

FOUR POINT
Listening and Speaking
INTRO
INSTRUCTOR'S MANUAL

by Robyn Brinks Lockwood

Unit 1: Architecture: Applied Science (pages 1–31)

Objectives

Students will be able to

- understand when they are being encouraged to speak
- use strategies to continue discussions
- offer formal and informal greetings
- recognize the speaker's feelings
- choose correctly between *I'm Sorry* and *Excuse Me*
- notice time signal words and phrases
- read a short academic passage
- use an abbreviation log
- expand academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Listening Skills and Strategies

- listening for and giving encouragement in discussion
- listening for and determining the speaker's feelings
- listening for and using time signal words and phrases

Speaking

- greetings
- *I'm sorry* and *Excuse me*

Note-Taking

- using an abbreviation log

Unit Opening (page 1)

Draw attention to the unit topic. Ask students to brainstorm a list of other applied sciences. Elicit answers such as *electronics*, *engineering*, *nanotechnology*, *physics*, or *chemistry*. Discuss how applied scientists apply their knowledge to build something people may use in everyday life. Read the short introduction on page 1.

Part 1: Architecture as an Art and a Science (pages 2–9)

PRE-LISTENING ACTIVITIES (PAGE 2)

Remind students the focus of this unit is on one type of applied science, architecture. After reading the short introduction, give students time to answer the questions with a partner. Encourage them to talk without worrying about correct answers. If time allows, have partners share their answers with the rest of the class.

Answers

Answers will vary.

STRATEGY: LISTENING FOR AND GIVING ENCOURAGEMENT IN DISCUSSION (PAGES 3–4)

Remind students that understanding the phrases will not only make them better listeners, but also make them better speakers. These strategies often make students feel better knowing that there are ways to manage when they don't understand, can't hear, need more information, or simply need time to think before they speak. Explain to students that being specific when encouraging discussion ensures they get the information they need. In other words, letting the speaker know that they spoke too quietly or quickly ensures that the speaker will speak louder or slower when repeating the information.

Draw attention to the Pronunciation Notes on page 4. Demonstrate rising and falling intonation by reading the examples in the book.

Expansion Activity

Schedule time for an ice-breaker or interview session in which students can ask each other questions and practice the strategies: asking questions, making requests, paraphrasing, and using fillers. After the interview, students can deliver a short introduction of their partner to the class.

LISTENING FOR AND GIVING ENCOURAGEMENT IN DISCUSSION (PAGE 5)

Go over the instructions. Depending on the level of your students, consider assigning the reading (or part of the reading) as homework in advance to prepare for the activity. Let students know they will use the reading in class during the next session or when scheduled, as desired. Ask students to bring in other pictures of each location that they find online.

Answers

Answers will vary.

READING (PAGES 5–6)

Reading about Architectural Achievements (pages 5–6)

The reading is adapted from one found on the the Library of Congress website. Encourage students to use this website as a resource for academic information in a variety of fields (www.loc.gov).

LISTENING 1: GETTING THE INFORMATION YOU NEED (PAGE 7)

Listening for Information (page 7)

Explain that students are going to hear a conversation. Remind them that being able to identify the strategies speakers use is a good first step in communication. Play the audio more than once if needed and encourage students to listen on their own as well. After listening, generate discussion by asking questions such as *Did the student ask enough questions? Did the questions accomplish what the student wanted them to? Were there too many, just enough, or not enough fillers? What did you like/dislike about this interaction? Have you ever had an interaction like this? What would you do to improve the next interaction you have?* Solicit volunteers to share stories.

Answers

1. Answers may include: *Can you spell that name for me? Did you say the 1st? What is an example? Will you say it again? So you like Vitruvius because he developed rules?*
2. Answers may include: needed more information, made sure he understood, wanted more information, couldn't hear/didn't understand, wanted more information
3. Requests include: *I'd like to hear more about that. Tell me more. Please go on.*
4. Fillers include: *Wow. That's interesting. Really? Cool.*

SPEAKING (PAGES 8–9)

Greetings (pages 8–9)

Although students may feel they are familiar with this information, inform them that native speakers tend to use a variety of greetings and these may not sound like they do in pre-scripted audio examples. Go over the lists and remind them that this list includes common greetings, but there are others that may vary based on regional differences or settings (academic versus social). Remind students that a variety of factors influence which greetings are used.

Using Greetings (pages 8–9)

Give students time to answer the questions and compare answers with a partner. Then hold a group discussion about the answers and reasons for any differences.

Answers

Answers may vary.

1. a. formally, b. formally, c. formally, d. informally, e. formally/informally, f. formally, g. formally/informally
2. Answers will vary.
3. Factors such as location, status, age, relationship, time, and gender may affect greetings and responses.

Making Contact (page 9)

Tell students that one of the best ways to learn language is to use language. It's also ideal to hear what responses are received when using certain language. Present the Making Contact chart and instructions. Assign a due date for the greetings and schedule time in class for students to compare answers. This is also a good time for students to share any new greetings they heard. Encourage them to add new greetings to the list on page 8.

Answers

Answers will vary.

Expansion Activity

Have students compare their answers with information found in MICASE (the Michigan Corpus of Academic English) or another corpus. Ask students questions such as *How are the greetings you found the same as those in the corpus? Different? What explanations might explain those similarities or differences? Were there any new words or phrases that could be added to the list on page 8?* For more information on MICASE, read the appendix in *Four Point Listening and Speaking 1* or the information on the MICASE website at www.elicorpora.info/.

Part 2: Architecture as an Art (pages 10–18)

PRE-LISTENING ACTIVITIES (PAGE 10)

Activate students' prior knowledge by reminding them that they probably know a little something about almost any topic, including architecture. Ask students to read the brief introductory material and give them time to answer the questions with a partner. If time allows, have partners summarize their discussions for the rest of the class.

Answers

1. Sydney Opera House (Sydney, Australia), Solomon R. Guggenheim Museum (“The Guggenheim”) (New York City/Manhattan, New York, United States), Los Angeles International Airport (LAX) (Los Angeles, California, United States)
2. Answers will vary.
3. Answers will vary.

STRATEGY: LISTENING FOR AND DETERMINING THE SPEAKER’S FEELINGS (PAGE 11)

Present the information in the box. Remind students that some of these strategies will be easier than others and that the strategies they find easy might be harder for someone else. They should practice all of them and learn which are their strengths and which can be further developed. Demonstrate each of the techniques as it is presented.

Draw attention to the Pronunciation Note. Read the examples aloud. Allow time for students to repeat after the examples or to practice with each other.

LISTENING FOR AND EXPRESSING FEELINGS (PAGE 12)

Give students time to write their sentences. If they are having trouble thinking of buildings, have them describe a building on campus (or the classroom). They can also use the photos on page 10. Have them practice with a partner. Hold a brief follow-up discussion to ask students what they could do to make sure their partners recognize the strategies being used.

Answers

Answers will vary.

Expansion Activity

Ask students to bring in a picture of the building they talked about in Question 3 on page 10 to show the class (or a small group). Tell them to be prepared to give some brief statements about the building using the strategy they studied on page 11 and be prepared for their classmates to ask questions using the strategy presented in Part 1 on pages 3–4.

SPEAKING (PAGES 12–13)

I'm Sorry and Excuse Me

Present the information in the text. Explain these are commonly confused and that a clear understanding of the phrases will make interactions clearer for both the speaker and the listener.

ANALYZING THE SITUATION (PAGE 13)

Go over the directions in the text and have students complete the activity with a partner. Provide the answers before having students choose two situations and write dialogues. If time allows, have students read their dialogues aloud. Solicit volunteers to add other situations from their own experiences and ask students to consider whether *I'm sorry* or *Excuse me* is most appropriate.

Answers

- | | |
|---------------|---------------|
| 1. Excuse me. | 4. Excuse me. |
| 2. I'm sorry. | 5. I'm sorry. |
| 3. Excuse me. | 6. I'm sorry. |

Expansion Activity

Assign students to watch a television show of their choice. They should note the greetings and instances of *I'm sorry* and *Excuse me* used in the show. Request they write a short paragraph analyzing the interactions.

LISTENING 2: MANAGING GROUP DYNAMICS (PAGES 14–16)

Listening in Groups (pages 14–16)

Before the first video clip, ask students to discuss their experiences in group discussions. Discuss common challenges. If students have trouble starting a list, elicit answers such as *speakers are hard to understand*, *speakers talk too fast*, *it is hard to interrupt or jump in*, *they get stuck with the worst tasks*. 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/or having students concentrate on one part a time.

Answers

Focus on Language

Possible answers:

1. *Hi, Hey*
2. They know each other from class.
3. *Excuse me* (politely interrupts), *I'm sorry* (apologizes for hurting feelings), *Excuse me* (interrupt, get attention), *Excuse me* (leave a group)
4. Answers will vary.

Focus on Tone

Possible answers:

1. The women seem to be friendlier and more interested in talking. The man seems rushed, uninterested, and unfriendly.
2. time and rate of speech
3. Answers will vary.

Focus on Nonverbal Communication

Possible answers:

1. Students express themselves nonverbally using facial expressions, gestures, and posture.
2. The man used nonverbal cues to indicate he was not interested in the discussion.
3. Answers will vary.

Summary

1. Answers may include ask questions, make requests, and use voice fillers.
2. Answers will vary.
3. 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), or *posture* (leaning, slouching). Then play the video silently and ask students to make observations based on nonverbal communication alone. Consider using this activity before one of the video clips and see what questions they can answer with no audio at all.

INFORMATION GAP (PAGES 16–18)

Present the information gap activity and partner students as appropriate. Remind them that this activity will give them a chance to practice the strategies learned in Parts 1 and 2. Consider setting a time limit and then giving them a chance to check answers and/or fill in the missing information.

Answers				
Ranking	Building	Stories	Height (in feet)	Year Completed
1	Burj Khalifa (Dubai, United Arab Emirates)	162	2,717	2010
2	Taipei 101 Tower (Taiwan)	101	1,671	2004
3	Shanghai World Financial Center (China)	101	1,614	2008
4	International Commerce Centre (Hong Kong)	108	1588	2010
5	Petronas Towers 1 and 2 (Kuala Lumpur, Malaysia)	88	1,483	1998
6	Nanjing Greenland Financial Center	66	1,476	2010
7	Willis Tower (Chicago, United States)	108	1,451	1974
8	Guangzhou West Tower (Guangzhou, China)	103	1,435	2010
9	Jin Mao Building (Shanghai, China)	88	1,380	1999
10	Two International Finance Centre (Hong Kong)	88	1,362	2003
11	Trump International Hotel (Chicago, United States)	96	1,362	1997
12	CITIC Plaza (Guangzhou, China)	80	1,283	1997
13	Shun Hing Square (Shenzhen, China)	69	1,260	1996
14	Empire State Building (New York, United States)	102	1,250	1931
15	Central Plaza	78	1,227	1992

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 Data from: Emporis Standards Committee (ESC), <http://www.emporis.com/en/bu/sk/st/tp/wo/>.

Part 3: Architecture as a Science (pages 19–27)

PRE-LISTENING ACTIVITIES (PAGE 19)

Students may not be familiar with architecture and may express concern that the “science” may be too hard. Assure students that sometimes material can be challenging if it is new to them, but that they will activate prior knowledge and learn from their classmates before listening to the lecture. The material is not usually as challenging as students fear. Explain that practicing with the text will help them prepare for longer authentic lectures. 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.

1. Answers may include: measurements, sizes, materials, quantities of materials needed, land/space needed
2. Answers may include: architect, construction work, landscaping, contract work
3. Answers will vary.
4. Answers may include: space, money, material, time

STRATEGY: LISTENING FOR AND USING TIME SIGNAL WORDS AND PHRASES (PAGE 20)

Tell students that speakers, especially in lectures, use signal words and phrases that can help them understand the organization or material being presented. Inform them that a common way for speakers to organize is chronologically or by time. Give examples such as historical events or processes being presented in this manner. Present the information in the box. Ask students what other words they can think of to add to the list and have them write those in the box.

USING TIME SIGNAL WORDS AND PHRASES IN A STORY (PAGE 21)

A good measurement of oral proficiency and a good way to practice time signals is via narration. Ask students to write a story about one of their classes. Tell them to be very conscious of time and deliberately insert time signal words and phrases.

Answers

Answers will vary.

Expansion Activity

Watch a short TED talk on design or on an issue your students like that uses narration or storytelling. TED talks can be found at www.ted.com. (Recommendation: Joe Sabia: The technology of storytelling, 3 minutes and 51 seconds, www.ted.com/talks/joe_sabia_the_technology_of_storytelling.html). Ask students to identify the time signal words and phrases and note other words speakers use to tell stories and talk about history. Note that several TED talks also have interactive scripts, so students can read the scripts as well as add other signal words to the script. Consider talking about the speaker's tone and nonverbal communication as well.

NOTE-TAKING (PAGE 22)

Generate a discussion about note-taking and ask students what their challenges are and what is easy for them. Ask if anyone uses abbreviations. Present the information in the text and stress the importance of using the same abbreviations consistently. Suggest they type their list and keep it in their notebook or online so it is easy to reference as they take notes. Ask students if they have other suggestions for the abbreviations presented in the text. Encourage them to write any suggestions they may use in the book or in their logs.

DEVELOPING AN ABBREVIATION LOG (PAGE 23)

Challenge students to work individually to create an abbreviation for each word in the activity. Then have them 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

Answers may vary.	medium = M or med
because = b/c	minute = min
falling = ↓	rising = ↑
hour = hr	small = S or sm
large = L or lg	without = w/o

For the second part of the activity, consider grouping students with similar majors to create a list of words from their area of study.

Answers

Answers will vary.

Expansion Activity

Before continuing, ask students for other abbreviations they've seen or need. Consider other common words native speakers abbreviate. Write these on the board and ask students to write an abbreviation before providing the suggested answers.

with = w/

within = w/in

before = b/f or b4

during = d-ing

equals = =

unequal or different from = \neq

for example = e.g.

greater than = >

less than = <

important = * or imp

approximately = \approx

percent = %

thousand = K

VOCABULARY POWER (PAGE 24)

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 used in a variety of disciplines or see in other types of reading.

Answers

1. f

2. c

3. h

4. e

5. b

6. g

7. a

8. d

LISTENING 3: CONSTRUCTION AND STRUCTURAL ENGINEERING (PAGES 25–26)

Listening to a Lecture (pages 25–26)

Introduce the passage as a lecture excerpted from an architecture class. Tell students this is a corpus-informed 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 introductory information and remind students to listen solely for time signals. Have students write those as they hear them. Encourage them to use the abbreviations they developed.

