





Scope and Sequence

Chapter	Features	Listening
<p>1 Language and Learning p2</p> 	<p>Lecture: Why English? Henry Hitchings' Views on the Current Lingua Franca</p> <p>Learning Strategy: Listening for Main Ideas</p> <p>Language Function: Requesting the Main Point</p>	<p>Listening for main ideas in a lecture about English as the new lingua franca</p> <p>Listening for details in a lecture about English as the new lingua franca</p> <p>Listening for the main points of your classmates' English-language-learning autobiographies</p> <p>Listening to evaluate whether speakers get to the point or beat around the bush</p> <p>Listening for appropriate expressions and tone of voice for requesting the main point</p>
<p>2 Danger and Daring p20</p> 	<p>Lecture: Hooked on Thrills</p> <p>Learning Strategy: Noting Specific Details</p> <p>Language Function: Saying Yes and No</p>	<p>Listening to note specific details in one of seven outline formats</p> <p>Listening for ways of expressing yes and no and the feelings that are revealed</p>



Speaking	Critical Thinking	Vocabulary Building	Focus on Testing
<p>Expressing ideas and opinions on the role of English as a world language</p> <p>Recollecting language-learning experiences</p> <p>Comparing answers to questions about main points</p> <p>Presenting your English-language-learning autobiography</p> <p>Comparing main points in English-language-learning autobiographies</p> <p>Requesting the main point during lectures and situation role-plays</p>	<p>Speculating about why the number of world languages is decreasing</p> <p>Utilizing introduction, body, and conclusion to discern the main ideas in a lecture</p> <p>Evaluating a lecturer's style</p> <p>Evaluating speakers' effectiveness in getting to the main point</p> <p>Evaluating appropriateness of expressions and tone of voice</p> <p>Selecting context-appropriate expressions for requesting the main point</p>	<p>Using definitions and context to place new vocabulary into appropriate sentences</p> <p>Understanding and using new vocabulary in discussions about language learning</p>	<p>TOEFL® iBT</p> <p>Taking notes to answer basic-comprehension questions</p>
<p>Sharing prior knowledge of thrill-seekers and thrill-seeking activities</p> <p>Sharing opinions about reasons for thrill seeking</p> <p>Sharing personal thrilling experiences</p> <p>Sharing speculations about which people are more likely to be thrill seekers than others</p> <p>Comparing note-taking methods and results with classmates</p> <p>Giving a presentation about a daredevil stunt</p> <p>Responding to questions with a variety of <i>yes</i> and <i>no</i> expressions</p> <p>Giving and taking a survey on risk taking</p>	<p>Identifying thrilling experiences and common reasons for thrill seeking</p> <p>Choosing a note-taking strategy that works best for you</p> <p>Speculating about which people are more likely to be thrill seekers than others</p> <p>Using a graphic organizer to reorganize information from notes that might be on a test</p> <p>Using a prepared outline to give a presentation</p> <p>Using a graphic organizer to rate strength of <i>yes</i> and <i>no</i> expressions</p> <p>Selecting <i>yes</i> and <i>no</i> expressions that match feelings</p>	<p>Using definitions and context to place vocabulary words into appropriate sentences</p> <p>Understanding and using new vocabulary in discussions about danger and daring</p>	<p>TOEFL® iBT</p> <p>Using notes to answer basic-comprehension questions about specific details</p>

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Chapter	Features	Listening
<p>3 Gender and Relationships p40</p> 	<p>Lecture: I Want a Wife</p> <p>Learning Strategy: Using Abbreviations</p> <p>Language Function: Extending Congratulations and Condolences</p>	<p>Listening for things that can be abbreviated when taking notes</p> <p>Listening for expressions of congratulations and condolence in conversation</p> <p>Listening for tone of voice to distinguish sincere from insincere congratulations</p>
<p>4 Aesthetics and Beauty p60</p> 	<p>Conference Presentation: Looking Good Matters—Aesthetics as a Pillar of Industrial Design</p> <p>Learning Strategy: Using Reference to Create Cohesion</p> <p>Language Function: Admitting a Lack of Knowledge</p>	<p>Listening for the gist and main points of a lecture</p> <p>Listening for reference words that create cohesion</p> <p>Listening for formal and informal admissions of a lack of knowledge</p>



