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<table>
<thead>
<tr>
<th>Unit</th>
<th>Academic Pathways</th>
<th>Vocabulary</th>
<th>Listening Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Living for Work</strong>&lt;br&gt;Page 1&lt;br&gt;Academic Track: Interdisciplinary</td>
<td><strong>Lesson A</strong>:&lt;br&gt;Listening to an Interview&lt;br&gt;Doing an Interview&lt;br&gt;<strong>Lesson B</strong>:&lt;br&gt;Listening to an Informal Conversation&lt;br&gt;Giving a Short Presentation about Yourself</td>
<td>Using a dictionary to understand new words&lt;br&gt;Using new vocabulary in a conversation&lt;br&gt;Understanding meaning from context</td>
</tr>
<tr>
<td>2</td>
<td><strong>Good Times, Good Feelings</strong>&lt;br&gt;Page 21&lt;br&gt;Academic Track: Psychology/Sociology</td>
<td><strong>Lesson A</strong>:&lt;br&gt;Listening to a Lecture&lt;br&gt;Discussing Celebrations and Holidays&lt;br&gt;<strong>Lesson B</strong>:&lt;br&gt;Listening to a Talk with Questions and Answers&lt;br&gt;Giving a Presentation for a Small Group</td>
<td>Understanding meaning from context&lt;br&gt;Using new vocabulary in a conversation&lt;br&gt;Using new vocabulary to complete a text</td>
</tr>
<tr>
<td>3</td>
<td><strong>Treasures from the Past</strong>&lt;br&gt;Page 41&lt;br&gt;Academic Track: History/Archaeology</td>
<td><strong>Lesson A</strong>:&lt;br&gt;Listening to a Talk about an Ancient City&lt;br&gt;Talking About the Past&lt;br&gt;<strong>Lesson B</strong>:&lt;br&gt;Listening to a Conversation&lt;br&gt;Using Notes in a Presentation</td>
<td>Understanding meaning from context&lt;br&gt;Using new vocabulary to discuss the unit theme&lt;br&gt;Using new vocabulary to complete a text</td>
</tr>
<tr>
<td>4</td>
<td><strong>Weather and Climate</strong>&lt;br&gt;Page 61&lt;br&gt;Academic Track: Natural Science/Environmental Science</td>
<td><strong>Lesson A</strong>:&lt;br&gt;Listening to a Radio Show&lt;br&gt;Planning an Itinerary&lt;br&gt;<strong>Lesson B</strong>:&lt;br&gt;Listening to a Conversation&lt;br&gt;Discussing Ways to Reduce Greenhouse Gases</td>
<td>Using a dictionary to understand new vocabulary&lt;br&gt;Understanding meaning from context&lt;br&gt;Using new vocabulary to discuss the unit theme&lt;br&gt;Using new vocabulary to complete a text</td>
</tr>
<tr>
<td>5</td>
<td><strong>Focus on Food</strong>&lt;br&gt;Page 81&lt;br&gt;Academic Track: Interdisciplinary</td>
<td><strong>Lesson A</strong>:&lt;br&gt;Listening to a Talk by an Anthropology Professor&lt;br&gt;Conducting a Survey&lt;br&gt;<strong>Lesson B</strong>:&lt;br&gt;Listening to a Conversation between Students&lt;br&gt;Creating a Description with Interesting Details</td>
<td>Understanding meaning from context&lt;br&gt;Using new vocabulary to complete a text&lt;br&gt;Using new vocabulary to give opinions</td>
</tr>
<tr>
<td>Grammar</td>
<td>Speaking Skills</td>
<td>Viewing</td>
<td>Critical Thinking Skills</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| The simple present tense vs. the present continuous | Communicating that you don’t understand  
Doing a career-aptitude interview  
Using adverbs of frequency to discuss a work schedule  
Student to Student: Giving feedback while listening  
Presentation Skills: Introducing yourself | Video:  
Butler School  
Activating prior knowledge  
Viewing for general understanding  
Relating the video to career choices | Making inferences  
Evaluating career options  
Explaining a job’s impact on the world  
Reflecting on the content of an interview  
Using a chart to organize notes for a presentation  
Critical Thinking Focus: Identifying main ideas |
| Adverbs of frequency        | Asking questions to show interest  
Making small talk  
Student to Student: Asking for repetition  
Presentation Skills: Speaking to a group | Video:  
Nubian Wedding  
Using a map to learn background information  
Viewing for specific information  
Discussing the video in the context of one’s own experience | Identifying what makes us laugh  
Judging the appropriateness of laughter  
Considering benefits and drawbacks  
Ranking the importance of benefits  
Generating questions about a presentation  
Critical Thinking Focus: Understanding the speaker’s purpose |
| The simple present tense: Yes/No questions | Expressing agreement informally  
Asking questions about past events  
Student to Student: Making informal suggestions  
Presentation Skills: Speaking from notes | Video:  
Treasures in Old San Juan  
Viewing to confirm predictions  
Note-taking while viewing  
Understanding sound bites from the video | Recognizing the value of the past  
Understanding information on a timeline  
Recalling information about a classmate  
Ranking ways to improve one’s memory  
Evaluating one’s own methods for remembering information  
Critical Thinking Focus: Recalling facts |
| The simple past tense       | Expressing likes and dislikes  
Expressing quantity with noncount nouns  
Comparing quantities or amounts  
Student to Student: Showing thanks and appreciation  
Presentation Skills: Making eye contact | Video:  
Tornado Chase  
Using a dictionary  
Viewing for specific information  
