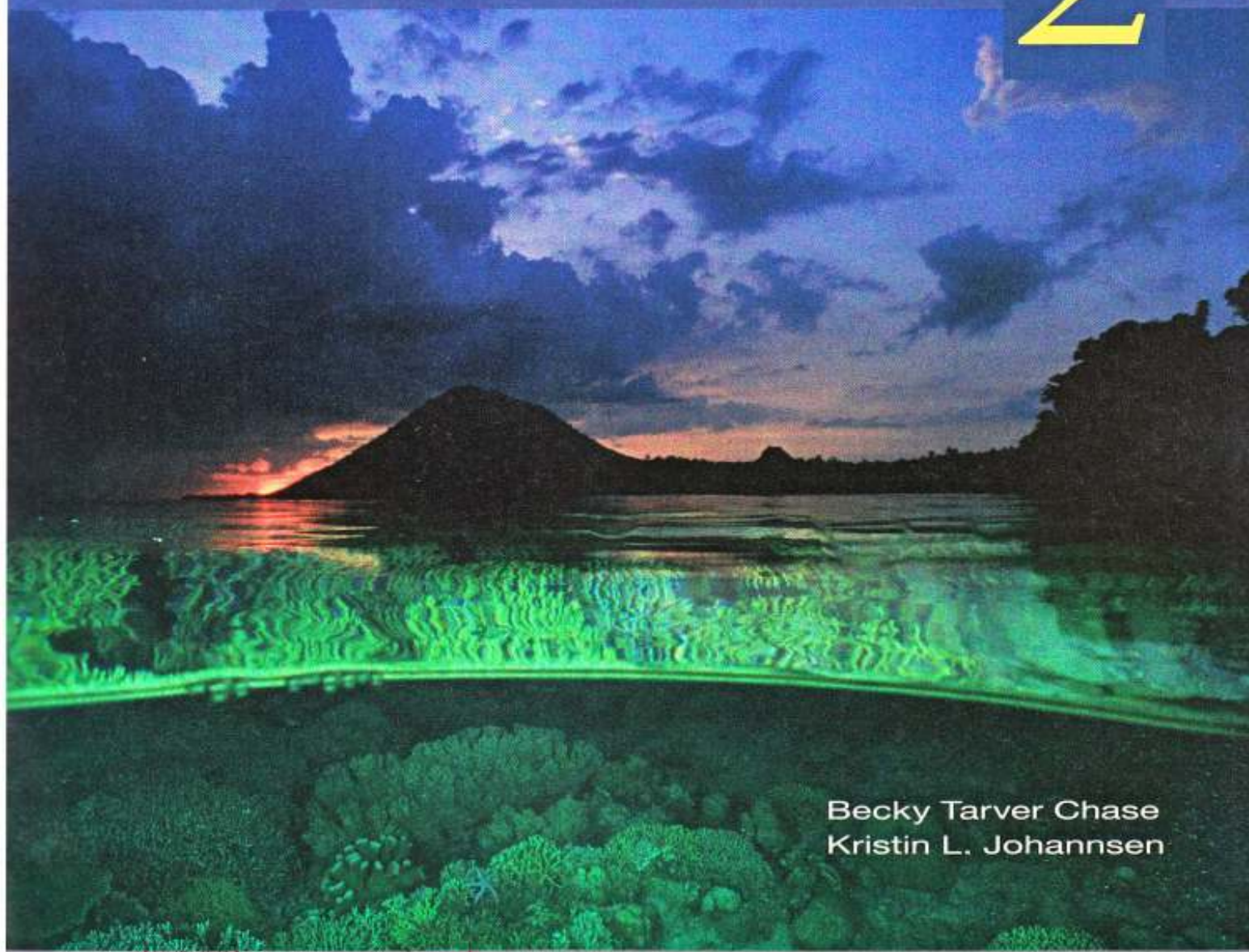


# PATHWAYS

Listening, Speaking,  
and Critical Thinking

2



Becky Tarver Chase  
Kristin L. Johannsen



Australia • Brazil • Japan • Korea • Singapore • Spain • United Kingdom • United States

