

# PATHWAYS

Listening, Speaking,  
and Critical Thinking

FOUNDATIONS

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

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# Scope and Sequence

	Unit	Academic Pathways	Vocabulary	Listening Skills
	<b>1</b> <b>Same and Different</b> <i>Page 1</i> Academic Track: Sociology/ Anthropology	<b>Lesson A:</b> Listening to a Lecture Conducting a Survey  <b>Lesson B:</b> Listening to a Conversation Giving a Presentation about Yourself	Understanding meaning from context Using a dictionary to understand new vocabulary Using new vocabulary to complete a conversation Using new vocabulary to describe yourself and others Using new vocabulary to ask and answer questions	Listening to check predictions Listening for main ideas Listening for details Using visuals to understand a listening passage  <b>Pronunciation:</b> Word stress
	<b>2</b> <b>Taking Risks</b> <i>Page 21</i> Academic Track: Psychology/ Sociology	<b>Lesson A:</b> Listening to a Radio Show Discussing a Plan  <b>Lesson B:</b> Listening to a Conversation Giving a Group Presentation	Understanding meaning from context Using a dictionary to understand new vocabulary Using new vocabulary to ask and answer questions	Listening to check predictions Listening for main ideas Listening for details  <b>Pronunciation:</b> The third person singular
	<b>3</b> <b>Enjoy the Ride!</b> <i>Page 41</i> Academic Track: Interdisciplinary	<b>Lesson A:</b> Listening to an Interview Choosing the Best Idea  <b>Lesson B:</b> Listening to a Conversation Giving a Group Presentation	Using a dictionary to understand new vocabulary Understanding meaning from context Using new vocabulary to complete a conversation Using new vocabulary to ask and answer questions	Listening for order Listening for main ideas Listening for details Using visuals to activate prior knowledge  <b>Pronunciation:</b> Blended sounds of <i>There is/There are</i>
	<b>4</b> <b>Unusual Destinations</b> <i>Page 61</i> Academic Track: Interdisciplinary	<b>Lesson A:</b> Listening to a Presentation Choosing the Best Vacation  <b>Lesson B:</b> Listening to a Group Conversation Giving an Individual Presentation	Using a dictionary to understand new vocabulary Understanding meaning from context Using new vocabulary to complete a conversation Using new vocabulary to ask and answer questions	Using visuals to activate prior knowledge Listening for main ideas Listening for details Listening to check predictions  <b>Pronunciation:</b> Reduction of -ing



