

Grad VI LS

Timeline (7-weeks) and Suggested Lesson Plans

ALS = Academic Listening Strategies

CS = Clear Speech

Week	Listening	Speaking
1	Healthcare – Rosenthal Lecture (ALS p. 2-6 & 123-134). Also lecture strategies p. 7-10 Affordable Care Act, http://www.youtube.com/watch?v=JZkk6ueZt-U Healthcare policy: https://itunes.apple.com/us/podcast/reducing-health-care-options/id420535283?i=117617463&mt=2	Introductory interviews Group/pair discussions (healthcare systems) Make a recording: What are the differences between the US healthcare system and the system in your country?
2	Healthcare unit test: https://itunes.apple.com/us/podcast/health-insurance-reform-health/id561434286?i=134075652&mt=2 Communication & Culture Lecture on non-verbal communication ALS Task 9, p. 14 and 11, p. 16 – lecture culture ALS p. 49-54 (big picture headings + Swales lecture on language and culture). Abbreviations and note-taking.	Speaking assessment (discussion using unit vocabulary) Outside Listening (pair sharing) Discussions of American culture Oral summary CS p. 162 Review of segmental pronunciation as needed
3	English as an Asian Lingual Franca: https://itunes.apple.com/us/podcast/english-as-asian-international/id651361487?i=159889087&mt=2	OL Q&As start Presentations about your major Presentation techniques CS Focus words (p. 165 & Unit 15)
4	Quiz on sociolinguistics: http://www.policywatch.umd.edu/programs/index.html#tannen Science Carvajal coffee lecture, ALS p. 55-59 Start work on AWL (could start earlier in the session) Lecture introductions, p. 64-66 Language of definitions Biology lecture (Real Thing)	Assessed discussion task Linking, ALS p. 34-39 and CS Unit 15 Oral summary Discussion about coffee lecture using AWL words CS Unit 7 if needed

5	<p>Cornell note-taking method http://www.dartmouth.edu/~acskills/videos/video_nt.html Laser lecture (ALS p. 74-88) Understanding graphs (http://www.ted.com/talks/richard_wilkinson.html and http://www.ted.com/talks/nic_marks_the_happy_planet_index.html)</p>	<p>Language of graphs CS p. 164-168 Office Hour interactions Word Stress Model graph presentations</p>
6	<p>Supply/demand lecture (Real Thing) Messiness of real language (ALS p. 29-34) Drug lecture (ALS p. 61) Science unit quiz: insects Final Listening Test</p>	<p>Graph presentation Pilot surveys Group discussion techniques and gambits Pro/con moderated discussions Final speaking test</p>
7	<p>Political Science lecture (final assessment), ALS Unit 4</p>	<p>Group research presentations</p>

Note these lesson plans are for 8 weeks and need to be adapted for 7 weeks using the suggested timeline above.

Week 1

Tuesday

1. Find someone who + ask another question. Review. Monitor for lx problems.
2. Introductory interviews (NAME TAGS/cards): name and proposed major; how did you choose to come to UD; most embarrassing moment in English. Swap tags. Circulate -- introduce yourself as new person. Repeat a couple of times. Then introduce "yourself" and see if it's correct: stress importance of listening and retaining!
3. Brainstorm listening and speaking contexts at university. In groups, discuss what would be easy/difficult in each situation. Share. Eg: lectures, socializing, group work, presentations, meetings with professor/advisor, class discussions.
4. Syllabus and review
5. ALS p. 2-3. Hwk: find out about the following terms: Obamacare, Medicare, Medicaid, insurance premium / co-pay / deductible, medical malpractice
6. If time, play this introductory video and summarize main ideas in pairs:
<http://www.youtube.com/watch?v=JZkk6ueZt-U>

SALC orientation video: http://youtu.be/24Cquixxk_0

Remind about Book Club, IEPs, etc.

