

|  | Video              | Listening  | Vocabulary  |  |
|--|--------------------|--|---|--|
| <p><b>1 Character</b></p> <p><b>PAGE 8</b></p> <p><b>University life</b></p> <ul style="list-style-type: none"> <li>▪ <b>Dialogue:</b> First day on campus</li> </ul> <p><b>Psychology</b></p> <ul style="list-style-type: none"> <li>▪ <b>Interview:</b> Character and personality</li> </ul> | Animal personality | <p>Listen for key words in a dialogue</p> <p>Recognize main ideas in longer texts</p>  | Practice and use adjectives to describe personality         |  |
| <p><b>SCIENTIFIC AMERICAN</b> Better atmospheric river forecasts are giving emergency planners more time to prepare for flooding</p> <p><b>PAGES 26–27</b></p>   |                    |  |   |  |
| <p><b>2 Time</b></p> <p><b>PAGE 28</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>▪ <b>Conversation:</b> The biology of sleep</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>▪ <b>Lecture:</b> Time to sleep</li> </ul>                         | Sleep break        | <p>Listen for specific information to support a main idea</p> <p>Listen for cause and effect to better understand a lecture</p>      | Practice and use vocabulary for waking and sleeping         |  |
| <p><b>3 Cities</b></p> <p><b>PAGE 46</b></p> <p><b>Urban development</b></p> <ul style="list-style-type: none"> <li>▪ <b>Conversation:</b> The 15-minute city</li> </ul> <p><b>Media studies</b></p> <ul style="list-style-type: none"> <li>▪ <b>Radio report:</b> Wallscapes</li> </ul>       | Roof garden        | <p>Listen to a speaker correcting information</p> <p>Determine advantages and disadvantages by listening for key words</p>           | Practice and use words to talk about cities                 |  |
| <p><b>SCIENTIFIC AMERICAN</b> Sunlight changes unequally all year long</p> <p><b>PAGES 64–65</b></p>   |                    |  |   |  |
| <p><b>4 Culture</b></p> <p><b>PAGE 66</b></p> <p><b>Customs and traditions</b></p> <ul style="list-style-type: none"> <li>▪ <b>Conversation:</b> Japanese customs</li> </ul> <p><b>Society</b></p> <ul style="list-style-type: none"> <li>▪ <b>Lecture:</b> Viewing culture</li> </ul>         | Finishing school   | <p>Identify explanations and examples to better understand texts</p> <p>Use signal words to identify the main ideas of a lecture</p> | Practice and use words to talk about customs and traditions |  |

| Grammar   | Speaking  | Academic skill                               | Unit outcomes  |
|---|---|--|--|
| Review and practice questions in the simple present       | Notice and practice word stress in sentences<br>Make formal and informal introductions<br>Brainstorm and take part in an interview and introduce someone  | Interrupting nicely                          | Listen for key words to understand important information<br>Listen for main ideas in the context of interviews and class discussions<br>Ask and answer interview questions and introduce someone         |
| Use adverbs of frequency to describe a routine            | Recognize and use stress and intonation patterns in questions<br>Practice getting attention and asking for permission<br>Plan and conduct a survey about sleep habits                                       | Signposts for important information          | Practice listening for specific information<br>Listen for cause and effects<br>Ask, answer, and discuss survey questions   |
| Use the present progressive to describe changes over time | Pronounce contractions in the present progressive tense<br>Give clear reasons for or against an idea<br>Plan, practice, and deliver a short talk about a trend in your city                                 | Making inferences                            | Use interview questions to predict the contents of a talk<br>Practice listening for advantages and disadvantages in the context of reports and podcasts<br>Describe a trend in your city                 |
| Use modal verbs and adjective expressions to give advice  | Notice and practice common syllable stress patterns in multi-syllable words<br>Introduce your talk with signal terms and phrases<br>Brainstorm, prepare, and present a short talk about a country's customs | Creating useful notes to give a presentation | Practice listening for explanations and examples in the context of a conversation<br>Listen for the main ideas of a lecture to follow its organization<br>Prepare and deliver a brief descriptive report |