Play the audio again and challenge students to take notes in whatever form they normally do in class. When they have their notes, ask them if there are other words they could abbreviate. Write suggestions on the board.

Checking Your Understanding: Main Ideas (page 25)

Tell students a good way to see if their notes have the key information 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

Checking Your Understanding: Details (page 26)

Allow students to again use their notes to answer the detail questions. Let students know these are good for practice, but they will not always have to listen to answer questions like these in academic settings. Remind students some questions have more than one answer. Consider playing the audio again after checking answers so students can hear what they missed.

Answers

1. b, c

2. a, b

3. a, b

4. b

5. b, c, d

IN-DEPTH DISCUSSION (PAGE 27)

Plan time for students to work with a group to complete the activity. Announce the time limits in advance. If students will be evaluated on the presentation, let them know before they begin work and allow adequate time for them to meet and prepare outside of class. Discussions and presentations are ideal for students to practice using the skills in this unit and be creative. Students in the audience could also be encouraged to take notes on the presentations, giving them a good chance to practice note-taking.

Answers

Answers will vary.

RAPID VOCABULARY REVIEW (PAGE 28)

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

- | | |
|--------------|---------------|
| 1. including | 11. suggested |
| 2. symbol | 12. necessary |
| 3. length | 13. with |
| 4. differs | 14. from |
| 5. small | 15. threat |
| 6. changes | 16. reality |
| 7. changed | 17. process |
| 8. learn | 18. the best |
| 9. levels | 19. out |
| 10. specific | 20. about |

Expansion Activity

Direct students to the textbook's online website (www.press.umich.edu/esl/compsite/4Point/) for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.

SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 29)

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. Light research is not as detailed and does not take as much time as preparation for a long presentation. These are also better for use if evaluating students with formal grades.

Answers

Answers will vary.

GENERAL NOTES

My Dream Office/Workspace: This assignment is ideal when scheduled into a 15-minute slot. Have students talk in small groups and share their ideas. Circulate to make sure they are encouraging discussion when someone else is speaking and that they are making their feelings clear by using language, tone, and non-verbal communication to their advantage.

Giving Encouragement: It is best to set a timer for this activity. Tell students they will have five minutes to talk about their field of study and why they like it. Remind students to encourage the speaker by asking questions and making requests. Adjust the time to two minutes or give students time to write notes before their turn if they need it or are not ready for a longer time period.

Social Observation Report: Advise students to choose a place that is of interest to them and consider setting guidelines on how long they should observe (30 minutes works well). Schedule time for short oral reports that can be evaluated in class or simply have students discuss their observations in small groups.

Interesting Structure Reports: Give students flexibility to choose a structure that is of interest to them. If students struggle with picking a topic, give them time to conduct some online searches to find an interesting topic. Suggest keywords such as *tallest skyscrapers*, *longest bridges*, *famous landmarks*, or *popular tourist attractions*. Remind students that presentations are a common assignment in academic classes and this will be good practice.

VOCABULARY LOG (PAGES 30–31)

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. For more information on using translations, see *Vocabulary Myths* (2004) by Keith Folse. Also, read the frontmatter of this textbook for details and watch the video on the companion website (www.press.umich.edu/esl/compsite/4Point/)

Answers

Answers will vary.

Unit 2: Marketing: Product Management (pages 32–61)

Objectives

Students will be able to

- recognize when others are asking for advice
- offer advice
- ask for advice formally and informally
- read a short academic passage
- identify comparison signal words and phrases
- make comparisons
- notice contrast signal words and phrases
- state contrasts
- listen for and use continuation signal words and phrases
- use a T-chart to take or organize notes
- expand academic vocabulary
- prepare projects and presentation by synthesizing unit concepts with other material

Listening Skills and Strategies

- listening for and giving advice
- listening for and making comparisons
- listening for and using continuation signal words and phrases

Speaking

- asking for advice
- stating contrasts

Note-Taking

- using a T-chart

Unit Opening (page 32)

Open a class discussion about marketing. Ask students to work in small groups to brainstorm ways that companies brand their products. Give examples such as McDonald's golden arches and the University of Michigan Press logo in the text. Ask students where they often see branding. Initiate the brainstorming by suggesting *company names on t-shirts, hats, and mugs* or *billboards*.

PRE-LISTENING ACTIVITIES (PAGE 33)

Read the introductory material and ask students to answer the questions with a partner. Open a class discussion and discuss brands, slogans, and companies students are familiar with.

Answers

Answers will vary.

Expansion Activity

Bring in familiar brands (logo only). Hold up one at a time and ask students (or teams) to write the name of the company. Brands that work well include fast food (McDonald's and Burger King), sports (Nike and Adiddas), designers (Polo, Tommy Hilfinger, Levi's), and cars (BMW, Volkswagon, Toyota). Consider bringing in others that will introduce students to the local or regional culture as well as American culture.

A variation of this activity is to have students bring in their favorite logo to present to the class.

STRATEGY: LISTENING FOR AND GIVING ADVICE (PAGE 34)

Stress the importance of being able to distinguish the difference between “advice” and “commands.” Books often teach the phrases, but fail to make the distinction for students. For example, *should* is often taught as an “offering advice” phrase. In many corpora and in general observations, professors are using the “advice” word, but are actually issuing a “command.” Therefore, the Pronunciation Note is especially important, as is focusing on the way intonation influences the meaning. Tell students that the status, relationship, and content of the interaction can also help determine the difference. Remind students that a professor telling a student they “should” buy a study guide is likely different than one friend saying to another that they “should” go to the movies. Ask students if they have other words they would add to the list in the box.

Expansion Activity

Remind students that language is always changing and phrases differ in how often and in what circumstances they are used. Also explain that corpora are updated continuously. Assign one or two phrases from the box to each student. Ask students if the phrase appears in MICASE or the corpora they are using and determine in what types of settings and with what speakers the phrases are used. Schedule time in class for a comparison.

READING (PAGES 35–36)

Inform students they are going to read about starting a small business. Get students acquainted with the topic by asking if any of them would be interested in starting their own business. Tell students to read carefully as they will be using the content to complete the next activity.

LISTENING FOR AND GIVING ADVICE (PAGE 37)

Pair students as desired and have them imagine they need to give advice from the reading. Depending on the level of your students, you may want to give them time to write their advice phrases before sharing them. After sufficient time, have students share their pieces of advice. Challenge them to notice the different phrases people chose for the same advice. Analyze those.

Answers

Answers will vary.

LISTENING 1: LISTENING FOR ADVICE (PAGE 38)

Listening for Information (page 38)

Prepare students by explaining that they will hear a conversation between a student and a professor. Explain the relationship of the speakers may affect their answers. It may be a good idea for students to simply focus on Questions 1 and 2 first and identify the wording before concentrating on Questions 3 and 4 that require more analysis and allow for more variety in answers.

Answers

1. Answers may include: read the textbook, not memorize statistics, concentrate on brand awareness, think about how important it is to have a symbol people recognize, remember brands are not just symbols, get the study guide, use the professor's lecture notes, go to local business seminars, get a tutor, look at the list of extra credit assignments
2. Answers may include: *I wouldn't memorize the statistics, you shouldn't buy a new copy*
3. Answers will vary, but the tone and use of these phrases indicate stronger pieces of advice: *had really better, You could get a copy and use that to study, you could borrow a copy from the library, you could use my lecture notes, and you shouldn't buy a used copy*
4. Answers will vary.

SPEAKING (PAGES 39–40)

Asking for Advice (pages 39–40)

Again have students note the difference between formal and informal phrases. Ask students to decide if they are appropriately labeled as formal and informal. Then ask students to talk about any phrases they would add to the lists.

Asking for Advice (pages 39–40)

Be prepared to have some students choose formal and informal phrases. Challenge them to support their choices. Allow time to discuss the answers. When discussing question 3, make a list on the board so students can copy those into their books.

Answers

Answers may vary.

1. Exact phrasing will vary depending on who students would ask.
2. Answers will vary.
3. Answers will vary.
4. Factors such as location, status, age, relationship, time, and gender may affect the advice and/or the response.

Expansion Activity

Give each student an index card (or have them use a blank sheet of paper). Ask each student to write a question or a problem they have on the card. Suggest a few ideas to get them started (*my roommate plays his music too loud, my math class is too hard*). Tell them this is anonymous and they should not put their names on the card. Collect the cards and redistribute them. Request that each student read the card and write a piece of advice on the card. Collect and redistribute the cards once or twice more (or as often as time allows). When students have practiced to your satisfaction, collect the cards and read the question or problem and all the offered advice.

MAKING CONTACT (PAGE 40)

Challenge students to choose native English speakers for this activity. Have them bring their data to class so they can compare it with their classmates and discuss similarities and differences.

Answers

Answers will vary.

Expansion Activity

Give students time to analyze the data they collected during the contact activity. Ask them to compare their data with that in the box on page 34 of the text and the data gathered during the earlier Expansion Activity on page 17 (if done). Ask students compare their answers with information found in MICASE or another corpus. Ask students questions such as *How are your results the same as those in MICASE? Different? What explanations might explain those similarities or differences? Were there any new words or phrases that could be added to the list on page 34?*

Part 2: Product Differentiation (pages 41–49)

PRE-LISTENING ACTIVITIES (PAGE 41)

Bring in several of the same product that differ in some way. Consider such items as two bottles of water, two kinds of chips or other snack food, two chairs in the classroom, or two types of pens, folders, or some other school supply. Ask students to talk about how they are the same and how they are different. Then solicit a volunteer to read the introductory material aloud. Give students time to answer the questions with a partner. Have partners share their answers with another pair to generate even more ideas. Remind students that sharing information is a good way to activate prior knowledge and prepare for listening to material about a new topic.

Answers

Answers will vary.

STRATEGY: LISTENING FOR AND MAKING COMPARISONS (PAGE 42)

Although students may have studied comparing and contrasting before, explain that signal words and phrases are very important in academic listening and other skills. Recognizing these will make lectures and discussions easier if they understand the organization and general content of the material. Point out examples in the *Four Point Reading and Writing Intro* textbook to illustrate how these can help with reading and writing. Present the words and phrases and sample sentences. Encourage students to add others to the list.

Draw attention to the Pronunciation Note and read the samples aloud. Encourage students to repeat them or to practice with a partner.

LISTENING FOR AND TALKING ABOUT COMPARISONS (PAGE 43)

Encourage students to work with someone they haven't worked with before for this activity. Give them time to make their list of comparisons and write sentences. Warn students that they will be reading their sentences aloud, so it is a good time to practice the language and the pronunciation presented in the box on page 42.

Answers

Answers will vary.

SPEAKING (PAGE 44)

Stating Contrasts (page 44)

Remind students that contrasts are equally as important as comparisons and point out that they are often used at the same time. Go over the list of words and phrases presented and note that pronunciation is similar. Review the Pronunciation Note on page 42 if necessary.

Stating Contrasts (page 45)

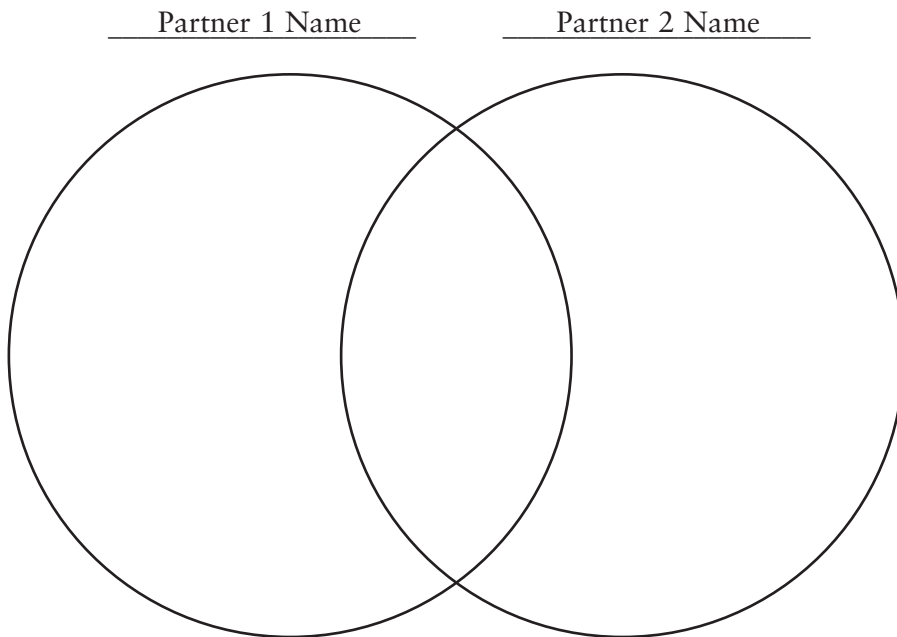
Think about whether you want students to work with the same partner or a new partner for this activity. Request they follow the same procedure as the comparison activity on page 43, but focus on things they do not have in common. Remind them they will again read their sentences aloud, so they should focus on both the language and the pronunciation.

Answers

Answers will vary.

Expansion Activity

Present Venn diagrams and mention that graphic organizers are a good way to compile information from lectures or from readings. Mention that this textbook will cover several other graphic organizers to use to organize their notes in Part 3 and in Units 3–6. Venn diagrams are ideal for comparing and contrasting. Draw a Venn diagram on the board and explain that characteristics or notes about one item or topic go on one side, while descriptions of another item or topic are written on the other side. Show them where the two circles intersect and explain that characteristics, items, or topics the items share are written where the circles intersect. Put students with the partner they worked with for either the comparison or contrast activity on pages 43 or 45 (this may be the same person). Ask them to complete a Venn diagram about themselves to present to the class.



LISTENING 2: COMPARING AND CONTRASTING (PAGES 46–48)

Listening in Pairs (pages 46–48)

Open a discussion and solicit volunteers to share any recent experiences they have had working with a native speaker or participating with a partner. Discuss the benefits and drawbacks to one-on-one interactions. Review the four sections of video clip questions if necessary.

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. *any ideas, maybe we should, we should, I'd read it again, a lot of upper class students recommend it, they should play up*
2. [dancing chicken is] *just as hilarious, both* [claim to have great tasting chicken] *too, also they're both* [located on the main strip], *both* [have good chicken], [prices are] *similar, similar* [locations], *and* [they're] *both* [close to campus], [Nate's] *also* [has fliers]
3. [the commercial for Nate's is] *different from* [the commercial for Sara's], *although* [they cost about the same], [there must be] *some difference* [in the actual product], *a difference in* [ingredients], *differences in* [quality], *differentiating them* [by another characteristic], *but* [timing is different], *even though* [they're both sold for lunch and dinner], *only one* [is open past 10 PM; Sara's won't sell as much since it closes earlier.], *even though* [it's probably just as good]
4. Answers will vary.