Discussing the video in the context of the unit theme | Reflecting on ideas about the weather  
Using prior knowledge in a group discussion  
Choosing appropriate activities for different types of weather  
Categorizing information from a map  
Discussing climate change  
Critical Thinking Focus: Making a list |
| Yes/No questions in the simple past tense | Count and noncount nouns:  
Any, any, and some | | |
| Wh- questions in the simple past tense | Can and can’t:  
Descriptive adjectives | | |
| Count and noncount nouns:  
Any, any, and some | Expressing opinions  
Conducting a survey about eating habits  
Describing a favorite food  
Student to Student: Showing agreement  
Presentation Skills: Giving interesting details | Video:  
Forbidden Fruit  
Viewing for general understanding  
Understanding vocabulary from the video  
Expressing opinions | Discussing food and culture  
Selecting interesting information from survey results  
Categorizing new vocabulary  
Ranking important aspects of a restaurant or cafeteria  
Assessing a conversation  
Critical Thinking Focus: Distinguishing between main ideas and details |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Academic Track:</th>
<th>Lesson A:</th>
<th>Lesson B:</th>
<th>Vocabulary</th>
<th>Listening Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Interdisciplinary</td>
<td>Listening to a PowerPoint Presentation</td>
<td>Listening to a Conversation</td>
<td>Using a dictionary to understand new vocabulary</td>
<td>Using context clues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressing Relationships between Ideas</td>
<td>Role-playing a Meeting with Real Estate Agents</td>
<td>Using new vocabulary to complete a text</td>
<td>Listening for main ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Discussing unit content using new vocabulary</td>
<td>Listening for details</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Using new vocabulary to complete an interview</td>
<td>Using visuals to activate prior knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening to a Presentation by a Medical Doctor</td>
<td>Listening to a Talk by a Tour Guide</td>
<td>Pronunciation: Contractions with be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talking about the Future</td>
<td>Planning a Trip to an Astronomical Site</td>
<td><strong>Lesson A:</strong></td>
<td>Checking predictions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson B:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Using a dictionary to understand new vocabulary</td>
<td>Listening for main ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening to a Radio Program</td>
<td>Giving a Group Presentation</td>
<td>Asking and answering questions using new vocabulary</td>
<td>Making inferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving a Group Presentation</td>
<td><strong>Lesson A:</strong></td>
<td>Understanding meaning from context</td>
<td>Listening for time expressions</td>
</tr>
<tr>
<td></td>
<td>Art/Music</td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Note-taking while listening</td>
<td>Pronunciation: Linking final consonants to vowel sounds</td>
</tr>
<tr>
<td></td>
<td>Art/Music</td>
<td>Listening to a PowerPoint Presentation</td>
<td>Listening to a Conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussing Ideas about Photographs</td>
<td>Giving an Individual Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Using a dictionary to understand new vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening to a Lecture</td>
<td>Comparing Three Natural Attractions</td>
<td>Using new vocabulary to complete a text</td>
<td>Listening for the speaker’s main purpose</td>
</tr>
<tr>
<td></td>
<td>Natural Science/Anthropology</td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Discussing unit content using new vocabulary</td>
<td>Listening for specific details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening to a Lecture</td>
<td>Listening to a Conversation</td>
<td>Pronunciation: Using stress for emphasis</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Comparing Three Natural Attractions</td>
<td>Giving an Individual Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Using new vocabulary to give opinions</td>
<td>Listening for main ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding meaning from context</td>
<td>Using new vocabulary to complete a text</td>
<td>Identifying opinions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Using new vocabulary to complete a text</td>
<td>Discussing unit content using new vocabulary</td>
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<td></td>
<td>Understanding meaning from context</td>
<td>Using new vocabulary to give opinions</td>
<td>Listening for details</td>
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<tr>
<td></td>
<td></td>
<td>Using a dictionary to find related word forms</td>
<td>Pronunciation: Thought groups</td>
<td></td>
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<tr>
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<td>Understanding meaning from context</td>
