

**FOUR POINT**  
Listening and Speaking  
**1**  
**INSTRUCTOR'S MANUAL**

by Robyn Brinks Lockwood

## Unit 1: Political Science: Elections (pages 1–42)

### Objectives

Students will be able to

- better understand numerical information
- state numerical information
- ask for clarification about general and specific information
- give clarification about general and specific information
- recognize contractions in spoken English
- use contractions
- give an impromptu speech
- read a short academic passage
- agree and disagree both formally and informally
- listen for and use contrasting, comparing, and example signal words and phrases
- use a Venn diagram to show relationships
- expand academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

### Listening Skills and Strategies

- listening for and giving numerical information
- listening for and using contractions
- listening for and using contrasting, comparing, and example signal words and phrases

### Speaking

- clarifying
- agreeing and disagreeing

### Note-Taking

- using Venn diagrams to show relationships

## Unit Opening (page 1)

Read the short introduction on page 1. Ask students to brainstorm a list of election types and common political issues. Elicit answers such as *local*, *state*, or *national* for types of elections. Students might also consider elections for student government, clubs, or professional organizations. When discussing political issues, consider discussing issues important to the program or local area or national issues, such as the environment or health care.

### Expansion Activity

Introduce students to T-Charts (or review the T-Chart note-taking strategy presented on page 53 of *Four Point Listening and Speaking Intro*). Ask students to compare a list of political issues for two different countries. Depending on the student population, it may be ideal to have students compare their country of origin with that of the country in which they are studying.

## Part 1: Student Government (pages 2–8)

### PRE-LISTENING ACTIVITIES (PAGE 2)

Focus attention on student government. Talk about the school's student government organization. Bring copies of the school's newspaper if it has stories about the campus issues. After reading the short introduction, give students time to answer the questions with a partner. If time allows, ask partners to share their answers with the rest of the class.

### Answers

Answers will vary.

### STRATEGY: LISTENING FOR AND GIVING NUMERICAL INFORMATION (PAGES 3–4)

Explain that listening for numbers is difficult regardless of how many years a person has been studying English. Point out that one thing that makes listening for numbers easier is that native English speakers tend to follow certain patterns when saying numbers. Therefore, knowing these patterns will make understanding easier because they will know what patterns to expect. Additionally, using these patterns when they speak will make it easier for native speakers to understand them. Present the information in the box and read the examples aloud.

Draw attention to the Pronunciation Note on page 4. Assure them that sometimes even native speakers need to ask for clarification when trying to distinguish between teens and tens.

### LISTENING FOR AND GIVING NUMERICAL INFORMATION (PAGE 5)

Go over the instructions. While it is helpful for students to practice with numbers they need to say often, such as their own phone numbers, it is not imperative that they use this private information for the practice.

### Answers

Answers will vary.

### Expansion Activity

Ask students to write a voicemail message to schedule an appointment. Suggest they imagine a situation that they might actually encounter, for example an appointment with an instructor, a doctor at the student health center, or a representative from an office such as admissions, financial aid, or the registrar. Tell them to imagine the person is not there and they need to leave the time they want to meet, their contact information, and their address. For participation or evaluative purposes, require the students record the message and submit it on a flash drive for instructor feedback. Evaluate for content, pronunciation, and speaking (speed, volume, clarity).

## LISTENING 1: SCHEDULING A MEETING FOR AN EVENT (PAGE 5)

### Listening for Information (page 5)

Explain that students are going to hear a conversation. Remind them this is simply a practice to begin focusing on numbers. Play the audio more than once if necessary and encourage students to listen on their own as well. After listening, go over the answers. Encourage discussion by asking questions such as *Which numbers were the hardest to understand (times, locations, phone numbers)? What strategies could the speakers use in an authentic situation to make the numbers easier to understand? 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 that contains numerical information?* Solicit volunteers to share stories from their experience.

### Answers

- |                           |             |
|---------------------------|-------------|
| 1. 7:00                   | 5. Room 460 |
| 2. 6:30                   | 6. Room 14  |
| 3. 8:00                   | 7. 4:30     |
| 4. Room 458 of Smith Hall | 8. 555-8117 |

## **SPEAKING (PAGES 6–8)**

### **Clarifying (page 6)**

Although students may feel they are familiar with this information, inform them that native speakers tend to use a variety of phrases and these may not sound like they do in pre-scripted audio examples. Go over the list and remind them that this list includes common phrases, but there are others that may vary based on settings (formal versus informal) or participants (asking a professor versus asking a friend). Remind students that a variety of factors influence spoken language and this textbook will give them a chance to note what is used on campus, in the local community, or in the region. Present the asking for and giving clarification phrases and note the differences between specific information versus general information. If time allows, divide students into small groups and ask them to list examples of specific information versus general information. Draw a T-Chart on the board and ask a member of each group to write their answers on the board.

### **Role-Playing (page 7)**

Go over the directions and the situation. Depending on the level (skill and comfort) of your students, design the role-play to maximize their learning potential. Consider letting them plan the dialogue in advance before reading it for the class or draw names in random order for more advanced students. Also consider posing a challenge to see which group can extend the role-play the longest or include the most new clarification phrases. Suggest students add new phrases to the list in the book.

#### **Answers**

Answers will vary.

### **Asking for More Information (page 8)**

Ask a series of yes-no questions (*Do you want to run for student government? Is parking a problem on campus? Is tuition too high?*). Then draw attention to *Wh*-questions and how those elicit more information. Give students time to write five questions about the issues in the text.

#### **Answers**

Answers will vary.

### Making an Impromptu Speech (page 8)

Tell students that one of the best ways to learn a language is to practice using it spontaneously. Most conversations are not those that can be planned, so impromptu activities will allow practice in the safety of the classroom. Evaluate the speeches using a rubric. Include the language from this unit as well as presentation skills as rubric items. Rubrics can be borrowed or adapted from or easily created at <http://www.rcampus.com/indexrubric.cfm>.

#### Answers

Answers will vary.

#### Expansion Activity

Find some sample student government campaign speeches on the school's website, [www.youtube.com](http://www.youtube.com), or other public speaking website. Ask students analyze the components of a student government speech. Different speeches have different components but many include: welcome, introduction, office student is running for, intentions (*As president I will . . .*), experience and qualifications, school's issues (and how student can help), promises (true or false!), thanks for listening/for their votes. Have students vote for which parts are necessary for a persuasive speech of this nature. Challenge students to write a one- to two-minute campaign speech. Evaluate using a rubric detailing the parts everyone agrees upon.

### Part 2: Discussing Serious Issues (pages 9–23)

#### PRE-LISTENING ACTIVITIES (PAGE 9)

Activate students' prior knowledge by reminding them that they probably know a little something about almost any topic. Explain that government candidates, campaigns, and the issues are discussed often, especially during election years. Ask students to read the short introductory paragraph 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. Answers will vary. If necessary or desired, seize the opportunity to review T-Charts.
2. Answers will vary.
3. Depending on the class population, other topics that may be mentioned include: same-sex marriage, abortion, crime and punishment (death penalty/capital punishment), legalized drugs, euthanasia, international trade, social security, and/or welfare.

## READING (PAGES 10–11)

### Reading about Political Issues (pages 10–11)

The reading is adapted from the White House website. Encourage students to use this website as a resource to prepare for readings in political science, sociology, or similar subjects or to familiarize themselves with issues commonly discussed by U.S. citizens ([www.whitehouse.gov](http://www.whitehouse.gov)).

### Asking Clarification Questions (page 12)

Review the clarification phrases covered on page 6 before presenting the directions and letting students work. Give them time to write their questions. Provide an example using the possible answers that include phrases from page 6 if necessary and remind students that more than one answer is possible. Then have students work with a partner to attempt giving clarification to the questions.

### Answers

Answers will vary. Some possible answers may include:

1. I'm sorry, but I didn't get the levels you mentioned. Would you say them again?
2. What exactly do you mean by that?
3. Did you say a united and measured effort?
4. Could you say that slower, please?
5. I didn't catch what you said about service opportunities.
6. Are you saying that he will promote innovations?

### Expansion Activity

Show a press conference in which journalists are asking a candidate or president questions. Ask them to determine which are clarification questions and to note any other language used to clarify. Suggest students write new phrases on page 6. Follow up by showing a speech by a candidate and challenge students to write clarification questions based on what they hear. (Note that this second part can be an isolated expansion activity and need not be used in conjunction with the first part.) This assignment could also be assigned as homework and students can submit a list of clarification language they hear and/or a brief paragraph about what clarification questions they would ask.

## STRATEGY: LISTENING FOR AND USING CONTRACTIONS (PAGE 13)

Present the information in the box. Remind students that contractions are fairly frequent in spoken language and noticing them will make them easier to understand in authentic situations. Read the examples aloud.

### PRACTICING CONTRACTIONS (PAGE 14)

Tell students that although contractions aren't as formal in written English, using them in conversations and discussions will make them sound more natural.

#### Answers

##### Part 1

1. I'm
2. he'll
3. we've
4. you're
5. they'd
6. needn't
7. what'll

##### Part 2

8. I have
9. it is
10. we are
11. you will
12. they have
13. ought not
14. what is

#### Expansion Activity

Divide students into groups and ask them to list as many other contractions as they can. Give them a time limit. Solicit one person from each group write the list on the board. Consider making it a challenge and having students participate in a friendly competition. Cross out any duplicates and give a point (or piece of candy) for every contraction that other teams didn't think of.

### Practicing More Formal English (page 15)

Challenge students to cross out the contractions and write the formal version.

#### Answers

1. He is, has not, he is
2. I had, It is
3. did not, I would
4. was not, would not
5. could have, They would
6. She is, you are, she will, you are, she will
7. They are, that will, do not



Hold a brief discussion period in which students can share whether they prefer the contracted version or the formal version. Ask them when it might be a good idea to avoid contractions, even in speech. Elicit answers such as *for emphasis* or *for clarity*. Talk about how the pronunciation is affected. *I wouldn't vote for him. / Did you say you would vote for him? / No, I said I would NOT vote for him.* Let students practice with various versions of the sentences in the book or others they can think of.

### **SPEAKING (PAGES 16–18)**

#### **Agreeing and Disagreeing (pages 16–17)**

Present the information in the text. Generate a discussion about what affects wording choices. Elicit answers such as *age, gender, setting, status, time, and content*. Solicit volunteers to share stories about situations in which they've agreed or disagreed. Discuss how many students don't like to disagree, but it is often disagreement that fuels discussion.

#### **Role-Playing (page 18)**

Go over the directions and the situations. Depending on the level (skill and comfort) of your students, design the role-play to maximize their learning potential. Consider letting them plan the dialogue in advance before reading it for the class or draw names in random order for more advanced students. Also consider posing a challenge to see which group can extend the role-play the longest. Allow time for students to switch roles so everyone has a chance to fill all roles.

#### **Answers**

Answers will vary.

#### **Expansion Activity**

Introduce students to corpora and explain they are collections of language. Explain that there are several corpora they can use to get a picture of what authentic language is like. Use MICASE (Michigan Corpus of Academic Spoken English) as an example. MICASE is free and available to the public at [www.elicorpora.info/](http://www.elicorpora.info/). Direct their attention to the appendix on pages 231–232 that explains how students can use MICASE. Challenge students to use the *Search MICASE* feature to search for more phrases for agreeing and disagreeing. Let students share their findings in class and encourage students to add new phrases to the lists on pages 16–17. Then ask students to perform new role-plays incorporating some of the newly learned phrases. Remind students that spoken language is constantly evolving and corpora are always being updated to give a current and accurate picture of the language.

## LISTENING 2: TALKING ABOUT ISSUES (PAGES 19–21)

### Listening in Groups (pages 19–21)

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 *the other speakers are hard to understand, the speakers talk too fast, they can't 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 a Summary.

Consider playing this first video several times and having students concentrate on one part a time.

### Answers

#### Focus on Language

Possible answers:

1. city's, that's, I'll, doesn't, she's, don't, what's he's, crime's, you're, let's
2. *That's a good idea, I agree, I like you're idea of . . . ,*
3. *But . . . , No way, You're entitled to your opinion, but . . .*
4. Answers will vary.

#### Focus on Tone

Possible answers:

1. The word *but* usually indicates disagreement, but the tone of voice helps vary the strength of that disagreement. It is a more informal word that is common in spoken English. Have students add this word to the list on page 16. Remind them that language extends beyond the words and phrases in textbooks, which tend to be formal, and observing and using corpora help.
2. Answers will vary.
3. She doesn't feel as strongly about her candidate or the issues because she uses less intonation. He feels fairly serious about his candidate and the crime issue because he stresses his words and raises his volume. She feels more strongly about education. Her tone carries more emphasis when discussing the issue. She seems to care the most about the candidate she is discussing.

#### Focus on Nonverbal Communication

Possible answers:

1. head nodding, facial expressions (especially smiling)
2. head shaking, facial expressions (especially with the eyes), gestures
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), posture (leaning, slouching)*. Then play the video silently and ask students to make observations based on nonverbal communication alone. Consider doing this activity before one of the video clips and see what questions students can answer with no audio at all.

### YOU BE THE JUDGE (PAGES 22–23)

Present the You Be the Judge activity and group 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 allowing time for the groups to share their verdicts.

### Answers

The answer is also included in the student book on page 229.

Governor Wilder commuted the sentence to life in prison. Newly elected governor Gilmore (six years later) ordered more DNA testing. Governor Gilmore granted a pardon for the murder, but he refused to consider the unrelated burglary and malicious wounding charges. The Virginia Department of Corrections determined that he would have been eligible for parole in 1989 for the convictions and granted him a release from prison with parole supervision in 2001 because the new tests did not find any of his DNA on evidence from the crime scene. After almost 18 years in prison, the man was finally released on February 12, 2001.

Sources:

[www.innocenceproject.org/Content/282.php](http://www.innocenceproject.org/Content/282.php)

[www.deathpenaltyinfo.org/clemency](http://www.deathpenaltyinfo.org/clemency)

[www.pbs.org/wgbh/pages/frontline/shows/case/cases/](http://www.pbs.org/wgbh/pages/frontline/shows/case/cases/)

### **Part 3: Elections (pages 24–38)**

#### **PRE-LISTENING ACTIVITIES (PAGE 24)**

Students may express concern that they don't know enough about elections or the voting process. 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. Assure them the skills will take time to learn but will be helpful as they move to authentic materials. Go over the brief introductory statements and then have students answer the questions with a partner. Hold a discussion with the class to share answers.

#### **Answers**

Answers will vary.

#### **STRATEGY: LISTENING FOR AND USING SIGNAL WORDS AND PHRASES (PAGES 25–26)**

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 by comparing and contrasting. Lecturers also tend to give a lot of examples and those examples are often signaled. Present the information in the box. Ask students what other words they can think of to add to the lists and have them write those in the box.

#### **Using Signal Words (page 27)**

A good way to measure oral proficiency, practice signals, and increase student comfort levels is by having students use the words rather than simply listening for them. Give students time to write sentences and to talk with classmates if they don't know enough about the countries used in the activity. Remind them that it doesn't have to be about elections. In fact, it doesn't necessarily need to be factually correct and could just be their opinion since the goal is to practice the words. Let students choose other countries to discuss if needed. Tell them to be very conscious of inserting signal words and phrases. Note: Refer to Unit 5 in *Four Point Listening-Speaking Intro* to review opinion language.

#### **Answers**

Answers will vary.

### Expansion Activity

Form five groups and assign each group one of the countries used in the activity: Germany, People's Republic of China, Brazil, Australia, and Nigeria (or use other countries). Give students time to compile their sentences and write new ones using any of the words or phrases from the box on pages 25–26. To expand, have the groups compare their country to the United States (or another country). Schedule time for each group to be a panel and present their information about the country to the “audience”—their classmates. Prepare students to ask for clarification and/or give clarification depending on their role.

### Expansion Activity

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

### NOTE-TAKING (PAGE 28)

Generate a discussion about note-taking and ask students what the challenges are and what is easy for them. Ask if anyone has very neat notes. Most students say that they often have messy notes as they try to write everything they hear. Assure them this is not an unusual practice and that a good habit to develop is using a graphic organizer, such as a Venn diagram, to organize notes **after** the lecture (other note-taking graphic organizers are taught in *Four Point Listening and Speaking Intro*). Present the information in the book. If necessary, create a quick and easy example on the board by asking students to compare and contrast the English class to another.

### Completing a Venn Diagram (page 29)

Pair students to complete the Venn. It is best to have students from different countries of origin work together, but if more diversity is needed, students can compare their own country's leader to that of the United States or of the country they are studying in or compare two different leaders from their own country.

### Answers

Answers will vary.

For the second part of the activity, let students know that these signals are used in writing and in all disciplines so this material is transferable.

### Answers

Answers will vary.

