



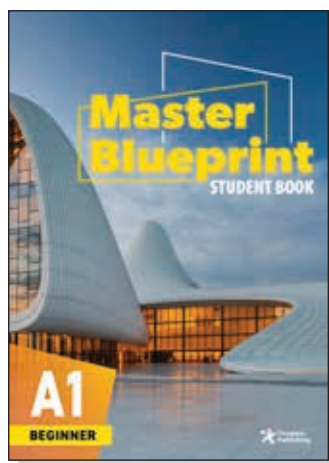
Master Blueprint

SAMPLER

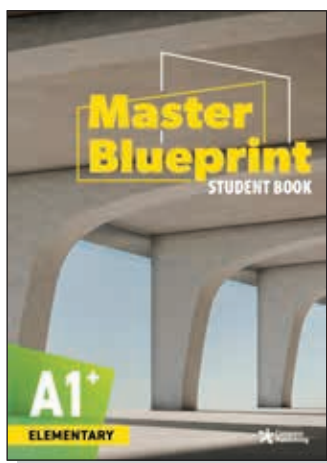
A1 to C1

BEGINNER TO ADVANCED

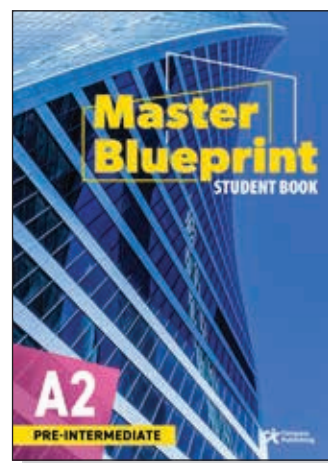
Introducing the Master Blueprint series!



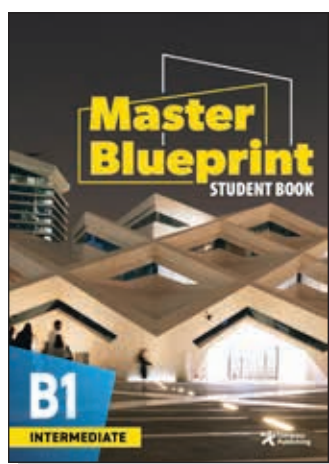
A1 Beginner



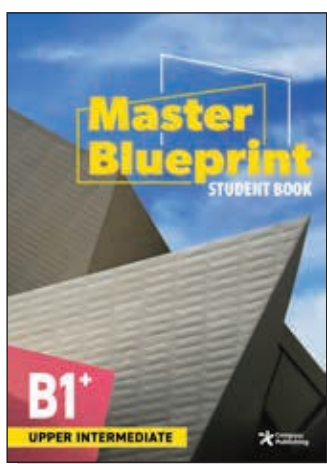
A1+ Elementary



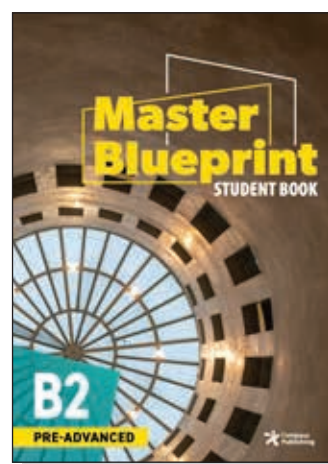
A2 Pre-intermediate



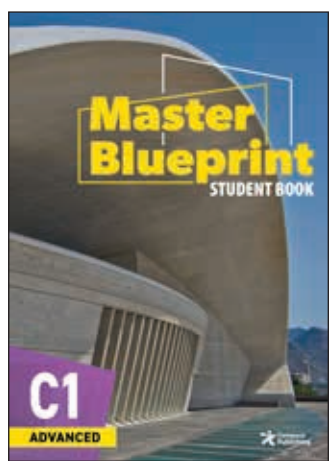
B1 Intermediate



B1+ Upper-intermediate



B2 Pre-advanced



C1 Advanced

Real-world English Language Competency to

BUILD YOUR WORLD

Master Blueprint is a seven-level coursebook series that teaches young 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.

Learners will be exposed to CLIL readings and activities to produce academic writing on a variety of topics.

COMPONENTS FOR STUDENTS



Student Books and Workbooks
with Audio QR Codes



Class Booster
Student app with extra
practice exercises and videos

* Additional digital material available on the Compass Publishing website!

COMPONENTS FOR TEACHERS



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



Downloadable Online Resources
Answer Keys, Word Lists, Vocabulary Tests



Interactive Whiteboard Materials

Features of Master Blueprint

- 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
- CLIL reading pages on diverse topics and comprehension questions
- Master academic writing pages to practice real-life writings to essay writings
- State-of-the-art supplemental materials

Progress from CEFR A1 to C1

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

STUDENT BOOK WALKTHROUGH

MODULE

1

MODULE GOALS

- Understand and use basic introductions, greetings, and farewells
- Understand and use simple personal questions: titles, occupations, nationalities
- Understand and use words and phrases about family, personal details, and simple everyday situations
- Understand and use common classroom language

PREVIEW

Look at pages 8 to 33. What pages are these things on?

names of cities _____

a green clock _____

telephones _____

a truck _____

DISCUSS

Talk about the questions with a partner.

- Do you think the people are workers or students? I think the ... are ...
- In English, what is the name of your country? In ... the name of my country is ...
- What's the name of your language? The ... of my language is ...
- What are some greetings in your language? In my language, ... and ... are greetings.
- Do you greet your teachers in your language or in English? I greet my teachers in ...

In levels 1-4, 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. In levels 5-7, students study a wider range of topics.

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

UNIT

1

NEW PEOPLE

1. WHAT'S YOUR NAME?

MODEL CONVERSATION

Read the conversation. Then listen.

Woman: Hello. Are you the tutor?

Man: Yes, I am. Are you here for tutoring?

Woman: Yeah, is it just me?

Man: No, I have a list of seven names here. What's yours?

Woman: It's Maya.

Man: Maya. Yes, right here. Your last name is Mandali, right?

Maya: Yeah, that's me.

Man: Great. My name's Martin, by the way. Martin Almos.

2. VOCABULARY: PEOPLE

Study the words. Then listen to the conversation again and fill in the blanks.

People: get, buy, introduce, meet

People: introduce, meet, later

1. Maya is the _____. She is _____. Her _____ name is Mandali.

2. The _____ is Martin. His last _____ is Almos. He is a _____.

3. They _____.

3. IN YOUR WORLD

Look at the name tag. Write your first name and last name on a tag. Then choose a partner. Ask his or her name and design a name tag for him or her.

HELLO! My name is _____

HELLO! My name is _____

4. GRAMMAR

Simple present: be

No questions	Answers to the questions	Model uses
Are you a student?	Yes, you are a student.	Model uses: The am , and are are referred to as are with your friends.
Are you a teacher?	No, I am not a teacher.	
Are you a student?	Yeah, I am a student.	
Are you a teacher?	No, I am not a teacher.	
Are you a student?	Yeah, I am a student.	
Are you a teacher?	No, I am not a teacher.	

Write the questions. Then decide yes or no and fill in the blanks.

1. Q: _____ you a student? A: Yes / No / _____ Daniel.

2. Q: _____ you a teacher? A: Yes / No / _____ are teachers.

3. Q: _____ he your boss? A: Yes / No / _____ is my _____.

4. Q: _____ your teacher? A: Yes, he _____ teacher.

5. Q: _____ your dog? A: No, _____ I do.

5. USE THE LANGUAGE

Introductions

1. Think of your first meeting with an important person—a friend, your boyfriend or girlfriend, your boss, etc. Write the first conversation between you and that person.

A: _____

B: _____

A: _____

B: _____

2. Choose a partner. Role-play your conversation.

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.

Unit Review checks students' language development.

UNIT

1

UNIT 1 REVIEW

1. IN CONTEXT

Read the chat and answer the questions.

1. What's the name of the student who takes a Spanish class?

2. What's from Honduras?

3. When are they meeting?

2. ON YOUR OWN

Chat with a partner. Use language from the unit to describe yourself, a friend, a classmate, or a teacher. Use your phone or write on a separate piece of paper. Then copy it here.

HELLO! My name is _____

HELLO! My name is _____

3. READ TO SPEAK

Read a list of popular baby names. Listen to their pronunciations. Then choose ten names and look up their meanings. Which name is your favorite?

Name	Boy	Meaning	Name	Girl	Meaning
1. Noah			16. Jordan		
2. Liam			17. William		
3. Oliver			18. Luke		
4. Mason			19. Carter		
5. Lucas			20. Gabriel		
6. Oliver			21. Owen		
7. Adam			22. David		
8. Logan			23. Matthew		
9. Ethan			24. Henry		
10. James			25. Sebastian		
11. Benjamin					
12. Jacob					
13. Jack					
14. Jackson					
15. Michael					
16. Alexander					
17. William					
18. Luke					
19. Carter					
20. Gabriel					
21. Owen					
22. David					
23. Matthew					
24. Henry					
25. Sebastian					

*From babycenter.com

4. WRITE TO SPEAK

Who are some popular celebrities in your country? Write five names.

5. NOW SPEAK

1. Congratulations! You're a celebrity! Use the information above to choose a name for yourself. What's your (first and last) name?

2. You and your partner are celebrities. You need a party. Introduce yourselves to each other.

3. Stand up with your celebrity partner. Introduce him or her to the class.

6. REMINDER

Some Module 1 Goals in Unit 1

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

_____ Understand and use basic introductions, greetings, and farewells

_____ Ask and answer simple personal questions; describe yourself simply

_____ Ask and answer basic questions

Unit Reviews consolidate language introduced in the unit with new, practical meaning-focused output activities. A focus on fluency and communication tests and improves students' communicative ability.

CLIL Reading helps students improve their reading comprehension and relate the topics to their own lives.

[illegible]

Master Academic Writing tasks students with writing their own writing passages, preparing them for language exams and real-world situations.

[illegible]

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.

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

NEW PEOPLE

1. WHAT'S YOUR NAME?

Write the letters in the correct blocks. Use listen and check.

1. His name is _____
 2. His name is _____
 3. His name is _____

4. His name is _____
 5. His name is _____
 6. His name is _____

7. His name is _____
 8. His name is _____
 9. His name is _____

10. His name is _____
 11. His name is _____
 12. His name is _____

2. I'M THE TEACHER.

Put the conversation in the correct order. Listen and check.

Teacher: Hello to meet you. Do you know a student called _____?
 Student: _____
 Teacher: _____
 Student: _____
 Teacher: _____
 Student: _____
 Teacher: _____
 Student: _____

3. TITLES

Find and circle the titles.

doctor police officer professor teacher truck driver farmer

1. a. P D L C D E T F A S H A K
 b. O F B D D C U C E I Z H K
 c. J C L R A A G T D R A B E T
 d. T E I P R O F E S S O R
 e. C O A E C T C F G K H U
 f. F A D B I E H B D S A K
 g. W C A C A C H J C B C K
 h. F I B E K F G F C F D J D
 i. T E A C H E R C F F G B R
 j. C F K B D S H C D I E I T
 k. A E L G F G H A F C E V
 l. T U M L B J Q D A B R
 m. F H A D K I J F A N R

2. a. _____
 b. _____
 c. _____
 d. _____
 e. _____
 f. _____
 g. _____
 h. _____
 i. _____
 j. _____
 k. _____
 l. _____
 m. _____
 n. _____

5. BYE.

Match the two columns to make correct phrases.

1. a. _____
 b. _____
 c. _____
 d. _____
 e. _____
 f. _____
 g. _____
 h. _____
 i. _____
 j. _____

2. a. _____
 b. _____
 c. _____
 d. _____
 e. _____
 f. _____
 g. _____
 h. _____
 i. _____
 j. _____

4. WHERE ARE YOU FROM?

Complete the crossword. Write the nationalities.

Across 1: _____
 Down 1: _____
 Across 2: _____
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 Across 3: _____
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Master Blueprint A1 Scope and Sequence

	Module Goals and CEFR Levels	Units and Lessons	Vocabulary	Grammar and Structures
Module 1: A New Class	A1 Understand and use basic introductions, greetings, and farewells A1 Ask and answer simple personal questions; describe yourself simply A1 Ask and answer basic questions A1 Understand and use words and phrases about family, personal details, and simple everyday situations A1 Understand and use common classroom language A1 Understand and use numbers to count A1+ Understand and use simple words in descriptions of objects (for example, colors)	★ Unit 1 ★ New People 1 What's your name? 2 I'm the teacher. 3 Titles 4 Where are you from? 5 Bye.	Basic kinds of people Common questions and ways to answer Words and phrases used in greetings, introductions, and farewells Common jobs, marital statuses, and titles Country names and nationalities	Lesson 1 Simple present: <i>be</i> Lesson 2 Short forms (contractions) Lesson 3 Short forms (contractions) in negative statements Lesson 4 <i>be</i> questions with question words Lesson 5 Possessives
	Unit 1 Review			
		★ Unit 2 ★ The Classroom 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?	School supplies Numbers Colors Classroom objects Prepositions of location	Lesson 1 Articles <i>a</i> and <i>an</i> Lesson 2 Simple present: <i>have</i> Lesson 3 Possessives: pronouns and questions Lesson 4 Questions and statements with <i>there is</i> and <i>there are</i> Lesson 5 Prepositions of location and prepositional phrases
	Unit 2 Review			
Module 1 Review / CLIL Reading: art and Architecture				
Module 2: Life and School	A1 Build a vocabulary of words and phrases about family and personal details A1 Describe your family in short, simple spoken or written phrases A1 Understand, ask, and answer simple personal questions such as <i>How old are you?</i> A1 Understand and use days of the week and months of the year A1 Understand and use numbers as ages and dates A1 Give personal information, such as age and basic information about family A1+ Describe your family simply (for example, the members, how old they are, and what they do) A1+ Indicate time by such phrases as <i>in November</i>	★ Unit 3 ★ About Family 1 In My Family 2 Technology and Media 3 Family Photos 4 They're his ex-wives. 5 Appearance	Family members Technology and media Demonstratives Extended family Appearance	Lesson 1 <i>how many</i> questions and their answers Lesson 2 <i>some</i> and <i>any</i> Lesson 3 Questions with <i>who</i> Lesson 4 Plurals Lesson 5 Describing appearance using <i>with</i> prepositional phrases
	Unit 3 Review			
		★ Unit 4 ★ School Life 1 Ages and Birthdays 2 Studying 3 Do you have class on Friday? 4 Going to College 5 I study at night.	Months Dates and ordinal numbers Days of the week School-related verbs and verb phrases Schools and grade levels Parts of the day (<i>morning</i> , etc.) Daily activities	Lesson 1 Questions with <i>when</i> and <i>how old</i> Lesson 2 Simple present in affirmative statements Lesson 3 Simple present in questions and answers Lesson 4 3rd person singular subjects in simple present affirmative Lesson 5 Prepositional phrases of time
	Unit 4 Review			
Module 2 Review / Master Academic Writing: Letter and emails				