<td>Using new vocabulary to complete sentences</td>
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<td>Using new vocabulary to complete sentences</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Interdisciplinary</td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Pronunciation: Contractions with will</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Listening to a Presentation by a Medical Doctor</td>
<td>Listening to a Talk by a Tour Guide</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Talking about the Future</td>
<td>Planning a Trip to an Astronomical Site</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Checking predictions</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>Listening to a Presentation by a Medical Doctor</td>
<td>Listening to a Talk by a Tour Guide</td>
<td>Listening for main ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talking about the Future</td>
<td>Planning a Trip to an Astronomical Site</td>
<td>Making inferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Listening for time expressions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening to a Presentation by a Medical Doctor</td>
<td>Listening to a Talk by a Tour Guide</td>
<td>Pronunciation: Linking final consonants to vowel sounds</td>
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<td>Talking about the Future</td>
<td>Planning a Trip to an Astronomical Site</td>
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<td></td>
<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td><strong>Lesson A:</strong></td>
<td>Note-taking while listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening to a Presentation by a Medical Doctor</td>
<td>Listening to a Talk by a Tour Guide</td>
<td>Listening for the speaker’s main purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talking about the Future</td>
<td>Planning a Trip to an Astronomical Site</td>
<td>Listening for specific details</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Pronunciation: Using stress for emphasis</td>
<td></td>
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<td>Listening to a Talk by a Tour Guide</td>
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<td>Talking about the Future</td>
<td>Planning a Trip to an Astronomical Site</td>
<td></td>
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<td></td>
<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Pronunciation: Thought groups</td>
<td></td>
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<tr>
<td></td>
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<td>Listening to a Presentation by a Medical Doctor</td>
<td>Listening to a Talk by a Tour Guide</td>
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<td>Talking about the Future</td>
<td>Planning a Trip to an Astronomical Site</td>
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<tr>
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<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Pronunciation: Thought groups</td>
<td></td>
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<td>Listening to a Talk by a Tour Guide</td>
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<td>Talking about the Future</td>
<td>Planning a Trip to an Astronomical Site</td>
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<td></td>
<td></td>
<td><strong>Lesson A:</strong></td>
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<td>Pronunciation: Thought groups</td>
<td></td>
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<td>Listening to a Talk by a Tour Guide</td>
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<td>Talking about the Future</td>
<td>Planning a Trip to an Astronomical Site</td>
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<tr>
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<td></td>
<td><strong>Lesson A:</strong></td>
<td><strong>Lesson B:</strong></td>
<td>Pronunciation: Thought groups</td>
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<td>Listening to a Talk by a Tour Guide</td>
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<td></td>
<td>Talking about the Future</td>
<td>Planning a Trip to an Astronomical Site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Speaking Skills</td>
<td>Viewing</td>
<td>Critical Thinking Skills</td>
<td></td>
<td></td>
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<td>Coordinating conjunctions</td>
<td>Talking about architecture</td>
<td>Video: Don't Believe Your Eyes!</td>
<td>Drawing conclusions following a talk</td>
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<td>Time relationships in the simple present tense</td>
<td>Agreeing and disagreeing</td>
<td>Predicting content</td>
<td>Choosing the best option</td>
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<td>Expressing preferences</td>
<td>Checking predictions</td>
<td>Responding to a quotation</td>
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<td>Student to Student:</td>
<td>Expressed disagreement to a friend</td>
<td>Viewing for specific information</td>
<td>Explaining a process</td>
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<td>Presentation Skills:</td>
