

# Speaking and Listening III

Compiled by:  
Michelle Harkins and Meral Muyesser

This book is composed of Open Access Resources from the following sources:

- ESL for Advanced Students: The Way You Like It Advanced Grammar/Writing, Plus Modified Bloom's Taxonomy, Capitalization and Punctuation Rules by Don Bissonnette is licensed under a Creative Commons Attribution NonCommercial 4.0 International License
- Green Tea Intermediate English Communication OER by Eric Dodson, Luciana Diniz, Nanci Leiton is licensed under a Creative Commons Attribution 4.0 International License
- Oral Communication for Non-Native Speakers of English by Timothy Kochem, Monica Ghosh, Lily Compton, and Elena Cotos is licensed under a Creative Commons Attribution-NonCommercial ShareAlike 4.0 International License.
- Problems with Memory by Rice University is licensed under a Creative Commons Attribution-NonCommercial ShareAlike 4.0 International License.

These public domain resources were also incorporated:

- "Giving and Responding to Compliments" by Noriko Ishihara and "Teaching Refusals in an EFL Setting" by Sachiko Kondo in Teaching Pragmatics.

## COURSE OUTCOMES

Upon completion of this course, you will be able to:

- Communicate abstract ideas in academic situations using advanced vocabulary and idiomatic expressions with near fluency.
- Listen and understand conversations from different contexts, including academic lectures and talks, radio and TV broadcasts, stories, and descriptions of events and perform such tasks as identifying main ideas, supporting ideas, identifying contexts, making inferences and conclusions.
- Recognize and use the vowel and consonant sounds of English.
- Improve stress and intonation.

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# Unit 1: Introverts and Extroverts

## SECTION 1: INTRODUCTION AND VOCABULARY

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In this unit, we will learn about two personality types and how people get energy in different social situations. Throughout this unit, you will use the following vocabulary words to listen to passages about introverts and extroverts and discuss their characteristics.

**DIRECTIONS:** Read the sentences below and focus on the underlined words in these examples. Have you seen them before? Are they new? Think about the meaning and part of speech.

1. **Extroverts** are the people we all want to hang out with.
2. Introversion and extroversion specifically deal with how individuals may gain and lose energy.
3. Another major misconception on the topic of introverts and extroverts is the idea that you need to be one way or the other.
4. Introversion and extroversion are not completely black and white. There is a gray area.
5. Figuring out where you fall on the scale can be extremely helpful when trying to understand your unique qualities.
6. Be aware and be considerate of the different ways people function.
7. More and more people are becoming familiar with the terms introvert and extrovert.
8. Introverts gain energy from their internal world. This means they enjoy deep thinking, contemplating new ideas, and reflecting upon their experiences.
9. This doesn't mean that extroverts can't contemplate complex ideas.

**DIRECTIONS:** Write the part of speech and a definition for each word. Use the sentences above and this page to help with some of them:

<https://quizlet.com/486265252/introverts-extroverts-vocabulary-practice-flash-cards/?x=1jqt>

Vocabulary word	Part of speech*	Definition
be aware of		
black and white		
complex		
considerate		

contemplate		
deal with		
extremely		
extrovert		
familiar with		
figure out		
function		
gain		
gray area		
hang out		
introvert		
individual		
misconception		
reflect		
topic		
unique		

\*Part of speech means you should write if the word is a **noun, verb, adjective, or adverb.**

## SECTION 2: LISTENING COMPREHENSION

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While listening, it is crucial that you listen actively and pay attention to main points and details and take good notes. In this section, you will learn how to identify main ideas and purpose and transition words that signal the main points and supporting details.

To take notes while listening:

- Write keywords - not sentences (Extroverts are very social people→ extro = social)
- Use abbreviations (example→ex., January→Jan)

Keywords to identify the main idea are:

- I'm going to talk about ... .. “
- “My topic today is \_\_\_\_\_. 1, 2,3.”

Transition words to show the main supporting details are:

- “First...” “Next...” “After that...”

Phrases that give examples are:

- For example...
- Such as
- For instance
- A good example of this is...
- As an illustration,...
- To give you an example,...
- To illustrate this point...

What is the purpose?

- Defining → definition
- Listing → classifying items
- Comparing/contrasting → showing similarities and differences
- Explaining causes and effects
- Explaining a problem and solution → a problem AND how to fix it
- Sequencing → a process or a history

## Listening to a Lecture: Introverts and Extroverts

**DIRECTIONS:** Click on the link to watch the lecture. While you watch, you should take notes. <https://openoregon.pressbooks.pub/greentea/?p=23> After watch the lecture, review the questions below and your notes. Do you need to listen again? Listen again and focus on the ideas you did not write in your notes.

1. What are the main ideas in this presentation?

---

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2. What is the speaker's purpose? \_\_\_\_\_

3. What is the correct definition of introverts? Give examples and details from the video.

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4. What is the correct definition of extroverts? Give examples and details from the video.

---

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5. What is the meaning of “ambiverts”?

---

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6. How can this information help you?

---

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7. Do you consider yourself an introvert or an extrovert? Why? Explain your answer.

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## Main ideas and details outlining

**DIRECTIONS:** Go to the following websites. Drag and drop the words in each part to finish the notes from the lecture. Notice the organization of main ideas and details.

1. <https://openoregon.pressbooks.pub/greentea/?p=215#h5p-12>
2. <https://openoregon.pressbooks.pub/greentea/?p=215#h5p-13>
3. <https://openoregon.pressbooks.pub/greentea/?p=215#h5p-14>

## Listening to a Presentation: Strengths and Weaknesses of Extroverts

**DIRECTIONS:** Click on the link to watch the lecture. Watch the video and take notes. <https://openoregon.pressbooks.pub/greentea/?p=47#oembed-3> Did you catch all the main ideas? After watching, fill in the chart below with the strengths and weaknesses.

Strengths of extroverts	Weaknesses of extroverts
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	

## SECTION 3: PRONUNCIATION - Final -s

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In this section, you will be working on final -s sounds, but before you begin, you need to understand the difference between: Voiced and Voiceless Sounds



- Some English sounds are **voiced**. It means your vocal cords in your neck move when you make the sound.
- Some English sounds are **voiceless**. It means your vocal cords don't move when you make the sound.

Put your hand on your throat:

- Say: Aaaaaaaaaaaaaah. (Like at the doctor). Can you feel it?
- Say: Shhhhhhhhhhhhhhhhh. (Like quieting your friend). Can you feel it?

**DIRECTIONS: Click here to listen and repeat the following sounds:**

<https://openoregon.pressbooks.pub/greentea/?p=242#audio-242-1>

voiceless	voiced
/p/ Pear pig rip people	/b/ Bear big rib rabbit
/t/ To tip feet retain	/d/ Do dip feed under
/k/ Coat come rack picture	/g/ Goat gum rag sugar
/f/ Face fat half defend	/v/ Vase vat have clever
/θ / Thin thick with nothing	/ð/ That then neither father
/s/ Sue see price lesson	/z/ Zoo Zip prize lazy
/ʃ/ Shy show cash pressure	/ʒ / garage pleasure vision
/tʃ/ chin choke natural catch	/dʒ / Joke gin enjoy badge

**All vowel sounds in English are voiced!**

**DIRECTIONS: Listen and read aloud. Do you notice the difference between the voiced and voiceless sounds?**

- |         |      |         |      |           |       |
|---------|------|---------|------|-----------|-------|
| 1) dock | dog  | 5) tile | dial | 9) sue    | zoo   |
| 2) coat | goat | 6) lit  | lid  | 10) price | prize |
| 3) face | vase | 7) pear | bear | 11) chain | Jane  |
| 4) half | have | 8) rip  | rib  | 12) batch | badge |

### Pronunciation: Adding S for plural and simple present third person

English has three sounds for the letter "s." You have to pay attention to the final sound *before* the s.

- If the sound before is voiceless, use the voiceless /s/
- If the sound before is voiced, use the voiced /z/
- If the sound before is a sibilant, like s, z, sh, ch, j, use /ɪz/

Remember it's about the sound before, not the spelling. Here are some sample word endings for each sound

	Sibilant → /ɪz/		Voiceless → /s/		Voiced → /z/
/s/	buses kisses places	/p/ /t/ /k/ /f/	stops dates works chiefs	/b/ /d/ /g/ /v/	labs beds bags loves

/z/	box <u>es</u> buzz <u>es</u> amaz <u>es</u>	/θ /	laugh <u>s</u> cough <u>s</u> breath <u>s</u>	/ð/ Vowels	breath <u>s</u> has play <u>s</u> studie <u>s</u> go <u>s</u> allow <u>s</u> blue <u>s</u>
/ʃ/	brush <u>es</u>				
/tʃ/	catch <u>es</u>				
/ʒ/	garag <u>es</u>				
/dʒ/	badg <u>es</u>				

**WORDS DIRECTIONS:** Watch <https://openoregon.pressbooks.pub/greentea/?p=249>, listen, and repeat these sounds. Then write the final sound and say in the following words.

- |                  |                  |                 |
|------------------|------------------|-----------------|
| 1. Watches _____ | 2. Tastes _____  | 3. Places _____ |
| 4. Grabs _____   | 5. Picks _____   | 6. Boxes _____  |
| 7. Cries _____   | 8. Oranges _____ | 9. Waits _____  |
| 10. Dishes _____ |                  |                 |

**SENTENCES DIRECTIONS:** Read the sentences out loud. Focus on the “s” pronunciation and voiced/voiceless sounds.

- Chris’s friends are helping him move his boxes from upstairs to two different garages.
- Mary grabs lunch at different restaurants with her sisters on Saturdays.
- If the weather looks clear and there are no clouds, Nancy washes her cars on the weekends.

## SECTION 4: SPEAKING

In this section you will first work on applying grammar to your speaking. Then you will build your awareness of cultural communication differences in the section about pragmatics. Afterwards, you will use the chapter’s vocabulary to practice speaking. Finally you will prepare a formal speaking assignment.

### Grammar for Speaking: The Simple Present Tense

We use the present tense to talk about habits, general truths/facts and unchanging situations.

For instance:

- Habits: I drink coffee every morning.
- General Truths: A Lamborghini costs a lot of money.
- Fact: The sun rises in the east and sets in the west.
- Unchanging situations: She always goes to work by train.

When you form sentences in the present, conjugating the third person singular- “*he, she, it.*” can be difficult. Most of the time, we conjugate verbs in the third person singular by adding -s; however, when the verbs end with -o, ch, sh, we add- es instead of just adding -s.

Examples: She **eats** cereal every morning. (I eat- she eats)  
Julia **washes** the dishes every night. (I wash- she washes)

Also, when the verb ends with the consonant -y, we change the -y to -ie before adding the -s.