	Module Goals and CEFR Levels	Units and Lessons	Vocabulary	Grammar and Structures
Module 3: Around Campus	A1 Understand and use numbers in times A1 Understand simple words and phrases like <i>excuse me</i>, <i>sorry</i>, and <i>thank you</i> A1 Use short, memorized phrases for specific purposes with reasonable accuracy A1+ Indicate time by such phrases as <i>three o'clock</i> A1 Build a basic vocabulary of words and phrases about personal details and simple everyday situations A1 Very simply describe where you go to school A1 Write about yourself and where you go to school using short, simple phrases A1+ Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help	★ Unit 5 ★ Doing Things at School - Telling Time - What do you do after class? - Where do you go after class? - In That Building - Directions	Words and phrases related to times of day, including things done at those times Names of classes/ subjects Adverbs of frequency Parts of a building Verbs and phrases used to give or get directions	Lesson 1 <i>what time</i> questions and their answers Lesson 2 Simple present: <i>go</i> and <i>do</i>; <i>before</i> and <i>after</i> phrases Lesson 3 <i>how often</i> and adverbs of frequency Lesson 4 More <i>where</i> questions and their answers Lesson 5 More <i>how</i> questions and their answers
		Unit 5 Review		
		★ Unit 6 ★ Places on Campus - The computer lab smells new. - Could I speak to Dr. Roberts? - In the Lounge - At the Student Center - It's a really nice day.	Places and things in a building Telephone language Things in a lounge or common area Common questions with <i>how</i> Things outside of buildings on a school campus	Lesson 1 Adjectives and linking verbs Lesson 2 Adjectives before nouns Lesson 3 Adverbs of frequency with <i>be</i> Lesson 4 More <i>how</i> questions: <i>how</i> + adjective/adverb Lesson 5 Intensifiers
		Unit 6 Review		
		Module 3 Review / CLIL Reading: Sports		
Module 4: Done for the Day	A1 Understand and use numbers in prices A1 Buy things in shops where pointing and gestures can support what is said A1 Ask and answer questions about things shops have A1+ Ask people for things and give them things A1 Very simply describe where you live A1 Join simple phrases with words like <i>and</i> A1+ Describe what you like and don't like A1+ Describe what you can and can't do	★ Unit 7 ★ Study or Eat? - Are you going to the cafeteria? - In the Library - At the Cafeteria - At the Restaurant - At the Café	More places and things on campus Language used in the library Kinds of food and ways of cooking Language used in a restaurant or with purchases	Lesson 1 Present continuous tense Lesson 2 <i>want</i> and <i>would like</i> Lesson 3 Questions with <i>what</i> and <i>what kind (of)</i> Lesson 4 Questions with <i>what</i> and <i>which</i> Lesson 5 Questions with <i>how many</i> and <i>how much</i>; uncountable nouns
		Unit 7 Review		
		★ Unit 8 ★ Away from School - Going Home - On the Way - Arriving Home - Home Hobbies - Dinnertime	Addresses and types of houses Modes of transportation Words and phrases found on signs Parts of a house Hobbies Household chores	Lesson 1 Present continuous in information questions, including subject questions Lesson 2 Negative imperatives; conjunction <i>or</i> Lesson 3 Conjunctions <i>and</i> and <i>but</i> Lesson 4 Simple present: <i>like</i> in statements and questions Lesson 5 Simple present: <i>can</i>
		Unit 8 Review		
		Module 4 Review / Master Academic Writing: Review		

Master Blueprint A1+ Scope and Sequence

	Module Goals and CEFR Levels	Units and Lessons	Vocabulary	Grammar and Structures
Module 1: First Conversations	A1 Understand and use words and phrases about family, personal details, and simple everyday situations A1+ Communicate information about yourself, your family, your job, and where you come from in a simple and direct exchange A1+ Describe your family simply (for example, who the members are, how old they are, and what they do) A1+ Understand when people talk very slowly and clearly about themselves and their families, using simple words A1+ Build a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations A1+ Write simply about simple topics, such as the weather A1+ Join phrases with words like <i>and</i> or <i>because</i> A1+ Correctly use some simple structures that you have memorized	★ Unit 1 ★ New People and Places - Nice to meet you. - How are you doing? - This is... - Jobs - From where?	Greetings, farewells, and introductions Common phrases used to express how you feel Jobs, work roles, and relationships Nouns and adjectives describing people and places Words used to describe where you are from	Lesson 1 Subject pronouns and <i>be</i> Lesson 2 <i>be</i> with <i>how</i> and adjectives; empty <i>it</i> Lesson 3 <i>be</i> in <i>wh-</i> questions; demonstratives; possessive adjectives Lesson 4 <i>want (to)</i> and <i>would like (to)</i> Lesson 5 Questions with <i>be like</i>; adjectives
		Unit 1 Review		
		★ Unit 2 ★ Small Talk - This Weather - Do you have a job? - Tall and Thin - I study English because... - You should come.	Words describing weather and seasons More jobs and work-related words Words describing people's appearances and personalities Words and phrases related to studying English Phrases used to end a conversation	Lesson 1 Simple present questions with <i>what</i> and <i>how</i>; intensifiers Lesson 2 Simple present yes/no questions; objects Lesson 3 Questions with <i>any</i> and <i>how many</i>; object pronouns Lesson 4 Questions with <i>why</i>; conjunction <i>because</i>; infinitives of purpose Lesson 5 <i>should</i> and <i>have (got) to</i>
		Unit 2 Review		
		Module 1 Review / CLIL Reading: Culture		
Module 2: You're a student.	A1 Build a very basic vocabulary of words and phrases about personal details and simple everyday situations A1 Very simply describe where you go to school A1+ Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help A1+ Describe what you like and don't like (for example, with regard to school) A1+ Understand people if they speak very slowly and clearly about simple everyday topics A1+ Find basic information in posters or advertisements A2 Describe your education A2 Complete a questionnaire with information about your educational background	★ Unit 3 ★ Your University - I'm a student. - Where I Go to School - Which school do you go to? - What's it like? - How much does it cost?	Types of schools and grade levels Classes, majors, and departments Places and things on campus Words and phrases related to finance and school costs	Lesson 1 Simple present <i>do</i> and <i>go</i> Lesson 2 <i>how many</i> and <i>how much</i> Lesson 3 Articles Lesson 4 <i>there is</i> and <i>there are</i>; <i>some</i> and <i>any</i> Lesson 5 Proper nouns and capitalization
		Unit 3 Review		
		★ Unit 4 ★ College Life - Where is it? - I love doing experiments. - What are you up to? - Courses and Electives - Extracurricular Activities	More places and things on campus Extracurricular activities More classes and majors Adverbs of frequency School activities and feelings	Lesson 1 Prepositions of location Lesson 2 Gerunds Lesson 3 Present continuous and related time expressions Lesson 4 Present continuous in information questions Lesson 5 Simple present vs. present continuous
		Unit 4 Review		
		Module 2 Review / Master Academic Writing: Creative writing		

	Module Goals and CEFR Levels	Units and Lessons	Vocabulary	Grammar and Structures
Module 3: From School to Home	A1 Ask and answer questions about where people live A1+ Build on a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations A1+ Understand simple directions for getting from X to Y on foot or by public transport A1+ Ask people how they feel in different situations and say how you feel A1+ Write simple sentences about yourself (for example, where you live) A1+ Indicate time by such phrases as <i>last Friday</i> A2 Find the most important information in timetables, etc. A2 Describe your home and where you live	★ Unit 5 ★ A New Place 1 From Home to School 2 It's tiring. 3 How far? 4 The Best Apartment 5 I feel happy.	Words and phrases about types of transportation -ing adjectives and other words describing attitudes, feelings, and their causes Words and phrases used to give or get directions Words and phrases about home utilities and apartment ads Words used to describe feelings	Lesson 1 Comparison with adjectives Lesson 2 Review of -ing forms and introduction to -ing adjectives Lesson 3 How + adjective questions and answers Lesson 4 Superlative adjectives Lesson 5 Linking verbs
		Unit 5 Review		
		★ Unit 6 ★ At Home 1 A New Apartment 2 A Visit from a Friend 3 What's on the schedule? 4 Talking About the Weekend 5 Everyday Routines	Things in the home Places around the neighborhood Time expressions Phrasal verbs used to talk about activities Words and phrases used to talk about daily routines	Lesson 1 Simple past of <i>be</i> Lesson 2 <i>there was/were</i>; conjunctions <i>or</i> and <i>but</i> Lesson 3 Prepositional phrases of time (<i>in / on / at</i>) Lesson 4 Simple past (regular verbs) and past time expressions Lesson 5 Simple past (irregular verbs)
		Unit 6 Review		
		Module 3 Review / CLIL Reading: Geography and nature		
Module 4: Travel	A1 Understand short, simple messages (for example, SMS phone messages) A1+ Find basic information in advertisements A1+ Follow short, simple written directions A2 Talk about plans for one's next vacation A2 Ask for basic information about travel and buy tickets A2 Discuss plans with other people (for example, what to do and where to go) A2 Correctly use simple phrases you have learned for specific situations A2 Understand short, clear, simple messages at the airport	★ Unit 7 ★ Before the Trip 1 Thinking About a Trip 2 Deciding on a Trip 3 What could we do on vacation? 4 Planning the Trip 5 Let's book our trip!	Words used to discuss destinations and things to do on trips Words and phrases used to plan trips and express likes and dislikes Things to do on a trip Words related to booking plane tickets Things inside an airplane	Lesson 1 Making suggestions with <i>let's</i> + verb or <i>What about / How about</i> + verb + -ing Lesson 2 Discussing the future; showing agreement Lesson 3 <i>can</i> for ability; <i>can</i> and <i>could</i> for possibility Lesson 4 <i>can</i> for offers and volunteering; <i>need to</i> for obligation Lesson 5 Imperatives
		Unit 7 Review		
		★ Unit 8 ★ At the Airport 1 Going to Catch a Plane 2 At the Check-in Counter 3 At Security 4 Frequently Asked Questions 5 A Delayed Flight	Places and things in an airport Words used at an airport check-in counter and at security Words in an FAQ on an airline's website, including measurements Words used at a departure gate Time expressions	Lesson 1 <i>can</i> and <i>could</i> for offers and requests Lesson 2 Questions with <i>whose</i> and possessive pronouns Lesson 3 Comparing with adverbs Lesson 4 Superlative adverbs; <i>how</i> + adverb Lesson 5 <i>have</i> + O + to verb
		Unit 8 Review		
		Module 4 Review / Master Academic Writing: Narrative writing		

Master Blueprint A2 Scope and Sequence

	Module Goals and CEFR Levels	Units and Lessons	Vocabulary	Grammar and Structures
Module 1: Plans	A2 Start a conversation A2 Discuss plans with other people A2 Link ideas with simple connectors (for example, <i>and</i> , <i>but</i> , or <i>because</i>) A2 Find the most important information in advertisements, information leaflets, web pages, etc. A2 Understand the main points in short, simple written news items and descriptions if you already know something about the subject A2 Understand the main information in news reports that you hear A2+ Discuss different things to do, places to go, etc. A2+ Briefly explain and give reasons for actions and plans if you have time to prepare	★ Unit 1 ★ What to Do 1 What are your plans? 2 The Career Center 3 Making Decisions 4 Deciding on the Future 5 Ready for a Break	Academics Fields of study and career fields Careers and employment Expressions used to show interest and understanding Household chores	Lesson 1 Present continuous for future plans Lesson 2 Simple present vs. present continuous Lesson 3 Gerunds and infinitives; conjunction <i>because</i> Lesson 4 Future with <i>will</i> ; <i>want</i> / <i>would like</i> + object + infinitive Lesson 5 Questions with <i>why</i> and answers; conjunction <i>so</i>
		Unit 1 Review		
		★ Unit 2 ★ Researching Your Options 1 Searching for a Job 2 Applying for a Job 3 Decisions, Decisions 4 University Ratings 5 Studying Abroad	Job applications Words related to university, academics, and studying abroad Common adverbs and intensifiers <i>-ing</i> adjectives and <i>-ed</i> adjectives	Lesson 1 <i>have to</i> Lesson 2 <i>have to</i> and <i>must</i> Lesson 3 Comparative adjectives; <i>may</i> and <i>might</i> Lesson 4 Superlative adjectives; <i>maybe</i> , <i>perhaps</i> , and <i>probably</i> Lesson 5 Intensifiers
		Unit 2 Review		
		Module 1 Review / CLIL Reading: Information and tech		
Module 2: Getting a Job	A2 Understand simple information and questions about work and hobbies A2 Talk to people politely in short social exchanges using everyday forms of greeting and address A2 Complete a questionnaire with information about your educational background, job, interests, and skills A2 Describe your education and your jobs, present and past A2 Make and accept invitations, or refuse invitations politely 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>) A2+ Participate in a longer conversation about a familiar topic A2+ Describe a job or a study experience	★ Unit 3 ★ Basics of the Process 1 A Job Application 2 Scheduling an Interview 3 Preparing for an Interview 4 The interview begins. 5 The Job Description	Job applications and interviews Business English and professionalism Job descriptions Phrasal verbs: <i>get on</i> , <i>go over</i> , <i>fill out</i> , <i>look up</i> , etc. Modals for permission Adverbs of sequence	Lesson 1 Phrasal verbs Lesson 2 <i>prefer</i> + noun, gerund, or infinitive Lesson 3 Advice with <i>should</i> , imperatives, and (<i>would</i>) <i>suggest/recommend</i> + gerund Lesson 4 <i>I know</i> + clause; conjunction <i>before</i> Lesson 5 Infinitives in common phrases
		Unit 3 Review		
		★ Unit 4 ★ Deeper into the Interview 1 Basic Questions 2 Talking About Your Last Job 3 Talking About Your Education 4 Some Difficult Questions 5 The End of the Interview	Interview preparation Adjectives to describe jobs and coworkers Reflexive pronouns Irregular past tense verb forms Future time expressions	Lesson 1 Object pronouns and reflexive pronouns Lesson 2 Simple past of <i>be</i> ; <i>be like</i> Lesson 3 Simple past: regular verbs Lesson 4 <i>when</i> clauses in past sentences; simple past: irregular verbs Lesson 5 <i>when</i> clauses in future sentences
		Unit 4 Review		
		Module 2 Review / Master Academic Writing: Topic sentences		