<td>Role-playing</td>
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<td>Describing a government plan in one's own words</td>
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<td>Future time: will and be going to</td>
<td>Making predictions</td>
<td>Video: Exploration of the Solar System</td>
<td>Critical Thinking Focus:</td>
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<td>Future time: The present continuous and the simple present forms</td>
<td>Discussing pros and cons</td>
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<td>Student to Student:                Asking for another person's opinion</td>
<td>Viewing for specific information</td>
<td>Making inferences from information</td>
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<td>Presentation Skills: Using signal words</td>
<td>Speculating on topics related to video content</td>
<td>in an interview</td>
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<td>Modals of possibility and probability</td>
<td>Speculating about a situation</td>
<td>Video: Urban Art</td>
<td>Comparing and evaluating schedules</td>
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<td>Modals of necessity</td>
<td>Giving possible explanations</td>
<td>Discussing the video topic</td>
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<td>Discussing ideas about photographs</td>
<td>Understanding key vocabulary</td>
<td>Discussing a tour of an observatory</td>
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<td>Student to Student:                Responding to invitations</td>
<td>Using a chart to make comparisons</td>
<td>Choosing a destination for a trip</td>
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<td>Presentation Skills: Speaking at an appropriate speed</td>
<td>Agreeing and disagreeing with statements</td>
<td>Critical Thinking Focus:</td>
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<td>The comparative and superlative forms of adjectives</td>
<td>Making comparisons</td>
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<td>Discussing pros and cons</td>
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<td>Spelling changes and the irregular forms of the comparative and</td>
<td>Giving reasons</td>
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<td>Making comparisons</td>
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<td>superlative</td>
<td>Student to Student:                Ending a conversation</td>
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<td>Explaining ideas and opinions</td>
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<td>Comparisons with as...as</td>
<td>Presentation Skills: Ending a presentation</td>
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<td>Generating a list of necessities</td>
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<td>Making comparisons</td>
<td>Video: Horses</td>
<td>Critical Thinking Focus:</td>
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<td>The present perfect tense</td>
<td>Giving reasons</td>
<td>Activating prior knowledge</td>
<td>Supporting an argument</td>
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<td>The present perfect tense with ever, already, and yet</td>
<td>Student to Student:                Having a telephone conversation</td>
<td>Using a timeline to preview video content</td>
<td>Reflecting on one's own culture</td>
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<td>Presentation Skills:               Inviting and answering questions from the audience</td>
<td>Viewing for general understanding</td>
<td>Drawing conclusions following a talk</td>
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<td>Talking about duration</td>
<td>Viewing for specific information</td>
<td>Evaluating two studies</td>
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<td>Discussing conclusions</td>
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<td>Student to Student:                Having a telephone conversation</td>
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<td>Using a graphic organizer to plan a presentation</td>
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<td>Presentation Skills:               Inviting and answering questions from the audience</td>
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<td>Video: Touching the Stars</td>
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<td>Using unit grammar with video content</td>
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<td>Viewing for general understanding</td>
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<td>Reflecting on one's own use of technology for communication</td>
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<td>Video:</td>
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<td>Organizing a group presentation</td>
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<td>Critical Thinking Focus:</td>
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<td>Using a timeline to preview video content</td>
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Each unit consists of two lessons which include the following sections:

