




Scope and Sequence

Chapter	Features	Listening
1 New Challenges p2 	Presentation: Don't Lecture Me: A New Paradigm for the University of the Future Learning Strategy: Listening to Make Predictions Language Function: Offering and Requesting Clarification	Critical listening to make predictions about what a speaker will say next Listening for tone of voice that reveals intentions Listening for expressions that offer clarification
2 Cooperation and Competition p24 	Lecture: Penguin Partners at the Pole Learning Strategy: Distinguishing Main Ideas and Supporting Details Language Function: Asking for Confirmation of Understanding	Distinguishing main ideas and details in a lecture Listening for appropriate use of intonation with confirmation of understanding expressions
3 Relationships p42 	Lecture: Mom Always Liked You Best Learning Strategy: Understanding Straw Man Arguments Language Function: Making Generalizations	Listening for straw man arguments Listening for data and details refuting straw man arguments Listening for expressions used for generalizations



Speaking	Critical Thinking	Vocabulary Building	Focus on Testing
<p>Sharing personal perspectives on academic lecture styles</p> <p>Brainstorming and sharing predictions about lecture content and real-world situations</p> <p>Using appropriate expressions to request and offer clarification in formal and informal situations</p>	<p>Analyzing past, present, and future lecturing styles</p> <p>Using a graphic organizer to categorize information</p> <p>Using a graphic organizer to tap prior knowledge and enhance understanding</p> <p>Predicting what an instructor will say next</p> <p>Comparing and contrasting class predictions</p> <p>Analyzing a lecturer's style</p>	<p>Determining meaning from context</p> <p>Categorizing to deepen understanding of concepts</p> <p>Understanding and using new vocabulary in discussions of lecturing styles</p>	<p>TOEFL® iBT</p> <p>Types of pragmatic understanding questions</p>
<p>Sharing personal observations of cooperation and competition</p> <p>Collaborating to brainstorm plans for a scientific expedition</p> <p>Comparing outlining strategies with classmates</p> <p>Sharing predictions of main ideas and details of a lecture</p> <p>Discussing how to reach consensus on a controversial topic</p> <p>Presenting your views on a controversial topic</p> <p>Asking for confirmation of understanding during a lecture or informal presentation</p> <p>Making and challenging excuses in everyday situations</p>	<p>Speculating about penguin behavior</p> <p>Using a graphic organizer to brainstorm plans for a scientific expedition</p> <p>Predicting main ideas and supporting details</p> <p>Identifying main ideas and supporting details</p> <p>Constructing a basic outline to sort out main ideas and details</p> <p>Using an outline to organize notes on a research topic</p>	<p>Matching vocabulary words to appropriate context</p> <p>Understanding and using new vocabulary words in discussions of cooperation and competition</p>	<p>TOEFL® iBT</p> <p>Pragmatic understanding of a speaker's attitudes, opinions, strategies, and goals</p>
<p>Sharing perspectives on sibling and family relationships</p> <p>Comparing and contrasting cross-cultural differences in sibling rank and relationships</p> <p>Critiquing the effectiveness of straw man arguments to change listeners' assumptions</p> <p>Sharing assumptions about life experiences</p> <p>Refuting others' assumptions</p> <p>Interviewing someone in the community to check assumptions</p> <p>Making generalizations</p> <p>Paraphrasing generalizations</p>	<p>Using a graphic organizer to compare and contrast sibling rank and relationships across cultures</p> <p>Distinguishing straw man arguments from main points</p> <p>Using an anticipatory guide to explore and test assumptions on a topic</p> <p>Predicting straw man arguments</p> <p>Critiquing the effectiveness of straw man arguments</p> <p>Constructing effective arguments to refute assumptions</p> <p>Doing research to check assumptions</p> <p>Using adverbs of time to make generalizations</p>	<p>Using definitions and contextual cues to place vocabulary words into sentences</p> <p>Writing about personal opinions and experiences to broaden understanding of new vocabulary concepts</p> <p>Understanding and using new vocabulary words in discussions about sibling and family relationships</p> <p>Paraphrasing and using synonyms to deepen understanding of vocabulary signaling generalizations</p>	<p>TOEFL® iBT</p> <p>Pragmatic understanding of a speaker's feelings and intentions</p>