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| <p><b>5 Food</b></p> <p><b>PAGE 84</b></p> <p><b>Food science</b></p> <ul style="list-style-type: none"> <li>▪ <b>Seminar:</b> Insects on the menu</li> </ul> <p><b>Health and nutrition</b></p> <ul style="list-style-type: none"> <li>▪ <b>Lecture:</b> Let's concentrate on orange juice</li> </ul>   | Moon cakes      | <p>Identify and distinguish facts from opinions</p> <p>Recognize signal words and phrases to identify steps in a process</p>                        | Practice and use sequencers                            |  |
| <p><b>SCIENTIFIC AMERICAN</b> A new era for obesity drugs<br/><b>PAGES 102–103</b></p>   |                 |   |  |  |
| <p><b>6 Extremes</b></p> <p><b>PAGE 104</b></p> <p><b>Zoology</b></p> <ul style="list-style-type: none"> <li>▪ <b>Conversation:</b> Amazing creatures</li> </ul> <p><b>Cognitive science</b></p> <ul style="list-style-type: none"> <li>▪ <b>Interview:</b> Super smart people</li> </ul>                | Extreme running | <p>Recognize categories to better understand a description</p> <p>Organize information while listening by noticing words used to classify items</p> | Practice and use <i>-ed</i> and <i>-ing</i> adjectives |  |
| <p><b>SCIENTIFIC AMERICAN</b> Weight of life<br/><b>PAGES 122–123</b></p>  |                 |   |  |  |
| <p><b>7 Progress</b></p> <p><b>PAGE 124</b></p> <p><b>Technological progress</b></p> <ul style="list-style-type: none"> <li>▪ <b>Conversation:</b> Virtual labs</li> </ul> <p><b>Mechanical engineering</b></p> <ul style="list-style-type: none"> <li>▪ <b>Presentation:</b> Simon's new arm</li> </ul> | Robot workers   | <p>Listen for time signals that identify when speakers describe past and present events</p> <p>Recognize phrases that signal a conclusion</p>       | Practice and use words to describe progress            |  |
| <p><b>8 Work</b></p> <p><b>PAGE 142</b></p> <p><b>Business</b></p> <ul style="list-style-type: none"> <li>▪ <b>Interview:</b> A picture-perfect job</li> </ul> <p><b>Society</b></p> <ul style="list-style-type: none"> <li>▪ <b>Lecture:</b> The future of work</li> </ul>                              | Driverless bus  | <p>Listen for phrases that signal extra information</p> <p>Recognize words and expressions that highlight the structure of a talk</p>               | Practice and use vocabulary to talk about work         |  |
| <p><b>SCIENTIFIC AMERICAN</b> Alien depths<br/><b>PAGES 160–161</b></p>  |                 |   |  |  |

| Grammar  | Speaking  | Academic skill                              | Unit outcomes   |
|--|---|---|---|
| Use the present passive to describe a process                          | Pronounce the past <i>-ed</i> ending of different words<br>Use signal words and phrases to explain and define ideas<br>Plan and describe the process of making a type of food   | Peer evaluation                             | Listen for facts and opinions<br>Listen for steps in a process<br>Plan, organize, and describe a process  |
| Use <i>can</i> and <i>be able to</i> to express and talk about ability | Recognize and pronounce <i>can</i> , <i>can't</i> , and <i>be able to</i> / <i>not able to</i> in affirmative, negative, and interrogative sentences<br>Use words and phrases to give a description<br>Take part in a memory quiz and give a description of an animal | Understanding statistics                    | Practice recognizing categories to better understand a description<br>Listen for words used to classify items in the context of an interview<br>Prepare and take part in a quiz about a discipline of science<br>Give a description |
| Use <i>used to</i> to talk about differences between past and present  | Identify and pronounce stress for emphasis<br>Use concluding words and phrases to end a presentation<br>Brainstorm, plan, and deliver a short talk on how life has changed in the last ten years  | Asking follow-up questions                  | Follow a sequence in a conversation by listening for past and present time signals<br>Listen and identify concluding phrases in a presentation<br>Describe differences between the past and the present                             |
| Use <i>will</i> to make predictions about the future                   | Pronounce contractions with <i>will</i><br>Use future time markers to talk about future developments and trends<br>Give a short presentation about work in the future   | Using signposts to move from topic to topic | Listen for words and phrases that signal additional information<br>Listen for the overall structure of a talk or lecture<br>Plan and deliver a short presentation   |