Building Vocabulary
Using Vocabulary
Developing Listening Skills
Exploring Spoken English
Speaking (called “Engage” in Lesson B)

- An academic pathway is clearly labeled for learners, starting with formal listening (e.g., lectures) and moving to a more informal context (e.g., a conversation between students in a study group).

- The “Exploring the Theme” section provides a visual introduction to the unit and encourages learners to think critically and share ideas about the unit topic.
THE PATHWAY TO ACADEMIC SUCCESS...

Key academic and high-frequency vocabulary is introduced, practiced, and expanded throughout each unit. Lessons A and B each present and practice 10 terms.

A “Developing Listening Skills” section follows a before, during, and after listening approach to give learners the tools necessary to master listening skills for a variety of contexts.

Listening activities encourage learners to listen for and consolidate key information, reinforcing the language, and allowing learners to think critically about the information they hear.

Critical thinking activities are integrated in every unit, encouraging continuous engagement in developing academic skills.

LESSON A
BUILDING VOCABULARY

A. Using a Dictionary. Look and check if the words you already know. Use a dictionary to help you with any new words. These are words you will hear and use in Lesson A.

- ahead
- depend
- hunt
- share
- respect
- value
- within

B. Meaning from Context. Read the two articles below. Fill in each blank with a word from the box above. There is one extra word in each box. Then listen and check your answers.

The Maasai People and their Cattle
The Maasai people of East Africa have a special way of living with one kind of animal. They depend on cattle for food, milk, and milk, which make up most of the Maasai diet. In order to raise their cattle, the Maasai people

1. ________________ cattle in a dry climate, the Maasai people

2. ________________ cattle. Each family has its own animals, but they move the cattle over long distances and are in different locations in order to find enough food for the cattle to eat.

Cattle and some large animals that feed on them.

The Sami People and Reindeer
Like the Maasai, the Sami people of northern Europe ________________ one animal more than any other. In this northern climate, reindeer give the Sami people food, clothing, and other useful items. Nowadays, some Sami people have modern homes, but many Sami people still travel long distances with their animals. They give them a detailed knowledge of the land and a great ability for navigation. No one knows exactly where is ________________ the Sami people because constant change makes the future of the Arctic uncertain.

LESSON B
DEVELOPING LISTENING SKILLS

Before Listening
A. Using a Dictionary. Read the article and the photo captions. Use your dictionary to help you with the highlighted words.

The Inuit People and the Harp Seal
It’s winter in the Arctic, and for many Inuit people in Canada, Greenland, and Alaska in the United States, it’s time to hunt the harp seal. They hunt the seals for their furs, oil, and eggs, and their cars go to buy the animals, or they hunt the seals on the head with a tool called a hakapik.

For the Inuit, the seal hunt is a very old tradition, and they know there are large numbers of harp seals in the Arctic. Other people, however, question the ethics of the seal hunt. In Europe, for example, it is now illegal to trade any seal products. People who are in favor of this new law think the seal hunt is wrong because the seals hurt the seal hunting.

Critical Thinking Focus: Making Comparisons
In academic work, students often need to make comparisons between two or more things, people, or ideas to show that they understand a topic. To make a comparison, first list what you know about the things you want to compare. Then, study the information carefully to notice how things are similar and how they are different.

1. Critical Thinking. Look back at the article on page 164. Then discuss the questions with a partner.

- Which culture lives in a similar climate to the Inuit people? The Sami, the Maasai, or the Australian Aborigines?
- How is the Australian Aborigines’ use of animals similar to the Inuit people’s use of animals?

2. Self-Reflection. Discuss the questions with your partner.

- How do you feel about the inuit people’s animal hunting? Explain.

Wild animals are nature. People should not take care of them.

Listening: A Lecture
A. Listening for Main Ideas. Read the statements. Then listen to a part of a lecture on an article idea and circle T or F.

