FOUR POINT

Listening and Speaking

2

SECOND EDITION

INSTRUCTOR’S MANUAL

by Robyn Brinks Lockwood
Unit 1: Applied Linguistics: Learning a Language (pages 1–32)

Objectives

Students will be able to

- identify components of an effective presentation
- focus the audience on important information
- make an impromptu speech
- understand in-text citations and bibliographic/reference entries
- recognize and give definitions
- give examples and explanations
- manage office hours
- use intonation with tag questions and rhetorical questions
- evaluate personal note-taking techniques
- improve academic vocabulary
- deliver oral arguments
- synthesize information

Listening Skills and Strategies

- listening for and including the key components of a presentation
- recognizing and giving definitions

Speaking

- focusing the audience on important information
- giving examples and explanations
- using intonation with tag questions and rhetorical questions

Research

- taking good notes

Unit Opening

Read the short introduction on page 1. Put students in groups to share what their first languages are (if students are from different countries and language backgrounds) and/or any other languages they speak. Ask them to continue the discussion by talking about whether English or any other second or third languages were hard for them to learn. Continue the discussion by asking students strategies they used for learning their second or third languages. Allow time for a whole class discussion and write strategies on the board so students can keep a
master list. Mention that this textbook will teach some listening and speaking strategies that they can use when studying English for Academic Purposes.

**Expansion Activity**

Introduce students to T-charts (or review the T-chart note-taking strategy presented in *Four Point, Listening and Speaking Intro*). Ask students to compare two different languages. Depending on the student population, it may be ideal to have groups of students with the same native language compare that language to English.

**Part 1: Benefits of Bilingualism (pages 1–9)**

**GETTING STARTED (PAGE 1)**

Focus student attention on bilingualism. After reading the short introduction, give students time to answer the questions with a partner. If time allows, ask partners to share their answers with the rest of the class.

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<th>Answers</th>
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<td>Answers will vary.</td>
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**EFFECTIVE PRESENTATIONS (PAGE 2)**

Let students know that this unit will present four key components of a presentation. Explain that certain components are expected in presentations given to North American audiences. Ask students to brainstorm a list of what makes a presentation effective and what makes a presentation ineffective. Give them time to complete the chart. Allow time for students to share their charts with a partner.

Proceed by asking pairs to see if any of their characteristics match those of the students in the chart at the bottom of page 2. Encourage them to agree and disagree. If agreeing and disagreeing language is needed, review the language taught in *Four Point, Listening and Speaking 1*.

**STRATEGY: LISTENING FOR AND INCLUDING THE KEY COMPONENTS OF A PRESENTATION (PAGE 3)**

Explain that English presentations in academic settings happen often in a variety of disciplines. Point out that one thing that makes listening to and preparing for presentations easier is that they very often contain the same components. Therefore, knowing these components will make understanding easier because they
will know what to expect when they listen (and what to include when they are
the presenters). Present the information in the box and read the examples aloud.

PRACTICE ACTIVITY: LISTENING FOR/INCLUDING THE KEY COMPONENTS OF A
PRESENTATION (PAGES 4–5)

Go over the instructions. Divide students into small groups. Give them time to
write their questions. Encourage them to test the questions on each other before
proceeding with interviewing students from other groups. Allow 20 minutes for
interviewing. This activity can be used in a flipped classroom as well by asking
students to write the questions at home and then conducting interviews in class.

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Continue by asking students to reconvene with their original group to compile
results. Give them time to note what information could be used for each of the
four components of a presentation. Remind them they may use this information
later in the unit.

Expansion Activity

Challenge students to conduct their survey again but to survey people outside
of the class. Ask group members to survey 20 people in total (if groups consist
of four members, each member would survey five people). In a flipped class-
room, students can disperse during class time to conduct interviews and then
reconvene to compile results. Repeat the second part of the Practice Activity on
page 5 and ask groups to prepare a short presentation.

SPEAKING (PAGES 5–7)

Focusing the Audience on Important Information

Although students may feel they are familiar with this information, inform them
that native speakers tend to use a variety of phrases and these may not sound like
they do in pre-scripted audio examples. Go over the list and remind them that
this list includes common phrases, but it also includes others that may vary based
on settings (formal versus informal) or participants (experts versus peers).
Remind students that a variety of factors influence spoken language and this
textbook will give them a chance to practice with lightly scripted pieces as well
as give them ideas for listening to authentic material online or in person (depend-
ing on campus activities). Present the list and ask if students have heard or used these phrases. If time allows, divide students into small groups and ask them to share presentations they have attended and ones in which they have heard such phrases.

**PRACTICE ACTIVITY: INCORPORATING IMPORTANT INFORMATION (PAGES 6–7)**

Go over the directions. Remind students that a good way to begin using the language more naturally is to practice inserting it into existing material. Give them time to complete the activity before putting them in groups to share their main points. Remind them that they may have selected different main points and/or different phrases to signal them. Explain that this is okay and it’s part of the reason why it is important to notice when speakers focus attention; this is how listeners can know what should be written in notes since it’s what the speaker considers important.

**Answers**

Answers will vary.

**LISTENING 1: LISTENING FOR THE KEY COMPONENTS OF A PRESENTATION (PAGE 8)**

**Listening to a Student Presentation**

Explain that students are going to hear a student presentation. Remind them this is simply a practice to begin noticing the key components and the language. Play the audio more than once if necessary and encourage students to listen on their own as well. After listening, go over the answers. Encourage discussion by asking questions such as *Which were the hardest to understand: the language signals or the details? What did you like/dislike about this presentation? Have you ever had to give a presentation like this? What would you do to improve the next presentation you give that includes a lot of important information?* Solicit volunteers to share stories.

Note: Slides to accompany this presentation can be found online at [www.press.umich.edu/elt/compsite/4Point](http://www.press.umich.edu/elt/compsite/4Point).

**Ideas for Using the Available Slides**

- print slides in assorted print modes for students to use for note-taking
- show the slides as the audio is played
- provide the slides after the lecture for students to check accuracy of their notes
- provide the slides after the lecture for students to identify which slide matches which part of their notes
- let students modify slides to add target language
- let students modify to improve and share
- show the slides so students get ideas for their own visual aids
- use the slides to spur discussion about the topics or the value of the content
Tell students that one of the best ways to learn language is to practice using it spontaneously. Most conversations are not those we can plan, so impromptu activities will allow the practice in the safety of the classroom. Present the topic and give students time to jot a few notes before beginning.

### Answers

1. Yes, it includes a hook (a thought provoking question). It was *Are you or do you know anyone who is bilingual?*
2. She wanted to talk to people who grew up speaking two languages and finding out about their affiliation to their two language communities. She indicated the purpose with the words *I was interested in* . . . She also drew attention to her main research question (*Did they have a stronger affiliation to one or the other [language community]?*) with the words *Basically, my research question was* . . . and to her purpose with *Today I’m reporting on my study of* . . .
3. She collected information by conducting a survey.
4. She introduced results with phrases including *In terms of results* . . . , *Another interesting finding was* . . . , *Only one person said* . . . , *The majority of the participants* . . .
5. She did give conclusions. She introduced them by saying *My conclusions are that* . . .

### Expansion Activity

Find some sample student speeches on the school’s website, youtube, or a public speaking website. Ask students to analyze the components of the speeches. First, ask them to identify the hooks, purposes, results, and conclusions. Then ask them to discuss if the speeches were effective or ineffective. Challenge students to write a formal presentation from the results from their surveys on pages 4–5. Create a rubric consisting of the components and any other features students feel make a presentation effective. Rubrics can be easily created or adapted at [http://www.rcampus.com/indexrubric.cfm](http://www.rcampus.com/indexrubric.cfm).
Part 2: Language and Dialects (pages 9–20)

GETTING STARTED (PAGE 9)

Activate students’ prior knowledge by reminding them that they probably know a little something about almost any topic. Inform them that this part is about dialects. Explain that many languages have dialects. Ask students to read the short introductory paragraph and give them time to answer the questions with a partner to activate their prior knowledge. If time allows, ask partners to summarize their discussions for the rest of the class.

Answers

Answers will vary.

Before proceeding, point out the brief introduction to the reading on the bottom of page 9. Discuss the importance of college-level reading and being able to use the information and not simply comprehend it. Explain that all the readings in this textbook are authentic and similar to the types of readings they will encounter in academic settings.

READING (PAGES 10–13)

Reading about Dialects

This reading is from a college textbook from a linguistics course for teachers. Encourage students to practice the strategies they will learn in this textbook using readings from other textbooks or academic sources throughout the term.

FYI: UNDERSTANDING IN-TEXT CITATIONS AND BIBLIOGRAPHIC/REFERENCE ENTRIES (PAGE 13)

Present the information in the box. Generate a short discussion to see which students are familiar with in-text citations. Ask what disciplines they have seen these used in and draw conclusions about which disciplines most commonly use these.
Expansion Activity

Make a list of common citation styles on the board and see if students can guess what the letters stand for. Then lead a discussion about which fields might use which style.

MLA: Modern Language Association
APA: American Psychological Association
CMOS: Chicago Manual of Style
IEEE: Institute of Electrical and Electronics Engineers
ACS: American Chemical Society
CSE: Council of Science Editors

For an extra assignment, assign students (or groups) to research a style and bring examples of how to cite books, journals, and websites. Consider dividing groups by their intended major and assigning them the style they are most likely to use frequently. Each group can present examples on the assigned day. Schedule a whole class discussion comparing and contrasting the styles.

STRATEGY: RECOGNIZING (LISTENING FOR) AND GIVING DEFINITIONS (PAGE 14)

Present the information in the box. Poll the class to see how many students worry when they hear a word they don’t know. Remind students that many times lecturers will provide a definition and they should not panic if they don’t know word. Present the strategies and review those presented in *Four Point, Listening and Speaking 1* for more practice. Read the examples aloud.

PRACTICE ACTIVITY: PROVIDING DEFINITIONS (PAGE 15)

Present the directions. Make sure students understand before letting them work. Give them time to complete the chart. Go over the examples and remind students that more than one answer is possible. After students finish, go over the answers. Encourage students to share two other terms they added to the chart.
### Answer Key

Some suggested answers may include:

<table>
<thead>
<tr>
<th>Term</th>
<th>Words Signaling a Definition</th>
<th>Strategy(ies)</th>
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<tbody>
<tr>
<td>dialect</td>
<td>... is .... may be defined ... sofa, couch, ...</td>
<td>stating definition immediately using key phrases</td>
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<tr>
<td></td>
<td></td>
<td>listing examples</td>
</tr>
<tr>
<td>heteronomous</td>
<td>... are ... ... look to the same ...</td>
<td>stating definition immediately listing characteristics</td>
</tr>
<tr>
<td>languages</td>
<td></td>
<td></td>
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<tr>
<td>dialect continuum</td>
<td>This is called ...</td>
<td>using key phrases</td>
</tr>
<tr>
<td>dialectology</td>
<td>... is ...</td>
<td>stating definition immediately</td>
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<td></td>
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</tr>
<tr>
<td>NORM</td>
<td>(nonmobile ...)</td>
<td>giving definition between parentheses</td>
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<td></td>
<td></td>
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<tr>
<td>accommodation theory</td>
<td>... which says that ... ... is based on ...</td>
<td>using key phrases listing details</td>
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<td>Answers will vary.</td>
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PRACTICE ACTIVITY: DEFINING TERMS FOR OTHERS (PAGE 16)

Explain that students will have to be able to define terms in their own field to people who may not be experts in the same field. Challenge them to think of terms from their own field of study or from a field they want to pursue. Give them time to complete the chart. Schedule time for students to present their words and definitions using the strategies on page 14 of the book.

SPEAKING (PAGES 17–18)

Giving Examples and Explanations (page 17)

Explain that examples and explanations are common in conversations, discussions, and lectures. Often these are easily identifiable because speakers signal them using certain words or phrases. Present the list in the book. Ask students which seem most formal and which seem less formal to them. Remind them that even the most formal settings (lectures, for example) might not use the most formal phrases.

PRACTICE ACTIVITY: GIVING EXAMPLES AND EXPLANATIONS (PAGE 18)

Reinforce the idea that examples and explanations can improve a presentation. Mention that many North American audiences find these to be a feature that makes a presentation better. Go over the directions and give students time to complete the chart.

<table>
<thead>
<tr>
<th>Answers</th>
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<td>Answers will vary.</td>
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Expansion Activity

Divide students into groups and ask them to give examples and explanations for one of the terms they used in the Practice Activity on page 16. Put them in pairs to share the definition and example/explanations.
Expansion Activity

Introduce students to corpora and explain they are collections of language. Explain that there are several corpora they can use to get a picture of what authentic language is like. Use MICASE (Michigan Corpus of Academic Spoken English) as an example. MICASE is free and available to the public at http://micase.elicorpora.info. Challenge students to use the Search MICASE feature to search for more phrases expressing main points, giving definitions, and giving examples and explanations. Let students share their findings in class and encourage students to add new phrases to the lists on pages 5, 14, and 17. Ask students to write discussions using some of the new phrases (or print the script in which they found the words and perform it).

LISTENING 2: VISITING A PROFESSOR DURING OFFICE HOURS (PAGES 19–20)

Listening to an Office Hours Meeting (Video)

Before playing the video clip, ask students to discuss their experiences with office hours. Discuss common challenges. If students have trouble starting a list, elicit answers such as students are nervous about talking to the instructors, the instructors talk too fast, students are afraid to jump in or ask for clarification, students can’t tell when the meeting is over. Explain that the video tasks are divided into four sections: Focus on Language, Focus on Tone, Focus on Nonverbal Communication, and Summary.

Instructors may want to consider playing this first video several times and letting students concentrate on one part a time.
Answers

Focus on Language

Possible answers:
1. . . . keep in mind that content is the most important aspect . . . , . . . one critical thing to make sure . . . , . . . another really important thing is . . . , . . . keep in mind too . . . , I, I think that’s really important . . . , . . . keep in mind what . . . , I think it’s really important . . . , . . . so it’s really important that what you say . . . , I come back to my earlier point . . . .
2. There are no specific definitions for new terms in this excerpt. Note that students may include examples/explanations as definitions.
3. For example . . . , Let me explain., In other words . . . , So, imagine . . . , . . you know . . . , . . you know . . . , . . for instance . . . , . . for example . . . , . . so in other words what I’m saying is . . . .
4. Answers will vary.

Focus on Tone

Possible answers:
1. Answers will vary.
2. Answers will vary.

Focus on Nonverbal Communication
Possible answers:
1. Answers may include: head nodding, facial expressions, posture, gestures
2. Answers will vary.
3. Answers will vary.

Summary
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
Expansion Activity

To draw attention to the importance of nonverbal communication, make a list of nonverbal cues on the board. Elicit answers such as hand movements and gestures, body movements (shrugging shoulders, tapping feet or fingers), facial expressions (smiling, frowning, raising eyebrows, rolling eyes), posture (leaning, slouching). Then play the video silently and ask students to make observations based on nonverbal communication alone. Consider doing this activity before one of the video clips and see what questions they can answer with no audio at all.

Part 3: Learning a First or Second Language (pages 21–32)

GETTING STARTED (PAGE 21)

Students may express concern that they don’t know enough about language acquisition or theories or that material about theories is hard to learn due to the challenging terminology and unfamiliar content. Assure students that sometimes material can be challenging if it is new to them, but that they will discuss the topic in advance and learn from their classmates before listening to the lecture. Remind them that they have already learned language and strategies to help and that each unit will add more. Point out that the strategies from this unit will specifically help with this lecture. The material is not usually as challenging as students fear. Go over the brief introductory statements and then ask students to answer the questions with a partner. Hold a discussion with the whole class to share answers.

Answers

Answers will vary.

SPEAKING (PAGES 21–23)

Intonation with Tag Questions and Rhetorical Questions

Tell students that speakers, even in lectures, use tag questions and rhetorical questions and that these types of questions follow certain voice patterns. Inform them that these can be very common and it is important to be able to recognize them. Present the provided information or give students time to read it. Make sure students understand the difference between tag questions and rhetorical questions. Also consider using rising and falling intonation so students have an aural example. Present the examples in the box on page 22 of the text and read them aloud so students can hear the difference between rising and falling intonation.
PRACTICE ACTIVITY: ANALYZING QUESTION INTONATION (PAGE 23)

Give students time to answer the questions. Then put students in pairs or small groups or hold a whole-class discussion to share their answers.

Answers

Answers will vary.

Expansion Activity

Ask students to record themselves reading the examples from the box or examples they write themselves. Ask students to submit the recordings to the course management system or via another method that works well. Listen to the recordings to ensure that students are correctly using rising and falling intonation. Schedule individual meetings if time allows to consult with students about their recordings.