Example: My mother always **worries** about me when I travel even though I am 30 years old.  
(I worry- she worries)

**Forming Negative Statements:**

Verbs	Negative Forms	Examples
Am/is/are	I'm not/he's not/they're not	I am not tired. She is not young. They are not here yet.
Do	Don't	I don't drink coffee. You don't like coffee. They don't like tea. We don't like to talk on the phone.
Does	Doesn't	He doesn't have any children. She doesn't like chocolate. It doesn't work properly.

**Forming and answering Questions using -Do-Does:**

Do	I You We They	Do I need to complete my degree in 2 years? <ul style="list-style-type: none"> <li>• Yes, you do. OR No, you don't.</li> </ul> Do you enjoy this class? <ul style="list-style-type: none"> <li>• Yes, you need to complete your degree in 2 years.</li> <li>• No, you don't need to complete your degree in 2 years.</li> </ul> Do you enjoy this class? <ul style="list-style-type: none"> <li>• Yes, I do. OR No, I don't.</li> <li>• Yes, I like this class. OR No, I don't like this class.</li> </ul> Do we have to leave at 2pm? <ul style="list-style-type: none"> <li>• Yes, we do. OR No, we don't.</li> <li>• Yes, we have to leave at 2pm. OR No, we don't have to leave at 2pm.</li> </ul> Do they always fight? <ul style="list-style-type: none"> <li>• Yes, they do. OR No, they don't always fight.</li> </ul>
Does	He She It	Does he have a car? <ul style="list-style-type: none"> <li>• Yes, he does OR No, he doesn't</li> <li>• Yes, he has a car. OR No, he doesn't have a car.</li> </ul> Does she like to play soccer? <ul style="list-style-type: none"> <li>• Yes, she does. OR No, she doesn't.</li> </ul> Does it always rain in New Jersey? <ul style="list-style-type: none"> <li>• Yes, it does. OR No, it doesn't always rain in New Jersey.</li> </ul>

**Forming -WH Questions:**

What	does/do +subject	What do I need to do to get a passport? What do you do in your spare time?
------	------------------	---

		What does she do for a living? What do we do now? What do they do to keep her safe?
<b>Where</b>	does/do+subject	Where do I need to go to get a passport? Where do you work? Where does he live? Where does your mother live? Where do your parents live? Where do we meet?
<b>When</b>	does/do+subject	When do I need to sign the document? When do you think we can meet? When does she play basketball? When do they leave?
<b>Why</b>	does/do+ subject	Why do you cry? Why do I need to call you? Why does she look tired? Why doesn't he eat pork? Why do they always come late?
<b>Who</b>	does/do+ subject	Who do you call the most? Who do I need to call if I have an emergency? Who does she live with? Who do they need to call if they need help?
<b>How</b>	does/do+subject	How do you make pasta so delicious? How do I pronounce your name correctly? How does she make you clean your room? How do they know each other?
<b>Which</b>	does/do+subject Noun+ do/does+verb	Which do you prefer? Movies or books? Which dress do you like? Which book does she want to read? Which city do they want to visit?

**Let's Practice!**

**PRACTICE 1 DIRECTIONS:** Choose the correct verb (Does/Do) to complete the sentences below.

1. \_\_\_\_\_ Michelle speak Spanish?
2. \_\_\_\_\_ Meral and Michelle speak Spanish?
3. \_\_\_\_\_ your family live in New Jersey?
4. \_\_\_\_\_ your parents live in the USA?
5. \_\_\_\_\_ we need to schedule an appointment before we come to your office?
6. \_\_\_\_\_ the train leave at 6pm?
7. \_\_\_\_\_ she have practice every day?

**PRACTICE 2 DIRECTIONS: Choose the correct verb/s to complete the sentences below.**

1. Where \_\_\_\_\_ your father \_\_\_\_\_ (live)?

Answer: \_\_\_\_\_

2. When \_\_\_\_\_ your speech class \_\_\_\_\_ (start)?

Answer: \_\_\_\_\_

3. What \_\_\_\_\_ you and your mother \_\_\_\_\_ (have) in common?

Answer: \_\_\_\_\_

4. What \_\_\_\_\_ your best friend \_\_\_\_\_ (do) when she is excited about something?

Answer: \_\_\_\_\_

5. Who \_\_\_\_\_ you \_\_\_\_\_ (call) when you are upset?

Answer: \_\_\_\_\_

6. How often \_\_\_\_\_ your parents \_\_\_\_\_ (visit) you?

Answer: \_\_\_\_\_

7. Why \_\_\_\_\_ babies \_\_\_\_\_ (cry)?

Answer: \_\_\_\_\_

**PRACTICE 3 DIRECTIONS: Work with a partner and ask each other the following questions. While you are exchanging answers, take notes. Once you are done, you will provide your partner's answers in a way that you introduce him/her.**

Q1: Do you make friends easily?	A1:
Q2: What do you like to do in your spare time?	A2:
Q3: Do you prefer to work by yourself or with people?	A3:
Q4: Do you prefer to talk on the phone or text?	A4:
Q5: Do you consider yourself an introvert or extrovert? Explain.	A5:

## Pragmatics: Refusals

Adapted from "Teaching Refusals in an EFL Setting" by Sachiko Kondo in [Teaching Pragmatics](#).

Good communication not only requires linguistic (language) knowledge but also requires an understanding of cultural and social expectations of the language that you are learning. Refusals of invitations and offers vary from culture to culture, and it is important to learn and practice how Americans respond to an invitation or an offer.

Americans tend to be very direct and straightforward. When you refuse an invitation or offer, Americans will immediately understand that you mean "no." Therefore, they may not ask you again. If you visit a friend and he/she offers you a drink, and you want a drink, say "yes," "yes, please," or "sure" the first time. If you don't, you may be thirsty the entire visit. This also means that when you offer someone a drink, and they refuse, they don't or can't accept, so you shouldn't ask again.

Below you will find different types of refusals and examples.

### Type A: Positive Opinion

- That sounds wonderful, but ...
- I'd like/love to, but ...
- I wish I could, but ...

### Type B: Thanking

- Thank you for the invitation, but...
- Thanks, but ...

### Type C: Apology

- I'm sorry, but ...

### Type D: Alternative

- Maybe some other time.
- Perhaps next time.

### Type E: Direct Refusal + Reason

- I can't go. I already have other plans. I have to ...
- I can't make it. I already have other plans. I have to ...

## EXAMPLES:

### Dialogue 1

- Brian: Hi, Satomi. I'm planning to go on a ski trip next weekend. How about going with us?
- Satomi: Oh, I'm sorry, but my family has already made plans.

### Dialogue 2

- Brian: Hi, Satomi. I'm planning to go on a ski trip next weekend. How about going with us?
- Satomi: Oh, I'd love to go, but I've got to work this weekend.

### Dialogue 3

- Brian: Hi, Satomi. I'm going on a ski trip with some of my friends next weekend. Would you like to come with us?

- Satomi: I can't afford to go on a ski trip right now. I used all my money for my new car. Maybe some other time.

Dialogue 4

- Brian: Hi, Satomi. I'm planning to go on a ski trip next weekend. Can you come with us?
- Satomi: I can't make it this weekend. I've been invited to a party on Saturday.

Dialogue 5

- Brian: Hi, Satomi. I'm going on a ski trip with some of my friends next weekend. Would you like to come with us?
- Satomi: Oh, thanks for asking me, but I need to do homework for my biology class. Thank you for the invitation, though.

**DIRECTIONS: Read the situations below and practice role playing each one with a classmate. Be prepared to demonstrate one for the class.**

SITUATION 1: Concert Ticket

Your classmate, Tony, plays in a jazz band. He is going to have a concert soon, and he asks you to buy a ticket to the concert. You really do not want to go, because it will cost you \$23, and you feel this is too expensive.

SITUATION 2: Party Invitation

Dr. Kane, a professor at your college, invites you to a party at his house. But as you don't like him very much, you don't feel like going.

## Using Vocabulary for Speaking

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**YOUR PERSONALITY DIRECTIONS: Talk to a partner and discuss these questions. After you discuss, consider the following: Are you similar or different? What things do you have in common? How are you different?**

1. Which words do you associate with "extroverts"? Which words do you associate with "introverts"? Do you think it is possible to be extroverted and introverted? Why or why not?
2. What are some examples of situations that make you feel extremely energized, happy, and productive? What are some examples of situations that make you feel extremely overwhelmed? How do you gain energy and how do you lose energy?
3. When you hang out with your friends, what do you usually do?
4. Do you enjoy doing individual activities or collaborating with others? Why?
5. Do you frequently contemplate ideas and reflect quietly? Why or why not?

**CULTURE DIRECTIONS: Now you will have conversations with two different people. Try to find two people who are not from the same country as you. Ask them the questions in the box to the left. Take notes on their answers and be prepared to share with the class.**

What is your name, and what country are you from?		
What is <u>unique</u> about your home culture?		
Are you <u>familiar with</u> any cultural differences between your country and the US? Explain.		
In your home culture, is it acceptable to discuss <u>topics</u> , like salary, age, politics, weight, etc? Are there certain situations where it is not acceptable and others where it is acceptable?		
<u>Are you aware of</u> any <u>misconceptions</u> people have about your home culture? Give an example.		
Are there different roles, <u>functions</u> , and expectations for men and women in your home culture?		
When someone is not <u>considerate</u> of your culture, how do you <u>deal with</u> them?		
Living in a new cultural environment is <u>complex</u> . Cultural norms are rarely <u>black and white</u> ; often there is a <u>gray area</u> . How do you <u>figure out</u> what is acceptable?		



## Formal Speaking Assignment: An Informative Speech

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When you give a speech or presentation, you will present information AND have visuals behind you on the screen. Generally, to prepare a presentation or speech, you follow this process:

1. Create a main idea.
2. Write an outline with supporting details. (See example below)
3. Prepare your visuals.
4. Create your note cards.
5. Practice your speech.
6. Present your speech.

### Outline your speech

This is an important step. You need to be organized so that your speech is clear. Do not write a paragraph.

Template	Sample: Important characteristics of a teacher
I. Introduction A. Hook  B. Main Idea  II. Body 1 A. Explanation or B. Example  III. Body 2 A. Explanation Or B. Example  IV. Body 3 A. Explanation or B. Example  V. Conclusion	I. Introduction A. Do you remember your favorite teacher? My favorite teacher was...She... B. Teachers need to be extroverted and can be introverted too: friendly, patient, and organized  II. Body 1 - Teachers need to be friendly A. Greetings, smiles, small talk B. Make students feel comfortable 1. Ask questions 2. Answer questions  III. Body 2 - Teachers need to be patient. A. Silly questions, make mistakes, don't understand B. Impatient = nervous students  IV. Body 3 - Teachers need to be organized A. Class materials, papers, emails B. Teacher who lost my test  V. Conclusion: There are three important characteristics of teachers, so if you want to be a teacher, you should be friendly, patient, and organized.