1. The new tax is popular with people in Europe.
2. The trust people pass on as a joke.
3. Only some people can hurt taxes.
4. The trust people want to change the tax.

B. Identifying Opinions. Read the questions. Then listen to the lecture from exercise A again, and answer the questions.

B. Identifying Opinions. Read the questions. Then listen to the lecture from exercise A again, and answer the questions.

1. What is the first student’s opinion about the tax? How does he express his opinion?
2. What is the third student’s opinion about animal hunting? How does he express his opinion?

C. Discussion. With a partner, compare and discuss your answers from exercise B.

After Listening
Discussion. Form a group with two or three other students. Discuss the questions.

1. Did you think the tax against animal hunting in Europe is a good idea? Why, or why not?
2. Why do the Inuit people think it is illegal to build seal products in Europe? Do you agree with their reason? Explain.
**LESSON A**

**EXPLORE Spoken English**

**Grammar**

The Comparative and Superlative Forms of Adjectives

We use the comparative form to talk about differences between two people or things. With most one-syllable adjectives, we form the comparative with more or less.

1. Frank is taller than all of my family.
2. Fishing is dangerous in my opinion.
3. Your clothes are flashier than my cookies.
4. This view is beautiful than the view from my hotel room.
5. Your apartment is cleaner apartment in the building.
6. This state is the most beautiful state that I have visited.

Spelling Changes and Irregular Forms of the Comparative and Superlative

There are a few rules for forming comparative and superlative adjectives:

- With words ending in a, add -er or -est: safer, largest
- With words ending in y, change the y to i, add -er, -est: fly, faster
- With words ending in consonant + vowel + consonant, double the final consonant, then add -er, -est: computer, computer

Some common adjectives have irregular comparative and superlative forms:

- Good-better-best
- Bad-worse-worst
- Far-farther-farthest

**Language Functions: Making Comparisons**

**A** Look at the photos and read the captions. Then read and listen to the information about two studies of black bears. Notice the similarities and differences between the two studies.

**Black Bear Research: Two Places and Two Methods**

North American black bears are shy animals. They are fearful of humans and will usually run away if they see or hear people. Because of this, it can be difficult for scientists to learn about these animals.

In order to study black bears, researchers in the state of New York, USA, study bears in traps. Then they study the bears with GPS trackers, so they can track their movement for a short time. Researchers use these bears to learn about how long they live, and how many babies, or cubs, they produce.

Several hundred miles to the west, another black bear study is taking place in Wyoming, USA. There, Dr. Lynn Rogers and his team study bears that are completely free. The bears know the researchers’ voices and they are not afraid of the man. They will run away from other people, but with the help of a few bears or cubs to keep the bears busy, Dr. Rogers can teach the animals to check their bears, look at their needs, and change the radios or GPS equipment that the bears wear around their necks. The bears then travel to the next place, and humans can also walk or ride with the bears for hours and help scientists to learn about the bear’s everyday life.

In both places, the main goal is the same—to make sure that there is a healthy population of wild black bears. In contrast, the research methods and the kinds of information researchers are able to collect are quite different.

**B** Read this three advertisements for tours of nature attractions in South America.

**IGUAZU FALLS**

- Three days and two nights
- Visit the world’s largest waterfall
- Visit the falls from the top of the rock
- Go hiking in the national park and take beautiful photos from the observation areas
- Enjoy a boat ride on the river below the falls
- Stay in a luxury hotel
- Cost: $300 per person

**COCA CANYON**

- Two days and one night
- Travel by bus to the Parque Nacional del Caetius and see wild animals
- See the amazing Coca Canyon, where it’s possible to watch the Andean condor—the largest bird in the world
- Stay in a small hotel in a village
- Cost: $200 per person

**GALÁPAGOS ISLANDS**

- Four days and three nights
- Travel by boat to three islands, where wild animals such as penguins, sea birds, and tortoises are common
- Enjoy wildlife walks on the famous Galápagos beaches
- Stay in budget hotels on the islands and eat in the local restaurants (not included in the cost)
- Cost: $1500 per person

**C** With your partner, decide which attraction you would like to visit. Then compare the attractions using the comparative or superlative form of the adjectives in the box and your ideas. Say as many sentences as you can.

