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# Contemporary Topics

21<sup>st</sup> Century Skills for Academic Success

2

**FOURTH EDITION**

with **Essential Online Resources**  
access code inside



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SERIES EDITOR

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# Scope and Sequence

UNIT SUBJECT AND TITLE	CORPUS-BASED VOCABULARY	NOTE-TAKING AND LISTENING FOCUS	PRONUNCIATION	DISCUSSION STRATEGY	PRESENTATION
<b>1</b> <b>SOCIOLOGY</b>  Names	assignment classic discrimination gender generation image neutral prime symbol	Main ideas	Syllable stress	<ul style="list-style-type: none"> <li>▪ Asking for clarification or confirmation</li> <li>▪ Asking for opinions or ideas</li> </ul>	Present on names, using an outline
<b>2</b> <b>LINGUISTICS</b>  Global English	acknowledge communicate domain facilitate global nevertheless retain unprecedented	Comparisons	Stressing words to focus the listener	<ul style="list-style-type: none"> <li>▪ Disagreeing</li> <li>▪ Agreeing</li> </ul>	Present on varieties of English, using examples
<b>3</b> <b>PSYCHOLOGY</b>  Phobias	constant duration physical psychologist rational	Key words	Contractions	<ul style="list-style-type: none"> <li>▪ Keeping a discussion on topic</li> <li>▪ Asking for clarification or confirmation</li> <li>▪ Offering a fact or example</li> </ul>	Present on overcoming a fear, using descriptive sensory details
<b>4</b> <b>BUSINESS</b>  Success in the Global Economy	acquire adapt attribute complex consumer diverse illustrate	Topics and subtopics	Reduced vowels	<ul style="list-style-type: none"> <li>▪ Trying to reach a consensus</li> <li>▪ Asking for clarification or confirmation</li> <li>▪ Paraphrasing</li> </ul>	Present on a formula for success after developing an introduction
<b>5</b> <b>EDUCATION</b>  How We Each Learn Best	accurately assess aware demonstrate logic mental notion option	Numbered lists	Final -s and -ed sounds	<ul style="list-style-type: none"> <li>▪ Expressing an opinion</li> <li>▪ Asking for clarification or confirmation</li> <li>▪ Offering a fact or example</li> </ul>	Present on learning strengths, using transitions
<b>6</b> <b>HISTORY</b>  The Silk Road	alternate conflict decade decline network route	Dates and numbers	Thought groups	<ul style="list-style-type: none"> <li>▪ Paraphrasing</li> <li>▪ Asking for opinions or ideas</li> <li>▪ Offering a fact or example</li> </ul>	Present on an impactful person, using a conclusion

UNIT SUBJECT AND TITLE	CORPUS-BASED VOCABULARY	NOTE-TAKING AND LISTENING FOCUS	PRONUNCIATION	DISCUSSION STRATEGY	PRESENTATION
<b>7</b> <b>SOCIAL PSYCHOLOGY</b>  Sports Fans	appreciate bond commitment display integral motivate ongoing reinforce	Enumerating	Linked sounds	<ul style="list-style-type: none"> <li>▪ <b>Agreeing</b></li> <li>▪ Asking for clarification or confirmation</li> <li>▪ Asking for opinions or ideas</li> </ul>	Present on a special passion, using an attention-getting opener
<b>8</b> <b>ARCHITECTURE</b>  Frank Gehry	dynamic foundation objective principle stress utilize	Emphasis	Intonation	<ul style="list-style-type: none"> <li>▪ <b>Acknowledging a point</b></li> <li>▪ Asking for opinions or ideas</li> <li>▪ Disagreeing</li> </ul>	Present on a beautiful building, using visual aids
<b>9</b> <b>PUBLIC HEALTH</b>  Global Epidemic	approximately contribute guidelines implement negative shift	Symbols and abbreviations	Emphasized words	<ul style="list-style-type: none"> <li>▪ <b>Offering a fact or example</b></li> <li>▪ Asking for opinions or ideas</li> <li>▪ Paraphrasing</li> </ul>	Present on healthy changes, using nonverbal communication
<b>10</b> <b>URBAN PLANNING</b>  21 <sup>st</sup> Century Cities	ethnic expand fundamental initiate institute monitor project	Connected ideas	Reduced and contracted words	<ul style="list-style-type: none"> <li>▪ <b>Focusing on a topic</b></li> <li>▪ Asking for clarification or confirmation</li> <li>▪ Expressing an opinion</li> </ul>	Present on a great place to live while persuading the audience
<b>11</b> <b>BIOLOGY</b>  DNA Testing	access concentrate extract identical medical reveal statistically	Graphic organizers	Stressing words to make ideas clear	<ul style="list-style-type: none"> <li>▪ <b>Getting a discussion started</b></li> <li>▪ Disagreeing</li> <li>▪ Expressing an opinion</li> </ul>	Present on a scientific advance, using quotations
<b>12</b> <b>PUBLIC ADMINISTRATION</b>  Risk Management	allocate cooperate ignore minimize predict priorities target ultimately widespread	Questions	Key words in thought groups	<ul style="list-style-type: none"> <li>▪ <b>Asking for opinions or ideas</b></li> <li>▪ Agreeing</li> <li>▪ Offering a fact or example</li> </ul>	Present on a survivor's story and answer audience questions