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

Master Blueprint B1 Scope and Sequence

	Module Goals and CEFR Levels	Units and Lessons	Vocabulary	Grammar and Structures
Module 1: When the Day Is Done	A2+ Have short conversations with friends, and ask and answer simple questions about familiar topics (for example, hobbies, sports, and music) A2+ Describe plans, arrangements, and alternatives A2+ Understand discussions about daily life and be able to request assistance when needed A2+ Discuss different things to do, places to go, etc. B1 Start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest	★ Unit 1 ★ I'm staying in tonight. 1 What are you up to tonight? 2 Dinner with Friends 3 Game Night 4 TV Choices 5 The Book or the Movie	Group activities Dinner plans Game words TV genres and watching TV Books and movies	Lesson 1 Present continuous with present and future reference Lesson 2 Simple present vs. present continuous Lesson 3 Action verbs and stative verbs Lesson 4 Expressing preferences with <i>would rather</i> Lesson 5 Expressing preferences and making comparisons with <i>prefer</i> and <i>as... as</i>
		Unit 1 Review		
	B1 Know enough vocabulary to talk about hobbies and interests, work, travel, news, and current events B1 Give descriptions on a variety of familiar subjects related to your interests B1 Understand the main points in short newspaper and magazine articles about current and familiar topics	★ Unit 2 ★ I'll go out tonight. 1 Visiting Relatives 2 Blind Date 3 Going to the Movies 4 Nightlife 5 Day Trips	Relationships and family get-togethers Going on a (blind) date Types of movies and going to the movies Going to concerts, cafés, bars, and night clubs Weekend plans Modals, adverbs, verb phrases, and adjective phrases used to make predictions	Lesson 1 Future tense Lesson 2 Making predictions and expressing probability with <i>will</i> and <i>be going to</i> Lesson 3 Modals of possibility Lesson 4 <i>that</i> clauses Lesson 5 Suggesting activities
		Unit 2 Review		
		Module 1 Review / CLIL Reading: Economics		
Module 2: Fitness and Health	A2+ Understand enough of what people say to be able to meet immediate needs A2+ Complete a simple questionnaire or standardized report form using short sentences A2+ Describe past activities, events, and personal experiences (for example, what you did over the weekend) B1 Make another person understand the points that are most important to you when you explain something	★ Unit 3 ★ Sports and Fitness 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.	Sports and watching sports Fitness and exercise Joining a gym Body parts Sports-related injuries	Lesson 1 Gerunds and infinitives Lesson 2 Suggestions and advice with gerunds, infinitives, modals, and <i>that</i> clauses Lesson 3 Future continuous tense Lesson 4 Empty <i>it</i> and <i>that</i> clauses Lesson 5 Intensifiers
	B1 Express yourself reasonably accurately in familiar, predictable situations B1 Help solve practical problems by saying what you think and asking others what they think B1 Make arrangements on the telephone or in person (for example, setting up a medical appointment) B1 Manage unexpected things that could happen on vacation (for example, needing a dentist)	★ Unit 4 ★ Take care of yourself. 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?	Making an appointment and a visit to the doctor Symptoms and illnesses A visit to the dentist Mental health words Getting a prescription at the pharmacy	Lesson 1 Present perfect tense Lesson 2 Present perfect vs. simple past Lesson 3 <i>too</i> and <i>enough</i>; <i>want / would like</i> + object + infinitive Lesson 4 Past continuous tense; <i>when</i> clauses Lesson 5 Modals of obligation
		Unit 3 Review		
		Unit 4 Review		
		Module 2 Review / Master Academic Writing: Three-paragraph writing		

	Module Goals and CEFR Levels	Units and Lessons	Vocabulary	Grammar and Structures
Module 3: Healthy Habits	A2+ Handle everyday situations such as shopping, making appointments, or checking appointment times A2+ Understand the most important pieces of information in a consumer-related text (for example, price, amount, or nutritional information) B1 Understand the main points of clear, standard speech on familiar, everyday subjects B1 Help solve practical problems, saying what you think and asking others what they think B1 Understand the main points in recorded material about familiar topics B1 Write short, comprehensible connected texts on familiar subjects B1+ Give practical instructions on how to do something (for example, cooking)	★ Unit 5 ★ Eat Right 1 The doctor said... 2 If you want to eat healthily... 3 I'm a vegetarian. 4 What does it say on the label? 5 If you cook them too long...	Taking care of yourself Eating healthily or unhealthily Nutrition and dietary options Shopping for food Recipes and cooking	Lesson 1 Reported speech with infinitives; <i>about</i> for topic Lesson 2 Zero conditional Lesson 3 Reported speech with <i>that</i> clauses Lesson 4 Reported speech with simple present tense Lesson 5 First conditional
		Unit 5 Review		
		★ Unit 6 ★ Look Good, Feel Good 1 Getting Ready in the Morning 2 Choosing the Best Products for You 3 Choosing Your Own Style 4 Basic Nail Care 5 Pamper Yourself	Everyday hygiene Skin care products Salon and spa visits Hairstyles Nail care Spa visits	Lesson 1 Tag questions Lesson 2 Negative questions Lesson 3 Content clauses with <i>if</i> and <i>whether</i> Lesson 4 Content clauses with <i>wh</i>-questions Lesson 5 Passive voice
		Unit 6 Review		
		Module 3 Review / CLIL Reading: Science		
Module 4: Out of Town	A2+ Understand instructions expressed in simple language (for example, how to use public telephones or ticket machines, safety information, or directions) B1 Understand the main points of discussion on familiar topics in everyday situations B1 Give a short, prepared presentation on a country, a sports team, a band, etc., and answer questions clearly B1 Write a short, formal email asking for or giving simple information B1 Write simple texts about experiences or events (for example, describing your feelings and reactions about a trip) B1+ Understand information in announcements B1+ Make routine phone calls (for example, making or canceling an order, booking, or appointment)	★ Unit 7 ★ Planning Ahead 1 I'll take the non-stop flight. 2 Hotel or Motel? 3 Renting vs. Sharing a Car 4 Table for Two 5 A Night at the Movies	Booking a flight Booking accommodations Reserving a rental car Deciding on a restaurant Reserving a movie ticket (by phone, online, etc.)	Lesson 1 Second conditional Lesson 2 <i>would</i> and <i>used to</i> Lesson 3 <i>be used to</i> and <i>get used to</i> Lesson 4 Reported speech with <i>I heard</i> Lesson 5 Past perfect tense
		Unit 7 Review		
		★ Unit 8 ★ Shopping Trips 1 The Best Shopping in Town 2 Let's take the subway. 3 At the Mall 4 A New Game 5 Stay Safe	Shopping in the city Taking public transportation Shopping and trade Buying a game Safety information and emergency procedures	Lesson 1 Phrasal verbs Lesson 2 Ways to express conditions Lesson 3 Present perfect continuous tense Lesson 4 Causative verbs Lesson 5 Leaving out articles for brevity
		Unit 8 Review		
		Module 4 Review / Master Academic Writing: Descriptive writing		

Master Blueprint B1⁺ Scope and Sequence

	Module Goals and CEFR Levels	Lessons	Vocabulary	Grammar and Structures
Module 1: About Me	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. B1 I can understand private letters about events, feelings, and wishes well enough to write back. 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. B1 I can give descriptions on a variety of familiar subjects related to my interests. B1 I can write simple texts about experiences or events—for example, about a trip—describing my feelings and reactions.	1 My Personality 2 My Hobbies 3 My Dreams 4 My Favorite Places 5 My Online Profile	Personalities Hobbies Careers Recommendations Values	Lesson 2 Present tenses; action verbs vs. stative verbs
		Module 1 Review		
Module 2: My Memories	B1 I can understand the main points in short newspaper and magazine articles about current and familiar topics. B1 I can write simple texts about experiences or events—for example, about a trip—describing my feelings and reactions. 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. B1 I can talk in detail about my experiences, feelings, and reactions. B1+ I can write letters and emails describing my experiences and feelings.	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)	Lesson 2 Past perfect and past perfect continuous
		Module 2 Review		
		Quarter 1 Review / CLIL Reading: Business and tourism		
Module 3: Nature	B1+ I can identify the main conclusions in texts which clearly argue a point of view. B1+ I can explain the main points relating to an idea, problem, or argument with reasonable precision. B1+ I can generally follow the main points of extended discussion around me if people talk clearly. B1+ I can develop an argument well enough to be followed without difficulty most of the time. B1+ I can write about a variety of familiar subjects well enough for others to follow my story or argument.	1 The Changing Climate 2 Heat Wave 3 Nature's Balance 4 Green Homes 5 Creating a SMART Plan	Environment Weather Animals Homes Energy	Lesson 2 Future simple, future continuous, and future time clauses
		Module 3 Review		
Module 4: Technology	B1+ I can identify the main conclusions in texts which clearly argue a point of view. B1+ I can understand clear instructions—for example, for a game, for the use of medicine, or for installing computer software. B1 I can understand the main points in TV programs on familiar topics when the delivery is relatively slow and clear. B1+ I can give a prepared presentation and answer clear questions. B1+ I can write about familiar topics, comparing and contrasting different opinions.	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	Lesson 2 Zero, first, second, and third conditional
		Module 4 Review		
		Quarter 2 Review / Master Academic Writing: Analytical writing		

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

Master Blueprint B2 Scope and Sequence

	Module Goals and CEFR Levels	Lessons	Vocabulary	Grammar and Structures
Module 1: Careers	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.). 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. B2 I can follow the essentials of lectures, talks and reports, and other forms of complex academic or professional presentation in my field. 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. 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.	1 What's a social media manager? 2 Job Ad 3 Danger on the Job 4 Interviewing 5 Writing a Cover Letter	Careers Abilities Threats and Hazards Ideals Persuasion	Lesson 2 Present tenses; adverbs of frequency Lesson 3 Relative clauses Lesson 4 Present perfect tenses
	Module 1 Review			
	Quarter 1 Review / CLIL Reading: Science			
Module 2: Culture	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.). B2+ I can quickly scan through long and complex texts on topics of interest to locate relevant details. 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. B2 I can convey degrees of emotion and highlight the personal significance of events and experiences.	1 Fashion 2 The Art of Filmmaking 3 World Cuisine 4 Pop Idols 5 British Culture	Fashion Art Cuisine Music Popular Culture	Lesson 2 Past tenses; <i>used to</i> and <i>would</i> Lesson 3 Past perfect tenses Lesson 4 Comparatives and superlatives
	Module 2 Review			
	Quarter 1 Review / CLIL Reading: Science			
Module 3: Politics	B2 I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary. B2 I can understand specialized articles outside my field, provided I can use a dictionary occasionally to confirm my interpretation of terminology. 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. B2 I can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. B2 I can write standard formal letters requesting or communicating relevant information, following a template.	1 Celebrities and Elections 2 Prime Ministers and Presidents 3 International Cooperation 4 Immigration 5 Letter to the Editor	Politicians Government Policy Immigration Voting	Lesson 2 Future simple and future continuous; zero conditional and first conditional Lesson 3 Future perfect Lesson 4 Modals I
	Module 3 Review			
	Quarter 2 Review / Master Academic Writing: Persuasive writing (argumentative)			
Module 4: Science	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. 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. B2+ I can follow the essentials of lectures, talks, and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. B2 I can synthesize and report information and arguments from a number of sources. B2+ I can write clear, detailed descriptions of real or imaginary events and experiences.	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	Science fiction Science Oceanography Space Fiction	Lesson 2 The passive voice; participle phrases Lesson 3 Infinitives Lesson 4 Modals II
	Module 4 Review			
	Quarter 2 Review / Master Academic Writing: Persuasive writing (argumentative)			

	Module Goals and CEFR Levels	Lessons	Vocabulary	Grammar and Structures
Module 5: Entertainment	B2 I can understand articles and reports concerned with contemporary problems in which the writer adopts particular stances or viewpoints. 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. 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. B2 I can summarize orally the plot and sequence of events in a film or play. B2 I can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	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	Lesson 2 Content clauses Lesson 3 Relative adverbs: <i>where</i> and <i>when</i> Lesson 4 Passive modals
	Module 5 Review			
Module 6: Law	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. B2 I can explain the details of an event, idea, or problem reliably. 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. B2+ I can develop an argument systematically, highlighting significant points and including supporting detail where necessary. B2+ I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas.	1 Mysteries 2 Corporate Crimes 3 International Law 4 Getting Out of a Traffic Ticket 5 Term Limits	Mysteries Corporations Justice Crimes Laws	Lesson 2 Reported speech Lesson 3 Clauses of concession, result, and purpose Lesson 4 Phrasal verbs with <i>take</i>, <i>bring</i>, and <i>get</i>
	Module 6 Review			
	Quarter 3 Review / CLIL Reading: Culture			
Module 7: Body & Mind	B2+ I can summarize and give my opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. B2 I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. 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. B2 I can give feedback, follow-up statements, and inferences to help the development of discussions. B2+ I can write a paper developing my argument with appropriate highlighting of significant points and relevant supporting detail.	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	Lesson 2 Second conditionals and third conditionals Lesson 3 <i>both / either / neither / none / all</i> Lesson 4 Subjunctive with <i>that</i> clauses
	Module 7 Review			
Module 8: Business	B2+ I can quickly scan through long and complex texts on topics of interest to locate relevant details. B2 I can generally cover gaps in vocabulary and structure with paraphrases. B2+ I can follow the essentials of lectures, talks, reports, and other forms of complex academic or professional presentation in my field. B2+ I can summarize information and arguments from a variety of sources, highlighting significant points. B2+ I can write a paper developing my argument with appropriate highlighting of significant points and relevant supporting detail.	1 Innovators 2 Entrepreneurs 3 Free Money? 4 Shorter Workdays 5 Work Environment	Innovation Entrepreneurship Welfare Work conditions Office life	Lesson 2 Inversion Lesson 3 Emphatic form Lesson 4 Collocations with <i>take</i> and <i>make</i>
	Module 8 Review			
	Quarter 4 Review / Master Academic Writing: Persuasive writing (discussion)			

Master Blueprint C1 Scope and Sequence

	Module Goals and CEFR Levels	Lessons	Vocabulary	Grammar and Structures
Module 1: Role Models	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. B2+ I can overcome gaps in vocabulary with paraphrased and alternative expressions. B2+ I can follow lectures and presentations in my field, even if the organization and language are both complex. 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. 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.	- Who do you believe in? - The future is now! - Soaring to New Heights - Dine with a Celebrity - I'm a big fan!	Values Innovation Passion Intrigue Civic Action	Lesson 2 Present simple, present continuous, and present perfect tenses Lesson 3 Present perfect tense for past events relative to the present Lesson 4 Conditional sentences
		Module 1 Review		
Module 2: History & Culture	B2+ I can understand correspondence relating to my personal and professional interests with occasional use of a dictionary. B2+ I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas. B2+ I can understand in detail TV documentaries, interviews, talk shows, plays, and films in standard language. B2+ I can develop an argument systematically, highlighting significant points and including supporting details where necessary. 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.	- A Language at Risk - Celebrating American History - Living in a Bubble - Food Culture - Cultural Conflict	Traditions History Words to Convey Concern Cultural Foods Conflict	Lesson 2 Past tenses Lesson 3 Describing the relationship between past events Lesson 4 Subjunctive mood
		Module 2 Review		
		Quarter 1 Review / CLIL Reading: Information and tech		
Module 3: Future Technology	B2+ I can summarize information and arguments from a variety of sources, highlighting significant points. 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. B2+ I can understand standard spoken language, live or broadcast, even in a noisy environment. B2+ I can give a clear, well-structured presentation, with highlighting of significant points, and can answer questions about the content. B2+ I can write clear, detailed descriptions of real or imaginary events and experiences.	- The Cost of Genes - No Work Left to Do - Space Exploration - Products That Will Change the World - Smart Homes	Genetics Automation Space Travel & Colonization Words to Convey Speculation Improvement	Lesson 2 The future as seen from the past Lesson 3 Reported speech I Lesson 4 Passive voice I
		Module 3 Review		
Module 4: Mysteries	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. 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. C1 I can follow extended discussions even when it is not clearly structured and when relationships are only implied and not signaled directly. C1 I can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately. C1 I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.	- Superstitions - Conspiracy Theories - Animal Emotions - A Ghost Story - What do you know?	Words to Convey Belief/Disbelief Mysteries Words to Convey Empathy Words to Convey Fear and Reluctance Words to Convey Analysis and Understanding	Lesson 2 Subordinating conjunctions and transitions Lesson 3 Clauses of purpose and result Lesson 4 Figurative speech
		Module 4 Review		
		Quarter 2 Review / Master Academic Writing: Critical writing (debate)		