### Guidelines

- Slides: Notes - not sentences! Mostly pictures - only a little bit of writing, Font 18+
- Notes: Small cards with keywords and ideas - not sentences!
- Eye contact: Look at your audience - don't stare at one person; change your focus

### Practice!

- Time yourself.
- Deliver your speech to a friend, tutor, or classmate
- Practice with visuals and notes as if you are presenting in class.

**ASSIGNMENT DIRECTIONS:**

Choose a job or career that interests you. Follow the steps above to give information about the type of qualities/characteristics needed for that career. Answer the following questions in your speech:

1. What important qualities/characteristics does a person need to do this job?
2. Why do they need those qualities/characteristics?
3. What are examples of how these qualities/characteristics are beneficial?
4. Is this job or career more suitable for an introvert or extrovert?

# Unit 2: Empathy

## SECTION 1: INTRODUCTION AND VOCABULARY

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In this unit, we will focus on empathy, specifically: What is empathy? How is it different from sympathy? How can we be more empathetic in our lives? And How does this affect cross-cultural communication? Throughout this unit, you will use the following vocabulary words to listen to passages about empathy and discuss how we can be more empathetic.

**DIRECTIONS:** Read the passage below and focus on the underlined words in these examples. Have you seen them before? Are they new? Think about the meaning and part of speech.

### Empathy

**Empathy** is defined as, “the ability to understand another’s situation or feelings.” For example,

- I empathize with Sam because I’ve also been in a serious car accident.
- Because he’d arrived late to work a few times himself, the boss felt empathy for the employee who was late.

Empathy is putting yourself in someone else’s shoes to understand that person’s situation and perspective. In the example above, the boss had no judgment because he understood the employee’s perspective.

Showing empathy is a lot more about action than it is about words. When a friend or family member shares something difficult with you, she really wants someone to listen.

**Sympathy** is a little different. This noun means “a feeling of pity for the sadness of another.”

When I sympathize, I can understand that a person is vulnerable, but I don’t empathize with the person because I can’t make myself feel the same way they do.

Empathy and sympathy may be used in similar contexts, a death in the family, a job loss, a robbery, a miscarriage, a divorce, or other negative experience, but they are not the same.

**Actions often speak louder than words.** You can show you care by giving a hug, sending flowers, writing a handwritten note or offering to mow the lawn or do the laundry. Here are some other ways to be empathetic:

You can acknowledge their pain:

- I’m sorry that happened to you.
- That must be hard.
- I can see how that would be difficult.
- That sounds really challenging.

You can be supportive:

- I’m here for you.
- How can I help you?
- What do you need right now?”
- I’m happy to listen any time.
- Thank you for sharing with me.

You can talk about your feelings:

- Wow. I don’t know what to say.
- I can’t imagine what you must be going through.
- I’m glad you told me.

Unfortunately, when they are vulnerable, people can be manipulated more easily. They may be taken advantage of in their worst moments by people who lack empathy.

For example, after a spouse has died, people feel lonely and may look for friends online. However, some people are **dishonest**, and without good information, the **widow** or **widower** is easily **exploited** and may lose their money, even their homes. It is possible to be empathetic even when situations are not so awful. When a friend fails an exam or misses the bus, he may need an empathetic listener.

**DIRECTIONS: Write the part of speech and a definition for each word. Use the sentences above and this page to help with some of them:**

<https://quizlet.com/509259781/empathy-vocabulary-practice-flash-cards/?x=1jqt>

Vocabulary word	Part of speech*	Definition
acknowledge		
actions speak louder than words		
dishonest		
empathize		
empathy		
exploited		
judgment		
manipulated		
miscarriage		
overwhelmed		
perspective		
pity		
put yourself in someone's shoes		
similar context		

situation		
supportive		
sympathy		
take advantage of		
vulnerable		
widow/widower		

\*Part of speech means you should write if the word is a **noun, verb, adjective, or adverb.**

## SECTION 2: LISTENING COMPREHENSION

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*Do you remember how to take notes and find the main idea and supporting details? Do you need a review? Unit 1 has listening strategies.*

### Listening to a Lecture: Empathy

**DIRECTIONS:** Click on the link to watch the lecture. While you watch, you should take notes. <https://openoregon.pressbooks.pub/greentea/?p=125> After watching the video, review the questions and see if your notes have all the answers. If not, listen again before answering the questions below.

1. What is the main idea of the lecture?

---



---

2. What is the difference between empathy and sympathy?

---



---

3. What are the 3 characteristics of empathy? Explain each one.

---



---

4. Why does “empathy” make us feel *vulnerable*?

---



---

5. Do you think you are an empathetic person? Why or why not?

---

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## Listening to a Lecture: How can empathy help us?

Click on the link to watch the lecture. While you watch, you should take notes. <https://openoregon.pressbooks.pub/greentea/?p=143> After watching the video, review the questions and see if your notes have all the answers. If not, listen again before answering the questions below.

1. What is the main idea of the lecture?

---

---

2. How can empathy help us?

---

---

3. What did the speaker talk about a dog?

---

---

4. Do you agree with the speaker?

---

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5. Can you think of another example to illustrate the speaker's perspective?

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---

## SECTION 3: PRONUNCIATION - Adjectives and Past -ED

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**DIRECTIONS:** Click here for an explanation and examples:

<https://openoregon.pressbooks.pub/greentea/chapter/ed-pronunciation-for-past-tense-and-adjectives/>

There are 3 ways that we say a final “ed” in English. The important thing to pay attention to is the sound *before* the “ed.”

Type one: Voiceless + /t/ → **verbs and adjectives ending in voiceless consonants = /t/**

- Stepped          looked          laughed          wished
- Switched        clapped        kissed          faked

Type two: Voiced + /d/ → **verbs and adjectives ending in voiced consonants = /d/**

- Planned        tagged        halved        rubbed
- Labeled        lazed        climbed      starred

- Played          freed          sued          pawed

Type three: /d/ and /t/ + /ɪd/ → **Verbs and adjectives ending in /t/ or /d + /ɪd/**

- Toasted          participated          faded          minded

**WORDS DIRECTIONS: Practice out loud. Write the final sounds: /t/, /d/ or /ɪd/ on the line.**

1. Tasted          \_\_\_\_\_
2. Placed          \_\_\_\_\_
3. Grabbed          \_\_\_\_\_
4. Clogged          \_\_\_\_\_
5. Guided          \_\_\_\_\_
6. Lived          \_\_\_\_\_
7. Picked          \_\_\_\_\_
8. waited          \_\_\_\_\_
9. clapped          \_\_\_\_\_
10. cried          \_\_\_\_\_

**SENTENCES DIRECTIONS: Find the -ed sound in these examples. Focus on the ed words first. Then, read the sentence. Each sentence is an English proverb.**

1. Curiosity killed the cat.
2. If you play with fire, you'll get burned.
3. A fool and his money are soon parted.
4. You can't unscramble a scrambled egg.
5. The road to hell is paved with good intentions.
6. Grief divided is made lighter.

## SECTION 4: SPEAKING

In this section you will first work on applying grammar to your speaking. Then you will build your awareness of cultural communication differences in the section about pragmatics. Afterwards, you will use the chapter's vocabulary to practice speaking. Finally you will prepare a formal speaking assignment.

### Grammar for speaking: Adjectives - Active and Passive

Adjectives can be used in two different forms: active and passive, and they can be created as follow:

- Active Adjectives are formed by adding the suffix -ing- Express somebody or something is causing a specific effect.
- Passive Adjectives are formed by adding -ed.- Express when somebody or something is experiencing a feeling or sentiment.

Examples:

Active Adjectives- -ing	Passive Adjective- -ed
<ol style="list-style-type: none"><li>Michelle's answer was <b>amazing</b>.</li><li>The movie was <b>boring</b>.</li><li>This is a very <b>interesting</b> topic. I am all ears.</li><li>Teaching 3 classes back to back is <b>tiring</b>.</li><li>The direction is so <b>confusing</b>.</li></ol>	<ol style="list-style-type: none"><li>I was <b>amazed</b> by Michelle's answer.</li><li>I was <b>bored</b> during the movie.</li><li>I am <b>interested</b> in this topic. Can we talk about something else?</li><li>I am <b>tired</b> because I taught 3 classes back to back today.</li><li>I was so <b>confused</b> by her direction.</li></ol>

### Let's Practice!

**PRACTICE 1 DIRECTIONS:** Can you think of any examples of active vs. passive adjectives? Work with a partner and try to come up with active and passive adjectives and use them in a sentence.

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**PRACTICE 2 DIRECTIONS:** Fill in the blanks using the correct form of the adjectives in the box.

Tired-tiring	boring-bored	amazing/amazed
Fascinating-fascinated	interesting- interested	

- The dance recital was so \_\_\_\_\_. I am so \_\_\_\_\_.
- The lecture was very \_\_\_\_\_. I was so \_\_\_\_\_ during class.
- I am always \_\_\_\_\_ in learning about new cultures. Some cultures are very \_\_\_\_\_.
- It was a very \_\_\_\_\_ story. I was \_\_\_\_\_ by her story.
- His paintings were \_\_\_\_\_. I was \_\_\_\_\_ by his paintings.

**PRACTICE 3 DIRECTIONS:** Read the questions below. Create 1 additional question using an active or passive adjective. Then ask your classmate these questions and record their responses.

- What subject is interesting to you? Why are you interested in...?



---

---

2. When you make a mistake, are you embarrassed?

---

3. What aspect of learning English is frustrating?

---

4. What makes you feel overwhelmed?

---

5. Your question: \_\_\_\_\_

---

### Pragmatics: Expressions of Empathy

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Remember that when someone is experiencing a challenging situation or difficult time, you can use expressions to respond, which show you empathize with their situation.

Acknowledge someone's pain:	Talk about your feelings:	Be supportive:
<ul style="list-style-type: none"><li>● I'm sorry that happened to you.</li><li>● That must be hard.</li><li>● I can see how that would be difficult.</li><li>● That sounds really challenging.</li></ul>	<ul style="list-style-type: none"><li>● Wow. I don't know what to say.</li><li>● I can't imagine what you must be going through.</li><li>● I'm glad you told me.</li></ul>	<ul style="list-style-type: none"><li>● I'm here for you.</li><li>● How can I help you?</li><li>● What do you need right now?</li><li>● I'm happy to listen any time.</li><li>● Thank you for sharing with me.</li></ul>

**DIRECTIONS: Read the situations below and practice role playing each one with a classmate. Be prepared to demonstrate one for the class.**

1. Your classmate had a very bad day.
2. Your classmate's dog died.
3. Your classmate's wallet got stolen.
4. Your classmate failed a test that he/she studied a lot for.