# Introduction

The *Contemporary Topics* series provides a comprehensive approach to developing 21<sup>st</sup> century academic skills—including listening, thinking, discussion, presentation, and study skills—in order to prepare students for participation in real-life academic and professional contexts.

The overriding principle of language and skill development in the *Contemporary Topics* series is *engagement*. Activities in each unit are carefully sequenced in a way that gives students increasing involvement and self-direction of their learning. Authentic, stimulating content is introduced and developed throughout each unit so that students experience the value of understanding and exchanging contemporary ideas in a range of academic fields. *Contemporary Topics* is intended to bridge the gap between language-focused and content-focused instruction, to ready students for genuine academic and professional contexts where they will be expected to participate fully.

Each unit centers around a short academic lecture. Realistic preparation activities, focused listening tasks, personalized discussions, challenging tests, and authentic presentation assignments enable students to explore each topic deeply.

The lecture topics are drawn from a range of academic disciplines, and the lectures themselves feature engaging instructors in a variety of settings including offices, lecture halls, and classrooms, many with live student audiences.

In order to achieve the goals of content-based instruction, the *Contemporary Topics* series has developed an engaging nine-part learning methodology:

## ➡ Section 1: Connect to the Topic

**Estimated time: 15 minutes**

This opening section invites students to activate what they already know about the unit topic by connecting the topic to their personal experiences and beliefs. Typically, students fill out a short survey and compare answers with a partner. The students then listen to a short interview providing one expert view on the unit topic. The teacher then acts as a facilitator for students to share some of their initial ideas about the topic before they explore it further.

## ➡ Section 2: Build Your Vocabulary

**Estimated time: 15 minutes**

This section familiarizes students with some of the key content words and phrases used in the lecture. Each lecture targets 10–15 key words from the Academic Word List to ensure that students learn the core vocabulary needed for academic success.

Students read *and* listen to the target words and phrases in context so that they can better prepare for the upcoming lecture. Students then work individually or with a partner to complete exercises to ensure an initial understanding of the target lexis of the unit. A supplementary pair-work activity enables students to focus on form as they are learning new words and collocations.

## ➡ Section 3: Focus Your Attention

**Estimated time: 10 minutes**

In this section, students learn strategies for listening actively and taking clear notes. Because a major part of “active listening” involves a readiness to deal with comprehension difficulties, this section provides specific coaching tips to help students direct their attention and gain more control of how they listen.



Tips include how to use signal words as organization cues, make lists, note definitions, link examples to main ideas, identify causes and effects, and separate points of view. A Try It section, based on a short audio extract, allows students to work on note-taking strategies before they get to the main lecture. Examples of actual notes are usually provided in this section to give students concrete “starter models” they can use in the classroom.

## **Section 4: Watch the Lecture**

**Estimated time: 20–30 minutes**

As the central section of each unit, Watch the Lecture allows for two full listening cycles, one to focus on “top-down listening” strategies (Listen for Main Ideas) and one to focus on “bottom-up listening” strategies (Listen for Details).

In keeping with the principles of content-based instruction, students are provided with several layers of support. In the Think About It section, students are guided to activate concepts and vocabulary they have studied earlier in the unit.

The lecture can be viewed as a video or just listened to on audio. The video version includes the speaker’s Presentation Points.

## **Section 5: Hear the Language**

**Estimated time: 10 minutes**

This section focuses on “bottom-up” listening strategies and pronunciation. In this section, students hear ten short extracts taken from the actual lecture and perform a noticing task. The task helps students perceive sound reductions and assimilations, learn to hear language as “thought groups” and pauses, and tune in to function of stress and intonation.

Students then work in pairs to practice their pronunciation, adapting the phonology point that was learned in the listening task.