	Module Goals and CEFR Levels	Lessons	Vocabulary	Grammar and Structures
Module 5: Art	C1 I can scan relatively quickly through books and articles within my field of interest and assess their relevance to my needs. 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. C1 I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance. C1 I can give clear, well-structured descriptions of complex subjects. C1 I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.	- Working with Art - The Art of Tattooing - Art Movements - Taste - Artistic Freedom	Art Tattoos Movements Taste Functions	Lesson 2 Rhetorical questions and tag questions Lesson 3 Passive voice II: personal and impersonal structures Lesson 4 Reported speech II: questions
	Module 5 Review			
Module 6: Core Concepts	C1 I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary. C1 I can formulate statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction, etc. C1 I can follow most lectures, discussions, and debates both within and outside my field. C1 I can produce clear, well-structured speech and writing, linking my ideas into coherent text. C1 I can write clear, detailed, well-developed short stories and descriptions of personal experiences.	- Success at University - The Happiness Report - Leadership Styles - Reaching Your Goals - What to Be, and What Not to Be	Success Happiness Leadership Motivations Priorities	Lesson 2 Clauses of reason, concession, result, and purpose Lesson 3 Sentence linkers Lesson 4 Articles
	Module 6 Review			
	Quarter 3 Review / CLIL Reading: Business and tourism			
Module 7: Rights & Obligations	C1 I can understand complex texts where stated opinions and implied points of view are discussed. C1 I maintain a high degree of grammatical control in speech and writing. C1 I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about. 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. C1 I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings, and reactions in depth.	- Animal Rights - Serving Your Country - Corporate Social Responsibility - My Responsibilities - A Letter to the Senator	Rights Obligations Corporations Society Improvements	Lesson 2 Inversion to show emphasis Lesson 3 Causative verbs Lesson 4 Phrasal verbs
	Module 7 Review			
Module 8: Ethics	C1 I can understand lengthy, complex manuals, instructions, regulations, and contracts in my field. C1 I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say. C1 I can understand in detail an argument in a discussion program. C1 I can express myself fluently and spontaneously, except occasionally, when speaking about a difficult conceptual subject. C1 I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.	- Public Lies - Human Rights - Capital Punishment - Nations Helping Nations - A Dilemma	Misdeeds Philosophy Social Issues Global Issues Morality	Lesson 2 Past perfect, conditional perfect, and third conditional sentences Lesson 3 Mixed conditionals Lesson 4 Determiners
	Module 8 Review			
	Quarter 4 Review / Master Academic Writing: Critical writing (disagreement)			



A NEW CLASS

MODULE GOALS

- 1 Understand and use basic introductions, greetings, and farewells
- 2 Understand and use simple personal questions: titles, occupations, nationalities
- 3 Understand and use words and phrases about family, personal details, and simple everyday situations
- 4 Understand and use common classroom language

PREVIEW

Look at pages 8 to 33. What pages are these things on?

names of colors	_____
a green clock	_____
telephones	_____
a truck	_____

DISCUSS

Talk about the questions with a partner.

- 1 Do you think the people are workers or students?
I think the ... are ...
- 2 In English, what is the name of your country?
In ..., the name of my country is ...
- 3 What's the name of your language?
The ... of my language is ...
- 4 What are some greetings in your language?
In my language, ... and ... are greetings.
- 5 Do you greet your teachers in your language or in English?
I greet my teachers in ...

NEW PEOPLE



AUDIO

1. WHAT'S YOUR NAME?

A MODEL CONVERSATION

Read the conversation. Then listen. 🎧 1-01

Woman: Hello. Are you the tutor?**Man:** Yes, I am. Are you here for tutoring?**Woman:** Yeah. Is it just me?**Man:** No, I have a list of seven names here. What's yours?**Woman:** It's Maya.**Man:** Maya. Yep, right here. Your last name is Mandelli, right?**Maya:** Yeah, that's me.**Man:** Great. My name's Martín, by the way. Martín Abreu.

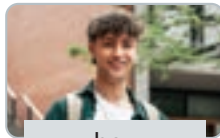
B VOCABULARY: PEOPLE

Study the words. Then listen to the conversation again and fill in the blanks. 🎧 1-02

People



girl



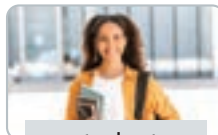
boy



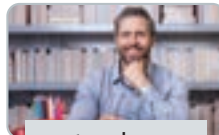
woman



man

People
at school

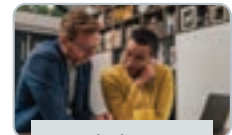
student



teacher



classmates



tutor

- Maya is the **a** _____. She is a **b** _____. Her **c** _____ name is Mandelli.
- The **a** _____ is Martín. His last **b** _____ is Abreu. He is a **c** _____.
- They **a** _____ not **b** _____.

C IN YOUR WORLD

Look at the name tags. Write your first name and last name on a tag. Then choose a partner. Ask his or her name and design a name tag for him or her.

What is your name?

HELLO!
My name is

What is your partner's name?

HELLO!
My name is

D GRAMMAR

Simple present: *be*

Brief note

Use *he* for a man, *she* for a woman, and *it* for a thing.

Brief note

Yep, yeah, and nope are informal. Use them with your friends.

<i>be</i> questions	answers to <i>be</i> questions	<i>be</i> statements
Am I a student?	Yes, you are (a student).	You're a student.
Are you a teacher?	No, I'm not (a teacher).	I'm not a teacher.
Is he a man?	Yeah (, he's a man).	He's a man.
Are we classmates?	Nope (, you're not classmates).	You're not classmates.
Are you girls?	Yep (, we're girls).	We're girls.
Are they friends?	No, they aren't (friends).	They aren't friends.

Write *be* questions. Then circle *yes* or *no* and fill in the blanks.

- Q: _____ you John? A: (Yes / No), _____ Daniel.
- Q: _____ you teachers? A: (Yes / No), _____ are teachers.
- Q: _____ he your boss? A: Yes, _____ is my _____.
- Q: Are _____ our teacher? A: Yes, I'm _____ teacher.
- Q: Is _____ your dog? A: No. _____ a cat.

E USE THE LANGUAGE

Introductions

- Think of your first meeting with an important person—a friend, your boyfriend or girlfriend, your boss, etc. Write the first conversation between you and that person.

A: _____

 B: _____

 A: _____

 B: _____



- Choose a partner. Role-play your conversation.

Brief note

We say “oh” when we’re surprised.
We say “aha” when we learn or understand something.

Read the conversation. Then listen. 1-03

Woman: Hi. Is this the chemistry class?

Man: Yep, it sure is.

Man: Yep, it sure is.

Woman: Great. I'm Bren. So, you're in this class too? Then we're classmates. What's your name?

Man: Oh. No, we're not classmates, actually. I'm not a student. I'm the teacher.

Bren: Aha. The teacher. Sorry. That's embarrassing.

Man: No, don't be embarrassed. It's not a problem. Anyway, I'm Mr. Pearl.

Bren: Mr. Pearl. Well, it's good to meet you, Mr. Pearl.

Mr. Pearl: Good to meet you too, Bren. So, are you a new student?

Bren: Yeah, it's my first day in this school.

Mr. Pearl: Well, welcome to chemistry class.

Study the expressions. Then fill in the blanks, and then listen. 1-04

Greetings		Other common expressions	
Hello. Hi. Hey.	Brief note Hey is informal.	Please People (But) You can	} call me <u>(name)</u>.
Q: How's it going? / How are you (doing)? A: (I'm...) (Very) Well/Good. Not bad. Okay. All right. (Thanks.)		Q: How/What about Q: And	} you? A: Me too. / Not me.
Good morning/afternoon. It's good to see you.		I'm sorry. What? / Could you repeat that?	
Introductions			
Nice/Good to meet you.		Welcome. I'm... / My name is... I'm new here. / I'm a new student here.	

1. Man: a _____ morning, Cynthia.
Cynthia: Hey, Frank. How b _____ you?
Frank: Not c _____, thanks. And you?
Cynthia: I'm all right.
2. Man: Hi. I'm Robert Dixon, but please
a _____ me Bob. I'm a new
teacher b _____.
Woman: It's nice to c _____ you, Bob.

Circle the correct answer. Then fill in the blank.

1. I (am / am not) a new student here. 2. People call me _____.

D GRAMMAR

Short forms (contractions)

subject pronouns	be verbs	short forms
I	am	I'm
you	are	you're
he / she / it	is	he's / she's / it's
we	are	we're
you (guys/all)	are	you're
they	are	they're

Brief note

Use short forms often. Use long forms (subject pronoun + be) to highlight.

Brief note

You can mean one person or many people. Americans often say *you guys* or *you all* for more than one person.

Look at the model conversation and fill in the blanks with the long forms.

1. Hello. _____ Bren.
2. _____ a new student.
3. _____ not classmates.
4. _____ the teacher.

E PRONUNCIATION

Short forms and intonation 🔊 1-05

1. Listen to the conversations. Look at the underlined words. Does the speaker use the long form or the short form? Why?

My name's John.

I'm sorry. What?

My name is John!



Are you a new student?
I'm the teacher.

You are not. You're a student, too.



2. Listen again and repeat.

F LISTEN TO SPEAK

Listen to two conversations. Which conversation matches the picture? Why do you think so? 🔊 1-06

Tell your partner. Does your partner agree? Why or why not? Write.



3. TITLES

A MODEL CONVERSATION

Read the conversation. Then listen. 🎧 1-07

- Woman:** Hello, Mr. Garza.
Mr. Garza: Oh. Hi, Miss Wells. Please call me Jimmy.
Miss Wells: Okay, then you can call me Angela.
Jimmy: All right. And how are you today, Angela?
Angela: I'm good, Jimmy. What about you?
Jimmy: Yeah, I'm okay too. Is the teacher here?
Angela: Mrs. Watson? I don't know. I don't see her.

B VOCABULARY

Study the words and phrases. Listen and repeat. Then try to add more jobs. 🎧 1-08

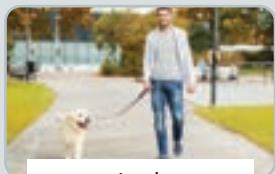
Marital status

husband



married

wife



single

Jobs



doctor



professor

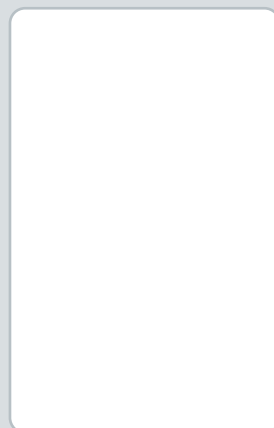


truck driver



police officer

Other jobs



C VOCABULARY: TITLES

man: Mister (Mr.)

woman: Ms.

married woman: Mrs.

unmarried woman: Miss

medical doctor or PhD: Doctor (Dr.)

university professor: Professor (Prof.)

Listen and practice. 🎧 1-09

- Mr. & Mrs. Smith
- Prof. Alvarez
- Ms. Green
- Dr. Jones
- Miss Perkins

D ABOUT YOU

Fill out the first part of a visa application form.

What country are you going to?

VISA APPLICATION

Visa application time: 9:00–11:00 a.m. M-F
 Visa pick-up time: 11:00 a.m.–12:00 p.m. M-F

Part 1: Personal Information

Title Mr. ___ Mrs. ___ Miss ___ Ms. ___

Marital Status Single ___ Married ___ Divorced ___ Widow(er) ___ Other ___

Name Given Name (First Name)

Surname (Family Name)

E GRAMMAR

Short forms (contractions) in negative statements

short forms in negative statements	
I'm not	we're not / we aren't
you're not / you aren't	you're not / you aren't
he's not / he isn't	they're not / they aren't
she's not / she isn't	
it's not / it isn't	



Fill in the blanks with a short form or a title.

- I'm Jimmy. I'm a student. _____ a truck driver.
- Angela Wells is single. S _____ married. _____ Wells is a student.
- The teacher is a woman. S _____ a man. _____ married. Her name is _____ Watson.

F USE THE LANGUAGE

Introducing other people

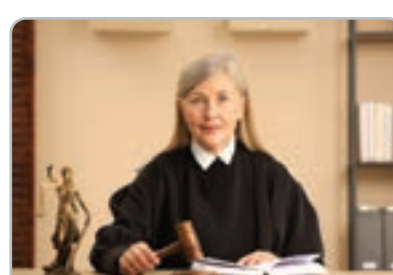
- Give the people names, jobs, and titles. Are they married?



First name: _____
 Last name: _____
 Marital status: _____
 Job: _____
 Title: _____



Name: _____
 Surname: _____
 Married? Yes / No
 Occupation: _____
 Title: _____



Given name: _____
 Family name: _____
 Married / Unmarried
 Career: _____
 Title: _____

- Choose a partner. Take turns introducing the people above to your partner. Use affirmative and negative statements.
- Write an introduction about one of your partner's people.

4. WHERE ARE YOU FROM?



A MODEL CONVERSATION

Read the conversation. Then listen. 🔊 1-10

Advisor: Hi. Are you here for an advising appointment?

Woman: Yes, I am.

Advisor: Great. And your name is Biyu?

Woman: Yes, that's right.

Advisor: That's a pretty name. What's your last name, Biyu?

Biyu: It's Yang.

Advisor: Oh. Are you from Korea? I have a lot of students from there.

Biyu: I'm actually from Peru. But my parents are Chinese.

Advisor: Chinese Peruvian. That's interesting. What part of Peru are you from?