Focus on Tone

Possible answers:

1. Students stress the comparison/contrast words or phrases. There are also slight pauses before some of the comparison/contrast words.
2. Students seem enthused because their volume increases slightly, and they laugh when something is funny. Their rate of speech increases when they like the ideas.
3. Answers will vary.

Focus on Nonverbal Communication

Possible answers:

1. Students lean forward when listening to each other or when stressing a point. They make direct eye contact. They have good posture, indicating they are paying attention.
2. Answers will vary.
3. Both students show nonverbal patterns. Notice their facial expressions, gestures, and posture. The man is more expressive because he uses more gestures. OR The woman is more expressive because she sometimes leans forward and makes direct eye contact.

Summary

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Expansion Activity

Review Venn diagrams and ask students to complete a Venn diagram detailing the similarities and differences between the two students in the video. Also consider having students complete a diagram with the similarities or differences between the two restaurants being discussed. This activity could be expanded into a homework assignment and students can compare two dining locations on campus or in town or compare any two foods or locations of their choice.

RANKING (PAGE 49)

Begin this activity by dividing the students into small groups. Ask them to answer the questions presented in the book and make a list of movie qualities. Explain that ranking and prioritizing is an important skill used often in academic work and challenge them to rank their qualities. Assign a “secretary” to each group to take notes and present the list to the other groups.

Then have students talk about the films listed in the book. Challenge them to rank them based on their group’s qualities. Remind them that they need not have seen the films, but can base their decisions on whatever information they have.

Answers

Top Ten Highest Grossing Films in 2010

Toy Story 3

Alice in Wonderland

Harry Potter and the Death Hallows, Part 1

Inception

Shrek Forever After

The Twilight Saga: Eclipse

Iron Man 2

Despicable Me

How to Train Your Dragon

Clash of the Titans

Information gathered from “Worldwide Grosses” at Box Office Mojo, an IMDB company, <http://boxofficemojo.com/alltime/world/>.

Expansion Activity

Venn diagrams can be reviewed again (if necessary or desired) or presented (if not presented before) by having students complete a Venn for two movies in the list. If time allows, schedule time in the computer lab or assign this activity as homework so students can get a feel for light research and gather data for their diagrams. Light research is used often in the *Four Point Reading Writing* textbooks and in academic studies.

Part 3: Marketing Mix (pages 50–57)

PRE-LISTENING ACTIVITIES (PAGE 50)

Initiate a discussion about advertising and present the introductory information. Encourage students to be creative and “think outside the box” when answering questions. When sharing answers, ask one student from each group to write their answers to Question 2 on the board. Instruct students to write these in their book because they may be useful for future group discussions and/or Expansion Activities.

Answers

Answers will vary.

Expansion Activity

Ask students what their favorite television commercials are. Ask why they like them and if they've ever bought a product based on the commercials. Find some commercials on YouTube (www.youtube.com) to show to the class and talk about the products, how the commercials are interesting to customers, and what customers they are for. Consider some classic advertisements, such as those shown during Super Bowl games or those that illustrate products, slogans, or branding that are well-known.

Expansion Activity

Ask students to bring in a favorite print advertisement and talk about the product it advertises, why they like the advertisement, and if they think the advertisement led to sales for the company.

**STRATEGY: LISTENING FOR AND USING CONTINUATION SIGNAL WORDS AND PHRASES
(PAGE 51)**

Review the importance of recognizing signal words and phrases. Present the new signals for identifying when a speaker is continuing a main idea or theme. Mention that these can be helpful when taking notes or organizing their notes later. Go over the information in the box and ask students to add any other words or phrases they can think of.

USING CONTINUATION SIGNAL WORDS AND PHRASES (PAGE 52)

Break this activity into two distinct parts. First, require students to complete the matching by deciding which detail is the best continuation of the main idea. Second, challenge them connect the sentences using a word from the box on page 51. Remind students that sometimes they might not see the connection, but if they hear someone using a continuation signal, then the thoughts are somehow connected. They might be frustrated, but it is common to review notes and make the connections **after** the lecture or discussion. It is also worth the time to note that some continuation signals are interchangeable.

Answers

Part 1

1. d
2. c
3. a
4. e
5. b

Part 2

Possible answers:

1. therefore
2. furthermore
3. additionally
4. in addition
5. moreover

Expansion Activity

For additional practice, explain that continuation signals are also used in writing. Show a piece of writing that uses continuation signals (a non-academic piece that works well is a recipe; a good academic work to show is an engineering or science paper that explains a process). Instruct students to identify any continuation signals they see or add others to make it easier for the reader. Ask them to revisit the reading on pages 35 and 36 and rewrite part of it using continuation signals.

Expansion Activity

To give students practice with oral presentations, assign a planned presentation (or schedule time for impromptu speeches) in which students “teach” their classmates how to do something. For formal evaluation, use a rubric. Good examples can be borrowed or adapted from or easily created based on your requirements at www.rcampus.com/index.com/index.com/indexrubric.cfm.

NOTE-TAKING (PAGE 53)

Strategy: Using a T-Chart (page 53)

Review Venn diagrams if presented earlier using the Expansion Activities. Explain that T-Charts can also be used to compare and contrast two items and may be easier to manage during the note-taking process than Venn diagrams. Discuss other ways to use T-Charts by presenting the information in the box. Draw an example on the board. Complete a quick sample by asking students to write the advantages and disadvantages of an issue. Consider an issue that is meaningful to what is happening on campus or in the local community (*the decision to increase tuition* or *the idea of raising the speed limit in town*). More advanced students might be able to consider political or current events.

Developing a T-Chart (page 53)

Tell students they will create their own T-Chart with a partner. Have students choose any product they want and compare similarities and differences.

Answers

Answers will vary.

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.

Answers

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

LISTENING 3: THE MARKETING MIX (PAGES 55–56)

Listening to a Lecture (pages 55–56)

Solicit a volunteer to read the introductory material aloud. Tell students that some people prefer to write what they can while listening and then organize notes later. For many students, it is easier and less stressful to organize later rather than feeling they have failed if they can't do it during listening. Explain that they will hear the audio clip one time without stopping. (It can be played again later if necessary.) Give them time to organize their notes into main ideas and details using a T-Chart. Suggest that the main idea column have more empty space as they try to align details with the main ideas.

Checking Your Understanding: Main Ideas (page 55)

Let students use their notes and T-Charts to see if they captured the main ideas.

Answers

1, 4, 5

Checking Your Understanding: Details (page 56)

Remind students some questions have more than one answer. Again let them use their notes to see how much they were able to capture as they listened.

Answers

1. b, c, d, f
2. a, c

3. c, d
4. b, d

Expansion Activity

Consider playing the audio again so students can hear what they missed or have students compare notes and T-Charts with each other to fill in missing information. Generate a discussion about what some people wrote as opposed to others. Encourage them by explaining that people have different strategies and purposes for listening and these differences influence the final results.

IN-DEPTH DISCUSSION (PAGE 57)

Assign students to groups (or let them choose their own if desirable). Encourage creativity and revisit the Pre-Listening Activities on page 50 to broaden their discussions. When students share their ideas, ask them what factors they considered (geography, audience, etc.).

Answers

Answers will vary.

Expansion Activity

Either broaden the in-depth discussion or have students use a product they are familiar with or are interested in to complete this activity. One goal is to help them make connections and synthesize information. Students can use outside sources to do light research. Require them write a marketing presentation (examples: a competitive analysis or a price analysis that will allow them to talk about the history of the product and its price increases). As part of their report, they should offer advice as to what the company can do to improve the marketing of the product. Remind students to incorporate the language from this unit (comparing/contrasting, advice, and continuation signals). Schedule time for formal presentations if desired and encourage use of PowerPoint or other visual aids. Rubrics can be borrowed or adapted from or created at www.rcampus.com/indexrubric.cfm.

RAPID VOCABULARY REVIEW (PAGE 58)

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

Answers

- | | |
|-----------------|-------------------|
| 1. find | 11. a plan |
| 2. a small job | 12. you pay it |
| 3. but | 13. sure |
| 4. be different | 14. storm |
| 5. advertising | 15. hand |
| 6. suitable | 16. managers |
| 7. for example | 17. as |
| 8. suggestions | 18. give |
| 9. additionally | 19. for a company |
| 10. change | 20. on |

SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 59)

Review the importance of synthesizing in academic study. Tests, discussions, and research papers often require that students 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 that students may attend in the future.

A variation of this activity is 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

Compare and Contrast: This assignment is ideal when scheduled into a 15-minute slot. Have students talk in small groups and share their ideas. Inform students that this should be quick and one objective is to increase fluency and make compare/contrast language a regular and natural part of their vocabulary. Of course this fluency also makes recognizing the target language in listening situations easier as well.

Differentiation: Students should be able to rely on prior knowledge and the language from the textbook for this activity. This activity is easy to do more than once by changing the topic.

How Should We Advise This Person: Most local papers have advice columns to use. Also consider pointing out the advice language the expert used. Review advice language if necessary. For variation, students can collect advice from native speakers outside the classroom and present that information to the class. Presentations can be in small groups or to the whole class if desired.

Powerful Advertising: Give students flexibility to choose any piece of advertising that interests them. This activity can be expanded by having students revise their ideas after consulting with other “marketing professionals” (their classmates) in small groups.

VOCABULARY LOG (PAGES 60–61)

Follow the procedure of your choice for the vocabulary log.

Answers

Answers will vary.

Expansion Activity

Direct students to the textbook’s online website (www.press.umich.edu/esl/composite/4Point/) for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.

Unit 3: Earth Science: Earth's Composition (pages 62–95)

Objectives

Students will be able to

- recognize when others are sharing interesting facts
- give interesting facts
- read a short academic passage
- understand the format of phone calls
- identify when someone is asking if they understand
- ask others if they understand them when they are speaking
- state whether or not they understand
- listen for and use classification or example signal words and phrases
- use a classification chart to take or organize notes
- expand academic vocabulary
- prepare projects and presentation by synthesizing unit concepts with other material

Listening Skills and Strategies

- listening for and giving interesting facts
- listening for and using questions to check for comprehension
- listening for and using classification or example signal words and phrases

Speaking

- using the telephone
- stating comprehension or incomprehension

Note-Taking

- using a classification chart

Unit Opener (page 62)

Discuss how academic study tends to become more focused as students progress from general education requirements into majors and perhaps even into graduate studies. Draw a table on the board and write *Science* as the table head. The purpose of this table is twofold. First, it helps students prepare for the topic and reminds them of the focus of academic study. Second, it prepares them for classification charts, which will be used more in-depth later in the unit. Write *Earth Science* as one type of science in the first column. Read the introductory paragraph and complete the possible topics or content examples for Earth Science and write them in the column beneath it. Ask students to work in groups to think of other sciences and more specific topics or examples of what students who pursue these fields might study. Ask student groups to put their answers on the board or present their ideas. See a sample chart and possible answers on page 34.

<i>Science</i>				
<i>Earth Science</i>				
<i>composition</i>				
<i>oceans</i>				
<i>atmosphere</i>				

Answers

Answers will vary. Some possible fields include: chemistry (reactions, properties, atoms); biology (genes/DNA, cells, molecules); physiology (anatomy, tissues/organs, diseases); ecology (ecosystems, habitats, biodiversity); astronomy (stars, planets, constellations); and botany (plants, photosynthesis, flowers).

Part 1: Global Positioning (pages 63–71)

PRE-LISTENING ACTIVITIES (PAGE 63)

Poll the students and see who has a GPS. Read the introductory material about geodesy [jee-áh-des-ee]. Give students time to answer the questions with a partner. Circulate as students discuss and encourage them to apply personal knowledge and experience to answer the questions. Remind them they can use personal knowledge to make talking about new topics and listening to lectures easier. If time allows, have partners work with another pair to share ideas. Seeing what other students know or think about a topic also enhances the listening experience and helps practice similar skills covered in *Four Point Reading and Writing Intro* if needed.

Answers

Answers will vary.

STRATEGY: LISTENING FOR AND GIVING INTERESTING FACTS (PAGE 64)

Preface this discussion by asking students if they've ever listened to a lecture or story they didn't think was very interesting. Most will agree that has happened. Talk about how those details or stories might not be interesting to them, but the instructor or speaker does think they're interesting and not listening could prove troublesome when taking a test or participating in a discussion later. Speakers often use certain sentence signal words and phrases to preface whatever information they think is most interesting. Being able to recognize these can help in making sure notes have information on what the lecturer thought was important, whether or not the students think it is as interesting. Present the information in the box. Ask students if they have other phrases they would like to add to the list.

Draw attention to the Pronunciation Note and read the example aloud. Ask students to practice.

Expansion Activity

Have students record a lecture in another class or find an authentic lecture online at Academic Earth or on a site for a university (example: Stanford's University's 2011 lecture series is located at www.stanford.edu/dept/lc/efs/2011/summer/). Have students listen for these or other phrases used to preface interesting facts. After students share their ideas, make a list on the board so students can copy them into the box on page 64.

READING (PAGES 65–66)

Give students time to read the passage on geodesy or assign it as homework. Warn them that they will use information from the reading for the next activity.

DRAWING ATTENTION TO INTERESTING FACTS (PAGE 67)

Remind students that interest is much like beauty in that it is “in the eye of the beholder.” A key to academic listening and speaking is recognizing when others think something is important and that may be different from someone else's opinion. Review the Pronunciation Note on page 64 and then give students time to work on Questions 1 and 2 before teaming with a partner for Question 3. Generate a class discussion comparing and contrasting answers using the target language taught in Unit 2. In reality, there aren't any “wrong” answers.

Answers

Answers will vary.

LISTENING 1: LISTENING FOR INTERESTING FACTS (PAGE 68)

Listening for Information (page 68)

Initiate a discussion about teaching assistants (TAs). Ask students to share their experiences with TAs and discuss if they'd ever like to be a TA. Then go over the introductory information and play the audio so students can write answers. This practice is a good way to listen for the new language and review language used in Unit 1 (pages 3 and 4).

Answers

Answers will vary.

1. Answers may include: *Believe it or not, what I find most interesting, this sounds strange, interesting to me, surprisingly, oddly enough*
2. Answers may include: *the National Geodetic Survey has been at it for more than 200 years, the agency has endured over time, benchmarks have endured, markers are marked, the marker is a rod instead of a disk*
3. The student asks questions and uses fillers.
4. Answers will vary.

After listening, consider asking students to compare their own experiences or ideas with this conversation.

SPEAKING (PAGES 69–70)

Using the Telephone (pages 69–70)

Most students agree they find using the telephone (in English) challenging (even if they like talking on the phone in their native language). Generate a discussion about what is challenging about using the telephone. Elicit answers such as *noisier/harder to hear, loss of facial expressions or other nonverbal cues, lack of clarity (affecting pronunciation)*. Explain that some parts of phone calls are “predictable” and present the three steps many calls begin with.