## **Section 6: Talk About the Topic**

**Estimated time: 15 minutes**

Here students gain valuable discussion skills as they talk about the content of the lectures. Discussion skills are an important part of academic success, and most students benefit from structured practice with these skills. In this activity, students first listen to a short “model discussion” involving native and nonnative speakers, and identify the speaking strategies and gambits that are used. They then attempt to use some of those strategies in their own discussion groups.

The discussion strategies modeled and explained across the units include the following:

- Agreeing
- Asking for clarification or confirmation
- Asking for opinions or ideas
- Disagreeing
- Expressing an opinion
- Keeping a discussion on topic
- Offering a fact or example
- Trying to reach a consensus
- Paraphrasing



## Section 7: Review Your Notes

**Estimated time: 10 minutes**

Using notes for review and discussion is an important study skill that is developed in this section. Research has shown that the value of note-taking for memory building is realized *primarily* when note-takers review their notes and attempt to reconstruct the content.

In this activity, students are guided in reviewing the content of the unit, clarifying concepts, and preparing for the Unit Test. Abbreviated examples of actual notes are provided to help students compare and improve their own note-taking skills.

## Section 8: Take the Unit Test and Proficiency Assessment

**Estimated time: 15 minutes each**

Taking the **Unit Test** completes the study cycle of the unit: preparation for the lecture, listening to the lecture, review of the content, and assessment.

The Unit Test, contained only in the Teacher's Pack, is administered by the teacher and then completed in class, using the accompanying audio. The tests in *Contemporary Topics* are intended to be challenging—to motivate students to learn the material thoroughly. The format features an answer sheet with choices. The question “stem” is provided on audio only. Test-taking skills include verbatim recall, paraphrasing, inferencing, and synthesizing information from different parts of the lecture.

The **Proficiency Assessment** is an audio lecture and ten multiple-choice questions designed to give students practice listening and taking standardized tests. It, too, is found only in the Teacher's Pack and should be administered by the teacher and completed in class using the accompanying audio.

## Section 9: Express Your Ideas

**Estimated time: Will vary by class size**

This final section creates a natural extension of the unit topic to areas that are relevant to students. Students go through a guided process of preparing, practicing, and presenting on a topic of personal interest. Students are also given guidance in listening to other students' presentations and providing helpful feedback.

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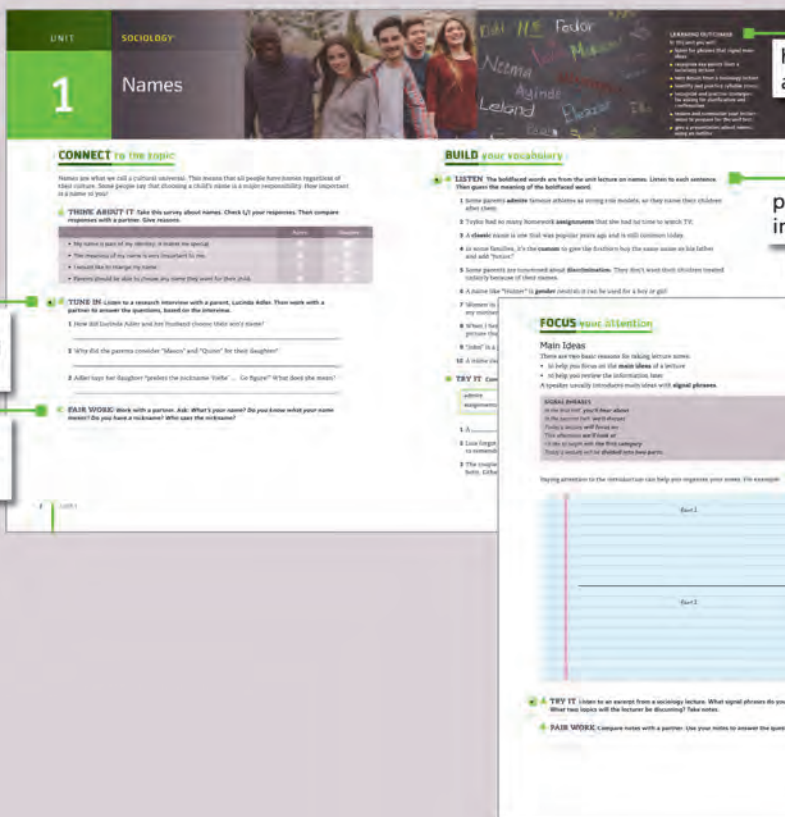
A supplementary Teacher's Pack (TP) contains teaching tips, transcripts, answer keys, tests, and teacher evaluation forms.

