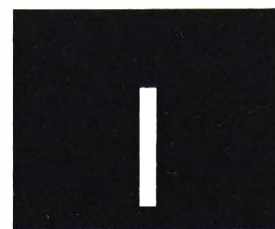


Teacher's Pack



CONTEMPORARY TOPICS

Academic Listening and Note-Taking Skills

THIRD EDITION

Helen Solórzano
Laurie Frazier

Michael Rost
SERIES EDITOR



PEARSON
Longman

**Contemporary Topics 1: Intermediate
Academic Listening and Note-Taking Skills**
Third Edition

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Listen to the Lecture pages 6–7

~30 minutes

Students consider statements about happiness (Before You Listen) before listening to the unit lecture on happiness. They then check main ideas mentioned in the lecture (Listen for Main Ideas) and answer true/false questions about the details (Listen for Details).

Lecture video time: 7 min. 14 sec. Number of episodes: 9

NOTE

Remember that with the DVD, you can play the lecture in different modes: video, video with Presentation Points, video with Coaching Tips, video with subtitles, video with subtitles and Coaching Tips, and video with Coaching Tips and Presentation Points. We recommend that you play the lecture once in “plain” video mode, then once as audio only. For review, you can play the video again with the Presentation Points and/or Coaching Tips turned on. As another review option, students can watch the subtitled version on their own.

Talk about the Topic page 8

~20 minutes

Four students—Mia, Manny, Hannah, and River—discuss the lecture. Part A focuses on matching these students with comments or ideas from the discussion. In Part B, your students work on these discussion strategies:

- Agreeing: “Yeah, I know what you mean.”
- Disagreeing: “Really? I don’t think so.”

For Part C, students are encouraged to use the discussion strategies they’ve learned. They may use phrases from the student discussion and/or the Discussion Strategy box, or they may come up with their own.

Student discussion video time: 1 min. 6 sec.

Review Your Notes page 9

~15 minutes

Students focus on reconstructing their notes, paying attention to key words and main ideas.

BONUS ACTIVITY

You can supplement this activity by having students use their notes to summarize parts of the lecture with a partner.

Take the Unit Test Teacher’s Pack page 7

~15 minutes

You may want to play the lecture again just before giving the test. Students answer standard test questions about the content of the lecture. Specifically, the test covers the following: how psychologists measure happiness, the characteristics of happy people, and exercises that people can do to feel happier.

Extend the Topic pages 10–11

~30 minutes

- Listening and Discussion: Students listen to and discuss an interview between a psychology researcher and someone who has tried a happiness exercise.
- Project/Presentation: Students complete a survey to determine their own strengths, complete a happiness exercise, and report their results to the class.

Focus Your Attention:**Try It Out!** *page 5*

Speaker: Good afternoon, everybody. Today, we're going to talk about positive psychology. First, I want to start with a definition of positive psychology.

After that, we'll look at the goals of positive psychology—what positive psychologists are trying to learn. Finally, we're going to discuss some research done by positive psychologists . . . So, is everyone clear on the topic? . . .

Listen for Main Ideas and Listen for Details *pages 6–7*

Psychology lecturer: E1 Good morning everybody. Today I want to get started with the main topic of this course: happiness. First I want to talk about how psychologists like myself measure happiness. Then we'll look at some common characteristics of happy people. And finally, we'll look at whether or not we can change our level of happiness—in other words, whether we can learn to be happier. E2 OK, so we all know what it's like to feel happy, right? But how do we measure happiness? One common method psychologists use is interviewing people. First, we ask them questions to find out how happy they are—how happy they feel in general. Then we gather information about them—like their age, health, income, and so on. We use all of this data to determine the most common characteristics of happy people. E3 So what have psychologists learned? Well, there are a few characteristics we know are not relevant to happiness. One of them is having a lot of money. As long as people have enough money for a home, food, and clothing, having more money doesn't make people happier. So, money doesn't buy happiness. Are you surprised? Another thing that is not connected to happiness is having more education. People with a lot of education are no happier than people with little education. So now maybe you're questioning your decision to take this class, huh? Finally, a third characteristic that is not a requirement for happiness is youth—being young. In fact, the opposite is true. One study found that sixty- to sixty-four-year-olds are actually happier than twenty- to twenty-four-year-olds. E4 So we know that money, education, and youth are not important to happiness. Then what is? Well, there's no one way to achieve happiness. But there are a few specific characteristics that happy people have in common. One very important characteristic is family and friends. A study of students at the University of Illinois found that the happiest students had strong

connections to family and friends, and that they made time to spend with them. Another common feature of happy people is that they have religious beliefs or a belief in something bigger than themselves. This helps them feel that life has significance, or meaning. A third important thing about happy people is that they set goals for themselves. In the workplace or in their personal lives, they establish goals around things they find interesting or things that allow them to use their strengths. E5 Now, another question psychologists have tried to resolve is, can we change how happy we are? Can we learn to be happier? Some psychologists think the answer is “No, we can't.” This is because research shows that happiness depends a lot on our personality—the kind of person we are. Some people just have more positive attitudes about life than others. We've all noticed this, right? And because it's difficult for people to change their personalities, some psychologists think that we stay at about the same level of happiness throughout our lives. E6 But many of us in the field of positive psychology believe we can change—that we can consciously learn to be happier. Positive psychologists have developed some exercises that people can do to feel happier. One of these is called the “Gratitude Visit.” In this exercise, people write a letter to someone they want to thank. For example: a parent, a friend, a teacher—someone they feel has helped them in their life. But they don't send the letter. Instead, they visit the person and read the letter to them. E7 Now, research shows this really works to make the person who wrote the letter feel happier. Why? First, it helps them feel more connected to others. And remember, that is very important for happiness. Second, the people are giving something—in this case, their thanks—to someone else. And giving or helping others makes us feel better about ourselves. It helps us feel that our lives have meaning. E8 In addition to the Gratitude Visit, psychologists have developed other exercises that help people focus on the positive things in their lives, and help them use their strengths to achieve goals. And studies have shown that these exercises can help people feel better. However, they do have limits. For one thing, each exercise only works for a certain amount of time. For example, the Gratitude Visit only makes people happier for about three months. And, of course, we can't become a lot happier. Remember, we can't totally change our personalities. You can't take a really unhappy, negative person and make him or her feel super-happy all the time. E9 But, I do believe that if we really want to, we can all learn ways to feel better, to feel the best that we can. And you're going to find this out for yourselves. For the next time, I'd like you to look into choosing your own happiness exercise.