### Expansion Activity

Depending on the level and time constraints of your class, some students might appreciate a review or quick overview of the punctuation required when using these signals. Consider discussing using these phrases to begin sentences (followed by a comma), in the middle of two independent clauses (with a semicolon before and a comma after), or less commonly, at the end (preceded by a comma). If a participation or evaluative grade is desired, a quick punctuation quiz can be developed. Also take the opportunity to talk about how speakers will commonly pause where the punctuation is, making the signal and its related information easier to identify. If a spoken language score is desired, ask students to record the sentences they write and read them as they expect they'd hear them. They can submit their recordings via the school's online management system, email, or on a flash drive. More easily, students can simply practice in groups during class.

### VOCABULARY POWER (PAGE 30)

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

### Answers

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

### LISTENING 3: ELECTIONS (PAGES 31–34)

#### Listening to a Lecture

Introduce the passage as a lecture excerpted from a political science class. Tell students this is a corpus-informed scripted excerpt to be used for practice.

Instructors can read the script if a slower or faster speed is needed or desired. As they move forward in the book, there will be opportunities and suggestions for using longer and more authentic lectures and materials. Read the introductory information and have students complete Step 1 by taking notes. Although the goal is to note signal words, it might be easier to simply let students take notes as they normally would.

Play the audio again if necessary before Step 2. For students who struggle with listening and taking notes, remind them that organizing notes afterwards can be an effective strategy in seeing what material they heard and comprehended, what they're still missing, and what they may not need.

Give students time to complete Steps 3–6. Consider allowing time for them to compare answers with classmates in an effort to see what they missed in the audio.

### Answers

Answers will vary. Some key ideas to help guide students are listed.

#### Direct

- voters directly cast ballots for the person/party
- votes are counted singularly, into the millions
- more accurately represent the citizens and their desires
- Ghana, Indonesia, Kenya, and Mexico

#### Indirect

- voters elect a group of people who will then make the choice
- electors make the choice
- focus more on national issues
- Al Gore versus George W. Bush
- United States, Switzerland, Germany, and Italy

#### Both

- schools, clubs (but mostly direct)
- unions, workplace organizations (mostly indirect)

### Checking Your Understanding: Main Ideas (page 33)

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

### Answers

2, 3, 4

### Checking Your Understanding: Details (page 33–34)

Allow students to again use their notes and diagram 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
2. a, c
3. a, b (c and d could also be included and it is worth discussing this finer point with students)
4. c, d

### DEBATE (PAGE 35)

Plan adequate time for students to work with a group to complete the activity. Go over the structure of a debate and review the format on page 36. Set time limits for the arguments and counterarguments. A good starting point is three minutes for introductory statements, two minutes for an argument and one minute for a counterargument, and three minutes for closing statements after ten minutes for open discussion. If students will be evaluated on the debate, let them know before they begin work and allow adequate time for them to meet and prepare outside of class. Debates are an ideal opportunity for students to practice using the skills in this text. Rubrics for debates can be borrowed from, adapted from, or created based on individual objectives at [www.rcampus.com/indexrubric.cfm](http://www.rcampus.com/indexrubric.cfm).

### Preparing Individually (page 37)

Give students time to prepare individually for their particular argument and to do research for the group. Allow class time or assign this activity as homework.

#### Answers

Answers will vary.

### Preparing as a Group (page 38)

Schedule class time or arrange a reasonable due date if students meet outside of class to work as a group. Remind them to think about both sides of the argument.

#### Answers

Answers will vary.



### RAPID VOCABULARY REVIEW (PAGE 39)

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. policies             | 11. urge          |
| 2. neediness            | 12. intentionally |
| 3. in contrast          | 13. an obstacle   |
| 4. joking               | 14. of            |
| 5. more than 50 percent | 15. on            |
| 6. opinions             | 16. cons          |
| 7. look for             | 17. a problem     |
| 8. perfect              | 18. on            |
| 9. examples             | 19. to            |
| 10. better than         | 20. after         |

#### Expansion Activity

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

### SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 40)

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

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

#### Answers

Answers will vary.

## General Notes

**A Good Leader:** 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 agreeing and disagreeing and asking for and giving clarification as needed and with words and phrases from the unit. Consider turning this into a more formal speech assignment if desired.

**Nominations:** Assign students to groups in which each of them can share their ideas. It is easy to convert this into a group presentation, which gives student more interaction practice in groups and prepares them for group presentations and projects that are growing in popularity in academic programs. After discussion time, students must agree on one famous person to be their candidate and prepare a presentation for the other groups. For expansion, hold a mock election (or have students present to different classes and ask those students to vote) to see who wins the election.

**Electing a Leader:** Consider having students describe leaders they are familiar with (the president of the United States or others). Ask what those leaders have in common and what makes them different. Also consider asking what made them desirable/undesirable. Give students time to create their own candidate. If students work in class, circulate to ensure the target language is being practiced. If students work outside of class, assign a reasonable due date for their presentations. Schedule time for short oral reports that can be evaluated in class or simply have students speak in small groups. A mock election could be staged if presentations are recorded and shown to other classes.

**Delivering a Campaign Speech:** Show some campaign speeches in class that are easily accessible on [www.youtube.com](http://www.youtube.com) or candidate websites. Challenge students to write a speech for the candidate created in the preceding activity. If that activity wasn't used, have students write a speech for themselves as if they were running to be "president of the ESL program." Remind them that this is an opportunity to practice the language from this unit, especially the signal words. Give students time to practice their speech. Record the speeches when they are given in class. Depending on your program, stage a mock election by having students vote for the best speeches. Then stage a program-wide election in which other classes or students watch the videos and elect the winner. The recording can also be used for evaluative purposes (written or oral via individual meetings).

## VOCABULARY LOG (PAGES 41–42)

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 the pages simply be checked to make sure the log pages are complete and give a participation grade. For more information on the vocabulary log, read the brief introduction on pages xv–xvi and watch the video of Keith Folse, series editor, discussing the log at [www.press.umich.edu/esl/compsite/4Point/](http://www.press.umich.edu/esl/compsite/4Point/).

**Answers**

Answers will vary.

## **Unit 2: Health: Nutrition (pages 43–78)**

### **Objectives**

Students will be able to

- understand ordinal numerical information
- state ordinal numerical information
- express likes and dislikes
- give an impromptu speech
- listen for reductions and ellipses
- discuss pros and cons
- use strategies to prepare before a lecture
- read a short academic passage
- use a chart to organize lists
- expand academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

### **Listening Skills and Strategies**

- listening for and giving ordinal numerical information
- listening for reductions and ellipses
- preparing before a lecture

### **Speaking**

- expressing likes and dislikes
- discussing pros and cons

### **Note-Taking**

- using a chart to organize lists

## **Unit Opening (page 43)**

Open a class discussion about nutrition. Initiate the discussion by having students vote on which food they'd rather eat of those pictured on page 43. Let students share their favorite foods, campus/school dining locations, or local establishments.

### **Part 1: Fast Food (pages 44–51)**

#### **PRE-LISTENING ACTIVITIES (PAGES 44–45)**

Tell students the focus of Part 1 is fast food. Ask students to list fast food franchises on campus or in the local community. It could be interesting to discuss which fast food restaurants are also located in their countries of origin. Review

Venn diagrams (page 32). Make a Venn diagram comparing McDonald's in the United States to McDonald's in another country. Read the introductory material and ask students to answer the questions with a partner. Open a class discussion to share answers and spend some extra time discussing how students developed the rankings for the chart in question 3. Remind students that whether their ranking is correct is not important. It's important that they are making predictions and activating prior knowledge, which leads to the material being easier to comprehend since they will have been using some of the vocabulary that will be used.

### Answers

Answers will vary.

### STRATEGY: LISTENING FOR AND GIVING ORDINAL NUMERICAL INFORMATION (PAGES 46–47)

Ask students which classes they've had in which lecturers use numerical information. Expect the answers to be varied since every discipline and every topic uses numerical information in some form. Expand the discussion by including other types of discourse that use ordinals. Present the information in the box and read the examples aloud. Ask students to repeat what they hear.

Discuss the Pronunciation Note and give students time to practice using the examples in the box on page 47.

### Expansion Activity

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

### Answers

Voiced: all vowels, b, d, g, v, z, ð, ʒ, j, l, m, n, ŋ, r, w, y, dʒ  
Voiceless: p, t, k, f, s, θ, ʃ, tʃ, h

### Practicing Ordinal Numbers (page 47)

Give students a few minutes to write five phrases using ordinal numbers. Provide a few examples to get them started: *We celebrated my brother's twenty-second birthday. Do you know where 58<sup>th</sup> Street is in New York City? My project was the third one chosen for the conference.* After sufficient time, pair students to read their sentences or phrases for their partner to write. Tell students they only need to write the ordinal or short phrase and not the whole sentence (if students are using complete sentences). Then have them reverse roles so both students have a chance to say and listen to ordinals.

### Answers

Answers will vary.

### LISTENING 1: AN INFORMATIONAL SEMINAR (PAGE 48)

#### Listening for Information (page 48)

Ask students to share kinds of listening they have had to do. Elicit answers such as *lectures, seminars, talks, meetings, conversations, and discussions*. Prepare students for the next listening excerpt by explaining that they will hear a seminar given by a guest speaker. Talk about the challenges of guest speakers (*not a voice they have become accustomed to as with regular professors, high-level vocabulary, or new information*). Begin by having students transfer their rankings from page 45 to the fourth column in the chart on page 48. Remind them that because of the earlier discussion, they can make predictions about what they will hear. Play the audio and ask students to complete Columns 2 and 3. If necessary, play the audio more than once.

## Answers

Answers for the fourth column will vary.

Food Item	Calories	Ranking (1 = highest calories)	Your Ranking Guess
Cheeseburger	359	5	
Chicken sandwich	515	3	
Cola drink (large)	310	6	
Fish sandwich (with tartar sauce and cheese)	523	2	
French fries (large)	578	1	
Fried chicken (drumstick)	160	10	
Hamburger (plain)	275	8	
Hot fudge sundae	284	7	
Pepperoni pizza (1/8 slice)	400	4	
Taco (with meat and cheese)	210	9	

### SPEAKING (PAGES 49–51)

#### Expressing Likes and Dislikes (pages 49–51)

Discuss the factors that often influence word choice, such as location, status, age, relationship, time, and gender. Also discuss how some phrases are more formal than others and word choices are influenced by the context as well. Present the lists in the book and ask students to answer the questions below the boxes with a partner or small group. Ask a group leader to summarize the discussion and write any new adjectives or phrases on the board. Suggest that students add any new phrases to the list in the book.

### Expansion Activity

Ask students to search MICASE or another corpus for the phrases listed on page 49. Suggest they find one or two of the phrases in the corpus and look at the situation in which it was used (type of speech, a particular discipline, participants, etc.). Challenge them to find other new phrases to share with the class during the next class period. Compare and contrast the situations in which the phrases were used or how common (or uncommon) they are.

### Discussing (page 50)

Give students time to answer the questions with a partner. Encourage them to practice using ordinals and incorporating the likes and dislikes expressions. It is also a good time to review the language from Unit 1. Be prepared to have some students choose different formality and phrases. Circulate to help as needed. Allow time for a large class discussion.

#### Answers

Answers will vary.

#### Expansion Activity

Assign a short presentation (or a group presentation) in which students do some light research to gather nutritional data for a fast food establishment. Consider assigning fast food restaurants so all students are not working on the same restaurants. Remind them that light research is not as detailed and does not take as much time as preparation for a research paper or other academic works. Light research includes finding a few sources that provide some supporting details. In their presentation, ask students to present some interesting facts and numbers. This is an ideal time to review the giving interesting facts language from the *Four Point Listening and Speaking Intro*, but more importantly, it is a good way for students to practice numbers from Unit 1 and Unit 2 of this book. As part of their presentation, ask them to give examples and express likes and dislikes. As a conclusion, encourage them to recommend what people should order when visiting the restaurant.

### Analyzing the Situation (page 51)

Challenge students to read each situation and decide how they would express their likes and dislikes in each situation. Tell students to actually imagine how a conversation might develop and ask them to write a dialogue to perform for the class. Also consider including an impromptu role-play activity.

#### Answers

Answers will vary.



### Expansion Activity

Additional dialogues can be developed by having students offer advice for the situations on page 51 or others they create. If *Four Point Listening and Speaking Intro* was used, it is a good time to review giving and offering advice from Unit 2.

Or, tell students to imagine they are peer advisors at the school. Ask them to express their likes and dislikes for new students.

*the best places to eat on campus (or nearby)*

*the most expensive places to eat*

*the quietest places to study*

*the least desirable times to take classes*

*the nicest teachers*

*the hardest classes*

*their favorite discipline*

*the ideal spring break destinations*

*the worst places to have a group meeting*

*the most stressful things about college*

### Making an Impromptu Speech (page 51)

Tell students that one of the best ways to learn a language is to practice using it spontaneously. Most conversations are not those that can be planned, so impromptu activities will allow the practice in the safety of the classroom. Consider writing the questions on cards and having students choose them randomly. Or let students practice with the given questions and write similar questions on cards for an impromptu speech that can be evaluated if desired.

### Answers

Answers will vary.

## Part 2: Discussing Pros and Cons (pages 52–61)

### PRE-LISTENING ACTIVITIES (PAGE 52)

The topic of artificial nutrition can be sensitive. It might be helpful to be familiar with the topic in general before beginning this unit. Read the introductory information and give students time to discuss the questions. Have partners share their information with another pair to broaden the discussion.

#### Answers

Answers will vary.

Read the short introduction before the strategy box. Remind students that discussing this issue in class is strictly a means to practice the language and not about making any decisions. Also discuss how knowing pros and cons of any topic is helpful in order to participate well in discussions and make informed decisions when and if necessary. Some good websites to refer students to include the American Hospice Foundation at [http://www.americanhospice.org/index.php?option=com\\_content&task=view&id=48&Itemid=8](http://www.americanhospice.org/index.php?option=com_content&task=view&id=48&Itemid=8), FamilyDoctor.org at <http://familydoctor.org/familydoctor/en/healthcare-management/end-of-life-issues/artificial-hydration-and-nutrition.html>, and WebMD at <http://www.webmd.com/healthy-aging/should-i-receive-artificial-hydration-and-nutrition>.

### STRATEGY: LISTENING FOR REDUCTIONS AND ELLIPSES (PAGE 53)

Review contractions from Unit 1 (page 13). Mention that contractions are one feature of English that might make it hard to understand. Open a discussion about the challenges of English pronunciation. Students might not know the formal terms, but elicit answers such as *linking*, *false starts*, *slang* or *colloquialisms*, *fillers*, or *assimilation*. Introduce two other features: *reductions* and *ellipses*. Present the information in the box and read the examples aloud so students can hear what they sound like.

### Expansion Activity

If time allows for a short pronunciation lesson, define the features in more detail.

linking = connecting words together (consonant to consonant or vowel to vowel)

false starts = beginning a word or statement, struggling to find the right word or changing the words, and then starting over

slang or colloquialisms = words or phrases that may be culturally specific

fillers = sounds or words that have no meaning (or meaning to the given content)

assimilation = blending sounds

Stage a challenge and see if students can give examples of each, including reductions and ellipses. Then have students find examples in MICASE and use the *Listen to MICASE* option to hear what these features sound like in spoken English. Ask students to bring a sample to share with the class.

### Practicing Eliminating Reductions (page 54)

Remind students that reductions and ellipses happen in spoken English and usually sound less formal. Look at the first one in the book. Make sure there are no questions about this “translation” and then ask students if it could be formalized to a greater degree. Elicit answers such as *What do you think about going to his study session Thursday night? Do you want to go to his study session on Thursday night? Do you think we should go to his study session on Thursday night?*

### SPEAKING (PAGES 55–56)

#### Answers

Answers will vary. Possible answers:

1. How about going to his study session Thursday night.  
What do you think about going to his study session Thursday night?  
Do you want to go to his study session on Thursday night?  
Do you think we should go to his study session Thursday night?
2. You got to think about people who are in comas. Doctors should help them.  
You have to think about people who are in comas.  
You must think about people who are in comas.  
You have to agree that we need to think about people who are in comas.

3. Do you want to go over this material again? We have to study the online notes and the textbook chapter.  
Would you like to study this homework again? We need to study the online notes and the textbook chapter.
4. The teacher assistant told me that the teacher writes his tests from information in the textbook so we need to study the chapter.  
The teacher assistant informed me that the teacher writes his tests from information in the textbook, so it's important that we study the chapter.
5. We have studied so much. I have to get some sleep. I have to go. See you in the morning.  
We have studied so much. I need to get some sleep. I need to go. I will see you in the morning.

### Discussing Pros and Cons (pages 55–56)

Remind students that discussing both sides of an issue is typical of academic discussions. Present the words and format in the textbook. Explain that it is also possible for one person to state both a positive and a negative.

### Practicing Pros and Cons (page 56)

Read the instructions and pair students. Give them time to write their pro/con situations and challenge them to incorporate the language presented in Unit 1 and the first part of Unit 2. Ask them to write a dialogue to perform for the class and give them time to decide what would be reductions and ellipses to native speakers. Allow time for partners to read their role plays.

### Answers

Answers will vary.