We hope you will enjoy using this course. While the *Contemporary Topics* series provides an abundance of learning activities and media, the key to making the course work in your classroom is student engagement and commitment. For content-based learning to be effective, students need to become *active learners*. This involves thinking critically, guessing, interacting, offering ideas, collaborating, questioning, and responding. The authors and editors of *Contemporary Topics* have created a rich framework for encouraging students to become active, successful learners. We hope that we have also provided you, the teacher, with tools for becoming an active guide to the students in their learning.

Michael Rost  
SERIES EDITOR

# Learning Path

## ACTIVATION SECTIONS 1 / 2 / 3



highlights learning areas

presents vocabulary in context

features a short "interview" related to unit theme

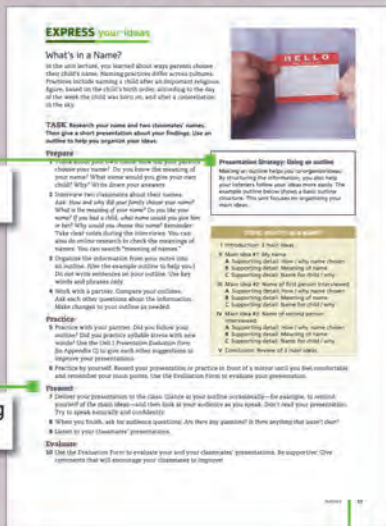
encourages idea sharing about unit topic

provides listening and note-taking tips

features a short academic talk

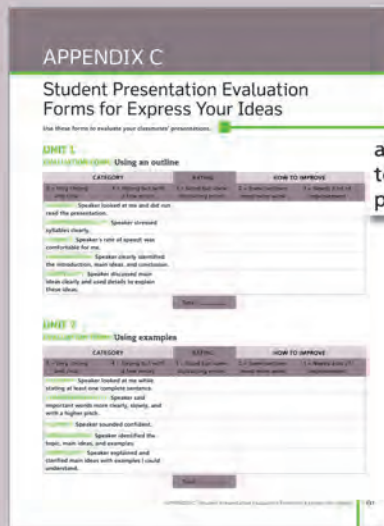
offers selective listening and note-taking practice

## EXPRESSION SECTION 9



offers tips for presenting

gives speaking practice



allows opportunity to assess presentations



# PROCESSING SECTIONS 4 / 5 / 6

encourages anticipation of lecture topic

features an academic lecture and requires gist and intensive listening, and active note-taking

**WATCH** *Pre-Listening*

**THINK ABOUT IT:** You are about to watch the unit lecture on names. How does a person's name influence your opinion of him or her? Give reasons.

**LISTEN FOR MAIN IDEAS:** Close your book. Watch the lecture and take notes.

**CHOOSE YOUR UNDERSTANDING:** Use your notes. Answer the questions. Based on his lecture, GIBBY is a...

1. What does calling the professor "Gibby" versus "Dr. Blaise" show?
  - a. how names can influence how we respond to people
  - b. how we can change our names
  - c. which name the greater number of students use with her
2. How is the name GIBBY different from the name "Blaise"?
  - a. They belong to different families.
  - b. They have different meanings.
  - c. They belong to different people.
3. How is GIBBY a classic name?
  - a. as a name that has a good sound
  - b. as a name that doesn't go out of style
  - c. as a name that has a nice feeling
4. Does an unusual name make someone successful?
  - a. Yes, the research shows that.
  - b. Yes, the research agrees on this.
  - c. No, the research doesn't show this.
5. What does the example about the names "Michael" and "Michael" show?
  - a. that there are stereotypes associated with names
  - b. that Michael is a classic name
  - c. that other people aren't affected by our taking

features lecture extracts that demonstrate phonology points

**HEAR** *Pre-Listening*

**Syllable Stress**

What are some words that are important to know which syllable is stressed. Try to identify the stressed syllable in each word. Write the stressed syllable.

**EXAMPLE:**

The flower is an **ORCHID** / ɒr.tʃɪd / orchid.