Grammar	Speaking Skills	Viewing	Critical Thinking Skills
<p>The simple present and the simple past tense of the verb <i>be</i></p> <p><i>Wh-</i> questions with the verb <i>be</i></p>	<p>Making small talk</p> <p>Conducting a survey</p> <p>Comparing and contrasting yourself to others</p> <p>Describing yourself</p> <p><b>Student to Student:</b> Getting someone's attention</p> <p><b>Presentation Skills:</b> Making eye contact</p>	<p><b>Video:</b></p> <p><i>Coming of Age</i></p> <p>Viewing to check predictions</p> <p>Viewing for specific information</p> <p>Relating video to personal experiences and opinions</p>	<p>Reflecting on identity</p> <p>Comparing similarities and differences</p> <p>Considering possible solutions</p> <p>Using a pie chart to organize notes for a presentation</p> <p><b>Critical Thinking Focus:</b> Reflecting</p>
<p>The simple present tense</p> <p>The simple present tense with <i>Wh-</i> questions</p>	<p>Discussing activities and risks</p> <p>Discussing a plan</p> <p>Asking questions in a conversation</p> <p>Discussing survey results</p> <p>Showing interest</p> <p><b>Student to Student:</b> Making eye contact</p> <p><b>Presentation Skills:</b> Asking for questions</p>	<p><b>Video:</b></p> <p><i>Highlining Yosemite Falls</i></p> <p>Activating prior knowledge</p> <p>Viewing to check predictions</p> <p>Viewing for specific information</p>	<p>Identifying risks</p> <p>Making a plan and setting goals</p> <p>Ranking information in order of importance</p> <p>Evaluating risks people take</p> <p><b>Critical Thinking Focus:</b> Making predictions</p>
<p><i>There is, there are, there was, there were</i></p> <p><i>Like to, want to, need to</i></p>	<p>Asking questions to encourage communication</p> <p>Evaluating options</p> <p>Explaining steps in a process</p> <p>Offering encouragement</p> <p><b>Student to Student:</b> Saying thanks</p> <p><b>Presentation Skills:</b> Introducing your group</p>	<p><b>Video:</b></p> <p><i>Indian Railways</i></p> <p>Activating prior knowledge</p> <p>Viewing to check predictions</p> <p>Viewing for specific information</p>	<p>Ranking information in order of safety</p> <p>Identifying steps in a process</p> <p>Stating pros and cons</p> <p>Understanding information in a graph</p> <p>Explaining information in a graph</p> <p>Using a chart to categorize</p> <p>Making inferences</p> <p><b>Critical Thinking Focus:</b> Listening for order</p>
<p>The present continuous</p> <p>The present continuous in questions</p>	<p>Talking about what you are doing</p> <p>Asking for repetition</p> <p>Performing a role play</p> <p>Explaining preferences</p> <p><b>Student to Student:</b> Working together</p> <p><b>Presentation Skills:</b> Using graphics</p>	<p><b>Video:</b></p> <p><i>Blue Lagoon</i></p> <p>Activating prior knowledge</p> <p>Viewing to check predictions</p> <p>Viewing for specific information</p>	<p>Understanding visuals</p> <p>Reflecting on ideas about travel</p> <p>Interpreting a poem</p> <p>Using a chart to categorize information</p> <p>Making inferences</p> <p>Collaborating</p> <p>Considering pros and cons</p> <p>Completing a pie chart</p> <p><b>Critical Thinking Focus:</b> Describing</p>



# Scope and Sequence

	Unit	Academic Pathways	Vocabulary	Listening Skills
	<b>5</b> <b>Our Changing World</b> <i>Page 81</i> Academic Track: Interdisciplinary	<b>Lesson A:</b> Listening to a Lecture Discussing Traditions  <b>Lesson B:</b> Listening to a Short Documentary Presenting to a Small Group	Using a dictionary to understand new vocabulary Understanding meaning from context Using new vocabulary to complete a conversation Using new vocabulary to complete a text	Listening for main ideas Listening for details Listening to check predictions  <b>Pronunciation:</b> Using intonation to ask for something or make a request The intonation of <i>Wh-</i> questions
	<b>6</b> <b>Facing Challenges</b> <i>Page 101</i> Academic Track: Interdisciplinary	<b>Lesson A:</b> Listening to a Presentation Talking about the Past  <b>Lesson B:</b> Listening to a Conversation Presenting from Notes	Using a dictionary to understand new vocabulary Understanding meaning from context Using new vocabulary to complete a conversation Using new vocabulary to complete a text Using new vocabulary to discuss the unit theme	Listening to check predictions Listening for main ideas Listening for details  <b>Pronunciation:</b> The simple past tense <i>-ed</i> endings
	<b>7</b> <b>Lost and Found</b> <i>Page 121</i> Academic Track: History/ Anthropology/ Archaeology	<b>Lesson A:</b> Listening to a Guided Tour Talking about the Past  <b>Lesson B:</b> Listening to a Conversation Role-Playing	Using a dictionary to understand new vocabulary Understanding meaning from context Using new vocabulary to complete a conversation Using new vocabulary to complete a text	Listening for main ideas Listening for details Listening for emphasized words Listening to check predictions Note-taking while listening  <b>Pronunciation:</b> Word stress
	<b>8</b> <b>A New View</b> <i>Page 141</i> Academic Track: Science/ Technology	<b>Lesson A:</b> Listening to a Scientific Talk Conducting a Survey  <b>Lesson B:</b> Listening to a Debate between Friends Participating in a Debate	Understanding meaning from context Using new vocabulary to complete an article Using new vocabulary to discuss the unit theme	Listening for main ideas Listening for details Listening for statements of opinion Listening to check predictions  <b>Pronunciation:</b> Contractions with <i>will</i>