### Expansion Activity

Print the video script from Unit 1. Ask groups to mark the script in places where they feel a native speaker uses reductions or ellipses. Practice by letting students read the revised script. For evaluative purposes, record the new versions and schedule one-on-one meetings to discuss student performances. If preferred, use the audio scripts from Unit 1 ([www.press.umich.edu/esl/tm](http://www.press.umich.edu/esl/tm)) or a television or movie script available online for students to practice.

## LISTENING 2: DISCUSSING PROS AND CONS (PAGES 57–59)

### Listening in Groups (pages 57–59)

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

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. *I kinda like . . . , I can't tolerate . . . I'm just not buying your . . . , I'm not happy about . . .* Note the phrases of *dislike* are stronger than the phrases of *like* in this clip.
2. *although, even though, but, in spite of*
3. *didya, gonna, ta, 'bout, kinda, gotta, hafta, 'em, s'pose, wanna, usin', hasta, ya, whaddabout, needta, 'cause*
4. Answers will vary.

#### Focus on Tone

Possible answers:

1. Answers will vary.
2. The second student feels stronger based on his tone (word stress, volume, and intonation).
3. Answers will vary.

#### Focus on Nonverbal Communication

Possible answers:

1. direct eye contact, facial expressions, raised eyebrows, eye rolling, frowning, shrugging, hand movements and gestures (using hands for emphasis, pointing fingers), nodding
2. Answers will vary.
3. Answers will vary.

#### Summary

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

### Expansion Activity

Go to the TED website at [www.ted.com](http://www.ted.com). Search for “nutrition” and choose a talk that best fits your time constraints and students’ interest level and ability. Create a comprehension quiz if a listening evaluation is needed. The interactive script makes it easy to create cloze quizzes or write main idea and detail questions. Also consider having students follow along with the interactive transcript. The interactive transcript allows listeners to click on specific words to hear how they sound. Alternatively, ask students to choose one and listen outside of class. Ask them to write a paragraph-long summary and critique the speaker’s English in terms of contractions, reductions, ellipses, and other features covered in the Expansion Activity on page 26.

### Expansion Activity

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

### YOU BE THE JUDGE (PAGES 60–61)

Present the You Be the Judge activity and group students as appropriate. Remind them that this activity will give them a chance to practice the strategies learned in Parts 1 and 2 as well as in Unit 1. Consider setting a time limit and then allowing time for the groups to share their verdicts.

### Answers

The answer is also included in the student book on page 229.

In Wisconsin, there is a “presumption that continuing life is in the best interests of the ward.” The Court decided that there was not enough evidence to rebut the presumption that the patient would choose life.

Source: [www.wrml.org/assistedsuicide/courtcases/nutrition.aspx](http://www.wrml.org/assistedsuicide/courtcases/nutrition.aspx)

### Part 3: The Food Groups (pages 62–74)

#### PRE-LISTENING ACTIVITIES (PAGE 62)

Initiate a discussion by reviewing Part 1 on fast food, which is often not considered “nutritious.” Mention that Part 3 is about the food groups and what some people would consider “nutritious.” Ask students how they define *nutritious*. Ask students to answer the questions in pairs and then combine pairs to form groups of four to combine answers. When sharing answers, ask one student from each group to write their answers to Question 2 on the board.

#### Answers

Answers will vary.

Note that the food groups from MyPyramid included: grains, vegetables, fruits, milk/dairy, and meats and beans. There was also a tiny part of the pyramid for oils.

In June 2011, MyPyramid was replaced with MyPlate. The MyPlate categories are quite similar: fruits, vegetables, grains, protein, and dairy.

Free materials are available online at [www.choosemyplate.gov/print-materials-ordering.html](http://www.choosemyplate.gov/print-materials-ordering.html).



**STRATEGY: PREPARING BEFORE A LECTURE (PAGE 63)**

Tell students that although these steps seem obvious, not many people actually follow them. Comprehension improves when some preparation is done before the lecture. Present the information in the box and survey the students to see how many students do these and why they do [or why they don't]. Most students will claim that it's a time issue. Take the opportunity to talk about time management. Remind students that the items are not time consuming and most can be done in just a few minutes before class.

**Expansion Activity**

Ask students to interview one person who has been at the school longer than they have and ask for time management tips. Assign a due date. When students bring their answers, have them work in small groups to create a list of time management tips for next year's students. Generate a discussion about what they learned and what tips they intend to implement.

For more advanced students, ask them to interview a professor, advisor, or counselor for information.

**Preparing before a Lecture (page 63)**

Consider assigning this activity as homework and asking students how long it took them to do the reading and complete the four questions. In class, put students in groups to compare and discuss answers, online search engines, keywords, and other strategies (*highlighting the reading, taking notes from the reading*).

**Answers**

Answers will vary.

**READING (PAGES 65–66)**

**Reading about the Pyramid (pages 65–66)**

Ideally the reading is done as homework before listening to the lecture. If necessary, spend time answering any questions or defining any vocabulary the students struggle with.



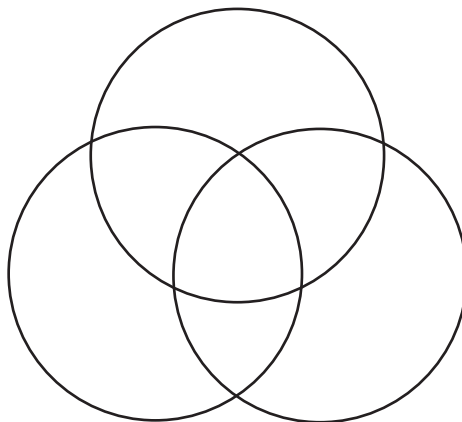
### Expansion Activity

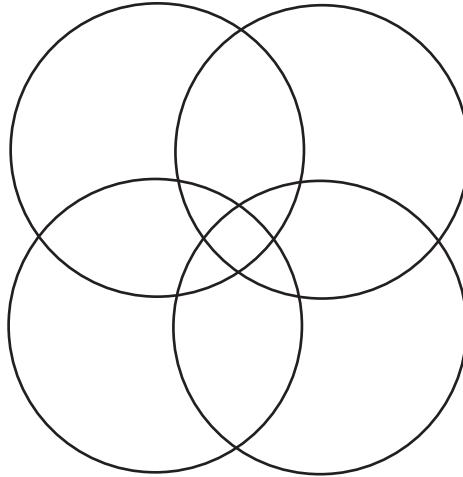
If evaluation is desired, create a pop quiz to make sure students read the material. Quizzes may also be used as participation grades. Questions may include:

1. Define oils. (fats that are liquid at room temperature)
2. List two examples of common oils. (canola, corn, cottonseed, olive, safflower, soybean, sunflower)
3. Name one oil used as a flavoring. (walnut or sesame)
4. What is an example of a food that is naturally high in oil? (nuts, olives, some fish, avocados)
5. When did it become a requirement to add trans fat to food labels? (2006)
6. What kind of fats do oils have a lot of? (monounsaturated and polyunsaturated)
7. What kind of fat are oils low in? (saturated)
8. Oils from plant sources contain NO \_\_\_\_\_. (cholesterol)
9. There are two plant oils mentioned that are considered solid fat. Name them. (coconut and palm kernel). Why? (They are high in saturated fats)
10. What is the difference between an oil and a solid fat? (Solid fats are solid at room temperature).
11. What process do vegetable oils go through to become a solid fat? (hydrogenation)
12. List three examples of solid fats. (butter, beef fat (tallow, suet), chicken fat, pork fat (lard), stick margarine, shortening)

#### NOTE-TAKING (PAGES 67–68)

Remind students about the Venn diagram note-taking strategy studied in Unit 1 (page 28). Note that it is possible to have Venn diagrams with more than two circles. Draw samples on the board.





Draw attention to page 67 and discuss how using charts is another way to organize notes before, during, or after a lecture (or refer to ideas presented in *Four Point Listening and Speaking Intro*). Tell them not to be frustrated and taking notes and organizing them later is fine. Discuss the sample. Point out the strategy to leave room for other sections to add as the lecturer speaks. Mention that this strategy also works in that new information might be added in other lectures or from the textbook as well.

#### Adding Categories to a Note-Taking Chart (page 68)

Play the first part of the audio and ask students to fill in the additional category to the chart.

#### Answers

Oils

#### VOCABULARY POWER (PAGE 69)

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

#### Answers

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

### **LISTENING 3: FOOD GROUPS (PAGES 70–72)**

#### **Listening to a Lecture (pages 70–71)**

Solicit a volunteer to read the introductory material. Tell students that some people prefer (and it might be easier) to write what they can while listening and then organize notes afterwards. Explain that they will hear the audio clip one time without stopping. (It can be read aloud or played again later if necessary.) Give them time to organize their notes into the chart on page 68.

#### **Checking Your Understanding: Main Ideas (page 70)**

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

#### **Answers**

2, 5

#### **Checking Your Understanding: Details (pages 70–71)**

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. c    | 4. b |
| 2. a, d | 5. b |
| 3. b, c | 6. d |

#### **Evaluating Your Notes (page 72)**

Give students time to complete the questions and share their answers. Ask students if the preparing for the lecture activities made things easier.

#### **Answers**

Answers will vary.

### Expansion Activity

Direct students to the United States Department of Agriculture website at [www.choosemyplate.gov](http://www.choosemyplate.gov). Show students samples from the Fruits and Veggies Video Challenge and some of the winners at <http://fruitsandveggies.challenge.gov/>. Stage a classroom competition in which students (individually or as groups) create a video for a contest. Use the judging criteria provided on the website (quality, implementation, and potential impact) for evaluative purposes if desired (or let peers do the critiquing).

### DISCUSSION (PAGES 73–74)

Assign students to groups (or let them choose their own if desirable). Encourage creativity and revisit the language boxes in Units 1 and 2. If time allows, have students treat all the patients instead of only one.

### Answers

Answers will vary.

### Expansion Activity

Ask each group to create a patient and develop a treatment. Collect the details and type them for distribution during the next class period, but do not include the recommended treatment. Give each group a copy of the new patients and ask them to submit recommendations. Set a time limit. After the time elapses, ask each group to present the new treatment and then require the team who created the patient to announce their agreement or disagreement with each recommendation and have them reveal their original recommendation.

### RAPID VOCABULARY REVIEW (PAGE 75)

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

#### Answers

- |                    |              |
|--------------------|--------------|
| 1. remove          | 11. decrease |
| 2. keep            | 12. stop     |
| 3. look at quickly | 13. of       |
| 4. an aspect       | 14. aware    |
| 5. tiredness       | 15. a meal   |
| 6. necessary       | 16. broad    |
| 7. not natural     | 17. of       |
| 8. methods         | 18. to       |
| 9. 7, 8, 9         | 19. message  |
| 10. give           | 20. with     |

### SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 76)

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

#### Expansion Activity

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

A variation of this activity might be to consider having students bring in assignments from a well-known institution or one they are interested in attending later. (If students are in community college, they might research their discipline of interest at a four-year university; others might choose to look at graduate level classes). Students can find examples online.

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

**Impromptu Speech:** Consider writing the five food groups on cards and having students draw a card when it's their turn. For more advanced students, extend the time to two minutes (or longer).

**The Ideal Cafeteria:** Students should be able to rely on prior knowledge and the language from the textbook for this activity. Encourage students to “think out of the box.” Remind them that this activity is ideal for incorporating target language from the first two units.

**My Own Pyramid:** Even though the MyPyramid food groups were converted into the MyPlate groups, the daily recommendations are still available at several locations:

[www.choosemyplate.gov/food-groups/downloads/MyPyramid\\_Food\\_Patterns.pdf](http://www.choosemyplate.gov/food-groups/downloads/MyPyramid_Food_Patterns.pdf)

[www.choosemyplate.gov/food-groups/](http://www.choosemyplate.gov/food-groups/)

[www.choosemyplate.gov/food-groups/vegetables\\_amount\\_table.html](http://www.choosemyplate.gov/food-groups/vegetables_amount_table.html)

[www.choosemyplate.gov/food-groups/grains\\_amount\\_table.html](http://www.choosemyplate.gov/food-groups/grains_amount_table.html)

[www.choosemyplate.gov/food-groups/proteinfoods\\_amount\\_table.html](http://www.choosemyplate.gov/food-groups/proteinfoods_amount_table.html)

[www.choosemyplate.gov/food-groups/fruits\\_amount\\_table.html](http://www.choosemyplate.gov/food-groups/fruits_amount_table.html)

[www.choosemyplate.gov/food-groups/dairy-amount.html](http://www.choosemyplate.gov/food-groups/dairy-amount.html)

[www.choosemyplate.gov/weight-management-calories/calories/empty-calories-amount.html](http://www.choosemyplate.gov/weight-management-calories/calories/empty-calories-amount.html)

### Expansion Activity

For additional authentic listening practice, the United States Department of Agriculture website at [www.cnpp.usda.gov/DGAs2010-SlidePresentation.htm](http://www.cnpp.usda.gov/DGAs2010-SlidePresentation.htm) has a media briefing audio and transcript available. A PowerPoint slide presentation is also available that students can use for additional information and to get an idea of how charts and graphs can be used in academic presentations.

**The Perfect Plan:** Consider having students create their own person (height, weight, gender) at [www.choosemyplate.gov/myplate/index.aspx](http://www.choosemyplate.gov/myplate/index.aspx). They can then get a recommended daily plan. From there, have them create an ideal diet for any average person using the SuperTracker on the ChooseMyPlate.gov site at [www.choosemyplate.gov/supertracker-tools/daily-food-plans.html](http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html). Ask students to create a day's menu if this person were on campus or in the local community. What would they recommend he or she eat and where?

### VOCABULARY LOG (PAGES 77–78)

Follow the procedure of choice for the vocabulary log.

### Answers

Answers will vary.

### Expansion Activity

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

## **Unit 3: Business: The World of Entrepreneurship (pages 79–117)**

### **Objectives**

Students will be able to

- get the gist
- use strategies to determine the general idea
- ask for examples and definitions
- give examples and definitions
- give an impromptu speech
- listen for persuasion
- persuade, counter, and concede
- listen for and use boundary signal words
- take notes on visual aids
- read a short academic passage
- expand academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other materials

### **Listening Skills and Strategies**

- getting the gist
- listening for and using persuasion
- listening for and using boundary signal words and phrases

### **Speaking**

- asking questions (for examples and definitions)
- persuading, countering, and conceding

### **Note-Taking**

- taking notes on visual aids

## **Unit Opening (page 79)**

Read the short introduction. Poll the students to see if any of them are aware of any startup companies or large companies that started as startups. Elicit answers such as Google or Facebook. Draw the graphic organizer of your choice on the board and lead a group discussion comparing and contrasting the benefits and drawbacks to working for an established company to working for a startup. Consider using a Venn diagram (Unit 1), or note-taking chart (Unit 2) or one from *Four Point Listening and Speaking Intro*. Guide students in thinking about items such as salaries, health benefits, stock options, security, etc.



### Expansion Activity

Challenge students to give a short presentation on a company that began as a startup company. Consider making this a group presentation to give students further practice working in groups. Assign each student/group a company to research. To best practice the signal words and phrases from Units 1 and 2, have students compare and contrast the company when it started to what it is like today.

A list of companies to consider includes:

- Ebay
- Linked In
- Netflix
- Paypal
- Sun Microsystems
- Yahoo

Another good list of startup companies that started in garages includes:

- Amazon
- Apple
- Disney
- Google
- Harley-Davidson
- Hewlett-Packard
- Lotus
- Maglite
- Mattel
- Yankee Candle Company

Brief notes can be found at <http://www.retireat21.com/new/10-companies-started-garages>.

## Part 1: Characteristics of an Entrepreneur (pages 80–86)

### PRE-LISTENING ACTIVITIES (PAGE 80)

Read the introductory material and survey the class to see if students think entrepreneurs have certain personality traits and business characteristics that people of other professions don't have. If time allows, ask students to list some of the characteristics that they believe entrepreneurs share. Write them on the board. Give students time to answer the questions with a partner.

### Answers

Answers will vary.

### Expansion Activity

List several other professions. Put students in groups to brainstorm a list of traits and characteristics employees in those professions share. Consider careers that align with future careers of the students in the class. For example, if there are several engineers, choose that as one of the professions. Otherwise, simply choose a variety from other units or those that will generate discussion: doctors, lawyers, teachers, biologists, sociologists, politicians, and/or nutritionists.

#### STRATEGY: GETTING THE GIST (PAGE 81)

Define gist if necessary (*the essential part of the content*). Remind students that sometimes it really isn't necessary to understand every single word. Sometimes catching the content (versus function) words is enough to get the gist. Present the information in the box. Review the box on preparing before a lecture (page 63) and remind students those strategies might also help them to get the gist. Add any reasonable suggestions that students want to share.

#### ANSWERING QUESTIONS ABOUT THE GIST (PAGES 81–82)

Explain this is a two-part activity. Go over the instructions. Give students time to guess the missing words from the text. Encourage them to guess, but remind them that they shouldn't panic if they can't think of a word for every blank. Then have students answer the questions on page 82. Most students should be able to answer the questions even if some (or most) of the words are still missing or if some guesses are incorrect.