**LISTEN:** Listen to the statements and questions from the lecture. Circle the syllable stress you hear.

1. In **ORCHID** / ɒr.tʃɪd /, we stress the first syllable and the first syllable is stressed. Try to identify the stressed syllable in each word.
2. For example, **ORCHID** / ɒr.tʃɪd /, we stress the first syllable and the first syllable is stressed. Try to identify the stressed syllable in each word.
3. However, we would stress a **CLASSIC** / ˈkɹæs.ɪk / approach to **ORCHID** / ɒr.tʃɪd /, which is a different stress pattern to the first syllable.
4. So, without a doubt, our students are impressed **BY** the **MUSIC** / ˈmjuː.zɪk / of **ORCHID** / ɒr.tʃɪd /.
5. The second way people choose to stress a word is after the vowel (the **ACCENT**).
6. For example, they use **ORCHID** / ɒr.tʃɪd / to stress the **ORCHID** / ɒr.tʃɪd / syllable in each word.
7. How about **ORCHID** / ɒr.tʃɪd /? We stress the first syllable in each word.
8. In a word like **ORCHID** / ɒr.tʃɪd /, the stress is on the **ORCHID** / ɒr.tʃɪd / syllable in each word.
9. Does a person's name **AFFECT** / əˈfekt / their choice of the **ORCHID** / ɒr.tʃɪd /?
10. **ORCHID** / ɒr.tʃɪd / is a classic name. It is a classic name. It is a classic name.

prompts pronunciation practice

**TALK** *During the Lecture*

**Asking for Clarification or Confirmation**

**COLLAPSE THE DISCUSSION:** Watch as the students talk about names. Read each comment. Then check (✓) the student who makes the comment.

	Yes	Maybe	Probably	No
1. "My name was just a name. It wasn't even a name."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. "Yes, in my case, I got my name from the first day that the lecture mentioned, which was Tuesday."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. "I was asked after the name 'ugh' what teacher I gave my name and I said 'the professor'."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. "It was really just when my name came out. I said my name and it was 'ugh' for me."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**LEARN THE STRATEGIES:** Watch the discussion again. Listen clearly for the comments. Then check (✓) the discussion strategy the student uses.

	Asking for clarification or confirmation	Adding to opinion or idea
1. Why "the you just think saying really my name?"	<input type="checkbox"/>	<input type="checkbox"/>
2. Because "This lecture has made me realize it's a big responsibility for a parent to choose..."	<input type="checkbox"/>	<input type="checkbox"/>
3. Why "This name, it's the parent's responsibility to give the name?"	<input type="checkbox"/>	<input type="checkbox"/>

**TRY IT:** In a small group, discuss one or more of these topics. Try to use the discussion strategies you have learned.

1. Do you know people with unusual names? What are their names? What do you think of their names?
2. In your experience, are stereotypes associated with names? Give an example.
3. There are many websites for baby names. Choose a name for your baby. Is it a good way to choose a name?

features model discussion and listening target

provides tips for participating in a discussion

provides speaking and listening practice

# ASSESSMENT SECTIONS 7 / 8

provides opportunity to revise notes

allows demonstration of content mastery

**REVIEW** *Post-Listening*

**REVIEW:** With a partner, take turns explaining the main ideas from the lecture. Use your notes. Then provide the notes below.

Name:	
Class/Section:	
Dr. Blaise:	
Guest:	
Robert or Rose:	
Diana:	
Paul:	
Robert:	

**Notes:**

Now you are ready to take the Unit Test and the Proficiency Assessment.

**UNIT 1 Unit Test**

**LISTEN TO EACH QUESTION:** Circle the letter of the correct answer.

1. What does the professor say about the name "Gibby"?
  - a. It is a classic name.
  - b. It is a name that has a good sound.
  - c. It is a name that doesn't go out of style.
  - d. It is a name that has a nice feeling.
2. How is the name GIBBY different from the name "Blaise"?
  - a. They belong to different families.
  - b. They have different meanings.
  - c. They belong to different people.
  - d. They have different sounds.
3. How is GIBBY a classic name?
  - a. as a name that has a good sound
  - b. as a name that doesn't go out of style
  - c. as a name that has a nice feeling
  - d. as a name that is easy to pronounce
4. Does an unusual name make someone successful?
  - a. Yes, the research shows that.
  - b. Yes, the research agrees on this.
  - c. No, the research doesn't show this.
  - d. No, the research shows that it doesn't.
5. What does the example about the names "Michael" and "Michael" show?
  - a. that there are stereotypes associated with names
  - b. that Michael is a classic name
  - c. that other people aren't affected by our taking
  - d. that Michael is a good name

**UNIT 2 Proficiency Assessment**

**LISTEN TO THE LECTURE:** Then read each question. Circle the letter of the correct answer.

1. What is the main idea of the lecture?
  - a. The importance of choosing a name for your child.
  - b. The importance of choosing a name for your business.
  - c. The importance of choosing a name for your company.
  - d. The importance of choosing a name for your organization.
2. According to the lecture, what is the most important factor in choosing a name?
  - a. The length of the name.
  - b. The number of syllables in the name.
  - c. The meaning of the name.
  - d. The sound of the name.
3. How does the professor say that names can affect a person's life?
  - a. Names can affect a person's career.
  - b. Names can affect a person's relationships.
  - c. Names can affect a person's health.
  - d. Names can affect a person's happiness.
4. What does the professor say about the name "Michael"?
  - a. It is a classic name.
  - b. It is a name that has a good sound.
  - c. It is a name that doesn't go out of style.
  - d. It is a name that has a nice feeling.
5. How does the professor say that names can affect a person's life?
  - a. Names can affect a person's career.
  - b. Names can affect a person's relationships.
  - c. Names can affect a person's health.
  - d. Names can affect a person's happiness.