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<p>4 Health and Leisure p60</p> 	<p>Study Session Conversation: What Makes Us Tick: The Cardiac Muscle</p> <p>Learning Strategy: Understanding and Using Analogies</p> <p>Language Function: Expressing Opinions</p>	<p>Listening for the "gist" or main ideas</p> <p>Listening for expressions used to make analogies</p> <p>Noting analogies in abbreviated form</p> <p>Completing statements of personal opinion from a study session conversation</p>
<p>5 High Tech, Low Tech p74</p> 	<p>Field Trip: Spaceflight—A Simulation</p> <p>Learning Strategy: Taking Notes on a Field Trip</p> <p>Language Function: Shifting Between Active and Passive Voice</p>	<p>Listening for information to complete a handout on phases of a space mission</p> <p>Listening for information to label and explain a diagram of a space exploration device</p> <p>Listening to note measurements and amounts of things on a space mission</p> <p>Listening for passive voice in conversations and during a spaceflight simulation</p>
<p>6 Money Matters p90</p> 	<p>Radio Program: The World Bank Under Fire</p> <p>Learning Strategy: Understanding and Constructing Pro and Con Arguments</p> <p>Language Function: Agreeing and Disagreeing</p>	<p>Listening for pro and con arguments about the World Bank</p> <p>Understanding expressions linking pros and cons</p> <p>Listening for appropriate uses of expressions to agree and disagree</p>



Speaking	Critical Thinking	Vocabulary Building	Focus on Testing
<p>Sharing prior knowledge about the heart and other body parts</p> <p>Comparing body parts to mechanical devices</p> <p>Discussing the effectiveness of analogies</p> <p>Brainstorming possible contexts for analogies</p> <p>Sharing analogies that have become common expressions in one's country</p> <p>Expressing personal opinions about health and fitness</p> <p>Role-playing characters involved in situations leading to debates about health issues</p>	<p>Using a graphic organizer to build background knowledge</p> <p>Understanding and using analogies</p> <p>Using a graphic organizer to chart analogies and what they mean</p> <p>Evaluating the effectiveness of an analogy</p> <p>Imagining possible contexts for analogies</p> <p>Distinguishing facts from personal opinions</p> <p>Choosing appropriate expressions to introduce opinions</p>	<p>Using definitions and contextual cues to place vocabulary words into sentences</p> <p>Understanding and using new vocabulary in discussions about the heart and health</p>	<p>TOEFL® iBT</p> <p>Pragmatic understanding of opinions</p> <p>Expressing opinions on standardized tests</p>
<p>Sharing prior knowledge about space exploration and high-tech versus low-tech solutions</p> <p>Debating the pros and cons of the privatization of space travel</p> <p>Sharing Internet research on space exploration</p> <p>Collaborating to match labels to sequenced pictures of a space mission</p> <p>Saying numbers</p> <p>Describing the phases of a space mission and the use of the RMA</p> <p>Reporting a news event using passive voice</p>	<p>Analyzing the pros and cons of the privatization of space travel</p> <p>Utilizing specific strategies to get the most out of field trips</p> <p>Researching to build background knowledge</p> <p>Matching labels to sequenced pictures</p> <p>Identifying the parts and functions on a diagram</p> <p>Selecting relevant notes to give a summary</p> <p>Distinguishing uses of the active and passive voice</p>	<p>Using definitions and contextual cues to place vocabulary words into sentences</p> <p>Understanding and using new vocabulary in discussions about space exploration</p>	<p>TOEFL® iBT</p> <p>Note-taking during listening passages</p>
<p>Sharing opinions about the importance of money</p> <p>Exploring relative values of modern conveniences versus preserving natural resources</p> <p>Sharing prior knowledge about and personal experiences with banks</p> <p>Brainstorming challenging questions about the World Bank</p> <p>Brainstorming ways to invest money</p> <p>Presenting ideas on ways to invest money</p> <p>Agreeing and disagreeing with things about the World Bank</p> <p>Supporting or challenging items in the news</p> <p>Simulation game: Planning for the prosperity of a nation</p>	<p>Evaluating the worth of a project</p> <p>Using a sunray graphic organizer to tap prior knowledge</p> <p>Identifying the pros and cons of banks</p> <p>Matching pro and con arguments</p> <p>Formulating challenging questions</p> <p>Evaluating whether answers are adequate or not</p> <p>Brainstorming, organizing, and presenting ideas to a group on the best ways to invest money</p> <p>Determining how to agree/disagree confidently, yet politely</p> <p>Supporting or challenging items in the news</p> <p>Speculating about how to make a country more prosperous</p>	<p>Using definitions and contextual clues to complete a crossword puzzle</p> <p>Understanding and using new vocabulary in discussions about money matters</p>	<p>TOEFL® iBT</p> <p>Making inferences when listening to informal conversations and listening passages</p>

