

# SCOPE AND SEQUENCE

UNIT	WATCH AND LISTEN	LISTENINGS	LISTENING SKILLS	PRONUNCIATION FOR LISTENING	
<b>1 CONSERVATION</b>  <i>Academic Disciplines</i> Agriculture / Economics / Environmental Studies	Pelicans Threatened by Oil	1: A lecture about whether sustainable agriculture is a viable option  2: A panel discussion about how to assign responsibility for climate change	<b>Key Skills</b> Listening to introductions Rhetorical questions as signals  <b>Additional Skills</b> Understanding key vocabulary Using your knowledge Listening for main ideas Taking notes Listening for opinion Listening for details Synthesizing	Intonation of complete and incomplete ideas	
<b>2 DESIGN</b>  <i>Academic Disciplines</i> Design Technology / Manufacturing / Marketing	The Appeal of Large Cell Phones	1: A presentation on current and future uses for 3D printing  2: A student presentation about planned obsolescence	<b>Key Skills</b> Using a graphic organizer to capture main ideas and details Reviewing and organizing notes  <b>Additional Skills</b> Using your knowledge Understanding key vocabulary Predicting content using visuals Listening for main ideas Listening for details Listening for opinion Summarizing Synthesizing	Word stress	
<b>3 PRIVACY</b>  <i>Academic Disciplines</i> Information Technology / Law / Political Science	Security Breaches at Big-Box Stores	1: A public presentation about Internet security and privacy  2: A moderated forum on individual privacy and national security	<b>Key Skills</b> Listening for opinions Listening for facts and supporting information  <b>Additional Skills</b> Using your knowledge Understanding key vocabulary Taking notes Listening for main ideas Listening for details Synthesizing	Sentence stress	
<b>4 BUSINESS</b>  <i>Academic Disciplines</i> Business / Finance / Management	A New Chapter for Independent Bookstores	1: A lecture about disruptive innovation  2: An overview of the business model of a nonprofit organization	<b>Key Skills</b> Listening for definitions Understanding figurative language  <b>Additional Skills</b> Understanding key vocabulary Using your knowledge Listening for main ideas Listening for details Making inferences Synthesizing	Thought groups	

	LANGUAGE DEVELOPMENT	CRITICAL THINKING	SPEAKING	ON CAMPUS
	Parallel structure in comparisons Language for blame and responsibility	Analyzing issues	<b><u>Speaking Skill</u></b> Challenging other points of view <b><u>Pronunciation</u></b> Intonation of complete and incomplete ideas <b><u>Speaking Task</u></b> Have an informal debate about the mission of national parks. Is their primary purpose to protect the natural world from human activity or to encourage responsible human interaction with nature? Is it possible to accomplish both of these goals?	<b><u>Life Skill</u></b> Volunteering and community service
	Using cause-and-effect phrases Degree expressions	Evaluating pros and cons	<b><u>Speaking Skill</u></b> Acknowledging other arguments <b><u>Pronunciation</u></b> Stress in compound nouns and noun phrases <b><u>Speaking Task</u></b> Give a group presentation about a product that you believe was designed for obsolescence. Discuss the reasons, both positive and negative, why it was designed in this way.	<b><u>Presentation Skill</u></b> Incorporating visuals
	Subject-verb agreement with quantifiers Collocations: online activity; legal terms	Eliciting information via surveys	<b><u>Speaking Skills</u></b> Explaining data from graphics Presenting conclusions from research <b><u>Pronunciation</u></b> Question intonation <b><u>Speaking Task</u></b> Present data that you have collected from a survey and the conclusions that you have drawn from it.	<b><u>Study Skill</u></b> Adapting to teaching styles
	Extreme comparisons and contrasts Academic alternatives	Brainstorming and narrowing	<b><u>Speaking Skills</u></b> Crafting a pitch <b><u>Speaking Task</u></b> Make a pitch to get a venture started. Your goal is to get funding (investment or donations) for your peer-to-peer business or nonprofit organization.	<b><u>Communication Skill</u></b> Participating in group discussions