<table>
<thead>
<tr>
<th>amazing</th>
<th>beautiful</th>
<th>expensive</th>
<th>good</th>
<th>interesting</th>
<th>long</th>
<th>short</th>
<th>unusual</th>
</tr>
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**Speaking**

**Comparing Three Natural Attractions**

**A** A. Self-evaluation. Discuss the questions with a partner.

1. How important is spending time in nature to you? Very important, somewhat important, or not very important? Explain.
2. Check off the outdoor activities that you enjoy and add two more ideas of your own. Show your choices to your partner.

- walking in a park or public garden
- hiking near a river, lake, or ocean
- watching animals or birds at a zoo

**B** Read the three advertisements for tours of nature attractions in South America.

**Iguazu Falls**

- Three days and two nights
- Visit the world’s largest waterfall
- Visit the falls from the top of the rock
- Go hiking in the national park and take beautiful photos from the observation areas
- Enjoy a boat ride on the river below the falls
- Stay in a luxury hotel
- Cost: $300 per person

**Coca Canyon**

- Two days and one night
- Travel by bus to the Parque Nacional del Caetius and see wild animals
- See the amazing Coca Canyon, where it’s possible to watch the Andean condor—the largest bird in the world
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**C** With your partner, decide which attraction you would like to visit. Then compare the attractions using the comparative or superlative form of the adjectives in the box and your ideas. Say as many sentences as you can.
The "Viewing" section works as a content-bridge between Lesson A and Lesson B and includes two pages of activities based on a fascinating video from National Geographic.

A DVD for each level contains 10 authentic videos from National Geographic specially adapted for English language learners.
THE PATHWAY TO ACADEMIC SUCCESS...

- A variety of activity types simulates the academic classroom where multiple skills must be applied simultaneously for success.

- An "Engage" section at the end of the unit challenges learners with an end-of-unit presentation project. Speaking tips are offered for formal and informal group communication, instructing students to interact appropriately in different academic situations.

ENGAGE: Giving an Individual Presentation

You are going to choose a topic for a short presentation. Think about details to include, and then practice your presentation before you present to the whole class. Your teacher will tell you how long your presentation should be.

A | Brainstorming. Use the question below to brainstorm ideas for your presentation. Write a list of your ideas in your note taking. How is the natural world important to you?

B | Using a Graphic Organizer. Look at your ideas from exercise A. Choose the ideas that you want to use in your presentation. Then follow the steps below. See page 214-215 of the Independent Student Handbook for information on using Graphic Organizers.

- Choose a topic for your notes. Put a check mark next to it.
- Choose three or four main ideas to support your topic. Circle then.
- In your notebook, draw a "ladder" map similar to the one below.
- Write your topic in the center of your ladder map.
- Write three to four main ideas at the end of the lines. Draw lines.
- Write a few details for each main idea.

C | Planning a Presentation. Use your ladder map from exercise B and follow these steps.

- Decide which of your ideas you will talk about first, second, and so on, and make notes for your talk. These are the details you need to support your topic.
- You may want to look back at page 60 in Unit 3 for information about studying from notes.

D | Practicing Your Presentation. Work with a partner. Take turns practicing your presentations and making helpful suggestions for improvement. You may want to use a Presentation Checklist to help you. (See page 216 of the Independent Student Handbook for information on Presentation Checklists.)

E | Presentation. Give your presentation to the class.

Presentation Skills: Ending a Presentation

At the end of a presentation, you need to give a strong conclusion. A conclusion reminds your audience about the most important ideas in your presentation. It also raises your audience's thoughts about how relevant the ideas are to them.

Lake Erie is a home for wildlife as well as a place to live for people who love it. As long as we take care of the lake, people will be able to enjoy it for a long, long time.