### Using Vocabulary for Speaking

**DIRECTIONS: Discuss the following questions with a partner.**

1. How do you deal with someone who has different **perspectives** than you? In your opinion, is it important to **acknowledge** our differences? Why or why not?

2. Who do **dishonest** people **take advantage of**? How do they **exploit** people? What do they use to **manipulate** others?
3. When was the last time you felt **pity** for someone? When was the last time you **empathized** with someone? When was the last time you felt **sympathy**?
4. Is it easy for you to feel **empathy**? Can you **put yourself in someone else's shoes**?
5. Do you feel uncomfortable conversing with someone who has recently experienced difficulty, like a **miscarriage** or newly **widowed**? What **situations** make you feel uncomfortable? Why?
6. Have you ever felt **overwhelmed** with work or with someone at work? Why or why not?
7. When do you think people feel **vulnerable** and why?
8. We learned the expression “ **Actions speak louder than words**” in this unit. When do you think words speak louder than actions?
9. When have you felt other people are **judging** you?
10. How have other people been **supportive** of your interests and goals?

### **Formal Speaking Assignment: A Persuasive/ Argumentative Speech**

A persuasive speech focuses on sharing a point of view on a specific topic and trying to convince your audience. You have to make your audience believe what you think is logical and let them consider adapting your point of view. However, to convince your audience, you need to know your topic well, prepare your speech in advance, research on your topic, support your ideas with facts, data, and examples.

You also need to refute opposing points, which means you need to think about the people who may see the issue differently or disagree with your point of view and find a way to prove that they are wrong. A good argument needs to have reasonable and convincing evidence.

The transition words/phrases/words you can use while giving your argumentative speech are:

- Conversely...
- Despite this...
- However...
- On the contrary...
- Now let's consider...
- Even though..
- Although...
- Besides the fact that...
- Nonetheless...
- We can't ignore...
- On the other hand...
- The issue is..
- It is important that..
- It is essential that...

### **Assignment Directions**

In this unit we learned that empathy is the ability to understand and share the feelings of others. For your formal speaking assignment, please choose one of the topics below. Then follow the steps in Unit 1 to prepare and deliver your speech.:

1. Do you agree or disagree with the following statement: It's important to be empathetic, but there are risks associated with being empathetic. Use reasons and examples to support your argument.
2. Argue if being empathetic is beneficial for individuals and society or not. Support your argument with specific examples.
3. Does empathy necessarily make someone a good person? Explain your point of view and support your ideas with examples.
4. Can someone have too much empathy? When is empathy a bad thing? Put together a speech that argues that there are times when someone should not be empathetic and support it with examples.

# Unit 3: Superstitions- Good Luck, Bad Luck or No Luck?

## SECTION 1: INTRODUCTION AND VOCABULARY

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In this unit, we will focus on the topic of luck in relation to cultural ideations of superstitions. Does following/not following a superstition affect someone's luck? How do superstitions vary from culture to culture? And what do they have in common across cultures? Throughout this unit, you will use the following vocabulary words to listen to passages about superstitions and discuss superstitious beliefs and practices around the world.

**DIRECTIONS:** Read the passage below and focus on the underlined words in these examples. Have you seen them before? Are they new? Think about the meaning and part of speech.

1. Whether or not you believe in them, you're probably familiar with a few of these superstitions or supernatural beliefs.
2. Although they have no basis in science, many of these weirdly specific beliefs have equally weird and specific origins.
3. Many superstitions are based on religion, like the unlucky number 13, knocking on wood, or breaking a mirror and trapping one's soul.
4. Some superstitions are based on unfortunate coincidences and associations, such as the word for number four sounds almost identical to the word for death in Cantonese.
5. Other superstitions are based on positive associations, like having a ritual or routine that brings good luck. For example, showering with a specific soap, wearing a specific cologne, and hopping on one foot before rolling the dice at a casino. This becomes associated with luck when a person has a lucky streak and wins repeatedly.
6. Other people carry charms, like a rabbit's foot or a four leaf clover, to bring them good luck.
7. Our superstitious beliefs and reactions are often passed down from our ancestors (parents, grandparents, etc) and can vary from culture to culture.
8. Why do people still believe in forgotten religions, coincidences, and outdated advice? Do these beliefs make sense? Aren't they being totally irrational?
9. And since doing something like knocking on wood doesn't require much effort, following superstition is often easier than consciously resisting it.

**DIRECTIONS:** Write the part of speech and a definition for each word. Use the sentences above and this page to help with some of them:

<https://quizlet.com/509259781/empathy-vocabulary-practice-flash-cards/?x=1jqt>

Vocabulary	Part of speech*	Definition
based on		
believe in		
charm		
coincidence		
consciously		
equally		
identical		
irrational		
lucky streak		
make/not make sense		
origins		
outdated		
react		
resist		
ritual		
superstition		
supernatural		
trap		
weird		
unfortunate		

\*Part of speech means you should write if the word is a **noun, verb, adjective, or adverb.**

## SECTION 2: LISTENING COMPREHENSION

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*Do you remember how to take notes and find the main idea and supporting details? Do you need a review? Unit 1 has listening strategies.*

### Listening to a Lecture: Superstitions

**DIRECTIONS:** Click on the link to watch the lecture. While you watch, you should take notes. <https://openoregon.pressbooks.pub/greentea/?p=140> After watching the video, review the questions and see if your notes have all the answers. If not, listen again before answering the questions below.

1. What do you think of when you hear “superstition?”

---

---

2. What are the 4 sources (origins) of superstitions?

---

---

3. Why did ancient people “knock on wood?”

---

---

4. What is an example of a coincidence for a superstition?

---

---

5. Why is it a bad idea to have a banana on a fishing boat?

---

---

6. Can you think of a time when you had really good luck? Was it connected to any superstitions?

---

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### Listening to a Conversation

**DIRECTIONS:** Click on the link to listen to a dialogue between two coworkers. While you listen, you should take notes. <https://drive.google.com/file/d/1hdpsnBr5jivkOM-v68ubq93zak0GOEto/view?usp=sharing> After listening, review the questions and see if your notes have all the answers. If not, listen again before answering the questions below.

1. Where does the conversation take place?

---

---

2. What did the speaker do to the office and why?

---

---

3. What is the speaker's perception of the new manager?

---

---

4. What happened with the spider?

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---

5. How did the Romans view spiders?

---

---

6. Do you think the speaker thinks her lucky streak is good luck or bad luck? How do you know?

---

---

## SECTION 3: PRONUNCIATION - T Pronunciation

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In American English, there are many ways that we say the letter T in normal speaking situations. These three ways can help you understand more — and to help others understand you! You can start by watching the explanation at: <https://openoregon.pressbooks.pub/greentea/?p=280>

Type One: “normal” T The International Phonetic Alphabet (IPA) symbol: [t]

Notice the air that follows the t!

1. Beginning of words:
  - teacher
  - today
  - two
  - tall
2. After most consonants (but not R!)
  - best
  - faster
  - guilty
  - alter / altar
  - doctor

- optimist

### Type 2: Flap T/ Quick T

This is a “fast d” sound. There is no extra air with the T! The IPA is: [d] or [ɾ]

This usually happens when we have a “t sandwich” — a vowel before the T and a vowel after the T.

1. vowel + t / tt / d + vowel
  - writing
  - bottle
  - water
  - tutor
  - city
2. This combination (vowel + t + vowel ) can happen with more than one word together in normal speech.
  - It isn't my problem.
  - Can you figure it out?
  - Wait a minute!
  - What if you're wrong?
3. *Exception:* If the “t” is in the beginning of a **stressed syllable**, we use the “normal T”:
  - until
  - attorney
  - attack
  - eternal
4. *Notice:* This fast d / flap t sound is the same for words that usually have a “d” with a vowel before and after. So, these words sound the same for most American English accents:
  - writing / riding
  - liter / leader
  - metal / medal

### Type 3: Glottal Stop T /ʔ/

The glottal stop /ʔ/ is the stop of air in your voice. Example: uh-oh.

This kind of t sound often happens when there is a vowel + t + n, and the syllable after the t is not stressed.

1. Vowel+t+n
  - sentence
  - partner
  - important
2. Common Contractions:
  - can't
  - won't
  - haven't
  - couldn't
  - shouldn't
3. -tten or -tain spellings:
  - written
  - gotten
  - mountain
  - fountain
  - Britain



T can change into some other sounds, too:

1. T becomes a “ch” sound or, in IPA: [tʃ]
  1. T+R together:
    - true
    - tree
    - attribute
  2. T + U together — specifically, when “u” is pronounced with a [j] + vowel sound
    - picture
    - natural
    - capture
2. T becomes a “sh” sound, or in IPA: [ʃ]
  1. with -tion endings
    - information
    - caption
    - station
  2. with -tious endings
    - cautious
    - superstitious

**DIRECTIONS: Practice the words below. Can you hear all the different kinds of T? Can you pronounce the American accent sounds if you say them slowly?**

Normal T	Flap T	Glottal Stop T	Other sounds (ch and sh)
1. teacher	1. writing	1. sentence	1. true
2. today	2. bottle	2. partner	2. tree
3. two	3. water	3. important	3. attribute
4. tall	4. tutor	4. can't	4. picture
5. best	5. city	5. won't	5. natural
6. faster	6. It isn't my problem.	6. haven't	6. capture
7. guilty	7. Can you figure it out?	7. couldn't	7. information
8. alter / altar	8. Wait a minute!	8. shouldn't	8. caption
9. doctor	9. What if you're wrong?	9. written	9. station
10. optimist	10. writing / riding	10. gotten	10. cautious
11. until	11. liter / leader	11. mountain	11. superstitious
12. attorney	12. metal / medal	12. fountain	
13. attack		13. Britain	
14. eternal			

## SECTION 4: SPEAKING

In this section you will first work on applying grammar to your speaking. Then you will build your awareness of cultural communication differences in the section about pragmatics. Afterwards, you will use the chapter's vocabulary to practice speaking. Finally you will prepare a formal speaking assignment.