Expansion Activity

Give a brief overview of the other question types that require rising (yes/no questions) and falling intonation (Wh- questions). Ask students to write samples and practice with a partner. Circulate to check pronunciation. Other types of questions can be studied, too. For example, questions with alternatives that rise over the first choice but fall over the second choice after the word or (Do you want to go out or stay home?).

RESEARCH STRATEGY: TAKING GOOD NOTES (PAGE 23)

Open a discussion about doing research and taking notes. Ask students what note-taking strategies they use or are familiar with. Continue the discussion by asking them when they take notes. Elicit answers such as during lectures, from readings, when compiling information for a paper or presentation. Explain that taking good notes is a frequent and important practice in academic studies. Present the research strategy.
PRACTICE ACTIVITY: EVALUATING YOUR NOTE- TAKING TECHNIQUES (PAGES 24–25)

Tell students it is important to recognize what they do well and what they could improve. It is also important to learn other strategies and techniques to try. Note-taking is no different. Give them time to complete the survey. Challenge them to be honest and encourage them to try the techniques they never use on the practice lectures with this textbook to see if they could be helpful on authentic lectures outside of class.

Answers
Answers will vary.

Expansion Activity

Draw special attention to number 6 in the Practice Activity. Stress the importance of an abbreviation log. For a formal presentation, refer to Four Point, Listening and Speaking Intro. Present a list of words or concepts that native speakers commonly abbreviate. Write these on the board and ask students to write an abbreviation for each. Then ask them to compare answers with a partner or in a small group. Present the common abbreviations used by native speakers, but remind them to pick whatever they will be able to remember and is easy for them to use.

Answers may vary.

because = b/c
falling = ↓
hour = hr
large = L or lg
medium = M or med
minute = min
rising = ↑
small = S or sm
without = w/o
with = w/
within = w/in
before = b/f or b4
during = d-ing
equals = =
unequal or different from = ≠
for example = *g.
greater than = ≥ [need the greater than symbol without the “or equal to”]
less than = ≤ [need the less than symbol without the “or equal to”]
important = * or imp
approximately = ≈
percent = %
thousand = K

Expansion Activity

Continue the prior Expansion Activity or use this activity instead. Consider grouping students from the same discipline to create a list of words from their area of study and to create an abbreviation log for their words.

PRACTICE ACTIVITY: IMPROVING YOUR NOTE-TAKING (PAGE 25)

Explain that this activity is designed to give students the opportunity to practice the note-taking strategies on both a reading passage and on the listening. Assign this as homework or give students time in class to work. Direct student attention to Appendix 1 on pages 187–190 for some note-taking tips, sample flow charts for main ideas and details, mind maps, or a sample of the Cornell style (note that the sample notes in the Cornell sample are from the Unit 2 lecture). Consider collecting notes and providing tips or suggestions as feedback.

Answers

Answers will vary.

VOCABULARY POWER (PAGE 26)

Point out that the eight words are used in sentences from the lecture they will hear. Remind them that these words are not discipline-specific words; rather, they are words they may hear in lectures from variety of disciplines or see in other academic content, such as readings.
LISTENING 3: THE NATURE OF FIRST AND SECOND LANGUAGE ACQUISITION (PAGES 27–28)

Listening to a Lecture

Introduce the passage as a lecture excerpted from a linguistics class. Tell students this is a scripted excerpt to be used for practice. As they move forward in the book, there will be opportunities and suggestions for using authentic lectures and materials. Read the directions and give students time to review the language taught earlier in this unit. Although the goal is to begin to notice signal words, it might be easier to simply let students take notes as they normally would. Encourage them to use the chart and explain that charts can be ideal for taking notes during lectures or for organizing notes after listening.

Answers

1. d
2. a
3. b
4. h
5. f
6. c
7. e
8. g

CHECKING YOUR UNDERSTANDING: MAIN IDEAS (PAGE 28)

Tell students a good way to see if their notes have the main ideas is to identify the main ideas in the activity. Give them a moment to peruse their notes and make their selections before giving them the answers.

Answers

2, 3, 6
ORAL ARGUMENTS (PAGE 28)

Explain that students in academic settings often have to present and defend their opinions and ideas. Participating in a debate and planning oral arguments is an ideal way to practice. Present the topic in the textbook. Plan adequate time for students to work with a group to complete the activity. Go over the structure for the activity and review the format in Appendix 2 on pages 191-192. Set time limits for the arguments and counterarguments. A good starting point is three minutes for introductory statements, two minutes for an argument and one minute for a counterargument, and three minutes for closing statements after ten minutes for open discussion. Vary the times based on the level and experience of the students. If students will be evaluated on the activity, let them know before they begin work and allow adequate time for them to meet and prepare outside of class (or in class if in a flipped classroom setting). Remind students that this activity will give them the opportunity to practice using the skills in this text. Rubrics for debates or oral arguments can be adapted from or created based on your individual objectives at http://www.rcampus.com/indexrubric.cfm.

Answers

Answers will vary.

RAPID VOCABULARY REVIEW (PAGE 29)

Stress the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Again remind students that these words are used in a variety of disciplines, so they’re likely to see or hear these words again. Go over the answers.
Instructor’s Manual

Answers

1. observed event
2. surprised
3. separating
4. compares to
5. limited
6. uncountable
7. standard
8. conditions
9. situation
10. plenty
11. on
12. a problem
13. thing
14. up
15. pronunciation
16. by
17. influence
18. shot
19. on
20. in

Expansion Activity

Direct students to the online website for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.

SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 30)

Explain that synthesizing is the process of merging information from several sources. Academic study requires a lot of synthesizing of course materials within a class as well as drawing from materials in other classes, from outside sources, or even from personal experience.

The short, in-class assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates or structure them for use in a flipped classroom. These are also better for use if evaluating students with formal grades.

Answers

Answers will vary.
GENERAL NOTES

Examples: This assignment is ideal when scheduled into a 15-minute slot. Students should talk in small groups and share their ideas. Circulate to make sure they are using appropriate language studied throughout the unit. Consider turning this into a more formal speech assignment if desired.

Office Hours: Assign students into pairs so each partner shares ideas and stories. Then students should create a role-play of an office hour interaction to present to the class. Encourage them to be creative and to tackle a situation they want to be prepared for outside of class. Consider recording the role-plays to watch later and for which to give customized feedback on students’ language, tone, and non-verbal communication.

Be the Professor: Ask students to think about their major or a major or discipline they are interested in pursuing. Give them time to choose a concept and prepare their “lecture.” Consider using this as a formal presentation and using a rubric that includes the language from the unit as well as the key components and features students selected as those that make presentations effective.

Research Theories: Remind students how important it is to their academic careers to be able to conduct research. Brainstorm a list of linguists (Arthur Abramson, Charles Frambach Berlitz, Franz Bopp, Paul Grice, Otto Jespersen, Ronald M. Kaplan, Peter Trudgill) with students or allow them to choose someone of interest to them. If students are from similar disciplines, group them for a brainstorming period. Give them adequate time for research and preparation. Schedule a day in class for formal presentations.

VOCABULARY LOG (PAGES 31–32)

Request students keep their vocabulary log on these pages or in a separate notebook. It is recommended that these pages not be graded as students learn vocabulary different ways. Rather, it is encouraged that instructors simply check to make sure the log pages are complete and give a participation grade. For more information about vocabulary logs, consult the information in the front matter of the textbook and view the video by Keith Folse on the University of Michigan Press website (www.press.umich.edu/elt/compsite/4Point/) in which he discusses his own experience with vocabulary logs.

Answers

Answers will vary.
Unit 2: Geology: Natural Disasters (pages 33–60)

Objectives

Students will be able to
- listen for and describe processes, developments, and changes
- extend descriptions
- ask for and give clarification
- make an impromptu speech
- activate and use prior knowledge
- discuss new concepts
- handle informal classroom interactions
- take notes on new words and concepts
- listening to a lecture with visual aids
- identify valid sources
- improve academic vocabulary
- participate in a group project
- synthesize information

Listening Skills and Strategies
- listening for and describing processes, developments, and changes
- activating and using prior knowledge
- listening to a lecture with visual aids

Speaking
- clarifying
- discussing new concepts

Research
- determining the validity of sources

Unit Opening

Present the brief introduction. Open a class discussion about geology. Initiate the discussion by asking students if they are familiar with any news stories about the natural disasters mentioned in the introductory information.

Part 1: Wildfires (pages 33–39)

GETTING STARTED (PAGE 33)

Tell students the focus of Part 1 is wildfires. Ask students to brainstorm a list of places that experience wildfires. Mention some places where large wildfires made the news, such as California and Colorado in the United States. Teach them or
review Venn diagrams and explain that the diagrams are a good way to organize notes or compare and contrast concepts for tests or research. Draw one on the board. Review the information in *Four Point, Listening and Speaking 1* for more details about using Venn diagrams for note-taking or studying.

![Venn Diagram](image)

Ask them to compare wildfires to a natural disaster that happens in their native countries or a place they are familiar with. Read the introductory material and ask students to answer the questions with a partner. Open a class discussion about the answers and spend some extra time discussing how students devised their answers. Remind students that whether or not their answers are correct is not important. It’s important that they are making predictions and activating knowledge, which leads to the material being easier to comprehend since they will have been using some of the vocabulary and talking about the topic in general.

**Answers**

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
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<tbody>
<tr>
<td>Answers will vary.</td>
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**STRATEGY: LISTENING FOR AND DESCRIBING PROCESSES, DEVELOPMENTS, AND CHANGES (PAGE 34)**

Ask students which classes they’ve had (or ones they think they will have) in which lecturers may describe processes, developments, and changes. Expect the answers to be varied since every discipline and every topic likely uses this type of language. Present the information in the box and read the examples aloud. Ask students to repeat the examples after you or to read them aloud with a partner.

When having students read aloud or practice the speaking activities, offer some brief pronunciation notes or feedback if desired. An Expansion Activity follows that gives an overview of voiced and voiceless sounds.
Expansion Activity

Consider discussing the difference between voiced and voiceless sounds. Explain that voiced sounds require use of the vocal cords and students can identify a voiced sound by pronouncing the sound while holding their hand against their throat. If they can feel a vibration, the sound is voiced. Contrast voiced sounds with voiceless. Voiceless sounds do not use the vocal cords, but rather use only air. When these sounds are pronounced, there is no vibration. Students can hold their other hand in front of their mouth and feel the puff of air hit their hand. Consider also letting students see their breath fog a handheld mirror. Show students a copy of the phonetic alphabet. A free copy for class use is available at http://www.antimoon.com/resources/phonchart.htm. Students can also hear the sounds at http://www.antimoon.com/how/pronunc-soundsipa.htm. Give students time to work together to pronounce each sound and determine if it is voiced or voiceless. Remind students to not get frustrated. English is challenging because there are 26 letters, but there are 39 sounds. The five vowels actually make 15 vowel sounds.

Answers

Voiced: all vowels, b, d, g, v, z, th, sz, j, l, m, n, ng, r, w, y
Voiceless: p, t, k, f, s, th, sh, ch, h

PRACTICE ACTIVITY: CONTINUING THE DESCRIPTION (PAGES 35–36)

Explain that students will be reading an authentic reading provided by the U.S. Geological Survey. Some of this language may be challenging, but remind students it is a good idea to practice on the types of material they will have to read and use for research during their academic careers. After sufficient time and addressing any vocabulary issues, ask students to read complete the activity on page 36. Group students to compare their answers. Remind them that there is no one right answer.

Answers

Answers will vary.
Expansion Activity

Find some presentations online (youtube, TED talks) of people describing a process. Or, ask students to find a speech of interest to them, but require that it be about a process, development, or change. Ask students to listen for language that describes the process, development, or change. Encourage them to add any new language to the list in the book on page 34.

SPEAKING (PAGES 37–38)

Clarifying

Ask students if they have ever been at a lecture or in a discussion where they had trouble understanding something. Then ask how many have actually tried to clarify information from a lecturer or another speaker during a discussion. Expand the discussion by asking them the pros and cons of clarifying. Expect answers such as *It helps make sure you understand something, but it’s hard to interrupt another speaker or a lecturer*. Explain that interrupting will be covered later in this textbook and that clarifying is usually done by using certain words and phrases to make it polite and acceptable. Present the boxes and sample phrases.

Expansion Activity

Ask students to search MICASE or another corpus for the phrases listed on page 37 of the text. Suggest they find one or two of the phrases in the corpus and look at the situation in which it was used (type of speech, a particular discipline, participants, etc.). Challenge them to find other new phrases to share with the class during the next class period. Compare and contrast the situations in which the phrases were used or how common (or not common) they are.

PRACTICE ACTIVITY: ASKING FOR AND GIVING CLARIFICATION (PAGE 38)

Remind students that one of the goals of this textbook is to prepare them for English in an academic setting and that all the practice activities are designed to mimic the types of material they will encounter in other classes. Let students choose any process or event for the field of their choice. Give them time in class to conduct research (if in a flipped classroom) or assign this activity as homework. Encourage them to use the language from Part 1 of this unit as well as any language from Unit 1 that is appropriate. Pair students to read their processes to each other and to practice asking for and giving clarification.
LISTENING 1: LISTENING FOR PROCESSES, DEVELOPMENTS, AND CHANGES (PAGE 39)

Listening to a Student Presentation (page 39)

Ask students to share kinds of listening they have had to do. Elicit answers such as *lectures, seminars, talks, meetings, conversations, and discussions*. Remind students that a common task in academic studies is listening to and preparing student presentations. Talk about the challenges of listening to student presentations (*not a voice they have become accustomed to as with regular professors, unfamiliar vocabulary, or new information depending on what the student is presenting*). Explain that this listening is once again a student presentation included to help them practice. Remind them that because of the earlier discussion on wildfires, they can make predictions about what they will hear. Play the audio and ask students to complete the questions. If necessary, play the audio more than once.

Note: Slides to accompany this presentation are available online at [http://www.press.umich.edu/elt/compsite/4Point](http://www.press.umich.edu/elt/compsite/4Point).
Answers

Answers will vary. Possible answers:

1. Wildfires often start..., ...can originate..., ...subsequently..., Initially..., When this happens..., The first stage..., ...move to the next stage..., As soon as..., ...results in..., When a wildfire has started..., When the fire burns up to the fire line..., While you may not be a homeowner..., To start with..., As you leave..., Before you go out..., When driving away..., After you have shut off the ignition..., Finally..., ...the first thing to do..., In conclusion...

2. Students might suggest that the speaker use more process language when describing the stages of a wildfire, when talking about the science of a wildfire, or when describing the three elements required for combustion to take place.

Expansion Activity

Ask students to revisit the process they described on page 38. Require them to analyze their own presentation and decide if they used enough process and development phrases and if they feel they described the process adequately. Ask them what language they would add if they could give the presentation in a formal setting (or give it again if the earlier Expansion Activity was completed). If the earlier Expansion Activity was not conducted, consider using it now and having students create their own student presentation for the class.

MAKING AN IMPROMPTU SPEECH (PAGE 39)

Tell students that one of the best ways to learn language is to practice using it spontaneously. Most interactions are not those we can plan, so impromptu activities will allow the practice in the safety of the classroom. Consider expanding the topics by using other natural disasters or topics about government declarations and having students choose them randomly. Or let students practice with the given questions and write similar questions on cards for an impromptu speech that can be evaluated if desired.

Answers

Answers will vary.
Part 2: The Nature of Waves (pages 40-49)

GETTING STARTED (PAGE 40)

The topic of hurricanes and tsunamis may be sensitive since some students may have personal experience or have lived in a country that experienced these natural disasters. Remind students that it might be helpful to be familiar with the topic in general before beginning this unit. Read the introductory information and give students time to discuss the questions. Ask partners to share their information with another pair to broaden the discussion.

Answers

Answers will vary.

READING (PAGES 40–43)

Reading about Waves and Storm Surges)

Read the short introduction before the reading. Remind students that the readings in this textbook may be challenging, but they are from authentic textbooks that reflect the types of readings they will need to be prepared for as they move forward with their academic careers. Mention that some of the language they've learned thus far will help them digest this material. Assign the reading as homework or allow adequate class time for students to read. Refer students to reading strategies in the *Four Point, Reading and Writing* books in the series if they need additional help.

STRATEGY: ACTIVATING AND USING PRIOR KNOWLEDGE (PAGE 44)

Survey the students and ask them if they know anything about random topics such as electrical engineering, famous dictators, or how tornados form. Expect that many students will say they know nothing about these topics. Explain that usually everyone knows something about a topic, even if they don’t think that they do. Present the information and the steps for activating and using prior knowledge in the box.

PRACTICE ACTIVITY: ACTIVATING PRIOR KNOWLEDGE (PAGE 44)

Draw attention to the topics of Units 4, 5, and 6 of this textbook. Give students a chance to activate their prior knowledge about some of the topics. Ask them to take notes on a separate piece of paper and allow five to ten minutes for each topic depending on what class time is available. This could also be assigned as homework and students can then share their notes when they get to class, which works nicely if in a flipped classroom setting.