“Presentation Skills” boxes offer helpful tips and suggestions for successful academic presentations.

A 19-page "Independent Student Handbook" is conveniently located in the back of the book and provides helpful self-study strategies for students to become better independent learners.

BUILDING YOUR VOCABULARY

Independent Vocabulary Learning Tips

Keep a Vocabulary Journal

- For new words, write them in a special notebook. Also write a short definition in English if possible and the sentence or situation where you first heard the word. Include a word that uses the word.
- Carry your vocabulary notebook with you at all times. Review the words whenever you have a free minute.
- Choose vocabulary words that will be useful to you. Some words are rarely used.

Experiment with New Vocabulary

- Think about new vocabulary in different ways. For example, look at all the words in your vocabulary journal, and make a list of only the words. Or list the words according to the number of syllables (one-syllable words, two-syllable words, and so on).
- Use a new vocabulary word in a poem, a story, or an email message to a friend.
- Use a notebook dictionary to listen to the pronunciation of new words. For example, make a list of words that rhyme, brainstorm words that relate to a single topic that begin with the same sound (student, math, school, skills, strategies, study).

Use New Words As Often As Possible

- You will not remember a new vocabulary word after hearing or reading it once. You need to remember the word several times before it enters your long-term memory.
- The way you use an English word—in which situations and with what other words—will determine how quickly you can remember it. The less a new vocabulary word is used, the less likely it will be to connect with your existing vocabulary.

Use Vocabulary Organizers

- Label pictures.
- Make word maps.
- Make personal flashcards. Write the words you want to learn one side. Write the definition and/or an example sentence on the other.

LESSON B

EXPLORING SPOKEN ENGLISH

Grammar

Comparisons with As... As

We use as + adjective + as to talk about two things that are equal in some way.

Ann is as tall as her brother. (Ann and her brother are equally tall)

We use as + adjective + as to talk about two things that are equal. (We compare unequal things, we say the smaller or less thing first.)

Ponies are not as large as horses. (Ponies aren't equal to horses in size. Ponies are smaller.)

Note: Some common expressions formed with as... as are:

as soon as possible
as much as possible
as many as possible

A | With a partner, make up comparisons using as... as and the words and phrases below.

Give your own opinions and say complete sentences.

1. baby elephant (baby elephant is as small as a

2. orange/cute/chocolate

3. oranges/chocolate/whitish

4. black/leaves/leaves/surprise

5. small/lifts/lifts/tired

6. grapes/beautiful

B | Read the information about two kinds of penguins. With your partner, make as many comparisons as possible using as... as. Use the adjectives below, and your own adjectives.

colorful heavy long-lived numerous short tall

Rhinocropper penguins are not as heavy as Adelie penguins.

Penguin Fact File

| 207 (ft. tall) | Average Height 207 (ft. tall) | Average Weight 7 lbs. |
| 30 years | Average Lifespan 30 years | Estimated Population 3.3 million |

176 | UNIT 9

INDEPENDENT STUDENT HANDBOOK
STUDENT AND INSTRUCTOR RESOURCES (for each level)

For the Teacher:

Perfect for integrating language practice with exciting visuals, video clips from National Geographic bring the sights and sounds of our world into the classroom.

The Assessment CD-ROM with ExamView® is a test-generating software program with a data bank of ready-made questions designed to allow teachers to assess students quickly and effectively.

Bringing a new dimension to the language learning classroom, the Classroom Presentation Tool CD-ROM makes instruction clearer and learning easier through interactive activities, audio and video clips, and Presentation Worksheets.

A Teacher’s Guide is available in an easy-to-use format and includes teacher’s notes, expansion activities, and answer keys for activities in the student book.

For the Student:

The Student Book helps students achieve academic success in and outside of the classroom.

Powered by MyELT, the Online Workbook has both teacher-led and self-study options. It contains 10 National Geographic video clips, supported by interactive, automatically graded activities that practice the skills learned in the student books.

Audio CDs contain the audio recordings for the exercises in the student books.

Visit elt.heinle.com/pathways for additional teacher and student resources.