B VOCABULARY: COUNTRIES AND NATIONALITIES

Study the words and phrases. Listen and repeat. Then try to add more countries and nationalities. 🔊 1-11

Country	Brazil	Canada	Chile	China	Colombia	Costa Rica	Egypt
Nationality	Brazilian	Canadian	Chilean	Chinese	Colombian	Costa Rican	Egyptian
Country	Japan	Korea	Mexico	Peru	Spain	Thailand	the United States
Nationality	Japanese	Korean	Mexican	Peruvian	Spanish	Thai	American

Other countries: _____

Other nationalities: _____

C COMMON QUESTIONS AND ANSWERS

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

Where are you from?

A: What part of (country name) are you from?
= Where in _____ are you from?

B: I'm from _____.

A: What nationality are you?

B: I'm (nationality).

How do you spell that?

(Answer with letters of the alphabet.)

That's nice.

That's interesting.

That's a nice (noun).

That's an interesting _____.

D ABOUT YOU

Continue the visa application form.

Date of Birth (mm/dd/yyyy)	Nationality
_____	_____
Place of Birth	Nationality at Birth
_____	_____
Profession (Please list current position only.)	

Employer/Organization	

E GRAMMAR**be questions with question words**

question word + <i>be</i> + subject + ...	subject + <i>be</i> + ...
How are you today?	I'm very well, thanks.
Where is your boss from?	She's from Istanbul.
What is your last name?	It's Demir.
Where are we?	We're in the classroom.
How are you guys?	We're okay.
Where in Peru are they from?	They're from Lima.

Look at the answers. Use the words in the box to make questions. Remember to capitalize the first letter.

from going all right is are you where are you how it

1. Q: _____? A: From Ankara, in Turkey.
2. Q: _____? A: Yes, I am.
3. Q: _____? A: Very well, thanks.

F USE THE LANGUAGE**Labeling a map**

1. Using the internet, label five countries. Try to label countries with English names that your classmates don't know.



2. What countries did you label? Tell your teacher the nationalities of people from those countries.
3. Do you have any countries/nationalities that your classmates don't have? How many? _____

5. BYE.

A MODEL CONVERSATION

Read the conversation. Then listen.  1-12

- Woman:** Hi. Aren't you Mr. Khalifa?
- Man:** I am, yes. And you are...?
- Kristina:** Kristina. I'm a new student. I'm in your class tomorrow.
- Mr. Khalifa:** Tomorrow—the English for Academic Writing course, right?
- Kristina:** Yep, that's the one. At 12 o'clock. Some of my friends are in there, too.
- Mr. Khalifa:** Oh yeah? What are their names?
- Kristina:** Tucker, Jameson, and Wyatt.
- Mr. Khalifa:** Oh, those guys. I know them. They're very good students. Anyway, I have to be going. See you in tomorrow's class.
- Kristina:** All right. Have a good day.
- Mr. Khalifa:** You too.

Brief note

We say "anyway" to change the topic.



B VOCABULARY: FAREWELLS

Study the expressions. Try to add more. Then practice with a partner.

At the end of class (teacher)	The farewell	Other farewells
That's all for today. We'll stop here.	See you (later / tomorrow / soon / then). Have a good morning / afternoon / day / night.	
Before a farewell		
I should... ...go.	Good night.	
I have to... ...be going.	Take care.	
I've got to... ...get going.	Bye / Goodbye.	

C IN YOUR WORLD

Fill in the blanks to complete the conversation. Then practice with a partner. Pretend it's the end of class.

(Teacher: That's all for today.)

You: All right. Well, I should _____. What _____ you?

Partner: Me too. See _____.

You: Yep. Have a _____.

★ Change roles and practice again. Don't look at the book—look at your partner.

D QUICK REVIEW

Look back at the brief notes in this unit.

- Where are the words? Write the lesson number. *aha* _____ *oh* _____ *hey* _____
- Write 4 informal words: _____

E GRAMMAR

Possessives

singular	plural
my	our
your	your
his / Jameson's	their / my friends'
her / Miss Khalifa's	
its / tomorrow's	

Brief note

These words go before a noun.

Brief note

It's is a contraction meaning *it is*.
Its is possessive.

Look back at parts A and E. Fill in the blanks with words or letters from the box to complete the table.

's class her friends class s' names 's their 's his its

name + '-s' / -s'	possessive adjective	noun
1. Kristina _____	2. _____	3. _____
4. my friend _____	5. _____	6. _____
7. Mr. Khalifa _____	8. _____	9. _____
10. tomorrow _____	11. _____	12. _____

F USE THE LANGUAGE

Farewells

Talk to a partner. Describe the situations in the pictures.



What farewells do the people use? Write.

- The woman: _____
- The father: _____
- The mechanic: _____

G READ TO SPEAK

English speakers sometimes say *goodbye* using words from other languages. On the Internet, find three of these goodbyes. Write the words below.

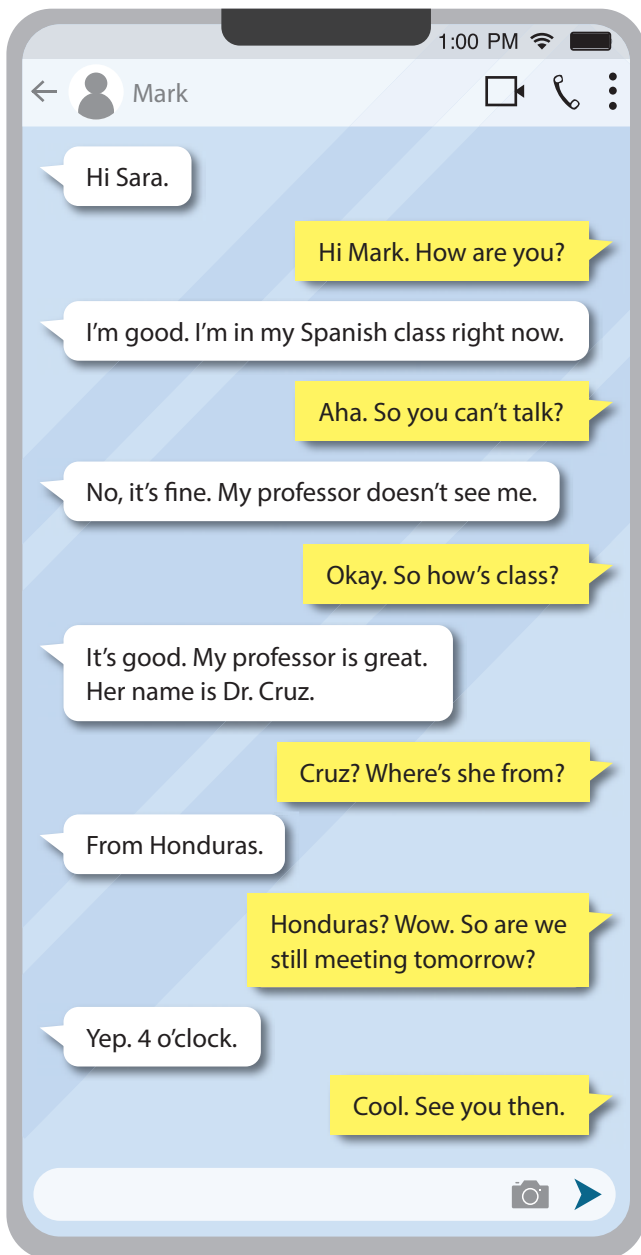
Pick one of these words. Find classmates who have the same word. Form a group and explain the word to your class. What language is it from? What does it mean?

UNIT 1 REVIEW

A IN CONTEXT

Read the chat and answer the questions.

1. What's the name of the student who takes a Spanish class? _____
2. Who's from Honduras? _____
3. When are they meeting? _____



B ON YOUR OWN

Chat with a partner. Use language from the unit to describe yourself, a friend, a classmate, or a teacher. Use your phone or write on a separate piece of paper. Then copy it here.

Brief note
Write your partner's name here.

C READ TO SPEAK

Read a list of popular baby names.* Listen to their pronunciations. Then choose ten names and look up their meanings. Which name is your favorite?  1-13

Rank	Boy	Meaning	Girl	Meaning
1	Noah		Emma	
2	Liam		Olivia	
3	Ethan		Ava	
4	Mason		Sophia	
5	Lucas		Isabella	
6	Oliver		Mia	
7	Aiden		Charlotte	
8	Logan		Harper	
9	Elijah		Abigail	
10	James		Amelia	
11	Benjamin		Emily	
12	Jacob		Madison	
13	Jack		Avery	
14	Jackson		Sofia	
15	Michael		Lily	
16	Alexander		Chloe	
17	William		Ella	
18	Luke		Aria	
19	Carter		Evelyn	
20	Gabriel		Scarlett	
21	Owen		Riley	
22	Daniel		Aubrey	
23	Matthew		Elizabeth	
24	Henry		Layla	
25	Grayson		Ellie	

* from babycenter.com

D WRITE TO SPEAK

Who are some popular celebrities in your country? Write five names.

E NOW SPEAK

1. Congratulations. You're a celebrity! Use the information above to choose a name for yourself.
What's your (first and last) name? _____
2. You and your partner are celebrities. You meet at a party. Introduce yourselves to each other.
3. Stand up with your celebrity partner. Introduce him or her to the class.

F REMINDER

Some Module 1 Goals in Unit 1

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

- _____ Understand and use basic introductions, greetings, and farewells
- _____ Ask and answer simple personal questions; describe yourself simply
- _____ Ask and answer basic questions

MODULE 1 REVIEW

A VOCABULARY

Remember and write...

1. ...five colors.

2. ...five prepositions.

3. ...three jobs and two titles.

4. ...three countries and the nationalities of people from there.

_____ / _____ / _____ / _____

5. ...three things people can have in their backpacks. Then flip through the module and write two more.

6. ...three things people can have outside the classroom. Then flip through the module and write two more.

B GRAMMAR

Look back at the module. Fill in the blanks.

1. _____ good to meet you.

2. Martín, _____ you the tutor?

3. Please _____ me Angela.

4. Angela _____ married.

5. Where are you _____, Biyu?

6. What are _____ names?

7. _____ a good day.

8. I'm in Mr. _____ class tomorrow.

9. I need _____ umbrella.

10. You need _____ backpack.

11. I _____ a boyfriend.

12. I _____ have a girlfriend.

13. _____ dog is he?

14. _____ are Chinese students in my class.

15. I sit in _____ of you.

16. You sit _____ me.

17. He sits next _____ me.

18. I sit between you _____ him.

C INTRODUCTIONS AND THE CLASSROOM

1. Your partner is a new student. Introduce yourself and tell your partner about your class. Then answer his or her questions.
2. Now change. You are the new student. Ask your partner questions about your class.

D GUESS THE STATEMENT

1. Write a true statement about your class—the room, your teacher, or a classmate.

2. Tell the class what your statement is about—the room, the teacher, a classmate, etc.
3. Now your classmates guess your statement.

E PUT IT TOGETHER

Write five sentences about the picture below.



1. _____
2. _____
3. _____
4. _____
5. _____

A PRE-READING

Read and match.



Hey! My name's Miguel, and I love to look at old stuff in museums. Roman and Greek art is OK ... But my favorite museums have things from Ancient Egypt! Look at that huge gold mask. Isn't it amazing?



What's up? I'm Hannah. I'm a professional diver and a total art lover. I travel around the world for work. Last year, I went to Mexico to visit MUSA, an art museum that's underwater. It was cool to swim past huge sculptures!



Hi, I'm Kura, and I love bright colors! So when I go to the US, I want to visit the Neon Museum in the state of Nevada. Neon lights are not only for signs. They're used to make art, too. Anyway, I can't wait to see them!

B READING

Listen and read. 🎧 1-14

A Most Magnificent Mountain Museum

The Messner Mountain Museum Corones, or MMM Corones, is an interesting museum in southern Italy. It's not in a city, between huge buildings. It's on Mount Kronplatz, 2,275 m above sea level!

To visit MMM Corones, you first need to hike up the mountain or take a ropeway to the top. The museum is made of gray concrete. Some of it is inside Mount Kronplatz, and some of it is outside. Of course, it also has big windows, so you can enjoy the clear, blue sky and a view of the beautiful mountains all around you.

The museum was made by Italian mountain climber Reinhold Messner. Inside Messner's museum, you can find art and hiking equipment (such as axes and

backpacks). These objects tell the story of the Alps, a famous mountain chain in France, Switzerland, Italy, and Germany. It's also a place to take your time and relax.

MMM Corones is one of six Messner Mountain Museums. Each one is in a scenic spot, and each one has unique architecture. One is underground, while another one is in a castle! They're perfect places to visit if you love art, adventure, and nature.



C COMPREHENSION

Answer the questions.

- What is MMM Corones?
 - a castle
 - a mountain
 - a museum
 - a ropeway
- What can you find inside MMM Corones?
 - huge buildings
 - art and hiking equipment
 - the Alps
 - a view of the sea
- What part of MMM Corones helps you see the clear, blue sky?
 - pieces of art
 - beautiful mountains
 - gray concrete
 - big windows
- Which statement about MMM Corones is true?
 - It has unique architecture.
 - It is the only Messner Mountain Museum.
 - It is underground.
 - It was made by an American mountain climber.



D SUMMARY

Read the passage. Fill in the blanks with words from the box.

ropeway hiking mountains art mountains relaxed

MMM Corones – A great museum in the clouds!

Went to MMM Corones with my family last week. **1.** _____ up the mountain was a little difficult. My feet really hurt! But when we got to the top, I felt **2.** _____. In the museum, there are many kinds of **3.** _____, like paintings, photos, and sculptures. They teach us what it's like to climb the highest **4.** _____. Plus, you can look out the huge windows to see the view. It was a cool fall day, and the trees below us were many different **5.** _____.: red, yellow, and orange! I recommend visiting MMM Corones. But save your feet and take the **6.** _____ to the top!



Added November 19, 2024

E ON YOUR OWN

Write about your favorite museum. Add details about what the building looks like and what is inside.

A PRE-READING

1 Read and match.

✕ ☰

To: jeff72@email.net

From: cat_fan@local.com

Subject: Party!!!

Hi, Jeff!

I'm so glad you can come to my party on Friday evening. My mom and dad will be there, and so will my little brother. We'll have cake and soda ... and can you bring some video games for us to play? Can't wait! See you soon!

Lin

📎 ➤

• email •

• letter •

• formal •

• informal •

Dana Coyne
123 Maple St.
Anytown, NJ 00001

Dr. Adrian George
University of Learning
1 Shady Way
Cityville, NY 00002

Dear Dr. George,
I am writing to ask about the status of my application to the university. I sent my forms, high school grades, and all other required papers. However, I have yet to receive a response. Kindly advise as to when I will hear back from you.

Best regards,
Dana Coyne

NOTE: An email or letter may be formal or informal. Think about who will get your message: Is it your best friend, a family member, or your teacher? Choose formal or informal language based on who the email or letter is to.