Answers

Answers will vary.
Expansion Activity

Depending on the class population, consider assigning students to activate their prior knowledge about a lecture they will hear in another class or on a topic of interest to them. Additionally, this activity can be used throughout this text if any optional lectures (Academic Earth) or TED talks are selected for authentic practice in or out of the classroom.

SPEAKING (PAGES 45–46)

Discussing New Concepts

Point out that concepts are discussed often in academic settings. Remind students that sometimes they will be familiar with topics but other times the material will be new (or new in another language). Explain that they can recognize when a concept is going to be described because speakers usually preface this information with certain words or phrases. Present the introductory material and the phrases in the box. Mention that new concept discussions also use a lot of paraphrasing. Go over those phrases. Consider reading the phrases aloud or asking students to read them aloud to practice pronunciation. Review the paraphrasing strategies on page 37 and let students know they can use these to discuss new concepts as well.

Expansion Activity

If time allows for a short pronunciation lesson, remind students that native speakers don’t speak perfectly and they may hear some features that make English hard to understand. Present a brief overview.

- linking = connecting words together (consonant to consonant or vowel to vowel)
- false starts = beginning a word or statement, struggling to find the right word or changing the words, then starting over
- slang or colloquialisms = words or phrases that may be culturally specific
- fillers = sounds or words that have no meaning (or meaning to the given content)
- assimilation = blending sounds together

Stage a challenge and see if students can give examples of each. Then ask students to find examples in MICASE and use the Listen to MICASE feature to hear what these features sound like in spoken English. Ask students to bring in a sample to share with the class. Or, print a script for the class to use for identification purposes.
FYI: REVIEWING NOTE-TAKING ON NEW WORDS AND CONCEPTS (PAGE 46)

Ask students if they worry when they don’t understand a word during a lecture. Explain that there are some strategies they can use to help understand or manage this challenge in their notes. Present the information in the box.

Expansion Activity

Hold a spelling test in which words that may be new to students are presented. Ask them to try some of the strategies presented in the box if they can’t spell the word exactly: write only the first letter of first few letters they understand, write the word phonetically, and concentrate on the root rather than the prefixes or suffixes.

Some suggested words from the Unit 2 reading are:

- abstraction
- gravitational
- adjacent
- laboratory
- atmosphere
- linearly
- axis
- orbital
- energetic
- quadrant
- equivalent
- refracts
- flux
- vertical
- geometrical
- wharf

Expansion Activity

In lieu of or in addition to the previous Expansion Activity, a note-taking practice can be scheduled. If the reading was not used, choose one portion to read aloud as a “lecture” and ask students to take notes and use the strategies in the note-taking box. If the reading was used, choose a portion of another reading or use a script from a lecture on MICASE or a TED talk to use for the activity.
PRACTICE ACTIVITY: DISCUSSING NEW CONCEPTS (PAGE 46)

Read the instructions and group students. Give them time to write their example or definition and challenge them to incorporate the language presented in Unit 1 and the first part of Unit 2. Refer them to the reading for information or allow time for students to conduct some light research online to develop answers. Schedule time for groups to share answers.

Answers

Some possible brief answers based on the information on the reading include:

1. sea level: can’t be defined precisely, involves average level rising and falling twice a day due to the interaction between the sea and the moon, differs daily or monthly depending on the position of the sun and moon and the Earth’s axis around the sun, can also depend on weather, based on the idealized calm sea, never precise

2. wave crests: ripple the surface of the sea

3. troughs: an area between waves

4. “standard” pressure: 14.69595 pounds per square inch, atmosphere pressing down on a sea with no waves or tides and no wind blowing over it, equal to the pressure of a column of liquid mercury 29.92126 inches in height at sixty-eight degrees Fahrenheit

5. deviational effects: the effects of waves, tides, atmosphere, and storm surges that change sea level, allow engineers to make informed decisions about design and placement of structures, enables planners to define and prepare for storm scenarios, informs scientists about effects of climate changes

6. fetch: the distance the wind blows over

7. break: when a wave hits shore, a wave must be energetic to break, usually backward (an explosion of foam and surf tumbles down its backside)

8. storm surge: begins when a broad bulge of seawater (about 50 miles in diameter and a few feet high) is lifted by hurricane-force winds, the bulge follows along beneath the storm, its height somewhat greater in the right front quadrant where wind is the greatest, when the storm enters shallow water, the bulge drags against the seafloor, slows its forward motion and the faster-moving tail end of the swell piles over the front end, increasing its depth
LISTENING 2: HANDLING INFORMAL CLASSROOM INTERACTIONS (PAGES 47–49)

Listening to a Discussion (Video)
Review the four sections of video clip questions if necessary. Warn students that parts of this clip may be more challenging since the students and professor are speaking naturally.

Play the video. Depending on the level of your students, consider playing the video clip as many times as necessary and/or having students concentrate on one section of questions at a time.

Expansion Activity

Focus on Language
Possible answers:
1. *Are there any questions on...*, ...*any questions?*, Ok, so, *any questions?*, Um, excuse me..., I’m sorry, did you say..., I’m sorry, what, what was your question..., Excuse me, um, If I understood you..., Is that right?, Yes, that’s right, Okay?, Okay, so everyone is all set for Wednesday, right?
2. See answer for number 1. Other answers will vary.
3. *I’m sorry, did you say...*, If I understood you..., Is that right?
4. Answers will vary.

Focus on Tone
Possible answers:
1. Answers will vary.
2. Answers will vary
3. Answers will vary.
Focus on Nonverbal Communication
Possible answers:
1. Answers may vary. The instructor nods her head, which nonverbally conveys that today’s lecture will be on the exam.
2. Answers may vary. Students might notice that the instructor nods her head, but that is contradictory because the words that follow indicate the lecture will not be on the exam.
3. Answers will vary.

Summary
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Expansion Activity
Go to the TED talks website at www.ted.com. Search for “climate change” and choose a talk that best fits your time constraints and interest level. Create a comprehension quiz if a listening evaluation is needed. The interactive script makes it easy to create Cloze quizzes or main idea and detail questions. Also consider having students follow along in the interactive transcript. The interactive transcript allows listeners to click on specific words to hear how they sound. Alternatively, ask students to choose one and listen outside of class. Require them to write a paragraph-long summary and critique the speakers English in terms of the listening and speaking language taught in Units 1 and 2.

Expansion Activity
For additional practice, students can read the TED script at the same time the speaker is talking. The challenge is saying things like he/she does and learning natural places for pausing and emphasis.

GETTING STARTED (PAGE 50)

Initiate a discussion by reviewing Part 1 on wildfires and Part 2 on hurricanes. Make sure students have no questions about the topics or the language. Explain that Part 3 is about tsunamis. See what students prior knowledge is about the 2004 tsunami in the Indian Ocean. Ask students to answer the questions in pairs and then combine pairs to form groups of four to share answers.

Answers

Answers will vary.

Expansion Activity

Focus attention on visual aids and Questions 2 and 3 from the Getting Started activity on page 50. Ask students to bring a textbook from another class or one they find in the library. Let them choose one from a field of interest to them. Put students in groups to compare the visuals they see in the different books they brought to class. Ask them to also bring PowerPoint slides from a lecture they attended or found online. Ask the group members to compare and contrast those as well. Ask each group to prepare a short list of what similarities and differences they found in visual aids from materials from different disciplines.

STRATEGY: LISTENING TO A LECTURE WITH VISUAL AIDS (PAGE 51)

Start a new discussion about note-taking. Survey the students to see how many have lecturers using PowerPoint or other visual aids. Ask how students use these visual aids. In many cases, students say they spend a lot of time writing what is on the slide and often don’t take other notes. Suggest that they try to get copies of the slides (before or after) the lecture so they can concentrate on material not on the slide (often details or examples that might be on a test later). Discuss the various print modes of slides in programs like PowerPoint; for example, one mode prints slides on half the paper and has lines for notes on the other side (it looks similar to page 52 in the textbook). Present the information in the box.
Expansion Activity

Discuss the differences between books and lectures. Mention how important words in a book are easy to identify because they are in bold or italic type and that books often contain headings and subheadings. Ask students to imagine they need to convert the reading from Part 2 into a lecture. Ask them to mark the places in the reading where they would start a new slide for a lecture. Ask them to insert signal phrases from the box on page 51 and to decide what information would be on the slide and what information would not. Give them time to share ideas but remind them that answers may be very different.

PRACTICE ACTIVITY: IDENTIFYING WHAT SHOULD BE WRITTEN ABOUT VISUALS (PAGE 52)

Explain that the three slides shown accompany the lecture they are going to hear. Ask them to focus on the visual aids before they listen. Encourage them that viewing visual aids before listening whenever possible is a good listening strategy and makes listening to new material easier. Let them use the space for notes.

Answers

Answers will vary.

RESEARCH STRATEGY: DETERMINING THE VALIDITY OF SOURCES (PAGE 53)

Ask students what their favorite sources are for learning more about a topic. Write a list on the board. Then ask them how they know these are good, reliable sources. Explain that in academic studies it is very important to make sure their sources are reliable. Present the information in the text.

PRACTICE ACTIVITY: CREATING A LIST OF RELIABLE SOURCES (PAGE 53)

Explain that it is a good idea to have a list of reliable sources for their field. Give students time to create the list.

Answers

Answers will vary.
Expansion Activity

Many students rely on online sources. Consider extending the discussion about reliable sources. Go over the classroom policy as well as any university policies. For example, some instructors do not consider Wikipedia to be a reliable source. Discuss what these types of websites are and generate a discussion about which are reliable:

- .gov
- .edu
- .org
- .com
- .net
- .mil

Compare and contrast sources such as blogs, social networking sites, news sources, and also consider comparing and contrasting print versus online sources. A review of comparing and contrasting language is in *Four Point, Listening and Speaking 1*, Unit 2.

Put students in small groups to look at the list of sites they used to form the lists in the Practice Activity on page 53. Ask them to brainstorm a list of websites good for general research. Create a master list on the board for students to copy and use as they move forward in their academic studies.

VOCABULARY POWER (PAGE 54)

Give students time to read the sentences and complete the matching activity. Go over the answers before playing the audio clip.

<table>
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<th>Answers</th>
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<td>1. f</td>
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<td>2. h</td>
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<td>3. g</td>
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<td>4. b</td>
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<td>5. d</td>
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<td>6. a</td>
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<td>7. e</td>
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<tr>
<td>8. c</td>
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</tbody>
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LISTENING 3: WHAT CAUSES TSUNAMIS? (PAGES 55–56)

Listening to a Lecture
Prep2are students to listen to the lecture. Remind them that some of the visuals are on page 52 and they should try to take notes using this version of printed PowerPoint slides. They can use a separate piece of paper or the extra space on page 55 to take notes and draw their own visuals for the rest of the lecture. Explain that they will hear the audio clip one time without stopping. (It can be played again later if necessary.) Give them time to compare notes and visuals.

Note: Slides to accompany this presentation are available online at http://www.press.umich.edu/elt/compsite/4Point.

CHECKING YOUR UNDERSTANDING: MAIN IDEAS (PAGE 55)
Let students use their notes and visuals to see if they captured the main ideas.

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<td>2. F</td>
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<td>3. T</td>
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<td>4. T</td>
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<td>5. F</td>
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</table>

GROUP PROJECT (PAGE 56)
Remind students that teamwork and group projects are frequent in academic studies. Explain that this project will be a group endeavor. Assign students to groups (or let them choose their own if desirable). Present the steps and directions for the project and devise a schedule for homework, in-class preparation, and poster presentations.

<table>
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<th>Answers</th>
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<td>Answers will vary.</td>
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Expansion Activity
Make arrangements for students to give poster presentations to another class or to have their posters displayed somewhere in the building for other students to view.
RAPID VOCABULARY REVIEW (PAGE 57)

Review the concepts of synonyms and combinations and associations if necessary. Circulate as students work (if done in class). Check student answers.

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<thead>
<tr>
<th>Answer Key</th>
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<tbody>
<tr>
<td>1. following</td>
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<td>2. lone</td>
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<td>3. series</td>
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<td>4. necessary</td>
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<td>5. during</td>
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<td>6. uncovered</td>
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<td>7. whole</td>
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<td>8. examine</td>
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<td>9. active</td>
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<td>10. liken</td>
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SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 58)

Review the importance of synthesizing in academic study. Tests, discussions, and research papers often require students to synthesize information from a variety of sources and/or make connections to their own experiences and knowledge. Encourage students to share examples of assignments from their other classes and discuss how those require synthesis.

Expansion Activity

Call colleagues or do a quick online search for sample assignments in a variety of disciplines. Show those to the students and talk about what would be required for each type. Ask questions such as Can you complete this assignment using only information from the textbook (one part or several parts)? Do you need other sources? Could you use your own personal experience or prior knowledge? This activity works especially well if you can provide examples from other courses at the same institution, but it’s also helpful to show assignments from other local universities, community colleges, or institutions students may attend in the future.

A variation of this activity might be to consider having students bring in assignments from a well-known institution or one they are interested in attending later. (If students are in community college, they might research their discipline of interest at a four-year university; others might choose to look at graduate level classes).
The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

**Answers**

Answers will vary.

**GENERAL NOTES**

Teaching a New Concept: To make this more advanced, create a stack of cards with different ideas and have students choose a concept randomly. To make this less advanced, choose concepts already studied in Units 1 and 2 of this textbook. In advance, require students to bring a textbook or other reading material about the concept they have chosen so they can quickly prepare in class.

Activating Background Knowledge: If students do not have wireless access in the classroom, schedule time in a school's computer lab. Remind them that they're activating prior knowledge and need not be dependent on new research; they should be able to use only what they already know and there are no length requirements. Let students exchange information in groups.

Anyone Can Do It: Encourage students to bring visual aids or have their classmates follow directions as they present.

**Expansion Activity**

Show students a short process video. Several can be found online. A sample of how to make an origami butterfly is on youtube at [http://www.youtube.com/watch?v=X4L5nDDgEEk](http://www.youtube.com/watch?v=X4L5nDDgEEk).

Ask students to notice the time and process words and make a list. The list includes many variations of **now**: now, so now, now what we do, now that we have and other words such as **then**, once again, once you have, we’re going to, when you do that, when it does, this time, etc., that students can use in addition to the process language taught in this unit.
A Formal Presentation with Visual Aids: Consider formally evaluating this presentation and including the language from Units 1 and 2, key components of a presentation, and their visual aids as part of the rubric.

**Expansion Activity**

The United States Department of Labor has a good website that provides basic information on developing effective presentations and includes a section on visual aids and tips for creating good visual aids at [https://www.osha.gov/doc/outreachtraining/htmlfiles/traintec.html](https://www.osha.gov/doc/outreachtraining/htmlfiles/traintec.html).

**VOCABULARY LOG (PAGES 59–60)**

Follow the procedure of your choice for the vocabulary log.

**Answers**

Answers will vary.

**Expansion Activity**

Direct students to the online website for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.
Unit 3: Economics: Inflation and Microeconomics (pages 61–93)

Objectives
Students will be able to
• identify and discuss problems and solutions
• use hedging
• make an impromptu speech
• strategize what to do when they don’t understand
• use boosting
• learn about groups assigning tasks
• connect lectures to readings and previously learned material
• use the REAP method
• improve academic vocabulary
• deliver oral arguments
• synthesize information

Listening Skills and Strategies
• listening for and discussing problems and solutions
• what to do when you don’t understand
• connecting lectures to readings or previously learned material

Speaking
• hedging
• boosting

Research
• using the REAP method

Unit Opening
Read the short introduction. Poll the students to see if they think the current American economy is strong or weak. Expect a variety of answers. Put students in pairs or small groups to brainstorm a list of countries with strong economies and another list of countries with weak economies. Expand by asking students to share information about their native countries (or countries they are familiar with) and what the economy for those countries is like. Ask each group to summarize their answers for the rest of the class.

Part 1: Inflation (pages 61–71)

GETTING STARTED (PAGE 61)
Read the introductory material and make sure students have a general understanding of the topic. Pair students to answer the questions. These questions are
challenging, so students may like time to do some online searches or talk with other pairs to expand their ideas.

**Answers**

Answers will vary.

**Expansion Activity**

Challenge students to choose one product of their choice and list today’s prices with prices from one year ago, ten years ago, and twenty years ago. Elicit a list of ideas, such as food items, cosmetics, clothing items, appliances, furniture pieces, or houses. Give them time to conduct research and convert this into a short, informal presentation or a more detailed, formal presentation that requires pictures of the products and a chart or graph with the pricing information.