### Answers

Since its founding on July 30, 1953, the U.S. Small Business Administration has delivered millions of loans, loan guarantees, contracts, counseling sessions, and other forms of assistance to small businesses.

The SBA was officially established in 1953, but its philosophy and mission began to take shape years earlier in a number of predecessor agencies, largely as a response to the pressures of the Great Depression and World War II.

The Reconstruction Finance Corporation (RFC), created by President Herbert Hoover in 1932 to alleviate the financial crisis of the Great Depression, was SBA's grandparent. The RFC was basically a federal lending program for all businesses hurt by the Depression, large and small. It was adopted as the personal project of Hoover's successor, President Franklin D. Roosevelt, and was staffed by some of Roosevelt's most capable and dedicated workers.

### Answers

1. July 30, 1953
2. One primary function is to give assistance, in a variety of ways, to small businesses.
3. It was started due to the pressures of the war.
4. The RFC was formed to help the financial crisis.

### Checking Your Guesses (page 82)

After giving students the answers to the activity, ask them to complete the questions. Make sure students realize that they didn't need all the words or the exact words to get the gist. Let students talk about the questions with a partner or small group. It is a good time to mention the merits of a good thesaurus to learn synonyms if vocabulary is new to them. Guide students to a good online dictionary/thesaurus such as [www.m-w.com](http://www.m-w.com). Remind them of the importance of the Rapid Vocabulary Review and Vocabulary Log activities.

### Answers

Answers will vary.

### LISTENING 1: GETTING THE MAIN IDEA (PAGE 83)

#### Listening for Information (page 83)

Explain that students are going to hear a conversation. Remind them this is simply a practice to get the gist. Play the audio more than once if necessary and encourage students to listen on their own as well. After listening, go over the answers. Encourage discussion by asking questions such as *Did you get some of the answers correct even if the vocabulary was new? What strategies did you use to get the gist?* Remind students that some of the answers have words not used in the conversation, but the answers are evident from the gist.

### Answers

- |      |      |
|------|------|
| 1. a | 3. c |
| 2. b | 4. b |

### Expansion Activity

Choose a TED talk ([www.ted.com](http://www.ted.com)) to further practice getting the gist. A good talk to use that is related to the unit topic is Cameron Herold's talk "Let's Raise Kids to be Entrepreneurs." ([http://www.ted.com/talks/lang/en/cameron\\_herold\\_let\\_s\\_raise\\_kids\\_to\\_be\\_entrepreneurs.html](http://www.ted.com/talks/lang/en/cameron_herold_let_s_raise_kids_to_be_entrepreneurs.html)). If more listening comprehension is desired, a comprehension quiz can be created using the interactive transcript. Consider making a Cloze quiz with every seventh word deleted and have students fill in the blanks as the video plays. After the talk, compare

### SPEAKING (PAGES 84–86)

#### Asking Questions (page 84)

Discuss how native speakers can lose the gist of a conversation or discussion, too, and that this is not solely a second-language speaker problem. It's an acceptable and regular occurrence for people to stop the conversation to clarify information. Review the clarification language in Unit 1. Many times people are asking for an example or a definition to make sure they understand the content. Present the phrases in the boxes. Ask students to list any others they can think of.

### Expansion Activity

Refer students to MICASE. Have students use the *Search MICASE* feature to look for these phrases and determine in what context they are most frequent. Also consider having them *Browse MICASE* to find other words or phrases used to ask for examples or definitions. Give students a deadline to bring their data to share with the class. Write any new phrases on the board for students to add to the lists in the book.

#### Role-Playing (pages 85–86)

Go over the directions, names, and traits. Depending on the level (skill and comfort) of your students, design the role-play to maximize their learning potential. Consider letting them plan the dialogue in advance before reading it for the class or draw names in random order for more advanced students. Also consider posing a challenge to see which group can extend the role-play the longest or include the most new words and phrases. Suggest students add new words and phrases to the lists on page 84.

### Answers

Answers will vary.

### Expansion Activity

Assign a presentation based on an interview students conduct. Ask them to choose an employee at the school (or another location of their choice). They should choose someone in the profession they are interested in studying (or a teacher who knows a lot about that profession) to talk with. The goal is to learn more about a profession and the traits and characteristics needed to be successful. Students should plan a short presentation about their interviewee, the profession, and qualities or traits that make someone in that profession successful. A rubric can contain items such as completeness, description of interviewee, examples and definitions, organization, and vocabulary. Presentation skills could also be evaluated: tone, volume, eye contact, fluency, etc. Rubrics can be created, borrowed, adapted, or shared at [www.rcampus.com/indexrubric.cfm](http://www.rcampus.com/indexrubric.cfm).

### Making an Impromptu Speech (page 86)

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

### Answers

Answers will vary.

### Expansion Activity

Find some sample business proposal or marketing speeches on the school's website, [www.youtube.com](http://www.youtube.com), or other public speaking website. Have students analyze the components of a speech. Different speeches have different components but many include: welcome, introduction, experience and qualifications of the person or company, the business plan, and closing. Have students vote for which parts are necessary for a speech of this nature. Challenge students to write a one to two minute speech. Evaluate using a rubric detailing the parts everyone agrees upon.

## Part 2: Developing a Company (pages 87–96)

### PRE-LISTENING ACTIVITIES (PAGE 87)

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

#### Answers

Answers will vary.

### STRATEGY: LISTENING FOR AND USING PERSUASION (PAGE 88)

Mention that listeners have some strategies at their disposal to tell when a speaker feels strongly about a topic and that these strategies can be used when they are speaking. Present the information in the text. Read the examples aloud so students can hear what they sound like.

Draw attention to the Pronunciation Note. These may be hard for some students, so give them time to practice.

### Practicing Persuasion (page 88)

Give students time to complete the sentences and decide how to read them in order to be persuasive. Then pair students for practice.

#### Answers

Answers will vary.

### Expansion Activity

Ask students to record the sentences in the practice activity and submit the recording to you via the program's course management system or on a flash drive. Also consider having them write some sentences about their chosen field. Give some feedback on how they can use the strategies presented in the box.

## **SPEAKING (PAGES 89–91)**

### **Persuading and Countering (pages 89–90)**

After reviewing the voice strategies, draw attention to the fact that word choice can help them recognize when someone is persuading them and that choosing words carefully will help them persuade others. Present the phrases for persuading, countering, and conceding. Add any other phrases students have heard to the boxes.

### **Role-Playing (page 90)**

Allow time for students to read the situations and the format for this role-play. Give students time to plan the first one. Challenge them to continue extending the conversation as much as possible before conceding. Make sure students switch roles so everyone practices persuading, countering, and conceding.

### **Answers**

Answers will vary.

Hold a brief discussion period in which students can discuss when the best time to concede is. Talk about distinguishing weak arguments from strong arguments. Also discuss what other factors might influence when and what words are used to concede (location, status, age, gender, etc.).

### **Expansion Activity**

Challenge students to use the *Search MICASE* feature to search for more phrases used for persuading, countering, and conceding. Let students share their findings in class and encourage students to add new phrases to the lists on pages 89–90. Then ask students to perform new role plays incorporating some of the newly learned phrases.

## **LISTENING 2: PERSUADING TEAM MEMBERS (PAGES 92–94)**

### **Listening in Groups (pages 92–94)**

Before the video clip, ask students to discuss any progress or new challenges experienced in group work. Solicit volunteers to share stories from past experiences or in other classes with native speakers.

## Answers

### Focus on Language

#### Possible answers:

1. Phrases: *We need to consider . . . , everyone recognizes . . . , don't you think . . .*  
Strategies: stressing content words (*seriously, best*), using stronger, less frequent words and phrases (*pizza with a twist, innovative*), exclamation or emotion (*beyond great*)
2. *I'll grant you that, but . . . , but . . . , but . . . , even though that may be true . . .*
3. *I can go along with . . . , I can go along with part of that idea . . . , Okay, you win*
4. Answers will vary.

### Focus on Tone

#### Possible answers:

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

### Focus on Nonverbal Communication

#### Possible answers:

1. gestures for emphasis (moving hands up and down), smiling, pointing (pens and fingers), leaning forward, eye contact
2. head shaking, crossed arms, gestures (hand movements)
3. leaning back, holding hand up (to indicate no more countering)

### Summary

1. Answers may include: ask questions, make requests, and use voice fillers.
2. Answers will vary.

## Expansion Activity

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



### DISCUSSION (PAGE 95)

Assign students to groups. Tell them to follow the template and create their own business. Students often enjoy this activity, so if time is short, set a time limit or assign this as a more formal activity so students can meet outside of class to make plans. This can also be developed into a formal group presentation that can be evaluated.

### Expansion Activity

Explain the concept of a sales pitch or an “elevator talk” in which someone has a short time to explain their idea or research. For academic groups, present the idea of poster sessions in which presenters have the crux of their research compiled in a poster and they give the same short talk many times. Have students develop a poster or elevator talk for their business. Arrange for other classes or instructors to listen and “vote” for the best idea.

### You Be the Judge (page 96)

Present the You Be the Judge activity and group students as appropriate. Remind them that this activity will give them a chance to practice the strategies learned in Parts 1 and 2 as well as those in earlier units. Consider setting a time limit and then allowing time for the groups to share their verdicts.

### Answers

The answer is also included in the student book on page 229.

The taxi cartel wanted to overturn the reform that would allow more taxis. The court dismissed the lawsuit. Luis Paucar had unsuccessfully tried for nearly four years to provide taxi service in Minneapolis. “All I ever wanted to do was to enter the market and compete,” said Paucar. “Today’s ruling protects my right to do so.”

Source:

[www.ij.org/index.php?option=com\\_content&task=view&id=2791&Itemid=165](http://www.ij.org/index.php?option=com_content&task=view&id=2791&Itemid=165)

### Part 3: Analyzing a New Business (pages 97–113)

#### PRE-LISTENING ACTIVITIES (PAGE 97)

Even though the main topic is business, the type of analysis businesspeople use (strengths and weaknesses) will benefit students in a variety of disciplines. Ask students to share types of analysis they have to do in their other classes. Elicit answers such as *analyzing whether a political leader in history made a good decision, analyzing how chemical components might (or might not) mix, analyzing a math problem*. Go over the brief introductory statements and then have students answer the questions with a partner. Hold a discussion with the class to share answers.

#### Answers

Answers will vary.

#### STRATEGY: LISTENING FOR AND USING BOUNDARY SIGNAL WORDS (PAGE 98)

Review the signal words previously studied in Units 1 and 2. Then focus on boundary signal words and mention that these words are often used to mark a new topic. These boundaries might be marked by ordinal numbers, time, or process words. Go over the examples in the box and add any others that students have heard and encourage them to add to the lists or to their notebook.

#### Listening and Using Boundary Signal Words (page 99)

A good way to measure oral proficiency, practice signals, and increase student comfort levels is by having students use the words rather than simply listening for them. Give students time to write answers to the processes listed. Remind them that using signal words will make them easier to identify later and make things easier when people are listening to them. Encourage them to be very conscious of inserting boundary signal words.

#### Answers

Answers will vary.

#### Expansion Activity

Assign an extra oral presentation. Ask students to present a process to the rest of the class. Ideas may include a hobby (teach the class how to make a paper airplane), cook a recipe (from their native country), or complete a process in their field. Encourage them to bring visual aids or have their classmates follow directions as they present.

### Expansion Activity

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

Ask students to notice the time and process words and make a list. The list includes many variations of “now”: *now, so now, now what we do, now that we have* and other words such as *then, once again, once you have, we're going to, when you do that, when it does, this time, etc.*

### NOTE-TAKING (PAGE 100)

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

### READING (PAGE 101)

Discuss the differences between books and lectures. Mention how important words in a book are easy to identify because they are in bold or italic type. Review the box on persuasion on page 88 and discuss that important words in lectures are “marked” using these strategies. Similarly, boundaries are easy to spot in a text since they often have headings or subheadings. Ask students to mark the reading according to the directions.

### Answers

Note that answers may vary, but that students are likely to highlight the bold headings as main headings, words and phrases before colons as subheadings, and numbers and other specifics as details.

### Identifying Headings in a Lecture

Ask students to imagine they need to convert the reading into a lecture. Challenge them to answer the questions. Pose questions such as *Would you have one slide per main heading? Per subheading? Which details, if any, would you include on slides?* Ask students to read their introduction and remind them to use boundary signals as needed.

**Answers**

Answers will vary.

**VOCABULARY POWER (PAGE 103)**

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

**Answers**

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

**LISTENING 3: ANALYZING A NEW BUSINESS (PAGES 104–109)**

**Listening to a Lecture (pages 104–109)**

Introduce the passage as a lecture excerpted from a business class. Tell students this is a scripted excerpt to be used for practice. Read the introductory information and remind students that this practice is designed so that they do NOT become dependent only on information that would be on slides.

**Answers**

Answers will vary.

**Checking Your Understanding: Main Ideas (page 108)**

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

**Answers**

1, 3, 4

### Checking Your Understanding: Details (pages 108–109)

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, c | 4. b |
| 2. a, b | 5. d |
| 3. d, e |      |

#### Expansion Activity

Print a copy of the audio script. Ask students to review pages 105–107 and note what main ideas they'd put on a slide and what information they think they'd have to note. Point out that in many cases, the lecturers put main ideas, but give examples and details while the slide is showing. Encourage students to look at professors' websites or the course management system to see if the slides are available before or after the lecture. If they're available before, encourage students to use the print mode shown in this textbook to take notes in class. If they're available later, remind them that it's okay to write what they can and organize using the print mode later.

Consider using an authentic lecture and slides. The University of Notre Dame has a medical ethics course online with audio and slides available at <http://ocw.nd.edu/philosophy/medical-ethics/lectures-1/lectures>. Give students a copy of the PPT in advance and then play the audio for them to practice taking notes on material not included on the slides.

Also consider asking a colleague in another class for slides to use as an example, especially if the lecture is recorded.

### Creating a SWOT Analysis (page 110)

Ask students to meet with the group they worked with in Part 2 to develop a company (page 95). Give students time in class to create a SWOT Analysis. This activity will test their comprehension, but also let students apply what they learned, which also helps prepare students for academic classes. This activity could be assigned as homework and a formal SWOT Analysis can be presented or submitted for a more formal evaluation.

#### Answers

Answers will vary.

### **DEBATE (PAGES 111–113)**

Plan adequate time for students to work with a group to complete the activity. Go over the structure of a debate and review the format on page 111. Set time limits for the arguments and counterarguments. A good starting point is three minutes for introductory statements, two minutes for an argument and one minute for a counterargument, and three minutes for closing statements after ten minutes for open discussion. If students will be evaluated on the debate, let them know before they begin work and allow adequate time for them to meet and prepare outside of class. Debates are an ideal opportunity for students to practice using the skills in this text. Rubrics for debates can be borrowed from, adapted from, or created based on individual objectives at [www.rcampus.com/indexrubric.cfm](http://www.rcampus.com/indexrubric.cfm). Since persuading, countering, and conceding have now been studied more formally, consider raising expectations for this debate and including word choice on the rubric.

#### **Preparing Individually (pages 112–113)**

Give students time to prepare individually for their particular argument and to do research for the group. Allow class time or assign this activity as homework.

#### **Answers**

Answers will vary.

#### **Preparing as a Group (page 113)**

Schedule class time or arrange a reasonable due date if students meet outside of class to work as a group. Remind them to think about both sides of the argument.

#### **Answers**

Answers will vary.

### **RAPID VOCABULARY REVIEW (PAGE 114)**

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. hurt               | 11. suggest    |
| 2. dangers            | 12. collect    |
| 3. not nice           | 13. deprive    |
| 4. no change possible | 14. file       |
| 5. agree with an idea | 15. by         |
| 6. characteristics    | 16. you        |
| 7. an alliance        | 17. individual |
| 8. a variation        | 18. in         |
| 9. produce            | 19. over       |
| 10. creative          | 20. draw       |

### Expansion Activity

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

### SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 115)

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

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

### Answers

Answers will vary.

## General Notes

**My Personality Fits My Career Choice Because . . . :** This assignment can easily be done impromptu or scheduled for longer time slots if desired. To expand this activity, students can interview someone else from the class and present that person, their career choice, and their personality to the rest of the class.

**Strengths and Weaknesses:** Assign students to groups to have each of them share their ideas. If a written assignment is needed, have students write a summary for submission.

**Guess the Entrepreneur:** Give students time to do a little light research on an entrepreneur. They can use the list on page 85 or choose someone else they are familiar with or are interested in. Consider assigning an entrepreneur to students so everyone is not describing the same person. The biography can be submitted as a formal assignment.

### Expansion Activity

For additional question and answer practice, play a version of Twenty Questions and let students choose companies or other business topics for the activity.