features a short academic lecture and offers a high-stakes listening environment



## CONNECT to the topic

Names are what we call a cultural universal. This means that all people have names regardless of their culture. Some people say that choosing a child's name is a major responsibility. How important is a name to you?

**A THINK ABOUT IT** Take this survey about names. Check (✓) your responses. Then compare responses with a partner. Give reasons.

	Agree	Disagree
• My name is part of my identity; it makes me special.	<input type="checkbox"/>	<input type="checkbox"/>
• The meaning of my name is very important to me.	<input type="checkbox"/>	<input type="checkbox"/>
• I would like to change my name.	<input type="checkbox"/>	<input type="checkbox"/>
• Parents should be able to choose any name they want for their child.	<input type="checkbox"/>	<input type="checkbox"/>

**B TUNE IN** Listen to a research interview with a parent, Lucinda Adler. Then work with a partner to answer the questions, based on the interview.

1 How did Lucinda Adler and her husband choose their son's name?

---

2 Why did the parents consider "Mason" and "Quinn" for their daughter?

---

3 Adler says her daughter "prefers the nickname 'Fiefie' ... . Go figure!" What does she mean?

---

**C PAIR WORK** Work with a partner. Ask: *What's your name? Do you know what your name means? Do you have a nickname? Who uses the nickname?*





**LEARNING OUTCOMES**

In this unit you will:

- listen for phrases that signal main ideas
- recognize key points from a sociology lecture
- note details from a sociology lecture
- identify and practice syllable stress
- recognize and practice strategies for asking for clarification and confirmation
- review and summarize your lecture notes to prepare for the unit test
- give a presentation about names, using an outline

## **BUILD** your vocabulary

**A LISTEN** The boldfaced words are from the unit lecture on names. Listen to each sentence. Then guess the meaning of the boldfaced word.

- 1 Some parents **admire** famous athletes as strong role models, so they name their children after them.
- 2 Taylor had so many homework **assignments** that she had no time to watch TV.
- 3 A **classic** name is one that was popular years ago and is still common today.
- 4 In some families, it's the **custom** to give the firstborn boy the same name as his father and add "Junior."
- 5 Some parents are concerned about **discrimination**. They don't want their children treated unfairly because of their names.
- 6 A name like "Hunter" is **gender** neutral; it can be used for a boy or girl.
- 7 Women in three **generations** of my family have had the name "Sarah"—my grandmother, my mother, and my sister.
- 8 When I hear the name "Barbie," I see an **image** of a tall, blond girl. Fair or not, it's the picture that comes into my mind.
- 9 "John" is a **prime** example of a classic name. It's been used for many years.
- 10 A name can be a **symbol** of identity, especially for celebrities.

**B TRY IT** Complete each sentence with the correct word.

admire	classic	discrimination	generations	prime
assignments	custom	gender	image	symbol

- 1 A \_\_\_\_\_ name like Robert has been used for a long time.
- 2 Luis forgot the woman's name although the \_\_\_\_\_ of her face was easy to remember.
- 3 The couple didn't want to know the \_\_\_\_\_ of their baby before it was born. Either a boy or a girl was fine.

- 4 In my opinion, a(n) \_\_\_\_\_ example of a bad name is a name that's hard to pronounce.
- 5 Mr. Lee gave his students three \_\_\_\_\_ for the weekend.
- 6 Because the Martins were worried about gender \_\_\_\_\_, they gave their daughter a name used by both boys and girls.
- 7 The \_\_\_\_\_ in our family is to name a baby after a relative who has recently died.
- 8 Basketball star LeBron James is called "The King" because of his \_\_\_\_\_ as the best player in the world.
- 9 In Robert's family, four \_\_\_\_\_ have the name "Robert," including Robert's great-grandfather.
- 10 For their new baby, my neighbors chose the name of a politician they \_\_\_\_\_ in hopes that their daughter will also be successful.

