

Teacher's Pack

INTRO

CONTEMPORARY TOPICS

Academic Listening and Note-Taking Skills

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PEARSON
Longman

**Contemporary Topics Introductory: High Beginner
Academic Listening and Note-Taking Skills**

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TEACHING TIPS

UNIT OVERVIEW

In this unit, students will work with different concepts related to three interesting archaeological “discoveries”: the Khipu from the Peruvian Incan society, Stonehenge in England, and the petroglyphs of Easter Island. The lecture focuses on each of the discoveries and how these discoveries give us a glimpse of the past. Follow-up projects extend the topic to other archaeological artifacts chosen by the student.

Connect to the Topic *page 2*

~10 minutes

Students are first introduced to the concept of archaeology through three photos: an archaeological dig, replicas of Easter Island statues, and Stonehenge. The survey questions that follow concern students’ interests in travel and history.



Build Your Vocabulary *pages 3–4*

~15 minutes

Students study these words and phrases related to the study of archaeology:

ancestors	final	piece of land
ancient	finances	researchers
at Stonehenge	for fun	significant
carved into	important for	significant to
colors of	interested in	structures
consist of	link	used for
fascinating	link us to	

After the Interact with Vocabulary! activity, you may want to have students practice using the boldfaced words with their partners. Knowing collocations can help students expand their vocabularies and increase their fluency.



Focus Your Attention *page 5*

~10 minutes

Students learn words and phrases that lecturers use to signal order:

First, I want to talk about . . .
My first (second, third, etc.) point is . . .
Next, . . .

Finally,
In conclusion,
My last point is . . .



Listen to the Lecture *pages 6–7*

~30 minutes

Students look at photos of petroglyphs and an abacus and discuss with a partner what they know about the items (Before You Listen). Next, they listen to the unit lecture on archaeological discoveries and fill in blanks for missing main ideas and check the main ideas they hear (Listen for Main Ideas). Then they answer true/false items (Listen for Details). You may want to instruct students to write the corrected false statements at the bottom of the page.
Lecture video time: 5 min. 2 sec. Number of episodes: 7

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

Speaker: Today I want to talk about how we know that ancient people lived in these mountains. There are two ways. First, we have found parts of early houses. These houses are very different from today's houses. Second, we have found skeletons—or bones of people—nearby. Again we see a difference: These skeletons are very different from today's skeletons. Now, let's look at . . .

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

Archaeology lecturer: E1 For me, travel isn't just for fun. I'm an archaeologist, so travel is also an important part of my research. Today, I want to tell you about three of my favorite archaeological discoveries. These discoveries are important for research because they link us to our ancestors. The three discoveries you'll hear about today tell us something about one society's ancient accounting practices, another's ancient rituals, and a third's written language. And these three things are still very important to us today, right? E2 OK. Our first stop'll take us to a site in Caral, Peru, in South America. Here we'll look at a recent discovery about a group of people called the Incas. Why is this site important? Well, it shows us that the Incas were very interested in accounting. Archaeologists have found that the Incas used a very detailed system of colored strings for keeping records, or counting things. They called this system of colored strings "Khipu." That's K-h-i-p-u. E3 The Khipu tells us that the Incas were interested in organizing their world and keeping track of finances or maybe events of some type. We know that this system consisted of different colors and lengths of string, and knots in the strings. Don't you wonder what they were counting?

Archaeologists do, too, and they're using computers to try to discover the code—or system—of the Khipu. Funny, isn't it, that we're using computers today to figure out what maybe was a type of computer in the past, for the Incas! E4 Let's make another stop, this time in England. Here we find Stonehenge. Have you heard about Stonehenge? It's a site with a structure. And this site shows us how important ritual was for the people who lived in that area thousands of years ago. What do you think the structure was made of? Well, yes, stones, as the name tells us. These stones are huge, much too heavy for people to lift. We wonder how these ancient people placed the stones in the circle that

forms Stonehenge. Archaeologists believe that Stonehenge was used for ceremonies. The size of Stonehenge tells us that human rituals were significant to these ancient people—just like rituals are important for many people today. E5 Our final stop is Easter Island, a very small piece of land in the Pacific Ocean. Now, this is really interesting. Have you ever wondered how ancient people told stories or passed on their knowledge? One way was the use of petroglyphs, spelled p-e-t-r-o-g-l-y-p-h-s. These are pictures or symbols carved into stone, with a knife or tool. Many of these carved pictures tell us about hunting practices, for example. Others show birds, or birdmen, which tells us that birds were very important to the ancient people of this island. E6 In general, the petroglyphs tell us that these people were interested in three things: one, communicating their ideas and stories; two, learning; and three, recording information. E7 Isn't it interesting how these archaeological discoveries can tell us things about ancient societies? Even thousands of years ago, accounting, rituals, and language were important. So, to review: To see one of the earliest computing systems, you can't miss a trip to Peru to see the Incan Khipu. Interested in human rituals? Make sure you visit Stonehenge. And a trip to Easter Island will show you some fascinating petroglyphs—you really should see this early form of writing. That's all for today. Bon voyage!

Coaching Tips

[1] **Note-taking: Organizing main ideas** What will you hear about today? If your answer was three archaeological discoveries, you're right! Be ready to listen for three main ideas. You could get ready by numbering your notes like this: [see video for note-taking example]. It's good to leave lots of space between the numbers so that you can note the three ideas and then add some details.

[2] **Listening: Listening for order** The speaker introduces the first important idea with these words: "Our first stop . . ." These words tell you to listen carefully for the information that follows. They also tell you that you'll probably be making more than one stop, right? Think ahead: How will the speaker signal the next stop? As you hear the name of each stop, it's a good idea to write the name in your notes.

[3] **Critical Thinking: Using your imagination** The speaker describes Stonehenge. Can you imagine how the people of that time built this structure? How did they move the stones? In your mind, try to imagine how Stonehenge looks. This may help you understand details in the lecture.

[4] **Listening: Spelling key terms** When a speaker spells a word, that means the word is important to the lecture. So it's a good idea to write that word in