

The learner will reach a strong English intermediate level by engaging in experiential and differentiated activities, such as skits, class discussions, scenario-based role-play games, speaking and writing projects, and interactive quizzes to develop listening, speaking, reading, writing, and grammar lexis analysis skills.

**Unit 15: Imagine**  
Learners can write about their 5-year plan or dream plan and talk about it in length.

- use first conditional tense to write and talk about a likely action they have in their 5-year plan
- "If I find a job in Seoul, then I will buy a town house there."
- use second conditional tense to write and talk about a possible but unlikely dream they have
- "If I had one million dollars, I would travel around the world."

**Unit 14: Money, Money, Money**  
Learners can talk about money or discuss money habits; 2) create budget and rationalize their budget for a vacation; 3) discuss a past budgeting experience

- use past perfect tense and time words to discuss and explain money habits
- "I had already saved emergency fund in case there was an emergency."
- use past perfect tense and time words to discuss a past budget created and the reasoning there
- "For my Paris vacation, I had budgeted \$1200 for the flight and hotel and \$300 for expenses."

**Unit 13: Choosing the Right Person**  
Learners can 1) fill out a work application; 2) effectively converse, ask, and answer questions in an interview; and 3) write a simple cover letter.

- use perfect present continuous/simple to ask point in time or period of time questions (how long) about a person's history
- "How long have you been working in a library?"
- use perfect present continuous/simple tense to answer point in time and period of time (for, since) questions about personal history
- "I have been working at libraries for about three years."
- use perfect present continuous/simple tense to write a cover letter
- "I have been a tutor for two years."

**Unit 12: Got to Have it:**  
Learners can 1) justify their reasoning behind why they would choose to have certain things if they were stranded on a desert island and 2) identify and articulate why they buy the things they buy.

- use past simple passive to talk about past brands and inventions
- "The first DVD player was created in 1997."
- use present simple passive to talk about current technology, brands that people use
- "We have DVD players in the house but they are not used."
- use vocabulary to explain or defend why certain items are important for survival
- "A razor is a survival item because it can be used to cut or extract things."

**Unit 9: Old and New:**  
Learners can 1) discuss moral dilemmas at length; 2) plan and prepare a pre-travel check list for moving, short visits, or vacation; and 3) analyze the differences between old and new technology and expand discussions about culture.

- create conditional sentences using modal verbs to discuss moral dilemmas
- "If someone gave me a gift that I didn't like, I would definitely accept it and give it away later."
- use vocabulary to better describe individual ideas
- "My dad has a lot of cassette tapes and CDs but he doesn't use them anymore."
- use present tense after time words talk about and make future travel plans
- "I'll cook dinner tonight if I make it home before 6:30 PM."

**Unit 10: Take Care**  
Learners can 1) discuss health concerns and conclude ailments based on symptoms; and 2) recount past events or behaviors.

- use past continuous tense to recount past events or actions
- "I was helping my parents move all day Saturday."
- use "used to" to discuss past actions or behaviors that have changed or no longer true
- "I used to drink wheat grass but I can't anymore."
- use vocabulary to better describe or explain various events
- "I used to drink wheat grass everyday but I can't anymore because of my allergies."

**Unit 11: The Best Things in Life:**  
Learners 1) can organize and write party invitations; 2) make calls inviting people to party with all important details; and 3) discuss games, toys, and music that they like.

- use gerunds after verbs to describe things of interest or disinterest
- "I love sewing!"
- use infinitives after verbs to describe interest or disinterest
- "I don't like to play video games."
- use gerunds and infinitive to discuss at length party plans
- "For my party, I would like to play some board games."