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<b>5 PSYCHOLOGY</b>  <i>Academic Disciplines</i> Biology / Neuroscience / Psychology	Modern Shock Therapy	1: A planning session for a group presentation on first impressions  2: A lecture on navigation techniques and the brain	<b>Key Skills</b> Listening for generalizations and summaries Listening for dependency relationships  <b>Additional Skills</b> Using your knowledge Understanding key vocabulary Listening for main ideas Listening for details Taking notes Summarizing Synthesizing	Emphasis within thought groups	
<b>6 CAREERS</b>  <i>Academic Disciplines</i> Business / Education / Human Resources	Returns: Hiring Moms	1: A special presentation by a career counselor for computer science majors  2: A workshop about job interview skills	<b>Key Skills</b> Listening for pros and cons Making inferences  <b>Additional Skills</b> Using your knowledge Understanding key vocabulary Listening for main ideas Listening for details Taking notes Summarizing Synthesizing	Reduction of auxiliary verbs	
<b>7 HEALTH SCIENCES</b>  <i>Academic Disciplines</i> Environmental Sciences / Health Sciences / Medicine	Water Pollution in West Virginia	1: A talk about environmental health and the increase of asthma  2: A community meeting about water quality	<b>Key Skills</b> Taking unstructured notes as you listen Identifying persuasive appeals  <b>Additional Skills</b> Using your knowledge Predicting content using visuals Understanding key vocabulary Listening for main ideas Listening for details Taking notes Summarizing Synthesizing	Contrastive stress	
<b>8 COLLABORATION</b>  <i>Academic Disciplines</i> Business / Political Science / Sociology	Are Office Meetings Useful?	1: A training session on group dynamics and the “bad apple” effect  2: Class discussion about two systems for decision making	<b>Key Skill</b> Using anecdotes and proverbs to illustrate larger ideas  <b>Additional Skills</b> Using your knowledge Understanding key vocabulary Summarizing Listening for main ideas Listening for details Taking notes Synthesizing	Contracted forms of <i>will</i>	

	LANGUAGE DEVELOPMENT	CRITICAL THINKING	SPEAKING	ON CAMPUS
	Noun clauses with <i>wh</i> -words and <i>if/whether</i> Academic word families	Synthesizing information from multiple sources	<p><b><u>Speaking Skills</u></b> Talking about research Incorporating visual support</p> <p><b><u>Speaking Task</u></b> Give a group presentation about research on some aspect of human behavior. Support your presentation with slides.</p>	<p><b><u>Study Skill</u></b> Staying motivated</p>
	Degree expressions with <i>so ... that</i> ; <i>such a ... that</i> Emphatic expressions	Understanding job descriptions	<p><b><u>Speaking Skills</u></b> Body language Preparing for a job interview</p> <p><b><u>Speaking Task</u></b> Participate in a mock job interview.</p>	<p><b><u>Study Skill</u></b> Preparing for tests</p>
	Establishing cohesion with <i>so</i> and <i>such</i> Adjectives of strong disapproval	Understanding motivation	<p><b><u>Speaking Skill</u></b> Inclusive language</p> <p><b><u>Pronunciation</u></b> Emphasis for emotional appeal</p> <p><b><u>Speaking Task</u></b> Participate in a community meeting about a local environmental health crisis.</p>	<p><b><u>Life Skill</u></b> Seeking medical treatment</p>
	<i>Wh</i> - clefts Collocations: prepositions	Cost-benefit analyses	<p><b><u>Speaking Skill</u></b> Steps for consensus building Collaborative language: suggestion and concession</p> <p><b><u>Speaking Task</u></b> Participate in a consensus-building decision-making task to decide on future food service operations at your school.</p>	<p><b><u>Presentation Skill</u></b> Handling audience questions</p>