Discuss the phrases presented in the book and ask students for any other examples.

Ask students if there are any advantages to phone calls versus other types of communication (email, texting, etc.) or disadvantages to phone calls versus other types of communication (face-to-face communication, email, etc.). Make a T-Chart or Venn diagram on the board to review those types of graphic organizers and reiterate how they are good ways to organize and visualize information.

Using the Telephone (page 70)

Have students answer the questions with a partner. Allow time to share answers.

Answers

Answers will vary.

Expansion Activity

Partner students by level (or in any way that works best for your population). Take the situations from Question 1 (a–g) and assign one to each pair for them to write a dialogue to perform for the class. For more of a challenge, write a–g on index cards and have partners choose a situation to role play randomly rather than having time to plan the dialogue. Also consider adding other situations for practice.

MAKING CONTACT (PAGE 71)

Stress the importance of practice in authentic situations. Have students make phone calls. The level of difficulty can vary with this activity. Students can choose two, the instructor can assign them randomly (so everyone is not calling the same office and there is more room for discussion of how calls to one office might differ from another), and/or the instructor can require more than two or even all the calls. Assign a due date based on the quantity and schedule (most of the calls must be made during weekday business hours). When completed, ask students to share their experiences in small groups and/or with the class.

Answers

Answers will vary.

Part 2: Earthquakes (pages 72–82)

PRE-LISTENING ACTIVITIES (PAGES 72–73)

Being able to contribute personal experiences and prior knowledge is valuable to good academic discussions and shows a person's interest in participating. Review the information about encouraging discussions in Unit 1 (pages 3–4). Talk about the introductory paragraph before giving students time to answer the questions with a partner.

Answers

Answers will vary.

**STRATEGY: LISTENING FOR AND USING QUESTIONS TO CHECK FOR COMPREHENSION
(PAGE 74)**

Mention that many speakers are actually very considerate and want to make sure the listeners are understanding content. Explain that lecturers do this in formal settings, but this is also a part of academic discussions and even casual conversations. Present the information in the box. Ask students to add any other phrases they've heard or used.

Expansion Activity

Offer a brief pronunciation lesson on rhetorical questions and/or rising and falling intonation. Review rising and falling intonation on page 4. Explain that rhetorical questions are those in which the speaker does not expect (or want) an answer. Also discuss how questions with rising intonation (and a pause at the end) are those in which the speaker expects and wants an answer. Compare those to questions with falling intonation. Read the questions in the book aloud as examples. Talk about situations in which each type may occur (a lecture versus a conversation).

Read a list of questions (include those from the text) and give students a quiz on whether rising or falling intonation was used. Another way to “test” students is to provide a list of questions and have them record themselves. Instructors can mark the arrows or they can have students decide if it needs a rising or falling arrow. Students then record themselves reading it the way it is marked. They can submit their recording and the instructor or TA can check to make sure they are saying it the way they marked it.

USING QUESTIONS TO CHECK FOR COMPREHENSION (PAGE 75)

Again note how setting and participants can affect the formality of an interaction. Give students time to answer the questions and discuss answers with a partner.

Answers

Answers will vary.

1. Possible answers are: a. formal, b. informal, c. formal or informal depending on how well the students know each other, d. informal, e. formal, f. formal
2. Answers will vary.
3. Factors such as location, status, age, relationship, time, and gender may affect comprehension checks.

Expansion Activity

Ask students to use MICASE to find questions and use the *Listen to MICASE* feature to hear how they sound. Several advising sessions and office hours include questions (including checking for comprehension). Ask students to bring any new phrases they hear to share in class and to add to the list in the book.

SPEAKING (PAGES 76–77)

Stating Comprehension or Incomprehension (page 76)

Many times when someone asks if someone understands, they really want an answer. Explain that there are many good ways to do that. Go over the information in the book. Have students work with a partner to rank them in order of formality. Compare answers among pairs.

Checking for and Stating Comprehension (page 77)

Remind students that it is up to the speaker to decide when and how often to check for comprehension. It works well to divide students into groups of three and assign each member a different set of facts to work with. After students “lecture,” ask how often and why they chose to ask for comprehension.

Answers

Answers will vary.

LISTENING 2: MAKING SURE EVERYONE UNDERSTANDS (PAGES 78–80)

Listening in Groups (pages 78–80)

Ask students if they feel their group experiences have improved since the first discussion in Unit 1. Discuss any new challenges and note any progress.

Decide if students have progressed enough to concentrate on more than one part of the questions at a time. Bear in mind it is likely they’ll need to watch the clip more than once to get all the answers since these are real students talking and not typical of scripted practice they may be used to.

Answers

Focus on Language

Possible answers:

1. *Believe it or not*
2. *Is that right?* (students), *Is that clear? Got it?*
3. *Yes. Yes. Makes sense. I'm good.*
4. Answers will vary.

Focus on Tone

Possible answers:

1. They both understand, but the woman doesn't understand as well. Her tone doesn't seem as certain (pauses, hesitancy, rate of speech). Students may also notice stress, intonation, and volume.
2. Answers will vary.
3. Answers will vary.

Focus on Nonverbal Communication

Possible answers:

1. Answers may include facial expressions, posture, and gestures. The man seems more interested in the assignment than the woman. He makes more eye contact and his posture indicates he is paying close attention.
2. Answers will vary.
3. Answers will vary.

Summary

1. No, she didn't give enough time, she didn't explain well, and she couldn't answer effectively (maybe she didn't know a good way to explain).
2. Answers will vary.
3. Answers will vary.

Expansion Activity

Photocopy the script from www.press.umich.edu/esl/tm/ and ask students to highlight the language asked about in the Focus on Language section. Ask students to decide if they would have chosen other phrases or changed the formality. Give them time to revise the scripts and then compare their revisions with two other students. Ask groups of three to decide on final revisions. Compare choices as a class and discuss why students made the choices they did.

INFORMATION GAP (PAGES 81–82)

Present the information gap activity and partner students as appropriate. Remind them that this activity will give them a chance to practice the strategies learned in Parts 1 and 2 and in Units 1 and 2. Consider setting a time limit and then giving them a chance to check answers and/or fill in the missing information.

Answers				
Year	Date	Magnitude on the Richter Scale	Fatalities	Region
2011	March 11	9.0	28,050	Japan
2010	February 27	8.8	507	Chile
2009	September 29	8.1	192	Samoa Islands
2008	May 12	7.9	87,587	China
2007	September 12	8.5	25	Indonesia
2006	November 15	8.3	0	Kuril Islands
2005	March 28	8.6	1,313	Indonesia
2004	December 26	9.1	227,898	Northern Sumatra
2003	September 25	8.3	0	Japan
2002	November 3	7.9	0	Alaska
2001	June 23	8.4	138	Peru
2000	November 16	8.0	2	Ireland
1999	September 20	7.7	2,297	Taiwan
1998	March 25	8.1	0	Balleny Islands
1997	October 14, December 5	7.8	0	Fiji Kamchatka
1996	February 17	8.2	166	Indonesia

Data from: "Largest and Deadliest Earthquakes by Year," United States Geological Service.
<http://earthquake.usgs.gov/earthquakes/eqarchives/year/byyear.php>.

Part 3: Types of Rocks (pages 83–91)

PRE-LISTENING ACTIVITIES (PAGE 83)

Bring several rocks to class. There is no need to know anything about the rocks as the purpose of this warm-up activity is to review the language taught in the previous units. Divide the students into small groups and give each group several rocks. Have them discuss the rocks and make a concerted effort to include language from the first half of the book (comparing, contrasting, giving interesting facts (if known), continuation signals, time signals, and encouraging discussion). Then give students time to answer the questions in the book. Allow time for groups to share answers.

Answers

Answers will vary.

STRATEGY: LISTENING FOR AND USING CLASSIFICATION OR EXAMPLE SIGNAL WORDS AND PHRASES (PAGE 84)

Present the information in the book. Ask students if they have any other words or phrases they can add to the lists.

Using the rocks discussed earlier, have students write sentences about the rocks and insert appropriate classification and example signal words and phrases. Ask groups to read their sentences as they show their rocks to the rest of the class.

LISTENING FOR AND USING CLASSIFICATION OR EXAMPLE SIGNAL WORDS AND PHRASES (PAGE 85)

Stress how signal words and phrases are not particular to earth science. Rather these can be used when talking about other sciences, other disciplines, and general topics.

Answers

Answers will vary.

Expansion Activity

Ask students to repeat the activity using categories for their major. Then group students with similar disciplines and ask them to compare their categories and write sentences using signal words. If time allows, group students from unlike disciplines to share their sentences to illustrate that these signals are used across the curriculum.

NOTE-TAKING (PAGES 86–87)

Strategy: Using a Classification Chart (pages 86–87)

Remind students of the classification chart the class made when beginning Unit 3. Explain that this kind of chart is very helpful when taking notes or organizing notes later. Go over the information presented in the box. Consider using the rock samples to have students brainstorm ideas for a classification chart.

Creating a Classification Chart (page 87)

Ask students to revisit the activity on page 85 and challenge them to now make a classification chart. If the Expansion Activity on page 42 was done, students could also make the classification chart for their own major. Have students share their answers. Solicit volunteers to draw their charts on the board.

Answers

Answers will vary.

Expansion Activity

Poster presentations and poster sessions are popular on campuses and at conferences. Students can make a poster of their classification chart and present that to the class.

VOCABULARY POWER (PAGE 88)

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 used in a variety of disciplines or see in other types of reading.

Answers

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

LISTENING 3: TYPES OF ROCKS (PAGES 89–90)

Listening to a Lecture (pages 89–90)

Use this lecture strictly to practice listening for classification signals and using the graphic organizer. Tell students the audio will be played two times. The first time they should take notes as they normally would. Then they can create a classification chart. When they listen a second time, they can concentrate on completing the details.

Checking Your Understanding: Main Ideas (page 89)

Tell students to use their notes and chart to identify the main ideas.

Answers

2, 5

Checking Your Understanding: Details (pages 89–90)

Allow students to again use their notes to answer the detail questions. Remind students some questions have more than one answer. Consider playing the audio again after checking answers so students can hear what they missed.

Answers

1. a, b, e

2. b, d

3. b, e, f

4. c

5. c, f

Expansion Activity

Review previous graphic organizers by asking students to create Venn diagrams or T-charts using the rock types mentioned in the audio clip. Extend the activity by having them add details after doing some light research in the school's computer lab or as homework.

IN-DEPTH DISCUSSION (PAGE 91)

Give students time to plan their itineraries. Consider setting a time limit. Remind them to use the language from Parts 1 and 2, but to also incorporate language from the first half of the book (Units 1 and 2). It's often interesting to have students present their answers to the other groups.

Answers

Answers will vary.

RAPID VOCABULARY REVIEW (PAGE 92)

The science topics tend to worry students. Remind them that these vocabulary items are not science words, but are academic and can be used in a variety of disciplines. Stress the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Go over the answers.

Answers

- | | |
|-------------------|----------------------|
| 1. homework | 11. strange |
| 2. place | 12. gasoline |
| 3. one type | 13. information |
| 4. air | 14. make |
| 5. group of words | 15. as |
| 6. stay | 16. a noisy neighbor |
| 7. come before | 17. tree |
| 8. the place | 18. to your house |
| 9. roads, streets | 19. on |
| 10. probable | 20. number |

Expansion Activity

Direct students to the textbook's online website (www.press.umich.edu/esl/compsite/4Point/) for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.

SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 93)

Reiterate the importance of being able to synthesize information. Consider making a list of the types of places students might find information to use for academic assignments. Ask students to brainstorm. Elicit answers such as *reference books, reliable websites, personal experience, prior knowledge, textbooks, journals, interviews, news shows, or video clips*.

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

My Field of Study: This assignment is ideal when scheduled into a 15-minute slot. Have students talk in small groups and share their ideas. Circulate to make sure they are using the target language from the unit (notably checking for and stating understanding, giving examples, and drawing attention to interesting facts).

On the Phone: Challenge students to make the actual calls to use the language and practice speaking on the phone with native speakers and in spontaneous situations.

My Collection: Have students prepare a presentation and create a rubric that requires them to use the language from this unit. Items for the rubric can include *asked comprehension questions, used enough classification signal words and phrases, and included phrases to indicate when they thought the fact was interesting*. Also consider having students create a classification chart and add a category for visual aids to the rubric.

Lab Report: Give students time to find rocks and do some light research to write a lab report. Consider consulting a science professor at your institution to get a template for a lab report or use one you find online. A simple report can be fashioned with categories listed in the synthesizing activity.

Expansion Activity

Since a lot of students are required to take at least one science class as a general education requirement, consider having students practice the language while compiling a lab report that covers the parts of the scientific method: stating the problem (introducing the topic and explaining the purpose), creating a hypothesis, detailing any materials and methods, analyzing and recording data, and drawing conclusions. Templates can be found online and can be adapted.

Sample Template:

Title:

Introduction:

Hypothesis:

Materials:

Methods:

Data:

Results (implications of data):

Conclusions:

VOCABULARY LOG (PAGES 94–95)

Follow the procedure of your choice for the vocabulary log.

Answers

Answers will vary.

Unit 4: U.S. History: Presidents (pages 96–127)

Objectives

Students will be able to

- recognize when others are guessing
- use appropriate language when taking guesses
- read an authentic U.S. historical speech
- express certainty
- notice when others are presenting arguments
- present their own arguments
- interrupt
- listen for and use cause-and-effect signal words and phrases
- use an event chart
- expand academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Listening Skills and Strategies

- listening for and taking guesses
- listening for and presenting arguments
- listening for and using cause-and-effect signal words and phrases

Speaking

- expressing certainty
- interrupting

Note-Taking

- using an event chart

Unit Opening (page 96)

Ask students to read the brief introductory content. Poll the students to see how many like history and what kinds of history they like. Generate a discussion about the challenges of studying history. Expect answers such as *too much reading*, *too many dates*, *hard to understand*, and *not interesting*. Also ask students if they can think of any reasons why history is helpful. Accept any answers, but also suggest answers such as *helpful as support in research*, *good for making connections between the past and modern day*, and *variety of types of history and reference materials*.

Explain that this unit will focus on three U.S. presidents: Lincoln, Nixon, and Kennedy. See how many other presidents students can name. Refer students to the iPl2 website on the presidents of the United States (POTUS) at www.ipl.org/div/potus/ or The White House website at www.whitehouse.gov/about/presidents to read more about these three presidents.

Read the introductory material and see how many students can name the presidents on Mount Rushmore (George Washington, Thomas Jefferson, Theodore Roosevelt, Abraham Lincoln).