# Grammar for Speaking: If Clauses

Adapted from:

- [ESL for Advanced Students: The Way You Like It Advanced Grammar/Writing, Plus Modified Bloom's Taxonomy, Capitalization and Punctuation Rules](#) by Don Bissonnette is licensed under a Creative Commons Attribution NonCommercial 4.0 International License
- [Green Tea Intermediate English Communication OER](#) by Eric Dodson, Luciana Diniz, Nanci Leiton is licensed under a Creative Commons Attribution 4.0 International License

If you use the word “if” in a sentence, it makes your sentence conditional. Conditional sentences consist of a dependent clause beginning with if (or other adverbials of condition) and an independent clause which is a result of the condition or hypothesis. A conditional sentence is one that is real or possibly can happen; a hypothetical sentence is one that is only imaginary - it either will not happen or did not happen.

It is important that you pay attention to which type of conditional sentence you are using because you have to use certain types of verb tenses, and you also need to pay attention to where you are placing the “if” clause, -at the beginning or at the end of the sentence because you can omit comma if you place your if clause at the end of your sentence.

There are 3 different types of if clauses- conditional sentences. They are called Type 1, Type 2, and Type 3. In this lesson, we will be practicing 2 of them.

## Type 1 Conditional

A. Present or future situation: True and Real or Possible Form:

If + present tense verb, *will* or *future implied verb* (can, might, want, need, etc.)

- If my sister visits Seattle, I *will* take her to Mount Rainier.
- If we go there, I *want* to have a picnic lunch.

B. General Truth situations, not for a specific time, something is always true and never changes. It is True and Real or Possible Form:

If + present tense verb, present tense verb

- If plants have good soil and get enough sunlight and water, they always grow well.
- If a car runs out of gas, it stops.

## Type 2 Conditional: Hypothetical

A. Present or Future Situations - will not or are not very likely to occur- Not Real, Not Possible, Only Imaginary Form:

If + past tense verb, *would* or *could* + verb

- If I had a million dollars, I *would* go on a long vacation.
- If I played professional baseball, I *could* make a lot of money.

B. Verb To Be: Were (Subjunctive) In Class Two Conditionals, when you need to use the verb To Be, always use were after if.

Form: If + subject + were, would or could + verb stem.

- If I were a bird, I *could* fly.
- If she were my daughter, I *would* love her.

## Let's Practice!

**DIRECTIONS:** Below are pictures of common American superstitions. Look at the pictures and write an if clause using Type 1, to tell what will happen. For example - *If you break a mirror, you will have 7 years of bad luck.*

# Superstitions



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**DIRECTIONS:** Work with a partner. Ask each other the following questions. Make sure you respond using a Type 2 if clause. Keep track of your partner's answers.

1. If you were a millionaire, what would you buy?  
\_\_\_\_\_  
\_\_\_\_\_
2. If you could change one thing about yourself, what would you change?  
\_\_\_\_\_  
\_\_\_\_\_
3. If you could eat only one food for the rest of your life, what food would you eat?  
\_\_\_\_\_

---

4. If you were invisible for a day, what would you do?

---

5. If you changed your name, what name would you choose?

---

---

## Pragmatics: Academic Etiquette

This section provides information about academic expectations and norms in the USA. Having an understanding of culture and academic expectations can help you avoid misunderstandings and make you feel more comfortable in the classroom and on campus.

- **Entering class late/leaving early**  
If you are late to your class, you can quietly enter class after your professor; however, students are expected to be on time and not leave class early. If you are early, you may remain seated while your professor enters the classroom.
- **Eye contact**  
Eye contact is very important in the USA, especially in a formal setting. It shows that you are paying attention to a speaker. It is understandable that in some cultures, it is rude to make eye contact with someone who is in a position of higher authority; however, in American schools, it is important that you make eye contact and show respect.
- **Asking questions in class**  
Class discussions and participation are very important and encouraged. It is important that you ask your professor if you have any questions or concerns. It is acceptable to ask questions for clarification. You can ask questions in class or after class, and it is okay to raise your hand in class if you have any questions. If you are communicating with your classmates, it is also very acceptable to ask questions if you are confused or have questions. However, you should always respect the speaker's time and wait for the person to finish speaking before you ask your questions.
- **Office hours/appointments with student services (leave taking)**  
Your professors, those who are full-time, hold office hours either before or after their classes. They always include their office hours and office location into their course syllabi and inform their students. If you have questions or need to talk to your professor, it is recommended that you make an appointment; however, you can stop in during their office hours as well without making appointments.

You can also make an appointment (or walk-in) to see an advisor, financial aid, and other college services.

You should always respect your professors' (advisors' and other college employees') time and directly ask your questions. After your professor (or other college employee)

answers your questions, they may ask if you have anything else that you want to discuss. In American culture, this means “I have answered your questions, and our meeting is finished.” Therefore, you can now say “thank you for your time/help” and leave the appointment. You should only ask another question if you have something else important to ask.

**DIRECTIONS: Discuss the following questions with your class. As you answer the questions, also compare them to your home culture.**

1. Is it acceptable to walk into class late? Should you knock on the door?
2. Do you have to stand when the professor walks in? When you ask a question/or answer a question in class, should you stand up?
3. Is it acceptable to make eye contact with your professor? How about with the president of the college?
4. In class if you are confused or need another example, what should you do?
5. When you are studying with a classmate, and you don't understand, what should you do?
6. At the end of a meeting or appointment, what is an appropriate response when someone says “is there anything else I can help you with?”

## Using Vocabulary for Speaking

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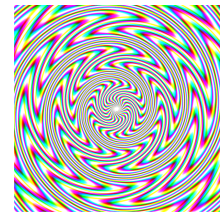
**DIRECTIONS: Work with a partner to answer the following questions about rituals.**

1. What is the girl doing in the picture? →

The definition of superstition is “an **irrational** belief”, but every culture around the world has various beliefs and traditions that include **rituals** such as this one in the picture. What rituals are you familiar with in your own family or culture?



2. A rabbit's foot has been considered lucky for the last couple of centuries and longer. Do you have any good luck **charms**?
3. Hypnosis is a controversial technique used in some therapies such as weight-loss, trying to quit smoking, and memory loss and recall, among others. It is **based on** the activation of an individual's **subconscious**. Do you believe in hypnosis? Why or why not?



**DIRECTIONS: Now discuss your opinions of and experiences with superstitions**

1. What are some examples of **supernatural** beliefs?
2. Do you think superstitions **make sense** or are they **irrational**?
3. Can you think of an example of a **coincidence**? Have you ever dressed **identically** to a friend without planning it? Have you ever equally **divided** something without counting?

4. Can you give an example of a **weird** superstition? Do you know its **origin**?
5. Do you **believe in** luck? Have you ever experienced a **lucky streak**? What is the most **unfortunate** luck you have experienced?
6. How should people **react** if they are **trapped** in an elevator?
7. Do you **resist** change? Do you like to maintain traditions or are some **rituals outdated**? Why or why not?

## Formal Speaking Assignment

### ASSIGNMENT DIRECTIONS:

In this unit, we focused on the topic of luck in relation to cultural ideations of superstitions, so your formal speaking assignment topic is about superstitions. Think about the following questions and write a 3-5 minute speech and make sure you create an outline and practice your speech several times before you present in class.

1. Do you believe in superstitions?
2. What is a common superstition in your culture? Give an example of bad luck and good luck superstitions that are common in your home culture? Have you heard any unusual superstitions?

# Unit 4: Language, Memory, and Aphasia

## SECTION 1: INTRODUCTION AND VOCABULARY

Adapted from

- [Green Tea Intermediate English Communication OER](#) by Eric Dodson, Luciana Diniz, Nanci Leiton is licensed under a Creative Commons Attribution 4.0 International License
- [Problems with Memory](#) by Rice University is licensed under a Creative Commons Attribution-NonCommercial ShareAlike 4.0 International License.

In this unit, we will focus on language, memory, and aphasia. Throughout this unit, you will use the following vocabulary words to listen to passages about empathy and discuss how we can be more empathetic.

**DIRECTIONS:** Read the passage below and focus on the underlined words in these examples. Have you seen them before? Are they new? Think about the meaning and part of speech.

### Problems with Memory

You may pride yourself on your amazing ability to remember everyone's birthday and age, or you may **recall** all the details of your 5th birthday. However, we have all felt **frustrated** when our memories failed us. There are several reasons why this happens.

**AMNESIA:** Amnesia is the loss of long-term memory that occurs as the result of disease or trauma. There are two types of amnesia: anterograde and retrograde. Many people with anterograde amnesia are **unable** to form new memories; people and things encountered after the trauma are always new to them. Therefore, if they meet someone after the trauma, they will introduce themselves even though they have already met. People with retrograde amnesia cannot remember some or even all of their past. Hence, their family and friends are **unrecognizable**.

**MEMORY CONSTRUCTION AND RECONSTRUCTION:** As we **retrieve** our memories, we also tend to alter and modify them. A memory pulled from long-term storage into short-term memory is **flexible**. New events can be added and we can change what we think we remember about past events, resulting in **inaccuracies** and distortions. This can lead to **unintentionally** accusing the wrong person of a crime because our recollection of the past has been modified.

### Memory Errors

1. Transience, which means that memories can fade over time. Think of a movie you watched 10 years ago, do you remember all the character's names or do you **hesitate** or pause to think about the names?
2. Absentmindedness is the lapses in memory are caused by breaks in attention or our focus being somewhere else. Imagine that you are doing your homework in the library, and someone tells you that you cannot **remain** in the library because they are closing. You know you have to leave, and your friend **randomly** calls. You **switch** your attention to the conversation because your friend needs your help. You finally go back to your

homework, and you forgot to save your document because your **lack** of attention **impaired** your memory when you were packing to leave.

- Blocking is also known as **tip-of-the-tongue** phenomenon. The memory is right there, but you can't seem to recall it. When you are talking to someone, have you ever forgotten the word you need? You know the word, but you just can't get it to come out.

Interference: Sometimes information is stored in our memory, but for some reason it is inaccessible. This is known as interference. Imagine you took ESL 082 (Listening and Speaking II), ESL 067 (Reading II), and ESL 077 (Writing II) last year. Because reading and writing numbers are **related**, when you go to register, the numbers get mixed up and you think you need ESL 068, 078, and 088 (but wait it's 083). This **unintentional substitution** of 088 is because of interference.

Summary: We often **take for granted** that we will remember **essential** information, but our memory is **flexible** and likely to **inaccurately recall** information or forget something important. In cases of brain trauma or disease, memory problems may cause a person to feel very **isolated** because no one understands their frustration. They are **unable** to recognize and remember what we all **take for granted** that we will remember.