Wednesday

1. For homework, they were asked to find the meaning of these words in the context of contemporary health care issues: Obamacare, Medicare, Medicaid, insurance premium / co-pay / deductible, medical malpractice. Please have them share their findings in pairs/3s, then review together.
2. Play the lecture (DVD 1, clip 1) once. Ask students to take notes on paper. Play it once only.
3. Distribute questions, p. 4-5 (photocopy). Students write answers and turn in (no discussion or dictionaries).
4. Do task 2 on p. 6 in pairs or groups (comparing their notes to the sample notes in the TB – another handout). Share as a class.
5. Play back the video again, comparing it to the notes (if time allows). Discuss whether the sample notes are complete and accurate. They should be pretty good.
6. Group/pair discussion: What are the differences between the US healthcare system and the system in your country? Based on the introduction, what else do you predict will be in the rest of the lecture.
7. If time, play this introductory video and summarize main ideas in pairs:
<http://www.youtube.com/watch?v=JZkk6ueZt-U>

Hwk:

Make a recording (on Canvas or email) answering this question in 2-3 minutes: What are the differences between the US healthcare system and the system in your country? You may use notes, but not a prepared script.

Watch the Kaiser health video and take notes

Thursday

1. Rosenthal lecture –part 3 (p. 126-130). Discuss the preview questions in pairs or as a class.
2. Have students read the questions. They can take notes on the lines under each question or on a separate sheet.
3. Play the lecture once – DVD 3, clip 21, 13 minutes.
4. Do step 4, compare notes. If there were sections that everyone missed, play it back (you can play the whole clip again if necessary, but probably better not to).
5. Discussion questions, p. 130. Also add: “Did you find the lecture easy to understand? Why, or why not? Do you think Rosenthal is a typical lecturer?” Review as a class.
6. Review the Obamacare homework listening (or start with this). Discuss what’s new and different.

Hwk:

Dan Ariely podcast – identify the main findings (about 5). Policy implications. Application: what does this mean for the new healthcare marketplace?

<https://itunes.apple.com/us/podcast/reducing-health-care-options/id420535283?i=117617463&mt=2>

Friday

Review Ariely podcast in pairs, then as a class

Rosenthal part IV (statistics) – p. 131-134

Introduce Outside Listening. Due next Friday

Inventory of lecture strategies – p. 7-9 Ask them to write F for strategies they use in their first language and E for ones they use in English. They can discuss this in pairs or as a class. You can also use the questions on p.10 (tasks 4 and 5) for prompts.

Hwk: non-verbal communication lecture (taking notes on PPT)

Tufts university video lecture (iTunes U) – notetaking w/ slides - copy slides and distribute? – Use part for lecture test next week. Distribute rest for hwk.

<https://itunes.apple.com/us/podcast/health-insurance-reform-health/id561434286?i=134075652&mt=2>

Week 2

Monday

Review nonverbal lecture w/ questions

Americans are cards

Values continuum

Practice oral summary on one value

Hwk

Prepare one-minute oral summary and a good discussion question based on your value.

Listening/vocab quiz Wednesday (healthcare)

Tuesday

Share summaries and discussion questions.

ALS Task 9, p. 14 and 11, p. 16 – lecture culture and discuss. Relate to values task.

Assign major presentation (for next Th/Friday)

If time, CS p. 162

Hwk: Record your summary + comparison w/ your country (Canvas). Focus on segmental pronunciation.

Wednesday

Review nonverbal lecture

Start: ALS p. 49-54 (big picture headings)

CS p. 162

Hwk: listen to the rest of the Swales lecture and take notes (p. 54) - Friday

Remind about quiz, OL

Thursday

Quiz – healthcare lecture on iTunes (rather too long!)

Friday

- Review quiz
- Speaking assessment using unit vocabulary
- Review Swales notes together, p. 54. Talk about abbreviations and notetaking (watch again and do it with them).
- Share OLs w/ partner briefly. Set up Q&A schedule

Hwk: presentations

OL for next week

Listen and take notes. Focus on main ideas and explanations; don't just copy out the PPT slides. Submit notes to me (so write clearly or type!).

<https://itunes.apple.com/us/podcast/english-as-asian-international/id651361487?i=159889087&mt=2>

Andy Kirkpatrick on English as the Asian lingua franca. Professor Kirkpatrick is an expert on World Englishes, the author of several books on the topic, and a professor of linguistics at Griffith University in Australia (<http://www.griffith.edu.au/humanities-languages/school-languages-linguistics/staff/andy-kirkpatrick>)

(use the Tannen lecture for a quiz next week?)

