



PATHWAYS

Listening, Speaking,
and Critical Thinking

1

Becky Tarver Chase

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

Pathways 1**Listening, Speaking, and Critical Thinking**

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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>

Scope and Sequence

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

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 timeline 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>

Each unit consists of two lessons which include the following sections:

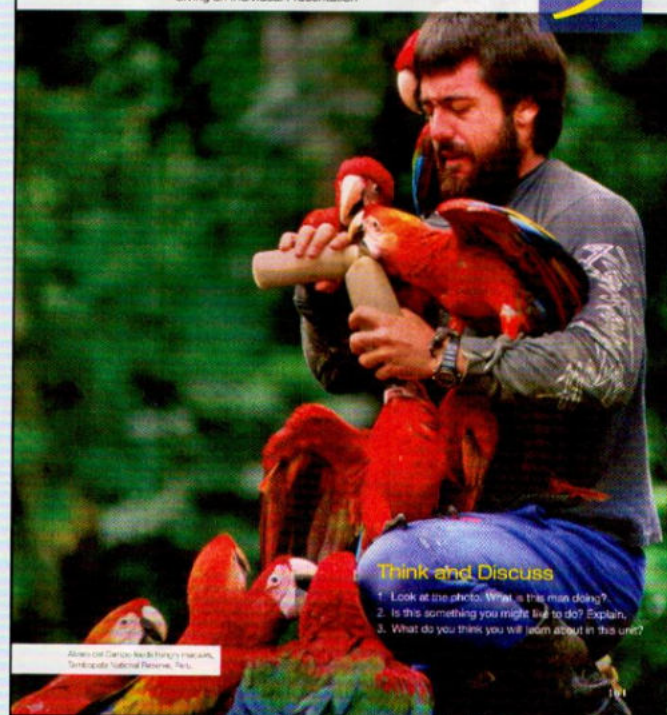
Building Vocabulary
Using Vocabulary
Developing Listening Skills
Exploring Spoken English
Speaking (called "Engage" in Lesson B)

- An **academic pathway** is clearly labeled for learners, starting with formal listening (e.g., lectures) and moving to a more informal context (e.g., a conversation between students in a study group).
- The **"Exploring the Theme"** section provides a visual introduction to the unit and encourages learners to think critically and share ideas about the unit topic.

Our Relationship with Nature

ACADEMIC PATHWAYS
Lesson A: Listening to a Lecture
Comparing Three Natural Attractions
Lesson B: Listening to a Conversation
Giving an Individual Presentation

UNIT
9



Think and Discuss

1. Look at the photo. What is this man doing?
2. Is this something you might like to do? Explain.
3. What do you think you will learn about in this unit?

Allen of Carlos Lech's macaws,
Slovakia National Reserve, Peru.

Exploring the Theme: Our Relationship with Nature

Look at the photos and read the captions. Then discuss the questions.

1. What do you see on these pages that represents the natural world?
2. Which of the photos on these pages show a good relationship between people and nature? Which photos show a bad relationship? Explain.
3. What can people do in order to have a positive effect on the natural world?

Sharing Land with Animals



When people and animals have to share the same land, it sometimes causes conflicts or problems. This polar bear is looking through a cabin window in Svalbard, Norway.

Hunting and Fishing



These Senegalese fishermen are putting in nets filled with fish. People fish and hunt animals for food. Fishing is the main reason there are fewer large fish in the oceans today than in the past.

Scientific Research



Biologists are scientists who study living things. This information biologists collect can help them make the study. This biologist is studying Macaroni penguins on Bird Island, South Georgia.

The top of the volcano Santa Maria appears through the clouds in the western highlands of Guatemala.