2 Read. Fill in the parts of the letter with words and phrases from the box.

recipient's name closing sender's name recipient's address opening body sender's address date

_____ [Amina Ajami

_____ [23rd Avenue

_____ [Apartment 2B

_____ [New Maple, WA 00003

_____ [Richard Jones

_____ [23 Buckingham Street

_____ [London SW1A 1AA

_____ [United Kingdom

_____ [March 11, 2025

_____ [Dear Richard,

_____ [I would like to thank you and your family again for helping me.

_____ [It was difficult when I started my study abroad in London. I was in a new country, and I didn't know anyone. So having dinner with you, your mother, your father, and your aunt made me feel like I had a second home. If you come to the United States someday, please visit! You are welcome to stay in my apartment. I can give you a tour of the city – and although it's not your mom's cooking, I can take you to some tasty restaurants!

_____ [Sincerely,

_____ [Amina

B ON YOUR OWN

1 Write an email to a friend to invite them to a family party.

✕
☰

To: _____

From: _____

Subject: _____

Hey, _____!

Can you come to _____?

Hope to see you there. It'll be great!

Your friend, _____

📎
➡

2 Then write a letter thanking your friend for coming. Include details about the party.

Dear _____,

I am writing to thank you for coming to _____. In particular, I'm so glad you enjoyed

Sincerely,

C PRESENT

Present your writing to the class.



ABOUT ME



AUDIO

WARM-UP

- 1 Write five words that describe you.

- 2 Write five interests that you have.

- 3 What goals and dreams do you have?

- 4 Where are people most likely to find you in your free time?

VOCABULARY

Read the words and put check marks (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
☐ personality	☐ camping	☐ path	☐ affordable	☐ active
☐ lively	☐ campsite	☐ honest	☐ suggestion	☐ specialty
☐ social	☐ artwork	☐ talent	☐ tower	☐ old-fashioned
☐ shy	☐ blog	☐ suitable	☐ traditional	☐ bright
☐ quiet	☐ electronics	☐ ambition	☐ well-known	☐ independent
☐ introvert	☐ scenery	☐ realistic	☐ neighborhood	☐ humor
☐ extrovert	☐ wildlife	☐ salary	☐ spot	☐ joke
☐ confident	☐ decorate	☐ profession	☐ indoors	☐ plus

GRAMMAR

Answer the questions.

- What tense is this sentence written in?
Scientists describe people who love being in groups as extroverted.
a. present simple b. present continuous c. present perfect
- Underline the action verb(s).
I told her I've never been camping before, so I'm a little bit nervous.
- Underline the stative verb with an active meaning.
Michelle and Kenji met at a party, and now they are seeing each other.
- Fill in the blank.
When the weather is good, I like to _____ cycling along the river

WRITE

Write a short self-introduction.

1. MY PERSONALITY

A WARM-UP

Talk about the questions as a class.

1. Do you know anyone who is an extrovert?
2. Do you know anyone who is an introvert?
3. Do you know anyone who is an ambivert?
4. Which word best describes your personality?



B AUTHENTIC TEXT

1 Read and circle the words that can be used to describe someone's personality. Then answer the questions.

🔊 1-01

Paragraph 1

Everyone has a different personality. Some people are lively and social, while others are shy and quiet. Scientists describe people who love being in groups as extroverted. They describe people who prefer to be alone as introverted.

Paragraph 2

Extroverts like being the center of attention and do well in most social situations. They are comfortable at parties and become bored when they are alone. Extroverts communicate well and appear to be friendly, charming, and approachable. These qualities make extroverts excellent salespeople, event planners, financial advisers, and even hairstylists.

Paragraph 3

Often described as loners, introverts prefer spending time engaged in their own interests. Some people believe introverts are never confident, but that belief is not true. Many introverts are more comfortable listening than speaking. Introverts have many other good qualities. They are often more creative than extroverts, and they appear to be calmer and more thoughtful. Suitable careers for introverted people include scientific researchers, artists, photographers, programmers, and accountants.

Paragraph 4

Not everyone's character can be clearly defined as introverted or extroverted. Most people can be one or the other, depending on the situation. For this reason, many scientists argue for a third personality type: ambiverts. Ambiverts are people who can change between introversion and extroversion. They don't hate attention, but they also don't seek it out.

Brief note

The center of attention is someone who attracts the attention or interest of everyone in a group.

2 Choose the best title for each paragraph.

_____ I'm a Listener, Not a Talker

_____ Who I Am

_____ A Little Bit of Both

_____ Look at Me!

3 Choose the four statements below that are true according to the information in the reading.

1. ☐ People who feel more comfortable in social situations are extroverts.
2. ☐ Introverts are not very friendly.
3. ☐ Extroverts are not creative.
4. ☐ Extroverts make good salespeople.
5. ☐ Introverts are often called loners.
6. ☐ Introverts do not always lack confidence.



C VOCABULARY

Put the words in the columns you think they belong in. You can use the words more than once. Discuss your answers as a class.

lively social shy quiet charming confident creative calm thoughtful loner

Introvert	Ambivert	Extrovert

D USE THE LANGUAGE

Who would you like to go traveling with?

- 1 You have won a free trip to one of the following destinations. Pick a location and two friends to take along. Then write a short description of your friends.



Las Vegas



Lake Tahoe



Aspen



Friend #1

Name: _____

Hobbies/Interests: _____

Personality: _____



Friend #2

Name: _____

Hobbies/Interests: _____

Personality: _____

- 2 Answer the questions. Discuss them as a class.

1. Why would you bring Friend #1?

2. Why would you bring Friend #2?

3. Why did you choose _____ as your destination?

4. Do you think that your friends will like the destination? Why?

2. MY HOBBIES



A AUTHENTIC TEXT

Read the email. Underline the present perfect and present perfect continuous verbs.

TO:	rjwesley@nmail.com
FROM:	cwesley@ubs.edu
SUBJECT:	Update
DATE:	15 August

Hi, Mom and Dad.

How have you been doing? Sorry I haven't written for a few days. I've been **decorating** my dorm, exploring the campus, and getting to know my roommate. Lucia is really cool—she's into photography. She goes **camping** a lot in the mountains, where she takes photos of the **scenery** and **wildlife**. She also paints. I've seen some of her pictures, and they're beautiful!

We've made plans to go to her favorite **campsite** this Saturday. Two of her friends are coming, too. I told her that I've never been camping before, so she'll have to teach me everything. In exchange, I'm going to teach her about computers. Except for cameras, she knows nothing about **electronics**! I'm going to help her set up a **blog** so she can **upload** her nature photos and other **artwork**.

This afternoon, Lucia and I are going shopping for some new camping **equipment**. I'll tell you all about the trip on Monday.

Love,
Christine

Brief note

The phrase *in exchange* means that "one thing is given for another," or "one favor is done for another."

B VOCABULARY

Write the words in bold from the reading next to the correct definition. Some words will not be used.

- _____ making (something) more attractive by putting something on it
- _____ the activity of sleeping outdoors in a tent, usually for fun
- _____ to move or copy (a file, program, etc.) from a storage device to a larger computer or network
- _____ a website on which a person or group posts new information regularly
- _____ a view of natural surroundings that is pleasing to look at
- _____ supplies or tools needed for a special purpose

C IN YOUR WORLD

Types of Hobbies

Look over the categories. Each student will take turns naming a hobby or thing that fits in each category. When students run out of ideas (or when someone repeats an idea), move on to the next category. Take notes on new vocabulary on a separate sheet of paper.

1. The Arts	2. Musical Instruments	3. Nature/The Outdoors	4. Sports/Physical Activities	5. Games
<i>painting,</i>	<i>guitar,</i>	<i>camping,</i>	<i>jogging,</i>	<i>chess,</i>

D GRAMMAR**Present tenses**

simple present vs. present continuous			
simple present		present continuous	
routine actions or habits	She paints .	actions now	They're sitting in class.
facts	Electronics are expensive.	temporary facts	I'm living in the dorm this year.
		future plans	We're going shopping later.
present perfect			
past states/actions continuing to the present	I've been a teacher since 2015. How long have you worked here?	completed actions	I've finished my homework, so now I can relax.
experiences	Has he ever been camping?	recent events; news	We've made plans for the weekend.
present perfect continuous			
ongoing actions, not finished		They've been living in this building for a year. (They still do.)	
actions that were ongoing and have finished		I've been exploring the campus all day. (I'm tired. I'm going to bed.)	

1 Match the sentences with their correct tenses and functions.

- | | | |
|--|---|--|
| 1. I've been jogging for an hour. Now I need a shower. | • | • a. present perfect continuous: finished action |
| 2. There is interesting wildlife in these mountains. | • | • b. simple present: fact |
| 3. We're taking a photography class this semester. | • | • c. present continuous: temporary facts |
| 4. Ellen's been sleeping for a long time. Should we wake her up? | • | • d. present perfect continuous: not finished |

2 Underline the mistake and write the corrections on the line. If the sentence is correct, write OK.

action verbs vs. stative verbs	
Action verbs describe actions and can be used in continuous tenses.	eat, play, watch, drive, work, tell, sleep, shop, write, go, laugh, etc.
Stative verbs describe states and are not usually used in continuous tenses.	be, seem, remember, understand, know, own, like, love, hate, forget, etc.

- | | |
|---|-------|
| 1. I'm sorry, but I'm not understanding. | _____ |
| 2. We're staying in a hotel until July 15. | _____ |
| 3. Julia has been liking chess since she was a kid. | _____ |
| 4. You've been working too hard lately. | _____ |

E USE THE LANGUAGE**Hobby Guessing Game**

1. Fill out the chart. Choose a partner. Take turns guessing each other's hobbies. Do not show your partner your chart.

	My Responses	My Partner's Responses (Guess!)
A hobby I've done for a long time		
A hobby I tried but didn't enjoy		
A hobby I'd like to try in the future		
A hobby I will never try		

2. Share your table with your partner. How good were your guesses? Discuss the reasons for your choices.

3. MY DREAMS

A WARM-UP

Talk about the questions as a class.

1. What should people consider before choosing a career?
2. What considerations are most important to you?
3. What career are you considering?

B AUDIO

1 Listen and answer the questions below. 1-02

1. What is the main topic of the talk?
 - a. changing careers
 - b. following your dreams
 - c. deciding on a profession
2. What is the main purpose of the talk?
 - a. to persuade listeners to choose a certain career path
 - b. to advise listeners on career decisions
 - c. to inform listeners about the job market
3. Which is true about the speaker?
 - a. She no longer sings.
 - b. She used to dream of being a singer.
 - c. She is now a professional singer.
4. What does the speaker say about the job market?
 - a. It is always changing nowadays.
 - b. It is currently bad for lawyers.
 - c. It is not good for young people.
5. Why does the speaker say this?
 "Now I'm not saying you shouldn't have big dreams and ambitions—you should."
 - a. to correct a mistake she had made earlier
 - b. to suggest that listeners change their goals
 - c. to express support for listeners' dreams
6. What did Joy do after losing her job?
 - a. She started her own law firm.
 - b. She looked for another law job.
 - c. She studied for a new career.

2 Discuss the following questions as a class.

1. Who is probably the audience for the talk?
2. Why does the speaker talk about her friend Joy?
3. Do you think that the speaker gives good advice?

C VOCABULARY

1 Write the words from the box under the correct pictures.

salary

various

profession

path

honest



1. _____
2. _____
3. _____
4. _____
5. _____

2 Match the words and phrases with the correct definitions.

- | | | |
|------------------|---|--|
| 1. obvious | • | a. having the qualities that are right, needed, or appropriate |
| 2. talent | • | b. able to see things as they actually are; sensible |
| 3. make a living | • | c. a plan to follow if the original one does not work |
| 4. suitable | • | d. a special ability that allows someone to do something well |
| 5. ambition | • | e. easy to see, notice, or understand |
| 6. realistic | • | f. a desire to be successful; a particular goal or aim |
| 7. plan B | • | g. to earn enough money to pay for your needs |

D GRAMMAR

Stative and continuous verb meanings

	stative	continuous
be	That's not a realistic movie. (fact)	You're not being realistic. (current behavior/attitude)
feel	I feel that everything will be okay. (belief/opinion)	I'm feeling optimistic. (current feeling /attitude)
have	Brian has two dogs and a cat. (possession)	Brian is having a great time. (current action)
like/love*	I like/love to work with people. (likes/tastes)	I'm liking/loving my new job! (current enjoyment)
see	Do you see someone at the door? (sight)	Have you been seeing anyone? (dating)
think	Irina thinks we should celebrate. (belief/opinion)	Irina is thinking about having a party. (subject of current thoughts)
want**	I always wanted to visit Europe. (past, long-lasting, or permanent wish)	I've been wanting a vacation lately. (recent, temporary wish)

*The continuous use of *like* and *love* is informal. It is most common in the present continuous.
 **The continuous use of *want* is most common in the present perfect continuous.

Fill in the blanks with the correct words from the box. Use the present continuous.

feel love be see think

- I _____ my classes this semester. They're really interesting.
- Michelle and Kenji met at a party, and now they _____ each other.
- You've been quiet for a while. What _____ you _____ about?
- I was sick yesterday, but now I _____ much better.
- What's the matter with Adam? He _____ kind of cold and rude today.

E USE THE LANGUAGE

Career Aspirations

Think about your interests, talents, and personality. Then fill in the table below. Explain your choices to a partner.

My Dream Job	My Plan B	Other Suitable Jobs for Me (at least 3)

4. MY FAVORITE PLACES

A WARM-UP

Look at the pictures. Describe a similar place in your town. Then answer the questions.

1. What are some fun group activities that don't cost much money?
2. What are some popular places for people your age?



B AUTHENTIC TEXT

1 Read the posts on a travel website. 1-03



Mike Z.
Ottawa, Canada

I'm going on a business trip to Seoul with a few coworkers. We're looking for fun, affordable things to do in our free time. Any suggestions? (One of my coworkers is asking about golf, especially.) Thanks.



Sujin J.
Seoul, Korea

I don't know much about golf, but I have other suggestions. First, visit Namsan (a mountain near the city center). Go strolling around Namsan Park, and then climb to Seoul Tower at the top. The tower has an amazing view of the whole city. There are several international restaurants there, as well as traditional Korean restaurants. It's a well-known date spot, but it's great for all sightseers.

I also recommend going to a *noraebang* ("singing room"). In most neighborhoods, you can easily find a karaoke singing room. Each group gets a separate room, so only your friends hear you sing!



Nick E.
Sydney, Australia

Playing golf is pretty expensive in Korea, but you can try "screen golf." Screen golf is like a video game. You hit a real ball with a real golf club, but you hit it indoors, at a screen. A computer measures your ball's speed, location, etc. It's amazing—try it!



2 Talk about the questions after you read.

1. Why is Mike Z. posting on this website?
2. Have you ever done karaoke?
3. Does "screen golf" sound like fun to you?

3 Circle the five statements below that are true according to the information in the reading.

1. Mike is going on a trip for work.
2. Mike especially wants to play golf in Korea.
3. You can get various kinds of food at Namsan Tower.
4. Sujin recommends Namsan Tower for both couples and groups.
5. You cannot eat or drink in singing rooms.
6. Nick has been to Korea more than once.
7. It is quite cheap to play golf in Korea.
8. Nick strongly recommends screen golf.