Expansion Activity

To try to stir interest in history, remind students that there are various historical aspects of objects or concepts. Assign students to find an interesting fact about Mount Rushmore. Brainstorm a list of other interesting historical facts about Mount Rushmore. For example, students could find a fact about the state of South Dakota, the Black Hills region, the architect, the U.S. National Park Service, the geology (granite rock), the controversy with Native Americans, the costs, the ecological aspects, or the tourism aspects.

Part 1: Abraham Lincoln (pages 97–104)

PRE-LISTENING ACTIVITIES (PAGE 97)

Give students time to answer the questions about Abraham Lincoln with a partner. Let students share answers with other pairs or with the class. Consider reading about Lincoln in advance or having a website projected when students share their answers.

Answers

Answers will vary.

STRATEGY: LISTENING FOR AND TAKING GUESSES (PAGE 98)

Often students share that it is challenging to participate in discussions because they don't know enough about the content. Stress that this is okay and that even native speakers aren't always sure of the information. Guessing is "allowed" and frequent in discussions. Go over the information in the box and ask students to add any other words or phrases they are familiar with.

Draw attention to the Pronunciation Note. Linking can be challenging and is often a large part of courses dedicated to pronunciation. Inform students that this note is about consonant to vowel linking, but that there are other types of linking. Recommend students practice linking more at websites such as Pronunciation.com (www.pronunciation.com/Linking/Default.aspx) or EnglishClub.com (www.englishclub.com/pronunciation/linking.htm). Read the examples and ask students to notice the linking. Ask students to repeat them or practice with a partner. Circulate to offer feedback on their linking. Remind them that they will have practice identifying linking in the next practice.

LISTENING FOR AND TAKING GUESSES (PAGE 99)

Tell students they will read Lincoln's famous speech, *The Gettysburg Address*. Warn them that it's challenging, but the purpose is not to understand everything, but rather to practice identifying linking and use the "guessing" language. Give them time to work with a partner.

READING (PAGE 100)

Indicate that students should read the brief introductory information about the speech before reading the address and completing the activity on page 99.

Answers

1. Words ending in consonants (or consonant sounds) that are followed by words beginning with vowels (or vowel sounds) where linking is likely are marked.

Transcript of *The Gettysburg Address* (1863)

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

From Library of Congress, <http://myloc.gov/Exhibitions/gettysburgaddress/exhibitionitems/Pages/MemorialTranscription.html>.

2. Answers will vary.
3. Answers will vary.

Expansion Activity

Play audio clips of people reading *The Gettysburg Address*. Ask students to listen for the linking they've marked and to appreciate the other aspects of spoken presentation. Consider asking students to compare and contrast two versions to practice language learned earlier in the text. A good website with audio clips is American Rhetoric's Online Speech Bank, which can be found at www.americanrhetoric.com/speeches/gettysburgaddress.htm. Perhaps ask students to present their own version of *The Gettysburg Address* or another well-known speech in class.

LISTENING 1: LISTENING FOR GUESSES (PAGE 101)

Listening for Information (page 101)

Remind students that discussions and conversations are likely to have students guessing because they are spontaneous and often unscripted. Encourage them to participate in discussions despite feeling uncertain of all the material. Play the audio of a conversation between two students. Ask students to write answers to the questions. Play the audio again if needed.

Answers

1. Answers may include: *I think it's partly because, That might be one reason, I'm not sure, but, could also be due to, But I think, Maybe it, I'd guess that, Perhaps it was, I think Booth, My guess is*
2. Answers will vary. Students may focus on word choices or intonation, but Student 2 includes more facts between guesses.
3. Answers will vary. There are many examples of consonant to vowel linking.

Expansion Activity

If more pronunciation practice is desired, when the listening portion of the activity is complete, print copies of the script and have students identify the consonant to vowel linking. They can practice reading it aloud with a partner. Circulate to offer feedback.

SPEAKING (PAGES 102–103)

Expressing Certainty (pages 102–103)

Discuss how it is important to distinguish between when people are taking guesses and when they are expressing certainty. Present the information and phrases in the book. Ask students to add any others they are familiar with.

Taking Guesses and Expressing Certainty (page 103)

Take this opportunity to review the importance of content and context and how there are times when it is more appropriate than others to make guesses and that it might be affected by the participants. Give students time to answer the questions and share their ideas.

Answers

Answers will vary.

Expansion Activity

For extra practice, revisit the Mount Rushmore Expansion Activity on page 49 or give students the chance to talk about a topic used earlier in this text (perhaps a structure studied in Unit 1, a product or company from Unit 2, or a planet or earth science topic from Unit 3). Request they write three sentences, with one being true and two being untrue, about their topic. Ask each student to read their three sentences. The other students (in pairs or groups) discuss which they think is true. Circulate to ensure that they are using taking guesses and expressing certainty language, especially when presenting their final choice to the class.

MAKING CONTACT (PAGE 104)

Assign the contact activity and tell students it is important to note words as exactly as they can. Encourage them to ask native English speakers. Assign a due date. On that date, ask students to compare answers and discuss how certain each person was in their answers. Generate a classroom discussion so new phrases can be added to the lists on pages 98 and 102.

Answers

Answers will vary.

Expansion Activity

Give students time to analyze the data they collected during the contact activity. Have them compare their data with that in the box on page 102. Ask students compare their answers with information found in MICASE or another corpus. Ask students questions such as *How are my results the same as those in MICASE? Different? What explanations might explain those similarities or differences? Were there any new words or phrases that could be added to the list on page 102?*

Answers

1. Answers will vary.
2. Abraham Lincoln
3. Abraham Lincoln
4. 15
5. Answers will vary.

Part 2: Richard Nixon (pages 105–115)

PRE-LISTENING ACTIVITIES (PAGE 105)

Explain that this unit is about Richard Nixon, but it is also about freedom of the press. Introduce the brief summary about Nixon and the Watergate scandal and give students time to answer the questions with a partner. When discussing the answers to Question 2 as a class, review classification charts in Unit 3 and draw one on the board that includes newspapers, magazines, and websites that students use to check current events. For Question 3, review Unit 2 and draw a T-chart on the board. Solicit input for a description of freedom of the press in the United States for one column. Then randomly select another country (or solicit suggestions) and ask students to fill in the second column.

Answers

Answers will vary.

Expansion Activity

If a review of time and/or continuation signal words is needed and/or to prepare students for listening or research, ask students to complete a timeline of the Watergate scandal and then talk about the events using the language presented in earlier units. A good timeline can be found at <http://watergate.info/chronology/brief.shtml>.

STRATEGY: LISTENING FOR AND PRESENTING ARGUMENTS (PAGES 106–107)

Explain that arguments are not always detrimental to interaction. In fact, disagreement and arguments tend to fuel a discussion rather than hurt it. Present the information in the box and ask students if they are familiar with any other words or phrases to add to the list.

Draw attention to the examples and then to the Pronunciation Note. Talk about emphatic stress and note the differences between the sentences. Read them aloud for the students and have students repeat them. Also pair students to practice with each other. Circulate to offer feedback as they read the sentences.

LISTENING FOR AND PRESENTING ARGUMENTS (PAGE 107)

Pair students for this activity. Remind them to use emphatic stress. As they read each argument, challenge them to use emphatic stress well and see if their partners can identify which word was stressed. Note the variety in topics and point out that this strategy is used in both formal and informal discussions and lectures.

Answers

Answers will vary.

SPEAKING (PAGES 108–109)

Interrupting (page 108)

This is often one of the challenges students mention when asked why working in groups or participating in discussions is challenging. Inform them that interrupting is not necessarily a negative thing and that language, tone, and nonverbal cues can heavily influence the interaction. Solicit volunteers to share personal experiences with interrupting (or not interrupting). Go over the information in the book and present the words and phrases. Ask students to add others they can think of to the list.

Expansion Activity

Remind students that language is always changing and phrases differ in how often and in what circumstances they are used. Also explain that corpora are updated continuously. Assign one or two phrases from the box to each student. Ask students if the phrase appears in the corpus and determine in what types of settings and with what speakers the phrases are used. Schedule time in class for a comparison.

POLITELY INTERRUPTING (PAGE 109)

Prepare students by having them read the passage about Nixon before completing the activity. It might be worth having students read their section and take notes as a homework assignment.

Answers

Answers will vary.

READING (PAGES 110–111)

Give students time to read the passage about Nixon in order to best participate in the activity on page 109. Be prepared to field questions about Nixon and Watergate.

Expansion Activity

For variety or additional practice, the activity on page 109 can be repeated by having students choose another president to talk about. Refer students to the iPl2 website on the presidents of the United States (POTUS) at www.ipl.org/div/potus/ or The White House website at www.whitehouse.gov/about/presidents/ to read about other presidents.

LISTENING 2: DISCUSSING AN ISSUE (PAGES 112–114)

Listening in Groups (pages 112–114)

Discuss progress students feel they are making in authentic situations outside of the classroom (if any) and talk about what issues are still troublesome. Play the video. Depending on the level of your students, consider playing the video clip multiple times and/or having students focus on one section of questions at a time.

Answers

Focus on Language

Possible answers:

1. *My guess is*
2. *I'm positive, I'm convinced that*
3. *Don't you agree that, Let me pose this question, I want to point out, Wouldn't you agree that*
4. *Wait, Before we move forward, Wait! I need to cut in, Excuse me, Let me jump in here*
5. Answers will vary.

Focus on Tone

Possible answers:

1. *Each government should decide WHAT becomes public and WHAT remains private, Are you saying the Post should NOT have released that information about the Watergate scandal, Would you agree that sometimes there can be TOO much information put out there, Otherwise we'll have TOO much information for the assignment, yeah, we'll have TOO much because the press printed TOO much, No, let me clarify, not NO freedom*
2. The woman sounded least sure. The first man sounded the most certain. Students may comment on intonation, rate of speech, stress, or volume.
3. Answers will vary.

Focus on Nonverbal Communication

Possible answers:

1. Each student expresses him/herself nonverbally. Students may notice facial expressions, posture, and gestures.
2. Answers will vary.
3. Answers will vary.

Summary

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Expansion Activity

Print copies of the video script that is available at www.press.umich.edu/esl/tm/ and challenge students to highlight the language and then replace it if they feel another phrase would be better due to formality or politeness. Remind them of the Pronunciation Note on emphatic stress. Ask them to highlight the words to stress in a second color. Then stage live performances for students to perform the version with their changes.

RANKING (PAGE 115)

Generate a discussion about freedom of the press. Review the Taking Guesses and Expressing Certainty language on page 98. Remind students to use that language to take guesses for the first part of this activity. Then give them time to guess (or say with certainty) which countries from the list are in the Top 5 and Bottom 5 in terms of freedom. Afterward, ask students if they were surprised and explain why or why not.

Answers

Countries with the Most Freedom of the Press

Top 5

Denmark

Finland

Ireland

Norway

Sweden

Bottom 5

Germany

Canada

Luxembourg

United Kingdom

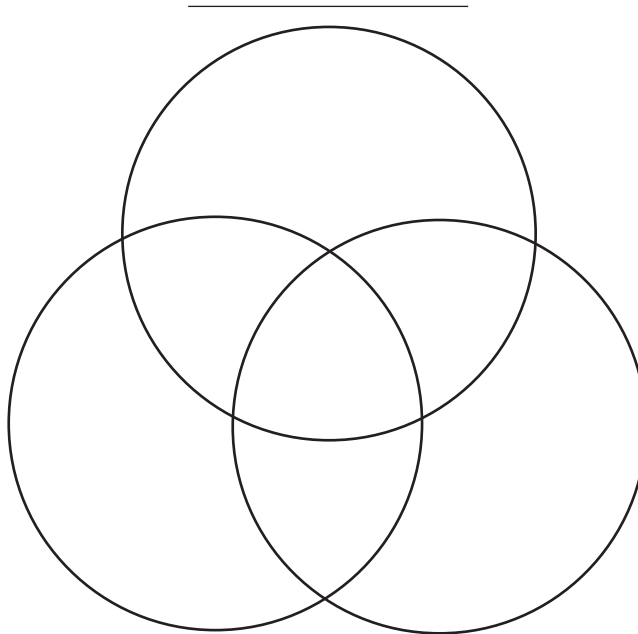
United States of America

Information gathered from *Reporters without Borders for Press Freedom*, "Press Freedom Index 2009."

Part 3: John F. Kennedy (pages 116–123)

PRE-LISTENING ACTIVITIES (PAGE 116)

Shift the focus to John F. Kennedy and read the brief introductory paragraph about him. Give students time to answer the questions with a partner. Ask students to share answers with the class. Practice synthesizing information by reviewing the note-taking strategies. Options include creating an abbreviation log with history abbreviations (pres. = president, writing ordinal numbers 16th, etc.) or creating a graphic organizer on the presidents presented in this unit, such as a Venn diagram or T-chart comparing two or three of the presidents, a T-chart detailing advantages or disadvantages to their presidency, and/or a classification chart with examples or details. If desired, present a three-circle Venn diagram.



Answers

Answers will vary.

STRATEGY: LISTENING FOR AND USING CAUSE-AND-EFFECT SIGNAL WORDS AND PHRASES (PAGE 117)

Although history contains a lot of examples of cause-and-effect, stress that many disciplines also use this type of organization and these signal words and phrases. Lead a brainstorming session in which students can offer ideas of other classes or topics in which cause-and-effect signals can be heard. Go over the information in the box and ask students to add any other words or phrases they are familiar with.

USING CAUSE-AND-EFFECT SIGNAL WORDS AND PHRASES (PAGE 118)

Break this activity into two distinct parts. First, require students to complete the matching by deciding which detail is the cause or effect of it. Second, challenge them to connect the sentences using a word from the box on page 117. Remind students that sometimes they might not see the connection, but if they hear someone using a cause-and-effect signal, then the thoughts are somehow connected. They might be frustrated, but it is common to review notes and make the connections **after** the lecture or discussion. It is also worth the time to note that some cause-and-effect signals are interchangeable.

Answers

Part 1

1. b
2. d
3. e
4. a
5. c

Part 2

Possible answers:

1. so
2. as a result
3. consequently
4. therefore
5. because of that

Expansion Activity

For additional practice, explain that cause-and-effect signals are also used in writing. Show a piece of writing that uses cause-and-effect signals (history and science lab reports often work well). Instruct students to identify any cause-and-effect signals they see or add others to make it easier for the reader. Ask them to revisit the reading on pages 110 and 111 and rewrite part of it using cause-and-effect signals.