**DIRECTIONS: Write the part of speech and a definition for each word. Use the sentences above and these pages to help with some of them:**

<https://quizlet.com/548343328/green-tea-language-memory-and-aphasia-part-1-flash-cards/>

<https://quizlet.com/598313645/green-tea-language-memory-part-ii-flash-cards/?x=1jq>

Vocabulary word	Part of speech*	Definition
essential		
frustrate		
flexible		
hesitate		
impair		
inaccurate		
isolated		
lack		
random		



recall		
related		
remain		
retrieve		
substitution		
switch		
tip-of-the-tongue		
take for granted		
unable		
unintentional		
unrecognizable		

\*Part of speech means you should write if the word is a **noun, verb, adjective, or adverb.**

## SECTION 2: LISTENING COMPREHENSION

Adapted from [Green Tea Intermediate English Communication OER](https://openoregon.pressbooks.pub/greentea/?p=166) by Eric Dodson, Luciana Diniz, Nanci Leiton is licenced under a Creative Commons Attribution 4.0 International License

*Do you remember how to take notes and find the main idea and supporting details? Do you need a review? Unit 1 has listening strategies.*

### Listening to a Lecture: Aphasia

**DIRECTIONS:** Click on the link to watch the lecture. While you watch, you should take notes. <https://openoregon.pressbooks.pub/greentea/?p=166> After watching the video, review the questions and see if your notes have all the answers. If not, listen again before answering the questions below.

1. Have you ever forgotten a word in your home language? How did that feel?

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2. What is aphasia?

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3. What causes aphasia?

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4. What are the 3 types of paraphasias?

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5. What are the 2 groups or types of aphasia?

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6. How can we help people who have aphasia?

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### Listening to a Presentation: Signs of a Stroke

Stroke survivors often experience challenges related to memory and language.

**DIRECTIONS:** Click on the link to watch an informative video about strokes. While you watch, you should take notes. After watching the video, please answer the following questions. <https://openoregon.pressbooks.pub/greentea/?p=194#oembed-3>

1. What is FAST?

- F \_\_\_\_\_
- A \_\_\_\_\_
- S \_\_\_\_\_
- T \_\_\_\_\_

2. What does the woman do that “probably saved his life?”

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3. How many different people help with Steven?

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## SECTION 3: PRONUNCIATION - Word Stress

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What is word stress?

**DIRECTIONS:** To listen to an explanation and the examples, click here:

<https://openoregon.pressbooks.pub/greentea/chapter/word-stress-compound-words-and-adj-noun-combinations/>

Stress is:

1. **Longer**
2. **Louder**
3. **Higher** (in pitch, like music)
4. **Clearer** (the vowel is easy to hear and full; it is NOT a schwa /ə/, usually)
5. **Bigger** (easy to see!)

Example: Portland Oregon

- PORTland ORegon
- O o O o o ← The capital O means stressed. The small o means unstressed.

Compound Nouns - The stress usually is on the first word or part. **Practice saying these with the stress on the first syllable.**

1. classmate
2. homework
3. football
4. bathroom
5. website

Normal Adjectives + Nouns

The stress will usually fall on the noun. The adjective may have some stress, but it will have less than the noun — usually! If you change the stress patterns, you may be changing the meaning or the feeling of what you're saying. **Practice saying these with the stress on the nouns.**

1. a long walk
2. a good grade
3. a short speech
4. a clear voice
5. a hard quiz

Extra: Stress on numbers!

Numbers also almost always receive stress. **Practice saying these with the stress on the nouns.**

1. speech number 2
2. exercise 1
3. My class has 24 classmates
4. I'm in level 3

**DIRECTIONS: Content Words-** Click here to hear the explanation and samples:

<https://openoregon.pressbooks.pub/greentea/?p=349>

Nouns, verb, adjectives and adverbs are usually stressed in sentences. Prepositions, articles and conjunctions are usually not stressed.

You can usually understand the main ideas if you focus on the content words, too!

- SNOW exPECTed FRIday
- SNOW is exPECTed FRIday
- SNOW is exPECTed on FRIday
- the SNOW is exPECTed on FRIday

**DIRECTIONS: Mark the words that are stressed in these sentences**

1. Sorry, but I didn't hear that.
2. Could you say that again?
3. The student accounts office is in the CC building.
4. Go outside and walk to the library.
5. If you look to the right, you should see the CC building.

**DIRECTIONS: Reductions-Click here to listen the explanation and practice:**

<https://openoregon.pressbooks.pub/greentea/?p=327>

**Reduction** is the opposite of stress in English.

Reduction, or reduced syllables are:

- **Quicker:** they are not as long, and you might delete some of the sounds.
- **Less clear:** the vowels might change to “uh” /ə/,
- **Quieter:** they are not as loud
- **Normal pitch:** they are not musical, high or low
- **Smaller:** speakers' mouths do not open or move as much

Example 1: And

In normal American English, the word “and” usually reduces to “an” with a schwa sound: /ən/

Here are some common phrases and idioms. **Practice reducing “and” as you say these:**

1. peace and quiet
2. rock and roll
3. bread and butter
4. pride and joy
5. it cost an arm and a leg

Example Reduction: Her, hers, he, him, his

Click here to hear the explanation and some examples:

<https://openoregon.pressbooks.pub/greentea/?p=351>

These pronouns usually lose the “H” in normal US English sentences. But, they keep the stress and the full “H” if they are the first word.

Reduced

- I like her → I liker
- I like him → I likim
- Where is hers? → Wherzerz?
- Where is his? → Wherziz?

Not reduced

- Her shoes are nice. → Her shoez er nice.
- His class is hard → His class iz hard.

**DIRECTIONS: Find these pronouns in this short conversation. Practice reducing them and combine them in a fluent sentence.**

1. How is it going? Wait, is everything ok?
2. Where is Adam? Did you see him leave?
3. Sara came and he got really mad at her.
4. I don't know what his problem is, or maybe it's her problem.
5. They have both had a hard time.
6. I don't think he has been happy at his job.
7. I know she wants to quit hers.
8. Oh, did you get his text? They both had to leave, but I guess things are ok.

Content and Function Words - about Aphasia

We have practiced finding stressed content words and reduced function words.

**DIRECTIONS: Read the sentences out loud, and try to stress the content words, and reduce the function words. You can also listen and repeat with the video at the bottom of this page: <https://openoregon.pressbooks.pub/greentea/?p=335#h5p-3>.**

1. Language is an essential part of our lives.
2. Aphasia can affect all aspects of communication.
3. Other causes can include tumors, brain injuries, trauma, or even some kinds of diseases.
4. One of the main characteristics of aphasia is substitutions.
5. Instead of the word house, they say, let's go to my horse.
6. They might say chicken instead of kitchen.
7. They might ask for a cup of tea when they really wanted coffee.
8. That's a problem, of course, because other people won't recognize it.

## SECTION 4: SPEAKING

In this section you will first work on applying grammar to your speaking. Then you will build your awareness of cultural communication differences in the section about pragmatics. Afterwards, you will use the chapter's vocabulary to practice speaking. Finally you will prepare a formal speaking assignment.

### Grammar for Speaking - Past tense

The simple past tense is a verb tense used for the actions that took place in the past and is no longer happening now. It indicates that the action happened at a certain time, and most of the time the action time is stated. For example: I called my mother yesterday.

Action: called                      When: yesterday    (The action was completed.)

For regular verbs, we only add- ed to the verb; however, for irregular verbs we need to know the spelling and the pronunciation rules that apply to specific verbs.

**Forming the Simple Past Tense Using Regular Verbs**

Affirmative (Positive Form)	Subject	verb
Example:	I	walked.
Negative Form	Subject	Did not (didn't) + infinitive without -to
Example:	I	didn't walk.
Interrogative( Question Form)	Did	+ Subject + infinitive without -to
Example:	Did	you walk?
Interrogative Negative (Negative form of Question)	Didn't	+Subject + infinitive without -to
Example:	Didn't	you walk?

**Some Common Irregular Verbs are:**

is/are was/were	break/broke	see/saw	tell/told	bring/brought
go/went	think/thought	make/made	say/said	begin/began
come/came	teach/taught	know/knew	become/became	hold/held
run/ran	spend/spent	get/got	leave/left	hear/heard
eat/ate	buy/bought	find/found	feel/felt	meet/met
drink/drank	take/took	give/gave	fall/fell	speak/spoke

**\*\*\*There are some irregular verbs that do not change spelling, such as:**

cut/cut                      put/put                      let/let                      hit/hit  
 hurt/hurt                      quit/quit

**Let's Practice!**

**PRACTICE 1 DIRECTIONS: Fill in the blanks with the correct form of the past tense.**

1. I (break) \_\_\_\_\_ my arm last week.
2. I (meet) \_\_\_\_\_ her last year.
3. What time (do) \_\_\_\_\_ you (get up) \_\_\_\_\_ this morning?
4. I (forget) \_\_\_\_\_ to (bring) \_\_\_\_\_ my wallet.
5. My brother (buy) \_\_\_\_\_ a new car last month.

6. I (learn) \_\_\_\_\_ how to ride a bike when I (am) \_\_\_\_\_ 10 years old.
7. A. \_\_\_\_\_ you (finish) \_\_\_\_\_ your homework? B. Yes, I \_\_\_\_\_.
8. A. \_\_\_\_\_ she (call) \_\_\_\_\_ you? B. No, she \_\_\_\_\_.
9. Yesterday (be) \_\_\_\_\_ a busy day. I (wake up) \_\_\_\_\_ early in the morning, ( have) \_\_\_\_\_ breakfast, then I (go) \_\_\_\_\_ to work. After work, (take) \_\_\_\_\_ my son to his soccer practice, and then my son and I (visit) \_\_\_\_\_ my mother and (spend) time with her, When we (get) \_\_\_\_\_ home, I (be) \_\_\_\_\_ so tired but I (have) \_\_\_\_\_ to help my wife cook. Finally, after dinner, I (take) \_\_\_\_\_ a shower and (go) \_\_\_\_\_ straight to bed.

**PRACTICE 2 DIRECTIONS:** Work with a partner and ask each other the following questions. While you are exchanging answers, take notes. Once you are done, you will provide your partner's answers in a way that you introduce him/her.

<p>Q1: How did you feel on your first day in the USA? A1:</p>
<p>Q2: When was the last time you felt frustrated? A2:</p>
<p>Q3:What did you do to overcome your frustration? A3:</p>
<p>Q4: When was the last time you couldn't think of a word on the tip of your tongue? A4:</p>
<p>Q5: What did you do to retrieve the word you were trying to remember? A5:</p>

### Pragmatics: Giving Advice, Recommendations, or Suggestions

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Remember that it is important to be polite when communicating with others. To give advice, recommendations, or suggestions, there are some phrases that you can use to politely communicate your ideas.