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<p>7 Remarkable Individuals p108</p> 	<p>Celebrity Profile: Lance Armstrong, Uphill Racer</p> <p>Learning Strategy: Listening for Chronological Order</p> <p>Language Function: Expressing Likes and Dislikes, Pleasure and Displeasure</p>	<p>Listening for time and sequence words as clues to chronological order</p> <p>Listening to sort events in a person's life into general chronological time periods and to complete a timeline</p> <p>Listening for expressions of likes and dislikes, pleasure and displeasure</p> <p>Listening for consequences of choice of expressions of likes and dislikes, pleasure and displeasure, and tone of voice</p>
<p>8 Creativity p124</p> 	<p>Lecture: Drive and Creativity in the Workplace: The Mismatch Between What Science Knows and What Business Does</p> <p>Learning Strategy: Listening for Signal Words</p> <p>Language Function: Divulging Information</p>	<p>Listening for signal words to guide note-taking</p> <p>Listening for the main points in a lecture about drive and creativity</p> <p>Listening for tone of voice and body language signals</p> <p>Listening for ways of divulging information</p> <p>Listening for divulged information</p>



Speaking	Critical Thinking	Vocabulary Building	Focus on Testing
<p>Sharing opinions about types of remarkable feats</p> <p>Sharing stories about remarkable feats</p> <p>Collaborating to complete a Venn diagram of remarkable feats</p> <p>Collaborating to put story parts into chronological order</p> <p>Collaborating to complete a timeline of life events</p> <p>Telling a story in chronological order</p> <p>Reaching consensus on ways to express likes and dislikes, pleasure and displeasure in real world situations</p> <p>Discussing likes and dislikes, pleasure and displeasure regarding goals and interests</p>	<p>Comparing/contrasting and ranking remarkable feats</p> <p>Using a Venn diagram to show things groups have in common</p> <p>Using time and sequence words as clues to chronological order</p> <p>Tuning in to the logic of chronological order</p> <p>Putting story parts into chronological order</p> <p>Using a graphic organizer to sort events into general chronological time periods</p> <p>Using a timeline to sort events into narrow chronological time periods</p> <p>Choosing appropriate ways to express likes and dislikes, pleasure and displeasure</p>	<p>Pooling knowledge with classmates to match words to definitions</p> <p>Using new vocabulary to answer contextualized questions</p>	<p>TOEFL® iBT</p> <p>Expressing preferences on standardized tests</p>
<p>Sharing ideas about what motivates you at work, school, and play</p> <p>Discussing different ways to become more creative</p> <p>Sharing puzzle and problem solutions that use your creativity</p> <p>Creatively using tone of voice and body language signals to communicate</p> <p>Completing and role-playing conversations containing divulged information</p>	<p>Comparing kinds of creativity</p> <p>Identifying when and where you have been the most creative</p> <p>Solving a brainteaser puzzle</p> <p>Identifying the main points in a lecture on drive and creativity</p> <p>Identifying tone of voice and body language signals</p> <p>Identifying whether "divulged" information is critical</p> <p>Distinguishing and using appropriate ways to divulge information</p>	<p>Using definitions and contextual cues to place vocabulary words into sentences</p> <p>Using new vocabulary in discussions about creativity</p>	<p>TOEFL® iBT</p> <p>Listening for signal words and other cues to take better notes during listening passages on standardized tests</p>