NOTE-TAKING (PAGE 119)

Strategy: Using an Event Chart (page 119)

Present the information in the box and draw an example of an event chart on the board. Lead the students in a discussion called *A Day in This English Class*. Then consider making it more academic by completing a chart about an event on campus or a local event. Use the campus newspaper or a local newspaper for ideas and details. More advanced students might be able to complete a chart for a political or current event.

Expansion Activity

Challenge students to pick a historical event of interest to them and create an event chart to present to their classmates. Students can share in small groups or present to the whole class. It's also possible to make this a group project and ask students to create a poster-sized event chart to present.

VOCABULARY POWER (PAGE 120)

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

Answers

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

LISTENING 3: JOHN F. KENNEDY'S LEGACY (PAGES 121–122)

Listening to a Lecture (pages 121–122)

Allow time to read the brief introductory material about the lecture. Challenge students to take notes and then see what they can compile into an event chart. Play the audio clip multiple times if necessary.

Checking Your Understanding: Main Ideas (page 121)

Let students use their notes and/or event charts to see if they captured the main ideas.

Answers

2, 3, 5

Checking Your Understanding: Details (page 122)

Remind students some questions have more than one answer. Again let them use their notes to see how much they were able to capture as they listened.

Answers

1. a, b
2. c, d
3. a, b

4. a, b
5. c

Expansion Activity

Challenge students to practice with an authentic lecture. The Stanford 2011 Lecture Series has some authentic lectures (www.stanford.edu/dept/lc/efs/2011/summer/index.html). Several from 2011 are good for listening to history and cause-and-effect signals (as well as reviewing language previously taught in this text).

Expansion Activity

Practice the language and note-taking strategies using lectures on Academic Earth (academicearth.org). Many of the lectures from Yale contain links to Open Yale courses (<http://oyc.yale.edu/>). Several of the courses include online course materials and transcripts for class sessions. Use the transcripts to write comprehension quizzes and tests or develop cloze activities to illustrate or test for specific language if desired. See a history example at <http://oyc.yale.edu/history/the-american-revolution/content/sessions/lecture01.html>.

IN-DEPTH DISCUSSION (PAGE 123)

Assign students to groups (or let them choose their own if desirable). Consider requiring outside research and assigning this as homework for a more formal presentation. If time is short, consider having students base this solely on prior knowledge or let them be creative and create a leader strictly from imagination. The point is to talk about details and practice using the language and not necessarily be factually correct.

Answers

Answers will vary.

RAPID VOCABULARY REVIEW (PAGE 124)

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

Answers

- | | |
|-------------------|----------------|
| 1. die | 11. dependable |
| 2. not afraid | 12. a part |
| 3. meet halfway | 13. take |
| 4. words | 14. with |
| 5. not hide | 15. jump |
| 6. appropriate | 16. pretty |
| 7. distribute | 17. take |
| 8. certain | 18. career |
| 9. say no | 19. affect |
| 10. hurt, injured | 20. for |

SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 125)

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 talk about how history in their own discipline is important and elicit examples of assignments when students need to be familiar with history in their field.

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

Freedom of the Press: Require students bring in an article from any source they choose and about any topic. Remind them to write the source of their article (the name of the newspaper, the website, etc.). Let students share their article in groups for the discussion.

Expansion Activity

Request each student write the article title and its source on the board. Lead a group discussion to decide if the sources were reliable or not. Make a list of reliable sources (print and online) on the board for students to use in the future. Talk about why some websites or sources are not as reliable as others.

World Events: Students should be able to rely on prior knowledge and the language from the textbook for this activity. Encourage students to brainstorm and concentrate on quantity versus quality at first. Afterwards, they can practice the language from this unit by deciding what to keep on their list of Top 10 and in which order to rank them.

Current Events: Consider giving students the events in advance and letting them do some light research as homework. This activity can be styled as a more formal debate as well. A variety of debate formats and rubrics are available online if a formal evaluation is desired. *Four Point Listening and Speaking 1* also includes a debate format.

Presidential Presentation: Monitor which presidents students choose so that students do not all present on the same president. Presidents can also be randomly assigned. Refer students to good websites and encourage them to do some additional light research. Inform them that light research is not as detailed and does not take as much time as that for a longer project. Light research includes finding a few sources that provide some supporting details.

VOCABULARY LOG (PAGES 126–127)

Follow the procedure of your choice for the vocabulary log.

Answers

Answers will vary.

Expansion Activity

Direct students to the textbook's online website (www.press.umich.edu/esl/compsite/4Point/) for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.

Unit 5: Chemistry: The Elements (pages 128–161)

Objectives

Students will be able to

- recognize when others are giving an opinion
- express their own opinions
- ask for an explanation directly and indirectly
- read a short academic passage
- understand spatial signal words and phrases
- become familiar with authentic materials
- use spatial signal words and phrases
- confirm whether information is correct or incorrect
- listen for and use changing-the-topic signal words and phrases
- use a spider chart to note related topics
- expand academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Listening Skills and Strategies

- listening for and giving opinions
- listening for and using spatial signal words and phrases
- listening for and using changing-the-topic signal words and phrases

Speaking

- asking for an explanation
- confirming correct or incorrect

Note-Taking

- using a spider chart for related topics

Unit Opener (page 128)

It is likely that most students will be worried about covering the topic of chemistry. Ask what they feel the challenges will be. Generate a discussion about what might be interesting about it. To ease their minds, consider brainstorming a list of chemistry vocabulary. Elicit words such as *atom*, *element*, *compound*, *reaction*, *molecule*, *acidic*, and *basic*. Consider talking about the different types of chemistry: *biochemistry*, *nuclear*, *organic*, *inorganic*, etc. Remind students that the purpose of this unit is to study the language and that it will apply to a variety of disciplines and not focus solely on chemistry.

Part 1: Green Chemistry (pages 129–136)

PRE-LISTENING ACTIVITIES (PAGE 129)

Remind students that chemistry may play a role in a variety of fields. Ask students what they know about “being green” and let students share ideas about how the school or community is (or could be more) “green.” To get students started, consider answers such as *recycling, different wastebaskets for trash and compost, trays versus carryout containers in the cafeterias, or refunds and discounts for students who use public transportation*. Consider using a graphic organizer to compile their answers on the board. Then read the introductory material and give students time to answer the questions.

Answers

Answers will vary.

STRATEGY: LISTENING FOR AND GIVING OPINIONS (PAGES 130–131)

It is an ideal time to review target language taught in Units 3 and 4. Reiterate that the words and phrases often indicate the speaker’s purpose or lets listeners know how to organize or classify the information. Reinforce the idea that students will want to know these as both a listener (so they’ll know when instructors or speakers are giving an opinion) and as a speaker (so they’ll adequately let their own listeners know they are stating an opinion). Present the information in the box and ask students to offer any other words or phrases they’ve heard. Write them on the board and encourage students to add them to the list in the book.

Draw attention to the Pronunciation Note. Review syllables if need be and give a brief overview of stressing one syllable more than the others. The important thing to note is that it is not always the first syllable (or same syllable) and that all syllables do not receive the same stress in English. Read the sample and ask students to repeat it.

Expansion Activity

Provide pronunciation practice on the board. Write multi-syllabic words on the board and ask students to 1. Divide them into syllables and 2. Mark the primary stress. Give students time to practice pronouncing them with a partner and circulate to help.

Some general academic words to use as practice are listed.

academic: a-ca-DE-mic
discipline: DI-sci-pline
instruction: in-STRUC-tion
direction: di-REC-tion
management: MA-nage-ment
administration: ad-min-a-STRA-tion
authority: a-THOR-i-ty
influence: IN-flu-ence
prestige: pre-STIGE
biology: bi-O-lo-gy

As an additional outside assignment, ask students to make a list of important words in their own field of study (or for another class they are taking). Have them divide the words and mark the primary stress. They could then record them and submit the recording and the list for evaluation.

LISTENING FOR AND GIVING OPINIONS (PAGE 131)

Give students time to complete the activity and to reverse roles so they have the opportunity to both express opinions and ask for others' opinions. Remind them that a good way to participate in group discussions is to ask other group members' their opinions. Encourage students to try to use a variety of phrases.

Answers

Answers will vary.

Expansion Activity

Create a list (or ask students to brainstorm a list) of academic topics based on the first four units of this text. Some sample topics are listed. Students can practice using opinion language more with these topics. Also consider having students write some of their own topics based on assignments for other classes or past experiences.

- architecture of the structures mentioned in the reading in Unit 1 (pages 5–6)
- the tallest buildings in the world
- business basics mentioned in the reading in Unit 2 (pages 35–36)
- powerful advertising
- using a GPS
- an interesting geological feature on earth (e.g., Grand Canyon)
- the best political leader
- freedom of the press

SPEAKING (PAGES 132–134)

Asking for an Explanation (page 132)

Many students tend to nod or smile and pretend to understand. Begin this section by assuring students that they should not be afraid to ask for an explanation. This is especially important in academic work to make sure they get the information they need to pass a test, participate in a discussion, and/or do research for a paper or group project. Present the phrases.

Reading (page 133)

Explain that students will read about hydrogen. Remind them that the main purpose is to practice asking for explanations, so it might actually be better if the reading is challenging. Give students time to read or assign them to do so outside of class. Let them know the information will be used to practice the next activity.

Asking for an Explanation (page 134)

Tell students to complete the first part of the activity using the reading passage on page 133. Remind them that everyone will have different answers, both in the phrases they chose to use and the content they chose to ask about. This situation is typical in any academic setting.

Give students time to more carefully think about the language by answering the four questions in the second part of the activity. Ask students to add information to the boxes on page 132, such as writing F for formal or I for informal next to the phrases and adding any new phrases they learn while working with a partner.

Answers

Part 1

Answers will vary.

Part 2

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Factors such as location, status, age, relationship, time, and gender may affect asking for explanations. Additionally, content (topic) might play a stronger role than usual.

Expansion Activity

Remind students that language is always changing and phrases differ in how often and in what circumstances they are used. Also explain that corpora are updated continuously. Assign one or two phrases from the box to each student. Ask students if the phrase appears in MICASE or the corpora they are using and determine in what types of settings and with what speakers the phrases are used. Schedule time in class for a comparison.

LISTENING 1: LISTENING TO AN ACADEMIC PRESENTATION (PAGES 135–136)

Listening for Information (pages 135–136)

Discuss the variety of discourse types: lectures, discussions, presentations (formal, guest speakers, conference, poster), conversations, etc. Ask students to add others to the list. Remind students that they need to be exposed to a variety of different formats to practice.

Listening for Information (pages 135–136)

Explain that this passage is the beginning of an academic talk by a visiting speaker. Settings such as this often involve the audience members asking questions. Prepare students to listen to both the speaker and the audience members. Play the audio. Consider playing the clip more than once if necessary, especially for Question 3. Remind students that there may be more than one answer.

Answers

1. b, c, e, f
2. b, c, f, g
- 3.

Ask for Explanations	Ask for Opinions	Give Opinions
How? I'm not sure I know what that means. Can you say more to explain why? Why is that true?	I need a bit more information. What are your thoughts?	To me I believe To my mind As I see it I believe I also feel In my opinion I think Personally, I think

Expansion Activity

Assign students to go see a guest speaker on campus. For evaluation purposes, require a short summary, an analysis of the language used, and/or details about the students opinions about the topic and/or speaker. This could be assigned for only a participation grade or for extra credit as well. Variations include students sharing their reports in small groups or presenting to the class.

MAKING CONTACT (PAGE 136)

Introduce surveying as a way to collect data for academic projects. Present the survey about cars and ask students to do their best to record participants' phrasing and answers. Assign a due date.

In class, have students combine their data with other students and then create results based on all the data. Ask students to make a chart or graph detailing their findings. Schedule time for student groups to present their data.

Answers

Answers will vary.

Part 2: The Periodic Table of Elements (pages 137–148)

PRE-LISTENING ACTIVITIES (PAGE 137)

Read the brief introduction to the section and see if students are familiar with any information on the periodic table. Don't worry if students can't answer with such answers as atomic number, symbols, etc. Give students time to answer the questions with a partner before having pairs share answers with another pair or with the class.

Answers

Answers will vary.

PERIODIC TABLE (PAGE 138)

Discuss authentic materials and their frequency in academic study. Ask students to think about types of authentic materials in their disciplines or those they might encounter in required general education courses. Elicit answers such as *novels, short stories, or poetry (in literature), newspapers (in political science), lab reports (in science), historical documents (in history), menus (in nutrition), songs (in music), television shows (in film studies), artwork (in art), or radio clips (in mass media)*. Direct attention to the periodic table and explain this is authentic material for chemistry. Give students time to peruse the table and see if they had correct or incorrect answers to Questions 1 and 2 on page 137.

Mention that when new elements are added, they are named. Point their attention to 114 and 116 and note that those symbols and names were “placeholders” until the man-made elements were officially named over a year after they became part of the periodic table. Challenge students to find the information online or provide them with the details (114 is now Fl and named Flerovium after Flerov Laboratory of Nuclear Reactions, which is located in Dubna, Russia, where it was created; 116 is now Lv and named Livermorium after the Lawrence Livermore National Laboratory in Livermore, which is where the team working with the Dubna lab is located).

STRATEGY: LISTENING FOR AND USING SPATIAL SIGNAL WORDS AND PHRASES (PAGE 139)

Initiate a discussion about situations in which spatial signal words are important. Students are likely to suggest giving directions and other similar contexts. Mention the frequency in which spatial words and phrases are used in academic settings as well. Present the information in the box and the list of words and phrases. Have students think of others to add to the list. Read the example sentences and point out how much easier these might make finding an element in the chart, especially since there are over 100 elements.

Draw attention to the Pronunciation Note. Discuss the frequency in which prepositions are used when using spatial signal words and phrases. This might concern students since prepositions are often challenging. Talk about how the stress falls on the object of the preposition and not the preposition itself, which might make some of students feel more at ease.

Expansion Activity

For additional practice with prepositions, create a quiz or give students time in the computer lab to practice. For outside practice, direct students to online preposition quizzes at <http://a4esl.org/q/f/z/zz98bck.htm> or http://grammar.ccc.commnet.edu/GRAMMAR/quizzes/preposition_quiz1.htm.

USING SPATIAL SIGNAL WORDS AND PHRASES (PAGE 140)

Explain to students that the goal is to make recognizing these types of signals easier and using them as a more natural and regular part of their vocabulary. Sometimes dedicated practice “encouraging” them to use the words is a good way to do that and planning ahead will make the words more frequent in spontaneous situations. Give students time to write the descriptions and encourage them to be detailed and incorporate as many spatial signals as they can. Give an example without many details or spatial signals to illustrate how important these signals are and how much more descriptive and helpful language can be when they are included. Solicit volunteers to read their descriptions or allow time for students to share in small groups.

Answers

Answers will vary.

