

# Academic Encounters

2nd Edition

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Human  
Behavior

4

LISTENING

SPEAKING



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# Scope and Sequence

## Unit 1: Mind, Body, and Health • 1

	Content	<b>L</b> Listening Skills	<b>S</b> Speaking Skills
<b>Chapter 1</b> <b>The Influence of Mind over Body</b> page 3	<b>Interview 1</b> The Stress of Teaching First-Graders <b>Interview 2</b> The Stress of Being a Police Officer <b>Lecture</b> Stress and the Immune System	Following directions Listening for specific information Listening for tone of voice Drawing inferences	Predicting the content Personalizing the topic Comparing information from different sources Asking for opinions Sharing your cultural perspective
<b>Chapter 2</b> <b>Lifestyle and Health</b> page 20	<b>Interview 1</b> Starting Smoking and Trying to Quit <b>Interview 2</b> Quitting Smoking and How It Changes Your Life <b>Lecture</b> Risk Factors in Cardiovascular Disease	Following directions Anticipating answers Drawing inferences	Recalling what you already know Predicting the content Combining information from different sources Asking for confirmation Sharing your cultural perspective

## Unit 2: Development Through Life • 45

	Content	<b>L</b> Listening Skills	<b>S</b> Speaking Skills
<b>Chapter 3</b> <b>The Teen Years</b> page 47	<b>Interview 1</b> Being a Teenager in a Different Culture <b>Interview 2</b> Starting a New Life in One's Teens <b>Lecture</b> Erik Erikson's Fifth Stage of Psychosocial Development: Adolescence	Recording numbers Listening for specific information Completing multiple-choice items Uses of <i>like</i> in casual speech Correcting or expressing a negative politely	Examining graphics Using background information to make predictions Reviewing predictions Summarizing what you have heard Combining information from different sources Sharing your cultural perspective
<b>Chapter 4</b> <b>Adulthood</b> page 65	<b>Survey</b> The Best Age to Be <b>Lecture</b> Developmental Tasks of Early Adulthood	Recording numbers Summarizing what you have heard Uses of <i>get</i> Listening for specific information	Predicting the content Responding to true/false statements Identifying who said what Sharing your personal perspective Eliciting a conclusion Applying general concepts to specific data Sharing your personal and cultural perspective

<b>V Vocabulary Skills</b>	<b>N Note Taking Skills</b>	<b>Learning Outcomes</b>
Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Breaking down words to guess their meaning Guessing vocabulary from context Learning words as they are used	Summarizing data Using telegraphic language Summarizing what you have heard	Prepare and deliver an oral presentation on health and healthy habits
Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context	Paraphrasing what you have heard Using symbols and abbreviations Outlining practice	

<b>V Vocabulary Skills</b>	<b>N Note Taking Skills</b>	<b>Learning Outcomes</b>
Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context Considering different perspectives	Using space to show organizational structure Organizational structure	Prepare and deliver an oral presentation on a particular period of life
Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context	Creating a chart Paying attention to signal words	

## Unit 3: Nonverbal Messages • 85

	Content	<b>L</b> Listening Skills	<b>S</b> Speaking Skills
<b>Chapter 5</b> <b>Body Language</b> page 87	<b>Interview 1</b> Brazilian Body Language <b>Interview 2</b> Korean Body Language <b>Interview 3</b> Japanese Body Language <b>Lecture</b> Body Language Across Cultures	Reading nonverbal cues Responding to true/false statements Determining which way <i>this</i> or <i>that</i> is pointing Using your body to communicate	Recalling what you already know Thinking critically about the topic Considering related information Looking beyond the facts Sharing your personal and cultural perspective
<b>Chapter 6</b> <b>Touch, Space, and Culture</b> page 102	<b>Interview 1</b> Marcos: Touch and Space <b>Interview 2</b> SunRan: Touch and Space <b>Interview 3</b> Airi: Touch <b>Lecture</b> Nonverbal Communication: The Hidden Dimension of Communication	Summarizing what you have heard Decoding the meaning of word stress Listening for stress and intonation	Recalling what you already know Personalizing the topic Sharing your cultural perspective Considering related information Using comparison/contrast Analyzing cultural content Sharing your personal and cultural perspective

## Unit 4: Interpersonal Relationships • 125

	Content	<b>L</b> Listening Skills	<b>S</b> Speaking Skills
<b>Chapter 7</b> <b>Friendship</b> page 127	<b>Interview</b> Friendships <b>Lecture</b> Looking at Friendship	Listening for specific information Retelling Listening for verb tense and aspect	Personalizing the topic Drawing inferences Sharing your personal and cultural perspective Forming generalizations Sharing your personal perspective Considering related information
<b>Chapter 8</b> <b>Love</b> page 143	<b>Interview</b> Courtship and Making Marriage Work <b>Lecture</b> Love: What's It All About?	Listening for details Listening for specific information Listening for digressions Showing interest	Personalizing the topic Sharing your cultural perspective Sharing your personal and cultural perspective Considering related information Conducting an interview Applying general concepts to specific data

<b>V Vocabulary Skills</b>	<b>N Note Taking Skills</b>	<b>Learning Outcomes</b>
<p>Reading and thinking about the topic Examining vocabulary in context Guessing vocabulary from context</p>	<p>Restating what you have heard Mapping</p>	<p>Prepare and deliver an oral presentation comparing body language in two cultures</p>
<p>Reading and thinking about the topic Examining vocabulary in context Guessing vocabulary from context Comparing information from different sources</p>	<p>Recording information Reading nonverbal cues Recalling what you already know Summarizing what you have heard</p>	

<b>V Vocabulary Skills</b>	<b>N Note Taking Skills</b>	<b>Learning Outcomes</b>
<p>Reading and thinking about the topic Examining vocabulary in context Describing a typical scene and activities Reminiscing about a typical scene and activities Building background knowledge on the topic: Culture notes Building background knowledge on the topic: Statistics on friendship Guessing vocabulary from context</p>	<p>Recalling what you already know Summarizing what you have heard Using morphology, context, and nonverbal cues to guess meaning</p>	<p>Prepare and deliver an oral presentation on a famous friendship or love relationship</p>
<p>Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context</p>	<p>Conducting a survey using the Likert scale Taking advantage of rhetorical questions Outlining Practice</p>	