<p>Basic:</p> <ul style="list-style-type: none"> <li>● I think you should ...</li> <li>● How about ...?</li> <li>● It is usually a good idea to ...</li> <li>● My suggestion/advice is (to) ...</li> <li>● Why don't you ...?</li> <li>● You could (try) ...</li> </ul>	<p>Intermediate:</p> <ul style="list-style-type: none"> <li>● Have you tried ...?</li> <li>● If I was/were you, I'd ...</li> <li>● In my experience, ... works really well.</li> <li>● One idea is to ...</li> <li>● One thing you could do is ...</li> <li>● The best thing (to do) is to ...</li> </ul>	<p>Advanced:</p> <ul style="list-style-type: none"> <li>● If I were in a similar situation, I'd ...</li> <li>● I'd (strongly) suggest/advise that ...</li> <li>● If that happened to me, I'd...</li> <li>● If I had that problem, I'd ...</li> <li>● My personal recommendation is to ...</li> <li>● You'd better ...</li> </ul>
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**DIRECTIONS:** Read the scenarios below. Take turns asking for and giving suggestions with your classmate. Practice one dialogue for each scenario. Be prepared to demonstrate one for the class.

1. Your classmate is failing algebra.
2. Your classmate is going through a challenging romantic relationship.
3. Your classmate is homesick.
4. Your classmate has no friends in the US.

## Using Vocabulary for Speaking

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**DIRECTIONS:** Communication, Language, and Memory - Talk to a partner and discuss these questions. After you discuss, consider the following: What similarities and differences did you and your partner share?

1. What are the **essential** characteristics of good communication and conversation? If someone is **lacking** good communication skills, what can **unintentionally** happen?
2. Do you think native English speakers **take it for granted** that other countries should learn English? Why or why not? If English wasn't a global language, would you still need to learn English? Why should we promote learning other languages?
3. What makes you most **frustrated** about language learning? What do you **recall** from your first conversation in English? How did you feel? What did you do? How did the other person respond?
4. Some people experience **impaired** hearing when there is a lot of background noise. Do you experience this? What do you do if you are **unable** to hear them? If you don't hear someone well do you **hesitate** to ask for them to repeat? Why or why not?
5. When you are speaking English and you can't **retrieve** a word from memory or it is on



the **tip of your tongue**, what do you do? Do you do the same thing when you are speaking your first language?

6. Do you **switch** languages when you are talking? Do you **substitute** words from your native language when you don't know the word in English? Why or why not?
7. Does living in a new country make you feel **isolated**? How do you **remain** connected to your friends and family in your home country? Do you have a schedule for communicating with friends and family or are you **flexible**? When someone **related** to you calls you can you **recognize** their voice without looking at the phone number?
8. What is the most **random** piece of information you remember? Why do you remember that?
9. Did you ever give someone **inaccurate** information **intentionally**? Why and when?

## Formal Speaking Assignment

### ASSIGNMENT DIRECTIONS:

You will be giving a formal speech in class. The topic of your speech is: Ways to improve memory for language learning. Think about techniques you can use to improve memory which might help you learn new vocabulary, retain them, and use them while you are speaking.

As always, make sure you write down your ideas, create an outline, and then write your speech and practice a lot before you present in class.

# Unit 5: Food and Nutrition

## SECTION 1: INTRODUCTION AND VOCABULARY

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In this unit, we will learn about food and nutrition. Throughout this unit, you will use the following vocabulary words to listen to passages about food and nutrition and discuss your food preferences and their nutritional benefits.

**DIRECTIONS:** Read the sentences below and focus on the underlined words in these examples. Have you seen them before? Are they new? Think about the meaning and part of speech.

1. Today we begin a new topic that discusses the basic principles of nutrition.
2. The food we eat, our diet, has a profound effect on our health.
3. Nutrients are substances that are obtained from food and used in the body to provide energy and to promote repair of body tissues.
4. There are six classes of nutrients. They include carbohydrates, fats, protein, vitamins, minerals, and water.
5. Many studies have shown connections between nutrition and disease. In fact, nutrition plays a role in four of the ten leading causes of illness and death in the United States.
6. Government and other agencies have developed diet recommendations to prevent disease.
7. Moderation means that we should eat only as much food as we need, and not overeat.
8. There are positive and negative aspects to all types of diets, and any type of diet can be healthy as long as proper food choices are made.
9. The Mediterranean diet is quite high in fat.
10. Chinese foods tend to be high in salt.
11. Good nutrition is essential to good health.
12. Knowing what's in food and following a few basic guidelines can lead to better health, not only today, but in the future.

**DIRECTIONS:** Write the part of speech and a definition for each word. Use the sentences above and this page to help with some of them:

<https://quizlet.com/486280308/food-nutrition-vocabulary-practice-diagram/?x=1jqt>

Vocabulary word	Part of speech*	Definition
aspects		
basic principles		

classes		
connections		
develop		
essential		
guidelines		
include		
lead to		
leading		
moderation		
obtain		
overeat		
plays a role		
prevent		
profound		
promote		
provide		
quite		
tend to		

\*Part of speech means you should write if the word is a **noun, verb, adjective, or adverb.**

## SECTION 2: LISTENING COMPREHENSION

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*Do you remember how to take notes and find the main idea and supporting details? Do you need a review? Unit 1 has listening strategies.*

### Listening to a Lecture: Nutrients

**DIRECTIONS:** Click on the link to watch the lecture. While you watch, you should take notes. <https://openoregon.pressbooks.pub/greentea/?p=180> After watching the video, review the questions and see if your notes have all the answers. If not, listen again before answering the questions below.

1. What is the main idea?

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---

2. Macronutrients provide \_\_\_\_\_ to our bodies.

- a. energy
- b. nutrition
- c. health

3. Macronutrients include \_\_\_\_\_ .

- a. water and micronutrients.
- b. protein, carbohydrates and fat
- c. Carbohydrates and protein

4. Our bodies need micronutrients in \_\_\_\_\_ doses.

- a. large
- b. moderate
- c. small

5. With regular exercise, our diets should be about \_\_\_\_\_ carbohydrates.

- a. 16%
- b. 60%
- c. 66%

6. List 3 places you can find protein in food, according to the speaker.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

7. Fat has several roles in our bodies. They help improve \_\_\_\_\_ development, protect vital organs, and assist \_\_\_\_\_ absorption.

8. Micronutrients include vitamins and minerals. List several examples of each that are mentioned by the speaker:

- a. Vitamins: \_\_\_\_\_
  - b. Minerals: \_\_\_\_\_
9. How can we have a healthy and balanced diet?
- a. Consume both macro- and micronutrients
  - b. Eat many different colors of foods
  - c. Both A and B are correct.

## Listening to a Dialogue: A Conversation about Dad’s Health and Nutrition

**DIRECTIONS:** Click on the link to watch a short conversation. Answer the questions that follow. <https://openoregon.pressbooks.pub/greentea/?p=313#audio-313-1>

1. What did the doctor say about the dad’s diet and health?

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2. What other recommendations did the doctor make?

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3. Where can they pick up the prescription drug?

---



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4. What details do you hear about these people and their family?

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## SECTION 3: PRONUNCIATION - Intonation

[Oral Communication for Non-Native Speakers of English](#) by Timothy Kochem, Monica Ghosh, Lily Compton, and Elena Cotos is licensed under a Creative Commons Attribution-NonCommercial ShareAlike 4.0 International License.

Intonation is used to produce meaning at the phrasal level. When we talk about intonation, we are talking about communicating meaning. When we think about intonation, there are three aspects which are important for being comprehensible: range, tune, and relative prominence.

- Range refers to the chart below, which has four different levels ranging from 1 (low) to 4 (very high).
- Tune refers to the direction of the intonation pattern, and is typically said as falling, level, rising, or fall-rise.
- Finally, relative prominence refers to the word which is receiving the stress, and is typically either weak-strong or strong-weak.

Pitch Range	Usage	
4 extra high	used to express emphasis/contrast focus and strong emotions, e.g., surprise or enthusiasm	
3 high	used to express default focus and/or the end of a thought group	
2 middle	used as the baseline or "neutral" pitch from which the intonation contour rises and falls	Intonation range for normal conversation
1 low	used by default to express the end of a thought group	

When reading something, you can determine intonation by these general rules:

1. Period at the end of a sentence = falling intonation
2. Comma at the end of a clause or phrase = steady intonation (or slight rise)
  1. This indicates the speaker is not finished speaking
3. Exclamation points often signal strong emotion = extreme pitch changes

Words are grouped together into thought groups. Pausing and stressing are important to intonation.

**DIRECTIONS:** <https://iastate.pressbooks.pub/oralcommunication/chapter/overview-4/>  
**Listen to the following examples and the differences in intonation:**

The boy saw the MAN / with a TELEscope

The boy SAW / the man with a TELEscope

Both recordings have two thought groups, but they are not the same. The first sentence suggests that the boy, *using a telescope*, saw a man; the second suggests that the boy saw *a man who was carrying a telescope*. Notice which words are stressed in both examples, and how the intonation curve shifts.

When learning thought groups, there are a handful of grammatical structures which are typically used to express a single thought group (*Smith, Meyers, & Burkhalter, 1992, p. 62*):

1. *Article + adjective + noun* (...the large molecule...)
2. *Subordinating conjunction + noun + verb* (...because the experiment failed...)
3. *Preposition + article + noun* (...in the graph...)
4. *Verb + object* (...use a dictionary...)
5. *Relative pronoun + noun + verb* (...which she solved...)
6. *Verb + adverb* (...rotated quickly...)
7. *Article + noun + verb* (...the student agreed...)
8. *Verb + direct object + preposition + indirect object* (...hand it to him...)

**DIRECTIONS: At the bottom of the page, listen to the sentences below. Pay attention to thought groups and intonation. Then practice repeating them and focus on intonation.**  
<https://iastate.pressbooks.pub/oralcommunication/chapter/overview-4/>

- The three largest cities in the United States are New York, Los Angeles, and Chicago.
- People are said to think, play, and work at their best when the 24-hour temperatures average between 63 and 73 degrees Fahrenheit.
- Three American holidays in the summer are Memorial Day, The 4th of July, and Labor Day.
- On Groundhog Day, in February, if the groundhog sees his shadow, there will be six more weeks of winter.
- If you break a mirror, then you will have seven years of bad luck, unless you throw the broken pieces into a moving stream.
- Halloween, which in Europe honors the dead, but in the United States celebrates childhood, points to the adoration of youth in America.

## SECTION 4: SPEAKING

In this section you will first work on applying grammar to your speaking. Then you will build your awareness of cultural communication differences in the section about pragmatics. Afterwards, you will use the chapter’s vocabulary to practice speaking. Finally you will prepare a formal speaking assignment.