SPEAKING (PAGES 141–142)

Confirming Correct or Incorrect (page 141)

Describe interaction as a “game” of sorts in which the participants have to share the responsibility. Present the introductory paragraph and discuss how interaction is actually less awkward if speakers confirm listeners are incorrect rather than not asking and/or not being able to say that something is not understood. Ask students to talk about their other professors and how they ask for confirmation in lectures. Extend the conversation by asking about other participants in other settings. Go over the list of phrases. Ask students to add to the list.

Expansion Activity

Have students use MICASE to find questions and use the *Browse MICASE* feature to search for these phrases and mark their frequency. Challenge them to find others and note the settings and participants. Hold a group discussion asking students to share their findings. Ask students to add to the list in the book.

ROLE-PLAYING (PAGE 142)

Some students are intimidated by role-plays, but assure them they are good practice for implementing the language and using it later in more authentic situations. There are many ways to approach role-plays: allow students to write their dialogue first and then perform, do them spontaneously by pulling students' names randomly and not telling them which role-play they'll get, or video record them for students to analyze later.

Answers

Answers will vary.

LISTENING 2: DESCRIBING AND CONFIRMING (PAGES 143–146)

Listening in Pairs (pages 143–146)

Warm up by asking students to describe the most recent interaction they have had with a native speaker. Talk about study sessions and if students have ever participated in sessions with native speakers. Explain that this next video clip features two students preparing for a chemistry test.

Decide if students have progressed enough to concentrate on more than one section of questions at a time. Bear in mind it is likely they'll need to watch the clip more than once to get all the answers.

Answers

Focus on Language

Possible answers:

1. *I think, If you ask me, I don't see why, To my mind, I believe, personally, I think, In my opinion*
2. *I'm curious about it, I need more information*
3. *copper, potassium, radium*
4. *Yes, Close but not exactly, That's right, That's not right*
5. *Answers will vary.*

Focus on Tone

Possible answers:

1. *Answers may include that the man's tone is better because he sounded nice even when the woman didn't have the exact answers. Students may note intonation, stress, volume, and rate of speech for both students.*
2. *Answers may include that the man's tone was appropriate because he sounded pleasant even when his classmate was wrong. Some may argue that his tone was not appropriate because he talked quickly or loudly when she was wrong.*
3. *in the TABLE, in the fourth ROW, from the RIGHT, to the LEFT, in the WORLD, in the second COLUMN, near the left SIDE of the CHART, in my NOTES*

Focus on Nonverbal Communication

Possible answers:

1. *Both students use facial expressions, including eye contact. Posture was very evident in that they both lean forward to show they are involved and active in the discussion.*
2. *Sometimes both students look at their notes instead of each other. (Consider discussing why that might have happened.)*
3. *Answers will vary.*

Summary

1. *Answers may include that the man did a better job because he spoke slower, while others may say the woman did a better job because her word choice was stronger.*
2. *Answers will vary.*
3. *Answers will vary.*

Expansion Activity

Photocopy the script that is available at www.press.umich.edu/esl/tm/ and have students perform it. They can perform it as it is and then compare themselves to the video clip. Or, ask them to change the language, nonverbal cues, and tone and perform it again. Ask them to explain their changes and the reasons for them. Consider recording them and scheduling individual meetings to talk about the differences and their own strengths and weaknesses.

INFORMATION GAP (PAGES 147–148)

Present the information gap activity and partner students as appropriate. Remind them that this activity will give them a chance to practice the strategies presented in Parts 1 and 2 and in earlier units of the text. Consider setting a time limit and then giving them a chance to check answers and/or fill in the missing information. Explain that the fourth column is not part of the information gap and will be completed after the other columns are complete.

Answers

The way the students choose to describe the location will vary.

Atomic Number	Symbol	Name	Location
21	Sc	Scandium	fourth row, third from the left

Atomic Number	Symbol	Name	Location
1	H	Hydrogen	Answers will vary.
6	C	Carbon	Answers will vary.
11	Na	Sodium	Answers will vary.
14	Si	Silicon	Answers will vary.
22	Ti	Titanium	Answers will vary.
29	Cu	Copper	Answers will vary.
47	Ag	Silver	Answers will vary.
50	Sn	Tin	Answers will vary.
79	Au	Gold	Answers will vary.
80	Hg	Mercury	Answers will vary.
86	Rn	Radon	Answers will vary.
88	Ra	Radium	Answers will vary.

Part 3: Ocean Acidification (pages 149–157)

PRE-LISTENING ACTIVITIES (PAGE 149)

Point out that oceanography is a study all its own, but some parts of it are related to chemistry. Read the brief introduction. Poll the students to see if they think there are four or five oceans. Write the tally on the board. Give students time to work with a partner to answer the questions. When discussing question 1 as a class, revisit the tally to see if anyone has changed their mind about the number.

Answers

1. Answers may include Pacific, Atlantic, Indian, Arctic, Southern
2. Answers will vary.
3. Answers will vary. The elements combined to make water are two hydrogen atoms and one oxygen atom (H₂O). The elements combined to make carbon dioxide are one carbon atom and two oxygen atoms (CO₂).

STRATEGY: LISTENING FOR AND USING CHANGING-THE-TOPIC SIGNAL WORDS AND PHRASES (PAGE 150)

Present the information in the book. Ask students if they have ever noticed any of the words or phrases. Challenge students think of others to add to the list.

Expansion Activity

Tell students there are other ways in addition to signal words and phrases that lecturers used to indicate a topic change. Some may even be nonverbal (erasing the board, changing the PowerPoint slide, taking a drink of water) or less formal (*Okay, Now then*). Let students use MICASE or challenge them to watch a lecture of their choice on Academic Earth (academicearth.org) to identify these or other ways lecturers signal they are changing the topic. Similarly, students can be charged with observing a lecture on campus.

LISTENING FOR AND USING CHANGE-OF-TOPIC SIGNAL WORDS AND PHRASES (PAGE 151)

Give students time to practice using the phrases from the text and/or from the observation assignment in the Expansion Activity (if assigned). Let students plan the chains in the book. Challenge them to have another conversation that is more spontaneous.

Answers

Answers will vary.

Expansion Activity

Give each student (or pair) an index card. Have them create a chain for other groups to perform. Distribute the cards to new pairs. For more impromptu practice, have each pair pick a card randomly and perform in front of the class.

NOTE-TAKING (PAGES 152–153)

Strategy: Using a Spider Chart for Related Topics (page 152)

Present the concept of a spider chart to the class. Remind students that these are great if they can be used during the lecture, but they are more commonly used when organizing notes later. Draw the spider chart from the book on the board and ask students to help you finish it by suggesting three other elements to include on the other legs. If your classroom is wired, divide the class into four groups and assign each group one of the elements. Let them choose details to write in the chart. Ask one volunteer from each group to write the details on the chart.

CREATING A SPIDER CHART (PAGE 153)

Revisit the conversations students participated in on page 151. Ask them to write a spider chart in the space in the book.

Answers

Answers will vary.

Expansion Activity

Challenge students to make a spider chart for a concept in their major or for another class they are taking. They can present those in small groups or to the class (or submit them for a participation or evaluation grade).

VOCABULARY POWER (PAGE 154)

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.

Answers

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

LISTENING 3: OCEAN ACIDIFICATION (PAGES 155–156)

Listening to a Lecture (pages 155–156)

Reiterate that the lectures are based on authentic lectures, but aren't as long or as detailed as a "real" lecture they'll hear on campus. These practices are designed for them to practice listening for related topics and organizing accordingly. Tell students the audio will be played two times. The first time they should take notes as they normally would. Then they can create a spider chart. When they listen a second time, they can concentrate on completing the chart with the details.

Checking your Understanding: Main Ideas (page 155)

Allow students to use their notes and chart to identify the main ideas.

Answers

- 1, 2, 4

Checking Your Understanding: Details (pages 155–156)

Allow students to again use their notes to answer the detail questions. Remind students some questions have more than one answer. Consider playing the audio again after checking answers so students can hear what they missed.

Answers

- | | |
|------------|------------|
| 1. a | 4. a, c |
| 2. b, d, f | 5. a, d, g |
| 3. a, b, c | |

IN-DEPTH DISCUSSION (PAGE 157)

To ensure that students understand hypotheticals, practice speaking in all time frames, and use a variety of verb tenses. Review future tenses if necessary before students tackle this in-depth discussion. Remind them to use the language used in this unit as well as any language from previous units. Allow time for students to share their answers with the class. It is often interesting to hear what others came up with and it's a nice chance to revisit comparing and contrasting, interesting facts, and other key language.

Answers

Answers will vary.

RAPID VOCABULARY REVIEW (PAGE 158)

The science topics tend to worry students. Remind them that these vocabulary items are not science words, but are academic and can be used in a variety of disciplines. Stress the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Go over the answers.

Answers

- | | |
|---------------|---------------|
| 1. keep | 11. small |
| 2. bones | 12. an animal |
| 3. Why? | 13. in |
| 4. burn | 14. me |
| 5. backward | 15. adjacent |
| 6. the origin | 16. 1,700 |
| 7. a car | 17. smooth |
| 8. very old | 18. bin |
| 9. act | 19. note |
| 10. grow well | 20. to |

Expansion Activity

To help students notice how these words are used in a variety of settings, ask them to work with a group to make a list of what discipline (other than chemistry) that they might hear these words. It can be staged to be a competition or be more academic by having students look for the words in authentic contexts.

SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 159)

Talk about some typical conferences people attend and discuss the different types of sessions: *workshop, research, poster, demonstrations, etc.* Tell students these synthesizing activities help prepare for a variety of academic situations. Also consider talking about the variety of assignments they'll encounter outside the ESL classroom (*lab reports, summaries, case studies*).

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

Where in the World? Share information about the traditional 20 Questions game that is sometimes played at parties or as an ice breaker. No outside preparation is needed and this activity can be done more than once whenever there are a few minutes at the end of a class period.

Change the Topic: This activity can be done in 10 or 15 minutes. Encourage students to make reading the school (or local) paper a regular part of their day. Remind them that it exposes them to the language and gives them something to talk about with others. Circulate as students participate in class and ensure that the target language is being practiced.

Spider Chart Posters: Remind students of poster presentations being a part of a lot of professional and academic conferences. Consider showing some samples. Have students create a spider chart to present to the class. They should be prepared for questions from their classmates.

Expansion Activity

Students could be assigned to create a poster for their own discipline. This allows for more authentic practice of the target language and gives them something authentic that they may be able to use outside the classroom.

Helping the Environment: Give students time to do the light research and create a lab report. This can be a pair or group project and a presentation can be incorporated as well.

Expansion Activity

Since a lot of students are required to take at least one science class as a general education requirement, consider having students practice the language while compiling a lab report that covers the parts of the scientific method: stating the problem (introducing the topic and explaining the purpose), creating a hypothesis, detailing any materials and methods, analyzing and recording data, and drawing conclusions. Templates can be found online and can be adapted.

Sample Template:

Title:

Introduction:

Hypothesis:

Materials:

Methods:

Data:

Results (implications of data):

Conclusions:

VOCABULARY LOG (PAGES 160–161)

Follow the procedure of your choice for the vocabulary log.

Answers

Answers will vary.

Expansion Activity

Direct students to the textbook's online website (www.press.umich.edu/esl/compsite/4Point/) for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.

Unit 6: Fine Arts: Arts Appreciation (pages 162–194)

Objectives

Students will be able to

- recognize when others are making general statements
- deliver general statements
- read a short academic passage
- express positive and negative reactions
- notice when others are giving additional reasons
- offer additional reasons to their own discussions
- make themselves clear
- listen for and use main idea signal words and phrases
- use a main idea table
- expand academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Listening Skills and Strategies

- listening for and making general statements
- listening for and giving additional reasons
- listening for and using main idea signal words and phrases

Speaking

- expressing positive or negative reactions
- making yourself clear

Note-Taking

- using a main idea table

Unit Opener (page 162)

Generate a general discussion about art and ask students what types of art they can list. Elicit answers such as *sculpture*, *photography*, *painting*, or *drawings*, but also accept answers such as *computer-generated art*, *animation*, or even *graffiti*. Review spider charts (Unit 5) or classification charts (Unit 3) and draw one (or both) on the board. Ask students to work in groups to complete the charts with examples or details. Extend the discussion by talking about various time periods, artists, and styles and have students voice their opinions as a review of opinion language from Unit 5. It is also possible to review the other target language taught in previous units (comparing/contrasting, stating interesting facts, etc.).

Part 1: Sculptures (pages 163–171)

PRE-LISTENING ACTIVITIES (PAGE 163)

Announce that this section focuses on one type of art—the sculpture. Present the brief introduction and ask students for their opinions about what they like (or dislike) about statues. Give students time to answer the questions with a partner and schedule time for each pair to share their answers with the class.

Answers

1. Statue of Liberty (United States), Brandenburg Gate (Germany), Terracotta Army (China)
2. Answers will vary.
3. Answers will vary.

STRATEGY: LISTENING FOR AND MAKING GENERAL STATEMENTS (PAGE 164)

Present the information in the box. Give some examples to make sure the difference between generalizations and specifics is clear. Remind students that sometimes the distinction is harder to make than they think. It's not as simple as the difference between facts and opinions.

Go over the list of words and phrases. Ask students if they have others to add to the list. Encourage them to use these words in sentences and solicit volunteers to write their sentences on the board.

Present the Pronunciation Note and read the example *-ly* words aloud. Have students repeat those words and practice with a partner. Ask them to think of other examples and circulate to make sure they are pronouncing those correctly.

Expansion Activity

For additional *-ly* practice, provide a list of multi-syllabic adverbs for students to record. Ask them to submit their audio recording for evaluative purposes. Review the Pronunciation Note about primary stress presented in Unit 5 on page 131 as well. Some suggested words are listed.

- angrily
- attentively
- balefully
- cooperatively
- eagerly
- elaborately
- gracefully
- hurriedly
- importantly
- informally
- leisurely
- obviously
- painfully
- purely
- satisfactorily
- significantly
- successfully
- surprisingly
- vividly
- wrongly

Expansion Activity

Request each student bring a photo of a sculpture they like and/or one they discussed in the Pre-Listening activity on page 163. Ask them to write three general statements about the sculpture and/or the artist who created it. Present those general statements to the class.

READING (PAGES 165–166)

Tell students they are going to read about wax sculptures by well-known artist Edgar Degas [day-gáh]. This reading might prove challenging, but remind students this is a study of the language and is not about art. Consider assigning this reading as homework and alert students it will be used to practice with in the next class period.