**Convincing an Investor:** Talk about marketing details that business people usually consider (*audience, competition, strengths, and weaknesses*). Ask each student to create a marketing plan for a new business or product. For a presentation, explain that students will imagine they are proposing the idea to wealthy investors. Review the target language and notes on persuasion. Encourage students to create a PowerPoint presentation. Advanced students might also be challenged to write a more formal business plan. Several good examples are online at the Center for Business Planning at [www.businessplans.org/businessplans.html](http://www.businessplans.org/businessplans.html).

### VOCABULARY LOG (PAGES 116–117)

Follow the procedure of choice for the vocabulary log.

### Answers

Answers will vary.



### Expansion Activity

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

## Unit 4: Mathematics: Math for Life (pages 118–155)

### Objectives

Students will be able to

- recognize addition signal words and phrases
- use addition signal words and phrases
- confirm accuracy or get more information
- give an impromptu speech
- listen for key words
- brainstorm
- listen for and use significance signal words
- read a short academic passage
- decide when to borrow someone else's notes
- expand academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

### Listening Skills and Strategies

- listening for and using addition signal words and phrases
- listening for key words
- listening for and using significance signal words and phrases

### Speaking

- repeating to confirm accuracy or get more information
- brainstorming

### Note-Taking

- borrowing someone else's notes

## Unit Opening (page 118)

Open a class discussion about mathematics. Survey the students to see how many of them like math and ask why or why not. Use the list of professions students discussed at the beginning of Unit 2 or during the Expansion Activity on page 42. Ask them to think about how each profession uses math. For example, *doctors may use math when prescribing medications or taking vital measurements (blood pressure, glucose levels)*. Guide students to thinking about how math plays a large role in a variety of professions and activities.

## Part 1: Math in Everyday Life (pages 119–127)

### PRE-LISTENING ACTIVITIES (PAGE 119)

Tell students the focus of Part 1 is math in everyday life and isn't related to any one discipline. Assure them they won't have to do any actual math. Read the introductory material and ask students to answer the questions with a partner. Open a class discussion to share answers. Remind students of the importance of talking about topics as a way to activate prior knowledge.

#### Answers

Answers will vary.

#### Expansion Activity

Even though this unit is about language and not about math per se, many students have questions about math terminology, such as how to verbalize common symbols in English or how to pronounce fractions. Take the time to review the listening strategy boxes in Unit 1 (page 3) and Unit 2 (page 46). Then write some common symbols and fractions on the board and ask student groups to work together to name them, use them in an example, and/or pronounce them. Then go over the answers and pronunciation with the whole class. Suggested symbols are listed.

+ = plus

– = minus

x = times or multiplied by

/ or ÷ = divided by

∞ = infinity

1/3 = one third

3/8 = three eighths

≠ = unequal to or does not equal

= = equals or equal to

≤ = less than or equal to

≥ = greater than or equal to

≈ = approximately

√ = square root

### STRATEGY: LISTENING FOR AND USING ADDITION SIGNAL WORDS AND PHRASES (PAGE 120)

Take time to review signal words from Units 1–3 and the idea of how they help listeners identify how the speaker is organizing information or recognize main ideas, details, examples, or other types of information. Present the information in the box and read the list of addition signal words and phrases. Also read the

sample sentences aloud so students can hear the words in use. Solicit volunteers to name any other words or phrases to add to the list.

Discuss the Pronunciation Note and give students time to practice using the examples in the box on page 120. Mention that speakers may also pause before these signal words, which further emphasizes the point. Review the other strategies as well: increasing volume, slowing speed, and raising pitch.

### Expansion Activity

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

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

### Using Addition Signal Words and Phrases (page 121)

Give students a few minutes to write two reasons or examples for each situation. Circulate to help them connect the sentences with appropriate addition signal words. After sufficient time, let students work in pairs to read sentences and continue adding reasons. Remind them to use a signal word to add their extra reasons to their original reasons.

### Answers

Answers will vary.

### Analyzing the Situation (page 122)

Decide if students should work with the same partner as the previous activity or choose a new partner. Give them time to read each situation and share ideas. Circulate to ensure students are using the addition signal words. Let them plan dialogues to read for the rest of the class.

### Answers

Answers will vary.

**LISTENING 1: A COURSE INTRODUCTION (PAGES 123–124)**

**Listening for Information (pages 123–124)**

Ask students to share stories about what instructors do on the first day of class. Elicit answers such as *go over the syllabus*, *start the textbook*, and *answer questions*. Ask if they've ever heard a course introduction in which the instructor gives an overview of the course. Prepare students by explaining that they will hear a sample course introduction. Talk about the challenges of introductions (*a lot of information, unknown content*). Remind them that introductions have a lot of information, but they may have a lot of addition signals as well. Play the audio and ask students to complete Columns 2 and 3. If necessary, play the audio more than once. Consider having them attempt Column 2 first and then complete Column 3 when the audio is played a second time. Give students time to compare charts and to discuss the question on page 124. Then go over the answers.

<b>Answers</b>		
<b>Topic</b>	<b>Tally (how many examples are given)</b>	<b>What are the examples?</b>
Stigma	///	math is challenging people think math isn't related to discipline people think math isn't needed for everyday life
Basic Concepts	////	addition subtraction multiplication division
Percentages	////	gas mileage clothing sale prices credit card bills/interest tipping
Conversions	///	foreign currency temperature cooking
Government Finances	//	inflation taxes
Probability and Odds	////	lottery tickets baseball player (sports) chances of getting into class chances of passing a class

Signal words and phrases used include: *and, also, not only . . . but also, not to mention, furthermore, moreover, and in addition to.*

### Expansion Activity

Consider having students watch a mathematics lecture from Academic Earth. There are several good math courses to watch, such as *Introduction: Probability and Counting* given by a professor at University of California, Los Angeles (<http://academicearth.org/lectures/introduction-probability-and-counting>). Ask students to notice the pauses and determine if they're effective and what purposes they serve as well as noting the use of addition signal words and phrases.

### SPEAKING (PAGES 125–127)

#### Repeating to Confirm Accuracy or Get More Information (page 125)

Review factors that often influence word choices: location, status, age, relationship, time, and gender. Also discuss how some words are more formal than others and word choices are influenced by the context as well. Solicit volunteers to share stories about what they do when they need to confirm accuracy or get more information. Present the strategies in the box.

Discuss the Pronunciation Note. Explain rising intonation in questions indicates the speaker is expecting an answer. Demonstrate rising intonation by reading the examples in the box. Ask students to write a few questions and practice by asking them to each other.

#### Discussing (page 126)

Give students time to answer the questions before teaming with a partner. Encourage them to practice addition signal words and phrases. It is also a good time to review the language from Units 1–3. Circulate to help as needed. Remind students they will use their notes for the next activity.

### Answers

Answers will vary.

#### Repeating (page 127)

Put students in small groups to ask each other the questions. Review the strategies on page 125 and encourage students to take additional notes. Let them then write a short summary. Collect this for a participation or evaluative grade. Take time to review compare and contrast language and graphic organizers when students work with this activity.

### Expansion Activity

Assign a short presentation in which students interview a classmate (or someone outside of class) about another class at the university (or at a university they are interested in attending). Ask students to use the same questions from the activity on page 126, but challenge them to add others as well. In their presentation, ask them to present what they learned and encourage them to connect the information with the appropriate signal words and phrases. This is an ideal time to review giving interesting facts and practice clarifying from *Four Point Listening and Speaking Intro*, but more importantly it is a good way for students to practice target language from the first half of this book. As part of their presentation, ask students to give examples and make comparisons and contrasts. As a conclusion, ask them to discuss whether or not they want to take this class and how it is important to everyday life (or not!).

### Making an Impromptu Speech (page 127)

Tell students that one of the best ways to learn a language is to practice using it spontaneously. Most conversations are not those that can be planned, so impromptu activities will allow the practice in the safety of the classroom. Consider writing the course names on cards and having students choose them randomly. Feel free to add others from the course catalog or that from a nearby community college or university.

### Answers

Answers will vary.

## Part 2: Math in the Professional World (page 128)

### PRE-LISTENING ACTIVITIES (PAGE 128)

Open a discussion about how students choose their fields of study. Some students may not be as comfortable with this topic if they aren't able to choose their field on their own. Consider soliciting volunteers rather than requiring students to share. Read the introductory information and give students time to discuss the questions. Have partners share their information with another pair to broaden the discussion. Encourage them to be creative.

### Answers

Answers will vary.

Some types of math students may suggest for question 3 include: algebra, linear algebra, abstract algebra, geometry, trigonometry, calculus, vector calculus, probability and statistics, business math, number theory, differential equations, discrete math, financial math, and teaching mathematics.

### Expansion Activity

Bring a copy of the university catalog (or that of a local college or university). Students could also use the catalog from a well-known university or a university they hope to attend in the future. Assign individuals or pairs a discipline and ask them to bring a list of the courses for that discipline to share with the class. If assigned as homework, students can search online. Most universities have this information posted online and students can find it with a quick key word search, which leads nicely into listening for key words. Presentations can be formal or informal.

If necessary or desired, it's a good opportunity to discuss prerequisites, credit hours, and other common academic vocabulary they'll see in course catalogs.

#### **STRATEGY: LISTENING FOR KEY WORDS (PAGE 129)**

Read the short introduction before the strategy box. Remind students that thinking out of the box is common in U.S. academic settings. Discuss how key words are often content words and they contain a lot of information. Present the information in the box and let students highlight what they think are the most important words in the excerpt from the medical recruiter. Let them compare answers. Then discuss how only a few words needed to be highlighted to get the gist and necessary details.

#### **PREDICTING DETAILS (PAGES 130–131)**

Let students practice determining the general idea and details that might stem from each question listed. Give them time to share answers before presenting the possible answers.



## Answers

Possible answers:

1. General Idea: types of crime; Details: larceny/theft, speeding
2. General Idea: things to do to fight sickness; Details: wash hands, cover mouth when sneezing, stay away from large crowds
3. General Idea: things that cost money; Details: tuition, room, board
4. General Idea: names of majors; Details: English, journalism
5. General Idea: types of careers; Details, science, medicine, engineering

## Expansion Activity

Teach students about academic key word searches they can do online, including using quotation marks and different symbols. This topic is covered in more detail in the instructor's manuals for *Four Point Reading and Writing Intro* and *Reading and Writing 1*.

### **SPEAKING (PAGES 131–132)**

#### **Brainstorming (pages 131–132)**

Students sometimes get caught in the pitfalls of brainstorming. They often start to discuss ideas at length or accept or reject ideas in the middle of the session. Remind them that the goal of brainstorming is quantity not quality. Even ideas that aren't strong are valuable because they might inspire another idea or develop into something better. Present the steps in the box and explain that a true brainstorming session follows these rules. Suggest setting a time limit for brainstorming sessions.

#### **Brainstorming (page 132)**

Read the instructions and group students for the activity. Consider setting a time limit and having students brainstorm for only the first topic. Circulate to see what steps students are following and which they are skipping. After time expires, offer feedback and solicit ideas from the students about what was easy and what was challenging. Students often respond that *it's challenging to think of ideas quickly, it's hard to jump in, and it's hard to keep from making evaluative comments*. Assure them this is normal. Repeat the activity for numbers 2–4 and encourage students to work harder each time to follow the steps. They will notice greater quantities as the rules are followed. It's often interesting to hear the results, so allow time for groups share their ideas.

### Answers

Answers will vary.

### Expansion Activity

Stage a challenge to see which group can think of the most ideas for the ideas in the text (or new ideas). A friendly competition often helps students adhere to the rules.

### Expansion Activity

Present an alternate type of brainstorming in which students sit in a circle and each student offers an idea before the next person. They should continue going around the circle and no one can skip a turn. This activity encourages all students to participate and helps students see the benefit of jumping in. Usually not as many ideas are generated, but this gives students more incentive to jump in when participating in more traditional brainstorming sessions. This is also ideal if you have a multi-level classroom as students of similar levels can be grouped together.

## **LISTENING 2: BRAINSTORMING ABOUT MATH IN THE PROFESSIONAL WORLD (PAGES 133–135)**

### **Listening in Groups (pages 133–135)**

Review the four sections of video clip questions if necessary. Warn students that parts of this clip may be more challenging since the students are speaking naturally and there is a lot of information since it is a brainstorming session.

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. one-word question (*Really?*), auxiliary question (*She did?*), repeat part of a line (*You think we should brainstorm?*)
2. *although, even though, but, in spite of architecture, medicine, engineering, business, political science, art, carpentry, construction, athletics, chefs*
3. Answers will vary.

### Focus on Tone

#### Possible answers:

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

### Focus on Nonverbal Communication

#### Possible answers:

1. facial expressions (raised eyebrows, eye rolling, smiling, frowning), eye contact, gestures (hand movements), shrugging, nodding, shaking head
2. Answers will vary.
3. Answers will vary.

### Summary

1. Rules 2, 3, and 5 are most closely adhered to. Students offer ideas that are unusual, jump in without waiting for an invitation, and attempt to build off other suggestions (*engineering . . . electrical . . . mechanical . . . civil*)
2. Rules 1, 4, and 6 are only partially followed. Only two of the students write the topic on paper. None of the students write all the ideas. They sometimes expand on ideas after offering a suggestion or give verbal feedback on an idea rather than waiting until after the list is compiled.
3. Answers will vary.

### Expansion Activity

Go to the TED website at [www.ted.com](http://www.ted.com). Choose a talk that best fits your time constraints and students' ability and interest level. A talk to consider that is math related, but contains interesting international world statistics is Hank Rosling's talk at [http://www.ted.com/talks/hans\\_rosling\\_shows\\_the\\_best\\_stats\\_you\\_ve\\_ever\\_seen.html](http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html). Create a comprehension quiz if a listening evaluation is needed. The interactive script makes it easy to create cloze quizzes or write main idea and detail questions. There are several ordinal and other numbers included, so it's a good chance to review listening for numbers. Challenge students to scan the interactive transcript for the addition signals *and*, *also*, and *another*. Ask questions (or create a short written quiz) asking students if there are too many or too few. Likewise, have them search for ordinal numbers, time words, process words, or examples. Review the boxes in Units 1–3 and Parts 1 and 2 in this unit. Add new phrases to the boxes in the previous units and make sure students realize how the words are functioning. Also consider clicking in the transcript and listening for persuasion, reductions, and ellipses. Alternatively, ask students to write a summary or bring in a highlighted or marked version of the transcript with the target language marked and suggested “edits” for the speaker.

### Expansion Activity

For additional practice, students can read the TED script at the same time the speaker is talking. The challenge is saying things like he/she does and learning natural places for persuasion and emphasizing key words.

### YOU BE THE JUDGE (PAGES 136–137)

Present the You Be the Judge activity and group students as appropriate. Remind them that this activity will give them a chance to practice the strategies learned in Parts 1 and 2 as well as in earlier units. Consider setting a time limit and then allowing time for the groups to share their verdicts.

### Answers

The answer is also included in the student book on page 230.

Regardless of how you feel, the dad did go to jail. The judge eventually changed his ruling to say that the daughter did not have to pass the exam, but that she only had to attend all the classes.

An interesting question is why the daughter lived with the mother but only the father was held responsible for the daughter's actions.

Many people disagreed with the court's decision. If a child will not eat vegetables at dinner, can the parent be put in jail? Where does one draw the line?

Source: [www.wnd.com/index.php?fa=PAGE.view&pageId=64055](http://www.wnd.com/index.php?fa=PAGE.view&pageId=64055)

## Part 3: History of Mathematics (pages 138–151)

### PRE-LISTENING ACTIVITIES (PAGE 138)

Initiate a discussion by explaining this part of the unit discusses the history of math. Students should note that even scientific and mathematical lectures follow certain organizational patterns and use signal words and phrases despite having a lot of numerical information. Assure students they do not have to have a mathematics background to practice the activities in this unit. The focus is learning the language and not learning math. Give students time to answer the questions with a partner. Consider forming groups of four for the third question and reviewing brainstorming.

### Answers

Answers will vary.

Notes for Question 1:

Euclid—commonly known as the Father of Geometry

Babbage—commonly referred to as the Father of the Modern Computer

Pascal—many have credited him with the invention of the calculator (digital)

Pythagoras—best known for the Pythagorean Theorem, but also discovered irrational numbers

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

Review how pronunciation and pausing can help a speaker convey emphasis and indicate to a listener that the information is important. Assure students who feel pronunciation and voice cues are difficult that word choice can help as well. Present the information in the box.

**Practicing Significance Signal Phrases (page 140)**

Let students work individually to make their lists. Then put them in groups to combine lists. Remind them that the parts of speech can be mixed and matched to make a variety of phrases.

**Answers**

Answers will vary.

**Expansion Activity**

Encourage students to speak with native speakers. Contact exercises used frequently in *Four Point Listening and Speaking Intro* give students a chance to participate in authentic situations and analyze the language. Prepare a similar activity. Ask students to ask three students who have been at the school longer than they have to recommend a math class, which teacher to take, and why they recommend this class. This activity allows them to implement speaking tasks, namely repeating to confirm accuracy or get more information, ask for examples, and ask for clarification. It also gives them practice listening for signal words. Explain that you want them to give a presentation and to include details and examples (using signal words as appropriate) and use significance signal words and phrases to stress ideas they think are most interesting. Assign a due date. Rubrics can be borrowed or adapted from or created using your own guidelines at [www.rcampus.com/indexrubric.cfm](http://www.rcampus.com/indexrubric.cfm).