**Expansion Activity**

Ask students what jobs or professions they would like to have. Write answers on the board. If students have trouble getting started, list teacher, doctor, engineer, and librarian on the board. Consider careers that align with future careers of the students in the class. For example, if there are several law students, choose lawyer as one of the professions. Put students in groups to research a job description for this job and how the job has changed from 10 years ago. As part of their research, ask students to learn how the salary has changed with inflation.

**STRATEGY: LISTENING FOR AND DISCUSSING PROBLEMS AND SOLUTIONS (PAGE 62)**

Explain that many lectures and discussions follow similar organizational patterns that can make them easier to follow. Mention that one of these organizational patterns is problems and solutions. Point out that speakers often indicate a problem and propose a solution and introduce these ideas using certain words and phrases. Present the information in the box. Review the box on activating prior knowledge as well (page 44) because often a quick online search will let students know the general problems associated with a particular topic and this might help them understand the content better. Add any other words or phrases that students have used or have heard used.
PRACTICE ACTIVITY: LISTENING FOR AND DISCUSSING PROBLEMS AND SOLUTIONS
(PAGES 63–64)
Ask students to choose a partner or pair them using an appropriate method for the class population and time constraints. Go over the instructions. Explain that this is a four-step activity. Give students time to choose their topic and then proceed through the steps. Encourage them to spend time creating their paragraph because they will be using it again for activities later in the unit.

Answers

Answers will vary.

SPEAKING (PAGE 65)
Hedging
Ask students their opinions about different topics and include a variety of serious and less serious topics; for example, Is the American economy going to get better? Can climate change be controlled? Who has been the best American president? What is the best show on television? Where is the best place to eat on campus? Explain that in academic settings, it is important for speakers to let the listeners know how strongly they feel. If they are not entirely certain of their answer or are not committed to it, then they “hedge.” Present the brief introductory material and the strategies speakers use to hedge their statements.

PRACTICE ACTIVITY: HEDGING (PAGE 66)
Ask students to review the paragraph they wrote on page 64 and answer the questions with their partner. Give them time to edit or rewrite their paragraph and include hedging as needed. Allow time for students to present to the other students.

Answers

Answers will vary.

LISTENING 1: LISTENING FOR PROBLEMS AND SOLUTIONS (PAGES 67–71)
Listening to a Student Presentation
Explain that a common assignment at the university level is to create a presentation based on a chapter from a textbook. Explain that this presentation was written by a student studying economics and is based on Chapter 4 of the textbook used in the economics course. Point out that the actual slides from this
presentation are provided in the text so students can again practice taking notes using visual aids. Play the audio more than once if necessary and encourage students to listen on their own as well. Give them time to answer the questions that follow the lecture. After listening, go over the answers.

### Answers

Possible answers include:

1. **major industry production was down a lot, unemployment was the highest since the Great Depression, high inflation, approval ratings plummeted**
2. **Particularly concerning . . ., This was serious . . ., . . . was a big problem . . ., things got worse . . .**; Answers will vary, but students may comment that there was not enough clear language used to introduce problems.
3. His plan was to attack inflation through higher interest rates and tightened credit; his policies ultimately worked about midway through 1983.
4. **A solution was sorely needed . . .**; Students will more likely agree here that solution language was not sufficient.
5. Answers will vary, but students will likely notice that the student used a variety of language from Units 1 and 2.
6. The author of the book believes the government could fix the country’s economic problems and that the leadership of Reagan and Volcker fixed the economic problems of the time. Answers will vary, but many students will likely agree that the student agrees with the author of the book. The student did use some hedging: modals, softening words, selective verb choice, and mentioning other sources. Students may agree or disagree that the student hedged enough.

### Expansion Activity

Choose a TED talk ([www.ted.com](http://www.ted.com)) to listen to for more examples of hedging. Browsing “global issues” will generate many choices for talks that include hedging and problems and solutions. If more listening comprehension is desired, a comprehension quiz can be created using the interactive transcript. Consider making a Cloze quiz with every 7th word deleted, requiring students to fill in the blanks as the video plays.
MAKING AN IMPROMPTU SPEECH (PAGE 71)

Tell students that one of the best ways to learn language is to practice using it spontaneously. Most conversations are not those we can plan, so impromptu activities will allow the practice in the safety of the classroom.

Expansion Activity

Find some sample student problem/solution speeches on the school’s website, youtube, or a public speaking website. Students should then analyze the components of the speeches. Watch a variety of speeches in class and allow students to vote for which students presented the best. Compile a list of features the speeches had that made them “win.” Challenge students to write their own one- or two-minute problem-solution speech. Evaluate using a rubric detailing the features that students chose when they voted on the best problem/solution speeches they watched. Rubrics can be easily created or adapted at http://www.rcampus.com/indexrubric.cfm.

PART 2: EXPLORING ECONOMIC ISSUES (PAGES 72–82)

GETTING STARTED (PAGE 72)

Present the brief introductory information in the book and give students time to answer the questions with a partner. Allow time for pairs to share their answers.

Answers

Answers will vary.

Expansion Activity

Plan time for a more detailed discussion about the actions governments take that affect the economy (those that are mentioned in the introductory paragraph): setting a budget, choosing an interest rate, and deciding the minimum wage. In advance, find the current interest rate at the local bank and the minimum wage for the city or state. Then group students and tell them to imagine they are a group of students who need to pay for school and their living expenses and they each work 20 hours a week after classes making minimum wage. Ask them to set a budget using this information and present how they would spend and/or save their money to make ends meet. Allow time for each group to present their budget.
READING (PAGES 73–76)

Reading about Inflation

Remind students the presentation they listened to in Part 1 was a student presentation based on a chapter from a course textbook. Point out that this reading is from that same textbook. Present the information at the bottom of page 72 before assigning the reading as homework or as an in-class assignment. Note that students may find this reading especially challenging due to the content and academic tone and vocabulary. Remind them to be patient and let them know this will better prepare them for academic studies.

STRATEGY: WHAT TO DO WHEN YOU DON’T UNDERSTAND (PAGE 77)

Mention that listeners, even native speakers, have trouble understanding every word. Ask them what keeps them from understanding. Expect answers related to pronunciation, content, and vocabulary. Explain that there are some strategies they can try in order to manage the content when they don’t understand. Present the information in the text.

PRACTICE ACTIVITY: USING A NOTE-TAKING CHART WHEN YOU DON’T UNDERSTAND (PAGE 77)

Reiterate that this topic is very challenging, but a note-taking chart can be a useful tool when taking notes. Draw a note-taking chart on the board. An example is included here.

<table>
<thead>
<tr>
<th>Key Points, Concepts, Vocabulary</th>
<th>Details</th>
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</table>
Challenge students to use a note-taking chart to take notes from the reading on pages 73-76. Remind them that a note-taking chart works for listening to lectures as well and might also be a good way to organize their notes after listening if they can’t use it during listening.

**Answers**

Answers will vary.

**SPEAKING (PAGES 78–79)**

Boosting

Review hedging on page 65. Explain that boosting is the opposite of hedging. Present the introductory information on the top of page 78. Ask students to brainstorm ideas as to situations in which a speaker would want or need to boost. Make a list on the board. Present the strategies and examples in the text. Add any other examples that students have used or heard used.

**PRACTICE ACTIVITY: BOOSTING (PAGE 79)**

Inform students that this paragraph is from the reading. Ask them to underline any words or phrases that express the writer’s attempt to boost.

**Answer Key**

Note that answers can vary. Possible answer:

It would be **preposterous to argue** that inflation alone refashioned the American economy. Regardless of inflation, technology would have advanced. Personal computers and the Internet would have spread. Regardless of inflation, some version of a global economy would have evolved. Recovered from World War II, Europe and Japan would have inevitably become rivals. The notion that America could excel in every aspect of every industry—a common view in the 1950s and 1960s—was a **patriotic fantasy**. Still, inflation assumed a pivotal role in a transformation that transcended economics and also affected politics and popular culture. In a wise essay [published in 1995], the late economist Herbert Stein cautioned against defining capitalism by a narrow list of economic characteristics. Capitalism, he noted, had to adapt to social realities. It had survived the political threat of the Great Depression and “had gone on the great successes” **precisely** because it could change (Stein, 1995).
When students finish, ask them to mark places they think hedging or boosting is needed. Encourage them to refer to the strategies on pages 65 and 78–79 to edit the paragraph. Let them share ideas.

Answers

Answers will vary.

Expansion Activity

Challenge students to use the Search MICASE feature to search for more words and phrases people use to boost. Let students share their findings in class and encourage students to add new phrases to the lists on pages 78–79. Ask students to perform role plays incorporating hedging and/or boosting.

LISTENING 2: ASSIGNING TASKS ON A GROUP PROJECT (PAGES 80–82)

Listening in Groups (Video)

Before the video clip, ask students to discuss any challenges they face when working in groups, especially groups that include native speakers. Elicit answers such as *speakers are hard to understand, the speakers talk too fast, they can’t interrupt or jump in, they get stuck with the worst tasks*. Solicit volunteers to share stories from past experiences or in other classes with native speakers. Explain that the video clip they will watch is of a group of four students assigning tasks for a group project, which is a situation many students will encounter in academic settings.

Expansion Activity

Focus on Language

Possible answers:

1. The phrasing is softer and usually better received than *I want*. Later he uses stronger language. At that time, most students will agree that it’s okay because he’s already agreed to take on more work. He may think that because he’s agreed to do the extra research and everyone agreed, they won’t mind him being more selective with his country choices.
2. Answers will vary.
3. Answers will vary. Students may respond that they don’t hear much hedging. Prompt them to say why and where there should be more. See the next Expansion Activity for an additional idea.

4. Answers will vary. One excellent example is the use of adverbs such as I’m definitely willing. Students may respond that there could be more boosting. Prompt them to say why and where there should be more. See the next Expansion Activity for an additional idea.

5. Answers will vary.

Focus on Tone
Possible answers:
1. Although her words are strong, she says them with a tone of friendliness and people can tell she is joking. The other group members respond with laughter and smiles. Her second comment is well-received because she’s using the same friendly tone, and she’s showing her willingness to do her share of the work.
2. His tone is not as obvious as it could be, but because of his words and nonverbal communication, most students will agree that his message is conveyed adequately.

Focus on Nonverbal Communication
Possible answers:
1. He points at each person when he says their name and then points back toward his chest when accepting responsibility for the poster task. He also makes eye contact with the person whose name he is mentioning.
2. Students are likely to notice gestures, facial expressions, posture, and body movements.

Summary
Possible answers:
1. They each like their task. This is indicated by language such as I love that stuff, like that kind of stuff, sure, and that’s the fun part.
2. Point out that students will learn much more about leading and holding the floor in the next unit in the textbook. Many people will agree that there is no clear leader. Each takes a turn summarizing, eliciting opinions, and offering ideas. This works for this group. Tasks result in fair distribution, no one holds the floor too much, and they seem to like each other (verbal: easiest group, seems fair; nonverbal: smiling, nodding)

3. Answers will vary.
Expansion Activity

Print a copy of the video script and ask students to highlight target language or places where more target language could be inserted. Target language from Units 1 and 2 can also be reviewed. In small groups, students will work together to change or add new language to the script. If desired, schedule time for students to perform the new version. Consider videotaping the performances for evaluative purposes or individual meetings to discuss ways to use voice and word choice.

Part 3: Women and Microfinancing (pages 82–89)

GETTING STARTED (PAGE 82)

Even though the main topic is microfinancing, the concepts and vocabulary from the unit will benefit students in a variety of disciplines. Ask students to share experiences they have had with borrowing or loaning money or items. Elicit answers such as people don’t pay or return items or have to pay interest on money loans. Go over the brief introductory statements and then have students answer the questions with a partner. Hold a discussion with the whole class to share answers.

Answers

Answers will vary.

STRATEGY: CONNECTING LECTURES TO READINGS OR PREVIOUSLY LEARNED MATERIAL (PAGE 83)

Ask students if they have ever noticed that lecturers sometimes refer to reading material or to something students have learned elsewhere. Remind students the importance of synthesizing and being able to make connections between what they learn in class and what they read or learn through research on their own. Present the brief introductory paragraph and the signal phrases that help identify when the lecturer is trying to help them make the connection. Encourage them to write variances or other phrases they have heard in the box.
PRACTICE ACTIVITY: NOTICING CONNECTIONS (PAGES 84-85)

Explain that the paragraphs in this activity are from a transcript of the lecture they are going to hear. Give them time to underline the references to other material.

Allow time for students to find a lecture from another course or online to complete Question 2.

Answers

1. Ok, we’re going to talk today about some of the readings, including the chapter in *Half the Sky*. So, Kristof and WuDunn’s book is one of the sources that showed us how microlending has become a powerful system to help people help themselves. They have written that microfinance has done more to bolster the status of women and to protect them from abuse than any laws, right? They wrote that capitalism can achieve what charity and good intentions sometimes cannot. And we read that in other texts in this course too. Okay, but does microfinancing work everywhere?

Microfinance hasn’t worked nearly so well in Africa as it has in Asia, has it? What’s the problem? Is it because it is still new there and the models haven’t been adjusted? Or is it because populations are more rural and dispersed? Or, maybe because the economies are growing more slowly, making investment opportunities fewer?

Kristof and WuDunn talk about these challenges in the book and in the video, right?

So, while microfinance has been exceptionally successful in parts of Asia, it remains an imperfect solution. Women’s microbusinesses grow more slowly than men’s, according to some studies, presumably because women are supposed to work from home and look after children at the same time—and these constraints make it difficult for women-run businesses to graduate to a higher scale.

2. Answers will vary.
RESEARCH STRATEGY: USING THE REAP METHOD (PAGE 85)

Start a new discussion about note-taking. Survey the students to see what methods they have tried and/or are currently using. Refer to ideas in Appendix 1 again if necessary. Remind students that it often is the case that students simply write as much as they can. In cases like this, it is good to organize notes after listening so they will be easier to study from later. Introduce the REAP method as a strategy that could work well because they take notes only on the right side of the page and the left side is used after listening. Present the information in the box.

PRACTICE ACTIVITY: WRITING TRIGGERS AND REAP INFORMATION (PAGE 86)

After pointing out that REAP can be used for listening or reading notes, ask students to practice using the reading on pages 73–76. Ask them to choose one paragraph to complete the REAP chart on page 86.

<table>
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<th>Answers</th>
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<td>Answers will vary.</td>
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VOCABULARY POWER (PAGE 87)

Point out that the eight words are used in sentences from the lecture they will hear. Remind them that these words are not discipline-specific words; rather, they are words they may hear in a variety of disciplines or see in other types of reading.

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<th>Answers</th>
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<tbody>
<tr>
<td>1. c</td>
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<td>2. e</td>
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<td>3. f</td>
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<td>4. g</td>
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<tr>
<td>5. b</td>
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<tr>
<td>6. a</td>
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<tr>
<td>7. h</td>
</tr>
<tr>
<td>8. d</td>
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</tbody>
</table>
LISTENING 3: IS MICROFINANCING A SOLUTION? (PAGES 88–89)

Listening to a Lecture

Tell students to try using the REAP method as they listen to this lecture. A chart is provided on page 88, but students can also use a separate piece of paper for more space.

Answers

Answers will vary.

Note: Slides to accompany this presentation are available online at http://www.press.umich.edu/elt/compsite/4Point.

Note: The lecturer actually mispronounces Nehru’s name in the lecture. Take this opportunity to talk with students about making mistakes such as this. Let them know errors like this are actually fairly common. Talk about ways to avoid mispronouncing words and names and what should be done in advance of a presentation to avoid such errors. Good websites to refer students to include m-w.com, which is an online dictionary with an audio component, and www.pronouncenames.com, which focuses on the pronunciation of names. Pronounce Names was founded by an engineer from India after she moved to San Jose, California and did not pronounce the name of the city with the correct Spanish pronunciation.

CHECKING YOUR UNDERSTANDING: MAIN IDEAS (PAGE 89)

Tell students a good way to see if their notes have the main ideas is to identify the main ideas in the activity. Give them a moment to peruse their notes and make their selections before giving them the answers.

Answers

2, 4, 5

Expansion Activity

Print a copy of the audio script. Ask students to review the target language studied thus far in the text and note any that is used and mark places where more (or less) is needed. Consider having students present their revised lectures or record them for submission for individual feedback on language choices and pronunciation. Similarly, this activity could be completed using shorter excerpts or students’ choice from TED talks or other websites.
ORAL ARGUMENTS (PAGE 89)

Explain that students in academic settings often have to present and defend their opinions and ideas. Participating in a debate and planning oral arguments is an ideal way to practice. Present the topic in the textbook. Plan adequate time for students to work with a group to complete the activity. Go over the structure for the activity and review the format in Appendix 2 on pages 191–192. Set time limits for the arguments and counterarguments. A good starting point is three minutes for introductory statements, two minutes for an argument and one minute for a counterargument, and three minutes for closing statements after ten minutes for open discussion. Vary the times based on the level and experience of the students. If students will be evaluated on the activity, let them know before they begin work and allow adequate time for them to meet and prepare outside of class (or in class if in a flipped classroom setting). Remind students that this activity will give them the opportunity to practice using the skills in this text. Rubrics for debates or oral arguments can be adapted from or created based on your individual objectives at http://www.rcampus.com/indexrubric.cfm.