LISTENING FOR AND MAKING GENERALIZATIONS (PAGE 167)

Direct students to use the reading to complete this activity. Ask them to highlight or mark the information that is general and then use another color or notation to mark the information that is specific. Tell them to concentrate on the language and look for specific words that instructors would use if this were a lecture. Give them time to compare markings with a partner, but point out answers may vary. The questions can be answered individually or with a partner.

Answers

Answers will vary.

1. Possible answers:

Generalizations	Specifics
Most are constructed from a mixture of beeswax and modeling clay. so many Degas sculptures in the collection makes it possible to study which works may have undergone changes after the artist's death. . . . Many, though not all, of the waxes were photographed in an inventory taken in 1917, shortly after Degas' death.	. . . only about thirty of these sculptures were intact and suitable for casting in bronze For example, it is clear from such a comparison that <i>Seated Woman Wiping Her Left Hip</i> was altered. there is a lack of significant armature in some of the pieces.

2. Answers may include: *more than a hundred, most, of the 70, many, though not all, often reveals, typically used, none of the pieces, other than Little Dancer Aged Fourteen*

3. Answers may include: specific numbers, dates, names of artwork, lack of words to avoid

LISTENING 1: LISTENING FOR GENERALIZATIONS (PAGE 168)

Listening for Information (page 168)

Review the wide variety of types of academic or formal listening. Tell students this next passage is a sample of a tour that is similar to what they might hear when visiting an art museum. Prepare them to focus on the generalizations and specific statements made.

Listening for Information (page 168)

Consider playing the audio more than once if students need to listen again for specific language.

Answers

Possible answers:

1. a. G
b. S
c. G
d. S
e. G
2. Answers may include: *in general, all, broadly speaking, most, almost always, usually, always, most, many, almost all*
3. Answers may include: stone, glass, terracotta, silver, jade

Expansion Activity

Ask students to attend an audio tour at a local museum and submit a summary of the tour and/or analysis of the language used by the tour guide. Instruct them to answer questions such as *Could they tell what was specific and what was general? Would the tour have been easier to understand if different language had been used?* As part of the assignment, students can express their own opinions (of the art and of the guide). If a local museum isn't available, students can listen to an audio tour online. The Museum of Modern Art in New York City (www.moma.org) has several online tours posted at www.moma.org/visit/plan/atthemuseum/momaaudio.

SPEAKING (PAGES 169–171)

Expressing Positive or Negative Reactions (page 169)

Students are sometimes surprised that there are so many ways to say *yes* and *no*. Spend some time going over the lists and asking students which they have used and which they consider more formal. Ask them to mark an F for formal and an I for informal next to the phrases.

Expansion Activity

Ask students to use the *Browse MICASE* feature or another corpus and find these words and phrases being used as well as other ways to say *yes* and *no* to add to the list. Ask students questions such as *In what situations are these words or phrases used? Who is using them? Were there any new words or phrases that could be added to the list on page 169?*

EXPRESSING POSITIVE OR NEGATIVE REACTIONS (PAGES 170–171)

Generate a discussion to warm up. Ask students about times during which they have had to give positive or negative reactions. Divide this activity into two parts. Ask students to work individually to respond to the situations. Then ask them to compare their answers with a partner or small group. When they finish, have them rank the terms and complete the questions in the second part.

Answers

Part 1

Answers will vary.

Part 2

1. Answers will vary.
2. Answers will vary.
3. Factors such as location, status, age, relationship, time, and gender may affect positive or negative reactions.

MAKING CONTACT (PAGE 171)

Review greetings on page 8 and take time to talk about introductions if necessary. Tell students they are going to get reactions about a sculpture from native speakers. Students can use the photo they used for the Expansion Activity on page 85 or use a new one. Give students a due date for the data. In class, ask students to analyze the data. Find out if there are new phrases to add to the list on page 169 and make some guesses about what people think about art in general. Review the Taking Guesses language from Unit 4 on page 98. Ask each group to present their opinion about how people value art in today's society. Encourage use of opinion language taught on page 130.

Answers

Answers will vary.

Part 2: Painting (pages 172–182)

PRE-LISTENING ACTIVITIES (PAGE 172)

Announce that this section shifts focus to another type of art—the painting. Present the brief introduction and ask students for their opinions about what they like (or dislike) about painting. Give students time to answer the questions with a partner and schedule time for each pair to share their answers with the class.

Answers

Answers will vary.

STRATEGY: LISTENING FOR AND GIVING ADDITIONAL REASONS (PAGE 173)

Present the information in the box. Tell students that opinions are nice, but they are stronger and more respected when the speaker can give a solid reason for their opinion. It is important to be able to recognize the reasons when speakers give them because often this is material from a lecture that may be used on a test.

Go over the list of words and phrases. Ask students if they have others to add to the list. Read the example sentences and encourage students to write their own sentences using some of the words. Solicit volunteers to write their sentences on the board.

Present the Pronunciation Note and discuss reduction and how it makes English harder to understand sometimes. Read the examples. Ask students if they have other reductions they've heard. List them on the board. Some examples are *outta*, *hafta*, *hasta*. For more information on reductions a website such as pronunciationtips.com (pronunciationtips.com) and its reduction page at <http://pronunciationtips.com/reductions1.htm>.

Expansion Activity

If time allows and if necessary, talk about other pronunciation challenges to listening. Consider topics such as contractions, ellipses, and assimilation. Consonant to vowel linking can be reviewed or other types of linking can be introduced.

Expansion Activity

Request each student bring a photo of a painting they like and/or one they discussed in the Pre-Listening activity on page 163. Ask them to write two general statements about the painting or the artist as well as express their opinion and give an additional reason for their opinion. Ask students to present those general statements, opinions, and additional reasons to the class.

LISTENING FOR AND GIVING ADDITIONAL REASONS (PAGE 174)

Challenge students to complete the sentences. Each sentence needs their opinion, a reason, an addition signal word, and an additional reason. If students need extra time, consider assigning this as homework and having students read their sentences during the next class period. You can also ask students to write sentences about their own field of study or about another class they are taking.

Answers

Answers will vary.

SPEAKING (PAGES 175–177)

Making Yourself Clear (page 175)

Stress that speakers often make mistakes or say something that isn't easily understood by listeners. There are certain words and phrases that speakers use to make themselves clear. Solicit volunteers to share personal experiences they had when they haven't understood or weren't able to make themselves clear to someone else. Go over the information in the box and ask students if they can think of other words or phrases to add to the list.

Expansion Activity

Remind students that language is always changing and phrases differ in how often and in what circumstances they are used. Also explain that corpora are updated continuously. Assign one or two phrases from the box to each student. Ask students if the phrase appears in MICASE or the corpora they are using and determine in what types of settings and with what speakers the phrases are used. Schedule time in class for a comparison.

MAKING YOURSELF CLEAR (PAGES 176–177)

Tell students they are going to read excerpts from the reading on Degas. These sentences are deliberately challenging, so warn students not to be frustrated. Explain that by taking these sentences and rewording them so they are clearer gives them an opportunity to practice the target language, which will make it easier to practice with more familiar content. Find one sentence to rework as an example and write it on the board.

Answers

Answers will vary. Some possible answers are listed.

1. Let me explain better. This sculpture was famous and it makes the Gallery think of questions about it.

What Barbour means is they will study the way the sculpture's slippers are made.

2. Let me clear this up. The Gallery uses an ERF to study the color in the wax sculptures.

I think what Berrie meant was that the beam of x-rays and the atoms interact. This helps scientists learn about the surface of the painting.

LISTENING 2: DISCUSSING ART (PAGES 178–180)

Ask students about their experiences being in a conversation about a topic they know nothing about. Remind them that it's okay if they don't know about art and that they should focus on the language, tone, and nonverbal cues. Play the video. Depending on the level of your students, consider playing the clip multiple times and/or having students focus on one section of questions at a time.

Answers

Focus on Language

Possible answers:

1. *typically, as a general rule, usually, basically*
2. *not really, sort of, uh huh, it's OK*
3. *plus, besides*
4. *I meant to say, What I'm trying to say, in other words*
5. Answers will vary.

Focus on Tone

Possible answers:

1. *When's* [the test], *here's* [what the TA told me]
2. The man seemed the most positive, as indicated by his stress and intonation patterns. All students use their voices though. Notice the stress, intonation, and volume.
3. Answers will vary.

Focus on Nonverbal Communication

Possible answers:

1. Each student expresses him/herself nonverbally. Students may notice facial expressions, posture, and gestures.
2. Answers will vary.
3. Answers will vary.

Summary

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Expansion Activity

Ask students to write their own video clip discussing the topic of their choice. Require a certain number of target language words and phrases from this unit (or any previous unit for a full-fledged final exam-type project) be used. Give students a due date for their performances. Record the performances and meet with students individually to talk about their language, tone, and non-verbal cues. Request students bring a flash drive to the meeting so they can have a copy of the performance.

RANKING

Generate a discussion about museums and what students like and dislike about them. Review the target language in the unit and remind students to incorporate it as they talk. Divide students into small groups. Ask each group to list qualities they think are important. Then give them time to guess (or say with certainty) which museums have the highest attendance using the language from Unit 4. Require them to complete the ranking chart on page 182. At the end of the discussion, ask students if they were surprised and if the museums that “won” had the qualities they listed at the beginning of this activity.

Answers

Top 3

Musee du Louvre, Paris

British Museum, London

Metropolitan Museum of Art, New York City

Bottom 3

Tokyo National Museum, Tokyo

Victoria and Albert Museum, London

Museo Nacional Centro de Arte Reina Sofia, Madrid

Data based on 2009 Worldwide Museum Attendance Numbers, compiled by *The Art Newspaper*.

Part 3: Photography (pages 183–190)

PRE-LISTENING ACTIVITIES (PAGE 183)

Shift the focus to photography and read the brief introductory paragraph about this type of art. Give students time to answer the questions with a partner. Ask students to share answers with the class. Practice synthesizing information by reviewing the note-taking strategies. Combine pairs into groups of four and ask each group to choose a graphic organizer (Venn diagram, T-chart, classification chart, event chart, or spider chart) and complete it with details about the three types of art from this unit (*sculpture, painting, photography*). Let them know it is okay if they don't have much to add about photography. They can use prior knowledge or details from their discussion.

Answers

Answers will vary.

STRATEGY: LISTENING FOR MAIN IDEA SIGNAL WORDS AND PHRASES (PAGE 184)

Let students know that main ideas are usually signaled in lectures. These are ideas that should be marked in notes and are usually followed by details. Present the words and phrases in the box. Ask students to think about others they can add to the list.

USING MAIN IDEA SIGNAL WORDS AND PHRASES (PAGE 185)

Give students time to complete the activity. When discussing answers, encourage students to add any new words or phrases to the box on page 184.

Answers

Answers will vary. Possible answers:

1. three types of art
2. various kinds of photographs
3. a few key time periods
4. numerous artists
5. series of subjects
6. examples of places with famous art museums
7. other types of fine art
8. examples of materials

Expansion Activity

Ask students to write sample sentences about content from another class they're taking or about earlier units in this book. Circulate to make sure they are using the phrases appropriately. Stage a competition. Have students list their objects and let other students guess or state with certainty using a main idea word or phrase (as they did in the activity on page 185).

NOTE-TAKING (PAGE 186)

Present the information in the box. Bring a copy of the campus or national newspaper (or a local newspaper) and choose an article to discuss. Write a main idea table on the board and complete it with the students as they find the main ideas and details in the selected article.

Expansion Activity

If possible, bring enough copies of the campus newspaper for everyone in the class. Ask students to make a table using a different article in the paper.

DEVELOPING A MAIN IDEA TABLE (PAGE 186)

Ask students to create a main idea table for their own field of study (or from a set of notes from another class). Let them share their tables in small groups.

Answers

Answers will vary.

VOCABULARY POWER (PAGE 187)

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

Answers

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

LISTENING 3: PHOTOGRAPHY (PAGES 188–189)

Listening to a Lecture (pages 188–189)

Allow time to read the brief introductory material. Challenge students to take notes and focus on main ideas. Let them take notes as they normally would and then give them time to complete a main idea table. Play the audio clip multiple times if necessary.

Checking Your Understanding: Main Ideas (page 188)

Let students use their notes and/or main idea tables to see if they captured the main ideas.

Answers

1, 3, 5

Checking Your Understanding: Details (page 189)

Remind students some questions have more than one answer. Again let them use their notes to see how much they were able to capture as they listened.

Answers

1. b, d
2. a, d, e
3. c, d
4. a

Expansion Activity

To test students, consider taking the script from one of the lectures in the text and blanking out every 7th word to create a Cloze quiz. Also consider blanking out target vocabulary throughout and asking students to complete it as they listen (or to guess first based on context). This is also a good way to show students that they don't need to hear or know every word to understand the content.

IN-DEPTH DISCUSSION (PAGE 190)

Assign students to groups (or let them choose their own). Consider showing sample “coffee table” books of photographs as samples before students start discussing.

Answers

Answers will vary.

Expansion Activity

Assign students to bring a coffee table book of their choice to talk about in class and/or as part of a presentation. Require them to use target language from this text as they talk. Similarly, they could create a graphic organizer as a visual aid to discuss their book.

RAPID VOCABULARY REVIEW (PAGE 191)

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

Answers

- | | |
|----------------|----------------|
| 1. exact | 11. with holes |
| 2. present | 12. wide |
| 3. in general | 13. question |
| 4. interesting | 14. take |
| 5. several | 15. say |
| 6. numbers | 16. exposed |
| 7. parts | 17. up |
| 8. give | 18. state |
| 9. real | 19. familiar |
| 10. improve | 20. lack |

SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 192)

Challenge students for this final synthesizing section to not only use language from Unit 6, but also to practice vocabulary and signals from earlier units.

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

Categories: This is a good activity to use when there are a few minutes left at the end of class. Extend the discussions by using topics in other *Four Point* textbooks or in textbooks from students' disciplines.

Give Me a Reason: Consider making this activity more challenging by including topics in the news or in disciplines the students have in common.

Museum Research: Give students time to do some light research. Depending on class numbers and interest, students can pick a museum not on the list if they prefer. Challenge them to create a presentation with visual aids.

Expansion Activity

Give students a map (or have them choose a map) of a museum. Tell them to add this map to their presentations and use spatial signals (Review Unit 5 page 139) to describe the museum.

Art Appreciation: Refer students to good websites and encourage them to do some additional light research. As an addition to this activity, allow time for a Q&A session in which students can ask the presenter questions about the art or artist and the presenter practices answering questions.

VOCABULARY LOG (PAGES 193–194)

Follow the procedure of your choice for the vocabulary log.

Answers

Answers will vary.

Expansion Activity

Direct students to the textbook's online website (www.press.umich.edu/esl/comp/site/4Point/) for interactive vocabulary activities using these words and others from the unit. Assign them as homework if desired.