Week 3

Tuesday – collect hwk notes (Kirkpatrick lecture)

- Warm up – discuss topics for presentations: ask 2 or 3 people, who do you know about my topic? what would you like to know about my topic? Ask question (focus on qn grammar)
- Presentation techniques handout and practice exs + CS p. 169ff
- If time: Speaking –work through CS Focus words p. 165ff and unit 15 (thought groups)

Hwk:

Presentation research

OL for Friday – check schedule for Q&A

Study vocab for quiz on Monday (sociolx)

Wednesda

- Review world Englishes lecture
- Discuss his presentation technique (prep?)
- Speaking –work through CS Focus words p. 165ff and unit 15 (thought groups)
- Ask them to freewrite for a few minutes about the topic for their presentations next week (they are going to give presentations about controversial/interesting topics in their majors). Then ask them to share their ideas with a partner. Ask partners to report back to the class, focusing on reductions (e.g. “She’s gonna talk about the housing market ...”). Please give error correction as appropriate.

Th/Fri – presentations (3x day) – if time add in the ALS work on linking and the CS on focus words and thought groups; Friday – briefly review World Englishes lecture

Hwk: Quiz on Monday; self-review after presentation: choose about 1 minute; transcribe, correct, re-record

Wk 4

Monday

1. Quiz (Tannen interview)
2. Speaking/discussion task
<http://www.policywatch.umd.edu/programs/index.html#tannen>

Hwk: Recording for tomorrow

(Open in Chrome – choose open in Real Player)

Tuesday

1. OL Q&A
2. Review quiz
First part of Carvajal lecture (p. 55ff)
ALS p. 34-39 (linking); CS unit 15 if need

Watch second part for hwk

Wednesday

1. OL Q&A
2. Speaking – review thought groups and stress – U15 and ALS p. 34-39
3. Practice: Carvajal extract – do first couple of sentences together, then assign by pairs.
4. Finish Carvajal lecture. Compare notes with a partner – what did you write?
5. Show AWL and discuss relevance.

Hwk:

Summarize today's part of the lecture about coffee. Focus on thought groups.

Study AWL sublists 1 and 2: <http://www.englishvocabularyexercises.com/AWL/id21.htm>

And <http://www.englishvocabularyexercises.com/AWL/id22.htm>

Thursday

1. OL Q&A
2. Speaking: CS, p. 136-138
3. Discussion: Think about the coffee lecture. Which is more important: productivity or sustainability? What are the advantages of *sun* coffee? Disadvantages? Can developing countries afford to care about biodiversity and environmental protection? (Add AWL words – see handout)
4. Review coffee lecture content if necessary
5. ALS, p. 64-66 (different types of introduction)

Hwk:

Re-record coffee summary after you get my feedback (2nd draft!). Due Monday

Continue working with AWL lists 1 and 2

Practice lecture tomorrow – listening for definitions; review the biology vocab

Friday

1. OL Q&A
2. Review lx of definitions
3. Biology lecture from Real Thing + qn (quiz-style)
4. Speaking: Clear Speech Unit 7. Please review p. 50-51 with them. Have them do ex E in pairs, F as a class, and H in pairs. Please draw their attention to the note at the end of this exercise: this is more important for listening than speaking, but the more they use reductions, the more fluent they will be. Also the /ay/ sound, p. 58
5. Practice/discussion: ? awards show?

Wk 5

Monday

1. OL Q&A
2. Warm up: just a minute – do it w/out interruption, then

grammar - the challenger must properly identify the error and give the correct phraseology;

spelling - identifying a mispronunciation, the challenger must give the correct pronunciation;

wrong word - the incorrect use of a word (perhaps a [Malapropism](#)), the challenger must give the correct word;

repeated word - more than two uses of the same word in a single sentence, or more than four uses of the same word in 15 seconds, the challenger must give the word [NOTE: common words such as connectives and simple verbs should not count against the speaker, but articles (especially "I", "we", etc.) should be included];

junk words - ums, ahs, etc.

hesitation - a pause of more than two seconds.

- Cornell note-taking method (Dartmouth video, or explain)
http://www.dartmouth.edu/~acskills/videos/video_nt.html
- Laser lecture (p. 74 onward)

Assign task 8 for hwk and grade (for Weds)

Tuesday

- OLs – and make schedule for round 2
- Just a minute again?
- Finish laser lecture introduction exercises (p.81ff). And review microelements (assigned to read for hwk)
- Assign AWL 3 and 4; review meanings if time

task 8 for hwk and grade, assigned yesterday

Review today's pronunciation.