C IN YOUR WORLD

Favorite Places

Answer and discuss the following questions with a partner or in a group.

1. What is your favorite restaurant in your city?
2. What is your favorite café in your city?
3. What is an unusual or fun activity you can do in your city?

D VOCABULARY

1 Circle the answer that is closest in meaning to the word in bold.

- On our vacation, we learned to dance the hula, a **traditional** dance in Hawaii.
a. complicated and difficult b. popular and fashionable c. old and historic
- I asked Ellie about transportation, and her **suggestion** was to take the train.
a. recommendation b. decision c. emotion
- This is the best **spot** in the city to enjoy the sunset over the ocean.
a. place b. idea c. activity
- Next to my favorite restaurant is a **well-known** club that has great live music.
a. convenient b. famous c. perfect
- They're on a budget, so they're looking for an **affordable** hotel.
a. luxurious b. enjoyable c. inexpensive

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

separate indoors golf tower neighborhood

- _____ isn't very good exercise, but it's an excellent way to relax.
- I recently moved to a new _____, and it's much livelier than my old one.
- You have to take an elevator to the top of the _____.
- Did you and your sister have _____ bedrooms, or did you share a room?
- When it's extremely cold outside, it's best to stay _____.

E GRAMMAR

Collocations with *go*, *do*, and *play*

	collocations	examples
go	activities and sports ending with <i>-ing</i>	go shopping; go strolling; go skiing; go bowling; go fishing
do	fighting sports; chores	do taekwondo; do the dishes; do exercise; do homework
play	most other sports and games	play golf; play baseball; play soccer; play computer games
Other cases: do karaoke; do yoga; do some/a little shopping; do sport (British English); play sports (American English)		

Fill in the blanks with the correct forms of *go*, *do*, or *play*.

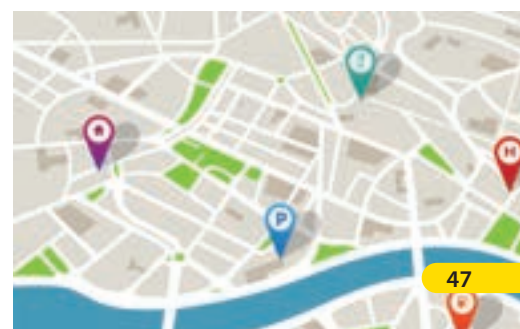
- My brother has _____ basketball since he was six years old.
- When the weather is good, I like to _____ cycling along the river.
- We're _____ tennis tomorrow afternoon if you want to join us.
- If you're _____ the laundry, will you please wash these jeans?
- People can _____ ice skating on that lake in the winter.
- Since we have some free time, why don't we _____ a little shopping?

F USE THE LANGUAGE

In the Area

Draw a map of one of the following places on a separate piece of paper. Then describe your favorite places in that area to a partner.

- your neighborhood
- around your campus
- a shopping area you like



5. MY ONLINE PROFILE

A PRE-WRITING

Imagine that you are introducing yourself to other users on a social media site. What are three things you would like people to know about you? Write down your ideas and share them with a partner.

1. _____
2. _____
3. _____

B AUTHENTIC TEXT

Read the profile from an online dating site.



Robert Moretti (rmoretti25)



I'm an outgoing, active guy who teaches history and coaches soccer at a local high school. My passions are fitness, nature, and my job. I love hiking and try to go to the mountains as often as possible. When I'm not exploring the outdoors, I'm hanging out with friends and family, practicing guitar, and improving my cooking. I come from a big Italian family, so Italian food is my specialty.

When it comes to dating, I'm old-fashioned and I'm looking for a serious relationship. I'd like to meet someone to spend the future with. She should be bright, independent, and kind. She should also have a good sense of humor. (This means she laughs at my jokes, of course!) Loving sports and nature is a plus. If that sounds like you, then I'd love to hear from you.



Brief note

A *profile* is a short written description of someone. It often includes a photo, or *profile picture*.

C ANALYZE THE TEXT

1 Circle the correct answers.

1. Which information about Robert is given in the profile?
 - a. his age
 - b. how many siblings he has
 - c. his profession
2. Which is true about Robert?
 - a. He has a small family.
 - b. He is Italian.
 - c. He lives in the mountains.
3. Which word does NOT describe Robert?
 - a. introverted
 - b. funny
 - c. athletic
4. According to Robert, which word describes his perfect date?
 - a. creative
 - b. active
 - c. calm

2 Read the statements about Robert and circle **true** or **false**.

- | | | |
|---|-------------|--------------|
| 1. He is a professional athlete. | true | false |
| 2. He teaches guitar to high school students. | true | false |
| 3. He has an interest in food. | true | false |
| 4. He wants to meet an independent woman. | true | false |

3 Discuss these questions as a class.

1. Are you active on social media?
2. What do you think about online dating?
3. What are some good and bad things about social media?

Brief note

The phrase *when it comes to* means "with regard to" or "on the subject of." It is used to introduce a specific topic.

D VOCABULARY

1 Circle the word in each group that does not belong. Use a dictionary if necessary.

- | | | | |
|------------------|-----------|--------------|-------------|
| 1. bright | smart | clever | optimistic |
| 2. old-fashioned | nature | traditional | past |
| 3. lazy | plus | positive | benefit |
| 4. laugh | serious | humor | funny |
| 5. athletic | fit | exercise | comfortable |
| 6. thoughtful | beautiful | good-looking | pretty |

2 Match the words with the correct definitions.

- | | | |
|----------------|---|--|
| 1. specialty | • | a. something that a person or place is known for making or doing very well |
| 2. joke | • | b. not wanting or needing others to help you or do things for you |
| 3. active | • | c. doing a lot of things that take physical energy |
| 4. independent | • | d. something said or done to cause laughter; a story with a funny ending |

E USE THE LANGUAGE

An Online Profile

Read the writing guide. Then create an online profile for yourself.

Writing Guide

The purpose of an online profile is to introduce yourself in a brief, interesting way. A simple profile consists of two paragraphs.

1. **In the first paragraph, describe yourself.** Give information that readers will find interesting. Talk about your personality, interests, hobbies, family, education, work experience, or anything else you'd like to share. Try to include specific details that make you different from others.

EXPRESSIONS: *My passion is... / My passions are... I spend a lot of time ~ing... I'm a ~ person.
My favorite ~ is... ~ is my specialty. Lately, I've been... In my free time, I...*

2. **In the second paragraph, describe your goal(s) or purpose.** Answer these questions: Why are you writing this profile? Whom do you want to communicate with, and for what reason(s)? What do you hope to achieve?

EXPRESSIONS: *My goal is to... My dream/ambition is to... I'm hoping to... I like people who...
I'm interested in finding... I'd like to meet... I'd love to hear from...
If you're ~, then...*

1. First, choose and circle the type of profile you want to write.

Dating **Friendship** **Professional**

2. Brainstorm details to include in your profile. Many of these details depend on your answer to 1. (For example, a dating or friendship profile should have more details about your personality and hobbies. A professional profile should have more details about your education and work.)



Personality	Hobbies/Interests	Family	Education/Work	Goals

3. Now write a profile of at least 90 words. Use two paragraphs, as described in the writing guide.

MODULE 1 REVIEW

A LISTEN

Read the questions. Then listen to a man and a woman (Jared and Marisol) introducing themselves to their new classmates. Put check marks (✓) next to the correct person for each detail below. Listen again and check your answers. Then discuss the questions with a partner. 🎧 1-04

Which person...

- | | | |
|------------------------------------|--------------------------------|----------------------------------|
| 1. is an extrovert? | ☐ Jared | ☐ Marisol |
| 2. has a talent for cooking? | ☐ Jared | ☐ Marisol |
| 3. has chosen a future profession? | ☐ Jared | ☐ Marisol |
| 4. is very physically active? | ☐ Jared | ☐ Marisol |
| 5. has one roommate? | ☐ Jared | ☐ Marisol |
| 6. always tells the truth? | ☐ Jared | ☐ Marisol |
| 7. has a musical hobby? | ☐ Jared | ☐ Marisol |
| 8. is good with electronics? | ☐ Jared | ☐ Marisol |



- Which person from activity A is more like you? Why?
- Which person from activity A would you rather spend time with? Why?

B ABOUT ME

Imagine that you are going to give a short talk about yourself, like the people in activity A. Make notes about what you would like to say.

ME				
Best / Worst Qualities	Home / Neighborhood	Two Interests	A Goal / Dream	Other

C INTRODUCE YOURSELF

Find a partner whom you have not worked with before. Use your notes from activity B to introduce yourself to him or her. Listen to his or her introduction and ask follow-up questions. Take notes.

MY PARTNER				
Best / Worst Qualities	Home / Neighborhood	Two Interests	A Goal / Dream	Other

D SHARE

Find a different partner and tell him or her about your partner from activity C. Use your notes.

READ TO WRITE

Read the email. Then read the statements and put a check mark (✓) next to **true** or **false**.

E-mail

Hi, Stefan.

I haven't seen you for a while—I hope you're not studying too hard. Do you remember that I've been wanting to introduce you to my new friend Leanne? She's in my art history class, and I think you'll really get along. She plays lots of sports, she likes silly jokes, and she likes to argue about politics, just like you! :) She also knows a lot about famous paintings, so you'll have plenty to talk about.

Do you have any plans for Friday night? If not, I have a suggestion. My boyfriend and I made plans to try the new Greek restaurant in our neighborhood. I'll invite Leanne, so the four of us can have dinner together. I've heard the food is amazing there. If that goes well, then we can go to a club downtown. Leanne loves dancing, and she knows some good spots. How does that sound? Email or text me when you get this.

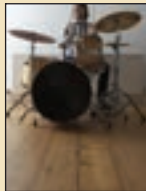
Talk to you soon,
Brenda

1. Stefan is Brenda's boyfriend.
2. Leanne is athletic.
3. Leanne and Stefan don't have any interests in common.
4. Brenda suggests having a meal and then going dancing.

☐ true	☐ false
☐ true	☐ false
☐ true	☐ false
☐ true	☐ false

SPEAK TO WRITE

Look at the information from dating profiles. With a partner, use your imagination to fill in the blanks with more details about each person's job, personality, or hobbies/interests. Which person seems most interesting? Do you and your partner agree?

 Manuel • Librarian • Great sense of humor • _____ • _____	 Amanda • Office worker • _____ • _____ • Enjoys sports and nature	 Tony • Music student • _____ • _____ • Likes parties	 Esther • _____ • Calm and thoughtful • Loves animals; has three dogs
--	--	---	--

NOW WRITE

You want to arrange a blind date for a single friend with one of the four people above. First, choose the person. Then write an email to your friend suggesting the blind date. Include the following:

- details about the person
- why you think he/she and your friend will get along
- suggestions for where to go / what to do

Hi _____,

Best,

QUARTER 1 REVIEW

A VOCABULARY

Choose the correct answers.

1. The _____ of this film is creative and has lots of surprises.

a. classic b. plot c. series
2. These photos are from the 1930s, so the people are wearing _____ clothes.

a. suitable b. obvious c. old-fashioned
3. That bar isn't very _____ at the moment, but on Saturday nights it's busy and loud.

a. traditional b. separate c. lively
4. Kelly chose the same career _____ as her father and became a lawyer.

a. path b. hope c. salary
5. I'm _____—how did you and your boyfriend first meet?

a. miserable b. charming c. curious
6. For the anniversary party, we need a _____ that's cheap and has lots of space.

a. trend b. venue c. tower
7. If there is a fire, stay _____ and take the stairs as you leave the building.

a. calm b. upset c. disappointed
8. Our grandparents' _____ had very different experiences from ours.

a. ambition b. culture c. generation
9. Some students are _____ that the test was too difficult.

a. spoiling b. complaining c. arranging
10. Since I love to laugh, I usually choose TV shows with plenty of _____.

a. cable b. humor c. scenery

B GRAMMAR

Circle the correct words.

1. (Do / Have) you ever played golf indoors?
2. Kris (stays / is staying) at a nice hotel while he's in town.
3. To me, camping (seems / is seeming) pretty boring and uncomfortable.
4. You (don't be / aren't being) very friendly to the new student. Introduce yourself!
5. Let's (go / do) some shopping downtown this afternoon.
6. I've always (wanted / been wanting) to meet a celebrity!
7. By 9:30 last night, the kids (already went / had already gone) to sleep.
8. If you don't like the music, I'll turn (off it / it off).
9. I've never had a teacher (which / that) told a lot of jokes in class.
10. The man (whom / whose) you were asking about is Mr. O'Brien.

C READING COMPREHENSION

Read the online message from Carlos to his high-school friend. Then read the statements and circle **true** or **false**.

Hi, Zoey,

How've you been? It's been a long time since we last talked! I was happy to find your profile on this site because I've been thinking about our high-school days lately. I guess I've been feeling nostalgic. One of my favorite memories is being in the cast of our school play together. Do you remember when I forgot my lines? You managed to remember them and say them for me. I was so embarrassed, but also grateful to you. I always smile when I think about that. I'm attaching a picture of us practicing for the play. It captures our personalities well. I look so shy, like always, and you look so confident. 😊

I'm a senior in college now, studying history. What have you been doing? I remember that you had lots of writing talent and that in high school you had already decided to become a journalist. Is that still your plan? Where are you living now? My parents are still in the same neighborhood, and I visit them a few times a year. Maybe we can meet sometime!

Carlos

- | | | |
|--|-------------|--------------|
| 1. Carlos has been remembering his past recently. | true | false |
| 2. He and Zoey have not kept in touch. | true | false |
| 3. The school play is an unpleasant memory for him. | true | false |
| 4. He describes himself as an extrovert. | true | false |
| 5. Zoey chose a future profession in high school. | true | false |
| 6. Carlos is currently living in his childhood home. | true | false |

D WRITE

Imagine that you are sending a message to a childhood friend whom you haven't seen or spoken to for a while. Write at least five sentences and include the information below.

* Where you're living and what you've been doing * A memory from the time when you knew this person

Hi, _____.

A PRE-READING

Which accommodation would suit them best? Match.

A. I want to turn off my brain and have a relaxing tropical vacation ... just sunbathing by the pool and not stressing about what to eat for dinner!

B. On this trip, I want to party and make new friends. I don't have much money, so staying somewhere cheap is probably a good idea.

C. I don't spend a lot of time in my room on work trips, but I need a quiet place to sleep—nothing too fancy for me, just a comfy bed and a clean shower.

D. Since I'm a trucker, I don't know exactly where I'm stopping each night. So staying at a cost-effective place somewhere near the highway suits me best.



The Yellow Canary Hostel

Visiting Berlin on a budget? Come to our friendly hostel right in the center of town! Beds in dorm rooms start at 20 EUR a night. Join us for karaoke nights every Friday!



Randy's Route 66 Motel

Located right at Exit 3, this motel is perfect for people on the go. A continental breakfast and express check-out are available from 5:00 a.m. every day.



