

## Teacher's Notes

### Organization of the Book

*Lecture Ready: Strategies for Academic Listening and Speaking* contains five units with two chapters in each unit. Each unit focuses on one field of academic study. Each chapter is built around a video lecture from a typical course within the field. In each chapter, students are presented with and practice listening, note-taking, academic discussion, and presentation strategies.

### Chapter Guide

#### Strategy Boxes

Throughout the book, strategies are presented and explained in strategy boxes. These boxes are tabbed within each chapter for easy navigation.

### Step 1: Listen and Apply New Strategies

The purpose of this step is to present lecture language and strategies for listening to lectures. This step begins with activities to build background knowledge on the lecture topic.

#### Think about the topic

In this section, students activate current knowledge of the chapter topic so that they can be more active listeners during the lecture. Students look at a visual prompt and answer questions about it in order to share information.

**Suggestion:** Encourage broad discussion—there are no right or wrong answers.

#### Read to build background knowledge

Readings introduce the topic and help build topic vocabulary. The readings employ common academic formats and are based on information from authentic sources. They introduce information that is relevant to the topic of the lecture but not the main ideas of the lecture. The readings also present some of the key vocabulary students will encounter in the lecture and use throughout the chapter.

**Suggestion:** Encourage students to read for general comprehension.

#### Check your comprehension

These questions reinforce students' comprehension of the larger ideas in the reading. Again, the goal is to help students build background knowledge about the ideas in the coming lecture.

**Suggestion:** Challenge students to reference the readings to support their answers.

### Expand your vocabulary

Words and phrases from the reading that are important for understanding the key ideas in the lecture are addressed here. In many cases, these words and phrases come from the Academic Word List, so learning them will be valuable for future academic pursuits as well. (In Level 1, additional vocabulary is presented in the General Academic Words section.)

### Discuss the reading

Students continue to build their background knowledge and add to what they know about the topic. These questions are designed to get students to react with their own opinions and personal experiences related to the ideas in the readings.

**Suggestion:** Students do not need to reference the reading here; instead, encourage an open-ended discussion.

### Review what you know

This is a strategy that good listeners employ automatically. They consciously think about what they know in preparation for taking in new information. Rather than having students begin listening right after they build background knowledge, students are directed to take a moment to collect their background knowledge. They will revisit this section before they watch the lecture.

### Prepare for the listening strategy

This activity introduces the chapter listening strategy in a friendly way. Thinking about the situation helps students discover the need for learning the listening strategy.

**Suggestion:** Give students time to discuss the situation with a partner before they share with the class.

### Listening Strategy

Students learn about and practice the strategy of recognizing lecture language—the specific expressions that professors use to guide students through the ideas in the lecture. This language, which can be found in lectures from all disciplines, ranges from expressions that signal the topic of a lecture to the phrases professors use to indicate a definition, example, or explanation.

**Suggestion:** Have students read the Listening Strategy box. Then have students work with the set of lecture language expressions. You can have students read the expressions and add others to the list. Or you can first elicit the expressions that students know already. Then look at the list to confirm what they know and add others.

Students practice recognizing the chapter's lecture language in a printed excerpt before listening to a practice lecture. You may prefer to project a visual of the printed excerpt and analyze it as a whole class.

### Listen for lecture language

Students listen to a short excerpt from a practice lecture with content related to the centerpiece lecture. This audio practice uses simplified content so that students can

focus on listening for the target lecture language. Students listen first to understand the ideas in the excerpt. Students then listen a second time to focus on recognizing the chapter lecture language.

**Suggestion:** Since the listening focus is so specific, you might need to replay the practice lecture for students to focus their listening on the target lecture language.

### Learn general academic words (In Level 1 only)

Students learn common words and idioms that professors in any field of study use to talk about the ideas in their lectures. Knowing words such as *consist of* and *theory* in addition to content vocabulary improves students' ability to comprehend academic discourse.

## Step 2: Take Notes

In this step, students learn about and practice one or more specific note-taking strategy in each chapter. These strategies range from using an informal outline form to highlighting key ideas to aid studying later.

### Note-Taking Strategy

Have students study the Note-taking Strategy box.

### Analyze the notes

In most chapters, students analyze the note-taking strategy by examining an example of student notes that employ the strategy.

**Suggestion:** You might want to project these sample notes and point out the specific features of the note-taking strategy.

### Take notes

Students practice the note-taking strategy by analyzing an excerpt from a lecture and taking notes on it. Have students compare their notes in pairs.

### Make predictions

At this point, students are preparing to listen and take notes. The purpose of this prediction activity is to remind students of their earlier topic work and help them prepare to take in new information. Encourage students to refer back to the Review what you know activity as they make predictions.

### Watch the lecture

Students put their new strategies to work by watching an actual lecture and taking notes on it. In some chapters, a note-taking outline has been provided to guide students toward the key ideas in the lecture. These outlines help students focus their listening and provide a structure for their notes. This scaffolding decreases as the book progresses.