### Grammar for speaking: The Present Perfect Tense

The present perfect tense is used for situations that began in the past, continue to the present, and may continue into the future. It may also be used for situations that began at some indefinite time in the past. The action started time in the past is not important and/or not stated – but it affects NOW. The action may or may not be completed; this tense doesn’t give any information about that. This tense connects actions of the past to the present.

To form the present perfect simple tense, we combine the present tense of to **have** and the **past participle (Verb 3)**

#### Forming the Present Perfect

Affirmative (Positive Form)	Subject	have + Verb 3
Example:	I he/she/it	have studied Has studied
Negative Form	Subject	have not + V3
Example:	I	Haven’t studied
Interrogative(Question Form)	Have	+ Subject + V3

Example:	Have Has	you studied? she studied?
Interrogative Negative (Negative form of Question)	Haven't/hasn't	+Subject + V3
Example:	Haven't	you studied?

### Let's Practice!

**PRACTICE 1 DIRECTIONS:** Choose the correct form of the present perfect tense for each blank.

- Michelle (be) \_\_\_\_\_ a teacher for more than 10 years, and she still enjoys it.
- How long (you/know) \_\_\_\_\_ John?
- I (always/love) \_\_\_\_\_ spending time with Michelle.
- Julia (not/see) \_\_\_\_\_ her parents since she (come) \_\_\_\_\_ to the USA.
- We (only/meet) \_\_\_\_\_ twice, but I know we are going to be good friends.
- We are going to have company for dinner, but I (not/start) \_\_\_\_\_ cooking yet.
- Amber (not/be) \_\_\_\_\_ to Turkey yet.
- I (drink) \_\_\_\_\_ 3 cups of water, but I am still thirsty.
- A. \_\_\_\_\_ (he/finish) cleaning his room?  
B. No, \_\_\_\_\_.

**PRACTICE 2 DIRECTIONS:** Work with a partner and ask each other the following questions. While you are exchanging answers, take notes. Once you are done, you will provide your partner's answers in a way that you introduce him/her.

Q1: Do you think you have a generally healthy diet? What have you eaten so far today? A1:
Q2: Have you been on a special diet? If so, explain if it has helped you lose weight/gain weight and be healthy? A2:



Q3: Have you ever used a calorie-tracking app or tool to monitor your food intake?

A3:

Q4: Have you ever tried any extraordinary food before? (Such as frog leg soup, snail, etc.)

A4:

Q5: What is your favorite drink? Have you drunk coconut water?

A5:

## Pragmatics: Compliments

Adapted from "Giving and Responding to Compliments" by Noriko Ishihara in [Teaching Pragmatics](#).

A compliment refers to expressing your thoughts about someone or something by showing appraise and respect. For example, if you tell your friend that she/he is more amazing than he/she realizes, your friend will be happy and smile, or you tell your classmate who is sitting next to you, " I like your shirt" , and your classmate smiles and says" thank you". You probably made him/her happy. However, sometimes good intentions can be misinterpreted mostly because compliments and the way we compliment and how we respond to a compliment varies from culture to culture.

Every culture is different and unique; because cultures value the same things differently, and how we say certain things in certain situations differ, you need to be aware of cultural beliefs, norms and values of the language that you are learning. Sociocultural norms affect our communicative behavior. For instance, in America, telling a female friend that she looks great because she has lost weight is considered normal and is appreciated, yet in India it is considered rude because gaining weight represents financial wealth.

Here are some suggestions for you to consider when you are complimenting someone in the USA:

1. Your compliment should be meaningful and sincere.
2. Be respectful. You do not want to offend someone or make someone uncomfortable with your compliments.
3. Choose your words carefully when complimenting someone that you are not close with. Consider your nature of relationship with the person you are complementing, which means: are you complimenting a friend, a classmate, a stranger or a professor?
4. You should also consider gender differences when complimenting. In America, women give compliments more than men do.
5. Avoid complimenting on sensitive topics that are culturally not accepted, such as someone's weight, income, or financial status.
6. Have eye contact while you are complimenting.

### How to respond appropriately to compliments: Is " Thank You" enough?

The polite way to respond to a compliment is to simply accept it- don't make too much of it but don't deny it either. Most of the time, saying "Thank you" is enough and it shows that the receiver is accepting the complement. However, you can also reply and say, " Thank you. Yours is/was good too." and return a compliment. And, some people like to reassure and

hear the compliment again and would like to have a longer conversation and might reply, “oh, really? Do you think so? “. In this case, it is okay to repeat the compliment.

Some common responses:

- Thank you.
- Thank you for saying that.
- Thank you. I appreciate that.
- That’s so sweet of you, thank you.
- Thank you. You made my day!
- Thanks. I needed to hear that!

**Compliment Formulas Top three compliment formulas (Manes and Wolfson 1981, pp. 120-121) and examples:**

1. Noun Phrase + is/look + (really) + Adjective
  - a. Your blouse is really beautiful. Your hair looks great!
2. I + (really) + like/love + Noun Phrase
  - a. I really like your dress. I love your new apartment.
3. Pronoun + is + (really) + Adjective + Noun Phrase
  - a. That's a really nice rug. That's a great looking car.
4. Additional six formula examples:
  - a. 4. You have such beautiful hair.
  - b. 5. What a lovely baby you have!
  - c. 6. Isn't your ring beautiful!
  - d. 7. You (really) did a good job!
  - e. 8. You (really) handled that situation well!
  - f. 9. Nice game!

**Compliment Response Formulas (Billmyer 1990, p36)**

Responses to compliments

1. A: That's a nice shirt you are wearing!  
B: Well, I just got it. It was pretty cheap.

Response types

downgrading

2. A: You did an excellent job! I really enjoyed your presentation.  
B: Do you really think so?  
A: Oh, yeah, it was fabulous.

questioning

2. A: I love your clock. It looks great in your living room!  
B: Thanks. A friend of mine brought it to me from Oregon.

shifting credit

4. A: You're looking well!  
B: Thanks. So are you!

returning

**Let's Practice!**

**ROLE PLAY DIRECTIONS: Work with a partner and write a short dialogue similar to the samples below.**

Speaker A. Hi Julia. How are you? It's been a long time.

Speaker B. Hi Ayse, I am well, thank you? How are you? It's good to see you.

Speaker A. I am well, thanks. It's so good to see you too.

Speaker B. Oh. I love your new haircut! Looks really good!

Speaker A. Thank you. I appreciate that.

Classmate A: Nick, that was a great presentation. You did a great job!

Classmate B: Oh, thank you, Julia. I appreciate that. Good luck with your presentation tomorrow. I am sure you'll do great!

## Using Vocabulary for Speaking

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**DIRECTIONS: Work with a partner to answer the questions below.**



1. What three **classes** of macronutrients do you see in the images above? How much of each of these nutrients do you consume in your daily life?
2. What types of foods do not **provide** much nutritional value? Do you **overeate** them, eat them in **moderation**, or never eat them? How often is it acceptable to eat unhealthy foods?
3. Are you familiar with the **basic principles** of a vegan diet? What is **included** in a vegan diet? What do vegetarians **tend to** eat that vegans do not eat? Do you choose foods based on specific diet **guidelines**? If yes, what guidelines?
4. In your home country, what foods are considered **essential**?
5. What **role** does good nutrition and habits **play** in your life? How do you usually get **essential** nutrients? Do you take any supplements like vitamins, or do you **obtain** them through food?
6. Do you know of any foods that **prevent** illness? Which ones?

**DIRECTIONS: Now think about the way food is advertised in your home country and/or the United States. Work with a partner to answer to discuss advertising related to foods**

1. When advertising foods for kids, do you think most products **tend to** be high in sugar, or are they high in nutrients to **promote development**? (What are some examples?)
2. What **aspects** of advertising are appealing? What **connections** do they make with people's lives (convenience, health, etc)?

3. Does advertising **lead** people **to** choose unhealthy foods? Are ads sometimes **misleading**?
4. Do you think advertising can have a **profound** effect on people's eating habits? Why or why not?

## Formal Speaking Assignment - Interview

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An interview is a special kind of conversation, where you have a focused topic and a goal – to get information from someone.

Follow the steps below to conduct your interview, and prepare to present your findings.

1. Select a person to interview. Tell them why you will talk to them, what you will talk about, and how much time you will need. Arrange a place, day, time with your interviewee.

Sample email:

- Hi Sammy, I am doing an interview project for my English class at RCBC. I would like to ask you some questions about Food and Nutrition. It will probably only take 15 minutes, and we could do it by phone. Is there a good time for you to do this? I'm going to share this information with my class in a presentation.
2. Prepare your questions. See the assignment details below.
  3. Meet your interviewee. Thank them for their time. Ask for their permission to record the interview for your notes\*. Ask your questions. Remember to stay focused and on time.
    - "I want to check with you about recording this conversation. If it is ok with you, I will record the audio of our conversation so I can listen to it again. It's only for my notes. Would that be ok with you?"
  4. Guide the interview. You can let your interviewee talk about his or her experiences, but make sure you don't go too off topic. Your topic will be food and nutrition, so if your interviewee starts talking about European history in the early 1820s, use your questions to get back on track:
    - "Sorry, I don't want to interrupt, but I wanted to ask you..."
    - "So, this is a completely different topic, but my next question is..."
    - "Is it ok if I ask another question?"
  5. Close your interview. Thank them for their help. Ask if they have any questions. A week after the interview send a message thanking them again.
    - "Sammy, thank you so much for your help with my English class interview project. I really enjoyed speaking with you about food and nutrition. I learned a lot, and it was good practice for my language skills."

So, whether you are face-to-face, or meeting by phone, these skills will help you on the way to being a professional interviewer: you will get your goal, make the most of your time, show respect to your interviewee, and make them feel interesting and connected.

### ASSIGNMENT DIRECTIONS:

Using the information provided above, interview someone and ask questions about food and nutrition. You will present your interview results in class. During your presentation, you need to inform your audience whom you have interviewed, why you decided to interview that specific person and provide information about the interviewee. You will find some sample questions below. Please feel free to use them but also create your own questions.

Sample Questions:

1. Do you consider yourself a healthy person? If so, why?
2. What does your diet look like? Do you follow any special diet?
3. How do you usually get essential nutrients? Do you take any supplements like vitamins, or do you obtain them through food?
4. Do you prefer to cook at home or go out to eat? What are the reasons you prefer one over another?
5. How often and what kinds of fast food do you eat?
6. How much water do you drink a day?
7. Do you watch your weight? What age do you think people should start watching their weight?