

SCOPE AND SEQUENCE

| UNIT | WATCH AND LISTEN | LISTENINGS | LISTENING SKILLS | PRONUNCIATION FOR LISTENING | |
|---|---------------------------------|--|--|--|--|
| 1 PLACES <i>Academic Disciplines</i> Sociology / Urban Planning | The Grand Canal | 1: A podcast about homes around the world 2: A profile on Stanley Park in Vancouver | <u>Key Skills</u> Predicting content using visuals Distinguishing fact from opinion <u>Additional Skills</u> Understanding key vocabulary Predicting content using visuals Listening for main ideas Listening for details Taking notes Synthesizing | Vowel sounds /eɪ/, /ɒ/, /ɪ/, /ʌ/ | |
| 2 FESTIVALS AND CELEBRATIONS <i>Academic Disciplines</i> Anthropology / Cultural Studies / Sociology | Harbin's Ice Festival | 1: Interviews about three cultural festivals 2: A discussion about Thanksgiving in the U.S. and Canada | <u>Key Skills</u> Taking notes Listening for main ideas <u>Additional Skills</u> Understanding key vocabulary Predicting content using visuals Listening for details Recognizing examples Synthesizing | Word stress | |
| 3 THE INTERNET AND TECHNOLOGY <i>Academic Disciplines</i> Computer science / Engineering | Fiber Optic Cables | 1: A student radio program about developments in robotics 2: A news report about how computers affect memory | <u>Key Skill</u> Listening for reasons <u>Additional Skills</u> Understanding key vocabulary Using your knowledge Predicting content using visuals Listening for main ideas Listening for details Taking notes Synthesizing | Consonant sounds /s/, /ʃ/, /tʃ/ Strong /æ/ and weak /ə/ | |
| 4 WEATHER AND CLIMATE <i>Academic Disciplines</i> Ecology / Environmental Studies / Psychology | The Impact of Oceans on Climate | 1: A student discussion on how weather affects people's moods 2: A news report on global warming and its effects on rainforests | <u>Key Skill</u> Predicting ideas from research <u>Additional Skills</u> Understanding key vocabulary Using your knowledge Predicting content using visuals Listening for main ideas Listening for details Taking notes Synthesizing | Rising and falling intonation Vowel sounds /ɑ/ and /oʊ/ | |

| | LANGUAGE DEVELOPMENT | CRITICAL THINKING | SPEAKING | ON CAMPUS |
|--|--|--|--|---|
| | Review of the simple past Descriptive adjectives | Planning a presentation Evaluating opinions | <u><i>Speaking Skills</i></u> Signposting an opinion Organizing information for a presentation <u><i>Pronunciation</i></u> Connecting speech <u><i>Speaking Task</i></u> Give a presentation about an interesting place. | <u><i>Life Skill</i></u> Campus resources |
| | Gerunds and infinitives Collocations with <i>go to</i> , <i>take</i> , and <i>have</i> | Organizing ideas Analyzing and evaluating options | <u><i>Speaking Skills</i></u> Making suggestions Agreeing and disagreeing <u><i>Speaking Task</i></u> Choose a group of events from a festival and persuade your group to go to them. | <u><i>Communication Skill</i></u> Starting and continuing a conversation |
| | <i>Can / be able to</i> Vocabulary for technology | Evaluating and categorizing advantages and disadvantages | <u><i>Speaking Skill</i></u> Giving additional and contrasting information <u><i>Speaking Task</i></u> Present a report about a device or technology. | <u><i>Study Skill</i></u> Technology for learning |
| | Verb collocations Future forms | Evaluating effects | <u><i>Speaking Skill</i></u> Linking words to explain cause and effect <u><i>Speaking Task</i></u> Give a presentation about changes in the climate. | <u><i>Life Skill</i></u> Managing your time |

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|--|---------------------------|---|---|-------------------------------------|--|
| 5 SPORTS AND COMPETITION <i>Academic Disciplines</i> Sports Management / Sports Science | Kasparov versus Deep Blue | 1: A student presentation on unusual sports 2: A discussion about money in sports | Key Skill Listening for bias Supporting opinions Additional Skills Understanding key vocabulary Listening for main ideas Listening for details Listening for opinion Taking notes Synthesizing | Making corrections | |
| 6 BUSINESS <i>Academic Disciplines</i> Business / Marketing | Food at Coffee Shops | 1: A conversation between a business student and a professor about a project 2: A conversation between a business owner and a consultant | Key Skill Listening for numbers Additional Skills Understanding key vocabulary Using your knowledge Listening for details Listening for reaction Making inferences Taking notes Synthesizing | Pronouncing numbers | |
| 7 PEOPLE <i>Academic Disciplines</i> Psychology / Sociology | Trash Artists | 1: A student presentation on creative people 2: A student conversation about a project | Key Skill Listening for attitude Additional Skills Understanding key vocabulary Using your knowledge Listening for main ideas Listening for details Taking notes Synthesizing | Intonation for emotion and interest | |
| 8 THE UNIVERSE <i>Academic Disciplines</i> Astronomy / Engineering | Empire of the Sun | 1: A radio program about space travel 2: A discussion on funding for space exploration | Key Skill Understanding meaning from context Additional Skills Understanding key vocabulary Predicting content using visuals Listening for details Listening to an introduction Taking notes Synthesizing | Words with easily confused sounds | |

| | LANGUAGE DEVELOPMENT | CRITICAL THINKING | SPEAKING | ON CAMPUS |
|--|--|---|---|---|
| | Factual and future real conditionals Adverbs of degree | Analyzing reasons and supporting evidence Using a persuasion map | <u><i>Speaking Skills</i></u> Presenting a point Asking for and giving clarification <u><i>Speaking Task</i></u> Have a discussion about money in sports. Discuss reasons for and against athletes being paid extremely large amounts of money. | <u><i>Communication Skill</i></u> Asking for information |
| | Comparatives and superlatives Phrasal verbs | Using problem and solution charts Analyzing and evaluating problems and possible solutions | <u><i>Speaking Skill</i></u> Giving advice <u><i>Speaking Task</i></u> Give advice to a failing business. | <u><i>Communication Skill</i></u> Working in groups |
| | Adjective endings <i>-ed</i> and <i>-ing</i> The past progressive: • Forming the past progressive • The past progressive and the simple past | Using an idea map Analyzing qualities | <u><i>Speaking Skills</i></u> Time order Examples and details <u><i>Speaking Task</i></u> Give a presentation about a remarkable person and his or her work. | <u><i>Presentation Skill</i></u> Giving presentations |
| | Vocabulary for problems and solutions Future unreal conditionals | Analyzing a problem Evaluating possible solutions to a problem Using a problem and solution chart | <u><i>Speaking Skills</i></u> Turn-taking Showing levels of agreement <u><i>Speaking Task</i></u> Discuss how to get children interested in space exploration. | <u><i>Study Skill</i></u> Reviewing for exams |