Vocab for Friday, inc AWL 3 and 4 (?)

Wednesday (collect laser hwk)

- Finish CS U7 +p. 164-165
- Introduce graph language: types of graph; trend lines (from the handout)
- lecture w/ graphs (walk through; do sample notes). Give out three graphs to pairs first to interpret and present to each other. Then watch the lecture and see if you were right. Takes notes on the graphs only and discuss.

http://www.ted.com/talks/richard_wilkinson.html (economic inequality) ← use this

(hwk): listen, take notes; bring to class (Friday)

http://www.ted.com/talks/nic_marks_the_happy_planet_index.html

Thursday

- CS p. 167-168. Practice in OL report.
- OL Q&A
- Review lasers – qns to answer and discuss
- Practice graphs (walk and talk) (also use TP responses)
- If time remains, finish yesterday's lecture

Graph assignment: find one and present it on Monday. Make sure it's a reliable source. Interpret the graph. Speak for about 5 minutes.

Vocab and listening assessment tomorrow

Friday

- Vocab quiz
- do the supply/demand lecture today (assess)

Week 6

Monday

1. OL
2. Silly graph warm up
3. Model graph presentation – Open Doors graph. Brainstorm in pairs. Then make a presentation as a class + add discussion questions (and actually discuss)
4. If time, word stress handout (and practice using AWL3/4 handout). Quiz later this week (add in AWL list 5).
5. If time, practice giving the model presentation in groups.

Hwk: graph presentation

Tuesday

- Graph Presentations

Wednesday

- 2 OLs
- Review Friday's quiz
- Assign final group research project AND discussion topic
- Word stress H/O and AWL practice
- Messiness of real language, ALS:
 - listen to the bio class (p. 29) w/out transcript. Discuss ideas and features of lx. Might listen twice. Listen again w/ t/s p. 29. Do task 2.
 - p. 34 – walk through.
 - brainstorm contractions
 - task 4
- Practice: Role play an office hour (cards).

Hwk: as assigned; think of group projects – for tomorrow; and Pro-Con topics for Friday. Find a partner.

Quiz on Friday (lecture + Vocabulary + Stress)

Thursday

OL

Redundancy, p. 45

drug lecture, p. 61ff

- Survey development (group work time) – show example surveys?

Assign moderated discussion: In pairs, choose a topic from procon.org and take a side. Together, lead a discussion on the issue. Look at the page in advance, read the arguments. Everyone skim the page and watch at least 2 of the videos in preparation. Come ready to share opinions.

There are 48 topics at the bottom of the page.

Do a practice one together. Discuss how to agree/disagree (probably a handout somewhere):

<http://tablets-textbooks.procon.org/>

Discussions will be next week, T, W, Th, and should last 30-45 minutes each.

Friday

- OL
- Listening quiz: [TK]
- Vocab quiz (listening) – insects
- Discussion
- During this, pull students aside and administer the word stress/pronunciation test quickly.
- If time remains, CS ch 7 (p. 50-57) or ch 8 (p. 59 onwards) or start discussion handout from AI

Wk 7

Monday

Pilot surveys

Tuesday

- OL
- Discussion prep time in pairs, and look over arguments for today's discussion
- Watch videos (CBS for vocab and Ellen for disagreement gambits) plus if time:

<http://www.npr.org/templates/story/story.php?storyId=195897829>

Start at 9:10

- Discussion group 1
- If time remains, CS U7 and 8

Wednesday

- Discussion
- Group time to collect data and plan presentation
- Final preparation sheet
- If time remains, CS U7 and 8

Week 8

Monday

1. Remaining OLS – quickly!

2. Final speaking practice handout + feedback. Repeat graph practice from earlier.

Schedule for speaking finals this afternoon.

If time, review insects quiz from last week

Group Presentation prep time – check they are in shape

Hwk: Review all vocab and listening skills for tomorrow

Tuesday

Politics lecture and quiz (takes most of the class)

Group prep time – practice!

Wednesday

Final presentations

Review final quiz if time allows