan a vacation. Write and act out a conversation between two friends planning to go on an adventure trip.

Travel Agent: Santa Travel Agency. Can help you!

Customer: Yes, I'd like to book a trip around the world!

Travel Agent: So, are you interested in an adventure trip?

Customer: What's that?

Travel Agent: An exciting trip where you can do things like hike into places, take photographs along beautiful views, visit animals in a desert.

Customer: Wow! That sounds fantastic. Do you have any tips for the jungles of Costa Rica?

Travel Agent: Yes, we do. But a lot of people avoid those jungles. You need to pack sunscreen.

Customer: Okay, I'll be ready. My friend thought it was about the trip. Can I call tomorrow?

Travel Agent: Yes, or you could book online. Our website is very easy to use. Don't forget to include your passport number when you book your ticket!

Customer: Tell me your web address, please.

Travel Agent: It's www.santatravel.com.

Customer: Thank you for your help.

Travel Agent: You're welcome. Take care.

- ### Prepare to Speak
- Have the students learn to do the conversation again. Tell them to write down some things that they can do on an adventure trip. Then they should use the Internet to write down more ideas.
 - After they've finished writing, have them take two minutes to look back through the module. Tell them to make close attention to the part A activities, where Coffy and Max are making plans to go on a trip.

- ### Practice Speaking
- In pairs, students should role-play a conversation between two friends planning to go on an adventure trip.
 - Encourage them to give as many details as possible about planning for the trip and what kind of activities they want to do there.

- ### Now Speak
- Have the pairs stand up in front of the class and present their role-play conversations.
 - After all students have presented their role-plays, discuss and evaluate everyone's role-plays.

Extension: Become a Tour Operator

- Ask students to imagine they are tour operators. They should prepare a tour schedule to an exciting destination for their partner. They should include as many details as possible and present it as a poster.
- They can then present it to the class, and the class can vote to choose the most interesting tour.

Fluency

- ### Listen for Information
- Tell the students they are going to listen to a dialogue that takes place at a travel agency. Play the audio and let students fill in the blanks with the missing words. You may have to play it a second time.
 - Check the answers as a whole class, answering any other questions that may come up.
 - Ask the students to now practice the dialogue in pairs, switch roles, and practice again.
 - Walk around the class, checking for accuracy and pronunciation.

Module 4 : Review

Vocabulary

- Have students complete the sentences by choosing the correct answer.
- Tell them to try and find the correct answers without referring back to the module text. If they have a hard time figuring out the answers, they can refer back to the module in the textbook if necessary.
- Have students check their answers in pairs first. Then check answers together as a class.

Grammar

- Have students complete the sentences by filling in the blanks with the correct answers.
- Tell them to try to solve the problems by themselves first. If they need help, they can refer back to the module in the textbook if necessary.
- Have students check their answers in pairs first. Then check answers together as a class.

1. I'm having a dinner with the parents tonight.
2. Can/Could you pass me my bag, please?
3. Don't forget to book the tickets online!
4. Take care!
5. It's his bag, isn't it? Yes, it's mine.
6. He walks more slowly than her.
7. I have a good book to read on the plane.
8. Whose suitcase is that?
9. We need to bring our passport to the airport.
10. Can I help you?
11. Do you need nothing else for a moment?
12. How will do you know the airport?
13. He has two cats and a dog at home.
14. I'm going to buy a large mouse that's real!
15. Can/Could I borrow your wallet, please?
16. Do you need anything else?

Module 4 Review

A. Vocabulary

Choose the correct answer.

1. Please put your bag on the _____ and show me your _____.
2. _____ your ticket, please. _____ your passport, please.
3. Please _____ your _____.
4. I'm _____ to _____.
5. We need to _____ the _____.
6. _____, please. _____, please.
7. _____, please. _____, please.
8. _____, please. _____, please.
9. _____, please. _____, please.
10. _____, please. _____, please.
11. _____, please. _____, please.
12. _____, please. _____, please.
13. _____, please. _____, please.
14. _____, please. _____, please.
15. _____, please. _____, please.
16. _____, please. _____, please.

B. Grammar

Fill in the blanks with the missing word or words.

1. _____, please. _____, please.
2. _____, please. _____, please.
3. _____, please. _____, please.
4. _____, please. _____, please.
5. _____, please. _____, please.
6. _____, please. _____, please.
7. _____, please. _____, please.
8. _____, please. _____, please.
9. _____, please. _____, please.
10. _____, please. _____, please.
11. _____, please. _____, please.
12. _____, please. _____, please.
13. _____, please. _____, please.
14. _____, please. _____, please.
15. _____, please. _____, please.
16. _____, please. _____, please.

C. Planning to Travel

Have a trip with a partner. Decide where you want to go when you go. Write a plan for your trip. Write a list of things you need to bring. Write a list of things you need to do. Write a list of things you need to do. Write a list of things you need to do.

D. Role-Play

Have two friends of yours plan a vacation. Write and act out a conversation between two friends planning to go on an adventure trip.