**READING (PAGES 141–144)**

**Reading about Algebra (pages 141–144)**

Ideally the reading is done as homework. The activity on page 144 can either be done in class or as homework and then discussed in class. If necessary, spend time answering any questions or defining any vocabulary the students struggle with.

### Expansion Activity

If extra pronunciation practice is desired, have students read and record part of the reading and submit their recording. Evaluate using the Pronunciation Notes taught in this text or give feedback on certain sounds. It's also a chance for students to practice persuasion, emphasizing key words, pausing, and/or saying numbers.

### IDENTIFYING AND INSERTING SIGNIFICANCE SIGNAL PHRASES (PAGE 144)

If done as homework, schedule time for students to compare the phrases they identified and compare phrases they added. Or, have students work together at this point to complete the steps.

### Answers

Answers will vary.

For Question 1, some phrases students might choose are listed.

- a full-blown course
- three basic ideas
- the final goal
- the fundamental idea
- a second fundamental idea
- the new equation
- one last step
- a third element
- a unique solution
- as a final test

### Expansion Activity

Using the revised reading, ask students to deliver the information as a lecture or to stage a tutoring session teaching the information. This is ideal if the class has future teaching assistants (TAs) or needs to review process words and/or practice pronunciation. Lecture readings can be recorded and submitted via the school's online course management system or on flash drives. Many universities have TA screenings, so having students "teach" others is good practice. This activity can be expanded to have students teach a lesson from their own field while other students peer review.

### VOCABULARY POWER (PAGE 145)

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

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

### NOTE-TAKING (PAGE 146)

#### Strategy: Borrowing Someone Else's Notes (page 146)

Survey the students to see how many borrow notes or ask classmates for information from their notes. Usually not many students do this. Initiate a discussion about why this can be helpful. Beyond finding important details they missed, they might learn how to spell vocabulary that is new to them, see other organizational methods, or learn new abbreviations (to be added to their abbreviation logs if they used *Four Point Listening and Speaking Intro*). Stress the importance of talking with native speakers and explain that this not only helps them get notes, but exposes them to the language, improves their listening skills, and allows them to practice speaking English.

### LISTENING 3: HIGHLIGHTS IN MATHEMATIC HISTORY (PAGES 146–150)

#### Taking Notes (pages 146–148)

While it's wonderful to have students take notes using strategies such as charts and methods such as Cornell, it's often realistic that they can't think or write fast enough to do this. As a result, many students admit that they just write as much as they can. Assure them this is okay and encourage them to organize their notes into graphic organizers to study from (review strategies presented in *Four Point Listening and Speaking Intro*) or to organize after the lecture. Encourage them to organize soon after the lecture so they don't forget the material. For this activity, have them take as many notes as they can.



**Answers**

Answers will vary.

For Part 2, have students compare their notes to those from a student who organized later by significance phrase and details (page 197). Using their notes and the given notes, give students time to answer the questions on page 148. Allow time for sharing in small groups (or as a whole class).

**Checking Your Understanding: Main Ideas (page 149)**

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

**Answers**

3, 4

**Checking Your Understanding: Details (pages 149–150)**

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 | 4. d |
| 2. a, d | 5. b |
| 3. d    |      |

Generate a discussion, if applicable, to see how many students missed questions, how many they would have missed if they hadn't shared notes, and how much they used the borrowed notes (either a classmate's or the given notes).

### Expansion Activity

Choose a lecture from the university (or a local college) that is recorded or use the lecture of your choice from Academic Earth. A good choice might be a lecture from Stanford University's summer program for international students. One that works well for this activity is Introduction to Game Theory given in 2011 because it has no visual aids, so students must really listen. Also, it is good practice for listening for numbers ([www.stanford.edu/dept/lc/efs/2011/summer/index.html](http://www.stanford.edu/dept/lc/efs/2011/summer/index.html)). Ask students to watch the lecture and take notes for class. Set a due date for students to bring their notes to class. Give groups time to compare notes and add to their notes. Make sure they add their classmates' notes in another color. Consider writing a simple quiz to see how students do. At the end of the activity, ask them how many questions they got right and if they got more right after they borrowed notes.

#### DISCUSSION (PAGE 151)

Assign students to groups (or let them choose their own if desirable). Circulate to ensure students follow the brainstorming rules. Encourage creativity and revisit the language boxes in earlier units. The presentation can be as formal or informal as desired.

#### Answers

Answers will vary.

#### RAPID VOCABULARY REVIEW (PAGE 152)

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

#### Answers

- |                    |                   |
|--------------------|-------------------|
| 1. the probability | 11. wanted        |
| 2. adhere to       | 12. complete      |
| 3. investigate     | 13. in            |
| 4. a beginning     | 14. down          |
| 5. famous          | 15. path          |
| 6. common          | 16. from          |
| 7. come before     | 17. your seatbelt |
| 8. opinions, ideas | 18. to            |
| 9. take a risk     | 19. in            |
| 10. change         | 20. on            |

### SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 153)

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

#### Expansion Activity

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

A variation of this activity might be to consider having students bring 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). Students can find examples online.

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

**The First Class:** It may be wise to review the box on key words on page 129 or listen again to the course introduction in Part 1. This project can be extended by giving students time outside of class to do some light research and create a more formal presentation.

### Expansion Activity

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

**Top Ten List:** Students should be able to rely on prior knowledge and earlier discussions while practicing brainstorming techniques. Other Top Ten lists for other disciplines or other topics can be done for additional practice.

**Researching a Well-Known Contributor to a Field of Study:** It is recommended that students be allowed to choose any person of interest from their field. Remind them to review the target language from Unit 4 as well as other language they can incorporate from earlier units. For an additional challenge, ask the other students to take notes during the presentations and then “borrow” from each other to add more information.

### Expansion Activity

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

**Teach a Mathematics Lesson:** Encourage students to play the role of instructors and ask them to design a quiz after their lesson for students to take.

### VOCABULARY LOG (PAGES 154–155)

Follow the procedure of choice for the vocabulary log.

### Answers

Answers will vary.

### Expansion Activity

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

## Unit 5: Sociology: Stratification (pages 156–192)

### Objectives

Students will be able to

- listen actively
- paraphrase
- listen for ideas
- give an impromptu speech
- emphasize ideas
- use fillers
- read a short academic passage
- identify redundancy or restatements
- recognize the importance of redundancy and restatements
- highlight notes to organize them effectively
- expand academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

### Listening Skills and Strategies

- active listening
- listening for and emphasizing
- identifying redundancy and restatements

### Speaking

- paraphrasing
- using fillers

### Note-Taking

- highlighting to organize ideas

## Unit Opening (page 156)

Read the short introduction. Put students in groups and ask them to brainstorm a list of groups that people belong to. If guidance is needed to get them started, suggest *family* or *sports teams*. Set a time limit. While they're working, draw the graphic organizer of your choice on the board for a group discussion. Consider a T-Chart. Write *Born Into* over one column and *Join* over the other. After time expires, have students separate their list into the two categories. Although most of the time answers fall into the *Join* category, some groups stir much discussion, such as religious or economic groups (middle class). Let students know that some of these topics will be discussed in more detail later in the unit.

## Part 1: Birth Order (pages 157–162)

### PRE-LISTENING ACTIVITIES (PAGE 157)

Read the introductory material and survey the class to see how many oldest, middle, youngest, and only children there are. If you like, have students answer the first two questions with someone of the same birth order. It's ideal if the third question is completed by partners who have different birth orders. Allow time for students to present their Venn diagram.

### Answers

Answers will vary.

### Expansion Activity

Build vocabulary by giving students a list of personality traits they might not be familiar with. A suggested list is given. Let students talk in groups to define them (or guess) and then give them the definitions. After they are armed with the definitions, ask them to decide if the trait best describes an oldest, middle, youngest, or only child.

dominant	oldest
competent	oldest
aggressive	oldest
rebellious	middle
competitive	middle
inventive	middle
irresponsible	youngest
outgoing	youngest
charming	youngest
pampered	only
self-centered	only
perfectionists	only

Answers supplied were compiled from <http://middlechildpersonality.com/birth-order/> and [www.cbsnews.com/2100-500172\\_162-511694.html](http://www.cbsnews.com/2100-500172_162-511694.html). It should be noted that there are exceptions and factors that need to be considered, such as gender and years between births. This exercise is simply an effort to expand vocabulary and is not meant to be scientific.

### STRATEGY: ACTIVE LISTENING (PAGE 158)

Define *active* and *passive* as they relate to listening. Survey students and ask questions such as *Where do you sit during a lecture? Do your notes have any doodles or drawings? Have you checked your email during a lecture? Have you*

*ever looked out the window and lost track of what was happening in the lecture?* If any of the answers are *yes*, then ask why these things happen. Answers are likely to include *I don't understand the content, the lecturer is talking too fast, or the content isn't interesting*. Present the information in the box. Poll the students to see how many of them do the items in the list. Continue the discussion by asking why they do or do not follow these rules.

Draw attention to the Pronunciation Note. Review clarification questions from Unit 1 and practice rising intonation.

### Expansion Activity

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

### ACTIVE LISTENING (PAGE 159)

Go over the instructions and make sure everyone understands. Set a time limit for the pairs to talk. Have them answer the questions individually and then talk about them with their partner.

### Answers

Answers will vary.

### Expansion Activity

For students who get frustrated when they don't understand, challenge them to stop trying to understand and translate and to try “taking dictation” so that they get as many words as possible, especially content words. They can translate and comprehend it later. Schedule time in class for dictation practice. Read the audio script aloud, choose authentic material, or dictate simple sentences for the students. There are also several online sites with practice dictation for students to use outside of class: [www.stenotube.com/category/5/Practice+Dictation](http://www.stenotube.com/category/5/Practice+Dictation), [www.listen-and-write.com/audio](http://www.listen-and-write.com/audio), and <http://dictationsonline.com/>. The latter is especially nice since it is designed for students with higher-level TOEFL scores and uses well known, academic novels that students are likely to encounter in general education English courses.

Consider repeating the activity on page 159 several times. Set a time limit for the activity as a whole and for each pair, extending the time for each topic. Ask if the longer time limits made it harder or easier to actively listen.

### **LISTENING 1: BIRTH ORDER AND CAREERS (PAGE 160)**

#### **Listening for Information (page 160)**

Explain that students are going to hear a conversation. Remind them this is simply a practice to actively listen. Play the audio more than once if necessary and encourage students to listen on their own as well. After listening, go over the answers.

#### **Answers**

1. whether or not birth order affects success in a certain career (or does birth order predetermine the ideal career for a person)
2. No, but he or she tends to have different personality traits.
3. medicine or law
4. He or she has had to fight for attention in order to compete with an older sibling.
5. laid-back, less selfish
6. first-borns

#### **Expansion Activity**

For a challenging, academic project that requires students to collect data, draw conclusions, and create charts and graphs, require students develop their own birth order study. Consider having students replicate a study that has already been done. By having them read an existing study, they are exposed to academic work and vocabulary and can see if they get the same results. A list of birth order experiments and studies is available at [www.juliantrubin.com/encyclopedia/psychology/birth\\_order.html](http://www.juliantrubin.com/encyclopedia/psychology/birth_order.html). Two studies that include the surveys that students can use are *Birth Order and Anxiety in College Students* and *The Effects of Birth Order on Procrastination*. Final projects can be written and/or presented. Likewise, have students use these as a guide to develop their own hypothesis and write their own experiment. Results can be submitted in a report similar to these.



## **SPEAKING (PAGES 161–162)**

### **Paraphrasing (page 161)**

Mention that paraphrasing is a challenging skill, even for native speakers. It is a skill worth practicing, however, since it's frequently used to clarify in conversations and is very obviously important to master in writing. Note that paraphrasing is presented and practiced in the *Four Point Reading and Writing* texts (*Intro* and *Book 1*). Explain that it is an acceptable and regular occurrence for people to stop the conversation to clarify information. Present the phrases in the box. Ask students to list any others they can think of.

#### **Expansion Activity**

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

#### **Expansion Activity**

Choose a TED talk ([www.ted.com](http://www.ted.com)) for more active listening practice and paraphrasing practice. Watch Amy Tan's talk on creativity at ([www.ted.com/talks/lang/en/amy\\_tan\\_on\\_creativity.html](http://www.ted.com/talks/lang/en/amy_tan_on_creativity.html)) and consider using it. If more listening comprehension is desired, a comprehension quiz can be created using the interactive transcript. Print the script and cut it into sections. Give each student (or pair) a section to paraphrase. Students can take turns reading a sentence while his/her partner uses a paraphrasing phrase and paraphrases it while the first student writes the paraphrase down. They can then put the paraphrases together for their whole section. Collect the different sections and put them together to show students a paraphrase of the entire speech. Compare the original to the paraphrase.

### Role-Playing (page 162)

Go over the directions and the situation. Depending on the level (skill and comfort) of your students, design the role-play to maximize their learning potential. Consider letting them plan the dialogue in advance before reading it for the class or draw names in random order for more advanced students. Also consider posing a challenge to see which group can extend the role-play the longest or incorporate the most new words or phrases. Suggest students add new words and phrases to the list on page 161.

#### Answers

Answers will vary.

#### Expansion Activity

Consider making a list of famous people and writing each name on an index card. Let students draw the names out of a hat and perform impromptu role-plays about their personalities. To relate this to birth order, have students guess the birth order of the famous people. Suggested names are listed. Select based on the student population. The lists were selected from lists in a CNN online article at [www.cnn.com/2008/LIVING/worklife/10/22/cb.birth.order.career/index.html](http://www.cnn.com/2008/LIVING/worklife/10/22/cb.birth.order.career/index.html) and at <http://birthorders.com/index.html>.

First-borns: Oprah Winfrey, Hillary Clinton, Winston Churchill, Sylvester Stallone, Bill Clinton, Ted Turner, Jimmy Carter, Bruce Willis, Paris Hilton, Jessica Simpson, Nicole Kidman

Middles: David Letterman, Richard Nixon, Madonna, Princess Diana, George Washington, John F. Kennedy, George Bush, Cindy Crawford, Tony Blair, Britney Spears

Last-borns: Jim Carrey, Billy Crystal, Steve Martin, Cameron Diaz, Rosie O'Donnell, Joan of Arc, Charles Darwin, Gandhi, George Michael, Eddie Murphy, Jude Law

Only Children: Jack Welch, Tiger Woods, Alan Greenspan, Maria Shara-pova, Robin Williams, Brooke Shields, Frank Sinatra

### Making an Impromptu Speech (page 162)

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

#### Answers

Answers will vary.

#### Expansion Activity

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

### Part 2: Emphasizing Ideas (pages 163–173)

#### PRE-LISTENING ACTIVITIES (PAGE 163)

Present the brief introductory information in the book and give students time to answer the questions with a partner. Allow time for pairs to share their answers. It might be helpful to review how language changes based on certain settings. Review how settings, age, gender, and status might also affect behavior and language.

#### Answers

Answers will vary.

#### STRATEGY: LISTENING FOR AND EMPHASIZING IDEAS (PAGE 163)

Mention that listeners have some strategies at their disposal to tell when a speaker feels strongly about a topic and that these strategies can be used when they are speaking. Present the information in the text. Read the examples aloud so students can hear what they sound like.

### LISTENING FOR AND EMPHASIZING IDEAS (PAGES 165–166)

Give students time to write their own sentences and decide how to read them in order to be persuasive. Then pair students for practice. After practicing, ask students to answer the questions on page 166. Discuss how some strategies will be easier for them and what may be easy for some is not easy for others. Encourage them to capitalize on their strengths and notice what native speakers do.

#### Answers

Answers will vary.

#### Expansion Activity

Ask students to record the sentences in the practice activity and submit the recording via the program's course management system or on a flash drive. Also consider printing copies of the audio script from Part 1. Ask students to highlight what they think should be emphasized and then record it for submission. Give some feedback on how they can use the strategies presented in the box.

### SPEAKING (PAGES 167–168)

#### Using Fillers (page 167)

Generate a discussion in which students compare written English to spoken English. Elicit answers about grammar, sentence length, formality, vocabulary, emphasis (*bold or italics in written versus tone and volume in spoken*). Introduce fillers and inform students that even fluent, native speakers use fillers. Present the information and fillers listed in the text. Ask students if they have heard any others, such as *Right*, *OK*, or *Ah*. Add any other answers to the list.

#### Using Fillers (page 167)

Allow time for students to write creative questions. Require open-ended questions. For more advanced students, require answers to be two minutes, which will allow practice of fillers, giving examples, and using other target language. If the students struggle too much, encourage those asking the questions to ask for examples or definitions, clarify, or agree and disagree, or use other target language to extend the conversations.

### Answers

Answers will vary.