**C PAIR WORK** Read the sentences with a partner. Notice the boldfaced words. Then choose a particle to complete each sentence.

after                      as                      by                      of                      to

- 1 An **example** \_\_\_\_\_ an unusual name is "Sky."
- 2 Unfortunately, people are **judged** \_\_\_\_\_ the names they have.
- 3 Steven was **named** \_\_\_\_\_ his dad's college coach, Mr. Stevens.
- 4 "Emily" **qualifies** \_\_\_\_\_ a classic name because it's always been popular.
- 5 Sociologists study how people **respond** \_\_\_\_\_ each other's names.

down                      on                      out of                      to                      with

- 6 Stereotypes are **associated** \_\_\_\_\_ some names. For example, some people expect a "Jennifer" to be pretty.
- 7 Some couples choose a name in hopes it will provide some social **benefit** \_\_\_\_\_ their child—for example, their child will be popular or respected.
- 8 The name "Anna" was **passed** \_\_\_\_\_ from one generation to the next in the girl's family.
- 9 Some parents don't **rely** \_\_\_\_\_ custom. Instead, they choose a name they like.
- 10 A classic name never goes \_\_\_\_\_ **style**. It's always popular.



## FOCUS your attention

### Main Ideas

There are two basic reasons for taking lecture notes:

- to help you focus on the **main ideas** of a lecture
- to help you review the information later

A speaker usually introduces main ideas with **signal phrases**.

#### SIGNAL PHRASES

*In the first half, you'll hear about ...*

*In the second half, we'll discuss ...*

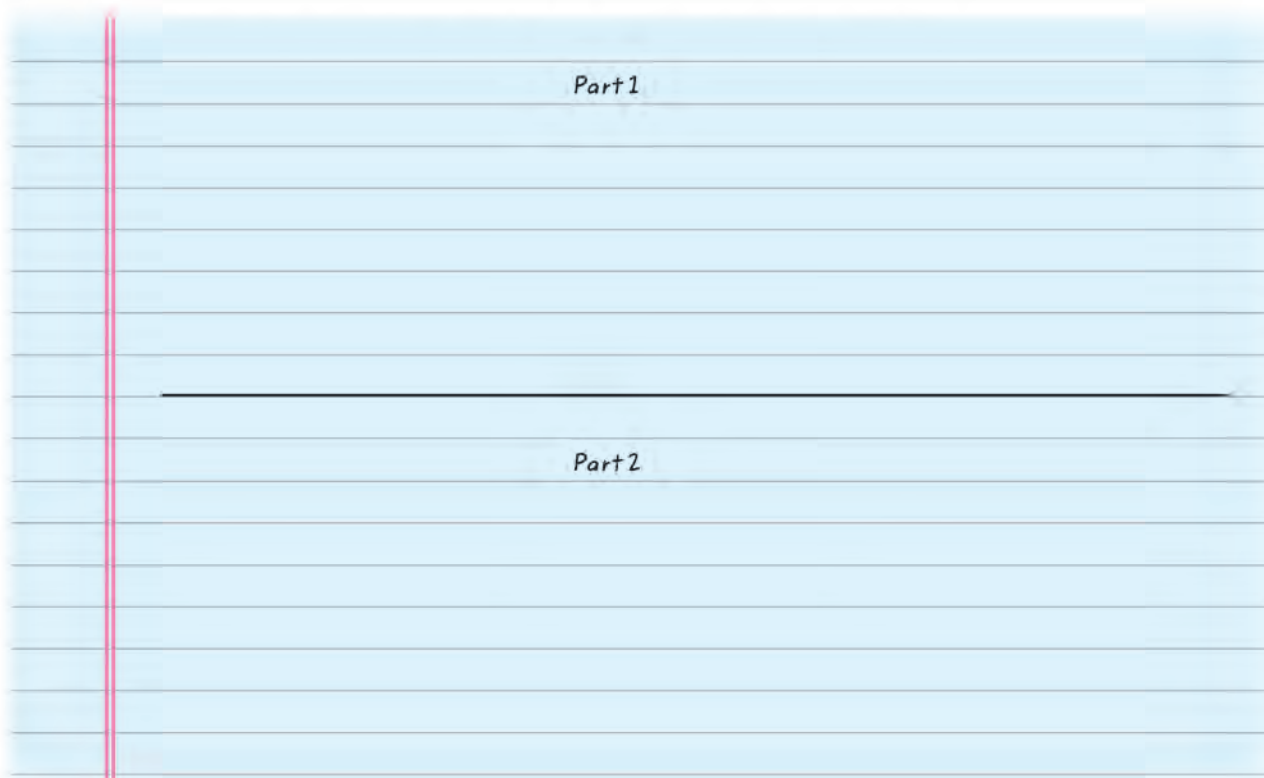
*Today's lecture will focus on ...*

*This afternoon we'll look at ...*

*I'd like to begin with the first category ...*

*Today's lecture will be divided into two parts: ...*

Paying attention to the introduction can help you organize your notes. For example:



Part 1

Part 2

**A TRY IT** Listen to an excerpt from a sociology lecture. What signal phrases do you hear? What two topics will the lecturer be discussing? Take notes.