- ### Family Trip
- Tell students to look at the pictures in the book.
 - They are going to write a story about the family and their trip.
 - Tell them to imagine where they're going, how they planned their trip, how they booked it, and how they went through the airport.
 - Tell them to be as creative as possible.
 - Ask students to share their story with the class.

Planning to Travel

- Tell students to plan a trip with a partner.
- Tell them they should decide where to go, when, and what you want to do there. Also, what will they bring?
- Students will have to make lists of the things and also create a poster for a class presentation.
- The poster should include the details listed in the book.
- Once they have completed their poster, they should present their trip to the class.
- Have the other students ask questions about their classmates' trip.

Airport Role-Play

- Tell students they are going to role-play a situation at an airport using the trip they planned in part C.
- The role-play should be about the situation between an agent at the check-in counter and a traveler going on that trip.
- Let them to be as creative as possible. They should use the questions listed in the book to write their conversations.
- Ask a few pairs to perform their role-play for the class.

CHECK OUT OUR OTHER AMAZING TITLES!

On Point Reading and Critical Thinking Skills

2nd Edition

Lucas Foster, Thomas Hong, Peggy Anderson, Sam Robinson



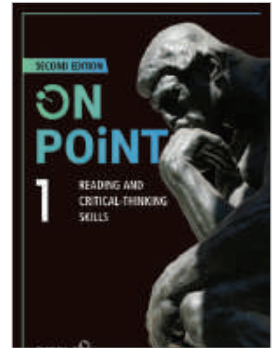
Scan to view sample unit!

With over fifty percent new content, **On Point 2nd Ed.** teaches learners to analyze, critically evaluate, and intelligently respond to texts. Learners discuss and develop well-reasoned, supported opinions on a wide range of high-interest topics as they learn critical thinking and reading skills to better understand and evaluate what they read.

The series also builds learners' cross-disciplinary academic vocabulary. Focus vocabulary for each reading passage is chosen from the Academic Word List (AWL) created by Averil Coxhead.

Complimentary Downloads

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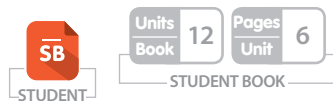


LEVEL C1 – C1+ Advanced

Reading for the Real World

4th Edition

Peggy Anderson, Sam Robinson



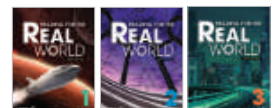
Scan to view sample unit!

Reading for the Real World, Fourth Edition is a four-level series designed for intermediate to advanced English learners looking to improve their academic reading fluency and comprehension.

- New and updated readings on important current topics from a variety of academic subjects
- Reading comprehension exercises designed to hone comprehension skills, such as identifying the main idea, understanding details, and making inferences
- Pre-reading and post-reading exercises to reinforce the New Academic Word List (NAWL) vocabulary words encountered in the readings

Complimentary Downloads

compasspub.com/RRW4rd



LEVEL B2 – C1 Upper Intermediate~Advanced

CORE Nonfiction Reading

Stephanie Alexander, Liana Robinson



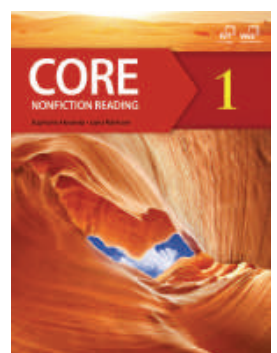
Scan to view sample unit!

Core Nonfiction Reading is a three-book series for mature upper beginner and intermediate learners. The nonfiction content highlights a wide range of appropriate university-level topics that incorporate infographics.

- Quantitatively-analyzed vocabulary and grammar
- Interesting and cognitively appropriate topics
- Instructive and fun infographics

Complimentary Downloads

compasspub.com/CNR



LEVEL A2+ – B1+ Upper Beginner~Intermediate

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Blueprint 1-7 Beginner to Advanced

The seven-book *Blueprint* series is designed to help mature learners develop integrated English skills by guiding them to meet functional goals. It does this using level-controlled content, real-life topics and settings, compelling textbook design, and state-of-the-art supplemental materials.

Features

Strong CEFR Base

- Curriculum features goals derived from CEFR descriptors, so goals are intrinsically CEFR-leveled
- Presents grammar and structures in the order found in prominent CEFR-based inventories

Module Structure

- 2 units connected by similar themes and goals
- Bound together by preview and review sections
- Leads to achievement of learning goals, as evidenced in the performance of function-based tasks

Real World English

- Balance of input and output
- Output-focused activities in each 2-page lesson spread
- Communicative and fluency activities to bring together material from each unit

Components

- Student Book with streaming and downloadable audio
- Workbook with streaming and downloadable audio
- Downloadable Online Resources: Answer Keys, Word Lists, Progress Tests
- Student Digital Material: Class Booster
- Teacher's Guide
- Interactive Whiteboard Materials



Student Book



Workbook



Teacher's Guide