### Expansion Activity

Challenge students to use the *Search MICASE* feature to search for more fillers. Let students share their findings in class and encourage students to add new phrases to the list on page 167. Encourage them to include information about the setting and content. In small groups, they can analyze if there are certain settings, content, or participants that use fillers more than others or use different fillers based on the factors. Ask students to share their findings.

### Improvising (page 168)

Improvisations can be challenging, so if it is necessary, allow students time to prepare in advance as they would with role-plays. For more advanced students, schedule the improvisations with no prior planning. Other situations can be added to expand this activity.

### LISTENING 2: EMPHASIZING IDEAS (PAGES 169–171)

#### Listening in Groups (pages 169–171)

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

## Answers

### Focus on Language

#### Possible answers:

1. *oh, I mean, you know, mmm, yeah, yes, well*; They are often used while someone is trying to respond or is thinking of the best word.
2. There is not enough intonation, stress on key words, or appropriate use of pauses to emphasize key points.
3. There is only one solid paraphrase used (*Like persuasion?*). More paraphrasing may make ideas clearer.
4. Answers will vary.

### Focus on Tone

#### Possible answers:

1. Answers will vary.
2. There are some pauses, but they are not always used before and after the words that need to be stressed to adequately emphasize stress and tone.
3. They need to better stress important words, use more nonverbal communication, and/or use pausing more effectively.

### Focus on Nonverbal Communication

#### Possible answers:

1. Shown: eye contact; Improve: acknowledging
2. Shown: facial expressions; Improve: gestures, posture, volume

### Summary

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

## Expansion Activity

Because students generally agree that this interaction could benefit from better tone and nonverbal communication, print copies of the video script. Assign students to small groups to decide where and how to improve tone and nonverbal cues. Encourage them to change or add new language to the script. A review of target language from all units can be incorporated. If desired, schedule time for students to perform their revised versions. Consider videotaping the performances for comparative purposes, so each student can compare his or her performance to the original.

### **YOU BE THE JUDGE (PAGES 172–173)**

Present the You Be the Judge activity and group students as appropriate. Remind them that this activity will give them a chance to practice the strategies learned in Parts 1 and 2 as well as those in earlier units. Consider setting a time limit and then allowing time for the groups to share their verdicts.

#### **Answers**

The answer is also included in the student book on page 230.

At this time, the court has not ruled. The suit said that the district violated its own policy of expelling a student for no more than 80 days for a physical assault on any staff member, student, or other person associated with the district. The policy says a student can be expelled for one year if he or she possesses a weapon or dangerous instrument. The district's policy had been questioned earlier regarding whether a student should be expelled for a fight in which the student is defending himself or herself.

Source:

[www.vindy.com/news/2009/feb05/warren-mother-files-suit-over-her-son8217s/](http://www.vindy.com/news/2009/feb05/warren-mother-files-suit-over-her-son8217s/)

### **Part 3: Social Stratification (pages 174–188)**

#### **PRE-LISTENING ACTIVITIES (PAGE 174)**

Explain that *class* has a variety of definitions. For the purposes of this unit, define *class* as a category of society. People who are in the same class generally have the same approximate social or economic status. Other factors such as race, gender, education, and type of employment (blue collar versus white collar) might factor in as well. A discussion of blue collar and white collar jobs may be interesting. Go over the brief introductory statements and then have students answer the questions with a partner. Hold a discussion with the class to share answers.

#### **Answers**

Answers will vary.

#### **READING (PAGES 175–177)**

Focus attention on gender. Gauge background knowledge by letting students discuss how gender status has changed throughout history. Consider focusing on the United States. Assign the reading as homework and set a due date. Remind students they will need the reading to participate in the next activity. Warn them

this reading may be challenging, but it will be good to practice the next skill because it is challenging.

**STRATEGY: IDENTIFYING REDUNDANCY OR RESTATEMENTS (PAGE 178)**

Review the strategies speakers use to convey emphasis with their voice. Then focus on redundancy and restating. Present the information in the box and go over the example. Study the list of words that indicate redundancies and restatements. Add any others that students have heard and encourage them to add those to the list or to their notebook.

**Using Redundancy and Restatements (pages 179–180)**

Give students time to review the sentences taken from the reading. Tell them that the statements might be long or challenging, but those may be important and are usually ones that instructors would emphasize by repeating or restating. Give students time to choose what information they would emphasize and rewrite the statements with a redundancy or restatement. Tell them to choose their own statements from the reading to complete numbers 6 and 7. Afterwards, ask them to read their statements aloud using the signal words and practicing the voice strategies discussed earlier.

**Answers**

Possible answers:

1. In other words, married women had very few rights in comparison to their husbands.
2. During the Revolutionary War, women contributed in virtually every capacity, from doing fieldwork at home to fighting on battlefields. In short, they did most things that men did. But their pleas for rights under the new democracy were disregarded . . . or ignored. Women actually lost . . . lost . . . legal ground as a result of the new United States Constitution.
3. To say it another way, women were admitted to school, but had very few . . . very few . . . choices when there.
4. To word it more simply, activists did whatever they could.
5. Today, America is living the legacy of the great progress women have made in all the areas addressed at the Seneca Falls Convention, while their earnest quest for a full and true equality continues. To explain it differently, progress is evident, yet the quest continues.
6. Answers will vary.
7. Answers will vary.



### Expansion Activity

Show students the first part of an authentic lecture. Several can be found online at Academic Earth ([www.academicearth.org](http://www.academicearth.org)). To use one with a transcript, choose a talk from TED ([www.ted.com](http://www.ted.com)) or use a script from an earlier unit in this text. Ask students to highlight information that they would repeat or restate. Let students compare in groups. Ask them to submit their highlighted copy along with a recorded version of themselves reading the script. Provide feedback on their choices for redundancy and the use of their voice.

### NOTE-TAKING (PAGE 181)

#### Strategy: Highlighting to Organize Ideas (page 181)

Start a new discussion about note-taking. Poll students to see how soon after taking notes they review or study them. Generally, it isn't until test time that students look at the notes again. Discuss the drawbacks to waiting to review notes (*can't read their own writing, don't remember to fill in the missing pieces, struggle to remember how the pieces fit together*). Encourage them to try the highlighting strategy and to use it soon after the lecture. Present the information and steps in the box.

#### Organizing Ideas (page 181)

Give students time for this quick practice that gives them the idea of highlighting the main ideas.

### Answers

areas of sociology, famous sociologists, research methods

### Expansion Activity

Ask students to make a similar list for a class they are taking or a class from their major or field of interest. Collect them and create a quiz for students to highlight during a future class period.

### VOCABULARY POWER (PAGE 182)

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

**Answers**

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

**LISTENING 3: SOCIAL CLASS (PAGES 183–185)**

**Listening to a Lecture (pages 183–185)**

Introduce the passage as a lecture excerpted from a sociology class. Tell students this is a scripted excerpt to be used for practice. Read the introductory information and remind students that this practice is designed for them to take notes as they normally would in class and then to try the highlighting technique to see if it would work well for them in authentic situations. After listening once, let students compare notes and highlighting.

**Answers**

Answers will vary.

**Checking Your Understanding: Main Ideas (page 184)**

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

**Answers**

1, 2, 6

**Checking Your Understanding: Details (pages 184–185)**

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. c, e | 4. a |
| 2. a, b | 5. d |
| 3. c, d |      |

### Expansion Activity

Challenge students to try the highlighting strategy with an authentic lecture. Ask them to bring a photocopy of the notes from one of their other classes. Put students in groups to discuss whether they liked the lecture and explain why or why not, what was challenging about it, and what was easy about it. Ask if the highlighting strategy worked for that particular lecture and to examine why it did or didn't. If it didn't, ask what other strategy might work in its place.

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

### DEBATE (PAGES 186–188)

Plan adequate time for students to work with a group to complete the activity. Go over the structure of a debate and review the format on page 186. Set time limits for the arguments and counterarguments. A good starting point is three minutes for introductory statements, two minutes for an argument and one minute for a counterargument, and three minutes for closing statements after ten minutes for open discussion. If students will be evaluated on the debate, let them know before they begin work and allow adequate time for them to meet and prepare outside of class. Debates are an ideal opportunity for students to practice using the skills in this text. Rubrics for debates can be borrowed from, adapted from, or created based on individual objectives at [www.rcampus.com/indexrubric.cfm](http://www.rcampus.com/indexrubric.cfm). Since persuading, countering, and conceding as well as restatements have now been studied more formally, consider raising expectations for this debate and including word choice on the rubric..

### Preparing Individually (page 187)

Give students time to prepare individually for their particular argument and to do research for the group. Allow class time or assign this activity as homework.

### Answers

Answers will vary.

### Preparing as a Group (page 188)

Schedule class time or arrange a reasonable due date if students meet outside of class to work as a group. Remind them to think about both sides of the argument.

#### Answers

Answers will vary.

### RAPID VOCABULARY REVIEW (PAGE 189)

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. brothers/sisters | 11. unjust           |
| 2. force            | 12. it has a problem |
| 3. call off         | 13. change           |
| 4. unusual          | 14. power            |
| 5. very high        | 15. story            |
| 6. tell             | 16. result           |
| 7. Wait!            | 17. ground           |
| 8. push out         | 18. labor            |
| 9. say no           | 19. of               |
| 10. X = the cause   | 20. to               |

### Expansion Activity

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

### SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 190)

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

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

### Answers

Answers will vary.

### General Notes

**My Group:** This assignment can easily be done impromptu or scheduled for longer time slots if desired. To expand this activity, students can then form unlike groups and create Venn diagrams to present to the class.

**Story Telling:** To save time, take pictures to class for students to use. Otherwise, give students a due date to bring the picture with them to class.

### Expansion Activity

For variation, ask students to write one detail about their picture and then exchange pictures and papers for the next student to write an additional detail. Continue the round robin trading as many times as desired. When students receive their original picture and all the new details, they should attempt the story telling using all the new information. This allows for more analysis about what to emphasize. Oral story telling allows students to practice word choice and the voice strategies.

**Behavior Observation:** Give students time to complete their observation and analyze the behaviors. Also consider asking them to note language use and to draw comparisons between this place and a similar place in their native country. Encourage students to prepare visual aids with pictures and main ideas.

**Against All Odds:** Assign a due date for the research and presentations. Schedule them appropriately and set a time limit for speeches. If students have trouble finding someone to write about, suggest a name such as Oprah Winfrey, Ralph Lauren, J.K. Rowling, or Andrew Carnegie. This can also be done as a group project and easily tied to discussions about the American Dream.

### Expansion Activity

Show the movie *Homeless to Harvard: The Liz Murray Story*. Liz Murray was living on the streets after her parents, both mentally ill drug addicts, were unable to hold the family together. She was a determined young lady who worked hard and eventually attended Harvard University.

### VOCABULARY LOG (PAGES 191–192)

Follow the procedure of choice for the vocabulary log.

### Answers

Answers will vary.

## Unit 6: Astronomy: Outer Space (pages 193–227)

### Objectives

Students will be able to

- learn strategies for predicting what they will hear
- express lack of information
- give an impromptu speech
- listen for and use hedges
- declare priorities
- reject someone's priorities
- listen for and give formal definitions
- read a short academic passage
- take notes on new words
- expand academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

### Listening Skills and Strategies

- predicting what you will hear
- listening for and using hedges
- listening for and giving definitions

### Speaking

- expressing lack of information
- discussing priorities

### Note-Taking

- taking notes on new words

## Unit Opening (page 193)

Introduce the mnemonic suggested by the International Astronomical Union for remembering the eight planets: *My Very Educated Mother Just Served Us Nachos*. Ask students to name the planets according to the mnemonic and challenge them to create another mnemonic to remember the planet names: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Read the brief introduction on page 193 and ask students to brainstorm a list of other outer space words. Elicit answers such as *stars, sun, comets, asteroids, and meteors*.

## Part 1: Amateur Astronomers (pages 194–200)

### PRE-LISTENING ACTIVITIES (PAGE 194)

Tell students the focus of Part 1 is amateur astronomers. Ask students to share stories of their own experiences with star gazing. Read the introductory material and ask students to answer the questions with a partner. Open a class discussion about the answers and spend some extra time discussing the answers. Remind students of the importance of talking about topics as a way to activate prior knowledge.

### Answers

Answers will vary.

For question 1, some well-known astronomers include Tycho Brahe (created precise astronomical measurements of the solar system), Galileo Galilei (created the first telescope), Johannes Kepler (verified the three laws of planetary motion), Nicholas Copernicus (stated the sun is the center of the universe), Edmund Halley (calculated the orbit of Halley’s comet), Claudius Ptolemy (explained the motions and positions of the planets, sun, and moon), Edwin Hubble (discovered the linear relationship between a galaxy’s distance and the speed it moves), and Percival Lowell (studied Mars, founded the Lowell observatory in Arizona).

### Expansion Activity

Assign students or small groups one constellation and have them act as amateur astronomers. Consider assigning the constellations so all the students or groups do not pick the same one. Ask them to do some light research on their constellation. A good starting place is the International Astronomical Union at [www.iau.org](http://www.iau.org) and its site on constellations at [www.iau.org/public/constellations/](http://www.iau.org/public/constellations/). Require students to include details about where the constellation is located, how many stars comprise it, how it was founded, how it got its name, and any other interesting facts. Review significance signal words and phrases from Unit 4 (page 139) and urge students to use them. Encourage students to list their sources as well as provide a few visual aids when they give their presentation to the class.

### STRATEGY: PREDICTING WHAT YOU WILL HEAR (PAGE 195)

Survey students to see how many of them take the time to make predictions before they listen. Explain that this is a simple process that helps them focus on the topic. It doesn’t really matter if they ask the “wrong” questions or make the “wrong” predictions. What is important is that they’re focusing and thinking



about names, words, and ideas they might hear, which in turn improves listening comprehension. Present the three strategies in the box. Remind them that they can ask questions that they hope they will learn the answers to as well.

Discuss the Pronunciation Note and give students time to practice using the examples in the box on page 195. If the Expansion Activity on rising and falling intonation was completed in Unit 5 on page 80, review it here. If it wasn't, this is an optional opportunity to include it.

### Expansion Activity

For extra pronunciation practice, discuss the pronunciation of constellation names. Read the section "Pronunciation of Constellation Names" at the International Astronomical Union website ([www.iau.org/public/constellations](http://www.iau.org/public/constellations)) and the reference with audio samples in an article titled "Constellation Names and Abbreviations" at [www.skyandtelescope.com/letsgo/helpdesk/Constellation\\_Names.html#NotePronounce](http://www.skyandtelescope.com/letsgo/helpdesk/Constellation_Names.html#NotePronounce). Students can click on a sound to hear how it sounds. There is also additional information about the history and names and meanings that students can use in the Expansion Activity on page 98.

### Writing Predicting Questions (page 195)

Partner students and make sure they know the other's major or field of interest. Give students a few minutes to write four questions for their partner. Circulate to give feedback on their intonation. If time allows, have students switch partners several times.

### Answers

Answers will vary.

## LISTENING 1: AN AUTOMATED RECORDING (PAGE 196)

### Listening for Information (page 196)

Ask students to share stories about their experiences with long recorded messages. Elicit answers about what types of calls these are (*customer service, companies or retail locations giving directions, banks*). Ask what is challenging about these calls. Elicit answers such as *too many choices, not sure what number to push, have to call several times to understand the directions, details, or choices*. Prepare students by explaining that they will hear a sample automated message. Solicit volunteers to tell personal stories about their experiences on the phone. Remind them that these messages have a lot of information, but predicting what

type of information they might hear helps. Before playing the audio, have students cover the bottom half of the page and give them time to write a few predicting questions. Then play the audio and see how many of the questions students get correct. Play the audio a second time if necessary.

### Answers

1. Tuesday, May 14, at 7:00 PM
2. Grand Hall
3. yes
4. yes
5. yes
6. no
7. viewing will be held outdoors after dark
8. yes

After checking answers, ask students to discuss what predicting questions they asked, which were covered in the recording, and if writing “wrong” questions negatively affected their comprehension.

### Expansion Activity

Consider having students watch an astronomy lecture from Academic Earth ([www.academicearth.org](http://www.academicearth.org)). There are several good astronomy-related courses to watch, such as *ALH 84001 and Other Martian Meteorites* ([academicearth.org/lectures/alh-84001](http://academicearth.org/lectures/alh-84001)). Ask students to write predicting questions based on the title and topic (consider letting students do this in groups). Compile a list for the class. Then watch the video or assign it as homework and have students bring their notes on an assigned day. Give them a quiz based on their predicting questions. Letting them use their notes is an option.

## SPEAKING (PAGES 197–200)

### Expressing Lack of Information (pages 197–198)

Teach the proverb *Honesty is the best policy*. Many second-language speakers tend to pretend they know answers or pretend to understand. Even native speakers occasionally do that. Assure students it is okay to express a lack of information and ask them to observe this in conversations. They should notice that many native speakers don't hesitate to declare a lack of knowledge. Present the infor-

mation in the box and read the phrases. Review factors that influence formality and word choice. Ask students if they have other phrases to add to the list.