**B PAIR WORK** Compare notes with a partner. Use your notes to answer the questions in Part A.

## WATCH the lecture

**A THINK ABOUT IT** You are about to watch the unit lecture on names. How does a person's name influence your opinion of him or her? Give reasons.

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**B LISTEN FOR MAIN IDEAS** Close your book. Watch the lecture and take notes.

**C CHECK YOUR UNDERSTANDING** Use your notes. Answer the questions, based on the lecture. Circle *a*, *b*, or *c*.

- 1 What does calling the professor "Alex" versus "Dr. Shaw" show?
  - a how names can influence how we respond to people
  - b how we can change our names
  - c which name the speaker prefers students use with her
  
- 2 What is the most common way parents choose a name?
  - a They follow family customs.
  - b They choose what's popular.
  - c They choose a name they like.
  
- 3 How is a classic name defined?
  - a as a name that has a good sound
  - b as a name that doesn't go out of style
  - c as a name that has a nice feeling
  
- 4 Does an unusual name make someone successful?
  - a Yes, the research shows this.
  - b Yes, sociologists agree on this.
  - c No, the research doesn't show this.
  
- 5 What does the example about the names "Michael" and "Hubert" tell us?
  - a that there are stereotypes associated with names
  - b that Michael is a classic name
  - c that other people aren't affected by our names





  **D LISTEN FOR DETAILS** Close your book. Watch the lecture again. Add details to your notes and correct any mistakes.

**E CHECK YOUR UNDERSTANDING** Use your notes. Decide if the statements are *T* (true) or *F* (false), based on the lecture. Correct any false statements.

- \_\_\_ 1 A cultural universal is defined as a practice we all share.
- \_\_\_ 2 A first name is also referred to as a *given name*.
- \_\_\_ 3 In some families, it's custom to name the first son after the grandmother.
- \_\_\_ 4 "Taylor" is an example of a name that works for either gender.
- \_\_\_ 5 Some parents believe a name can give their child social benefit.
- \_\_\_ 6 "Alex" and "Emily" are examples of classic names.
- \_\_\_ 7 Sociologists agree that it is better to have a classic than an unusual name.
- \_\_\_ 8 The name "Hubert" was on all of the homework assignments.
- \_\_\_ 9 The teachers were given the same homework assignment.
- \_\_\_ 10 Parents who want their son to be considered smart should name him "Hubert."

# Contemporary Topics

## 21<sup>st</sup> Century Skills for Academic Success

### FOURTH EDITION

Ellen Kisslinger

Series Editor: Michael Rost

### HIGH INTERMEDIATE

*What are the four characteristics a leader needs to succeed in business? What are the benefits of being a sports fan? Why is a disease that once afflicted mostly the wealthy now a global epidemic?*

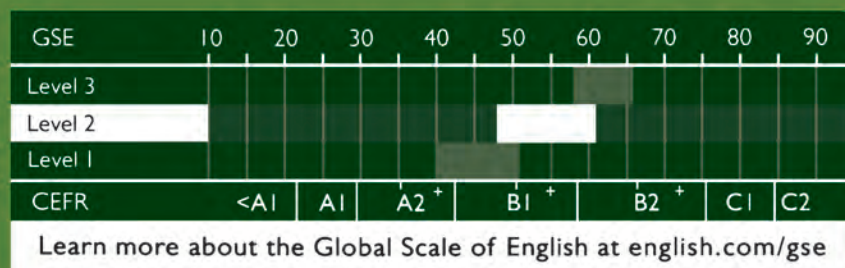
Discover the answers to these questions and more in *Contemporary Topics 1*. Now in a fourth edition, this series expands on its highly respected approach to developing academic listening and study skills. Organized around realistic college lectures, the text guides learners through carefully sequenced activities in skills such as note-taking, focusing attention, intensive listening, and vocabulary building. It also helps students prepare for public speaking, evaluate their interests, and explore possible career paths.

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### OTHER HIGHLIGHTS

- Corpus vocabulary drawn from the Academic Word List ensures that students are exposed to core academic vocabulary.
- Collaborative activities allow students to make connections and develop critical thinking skills.
- Unit comprehension tests assess students' grasp of key concepts presented in the unit lecture.



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