

Scope and Sequence

Unit	Academic Pathways	Vocabulary	Listening Skills
1 Living for Work <i>Page 1</i> Academic Track: Interdisciplinary	Lesson A: Listening to an Interview Doing an Interview Lesson B: Listening to an Informal Conversation Giving a Short Presentation about Yourself	Using a dictionary to understand new words Using new vocabulary in a conversation Understanding meaning from context	Listening for main ideas Listening for details Making inferences Pronunciation: Syllable stress
2 Good Times, Good Feelings <i>Page 21</i> Academic Track: Psychology/ Sociology	Lesson A: Listening to a Lecture Discussing Celebrations and Holidays Lesson B: Listening to a Talk with Questions and Answers Giving a Presentation for a Small Group	Understanding meaning from context Using new vocabulary in a conversation Using new vocabulary to complete a text	Understanding the speaker's purpose Listening for main ideas Listening for details Checking predictions Pronunciation: The intonation of <i>yes/no</i> questions The intonation of <i>wh-</i> questions
3 Treasures from the Past <i>Page 41</i> Academic Track: History/ Archaeology	Lesson A: Listening to a Talk about an Ancient City Talking About the Past Lesson B: Listening to a Conversation Using Notes in a Presentation	Understanding meaning from context Using new vocabulary to discuss the unit theme Using new vocabulary to complete a text	Listening for main ideas Taking notes on specific information Making inferences Pronunciation: The simple past tense <i>-ed</i> word endings
4 Weather and Climate <i>Page 61</i> Academic Track: Natural Science/ Environmental Science	Lesson A: Listening to a Radio Show Planning an Itinerary Lesson B: Listening to a Conversation among Friends Discussing Ways to Reduce Greenhouse Gases	Using a dictionary to understand new vocabulary Understanding meaning from context Using new vocabulary to discuss the unit theme Using new vocabulary to complete a text	Listening for main ideas Listening for details Activating prior knowledge Taking notes to complete a T-chart Pronunciation: Reduced <i>of</i>
5 Focus on Food <i>Page 81</i> Academic Track: Interdisciplinary	Lesson A: Listening to a Talk by an Anthropology Professor Conducting a Survey Lesson B: Listening to a Conversation between Students Creating a Description with Interesting Details	Understanding meaning from context Using new vocabulary to complete a text Using new vocabulary to give opinions	Listening for main ideas Listening for details Activating prior knowledge Pronunciation: <i>Can</i> and <i>can't</i>

Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>The simple present tense vs. the present continuous</p> <p>Adverbs of frequency</p>	<p>Communicating that you don't understand</p> <p>Doing a career-aptitude interview</p> <p>Using adverbs of frequency to discuss a work schedule</p> <p>Student to Student: Giving feedback while listening</p> <p>Presentation Skills: Introducing yourself</p>	<p>Video: <i>Butler School</i></p> <p>Activating prior knowledge</p> <p>Viewing for general understanding</p> <p>Relating the video to career choices</p>	<p>Making inferences</p> <p>Evaluating career options</p> <p>Explaining a job's impact on the world</p> <p>Reflecting on the content of an interview</p> <p>Using a chart to organize notes for a presentation</p> <p>Critical Thinking Focus: Identifying main ideas</p>
<p>The simple present tense: <i>Yes/No</i> questions</p> <p>The simple present tense: <i>Wh-</i> questions</p> <p>Recognizing past tense signal words</p>	<p>Asking questions to show interest</p> <p>Making small talk</p> <p>Student to Student: Asking for repetition</p> <p>Presentation Skills: Speaking to a group</p>	<p>Video: <i>Nubian Wedding</i></p> <p>Using a map to learn background information</p> <p>Viewing for specific information</p> <p>Discussing the video in the context of one's own experience</p>	<p>Identifying what makes us laugh</p> <p>Judging the appropriateness of laughter</p> <p>Considering benefits and drawbacks</p> <p>Ranking the importance of benefits</p> <p>Generating questions about a presentation</p> <p>Critical Thinking Focus: Understanding the speaker's purpose</p>
<p>The simple past tense</p> <p><i>Yes/No</i> questions in the simple past tense</p> <p><i>Wh-</i> questions in the simple past tense</p>	<p>Expressing agreement informally</p> <p>Asking questions about past events</p> <p>Student to Student: Making informal suggestions</p> <p>Presentation Skills: Speaking from notes</p>	<p>Video: <i>Treasures in Old San Juan</i></p> <p>Viewing to confirm predictions</p> <p>Note-taking while viewing</p> <p>Understanding sound bites from the video</p>	<p>Recognizing the value of the past</p> <p>Understanding information on a timeline</p> <p>Recalling information about a classmate</p> <p>Ranking ways to improve one's memory</p> <p>Evaluating one's own methods for remembering information</p> <p>Critical Thinking Focus: Recalling facts</p>
<p>Count and noncount nouns</p> <p><i>A/n, any, and some</i></p>	<p>Expressing likes and dislikes</p> <p>Expressing quantity with noncount nouns</p> <p>Comparing quantities or amounts</p> <p>Student to Student: Showing thanks and appreciation</p> <p>Presentation Skills: Making eye contact</p>	<p>Video: <i>Tornado Chase</i></p> <p>Using a dictionary</p> <p>Viewing for specific information</p> <p>Discussing the video in the context of the unit theme</p>	<p>Reflecting on ideas about the weather</p> <p>Using prior knowledge in a group discussion</p> <p>Choosing appropriate activities for different types of weather</p> <p>Categorizing information from a map</p> <p>Discussing climate change</p> <p>Critical Thinking Focus: Making a list</p>
<p><i>Can</i> and <i>can't</i></p> <p>Descriptive adjectives</p>	<p>Expressing opinions</p> <p>Conducting a survey about eating habits</p> <p>Describing a favorite food</p> <p>Student to Student: Showing agreement</p> <p>Presentation Skills: Giving interesting details</p>	<p>Video: <i>Forbidden Fruit</i></p> <p>Viewing for general understanding</p> <p>Understanding vocabulary from the video</p> <p>Expressing opinions</p>	<p>Discussing food and culture</p> <p>Selecting interesting information from survey results</p> <p>Categorizing new vocabulary</p> <p>Ranking important aspects of a restaurant or cafeteria</p> <p>Assessing a conversation</p> <p>Critical Thinking Focus: Distinguishing between main ideas and details</p>

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<p>6 Housing Page 101 Academic Track: Interdisciplinary</p>	<p>Lesson A: Listening to a PowerPoint Presentation Expressing Relationships between Ideas</p> <p>Lesson B: Listening to a Conversation Role-playing a Meeting with Real Estate Agents</p>	<p>Using a dictionary to understand new vocabulary</p> <p>Using new vocabulary to complete a text</p> <p>Discussing unit content using new vocabulary</p> <p>Using new vocabulary to complete an interview</p>	<p>Using context clues</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p>Using visuals to activate prior knowledge</p> <p>Pronunciation: Contractions with <i>be</i></p>
<p>7 Exploring Space Page 121 Academic Track: Interdisciplinary</p>	<p>Lesson A: Listening to a Presentation by a Medical Doctor Talking about the Future</p> <p>Lesson B: Listening to a Talk by a Tour Guide Planning a Trip to an Astronomical Site</p>	<p>Using a dictionary to understand new vocabulary</p> <p>Asking and answering questions using new vocabulary</p> <p>Understanding meaning from context</p>	<p>Checking predictions</p> <p>Listening for main ideas</p> <p>Making inferences</p> <p>Listening for time expressions</p> <p>Pronunciation: Contractions with <i>will</i></p>
<p>8 Art and Music Page 141 Academic Track: Art/Music</p>	<p>Lesson A: Listening to a PowerPoint Presentation Discussing Ideas about Photographs</p> <p>Lesson B: Listening to a Radio Program Giving a Group Presentation</p>	<p>Using a dictionary to understand new vocabulary</p> <p>Discussing unit content using new vocabulary</p> <p>Using new vocabulary to complete a text</p> <p>Using new vocabulary to complete conversations</p>	<p>Note-taking while listening</p> <p>Listening for the speaker's main purpose</p> <p>Listening for specific details</p> <p>Pronunciation: Linking final consonants to vowel sounds</p>
<p>9 Our Relationship with Nature Page 161 Academic Track: Natural Science/ Anthropology</p>	<p>Lesson A: Listening to a Lecture Comparing Three Natural Attractions</p> <p>Lesson B: Listening to a Conversation Giving an Individual Presentation</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to complete a text</p> <p>Discussing unit content using new vocabulary</p> <p>Using new vocabulary to give opinions</p>	<p>Listening for main ideas</p> <p>Identifying opinions</p> <p>Listening for details</p> <p>Pronunciation: Using stress for emphasis</p>
<p>10 How We Communicate Page 181 Academic Track: Interdisciplinary</p> <p>Independent Student Handbook Page 201</p>	<p>Lesson A: Listening to a News Report Talking about the Recent Past</p> <p>Lesson B: Listening to a Telephone Conversation Giving a Presentation and Asking Questions</p>	<p>Understanding meaning from context</p> <p>Using a dictionary to find related word forms</p> <p>Using new vocabulary to complete sentences</p>	<p>Listening for main ideas</p> <p>Making inferences</p> <p>Note-Taking</p> <p>Pronunciation: Thought groups</p>

Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>Coordinating conjunctions</p> <p>Time relationships in the simple present tense</p>	<p>Talking about architecture</p> <p>Agreeing and disagreeing</p> <p>Expressing preferences</p> <p>Student to Student: Expressing disagreement to a friend</p> <p>Presentation Skills: Role-playing</p>	<p>Video: <i>Don't Believe Your Eyes!</i></p> <p>Predicting content</p> <p>Checking predictions</p> <p>Viewing for specific information</p>	<p>Drawing conclusions following a talk</p> <p>Choosing the best option</p> <p>Responding to a quotation</p> <p>Explaining a process</p> <p>Describing a government plan in one's own words</p> <p>Critical Thinking Focus: Evaluating options</p>
<p>Future time: <i>will</i> and <i>be going to</i></p> <p>Future time: The present continuous and the simple present forms</p>	<p>Making predictions</p> <p>Discussing pros and cons</p> <p>Student to Student: Asking for another person's opinion</p> <p>Presentation Skills: Using signal words</p>	<p>Video: <i>Exploration of the Solar System</i></p> <p>Listing advantages and disadvantages</p> <p>Viewing for specific information</p> <p>Speculating on topics related to video content</p>	<p>Making inferences from information in an interview</p> <p>Comparing and evaluating schedules</p> <p>Explaining future plans</p> <p>Discussing a tour of an observatory</p> <p>Choosing a destination for a trip</p> <p>Critical Thinking Focus: Discussing pros and cons</p>
<p>Modals of possibility and probability</p> <p>Modals of necessity</p>	<p>Speculating about a situation</p> <p>Giving possible explanations</p> <p>Discussing ideas about photographs</p> <p>Student to Student: Responding to invitations</p> <p>Presentation Skills: Speaking at an appropriate speed</p>	<p>Video: <i>Urban Art</i></p> <p>Discussing the video topic</p> <p>Understanding key vocabulary</p> <p>Using a chart to make comparisons</p> <p>Agreeing and disagreeing with statements</p>	<p>Identifying visuals</p> <p>Speculating on topics related to unit content</p> <p>Making comparisons</p> <p>Explaining ideas and opinions</p> <p>Generating a list of necessities</p> <p>Critical Thinking Focus: Supporting an argument</p>
<p>The comparative and superlative forms of adjectives</p> <p>Spelling changes and the irregular forms of the comparative and superlative</p> <p>Comparisons with <i>as...as</i></p>	<p>Making comparisons</p> <p>Giving reasons</p> <p>Student to Student: Ending a conversation</p> <p>Presentation Skills: Ending a presentation</p>	<p>Video: <i>Horses</i></p> <p>Activating prior knowledge</p> <p>Using a time line to preview video content</p> <p>Viewing for general understanding</p> <p>Viewing for specific information</p>	<p>Reflecting on one's own culture</p> <p>Drawing conclusions following a talk</p> <p>Evaluating two studies</p> <p>Forming judgments</p> <p>Using a graphic organizer to plan a presentation</p> <p>Critical Thinking Focus: Making comparisons</p>
<p>The present perfect tense</p> <p>The present perfect tense with <i>ever</i>, <i>already</i>, and <i>yet</i></p>	<p>Talking about duration</p> <p>Discussing conclusions</p> <p>Student to Student: Having a telephone conversation</p> <p>Presentation Skills: Inviting and answering questions from the audience</p>	<p>Video: <i>Touching the Stars</i></p> <p>Using unit grammar with video content</p> <p>Viewing for general understanding</p> <p>Viewing for specific information</p>	<p>Identifying visuals</p> <p>Making inferences</p> <p>Ranking means of communication</p> <p>Reflecting on one's own use of technology for communication</p> <p>Organizing a group presentation</p> <p>Critical Thinking Focus: Drawing conclusions</p>