Speaking	Critical Thinking	Vocabulary Building	Focus on Testing
<p>Discussing the changing roles of women in education and the workplace</p> <p>Discussing your family's economic arrangement</p> <p>Discussing the most important qualities of the "perfect" wife and "perfect" husband</p> <p>Sharing and comparing note-taking symbols</p> <p>Guessing and explaining the meanings of abbreviations and symbols</p> <p>Sharing expressions of congratulations and condolences from your communities/cultures</p> <p>Expressing congratulations and condolences in a role-play</p>	<p>Identifying the qualities of a "perfect" husband and "perfect" wife</p> <p>Identifying ways to abbreviate when taking notes</p> <p>Using symbols to communicate messages</p> <p>Using tone of voice as a cue to distinguish sincerity from insincerity</p> <p>Choosing appropriate expressions of congratulations and condolences</p>	<p>Using definitions and context to place new vocabulary into blanks in an email</p> <p>Understanding and using new vocabulary in discussions about household roles played by a husband and wife</p>	<p>TOEFL® iBT</p> <p>Answering questions involving pragmatic understanding of things such as tone of voice, hesitations, and word stress to interpret a speaker's attitudes, feelings, and intentions</p>
<p>Sharing ideas about the importance of aesthetics in developing products</p> <p>Discussing how cultural values affect ideas of beauty and aesthetic choices</p> <p>Sharing personal aesthetic values</p> <p>Speculating about why there are so many designs for a one-function object</p> <p>Speculating about why a beautiful device is often more effective than an ugly one</p> <p>Discussing the lecture about aesthetics and beauty</p> <p>Using formal and informal expressions to admit a lack of knowledge</p> <p>Role-playing an industrial design project team</p>	<p>Speculating about why standards of beauty seem to change from era to era, generation to generation</p> <p>Ranking adjectives according to personal aesthetic values</p> <p>Speculating about the role of aesthetics in the effectiveness of a device</p> <p>Identifying reference words that provide cohesion and their referents</p> <p>Speculating about what makes a product beautiful</p> <p>Distinguishing when and how to admit a lack of knowledge</p> <p>Collaborating to design a more appealing product</p>	<p>Using definitions and context to place new vocabulary into appropriate sentences</p> <p>Understanding and using new vocabulary in discussions about aesthetics and beauty</p>	<p>TOEFL® iBT</p> <p>Answering comprehension questions with multiple answers</p>



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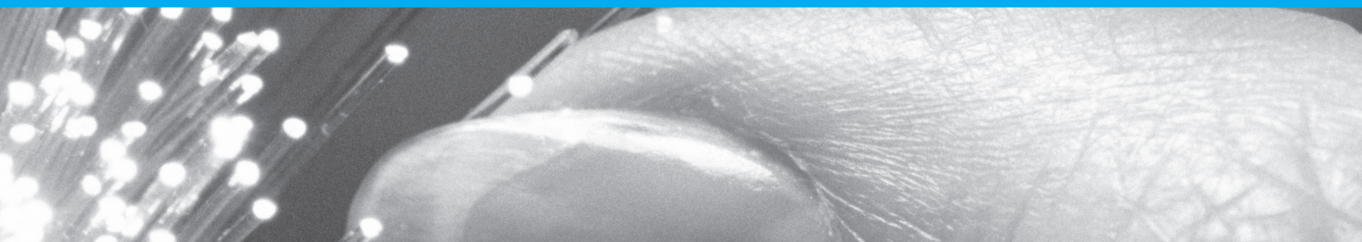
Chapter	Features	Listening
<div>5</div> <div>Transitions p80</div> <div></div>	<p>Radio Program: The Stages of Life—A View from Shakespeare</p> <p>Learning Strategy: Understanding and Using Figurative Language</p> <p>Language Function: “Telling It Like It Is”</p>	<p>Listening for analogies and metaphors and the words that signal them</p> <p>Listening for tone of voice for “telling it like it is”</p> <p>Listening for expressions that “tell it like it is”</p> <p>Listening for contextual cues and tone of voice that reveal characters’ situations and emotions</p>
<div>6</div> <div>The Mind p100</div> <div></div>	<p>Lecture: Dreams and Reality</p> <p>Learning Strategy: Understanding and Using Comparison and Contrast</p> <p>Language Function: “Looking at the Bright Side”</p>	<p>Listening for indicators of comparison and contrast</p> <p>Listening for words signaling comparison and contrast</p> <p>Listening for details of comparisons and contrasts</p> <p>Listening for the positive view or the “bright side” expressed in conversations and a lecture</p>