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<div>9</div> <div>Human Behavior p142</div> <div></div>	<p>Lecture: Group Dynamics</p> <p>Learning Strategy: Recognizing Digressions</p> <p>Language Function: Using Tag Questions to Ask for Information or Confirmation, or to Challenge</p>	<p>Listening for expressions introducing digressions and returns to the main topic</p> <p>Listening for and understanding the reasons for digressions</p> <p>Listening for specific information in a lecture</p> <p>Listening for tone conveying intention in tag questions</p> <p>Listening for genuine, rhetorical, and challenging tag questions in conversations and in a lecture</p>
<div>10</div> <div>Crime and Punishment p164</div> <div></div>	<p>Lecture: Human Choice—Predetermination or Free Will?</p> <p>Learning Strategy: Paraphrasing</p> <p>Language Function: Wishes, Hopes, and Desires</p>	<p>Listening to paraphrase parts of a lecture</p> <p>Listening for expressions of wishes, hopes, and desires in conversations and lectures</p> <p>Listening to paraphrase wishes, hopes, and desires</p>



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<p>Speculating about behavior</p> <p>Discussing the benefits of volunteerism</p> <p>Sharing preferences regarding time spent alone and time spent with others</p> <p>Sharing prior knowledge about social behaviors</p> <p>Discussing the <i>whys</i> and <i>hows</i> of digressions in informal situations</p> <p>Predicting and discussing digressions in a lecture</p> <p>Reporting to the class about digressions heard outside of class</p> <p>Discussing group dynamics</p> <p>Using tag questions to ask for information or confirmation, or to challenge</p>	<p>Speculating about human behavior</p> <p>Identifying and analyzing the reasons for digressions and returns to the main topic</p> <p>Using a graphic organizer to chart predictions about, reasons for, and expressions introducing digressions</p> <p>Analyzing groups dynamics</p> <p>Discerning subtle differences between genuine, rhetorical, and challenging tag questions</p> <p>Using a graphic organizer to chart types and elements of tag questions</p>	<p>Choosing definitions that fit words as they are used in particular contexts</p> <p>Understanding and using new vocabulary in discussions about human behavior</p>	<p>TOEFL® iBT</p> <p>Pragmatic understanding of transition phrases relating to digressions</p>
<p>Discussing if punishments fit their crimes</p> <p>Discussing whether “unfair” laws should be broken</p> <p>Discussing harsh punishments as deterrents to crime</p> <p>Sharing personal experiences with “wrongdoing”</p> <p>Sharing prior opinions about predetermination and free will</p> <p>Reading paraphrases aloud to classmates</p> <p>Paraphrasing issues/problems for group discussions</p> <p>Paraphrasing a speaker’s wishes, hopes, and desires</p> <p>Sharing hopes and wishes</p> <p>Role-playing characters expressing hopes and wishes</p>	<p>Paraphrasing what an instructor says about predetermination and free will</p> <p>Paraphrasing an instructor’s wishes, hopes, and desires</p> <p>Distinguishing the subtle difference between hopes and wishes</p> <p>Using graphic organizers such as tables and charts to organize information</p>	<p>Pooling knowledge with classmates to match words to definitions</p> <p>Understanding and using new vocabulary in discussions about predetermination and free will</p>	<p>TOEFL® iBT</p> <p>Answering idea-connection questions</p> <p>Answering multiple-choice and table format questions</p>