**Answers**

<table>
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<th>Answers</th>
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<td>Answers will vary.</td>
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RAPID VOCABULARY REVIEW (PAGE 90)

Stress the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Again remind students that these words are used in a variety of disciplines, so they're likely to see or hear these words again. Go over the answers.

**Answers**

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<tbody>
<tr>
<td>1. represent</td>
<td>11. great</td>
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<tr>
<td>2. clear</td>
<td>12. lose</td>
</tr>
<tr>
<td>3. upsetting</td>
<td>13. apart</td>
</tr>
<tr>
<td>4. association</td>
<td>14. through</td>
</tr>
<tr>
<td>5. careful</td>
<td>15. off</td>
</tr>
<tr>
<td>6. cause to happen</td>
<td>16. light</td>
</tr>
<tr>
<td>7. victims</td>
<td>17. loan</td>
</tr>
<tr>
<td>8. rising</td>
<td>18. at</td>
</tr>
<tr>
<td>9. center</td>
<td>19. division</td>
</tr>
<tr>
<td>10. good</td>
<td>20. faith</td>
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</tbody>
</table>
Expansion Activity

Direct students to the online website for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.

SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 91)

Explain that synthesizing is the process of merging information from several sources. Academic study requires a lot of synthesizing of course materials within a class as well as drawing from materials in other classes, from outside sources, or even from personal experience.

The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

Answers

Answers will vary.

GENERAL NOTES

Problems and Solutions: This assignment can easily be done impromptu or scheduled for longer time slots if desired. To expand this activity, students can survey students outside of class to see how they feel about the problem and the solutions discussed in class. Refer to Unit 1 for more ideas about surveying. Students can then bring their data to class for a more formal presentation or detailed discussion if desired.

What Would You Say?: Assign students to work in pairs. Let them choose their own article and work together to find the target language. A formal written analysis can be submitted for an evaluative grade.

Research on Economic Conditions around the World: Remind students that group projects are likely to be a part of their academic career. Divide the students into groups and let them conduct research on the country of their choice. Require them to prepare a formal presentation.
Helping Others Connect: Before letting students work on this project individually with the material of their choice, consider choosing one chapter or section of a book for students to practice with. They can present to each other in small groups to see what target language and strategies they used.

**VOCABULARY LOG (PAGES 92–93)**

Request students keep their vocabulary log on these pages or in a separate notebook. It is recommended that these pages not be graded as students learn vocabulary different ways. Rather, it is encouraged that you simply check to make sure the log pages are complete and give a participation grade.

**Answers**

Answers will vary.

**Expansion Activity**

Challenge students to write three sentences using the words of their choice. Ask them to underline the vocabulary item and challenge them to make sure a reader could figure out the gist (or the exact word) from the context of the rest of the sentence. Collect the sentences and type them into a quiz to give the students during a future class session.
Unit 4: History: Ancient Civilizations (pages 94–122)

Objectives

Students will be able to
- recognize and provide supporting details and evidence
- provide a chronology
- make an impromptu speech
- identify others’ opinions
- lead a group discussion
- hold the floor
- understand lecture introductions
- distinguish between types of sources
- improve academic vocabulary
- participate in a panel discussion
- synthesize information

Listening Skills and Strategies
- listening for and providing supporting details and evidence
- listening for and identifying others’ opinions
- listening to lecture introductions

Speaking
- providing a chronology
- leading a group discussion and holding the floor

Research
- types of sources

Unit Opening

Open a class discussion about history. Survey the students to see how many of them like history and ask why or why not. Tell them this unit focuses on ancient civilizations, which is a common topic they may encounter in history classes during their general education studies. Mention that this unit is about Greek and Roman history. Hold a general discussion and let students share personal experiences and/or share prior knowledge about what they know about ancient civilization in terms of sports, leisure, politics, or military life. Present the introductory material in the book.
**Part 1: Classical Civilizations (pages 94–100)**

**GETTING STARTED (PAGE 94)**

Read the introductory material and make sure students understand the root of the word *civilization*. Ease their mind by letting them know they do not have to know a lot of word origins to study this unit. Ask students to answer the questions with a partner. Open a class discussion about the answers and spend some extra time sharing prior knowledge. Remind students of the importance of talking about topics before reading or listening to academic content.

**Answers**

Answers will vary.

**Expansion Activity**

The first part of the unit mentions that the English word civilization has a Latin root. Students may be interested to know that many English words have Latin and Greek roots. Sometimes knowing the root can help figure out the meaning of the word. Present a list of common roots and their meanings for student reference. A quiz can easily be developed if desired. A sample list of roots beginning with the letter a is provided below. Lists are easily obtainable online.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Origin</th>
<th>Example</th>
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<tbody>
<tr>
<td>ac-</td>
<td>sharp or pointed</td>
<td>Latin</td>
<td>acute</td>
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<tr>
<td>ab-</td>
<td>away from</td>
<td>Latin</td>
<td>abnormal</td>
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<tr>
<td>agri-</td>
<td>field</td>
<td>Latin</td>
<td>agriculture</td>
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<tr>
<td>antrop-</td>
<td>human</td>
<td>Greek</td>
<td>anthropology</td>
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</table>
STRATEGY: LISTENING FOR AND PROVIDING SUPPORTING DETAILS AND EVIDENCE (PAGE 95)

Take time to remind students that they likely already know how to listen for main ideas and details. Academic listening extends beyond simply noticing details for comprehension, however. Present the information in the box and read the list of phrases that speakers often use to signal that support or evidence is being provided to a main idea. Read the sample phrases aloud so students can hear the words in use. Solicit volunteers to name any other words or phrases to add to the list.

Mention that speakers may also pause before or after these signal words, which better emphasizes the point. Review the other verbal strategies used to emphasize as well: increasing volume, slowing speed, and raising pitch.

Expansion Activity

Discuss pausing and how it can be powerful for emphasis in public speaking. It draws attention to the specific information or main points, gives the audience time to catch up, and separates ideas. It also lets the speaker take time to consider his or her next words, switch visual aids, write on the board, or take a drink of water.

A good way to practice is to tell jokes in which speakers often pause before the punch line. Ask each student to find a joke in English to deliver to the class. If possible, give them time to practice with a partner or a teaching assistant to make sure the pauses are effective.

PRACTICE ACTIVITY: PROVIDING DETAILS AND EVIDENCE (PAGE 96)

Give students a few minutes to choose their sentences and prepare an answer for each. Circulate to help them use target language from this unit or any appropriate language from Units 1–3. After sufficient time, let students work in groups to read sentences. Let them rewrite and add more support after getting ideas from their group. Extra lines are available at the end of the activity on page 96 for notes or rewrites.

Answers

Answers will vary.
SPEAKING (PAGES 97–99)

Providing a Chronology (page 97)

Point out that history lecturers often use chronology as an organizational pattern or to tell stories. Stress that providing a chronology is not reserved to history. Speakers in a variety of disciplines will use chronology to tell stories, describe processes, or explain developments. Ask students to brainstorm a list of classes in which they may hear a chronology. Present the information in the book and go over the lists of words and phrases.

PRACTICE ACTIVITY: REPORTING DATA WITH CHRONOLOGY PHRASES (PAGES 98–99)

Explain that students should write five sentences using the list of U.S. presidents and the chronology words and phrases. Show them the example on page 99 to help them get started. Consider letting students conduct some light research to develop stronger sentences with details or evidence to reinforce the target language from the listening strategy on page 95 as well. If time allows, put students in groups to read their sentences or collect their written work for an evaluative grade.

PRACTICE ACTIVITY: PROVIDING A CHRONOLOGY (PAGE 99)

Put students in pairs to complete this next activity. Allow class time or sufficient homework time for students to do this well. Convert it into a formal presentation if desired.

Answers

Answers will vary.

LISTENING 1: LISTENING FOR SUPPORTING DETAILS AND EVIDENCE (PAGE 100)

Listening to a Student Presentation (page 100)

Prepare students to listen to a student presentation. Explain that they should focus their attention on the times, places, sports or activities, and details. Show them the note-taking chart provided on page 100 and ask them to complete it as they listen to the presentation. Let them know that the speaker uses chronology words throughout the presentation.

Note: Slides to accompany this presentation are available online at http://www.press.umich.edu/elt/compsite/4Point.
## Answers

Answers may vary.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Place</th>
<th>Sport or Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>as far back as 30,000 years ago</td>
<td>Rome</td>
<td>sports and leisure activities</td>
<td>existed</td>
</tr>
<tr>
<td>in Roman times</td>
<td>Rome</td>
<td>sports</td>
<td>less about voluntary pursuits for leisure, representative of the oppression of the time</td>
</tr>
<tr>
<td>as we go further back in history</td>
<td>France, Africa, Austrailia</td>
<td>leisure time</td>
<td>pre-historic cave art, 30,000 years old, proves humans had leisure time, may have resembled sports</td>
</tr>
<tr>
<td>let's jump forward to 3,000 BCE</td>
<td>Sumer</td>
<td>wrestling</td>
<td>earliest and popular sport</td>
</tr>
<tr>
<td>dating back to 2,400 BCE</td>
<td>Egypt</td>
<td>wrestling</td>
<td>ancient burial chambers</td>
</tr>
<tr>
<td>dating from 2,600</td>
<td>Iraq</td>
<td>wrestling</td>
<td>shown on base of a vase</td>
</tr>
<tr>
<td>several thousand years ago</td>
<td>Ancient Egypt</td>
<td>swimming and fishing</td>
<td>well developed and regulated</td>
</tr>
<tr>
<td>around 2,000 BCE</td>
<td>Ur</td>
<td>javelin throwing, high jumping, swimming, and fishing</td>
<td>seen in Monuments of the Pharaohs, show existence of fishing in Sumer at the same time</td>
</tr>
<tr>
<td>Ancient Greece</td>
<td>Greece</td>
<td>throwing, chariot racing</td>
<td>military culture influenced development of sports</td>
</tr>
<tr>
<td>1,500 BCE</td>
<td>Greece</td>
<td>bullfighting and bull leaping</td>
<td>depicted in Minoan art of Bronze Age in Crete</td>
</tr>
<tr>
<td>776 BCE</td>
<td>Greece</td>
<td>Olympics</td>
<td>creation of games</td>
</tr>
</tbody>
</table>
### Expansion Activity

Consider having students watch a history lecture from Academic Earth. There are several good history courses to watch. Ask students to notice the chronology language and the other target language being used.

<table>
<thead>
<tr>
<th>later</th>
<th>Romans</th>
<th>chariot racing, hunts of wild animals, public executions, theatrical performances, gladiator fights</th>
<th>borrowed from Etrucans, rich individuals organized these to gain political favor with the public</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,000</td>
<td>gladiator caves</td>
<td>gladiator fights</td>
<td>many were women</td>
</tr>
<tr>
<td>to this day</td>
<td>United States (implied)</td>
<td>combat</td>
<td>large role</td>
</tr>
<tr>
<td>past two or three centuries</td>
<td>United States (implied)</td>
<td>running and jumping</td>
<td>originally done for survival, now done for pleasure or competition</td>
</tr>
<tr>
<td>19th and 20th centuries</td>
<td>developed countries</td>
<td>spectator sports</td>
<td>increase in leisure time, led to growth in spectator sports because possible for more people to play and watch</td>
</tr>
<tr>
<td>recently</td>
<td>United States (implied)</td>
<td>adventure and extreme sports like white-water rafting, bungee jumping, and electronic forms</td>
<td>show evidence of ancient world</td>
</tr>
</tbody>
</table>
MAKING AN IMPROMPTU SPEECH (PAGE 100)

Tell students that one of the best ways to learn language is to practice using it spontaneously. Most conversations are not those we can plan, so impromptu activities will allow the practice in the safety of the classroom.

Answers

Answers will vary.

Part 2: Monuments in Culture (pages 101–112)

GETTING STARTED (PAGE 101)

Open a discussion about art and if students like it. Extend the discussion by asking what kinds of art they like. Elicit answers such as modern or impressionism and/or types of art such as painting or sculpture. Explain that art is often a topic of courses on its own, but it is also a common topic studied as part of history courses because it can tell us a lot about ancient civilizations. Read the introductory information and give students time to discuss the questions. Then ask partners to share their information with another pair to broaden the discussion. Encourage them to think outside of the box.

Answers

Answers will vary.

Expansion Activity

Bring in a copy of the university catalog (or that of a local college or university). Students could also be free to use the catalog from a well-known university or a university they hope to attend for graduate school. Assign individuals or pairs a discipline and ask them to bring a list of the art and/or history courses offered. If assigned as homework, most universities have this information posted online and students can find it with a quick key word search. Assign students to share what they learned in small groups. If necessary or desired, it's a good opportunity to discuss prerequisites, credit hours, and other common academic vocabulary they'll see in course catalogs.
**Reading (pages 102–105)**

Present the introductory information at the bottom of page 101. Explain that the reading is actually a graduate student’s paper that fulfills a common academic task: making an argument based on research. Show students pictures of the frieze on the Parthenon in Athens if time allows and let them activate their prior knowledge.

**Reading about Monuments as Representations**

Decide if it is best for the reading to be done as homework or done in the classroom (in a flipped setting). The subsequent activity on page 106 can either be done in class or as homework and discussed in class. If necessary, spend time answering any questions or defining any vocabulary the students struggle with.

**Expansion Activity**

If extra pronunciation practice is desired, students can read and record part of the reading and submit their recording.

**STRATEGY: LISTENING FOR AND IDENTIFYING OTHERS’ OPINIONS (PAGE 106)**

Read the short introduction before the phrases given in strategy box. Remind students that voicing opinions is very common in U.S. academic settings and being able to recognize these is important to comprehension and success in discussions and research. Discuss how the phrases that a speaker chooses can let the listeners know how certain the speakers are. Present the information lists in the box. Let students offer opinions any randomly-selected topic using the words and phrases.

**PRACTICE ACTIVITY: DISTINGUISHING BETWEEN CERTAINTY AND OPINIONS (PAGE 106)**

Let students practice recognizing the degree of certainty a speaker has by using the reading. Give students time to reread the text and complete the activity.

**Answers**

Answers will vary.
SPEAKING (PAGES 107–109)

Leading a Group Discussion and Holding the Floor

Reiterate the importance of being able to participate in and lead group discussions. Present the introductory information before the target language. Ask students to share their personal experiences participating in and/or leading group discussions. Solicit volunteers to share challenges and successes. Present the sample target language for each function. Let students know these are examples and can be adapted.

Continue on page 108 and discuss interrupting and holding the floor and present those lists. Ask students to share their personal experiences interrupting and holding the floor. Solicit volunteers to again share challenges and successes. Present the sample target language for each function.

PRACTICE ACTIVITY: CREATING A PHRASE BANK TO USE IN A DISCUSSION (PAGE 108)

Give students time to add one phrase to each category. Circulate to help as needed. If time allows, let students form small groups to add even more phrases to their banks.

Answers

Answers will vary.

PRACTICE ACTIVITY: ANALYZING A GROUP DISCUSSION (PAGE 109)

Let students answer the questions individually. If desired, students should then write a short analysis. Collect this for a participation or evaluative grade. When students finish, put them in groups to share answers and to create a brief list at the bottom of page 109. Ask each group to present their list. Create a master list on the board for students to add to their books.

Expansion Activity

Review the video clip from Unit 3. Repeat the Practice Activity to analyze that group discussion. Or, use this Expansion Activity in lieu of the Practice Activity if students have not had any personal experience with small group discussions yet.
LISTENING 2: LEADING A GROUP DISCUSSION AND HOLDING THE FLOOR (PAGES 110–112)

Listening in Groups (Video)

Review the four sections of video clip questions if necessary. Warn students that parts of this clip may be more challenging since the students are speaking naturally.

Play the video. Depending on the level of your students, consider playing the video clip as many times as necessary and/or having students concentrate on one section of questions at a time.

Answers

Focus on Language

Possible answers:

1. Answers may vary.
   a. Experimental treatments are unethical. [sham, terrible idea, poor patients]
   b. Experimental treatments are important. [seems harsh...but, did actually improve, make advances]
   c. Experimental treatments have risks for both sides. [risks are high as well, messing with them too]

2. To interrupt: Wait . . . I was trying to say . . ., Yes, that’s what I wanted to say . . ., Can I say something here?
   To hold the floor: I was the one who was talking . . . I’ll let you make your point in a minute . . ., So the other point I want to make . . ., Wait, I’m talking now . . ., The other point I want to make is . . .