# Scope and Sequence

Unit	Academic Pathways	Vocabulary	Listening Skills
<p><b>1</b> <b>Staying Healthy in the Modern World</b></p> <p><i>Page 1</i></p> <p>Academic Track: Health Science</p>	<p><b>Lesson A:</b> Listening to a Talk about Preventing Heart Disease Giving a Presentation on Health and Exercise Habits</p> <p><b>Lesson B:</b> Listening to an Informal Conversation Keeping a Conversation Going</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary in an everyday context</p>	<p>Listening for main ideas Listening for details</p> <p><b>Pronunciation:</b> Word endings: -s and -es</p>
<p><b>2</b> <b>Energy and Our Planet</b></p> <p><i>Page 21</i></p> <p>Academic Track: Interdisciplinary</p>	<p><b>Lesson A:</b> Listening to a PowerPoint Lecture Discussing Personal Energy Use</p> <p><b>Lesson B:</b> Listening to an Informal Conversation Planning a Group Presentation</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to complete a text</p>	<p>Listening for specific information Interpreting speakers' tone and attitude Listen for main ideas Listen for speakers' conclusions</p> <p><b>Pronunciation:</b> Stressing key words Using intonation to show feelings</p>
<p><b>3</b> <b>Culture and Tradition</b></p> <p><i>Page 41</i></p> <p>Academic Track: Anthropology/ Sociology</p>	<p><b>Lesson A:</b> Listening to a Lecture Giving Information</p> <p><b>Lesson B:</b> Listening to an Assignment and a Student Presentation Planning a Presentation</p>	<p>Understanding meaning from context</p> <p>Using new vocabulary to complete a text</p>	<p>Listening to confirm predictions Listening for details Making inferences Taking notes to remember information</p> <p><b>Pronunciation:</b> Reduced function words</p>
<p><b>4</b> <b>A Thirsty World</b></p> <p><i>Page 61</i></p> <p>Academic Track: Interdisciplinary</p>	<p><b>Lesson A:</b> Listening to a Guest Speaker Presenting an Idea</p> <p><b>Lesson B:</b> Listening to a Group Discussion Role-Playing a Meeting</p>	<p>Understanding meaning from context</p> <p>Using a dictionary to understand new words</p> <p>Discussing unit content using new vocabulary</p>	<p>Listen for the main idea Listen for details Taking notes on important facts</p> <p><b>Pronunciation:</b> Syllable stress Suffixes and syllable stress</p>
<p><b>5</b> <b>Inside the Brain</b></p> <p><i>Page 81</i></p> <p>Academic Track: Health Science</p>	<p><b>Lesson A:</b> Listening to a Documentary Discussing Problems and Solutions</p> <p><b>Lesson B:</b> Listening to a Conversation between Students Planning a Group Presentation</p>	<p>Understanding meaning from context</p> <p>Using a dictionary to understand new words</p>	<p>Predicting content Listening for main ideas Listening for details</p> <p><b>Pronunciation:</b> Linking sounds</p>