Coconuts Resort

Feel your worries melt away in sunny Mexico! Everything you need for a fun time away is here: a sandy beach, four tasty restaurants, thrilling activities, and helpful staff!



Basics Business Hotel

Easily accessed from Central Station and the airport, our hotel offers 100 clean and comfortable rooms. Fast Wi-Fi is available in all areas, and our staff can print documents upon request.

B READING

Listen and read.

Too Many Travelers: The Impacts of Overtourism

Traveling around the world has become more popular over the past few decades. It's not just the super-rich who are globetrotters now—students can hop on cheap flights, and older folks can enjoy reasonably priced tours. This increase in travel has had some negative impacts, however. We call the negative effects of too many people visiting a place "overtourism." Overtourism has different impacts in different locations.

Some cities, such as Barcelona and New York City, have issues due to short-term rental homes. Short-term rentals were initially meant as a way for homeowners to make some money by renting an extra room to visiting tourists. But now, many of these homes are used only by tourists. This results in fewer homes for locals, and those available are often too expensive for them to buy or rent. Many locals cannot afford to live in the city and move away. Additionally,

tourists staying in these properties may not respect the rules in residential areas, further angering locals.

Other cities suffer due to massive cruise ships arriving in port for a short visit. Picture this: thousands of visitors get off a cruise ship simultaneously and visit only the most famous sites in the city. Venice, the ancient Italian city of canals, gets overwhelmed by these events. The major sites are overcrowded, and the narrow roads that connect them become a sea of humanity. In addition, Venetian culture and community are lost as local businesses are pushed out by cheap souvenir stands and fast-food restaurants catering to visitors with little time.

Port cities aren't the only places impacted by having too many visitors in a short time. Many historical sites are fragile and cannot survive being visited by thousands of people daily. For example, the ancient city of Machu Picchu in Peru was partially closed to tourists in 2023. This is because having nearly four thousand people visit per day caused

erosion of the paths and stone structures. In 2024, the Angkor Wat temple complex in Cambodia was damaged by a viral trend: visitors running through the buildings to recreate the video game Temple Run. Damage to old sites is a problem because once these places are harmed or destroyed, restoring them is difficult or impossible.

Thankfully, there are steps travelers can take to combat overtourism. Consider staying at a hotel or hostel rather than a short-term rental—short-term rental fees add up anyway, and hotels are often the cheaper option. And if you're planning a trip but don't have a destination in mind, look for towns or neighborhoods that are under the radar and not suffering from overtourism. They are often just as lovely as the famous spots and could use more visitors.

Overtourism is a growing issue that impacts cities around the globe. So the next time you go on vacation, think about how to be a smart traveler and avoid becoming part of the problem!

C COMPREHENSION

Answer the questions.

1. What causes overtourism?
 - a. too many people visiting a certain place
 - b. making a little money by renting out a spare room
 - c. buying a cheap souvenir rather than an expensive one
 - d. playing a video game while on vacation
2. Which is NOT an impact of short-term rentals on a city?
 - a. Fewer homes are available to buy.
 - b. The price of rent goes up.
 - c. People leave the city to live elsewhere.
 - d. Only tourists can rent in the city.
3. What does "sea of humanity" mean in the passage?
 - a. the damage humans cause to underwater life
 - b. a large amount of people crowding a place
 - c. a group of people who enjoy cruise vacations
 - d. people who travel to relax rather than explore
4. Which would the author most likely agree with?
 - a. Cruise ships are the most responsible way to travel.
 - b. It's best to only go to the most popular places on social media.
 - c. Traveling to interesting places that have fewer visitors is a good idea.
 - d. Do whatever you'd like at historical sites.



A PRE-READING

1 Number the facts in the proper order.



- ☐ These days, hundreds of people climb to the top of Everest each year despite the challenges.
- ☐ Mount Everest, the tallest mountain on Earth, is 8,848 meters tall.
- ☐ But even with modern technology, climbers must stay safe from dangers like avalanches and extreme cold.
- ☐ According to the Encyclopedia Britannica, 656 people climbed Mount Everest in 2023, and eighteen died in the attempt.
- ☐ Tenzing Norgay and Edmund Hillary were the first to reach its peak in 1953.

Brief note

In analytical writing, facts should be stated clearly and presented in an order that makes sense. Remember that the reader may not know as much about the topic as you do.

Brief note

Including the source of a fact helps readers trust your writing and gives them something to check if they want more information. Good sources include books published by university presses, encyclopedias, and the websites of trusted news outlets. Bad sources include social media posts, fictional books, and most blogs. If you don't know whether a source can be trusted, check to see if facts from it are quoted elsewhere online.

2 Look at the red mistakes in the analytical essay. Write why they are incorrect.

1. _____

It's the fourth most popular sport in the United States, behind football, baseball, and basketball. Soccer is the biggest sport in most countries around the globe, but not in the US! However, the sport is gaining a bigger and bigger American audience over time. According to Forbes magazine, around seventeen million Americans watched the Men's World Cup Final on TV in 2014, and nearly twenty-six million watched it in 2022. That's a huge increase in viewership. (But my cousin Robin didn't watch it at all.) According to Major League Soccer (MLS), soccer fans in the US are diverse and young. Forty percent are people of color, and more than half of them are under the age of forty-five. Plus, ILuvSoccer23 says that five million people in the city of Chicago watched the Women's World Cup in 2023!

2. _____

3. _____

We also see soccer gaining popularity in another area: video games. The soccer game EA Sports FC 24 was the second-highest-grossing electronic game in the US in 2024! It's totally awesome that gamers can maybe peep soccer on TV, too. Video games can drive interest in real soccer events and vice-versa: watching a World Cup match could also create interest in soccer video games.

4. _____

5. _____

MLS welcomed twelve million fans to its games in 2024. That's great!

Brief note

After you finish writing an analytical essay, check it for any errors: spelling mistakes, unclear sentences, problems with logic, etc. If you need help, you can ask a friend to review your writing.

B ON YOUR OWN

Why are team sports important to young people? Use the guide below to analyze and write an essay on this topic.



Introduction:

Team sports are important because (pick two):

- They encourage teamwork.
- They emphasize taking care of your health.
- They show the importance of learning and practicing new skills.
- They help you learn to stick to a schedule.
- Other: _____

Point 1: _____

1.Supporting fact 1: _____

Source type (circle one): (encyclopedia / news outlet / book / other)

Source name: _____

2.Supporting fact 2: _____

Source type (circle one): (encyclopedia / news outlet / book / other)

Source name: _____

Point 2: _____

3.Supporting fact 3: _____

Source type (circle one): (encyclopedia / news outlet / book / other)

Source name: _____

4.Supporting fact 4: _____

Source type (circle one): (encyclopedia / news outlet / book / other)

Source name: _____

Conclusion:

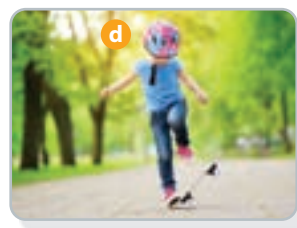
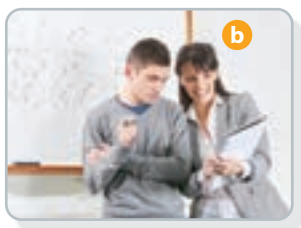
C PRESENT

Present your writing to the class.

1. WHAT'S YOUR NAME?



1 Write the letters in the correct blanks. Then listen and check. 🎧 1-02



- | | | |
|------------------|----------------|----------------|
| 1. boy _____ | 3. tutor _____ | 5. woman _____ |
| 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. 🎧 1-03

am are boy hello isn't last name no student we're yes yeah

1. A: _____. Are you Shota? 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.
 A: Oh.
3. A: Hello. _____ you Maria?
 B: Yes, I _____.
 A: Is your _____ name Martinez?
 B: No, it _____. It's Hernandez.
 C: I'm Maria Martinez. Martinez is my last _____.
 A: Oh. Are you classmates?
 C: Yes, and _____ best friends!

3 Circle the correct answers.

- | | |
|--|---|
| 1. You (is / are) a new student. | 4. We (aren't / isn't) friends. |
| 2. They (aren't / am not) my classmates. | 5. He (am / is) my teacher. |
| 3. My last name (are / 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 / your | _____? |
| 3. you / teachers / are | _____? |
| 4. we / classmates / are | _____? |
| 5. last / Stark / your / name / is | _____? |
| 6. student / she / a / is | _____? |

2. I'M THE TEACHER.

1 Put the conversation in the correct order. Listen and check. Then practice. 1-04

- 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 is. Good afternoon. _____
- Student:** Yeah, I am. It's my first day in this school. _____
- Student:** I'm Daniel, but you can call me Danny. _____
- Teacher:** Yes, I'm Ms. Sousa. 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 Dixon.

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 Dot.

3 Put check marks (✓) next to the correct responses.

1. Are we classmates?

- ☐ No. I'm not a student.
- ☐ Yes, we is classmates.

4. Are you a new student here?

- ☐ Yes, it's my first day.
- ☐ Yes, I is.

2. Hey, how's it going?

- ☐ Nice to meet you.
- ☐ Not bad.

5. What's your name?

- ☐ Briana. And you?
- ☐ Briana. How you?

3. My name's Alberto, but you can call me Beto.

- ☐ Good to meet you, Alberto.
- ☐ Nice to meet you, Beto.

6. I'm a new teacher.

- ☐ Welcome. Good to meet you.
- ☐ Hey!

3. TITLES

1 Find and circle the jobs.

doctor police officer professor teacher truck driver tutor

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

2 Listen. Are these sentences true (t) or false (f)? 1-05

- a. Karim is a new student. _____

b. Daisy's last name is Hernandez. _____
- a. The doctor's last name is Banda. _____

b. Mrs. Smith is new. _____
- a. The woman's first name is Sandy. _____

b. The woman is married. _____



3 Listen again and circle the words you hear. 1-06

- A: How are you doing?
B: Great! (Good / Nice) to meet you.
- A: How about you?
B: (Very well / All right), thanks.
- A: Are you here for Mr. Park?
B: No, I'm here for (Mrs. Park / Dr. Park).



4. WHERE ARE YOU FROM?

1 Complete the crossword. Write the nationalities.

Down ↓

1. Mexico
2. Korea
3. the United States
4. Thailand

Across →

5. Egypt
6. Canada
7. China
8. Japan



2 Where's the stress? Put the nationalities in the correct columns. Then listen and check. 🔊 1-07

American Brazilian Canadian Egyptian Japanese Korean Mexican

Ooo	oOo	ooO	oOoo

Brief note

A big circle means a stressed syllable.

3 Match the questions and answers. Then listen and check. 🔊 1-08

- | | |
|-------------------------------|--------------------------------|
| 1. Where is he from? • | • a. We're all right, thanks. |
| 2. What's your nationality? • | • b. He's in the classroom. |
| 3. How are you today? • | • c. I'm American. |
| 4. Where is he? • | • d. I'm not bad, thanks. |
| 5. What's your first name? • | • e. He's from Egypt. |
| 6. How are we all doing? • | • f. It's Rachel. R-A-C-H-E-L. |

5. BYE.

1 Match the two columns to make farewell phrases.

- | | | |
|----------------|---|------------------|
| 1. I've got | • | a. tomorrow. |
| 2. See you | • | b. for today. |
| 3. Have a good | • | c. go. |
| 4. Take | • | d. to get going. |
| 5. That's all | • | e. night. |
| 6. I should | • | f. care. |

2 Listen to the conversations. Put a check mark (✓) next to the response you hear. 1-09

- | | |
|---|---|
| 1. Okay, let's stop here for today. Have a good night. | 3. Okay. See you soon. |
| ☐ Thanks. See you then, professor. | ☐ Have a good tomorrow! |
| ☐ Thanks. See you soon, professor. | ☐ Have a good afternoon. |
| 2. Goodbye, Dr. Samuels. | 4. Bye, Mara. |
| ☐ Good night, Mr. Richards. | ☐ Have a good day, sir. |
| ☐ Goodbye, Mr. Richards. | ☐ Goodbye, Mr. Wilson. |

3 Read the email. Circle the correct answers.

NEW MESSAGE

To: Mama@gmail.com

Subject: Hello!

Dear Mama,

Hi! How's it going? I'm very well here in Austin, but I miss you.

School is good. All the professors are great. My Spanish professor is from (**1.** Mexico / Mexican)! (**2.** Her / She's) name is Professor Vasquez. (**3.** I / My) new friends are different nationalities—American, Chilean, and Chinese. My friend (**4.** Melissa's / Melissas') parents are Chinese, but she is from the (**5.** United States / American). All (**6.** her / she's) friends are Korean-American. It's all very interesting. Wish you were here!

Write soon! Let's chat one day, too. 😊

Love,

Emi

xox



4 Write an email to a friend or a parent. Talk about your professors or teachers and your friends.

NEW MESSAGE

To:

Subject:

Choose the correct answers.

- 63

3 GRAMMAR

Circle the correct answers.

1. I (is / am) a new student. (I's / I'm / I're) here for an advising appointment.
2. My first name (are / is / am) Julia, not Julie.
3. They (aren't / isn't) my classmates. (They's / They'm / They're) my parents.
4. He (isn't / am / aren't) my tutor.
5. I (aren't / amn't / am not) a boy.
6. We say "oh" when (we're / we's / they're) surprised.
7. The mechanic (from / is from / part of) Egypt.
8. Is that a pretty name (. / ? / !)
9. (Am I / I am / I'm) in the chemistry classroom?
10. How is (I / you / she) today?

4 LISTENING COMPREHENSION

Listen to the conversation and fill in the blanks with the words and phrases from the box. Some words are not used. 🔊 1-10

name	bad	woman	how's it	teacher	I'm not	Dr.	I'm
are	am	last	isn't	yep	take care	doctor	good

1. A: Hi, are you Frank?
B: No, _____. My _____ is Oscar.
2. A: _____ going, Jill?
B: Not _____, thanks. You?
A: Pretty _____, thanks.
3. A: I really like my new _____. She's a nice _____.
B: _____ happy to hear that! What's her name?
A: _____ Moore.
4. A: Hello! _____ you Steven?
B: Yes, I _____.
5. A: Great to see you again. _____
B: _____. Goodbye.

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- Presents grammar and structures in the order found in prominent CEFR-based inventories

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- Each unit has separate themes and goals for books five to seven
- Preview and review sections for each unit and module
- Function-based tasks to help students achieve learning goals

Real-world English

- Balance of input and output
- Output-focused activities in each two-page lesson spread
- Communicative and fluency activities to bring together material from each unit
- CLIL readings to encounter diverse reading topics
- Academic writing pages to practice real-life writing to essay writing

COMPONENTS

- Student Books with streaming and downloadable audio
- Workbooks with streaming and downloadable audio
- Downloadable Online Resources: Answer Keys, Word Lists, Progress Tests
- Student Digital Materials: Class Booster
- Teacher's Guides
- Interactive Whiteboard Materials



Student Book



Workbook



Teacher's Guide