3. Possible answers include:
   a. It is appropriate because this is a small-group student discussion.
   b. It would also be appropriate in conversation (social, non-academic).
   c. It might not be heard in a formal lecture.
   d. It is not appropriate for a professional discussion.

4. Answers will likely vary in terms of language. Revisit this question during the Focus on Tone section because many students will likely agree that the second woman is the more effective communicator based on tone. Her voice is “softer” both in tone and volume. Her tone is more conciliatory (she also reaches out to touch the first woman’s arm when she intends to hold the floor). The first woman takes the floor back and her tone is angry, sharp, or clipped. (Nonverbally, the first woman leans forward and her hands/arms don’t open as much, indicating she’s not as willing to hear the other opinions. The second woman sits further back and her arm gestures are wider and more open.

5. Answers will vary.
Focus on Tone
Possible answers:
1. The language is direct. They interrupt one another, but exhibit politeness when they give the floor back after making their point. The interrupting indicates that they are of the same “status”; in this case, students/classmates. If a professor had been there, the students probably wouldn’t have interrupted as much or with such directness. They might have sounded more polite. They have likely worked together before because they are comfortable enough to interrupt. Students don’t seem to hesitate before stating their opinions.
2. Answers will vary.
3. Answers will vary.

Focus on Nonverbal Communication
Possible answers:
1. Answers may vary. Eye contact is strong. All students nod often. They let their facial expressions show emotion—even if it’s negative: frustration or disagreement, etc. Students’ posture shows comfort (arms on the table) and slight leaning forward toward other group members.
2. She disagrees. She looks down and shakes her head.
3. She sighs. She looks down. She holds her hand as a fist against her chin while she waits. She opens her mouth as if she wants to jump in. She holds up the pencil in her hand as a partial sign she’d like to participate. Her gestures and arm movements are more animated when she does get the floor.

Summary
Possible answers:
1. Answers may vary. Two seem to strongly agree with the final speaker as indicated by nodding and short phrases of agreement such as that’s true. The first woman doesn’t seem to agree as strongly. She doesn’t smile and is quieter both verbally and nonverbally than the others.
2. Answers will vary.
Part 3: The Emergence of the Roman Empire (pages 112-118)

GETTING STARTED (PAGE 112)
Initiate a discussion by explaining this part of the unit focuses on the Roman Empire. Assure students they do not have to have a history background to practice the activities in this unit. The focus is learning the language and is not learning history. Give students time to answer the questions with a partner. Consider forming groups of four so students can activate more knowledge.

Answers

Answers will vary.

STRATEGY: LISTENING TO LECTURE INTRODUCTIONS (PAGE 113)
Ask students to share stories about what instructors do on the first day of class. Elicit answers such as go over the syllabus, start the textbook, and answer questions. Ask if they’ve ever heard a course introduction in which the instructor gives an overview of the course. Mention that lecturers often give an introduction to each lecture they give and this can help students better prepare for the lecture even though the content or the speaker may be challenging to listen to. Present the information in the book and go over the functions and sample phrases students might hear.

Note: Slides to accompany this presentation are available online at http://www.press.umich.edu/elt/compsite/4Point/index.html#LS22ed.

PRACTICE ACTIVITY: ANALYZING AN INTRODUCTION (PAGE 114)
Let students know this paragraph is the first paragraph from the lecture they will listen to. Give them time to complete the steps. Go over the answers.
Answers

What I want to do today is to continue on through our rapid tour of Roman history from the foundation of the city to the reign of Augustus.

Remember that Augustus was the founder of the Roman Empire and its first Emperor, ruling from 27 BCE until his death in 14 CE.

Again, you will find a few of the names that I am mentioning and going on about on your list for this Friday, the quiz, which, just to repeat: there will be ten short answer questions taken off of that list.

The TAs will be going over this at the end of class today. The names and concepts on that list are, of course, fairly central to things that I have been talking about in the lectures, and it will enable me to, uh, see how people are doing with the content.

Expansion Activity

Using the reading, ask students to write an introduction as if the reading were going to be a lecture. Lecture readings can be recorded and submitted via the school’s online course management system or on flash drives. Many universities have TA screenings, so having students “teach” others is good practice.

RESEARCH STRATEGY: TYPES OF SOURCES (PAGE 115)

Inform students they will have to conduct research throughout their academic careers. Present the information in the box. Ask them if they have ever conducted any primary or secondary research. Remind them that in Unit 1, they created a survey about language acquisition. Point out that this is a type of primary research.

PRACTICE ACTIVITY: CREATING A RESOURCE LIST (PAGE 115)

Ask students what field they want to pursue and ask them to complete the questions about that field. Consider grouping students with similar interests to share answers. Similarly, consider grouping students with different interests to see if any ideas from other fields can also be applied to their fields. If time allows, hold a class discussion and create a master list of ways to conduct primary and secondary research on the board so students can copy those into their books and use them in the future.
VOCABULARY POWER (PAGE 116)

Give students time to read the sentences and complete the matching activity. Go over the answers before playing the audio clip. Remind them that these words will be used in a variety of disciplines and are not history words per se.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. d</td>
</tr>
<tr>
<td>2. h</td>
</tr>
<tr>
<td>3. c</td>
</tr>
<tr>
<td>4. b</td>
</tr>
</tbody>
</table>

LISTENING 3: AUGUSTUS AND THE ROMAN EMPIRE (PAGE 117)

Listening to a Lecture

While it’s ideal to have students take notes using strategies such as charts and methods such as Cornell, it’s often realistic that they can’t think or write fast enough to do this or haven’t been adequately trained. As a result, many students admit that they just write as much as they can. Assure them this is okay and encourage them to organize their notes into graphic organizers to study from (practiced often in Four Point, Listening and Speaking Intro) or to organize in some form soon after the lecture. Encourage them to organize soon after the lecture so they don’t forget the material. For this activity, they can use whatever note-taking and subsequent organization strategies work best for them.

CHECKING YOUR UNDERSTANDING: MAIN IDEAS (PAGE 117)

Let students use their notes to answer the main idea questions. Attempt to challenge students by not playing the audio a second time.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. T</td>
</tr>
<tr>
<td>2. F</td>
</tr>
<tr>
<td>3. T</td>
</tr>
<tr>
<td>4. F</td>
</tr>
<tr>
<td>5. T</td>
</tr>
</tbody>
</table>
Expansion Activity

Choose a lecture from the university (or a local college) that is recorded or use the lecture of your choice from Academic Earth. Ask students to watch the lecture and take notes for class. Set a due date for students to bring their notes to class. Give groups time to compare notes and add to their notes. Make sure they add their classmates’ notes in another color. Consider writing a simple quiz to see how students do. At the end of the activity, ask them how many questions they got right and if they got more right after they borrowed notes.

PANEL DISCUSSION (PAGE 118)

Ask if students are familiar with panel discussions. Explain that panels are usually comprised of people who know a lot about a particular topic.

Expansion Activity

To prepare for the panel, watch a panel discussion on a political topic (or any other topic of interest). Many panels can be found on youtube, but you can also find good examples at the Hoover Institution at Stanford University (www.hoover.org/multimedia/uncommon-knowledge). Comprehension quizzes can be developed based on content, but observation assignments are also ideal. Ask students to note clarification and agreeing/disagreeing language that the panelists use.

Present the topic of the panel by presenting the information on page 118. Read the directions and then assign students to groups (or let them choose their own if desirable). Encourage creativity and revisit the target language presented in earlier units. Schedule a day for the panel presentations.

Answers

Answers will vary.
RAPID VOCABULARY REVIEW (PAGE 119)

Review the concepts of synonyms and combinations and associations if necessary. Circulate as students work (if done in class). Check student answers.

<p>| | |</p>
<table>
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<th></th>
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<tbody>
<tr>
<td>1</td>
<td>key</td>
</tr>
<tr>
<td>2</td>
<td>obvious</td>
</tr>
<tr>
<td>3</td>
<td>prepared</td>
</tr>
<tr>
<td>4</td>
<td>suppose</td>
</tr>
<tr>
<td>5</td>
<td>greatest</td>
</tr>
<tr>
<td>6</td>
<td>consecutively</td>
</tr>
<tr>
<td>7</td>
<td>uprising</td>
</tr>
<tr>
<td>8</td>
<td>overpowering</td>
</tr>
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<td>9</td>
<td>obtain</td>
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<td>10</td>
<td>keep</td>
</tr>
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<td>11</td>
<td>look</td>
</tr>
<tr>
<td>12</td>
<td>habit</td>
</tr>
<tr>
<td>13</td>
<td>great</td>
</tr>
<tr>
<td>14</td>
<td>unrest</td>
</tr>
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<td>15</td>
<td>take</td>
</tr>
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<td>16</td>
<td>of</td>
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<td>17</td>
<td>sense</td>
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<td>18</td>
<td>keep</td>
</tr>
<tr>
<td>19</td>
<td>without</td>
</tr>
<tr>
<td>20</td>
<td>short</td>
</tr>
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</table>

SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 120)

Review the importance of synthesizing in academic study. Tests, discussions, and research papers often require students to synthesize information from a variety of sources and/or make connections to their own experiences and knowledge. Encourage students to share examples of assignments from their other classes and discuss how those require synthesis.

Expansion Activity

Call colleagues or do a quick online search for sample assignments in a variety of disciplines. Show those to the students and talk about what would be required for each type. Ask questions such as Can you complete this assignment using only information from the textbook (one part or several parts)? Do you need other sources? Could you use your own personal experience or prior knowledge? This activity works especially well if you can provide examples from other courses at the same institution, but it’s also helpful to show assignments from other local universities, community colleges, or institutions where students may attend in the future.

A variation of this activity might be to consider having students bring in assignments from a well-known institution or one they are interested in attending later. (If students are in community college, they might research their discipline of interest at a four-year university; others might choose to look at graduate level classes).
The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

**Answers**

Answers will vary.

**GENERAL NOTES**

Introductions: It may be wise to review the information about lecture introductions before students begin this assignment. This project can be extended by giving students time outside of class to do some light research and create a more formal presentation.

**Expansion Activity**

Encourage students to attend the first day of a class or a guest speaker or seminar. Tell them to pay special attention to the introduction and the words being used. They can submit a written summary or give a short talk about the content of the introduction and/or the lecture to the rest of the class or to a small group.

Leading a Discussion: Review the strategies detailed on pages 107–108 and put students into small groups. Ask students to record the discussion and submit it on a flash drive or via the course management system for individual feedback.

Your Own Civilization: It is recommended that students be allowed to choose any civilization of interest, but if they have trouble selecting, consider having a list available for them to choose from (Greece, Egypt, Rome, India, China, Babylon, Japan, Scandinavia Viking, Sparta, Persia, Inca, Macedonia, Andalusia, Mesopotamia, Aztec, Assyrian, Mayan, Atlantis). Remind them to review the target language from Unit 4 as well as other language they can incorporate from earlier units. For additional challenge, ask the other students to take notes during the presentations.
Expansion Activity

Listen and take a few notes during student presentations. Consider writing questions for a quiz to be given at the end of presentations. Students should be allowed to use their notes (and their borrowed notes) to answer questions.

Timeline Posters: Consider having students present their posters to other classes or display them in hallways or other locations on campus.

VOCABULARY LOG (PAGES 121–122)

Follow the procedure of your choice for the vocabulary log.

Answers

Answers will vary.

Expansion Activity

Direct students to the online website for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.
Unit 5: Health Sciences: Neurological Disorders (pages 123–153)

Objectives
Students will be able to
• listen for and talk about statistics and trends
• present proposals
• make an impromptu speech
• recognize and make educated guesses
• present an argument or draw attention to a strong belief
• recognize strong beliefs and points of view
• manage open lecture style
• understand primary research
• improve academic vocabulary
• participate in a panel discussion
• synthesize information

Listening Skills and Strategies
• listening for and talking about statistics and trends
• listening for and making educated guesses
• managing open lecture style

Speaking
• presenting proposals
• presenting an argument or drawing attention to a strong belief

Research
• primary research in depth

Unit Opening
Read the short introduction. Put students in groups and let them activate prior knowledge by sharing what they already know about this topic. Solicit volunteers to share personal experiences, but remember that this topic might be very sensitive and some students may not be comfortable sharing.

Part 1: Strokes (pages 123–128)
GETTING STARTED (PAGE 123)
Read the introductory material and make sure students understand this general definition of a stroke. Give students time to answer the questions with a partner. Schedule time for partners to share with another pair or with the whole class.
Expansion Activity
Schedule impromptu speeches in which students outline what they do in their personal lives to promote good health. They can use their answer from Question 1 in the Getting Started section to build on and can add details and examples. Encourage the use of target language from Units 1-4 or convert this into a more formal presentation assignment that can be recorded and/or graded for an evaluative grade.

STRATEGY: LISTENING FOR AND TALKING ABOUT STATISTICS AND TRENDS (PAGE 124)
Inform students that all fields and disciplines have statistics and trends. Let students know that this type of listening requires more than simply noticing specific numbers. Speakers usually want listeners to notice trends, increases, and decreases as well (what the numbers mean). Present the information and example sentences in the box. Go over the phrases for showing trends, showing increases, and showing decreases.

Expansion Activity
If students studied from *Four Point, Listening and Speaking 1*, review the strategies for listening for different types of numbers. If students did not, consider giving an overview of listening for numbers; for example, the difference between tens and teens or the difference between the /th/ sounds (voiced versus voiceless) in ordinals. Another idea is to prepare an oral dictation quiz that includes a lot of numbers or reading a math quiz so students can practice listening to numbers (then they can check their answers by completing the math problems).

PRACTICE ACTIVITY: TALKING ABOUT STATISTICS (PAGES 125-126)
Go over the instructions and make sure everyone understands that they need to use the figures to write true statements about the statistics and trends. Go over the example to make sure students understand the assignment. Students should answer the questions individually and then talk about them with their partner. Review hedging (page 65) and boosting (pages 78–79). Students can use these if they feel more or less certain about the content of their sentences.
Answers

Answers will vary.

Expansion Activity

Bring in an assortment of charts, graphs, and tables from the campus or local newspapers or any from reliable online sources. Similarly, students can select their own statistics to use. Require each student to write a paragraph about the data, making sure to include target language. This activity can be expanded so that students present their data more formally and incorporate language from Units 1-4 as needed or in the form of a poster.

SPEAKING (PAGES 127–128)

Presenting Proposals

Ask students if they are familiar with any academic contexts in which proposals are necessary. Elicit answers such as conference submissions or thesis topics. Make sure students know proposals might not be so formal; in fact, they can include proposing solutions during an academic discussion or suggesting topics for a group project. Present the information in the box and read the sample phrases aloud.

PRACTICE ACTIVITY: PRESENTING A PROPOSAL (PAGES 127–128)

Group students as appropriate. Present the situation and allow time for students to follow the steps. Assist with vocabulary or ideas as necessary. Schedule time for formal proposals if desired.

Answers

Answers will vary.

Listening 1: Listening for Statistics and General Information (page 128)

LISTENING TO A STUDENT PRESENTATION (PAGE 128)

Explain that students are going to hear another student presentation. Remind them this is designed to practice note-taking, summarizing, and listening for statistics and trends. Play the audio more than once if necessary and encourage students to listen on their own as well. After listening, let students share their notes to collect any information they miss.
Note: Slides to accompany this presentation are available online at http://www.press.umich.edu/elt/comsite/4Point.

**Expansion Activity**

For a challenging, academic project that requires students to collect data and create charts and graphs, tell students to imagine that they were granted the money for their study in the Practice Activity on pages 127–128. Give students (or groups) time to collect data on the disorder they chose and create charts and graphs. Ask students to prepare a more formal presentation for evaluative purposes.

**MAKING AN IMPROMPTU SPEECH (PAGE 128)**

Tell students that one of the best ways to learn language is to practice using it spontaneously. Most conversations are not those we can plan, so impromptu activities will allow the practice in the safety of the classroom. Encourage them to use the information they learned in this unit as well as any previous knowledge and personal experience and observations to give their speech.

**Expansion Activity**

Evaluate the impromptu speeches. Create a rubric, adapt one, or use one that is already available at http://www.rcampus.com/indexrubric.cfm. Consider evaluating content (completeness—introduction, body, conclusion—explanation, vocabulary, organization/transitions) as well as presentation skills (volume, eye contact, fluency, body language, enthusiasm, and facial expressions). If desired, ask students what qualities they think a good presentation has and add those to the rubric or include ideas from Unit 1.
Part 2: Autism across the World (pages 129–140)

GETTING STARTED (PAGE 129)

Bear in mind that this topic may be sensitive depending on students’ personal experiences. Consider soliciting volunteers or forming larger groups so students will not feel forced to share personal information that makes them uncomfortable. Present the introductory material in the book and answer vocabulary and content questions as needed. Give students time to answer the questions.