Speaking	Critical Thinking	Vocabulary Building	Focus on Testing
<p>Sharing feelings about life stages</p> <p>Sharing ideas about E. Rogers's five levels of willingness to try new things</p> <p>Recalling and sharing experiences of transitions in life</p> <p>Sharing personal experiences relating to new vocabulary concepts</p> <p>Sharing ideas about free will, fate, and time</p> <p>Discussing the meanings of analogies and metaphors in a radio program</p> <p>Brainstorming analogies</p> <p>Role-playing characters that "tell it like it is"</p>	<p>Speculating about why some people are more willing to try new things than others</p> <p>Understanding and using figurative language</p> <p>Theorizing about free will and fate</p> <p>Interpreting quotes</p> <p>Completing analogies and metaphors</p> <p>Deciphering the meanings of analogies and metaphors</p> <p>Choosing appropriate tone of voice and expressions when "telling it like it is"</p> <p>Identifying what is revealed when speakers "tell it like it is"</p> <p>Inferring speakers' attitudes from tone and expressions used</p> <p>Using a graphic organizer to sort and categorize information</p>	<p>Using context to match new vocabulary words to definitions</p> <p>Understanding and using new vocabulary in discussions about transitions</p>	<p>TOEFL® iBT</p> <p>Answering classification questions that require sorting, classifying, or categorizing of information</p>
<p>Discussing advantages and disadvantages of a virtual reality experience</p> <p>Sharing ideas about the nature, purpose, and effects of dreams</p> <p>Discussing the content of dreams and when and how often they occur</p> <p>Discussing dreams that look back and dreams that seem to look forward</p> <p>Comparing and discussing answers to exercises with classmates</p> <p>Comparing and contrasting dreams</p> <p>Role-playing a team of psychoanalysts analyzing patients' dreams</p> <p>Interviewing people about their dreams</p> <p>Debating dream-related topics as an optimist or a pessimist</p> <p>Role-playing seeing the "bright side" of bad situations</p>	<p>Speculating about the nature, purpose, and effects of dreams</p> <p>Comparing and contrasting dreams</p> <p>Analyzing and interpreting dreams</p> <p>Summarizing or paraphrasing the positive view of the lecturer</p> <p>Recognizing the "bright side" of a bad situation</p>	<p>Pooling knowledge and collaborating with classmates to match definitions to new vocabulary words</p> <p>Using context and definitions to match new vocabulary words to their synonyms</p> <p>Understanding and using new vocabulary in discussions about the mind</p>	<p>TOEFL® iBT</p> <p>Answering a realistic mix of question types (including basic-information questions, pragmatic-information questions, and classification questions)</p>



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Chapter	Features	Listening
<p>7 Working p122</p> 	<p>Webcast: Japanese and American Business Management</p> <p>Learning Strategy: Listening For and Noting Causes and Effects</p> <p>Language Function: Persuading and Giving In</p>	<p>Listening for expressions signaling causes and effects</p> <p>Listening and taking notes on causes and effects</p> <p>Listening for expressions used to introduce persuasive arguments, enticing offers, and giving in</p> <p>Listening for people persuading and giving in</p>
<p>8 Breakthroughs p144</p> 	<p>Lecture: Discovering the Laws of Nature</p> <p>Learning Strategy: What to Do When You Don't Understand Complex Concepts</p> <p>Language Function: Giving and Receiving Compliments</p>	<p>Practice listening strategies for understanding difficult concepts in a lecture</p> <p>Listening for appropriate and inappropriate compliments in conversations</p> <p>Listening for compliments in daily life</p>



Speaking	Critical Thinking	Vocabulary Building	Focus on Testing
<p>Sharing personal experiences of good or bad jobs and ideas about the “perfect” job</p> <p>Discussing W. Edwards Deming’s principles of quality improvement</p> <p>Discussing criteria for job satisfaction</p> <p>Discussing assumptions about U.S. workers’ job priorities</p> <p>Sharing opinions about cooperation in the workplace</p> <p>Discussing the effects of innovations</p> <p>Presenting and giving in to persuasive or enticing arguments</p> <p>Debating work-related issues</p> <p>Role-playing people persuading and giving in</p>	<p>Speculating about what would be a “perfect” job</p> <p>Ranking criteria for job satisfaction</p> <p>Researching assumptions about job satisfaction</p> <p>Hypothesizing about the best ways to run a company</p> <p>Identifying causes and effects given directly or implied in a lecture</p> <p>Identifying and sorting the effects of innovations</p> <p>Collaborating to come up with an innovation to make things easier</p> <p>Identifying and using expressions used to introduce persuasive arguments, enticing offers, and giving in</p> <p>Formulating convincing arguments in a debate</p>	<p>Pooling prior knowledge with classmates to match definitions to new vocabulary words</p> <p>Using definitions and context to fill in blanks in a paragraph with new vocabulary words</p> <p>Understanding and using new vocabulary in discussions about working</p>	<p>TOEFL® iBT</p> <p>Taking notes for and responding to speaking questions involving the integration of skills (listening, speaking, and reading)</p>
<p>Sharing prior knowledge about the laws of nature</p> <p>Sharing personal breakthroughs</p> <p>Pooling knowledge about complex scientific concepts</p> <p>Discussing strategy preferences when dealing with difficult concepts</p> <p>Role-playing giving and receiving compliments and “battering someone up”</p> <p>Sharing experiences of receiving inappropriate compliments</p> <p>Role-playing a team of scientists working on and explaining a breakthrough device</p>	<p>Speculating about the practical uses of a theory</p> <p>Paraphrasing/summarizing notes</p> <p>Selecting strategies for dealing with difficult concepts</p> <p>Describing scientific processes</p> <p>Analyzing situations in which compliments are given and received</p>	<p>Using definitions and context to choose sentences that use new vocabulary with multiple meanings in the same way as in the lecture</p> <p>Using definitions and context to choose sentences that use new vocabulary words correctly</p>	<p>TOEFL® iBT</p> <p>Answering questions about biographical narratives by paying special attention to the chronology of events</p>