Draw attention to page 198. Note that a lot of native speakers might guess at an answer even if they aren't certain. When guessing, it is best to let the listener know that it is a guess. Present the three phrases in the book. Ask students to adapt these to be more or less formal and to list others they can think of.

### Taking a Survey (page 198)

Discuss the difference between secondary research (*books, articles, journals*) and primary research (*interviews, surveys, questionnaires*). Talk about what the benefits are to primary research and how combining it with secondary research might make an academic paper or project stronger. Focus on surveys and discuss how designing a survey helps give researchers exactly what they need and are good ways to collect data, which can, in turn, be used to create graphics and draw conclusions.

Introduce the brief survey presented on page 198. Make sure students understand the goals of this primary research: to see what words or phrases people use to declare a lack of information (if at all), learn if their answers are correct (and how certain they were the answers were correct), and to note how factors such as age, gender, status, relationship, or setting might influence when and if people declare a lack of information.

Require students ask three people the questions and assign a due date for the data.

#### Answers

Answers will vary.

### Discussing (page 199)

Pair students to answer the questions on page 199. Ask each pair to write on the board any new phrases they heard. Give students time to add those to the list in the book.

#### Answers

Answers will vary.

### Expansion Activity

Pair the partners from the Discussing Activity with another pair or two other pairs. Ask the groups to discuss the questions again compiling their data. Have them combine their data (groups of four will have talked to 12 individuals, groups of six will have data from 18 individuals) and draw conclusions about how age, status, and relationship (or gender and setting) influence word choice. Ask them to notice things by asking questions such as *Did more men or women declare a lack of information? Did younger people use different wording than older people? What phrases were most popular?* Ask students to create a short oral presentation, with conclusions and graphics, to present to the class. Consider adding *reporting data* and *drawing conclusions from data* to the rubric if a formal evaluation is desired. Rubrics can be borrowed from, adapted from, or created at [www.rcampus.com/indexrubric.cfm](http://www.rcampus.com/indexrubric.cfm).

### Analyzing the Situation (pages 199–200)

Partner students to read each situation and analyze it. Remind them to consider which words they'd choose and be able to explain why. Let them then write a short summary of one of the situations. Collect this for a participation grade if needed.

### Expansion Activity

Ask each student to think of a new situation to discuss and write it on an index card. Collect those and distribute them so every student has a new card. Partner the students to again discuss the situation and the language. Have them write a dialogue and challenge them to use other target language from Units 1–5. Students can pick the dialogue they think is best to perform for the class (or they can perform both). Based on student level, set a lengthy time limit so students get practice extending conversations and have the chance to incorporate a variety of target language from Units 1–5.

### Making an Impromptu Speech (page 200)

Tell students that one of the best ways to learn a language is to practice using it spontaneously. Assure them that they've grown as impromptu speakers as they've practiced throughout the units. Most conversations are not those that can be planned, so impromptu activities will allow the practice in the safety of the classroom. Consider writing the questions on cards and having students choose them randomly. Feel free to add others if desired.

### Answers

Answers will vary.

## Part 2: Discussing Priorities (pages 201–210)

### PRE-LISTENING ACTIVITIES (PAGE 201)

Read the brief introductory paragraph. If students want more information or a source is needed for some general information about past, current, and future missions, refer to NASA at [www.nasa.gov](http://www.nasa.gov) and click on *Missions*. Give students time to discuss the questions. Have partners share their information with another pair to broaden the discussion. Students may not have a lot of knowledge about this topic. Remind them that this is a good opportunity to practice the lack of information target language studied in Part 1 of this unit.

### Answers

Answers will vary.

### Expansion Activity

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

### STRATEGY: LISTENING FOR AND USING HEDGES (PAGE 202)

Read the short introduction at the beginning of the strategy box. Ask students if they've noticed native speakers using hedges. Present the information in the box and let students vote on which they think is the most effective, the easiest to use, and the most popular (based on their observations). Let them give examples from personal experience. Read the samples aloud and ask students which words they think should be emphasized.

### USING HEDGES (PAGE 203)

Discuss similarities and differences between expressing lack of knowledge and hedging. Give students time to practice with each other by using the questions in the book.

### Answers

Answers will vary.

### Expansion Activity

Expand on the contact activity in the Expansion Activity on page 103. Students can add these questions to their interview or students can create a survey to analyze the use of hedges in answers. Replicate the methods for the survey activity and/or the Expansion Activity in Part 1 if desired.

Another way to expand and give students a chance to do some light research is to assign them to find answers to these questions. For any they don't feel has one right answer, they can insert hedges. A written summary can be turned in for evaluative purposes.

## SPEAKING (PAGES 204–206)

### Discussing Priorities (pages 204–205)

Review brainstorming and how a primary goal is quantity—a lot of answers or choices. Explain that discussing priorities is the next natural step in order to shift the focus from quantity to quality. After brainstorming, it is important to decide which is most important or the best choice. Read the short introductory paragraph and present the phrases in the book. Ask students how they could make these more formal or less formal. Add others to the list.

Shift focus to challenges associated with rejecting someone else's priority. Stress that being able to support your reason for the rejection and using more formal phrasing and an appropriate tone can help. Go over the phrases and again add any others to the list.

### Prioritizing (page 206)

Schedule time in class for a brainstorming and prioritizing session. Give students 10 minutes to brainstorm and set a time limit for prioritizing if desired (an additional 10 minutes works well).

### Answers

Answers will vary.

For a list of future missions that NASA is planning, refer students to NASA's website ([www.nasa.gov](http://www.nasa.gov)) and click on *Missions* and then on *Future Missions* ([www.nasa.gov/missions/future/index.html](http://www.nasa.gov/missions/future/index.html)).

### Expansion Activity

Brainstorming and prioritizing is often a popular activity. Consider developing other topics for disciplines or majors represented by the student population. Formal or informal presentations can be developed based on each group's priority if desired.

#### **LISTENING 2: DISCUSSING PRIORITIES (PAGES 207–209)**

##### **Listening in Groups (pages 207–209)**

Review the four sections of video clip questions if necessary. Warn students that parts of this clip may be more challenging since there may be some new vocabulary and the topic might be unfamiliar. Read the short introductory material and give students time to predict what might be discussed. Review the predicting strategy in Part 1 (page 195).

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. *I'm sorry I can't remember the details . . . , I don't have that in my notes, but I could look it up., Well, I'm not sure about . . . , I couldn't tell you . . . , Is that how you say that?*
2. *kind of, I think, perhaps, should, I suppose, I'm not sure, maybe, probably, well*
3. *the clear winner, higher consideration should be given to, priority should be given to, we should consider, a good choice, still strongly believe, an ideal choice, put a bid in for one more possibility*
4. *I see both of your points, but . . . , I like the thought of..., but I'm not sure . . . , Well, I'm not sure . . . , Even so . . .*
5. *Answers will vary.*

### Focus on Tone

#### Possible answers:

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

### Focus on Nonverbal Communication

#### Possible answers:

1. eye contact, gestures, nodding, eye rolling, posture, shrugging, counting points on fingers, leaning, raised eyebrows
2. Answers will vary.
3. Answers will vary.
3. Answers will vary.

### Summary

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



### Expansion Activity

Watch a short TED talk at [www.ted.com](http://www.ted.com). One related to astronomy is Lucianne Walkowicz's talk *Finding planets around other stars* at [www.ted.com/talks/lucianne\\_walkowicz\\_finding\\_planets\\_around\\_other\\_stars.html](http://www.ted.com/talks/lucianne_walkowicz_finding_planets_around_other_stars.html). Ask students to rate the speaker using the same rubric you use in class (or using the same basic categories studied with the video clips: language, tone, and nonverbal). Ask them to submit a written summary of what the speaker does well and what could be improved. If done as homework, have them bring their rubrics to class to discuss in small groups.

### Expansion Activity

Go to the TED talks website at [www.ted.com](http://www.ted.com). Choose a talk that best fits your time constraints and interest level. A talk to consider that is space related and discusses the popular X Prize competitions is Peter Diamandis's talk about the next giant leap. [www.ted.com/talks/lang/en/peter\\_diamandis\\_on\\_our\\_next\\_giant\\_leap.html](http://www.ted.com/talks/lang/en/peter_diamandis_on_our_next_giant_leap.html). Create a comprehension quiz if a listening evaluation is needed. The interactive script makes it easy to create cloze quizzes or write main idea and detail questions. Challenge students to scan the interactive transcript for the target language used in this textbook. Ask questions (or create a short written quiz) asking students if there are too many or too few signal words or phrases. Add new phrases to the boxes in the previous units and make sure students realize how the words are functioning.

### Expansion Activity

For additional practice, students can read the TED script at the same time the speaker is talking. The challenge is saying things like he/she does and learning natural places for persuasion and emphasizing key words.

### You Be the Judge (page 210)

Present the You Be the Judge activity and group students as appropriate. This activity is designed for students to gain some research practice and to get more group experience. Schedule a deadline for students and have each group lead the class one day. The textbook suggests students find a science-related course case, but feel free to let them choose cases based on another field covered in this text or from their own fields, especially if students are grouped by major/discipline.

**Answers**

Answers will vary.

**Part 3: Sunspots (pages 211–223)**

**PRE-LISTENING ACTIVITIES (PAGE 211)**

Initiate a discussion by asking if anyone is familiar with sunspots. Students should note that this is a topic that is often in the news and the vocabulary will be used in science-related lectures, but also in other lectures and disciplines. The focus is learning the language and not learning science. Read the brief introductory paragraph. Give students time to answer the questions with a partner.

**Answers**

Answers will vary.

**STRATEGY: LISTENING FOR AND GIVING DEFINITIONS (PAGE 212)**

One challenge that students seem to worry about most is not understanding new vocabulary when it is used in lectures or discussions. Talk about how many people know the words, but simply don't know them in English. Other words might simply be new to them. Inform students that lecturers often follow patterns when giving definitions; in fact, many times the words are defined for the listeners. One thing to remember is they should keep listening and keep taking notes even if they don't understand a word since it may be defined or they may be able to figure it out from context. The key is to not panic. Present the common patterns in the box and read the examples.

**READING (PAGES 213–216)**

**Reading about the Sun (pages 213–216)**

Ideally the reading is done as homework. Make sure students underline the vocabulary words that are new to them as they read. Mention that the reading will be used for activities during the next class period and ask the students to finish reading it before class.

### Expansion Activity

If extra pronunciation practice is desired, have students read and record part of the reading and submit their recording. Evaluate the Pronunciation Notes taught in this text or give feedback on certain sounds. It's also a chance for students to practice persuasion, emphasizing key words, pausing, and/or saying numbers as studied earlier in this text.

### Identifying the Strategy (page 216)

Give students time to complete the activity individually (if it wasn't assigned as homework). Then pair students to compare answers before supplying the suggested answers.

#### Answers

Possible answers:

- |                 |                           |
|-----------------|---------------------------|
| 1. outward      | 6. frequency              |
| 2. describing   | 7. reverse                |
| 3. outward      | 8. reverse (or frequency) |
| 4. describing   | 9. frequency              |
| 5. paraphrasing |                           |

### Giving Definitions (page 217)

Let students write definitions for words they underlined as being new to them. Consider focusing on the second part of the reading since fewer definitions were given by the author. Give students time to work individually before comparing answers with a partner or small group. Remind them that vocabulary is an individual task and they might have very different words or definitions.

#### Answers

Answers will vary.

### Expansion Activity

Ask students to revise the second half of the reading with their new sentences and definitions or with those from classmates. They can insert their definitions directly into the reading. Then ask them to record the second half of the reading and submit the recording. Consider giving feedback on the definitions as well as pronunciation and tone.

### NOTE-TAKING (PAGE 218)

#### Strategy: Taking Notes on New Words (page 218)

Read the introductory paragraph in the box and reinforce the idea that panic when hearing new vocabulary is not productive. Present the strategies in the box. Open a discussion to solicit other ideas. Write them on the board and encourage students to add them to the list. Remind them to try the ideas with the practice lectures in the book or with authentic lectures before trying them in their other classes. It's a good idea to see what strategies work for them.

#### Expansion Activity

For students who get frustrated when they don't understand, challenge them to stop trying to understand and translate and to try "taking dictation" so that they get as many words as possible. They can sometimes figure out the missing vocabulary if they get part of the definition or other information from context. Schedule time in class for dictation practice. Read the audio script aloud, choose authentic material, or dictate simple sentences for the students. There are also several online sites with practice dictation for students to use outside of class: [www.stenotube.com/category/5/Practice+Dictation](http://www.stenotube.com/category/5/Practice+Dictation), [www.listen-and-write.com/audio](http://www.listen-and-write.com/audio), and <http://dictationsonline.com/>. The latter is especially nice since it is designed for students with higher-level TOEFL scores and uses well known, academic novels that students are likely to encounter in general education English courses.

#### Taking Notes with New Words (page 218)

Ask students to use words from their own field (or from a textbook in another class). Tell them to choose a chapter or unit that hasn't been covered yet and remind them that prior knowledge will help overall comprehension. If they learn some new words before they hear them, it will help later. Ask them to follow the directions and then pair students from unlike fields if possible. Give them time to complete the activity.

#### Answers

Answers will vary.

### VOCABULARY POWER (PAGE 219)

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

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

### LISTENING 3: SUNSPOTS (PAGES 220–223)

#### Listening to a Lecture (pages 220–223)

While it's wonderful to have students take notes using strategies such as charts and methods such as Cornell, it's often realistic that they can't think or write fast enough to do this. As a result, many students admit that they just write as much as they can. Assure them this is okay and encourage them to organize their notes into graphic organizers to study from or to organize in some form soon after the lecture. Review strategies from *Four Point Listening and Speaking Intro*. Encourage them to organize soon after the lecture so they don't forget the material. For this activity, have them take as many notes as they can. Tell them this is simply a practice excerpt for them to focus on new vocabulary.

Give them time to “borrow” notes from each other after listening one time to see what words and definitions they caught (or didn't catch).

#### Checking Your Understanding: Main Ideas (page 221)

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

Answers
1, 3, 6

### Checking Your Understanding: Details (pages 221–222)

Let them know this activity has only one correct answer per question. Again let them use their notes to see how much they were able to capture as they listened.

#### Answers

- |      |      |
|------|------|
| 1. a | 5. c |
| 2. b | 6. b |
| 3. d | 7. b |
| 4. a |      |

#### Expansion Activity

Choose a lecture from the university (or a local college) that is recorded or use the lecture of your choice from Academic Earth ([www.academicearth.org](http://www.academicearth.org)). Ask students to watch the lecture and take notes for class. Set a due date for students to bring their notes to class. Give students time to highlight vocabulary that was new to them. Collect their notes and create a vocabulary quiz for the class.

### DISCUSSION (PAGE 223)

Assign students to groups (or let them choose their own if desirable). Circulate to ensure students follow the brainstorming rules. Encourage creativity and revisit the language boxes in earlier units.

#### Answers

Answers will vary.

#### Expansion Activity

Ask students to write the press release after they complete the discussion activity.

### RAPID VOCABULARY REVIEW (PAGE 224)

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

### Answers

- |                      |                  |
|----------------------|------------------|
| 1. approximately     | 11. a prediction |
| 2. move around       | 12. become worse |
| 3. size              | 13. knees        |
| 4. attractive        | 14. take         |
| 5. the high point    | 15. come         |
| 6. become lighter    | 16. sets         |
| 7. remove            | 17. eye          |
| 8. not have any idea | 18. give         |
| 9. before            | 19. hot          |
| 10. small            | 20. make         |

### Expansion Activity

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

### SYNTHESIZING: PROJECTS AND PRESENTATIONS (PAGE 225)

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

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

### Answers

Answers will vary.

## General Notes

**I'm an amateur . . . :** This can be designed as an impromptu speech as well, or give students 15 minutes to prepare their remarks before giving a short speech.

### Expansion Activity

Encourage students to attend a talk given by a guest speaker on campus. They should choose a field that is different from their own. They can then give feedback on whether or not they'd want to be an amateur in that field and explain why or why not.

**If I Were an Astronaut:** If an evaluation of presentation skills is desired, this is a simple and effective speech to use for such purposes.

**The Planets and Stars:** Consider assigning the planets in order to avoid all the groups choosing the same topic. Give students time to research and meet outside of class (or allow class time for short group meetings). Encourage the use of visual aids since they are being used more and more in academic settings. Take time to review the target language from Unit 6 as well as review the earlier units. This activity is ideal for using most of the language covered in this text.

### Expansion Activity

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

**Survey:** Let students use [www.nasa.gov](http://www.nasa.gov) and other websites for help in developing their surveys.

## VOCABULARY LOG (PAGES 224–225)

Follow the procedure of choice for the vocabulary log.

### Answers

Answers will vary.



### Expansion Activity

A final project might be to have student groups choose a lecture from the university's website, a local or well-known university's website, or Academic Earth. Assign one group per lecture. The group in charge of that lecture will choose 10 vocabulary words and write 10 comprehension questions for the class. Require all students watch the lecture before the assigned date and have their notes available for use in class.