Answers

Answers will vary.

Reading (pages 130–135)

Direct attention to the information at the bottom of page 129. Explain that the reading is about a controversial topic: is there a connection between childhood vaccinations and the increased incidence of autism? Point out that students will see some of the language studied in earlier units in the textbook. Also let them know that this reading is a graduate student’s paper, so it may be challenging. Ask students to prepare an outline or take notes based on the hypothesis, results, and discussion as they read.

Reading about Autism and Vaccines

Decide if the reading should be assigned as homework or done in class where vocabulary and content assistance can be readily provided.

STRATEGY: LISTENING FOR AND MAKING EDUCATED GUESSES (PAGE 135)

Ask students what an educated guess is. Accept any reasonable answers. Ask students what strategies they can use to make an educated guess without saying they are absolutely certain. Elicit the answer hedging. Present the brief introductory information in the box and take this opportunity to review the information in Unit 4 on page 65. Read the phrases in the box and make sure students understand that when these are used, the listener is making an educated guess or hedging to some degree.

PRACTICE ACTIVITY: MAKING EDUCATED GUESSES (PAGE 136)

Give students time to review the questions that are based on the reading. Tell them that the statements might be long or challenging, but they should try to answer them without rereading because the idea is not to give right answers but
to practice making educated guesses. Remind them to use the target language and/or practice hedging.

### Answers

Possible answers using target language from page 135:

1. It seems to be that the hypothesis is the increase in prevalence of autism may be associated with childhood vaccines.
2. Based on one study, it certainly looks like the hypothesis is not true because researchers reported only one in 69 resulted in developmental problems consistent with their hypothesis while eight of 69 demonstrated beneficial developmental effects.
3. I’d venture to say that the results are not conclusive because the author of the article says “whether or not autism is actually increasing is not easily answered.” The author has little doubt because he also believes that research has been overwhelmingly flawed and biased on both sides of the argument.
4. Although it’s difficult to say, children could be at risk if they are not immunized.
5. With little doubt, health care providers need to help parents understand the most current information and help them make decisions that are best for the child and best for society.

### Expansion Activity

Show students the first part of an authentic lecture. Several can be found online at Academic Earth (academicearth.org). To use one with a transcript, choose a talk from TED or use a script from an earlier unit in this text. Ask students to highlight information that they would be comfortable making educated guesses about. Let students compare in groups. Ask them to submit their highlighted copy along with a recorded version of them reading the script with target language inserted.

### Expansion Activity

Challenge students to use the Search MICASE feature to search for more ways people make educated guesses. Let students share their findings in class and encourage students to add new phrases to the lists on page 135. Encourage them to include information about the setting and content. In small groups, they can analyze if there are certain settings, content, or participants that use some phrases more than others. Ask students to share their findings.
PRESENTING AN ARGUMENT OR DRAWING ATTENTION TO A STRONG BELief

While making educated guesses allowed an opportunity to review hedging, this speaking section is an ideal time to review boosting. Present the brief introductory information in the box and take this opportunity to review the information in Unit 4 on pages 78-79. Read the phrases in the box and make sure students understand that when these are used, the listener is boosting or being persuasive.

**Expansion Activity**

Refer students to MICASE. Students should use the Search MICASE feature to look for the key words in these phrases and determine in what context they are most frequent. Also consider having them use the Browse MICASE feature to find other words or phrases used to present an argument. The goal is to determine in which settings these are most frequent and to think about how they are actually said (the versions in textbooks are usually proper, formal English but not necessarily the way they’ll be said in authentic conversations). Give students a deadline to bring their data to share with the class. Write any new phrases on the board for students to add to the lists in the book.

**Expansion Activity**

Choose a TED talk ([www.ted.com](http://www.ted.com)) for more listening practice. If more listening comprehension is desired, a comprehension quiz can be created using the interactive transcript. Print the script and cut it into sections. Give each student (or pair) a section to study for target language (either in Unit 5 or from all the units thus far) and to practice paraphrasing. Students can take turns reading a sentence while his/her partner uses a paraphrasing phrase and paraphrases the sentence while the first student writes the paraphrase down. They can then put the paraphrases together for their whole section. Collect the different sections and put them together to show students a paraphrase of the entire presentation. Compare the original to the paraphrase.
PRACTICE ACTIVITY: PRESENTING AN ARGUMENT (PAGE 138)

Go over the directions and give students time to answer the questions. Remind students the objective is to practice the target language from this unit.

Answers

Answers will vary.

Expansion Activity

Consider making a list of other questions and having students draw them out of a hat and giving impromptu speeches.

LISTENING 2: RECOGNIZING STRONG BELIEFS AND POINTS OF VIEW (PAGES 139–140)

Listening in Groups (Video)

Before the video clip, ask students to discuss any progress or new challenges they are experiencing in group work. Solicit volunteers to share stories from past experiences or in other classes with native speakers. Current situations can be submitted anonymously on index cards. Read the situation to the class and then brainstorm with students the best way to handle each situation. Announce suggestions to the class.

Answers

Focus on Language

Possible answers:

1. Answers will vary.
2. *I like that.*, *That’s a good point.*, *Yeah.*, *That’s an interesting way to look at it. I like that.*
3. *I don’t agree at all.*, *I’m not sure I can agree with you.*, *It might be true, but I don’t know if I agree.*, *Agree or not, it’s definitely part of the issue.*

Focus on Tone

Possible answers:

1. Use 1: Her tone of voice clearly indicates that she disagrees. Her tone is sarcastic (or disbelieving), she pauses before the word, and her speed slows as she enunciates each syllable in the word. Use 2: This tone is more noncommittal and doesn’t clearly indicate whether there is agreement or disagree-
ment. Use 3: He agrees. His pitch rises. He “sounds” happy. Answers will vary, but students tend to think that interesting is a word that is true without being insulting and without agreeing or disagreeing if delivered in an appropriate tone of voice.

2. Students will likely agree that his opinion is strong because he speaks at a steady speed and with firmness. He stresses the content words that enforce or boost his point: definitely, extreme, more.

Focus on Nonverbal Communication

Possible answers:
1. Nodding, smiling
2. Eye rolling and/or looking at someone other than the speaker, leaning back, and facial expressions (frown, grimace)
3. He lifts and slightly shakes his fist.
4. Answers will vary.

Summary

Possible answers:
1. Essentially, they agree to disagree. They agree that this is an important issue even though they have differing opinions.
2. Answers will vary.

Expansion Activity

Review or teach agreement and disagreement language. If students used Four Point, Listening and Speaking 1, the language can be reviewed in that text. Group students and ask them to brainstorm a list of agreement and disagreement language. Consider referring students to MICASE to search for words and phrases of agreement and disagreement. Ask each group to present their lists. Create a master list on the board for students to add the language to their notes or textbook.

Expansion Activity

Give students copies of the video script. Encourage them to change or add new language to the script using any appropriate language. A review of target language from all units can be incorporated. If desired, schedule time for students to perform the new version. Consider videotaping the performances for comparative purposes, so each student can compare his or her version to the original.
Part 3: Causes of Communication Difficulties (pages 141–149)

GETTING STARTED (PAGE 141)

Go over the brief introductory statements and brainstorm a list of methods students are familiar with that can help people communicate. Ask if anyone knows sign language. If so, ask if they could teach the class a few letters or words in sign language. Ask students to answer the questions with a partner. Hold a discussion with the whole class to share answers.

Answers

Answers will vary.

STRATEGY: MANAGING OPEN LECTURE STYLE (PAGES 141–142)

Start a new discussion about lecture styles. Poll students to see what characteristics they like to see in a lecturer. Create a list on the board. Generally, depending on culture, students are accustomed to more traditional type lecturers in which the audience members do not participate. Sometimes students are surprised when they get to an English-speaking university and see lecturers that ask questions and expect answers during a lecture, tell stories, and involve students in the delivery. They usually prefer that style but agree it’s harder to listen to. Discuss the challenges of open-style lecturers. Present the information and sample phrases in the box.

PRACTICE ACTIVITY: BEING AN OPEN-STYLE SPEAKER (PAGES 143–145)

Explain that this open style is very common for lecturers in English-speaking universities in the United States and some of the characteristics are often seen in presentations, academic discussions, and conversations as well. Therefore, it will be good for students to practice speaking in an open style. Make sure students understand the directions and give them time to work. Circulate to help as needed or assign this as homework and schedule time during the next class period for presentations.

Answers

Answers will vary.
RESEARCH STRATEGY: PRIMARY RESEARCH IN DEPTH (PAGE 146)

Remind students that many research projects require both primary and secondary research. Often, students are familiar with secondary research, but they have less experience with primary research. Explain that this content will give them some additional information about primary research. Present the information in the box.

PRACTICE ACTIVITY: DESIGNING PRIMARY RESEARCH (PAGE 146)

Explain that it is a good idea for students to create an arsenal of information related to their own fields to use in the future. Ask them to follow the steps and create some primary research on a topic of interest to them.

Expansion Activity

Consider having students take the Practice Activity on page 146 and actually conducting their primary research. Ask students to bring their results to class where they can talk in an open style with peers about statistics and trends they noticed and practice using other language from Unit 5 and/or earlier units in the textbook. Similarly, students can be required to create a formal presentation of their research results.

VOCABULARY POWER (PAGE 147)

Point out that the eight words are used in sentences from the lecture they will hear. Remind them that these words are not discipline-specific words; rather, they are words they may hear in a variety of disciplines or see in other types of reading.

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LISTENING 3: Aphasia and Assistive Technology and Communication (page 148)

LISTENING TO A LECTURE (PAGE 148)
Introduce the passage as a lecture excerpted from a communication class. Tell students this is a scripted excerpt to be used for practice. Read the introductory information and remind students that this practice is designed for them to take notes as they normally would in class and then to try an organizing strategy to see what works best for them in authentic situations. Warn them that the lecturer is an open-style speaker, so they will hear digressions and other speakers (students in the audience). After listening once, let students compare notes.

Note: Slides to accompany this presentation are available online at http://www.press.umich.edu/elt/compsite/4Point/index.html#LS22ed.

Answers

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CHECKING YOUR UNDERSTANDING: MAIN IDEAS (PAGE 148)
Tell students a good way to see if their notes have the main ideas is to identify the main ideas in the activity. Give them a moment to peruse their notes and make their selections before giving them the answers.

Answers

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Challenge students to try note-taking to a regular-length authentic lecture. Ask them to bring a photocopy of the notes from one of their other classes or from a lecture they find online. Put students in groups to discuss whether they liked the lecture and explain why or why not, what was challenging about it, and what was easy about it. Ask what strategies worked for that particular lecture and to examine why they did or didn’t work. If they didn’t work, ask what other strategy might work in their place.

Choose another lecture from Academic Earth (or any preferred site). Play the lecture in class or assign it as homework. Ask students to bring their notes to class. Repeat the same questions and ask students to compare their notes and ideas about the same lecture. Expect some students to like certain strategies and others to dislike them. Remind them that listening and note-taking is a very individual skill and not every strategy works for every person.

PANEL DISCUSSION (PAGES 148–149)
Remind students of the panel discussion they participated in earlier in the term (Unit 4). Explain they are usually comprised of people who know a lot about a particular topic, so students will do some light research on a new topic.

Expansion Activity
If necessary, watch another panel discussion on a political topic (or any other topic of interest). Many panels can be found on YouTube, but you can also find good examples at the Hoover Institution at Stanford University (www.hoover.org/multimedia/uncommon-knowledge). Comprehension quizzes can be developed based on content, but observation assignments are also ideal. Ask students to note clarification and agreeing/disagreeing language that the panelists use.

Present the topic of the panel by presenting the information on page 148. Read the directions and then assign students to groups (or let them choose their own if desirable). Encourage creativity and revisit the language boxes in earlier units. Schedule a day for the panel presentations.

Answers
Answers will vary.
RAPID VOCABULARY REVIEW (PAGE 150)
Stress the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Again remind students that these words are used in a variety of disciplines, so they’re likely to see or hear these words again. Go over the answers.

Answer Key

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Expansion Activity
Direct students to the online website for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.

SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 151)
Explain that synthesizing is the process of merging information from several sources. Academic study requires a lot of synthesizing of course materials within a class as well as drawing from materials in other classes, from outside sources, or even from personal experience.

The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to
assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

**Answers**

Answers will vary.

**GENERAL NOTES**

**What Do the Numbers Mean?:** This assignment can easily be done impromptu or scheduled for longer time slots if desired. It could also be valuable to let students bring their own research results or data from a field in which they are interested to complete this activity. This adaptation requires some pre-planning so students know on which day to bring their chart or graph.

My Proposal: To save time, collect ideas in advance and bring the bag of topics to class on the day of the activity.

**Expansion Activity**

For variation or for a graduate student population (or for students interested in pursuing graduate school), ask students to propose a topic they’d like to study and eventually write a thesis or dissertation about or present at a conference.

Research Findings Report: Give students time to complete their research and analyze the results. Also ask them to note language use in the report and to use appropriate language in their own presentations. Require visual aids. If desired, students can choose their own topics rather than being restricted to those provided.

Conducting Primary Research: Assign a due date for the research and presentations. Schedule them appropriately and set a time limit for presentations. If students have already done several surveys via the unit content or Expansion Activities, consider requiring them to conduct an interview so they can compare the type of information received from one in-depth interview versus information from many short surveys.
VOCABULARY LOG (PAGES 152–153)
Request students keep their vocabulary log on these pages or in a separate notebook. It is recommended that these pages not be graded as students learn vocabulary different ways. Rather, it is encouraged that you simply check to make sure the log pages are complete and give a participation grade.

**Answers**

Answers will vary.
Unit 6: Engineering: Management Science (pages 154–186)

Objectives

Students will be able to

• understand short pitches (or elevator speeches)
• evaluate speeches
• be compelling and persuasive
• make an impromptu speech
• recognize and make objections (refute)
• strategize ways to manage a Q & A session
• noticing ideal breaks for interruptions
• create an outline
• improve academic vocabulary
• participate in a group presentation
• synthesize information

Listening Skills and Strategies

• listening to short pitches (or elevator speeches)
• listening for and making objections (refuting)
• listening for ideal breaks for interruptions

Speaking

• being compelling and persuasive
• managing a Q & A session

Research

• creating an outline

Unit Opening

Introduce the general topic of engineering by asking students to brainstorm a list of types of engineering. Elicit answers such as electrical, civil, computer science, mechanical, materials science, chemical, aeronautical, etc. Be aware that some students might not be aware of management science and its role in the field of engineering. Assure them that they need not know anything about engineering to do well with the content of this unit and remind them this is helping them practice language and not training them to be engineers. Read the brief introduction on page 154.
Instructor's Manual

Part 1: Problem Solving (pages 154–159)

GETTING STARTED (PAGES 154–155)

Tell students the focus of Part 1 is problem solving, which is a skill that people in all disciplines have to master. Ask students to share stories of their own experiences with problem solving, whether that be a personal, academic, or professional experience. Read the introductory material and ask students to answer the questions with a partner. Open a class discussion about the answers and spend some extra time discussing the answers. Remind students of the importance of talking about topics as a way to activate prior knowledge.

**Answers**

Answers will vary.

**Expansion Activity**

Ask one member of each group to write the problem the group discussed for Question 2 in the Getting Started activity on page 155 on an index card. Collect the cards and redistribute them so that each group gets a different problem. Ask each group to brainstorm solutions. As time allows, keep exchanging cards so that all groups offer solutions to each problem. Then return the cards to the original group. Ask them if they saw any new ideas that were different from the solutions they brainstormed themselves. Ask them to choose the best solution and see if those were the same or if they changed their minds based on the new solutions from the other groups.

**STRATEGY: LISTENING TO SHORT PITCHES (OR ELEVATOR SPEECHES) (PAGE 155)**

Survey students to see how many are familiar with short pitches or elevator speeches. Ask them when they might have to give an elevator speech. Urge them to be creative and elicit answers such as a persuasive speech, proposal presentation, selling something, “selling” themselves during a job interview. Explain that short pitches are an important part of academic studies and they will likely have to make these pitches throughout their academic careers and well beyond into their professional careers. Present the information in the box and explain that they will be analyzing an actual three-minute thesis (3MT™).
PRACTICE ACTIVITY (PAGES 155–156)

Before listening, students should read the script from an award-winning three-minute thesis competition (3MT™). Ask them to notice the language and components of the presentation. It might be wise to list the strategies and target language studied on the board, so students can refer to the list as they work. Allow time for review of any material students need help with.

Expansion Activity

Show excerpts from the television show *Shark Tank* in which hopeful entrepreneurs pitch their product or business to a group of investors or “sharks” hoping the sharks will invest money in their businesses.