Grammar	Speaking Skills	Viewing	Critical Thinking Skills
Adverbs of frequency Tag questions	Using expressions of frequency Making small talk. <b>Student to Student:</b> Asking about personal knowledge and experience <b>Presentation Skills:</b> Using your notes	<b>Video:</b> <i>Bee Therapy</i> Using prior knowledge Viewing for general understanding Viewing for specific information	Inferring word meaning from context Discussing healthy habits Identifying the parts of a presentation Predicting content Organizing ideas for a presentation <b>Critical Thinking Focus:</b> Supporting a statement
The simple present and the present continuous  Modals of advice: <i>should/shouldn't, ought to, had better</i>	Giving examples Giving advice and making suggestions <b>Student to Student:</b> Taking turns <b>Presentation Skills:</b> Organizing ideas for a group presentation	<b>Video:</b> <i>Alternative Energy</i> Predicting content Viewing for general understanding Viewing for specific information Relating video to personal experiences and opinions	Using a graphic organizer Inferring information not stated in a conversation Drawing conclusions based on a conversation Proposing solutions for efficient energy consumption Analyzing and ranking ideas and providing reasons <b>Critical Thinking Focus:</b> Interpreting pie charts
The past continuous tense  Adjectives ending in <i>-ed</i> and <i>-ing</i>	Asking for and giving clarification Interrupting politely <b>Student to Student:</b> Talking about assignments <b>Presentation Skills:</b> Posture	<b>Video:</b> <i>The Gauchos of Argentina</i> Using prior knowledge Viewing for specific information Discussing the video in the context of previous knowledge	Explaining ideas about culture Creating sentences using new vocabulary Discussing prior knowledge of a topic Inferring information from a listening Classifying new expressions <b>Critical Thinking Focus:</b> Inferring meaning from context
The passive voice  Superlative adjectives	Talking about priorities Expressing opinions <b>Student to Student:</b> Showing surprise <b>Presentation Skills:</b> Speaking at the right volume	<b>Video:</b> <i>More Water for India</i> Predicting content Viewing for general understanding Viewing for specific information	Creating questions using the passive voice Understanding visuals Explaining how a PlayPump works Choosing a presentation topic with a group Discussing advantages and disadvantages <b>Critical Thinking Focus:</b> Predicting content
Infinitives after verbs	Making suggestions Making suggestions during group work <b>Student to Student:</b> Presenting your ideas in a small group <b>Presentation Skills:</b> Pausing to check for understanding	<b>Video:</b> <i>Memory Man</i> Viewing for specific information Giving an informed opinion based on the video	Relating personal experience to unit content Using verbs that relate to mental activities Analyzing problems and proposing solutions Interpreting a flow chart Recalling key information from a listening passage <b>Critical Thinking Focus:</b> Using context clues

# Scope and Sequence

Unit	Academic Pathways	Vocabulary	Listening Skills
<b>6</b> <b>What We Eat</b> <i>Page 101</i> <b>Academic Track:</b> Health and Nutrition	<b>Lesson A:</b> Listening to a Seminar Participating in a Mini-Debate <b>Lesson B:</b> Listening to a Group Discussion Using Visuals to Support a Presentation	Understanding meaning from context  Using new vocabulary to complete a diet quiz and label graphics	Listening for the main idea  Listening for details  Listening for intonation <b>Pronunciation:</b> Intonation of finished and unfinished sentences
<b>7</b> <b>Our Active Earth</b> <i>Page 121</i> <b>Academic Track:</b> Earth Science	<b>Lesson A:</b> Listening to an Earth Science Lecture Giving a News Report <b>Lesson B:</b> Listening to a Group Discussion Giving a Group Presentation	Understanding meaning from context  Using new vocabulary to interpret a diagram, form questions, and summarize an article	Listening for main ideas  Note-taking  Listening for details <b>Pronunciation:</b> Syllable stress review and syllable number
<b>8</b> <b>Ancient Peoples and Places</b> <i>Page 141</i> <b>Academic Track:</b> Anthropology and Sociology/ Archaeology	<b>Lesson A:</b> Listening to a Guided Tour Presenting an Ancient Artifact <b>Lesson B:</b> Listening to a Conversation between Students Giving a Summary	Understanding meaning from context  Using new vocabulary to discuss unit content	Listening for main ideas  Listening for details  Making inferences <b>Pronunciation:</b> Question intonation
<b>9</b> <b>Species Survival</b> <i>Page 161</i> <b>Academic Track:</b> Life Science	<b>Lesson A:</b> Listening to a Biologist's Talk about Birds Discussing Endangered Species <b>Lesson B:</b> Listening to a Conversation about a Science Experiment Planning and Presenting a Research Proposal	Understanding meaning from context  Using new vocabulary to paraphrase statements	Taking brief notes  Using graphic organizers for note-taking  Listening for specific expressions <b>Pronunciation:</b> Full and reduced vowel sounds and secondary stress
<b>10</b> <b>Entrepreneurs and New Businesses</b> <i>Page 181</i> <b>Academic Track:</b> Business and Economics  <b>Independent Student Handbook</b> <i>Page 201</i>	<b>Lesson A:</b> Listening to a PowerPoint® Lecture Discussing New Business Ideas <b>Lesson B:</b> Listening to a Case Study and a Conversation Creating a Commercial	Understanding meaning from context  Using new vocabulary to discuss unit content	Listening for main ideas  Listening for details  Note-taking <b>Pronunciation:</b> Thought groups



Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>The real conditional with the present</p> <p>The real conditional with the future</p>	<p>Interrupting and returning to topic</p> <p>Managing a discussion</p> <p><b>Student to Student:</b> Expressing thanks and appreciation</p> <p><b>Presentation Skills:</b> Talking about visuals</p>	<p><b>Video:</b> <i>The Food and Culture of Oaxaca</i></p> <p>Viewing to confirm predictions</p> <p>Viewing for specific information</p> <p>Note-taking while viewing</p>	<p>Identifying visuals</p> <p>Interpreting nutritional guidelines</p> <p>Discussing results using grammar from the unit</p> <p>Categorizing new expressions using a T-chart</p> <p>Developing an argument for a mini-debate</p> <p><b>Critical Thinking Focus:</b> Supporting reasons with examples</p>
<p>Imperatives</p> <p>Gerunds as subjects and objects</p>	<p>Using transitions</p> <p>Refusing politely</p> <p><b>Student to Student:</b> Polite refusals</p> <p><b>Presentation Skills:</b> Speaking slowly</p>	<p><b>Video:</b> <i>Volcano Trek</i></p> <p>Viewing for specific information</p> <p>Making inferences</p> <p>Relating a video to personal opinion</p>	<p>Interpreting a map</p> <p>Understanding diagrams</p> <p>Identifying imperatives</p> <p>Developing instructions for an emergency or important event</p> <p>Using a chart to organize notes for a presentation</p> <p><b>Critical Thinking Focus:</b> Predicting exam questions</p>
<p>The passive voice with the past</p> <p>Phrasal verbs</p>	<p>Using the passive voice to talk about famous sites</p> <p>Discussing problems</p> <p><b>Student to Student:</b> Voicing a small problem</p> <p><b>Presentation Skills:</b> Oral summaries</p>	<p><b>Video:</b> <i>The Lost City of Machu Picchu</i></p> <p>Viewing for specific information</p> <p>Viewing for general understanding</p> <p>Making inferences</p>	<p>Interpreting information from a map</p> <p>Discussing prior knowledge of a topic</p> <p>Analyzing and discussing information</p> <p>Categorizing new vocabulary</p> <p>Inferring points of view and rationalizing them</p> <p><b>Critical Thinking Focus:</b> Making Inferences</p>
<p>The simple present with facts</p> <p>Phrasal verbs: review</p>	<p>Explaining causes and effects</p> <p>Congratulating</p> <p><b>Student to Student:</b> Congratulating</p> <p><b>Presentation Skills:</b> Choosing information to support your topic</p>	<p><b>Video:</b> <i>A Disappearing World</i></p> <p>Using prior knowledge</p> <p>Viewing for specific information</p> <p>Evaluating content from the video</p>	<p>Comparing notes with a partner</p> <p>Explaining a process</p> <p>Using a graphic organizer to list pros and cons</p> <p>Relating prior knowledge and personal experience to a listening passage</p> <p>Developing a research proposal</p> <p><b>Critical Thinking Focus:</b> Using a graphic organizer to take notes</p>
<p>The infinitive of purpose</p> <p>The present perfect tense</p>	<p>Speculating about the future</p> <p>Using the present perfect to start conversations</p> <p><b>Student to Student:</b> Giving compliments</p> <p><b>Presentation Skill:</b> Showing enthusiasm for your topic</p>	<p><b>Video:</b> <i>Making a Deal in Fes</i></p> <p>Relating the video to personal experience</p> <p>Viewing for specific information</p> <p>Viewing for general understanding</p>	<p>Discussing statistics</p> <p>Evaluating business ideas</p> <p>Identifying reasons</p> <p>Applying new grammar and vocabulary to discussions and informal conversations</p> <p>Synthesizing content from the unit</p> <p><b>Critical Thinking Focus:</b> Using questions to evaluate information</p>