### Assess your comprehension

After the lecture, students assess three key components: their comprehension of lecture language, their general understanding of some of the key points in the lecture, and their notes.

First, students evaluate their own understanding of the lecture language and tie their comprehension of the lecture to their ability to follow the lecture language.

Students then use their notes to answer basic comprehension questions about the larger ideas in the lecture.

**Suggestion:** Encourage students to share their answers and also to explain how they arrived at their answer—to explain what the lecturer actually said.

Next, students assess their notes to see what information they might have missed or misunderstood.

**Suggestion:** Encourage students to discuss the differences in their respective notes and try to understand why they missed or mistook something.

### Summarize the lecture

Here, students summarize the lecture to consolidate what they have learned and find out how well they have understood the important ideas in the lecture. The goal is for students to enhance their comprehension of important ideas in the lecture by putting the ideas in their own words.

Summarizing the lecture aloud with a partner gives students training in an authentic academic activity—comparing and discussing notes with a classmate. Summarizing is an important strategy that will be useful throughout the students' academic careers.

**Suggestion:** Explain to the students that, if they find they have too little to say, this is a good sign that they missed information and should look back at their notes. Encourage students to use the summary language presented in Chapter 2. Point out that they do not need a partner to summarize. This is an excellent strategy to use on their own.

### Step 3: Discuss the Lecture

This step is aimed at providing students with strategies and language for classroom or group discussion of the ideas in a lecture. Students learn about the basic expectations for participation and conduct in a discussion setting. Like the listening and note-taking strategies, academic discussion strategies become progressively more sophisticated with each new chapter.

#### Academic Discussion Strategy

Have students read the Academic Discussion Strategy box. Then have students work with the set of discussion expressions.

**Suggestion:** You can have students read the expressions and add others to the list. Or you can first elicit the expressions that students know already. Look at the list to confirm what students know and add other expressions.

### Discussion practice

In this role-play activity, students are given the chance to practice the discussion language in a more guided way. The content in this section is easily accessible so that the focus can be on practicing the discussion language.

**Suggestion:** Monitor the groups as they do their role-plays, and hold students accountable for their use of the discussion language.

### Discuss the ideas in the lecture

Students now bring all their knowledge of the content and the discussion strategy together in a real classroom or small-group discussion of ideas in the lecture.

**Suggestion:** Students should have their lecture notes with them so they can refer to lecture content when appropriate. Encourage students to use the discussion language they have just learned. You may want to appoint a group member to keep track of this.

## Step 4: Present Your Knowledge

In this step, students learn strategies for giving oral presentations. The presentation assignments require students to draw on the content and vocabulary presented in the chapter reading and lecture. In order to see the strategy in action, students watch two versions of an excerpt of the same sample student presentation, one ineffective, one effective. The first version is ineffective and demonstrates a need for the chapter's target strategy. The second version is effective because the student used the target presentation strategy.

### Presentation Strategy

Have students read the information in the strategy box.

**Suggestion:** Be sure students notice two things: 1) How using the strategy will improve their speaking performance and 2) How to use the strategy.

### Check your comprehension

Students need to be sure they understand the content of the presentation first before they can focus on the presentation strategy.

**Note:** This first video features either an ineffective use or an absence of the strategy.

### Notice the presentation strategy

In this viewing, students watch the ineffective presentation again and notice the presentation strategy or lack of it.

**Suggestion:** Make sure students remain focused on the misuse or absence of the chapter's target strategy, and don't broadly criticize the speaker in general.

### **Presentation Strategy**

This strategy box contains more specific information to help students successfully use the chapter presentation strategy. In some cases, this information includes more specific actions to use; in others, the information contains more specific expressions to use.

### **Practice the presentation strategy**

In these practice activities, students are given the chance to practice the presentation strategy in a more guided way and get feedback on their use of the strategy. The content in this section is easily accessible so that the focus can be on practicing the presentation strategy.

**Suggestion:** Be sure to monitor the groups as they do these activities, and hold students accountable for their use of the presentation strategy.

### **Give a presentation**

These assignments are similar to real university oral presentations. They are designed to encourage students to critically think about the ideas they have learned in the chapter and develop and present new ideas related to the content of the chapter. For these assignments, students apply the content of the chapter to their own experiences and do research, conduct interviews, and survey others. Some presentations are done individually and others are group presentations.

### **Unit Wrap-Up**

At the end of each unit (so, at the end of every second chapter), there is a Unit Wrap-Up that aims to get students to synthesize the topics in the two chapters and/or think more conceptually and critically about the broader theme. You can assign these activities or not—they are not strictly part of the units or chapters.

Students get a taste of academic project work such as planning and carrying out a survey, collecting data and drawing conclusions, presenting their findings and conclusions before an audience, and doing research on the Internet.