Answers

Answers will vary.

Expansion Activity

Find this actual 3MT™ online and play it for the students. Ask them if they agree that it is an award-winning presentation and why or why not.

The presentation is from Queen’s University, School of Graduate Studies Three Minute Thesis Competition, April 30th, 2012; Nanocantilevers: A New Tool for Medical Diagnostics; Jennifer Campbell, Engineering Physics, Ph.D. candidate; Supervisor: Dr. Robert Knobel: [http://threeminutethesis.org/](http://threeminutethesis.org/). (3MT™)

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SPEAKING (PAGES 157–158)

Being Compelling and Persuasive (page 157)

Tell students there will be many settings in which they will have to be compelling and persuasive and that persuasiveness can be measured by the word choice, the speaker’s voice, and the speaker’s style. Present the introductory material that explains how the 3MT™ is evaluated and make sure students understand all the bulleted points. The criteria are listed on page 157 but are also available at [www.uq.edu.au/grad-school/3mt](http://www.uq.edu.au/grad-school/3mt).
PRACTICE ACTIVITY: THINKING ABOUT YOUR OWN STRENGTHS AND WEAKNESSES
(PAGE 158)

Go over the directions. Ask students to use the judging criteria in the boxes on page 157 to evaluate a speech or presentation they gave this term. Give them time to answer the questions. Solicit volunteers to share their insights.

Expansion Activity

Show sample persuasive speeches given by students and/or other 3MT™ presentations available online. Ask students to evaluate them using the judging criteria on page 157. Stage a vote and ask students to anonymously vote on the best ones to see which one wins. A more formal assignment can be adapted by creating a rubric for students to use when judging the speeches and this can be collected for evaluation. This rubric can then be used later in this unit to evaluate speeches students give later in this unit.

Similarly, students can vote on pitches given on the show Shark Tank. Stop the video before the sharks give their input and ask students if they would invest. Then continue the video to see if they or the sharks thought the presentation was more compelling; in other words, did they invest but the sharks didn’t or vice versa?

LISTENING 1: LISTENING TO A 3MT™ (PAGES 158–159)

Listening to a Student Presentation

Find a 3MT™ that sounds good to show the class. Or, hold a class vote to choose a 3MT™ or allow students to choose their own 3MT™ with which to complete the activity. Ask them to submit their answers to the questions. A more formal written assignment can required and collected if desired.

Answers

Answers will vary.

MAKING AN IMPROMPTU SPEECH (PAGE 159)

Tell students that one of the best ways to learn language is to practice using it spontaneously. Assure them that they’ve grown as impromptu speakers as they’ve practiced throughout the units. Remind them that a job interview is a setting in which they will have to give short pitches and might not always know the questions they will be asked. Ask them what their experiences are with job interviews and solicit volunteers to share their experiences. Then conduct the impromptu speeches.
GETTING STARTED (PAGE 159)

Ask students what sustainability means and define it using the definition provided (using a resource in such a way that it is not completely depleted or damaged). Ask students to brainstorm a list of resources that are sustainable. Read the brief introductory paragraph. Give students time to discuss the questions. Ask partners to share their information with another pair to broaden the discussion. Students may not have a lot of knowledge about this topic. Remind them that this is a good opportunity to practice much of the language studied throughout the book.

Answers

Answers will vary.

Expansion Activity

Because students may not have much knowledge on this topic, take the chance to initiate a contact exercise. Ask students to arrange an interview with someone older than them or someone with knowledge about this field. They can ask their interviewee the same questions from the Getting Started activity. Or, the activity can be further expanded by having students ask follow-up questions for details about their interviewee’s answers or to write additional questions. Schedule a day for group discussions or more formal speeches to be presented in class.

READING (PAGES 160–167)

Reading about Innovation

The length and content might prove challenging to some students since it comes from an engineering textbook. Assure them again that the reading is used to practice language and they do not need to be engineers to understand or practice despite this excerpt being taken from an engineering textbook. Mention that the reading will be used for activities later in the unit and it is important for them to attempt the reading.
STRATEGY: LISTENING FOR AND MAKING OBJECTIONS (REFUTING) (PAGE 168)

Start a very general discussion about topics people tend to argue about. Accept any reasonable answers. Begin to focus attention on academic topics and again ask what people tend to argue about. If students have trouble thinking of one, suggest costs or difficulty. Point out that making objections is a common component of academic discussions and Q&A and being able to make objections and manage them when posed are important. Present the introduction, common topics, sample objections, and general language in the box.

PRACTICE ACTIVITY: MAKING OBJECTIONS (PAGE 169)

Remind students that objections can also be made to written sources when they are later being discussed or written about in papers. Explain that this practice uses sentences from the reading from pages 160–167. Go over the first example and sample answer. Give students time to complete the rest of the activity. Remind them that they can use any of the language from the box, so there are many right answers.

**Answers**

Answers will vary.

**Expansion Activity**

Ask students to repeat the activity by using another reading from this textbook or from a reading of interest to them. These assignments can be collected for a formal evaluative grade if desired.

PRACTICE ACTIVITY: OVERCOMING OBJECTIONS (PAGE 170)

Reinforce the idea of noticing objections in both reading and listening. Ask students to find some places in the reading where objections are being made or where the writer is addressing an objection. Go over the sample. Encourage students to find others. Again remind them that there can be more than one answer.

**Answers**

Answers will vary.
SPEAKING (PAGE 171)

Managing a Q & A Session (page 171)

Before students open their books, poll the class to see how many students enjoy Q & A sessions when they are the subjects that have to give answers. Many students agree that one of the biggest challenges they face is Q & A. Ask why Q & A is challenging or stressful. Ask students to open their books to page 171 and present the strategies in the box.

PRACTICE ACTIVITY: DISCUSSING Q & A (PAGE 171)

Put students in pairs or groups to discuss the questions. Solicit volunteers to share their experiences from presentations in formal settings (conferences, workshops), in classes, or even during conversations and discussions. Schedule time for students to share their answers to the questions in the book.

Expansion Activity

Show a Q & A session from a panel discussion or after a lecture. Give students time to analyze how the speaker managed the Q & A and notice what strategies he or she used.

Listening 2: Managing a Q & A Session (pages 172–174)

LISTENING TO A DISCUSSION (VIDEO)

Review the four sections of video clip questions if necessary. Warn students that parts of this clip may be more challenging since there may be some new vocabulary and the topic might be unfamiliar. Also let them know that as with several other clips, the video contains a nonnative speaker as the person answering the questions. Set the stage by explaining the video is a Q & A after a presentation the engineering student just finished.

Play the video. Depending on the level of your students, consider playing the video clip as many times as necessary and/or having students concentrate on one section of questions at a time.
Answers

Focus on Language

Possible answers:

1. complexity, financial, reliability (results)
2. ...but it seems kind of complicated . . . , . . . do companies have the resources today to undertake something like this . . . , . . . can they afford it . . . , I'm still concerned about the costs . . .
3. The speaker does use hesitations: well, uh, um, but . . . um
4. Students will likely agree that he was concise, used hesitations, and admitted when he didn't know an answer (Honestly, I have to check back to see if . . .). Students will also likely agree that he prepared in advance and may comment on his use of notes. Students will likely notice that he did not repeat the question before he answered and did not ask people to speak louder, slower, or use different words. Solicit student opinions about whether these could have helped or if they were needed.

5. Answers will vary.

Focus on Tone

Possible answers:

1. Students will have varying opinions about this. They will likely notice that he used notes to answer one of the questions. They may or may not consider this a negative thing. For the most part, the speaker seemed to know the content, but hesitated occasionally, which may be attributed to nervousness (or his confidence in his answers)
2. Students may also have differences of opinions when answering this question as well. In general, the audience member seems genuinely interested and was clearly an active listener because she is asking detailed and content-driven questions. Her tone is not accusatory, so most students will agree she sounds curious and interested.

3. Answers will vary.

Focus on Nonverbal Communication

Possible answers:

1. Students will possibly comment on the different audience members and notice one audience member typing notes (which may or may not be interpreted as a negative thing). They will also likely notice the one audience member (with the beard) rolling his eyes when the young woman asks a question. Encourage students to notice other nonverbal cues such as eye contact, gestures, body language, and facial expressions.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary, but some students will think that he has experience since he had some longer and well-prepared answers. Others will disagree and say that because he used notes and hesitated that he is new to Q & A sessions.

Summary
1. Answers will vary.
2. Answers will vary.
3. Answers will vary, but most viewers will agree that both were content because she wants to hear more about it and he agrees. She also says that she will look forward to hearing more from him.
4. Answers will vary.

Expansion Activity
Watch a short TED talk at www.ted.com. Using the search feature and “engineering” as the key term, several talks are available if another engineering topic is appealing. Ask students to evaluate the speaker using the same basic categories studied with the video clips: language, tone, and nonverbal. Ask them to submit a written summary of what the speaker does well and what could be improved. If done as homework, ask them to bring their answers to class to discuss in small groups.

Expansion Activity
Go to the TED talks website at www.ted.com. Choose a talk that best fits your time constraints and interest level. Create a comprehension quiz if a listening evaluation is needed. The interactive script makes it easy to create Cloze quizzes or main idea and detail questions. Challenge students to scan the interactive transcript for the target language used in this textbook. Ask questions (or create a short written quiz) asking students if there are too many or too few. Add new phrases to the boxes in the previous units and make sure students realize how the words are functioning.
Expansion Activity

For additional practice, students can read the TED script at the same time the speaker is talking. The challenge is saying things like he/she does and being compelling and persuasive.

Part 3: Engineering Innovation (pages 175–182)

GETTING STARTED (PAGE 175)

Initiate a discussion by asking students to define innovation (a new idea, product, or process). Present the brief introductory material in the book and then ask partners to answer the questions. Group students in larger groups to compare answers. Hold a whole-class discussion if time allows.

Answers

Answers will vary.

STRATEGY: LISTENING FOR IDEAL BREAKS FOR INTERRUPTIONS (PAGES 175–176)

One challenge that students seem to worry about is interrupting someone who is speaking or handling interruptions when they are the speakers. Review open-style lectures and remind students that interruptions often happen even in formal settings. Let them know that there are certain times when interruptions are better and certain words and phrases to use in order to be polite. Present the information, the ideal times, and sample phrases (based on the sustainability topic covered in the reading on pages 160-167). Answer any questions before proceeding.

PRACTICE ACTIVITY: INTERRUPTING AND GETTING BACK TO THE TOPIC (PAGE 177)

Put students into groups of three. Ask them to choose a textbook for another class or some reading material of interest to them. Students can also use reading material from Units 1-5 of this textbook if desired. Explain that they will take turns reading the “lecture” to their group members and will be challenged by their interruptions. Each will take a turn being the “lecturer” and being the “interrupter.” After each person has presented, give them time to answer the questions.

Answers

Answers will vary.
RESEARCH STRATEGY: CREATING AN OUTLINE (PAGE 178)

Begin a discussion by asking how many students use outlines and for what purpose. Some students are likely to say that they use outlines for writing essays and papers. See if anyone has prepared an outline for a presentation. Explain that this is a strategy that can be used for listening, note-taking, and speaking just as well as it is used for reading and writing. Present the information in the box.

PRACTICE ACTIVITY: CREATING AN OUTLINE (PAGES 178-179)

Ask students to select a piece of reading material they need for another class or one that is of interest to them and to convert this reading into a lecture. Require them to prepare an outline of the main points, supporting ideas, and details. Space is provided in the textbook, but some students may wish to add more and/or use a separate piece of paper. A separate document may be desired if this outline will be submitted as a formal assignment.

Answers

Answers will vary.

When students finish their outlines, ask them to bring two additional copies to the next class period. Present the two situations at the bottom of page 179. During the next class period, ask them to use one copy to add information to make their presentation longer. Ask them to use the second copy to cross out information that will be deleted. These copies can be submitted in addition to the original outline for a formal, evaluative grade if desired.

Answer Key

Answers will vary.

Expansion Activity

Ask students to outline a lecture or talk they find online (or a live lecture or speech being given on campus).
VOCABULARY POWER (PAGE 180)

Give students time to read the sentences and complete the matching activity. Go over the answers before playing the audio clip. Remind them that these words will be used in a variety of disciplines and are not engineering words per se.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
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<td>1. g</td>
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<td>2. b</td>
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<td>3. f</td>
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<td>4. h</td>
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</table>

LISTENING 3: ENGINEERING INNOVATIONS: TUNNELS (PAGE 181)

Listening to a Lecture (page 181)

Challenge students to try taking notes in an outline form for the lecture, but bear in mind that many students might not be able to do this. Encourage them to use an outline form to organize soon after the lecture so they don’t forget the material.

Give them time to share notes or outlines from each other to see what they missed.

Note: Slides to accompany this presentation are available online at http://www.press.umich.edu/elt/compsite/4Point.

CHECKING YOUR UNDERSTANDING: MAIN IDEAS (PAGE 181)

Let students use their notes to answer the main idea questions. Attempt to challenge students by not playing the audio a second time. Sometimes it can be proven that sharing notes gives them the information they need without listening again.

<table>
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<th>Answers</th>
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<tbody>
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<td>1. F</td>
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<td>3. T</td>
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<tr>
<td>4. T</td>
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<tr>
<td>5. F</td>
</tr>
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</table>
Expansion Activity

Choose a lecture from the university (or a local college) that is recorded or use a preferred lecture from Academic Earth. Ask students to watch the lecture and take notes for class. Set a due date for students to bring their notes to class. Give students time to highlight vocabulary and/or main ideas that were new to them. Collect their notes and create a vocabulary or comprehension quiz for the students.

GROUP PRESENTATION (PAGE 182)

Remind students that teamwork and group projects are frequent in academic studies. Explain that this presentation will be a group endeavor. Assign students to groups (or let them choose their own if desirable). Present the topic and requirements for the project and devise a schedule for homework, in-class preparation, and presentations.

Answers

Answers will vary.

Expansion Activity

Make arrangements for students to give presentations to another class or record their presentations for self-, peer-, and instructor-evaluation.

RAPID VOCABULARY REVIEW (PAGE 183)

Review the concepts of synonyms and combinations and associations if necessary. Circulate as students work (if done in class). Check student answers.

Answer Key

| 1. creation | 11. ethics |
| 2. covered  | 12. with   |
| 3. executed | 13. with   |
| 4. brief    | 14. world  |
| 5. increased| 15. grew   |
| 6. occurrence| 16. on   |
| 7. paramount| 17. up    |
| 8. brilliance| 18. review |
| 9. appear   | 19. life   |
| 10. work hard | 20. that  |
SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 184)

Review the importance of synthesizing in academic study. Tests, discussions, and research papers often require students to synthesize information from a variety of sources and/or make connections to their own experiences and knowledge. Encourage students to share examples of assignments from their other classes and discuss how those require synthesis.

The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

Expansion Activity

Direct students to the online website for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.

Answers

Answers will vary.

GENERAL NOTES

Q & A: This activity can be designed to allow for more preparation (give students 15 minutes to prepare their remarks before giving a short speech) or converted into a longer outside assignment.

Expansion Activity

Encourage students to attend a talk given by a guest speaker on campus. Challenge them to ask a question during the Q & A.

Be Compelling and Sell It: To make this more impromptu, prepare a bag of items in advance for students to choose from in class. This activity can be more advanced by having students choose the item and immediately begin their pitch or can be made easier by giving students time to prepare their pitch.
Reaching the World’s Oil Supply: This activity can be an individual assignment or converted into a team project. Give students time to research and meet outside of class (or allow class time for short group meetings). Encourage the use of visual aids since they are being used more and more in academic settings. Take time to review the target language from Unit 6 as well as a brief review of the earlier units. This activity is ideal for using most of the language covered.

**Expansion Activity**

Listen and take a few notes during student presentations. Consider writing questions for a quiz to be given at the end of presentations. Students should be allowed to use their notes (and their borrowed notes) to answer questions.

Your Own Three-Minute Thesis: If students can’t think of a topic, let them choose one that was covered in this textbook or help them choose one based on their interests. Use a rubric based on the 3MT™ criteria on page 157 of the book to formally evaluate students. Similarly, the same rubric can be used for self- and peer-evaluation purposes.

**VOCABULARY LOG (PAGES 185-186)**

Follow the procedure of your choice for the vocabulary log.

**Answers**

Answers will vary.

**Expansion Activity**

Consider assigning a final project for student groups. Let students choose a lecture from the university’s website, a local or well-known university’s website, or Academic Earth. Assign one group per lecture. The group in charge of that lecture will choose 10 vocabulary words and write 10 comprehension questions for the class. Require all students to watch the lecture before the assigned date and to have their notes available for use in class. For more information or variations of this topic, please contact the author at rbrinks@stanford.edu.