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Chapter	Features	Listening
<p>9 Art and Entertainment p164</p> 	<p>Radio Program: Reality TV: Really Good or Really Bad?</p> <p>Learning Strategy: Distinguishing Between Fact and Opinion</p> <p>Language Function: Expressing Doubt or Disbelief</p>	<p>Listening to get the gist of a radio program</p> <p>Listening for facts and opinions in a radio program</p> <p>Listening for expressions of doubt and disbelief in formal and informal situations</p>
<p>10 Conflict and Resolution p186</p> 	<p>Resident Advisor Training Session: Dealing with Conflicts</p> <p>Learning Strategy: Predicting Exam Questions</p> <p>Language Function: Acquiescing and Expressing Reservations</p>	<p>Listening for and noting important information likely to be on exams</p> <p>Listening for acquiescence and reservations</p> <p>Listening for three suggestions about dealing with conflict and deciding whether to acquiesce or express reservations</p> <p>Listening for ways to express reservations</p>



Speaking	Critical Thinking	Vocabulary Building	Focus on Testing
<p>Sharing prior knowledge and opinions about reality TV</p> <p>Discussing the effects of reality TV on its audience</p> <p>Sharing reality TV show preferences</p> <p>Role-playing a reality TV show producer</p> <p>Expressing doubt or disbelief in formal and informal situations</p> <p>Completing conversations with appropriate expressions of doubt or disbelief</p> <p>Presenting “facts” (real or imaginary) and expressing doubts in a challenge game about personal experiences</p>	<p>Speculating about the popularity of reality shows and why people want to be on them</p> <p>Speculating about the positive and negative effects of reality TV</p> <p>Identifying the effects of reality TV shows on their audience</p> <p>Completing a crossword puzzle</p> <p>Using specific strategies to distinguish between fact and opinion</p> <p>Choosing appropriate ways to express doubt or disbelief</p>	<p>Using clues to complete a crossword puzzle containing new vocabulary</p> <p>Understanding and using new vocabulary in discussions about reality TV</p>	<p>TOEFL® iBT</p> <p>Recognizing and answering questions about speaker’s opinions</p>
<p>Sharing why quotes “speak” to you and/or are funny</p> <p>Sharing experiences with conflicts</p> <p>Discussing RA duties and conflicts in dorms</p> <p>Discussing what might/might not be included on an exam</p> <p>Sharing notes to answer exam questions</p> <p>Discussing possible differences in tests constructed for different courses</p> <p>Collaborating to write exam questions</p> <p>Asking and answering exam questions</p> <p>Discussing when and how to acquiesce or express reservations</p> <p>Role-playing characters who must acquiesce or express reservations</p>	<p>Solving a decoding puzzle</p> <p>Speculating about RA duties and types of conflicts they might deal with</p> <p>Evaluating possible exam questions</p> <p>Using notes to answer exam questions</p> <p>Analyzing differences in tests for different courses</p> <p>Writing good exam questions</p> <p>Determining how and when to acquiesce or express reservations</p>	<p>Pooling knowledge to match definitions to new vocabulary words</p> <p>Placing new vocabulary into a “decoding” puzzle, decoding the quotes about conflict in the puzzle, and discussing their meanings</p> <p>Understanding and using new vocabulary words in discussions about dealing with conflicts</p>	<p>TOEFL® iBT</p> <p>Taking notes on and answering questions about information and point of view in classroom interactions</p>