

## Welcome to the Houghton Mifflin English for Academic Success Series Oral Communication Strand

The Houghton Mifflin English for Academic Success Series consists of 16 student textbooks of four levels (low intermediate, intermediate, high intermediate, and high intermediate to advanced) in four skill areas (reading, writing, oral communication, and vocabulary). Each text is accompanied by both an instructor web site that includes an instructor’s Resource Manual and student assessment tools, and a student web site with additional activities. Instructors will benefit from being able to select texts at different levels in each skill area to match their students’ needs.

The series also offers four *Essentials* books, one for each skill area, which provide helpful information for instructors new to teaching reading, writing, oral communication, and vocabulary. The Houghton Mifflin English for Academic Success Series provides academic content that is competency based and classroom-tested.

- **Academic content:** students learn the language and content of the social sciences, the hard sciences, education, business, and the humanities. Materials are taken from real college textbooks, assignments and lectures.
- **Academic language:** students develop the vocabulary and grammar needed for academic speaking, listening, reading, and writing.
- **Academic skills and strategies:** students acquire skills and strategies to help them with academic course work. Included in the texts are Master Student Tips, which cover skills such as learning styles and the culture of U.S. colleges.
- **Competency and research-based pedagogy** is based on the Houghton Mifflin Competencies. These competencies come from courses developed by ESL Instructors and administrators in Florida, California, and Connecticut. The competency and pedagogy also uses the authors’ prior research on students’ needs and interests, instructors’ needs and goals, and institutional expectations and requirements to assure the material meets the real world needs of instructors and students.

For a complete list of competencies covered by this series, visit [esl.college.hmco.com](http://esl.college.hmco.com)

	Oral Communication (with audio tapes and CDs)	Reading	Writing	Vocabulary
Low Intermediate	College Oral Communication 1 Marsha Chan 0-618-23016-5	College Reading 1 Cheryl Benz, Myra M. Medina 0-618-23020-3	College Writing 1 Karen E. Walsh 0-618-230289	College Vocabulary 1 Julie Howard 0-618-23024-6
Intermediate	College Oral Communication 2 Anne E. Roemer 0-618-23017-3	College Reading 2 Linda Robinson Fellag 0-618-23021-1	College Writing 2 Eileen Cotter 0-618-23029-7	College Vocabulary 2 Claudron Gille 0-618-23025-4
High Intermediate	College Oral Communication 3 Cheryl L. Delk 0-618-23018-1	College Reading 3 John D. Avery, Linda Robinson Fellag 0-618-23022-X	College Writing 3 Gabriella Nuttal 0-618-23030-0	College Vocabulary 3 Keith S. Folse 0-618-23026-2
High Intermediate to Advanced	College Oral Communication 4 Steve Jones 0-618-23019-X	College Reading 4 Cheryl Benz, Cynthia M. Schuemann 0-618-23023-8	College Writing 4 Li-LeeTunceren, Sharon Cavusgil 0-618-23031-9	College Vocabulary 4 John D. Bunting 0-618-23027-0
Essentials Teaching for Adjuncts	Essentials of Teaching College Oral Communication John Murphy 0-618-22492-0	Essentials of Teaching College Reading Sharon Seymour, Laura Walsh 0-618-23012-2	Essentials of Teaching College Writing Joy M. Reid 0-618-23013-0	Essentials of Teaching College Vocabulary Averil Coxhead 0-618-23014-9

# HOUGHTON MIFFLIN ENGLISH FOR ACADEMIC SUCCESS

## ORAL COMMUNICATION STRAND

The Oral Communication strand of the *Houghton Mifflin English for Academic Success Series* focuses on development of speaking and listening skills necessary for college study. Dedicated to meeting academic needs of students by teaching them how to handle the spoken English used by instructors and students in college classrooms, the four books provide engaging activities to practice both academic listening and academic speaking. Students learn to participate effectively in a variety of academic situations, including discussions, lectures, study groups, and office meetings with their college instructors.

**Broad Disciplinary Themes:** Each book has a broad disciplinary theme to give coherence to the content. These themes were selected because of their high interest for students. They are also topics commonly explored in introductory college courses and so provide useful background for students.

**Effective Academic Listening:** Students listen to authentic classroom interactions and lectures. They learn to take information from the spoken presentations and use their notes for other academic tasks such as tests or small group discussions.

**Effective Academic Speaking:** Speaking tasks resemble types of academic tasks expected of students in the college environment. These speaking tasks include taking on roles and participating in small group formal and informal discussions on lecture content, presenting oral summaries, to leaving effective voicemail messages. Students learn to do oral presentations appropriate to their proficiency level and to college study.

**Self-Assessment of Academic Speaking and Listening Skills:** Students are given the opportunity to reflect on several of the academic strategies they learned and practiced in the chapters. Each chapter ends with a listing of the chapter objectives for students to evaluate their progress.

**Academic Vocabulary:** The oral communication strand teaches students techniques for learning and using new academic vocabulary in order to recognize the words when they hear them and to also use the words in their own spoken English.

### Academic Listening and Speaking Strategies

Key strategies and skills are interspersed throughout each book. Students can clearly see important concepts to focus on as they complete the activities in each chapter. Highlighted strategies will help students improve both their listening and speaking skills.

**Master Student Tips:** Master Student Tips throughout the textbooks provide students with short comments on a particular strategy, activity, or practical advice to follow in an academic setting. Instructors can use these tips to help students become better students by building their understanding of college study.

**“Power Grammar” Boxes:** Students can be very diverse in their grammar and rhetorical needs so each chapter contains “Power Grammar” boxes that introduce the grammar structures students need to be fluent and accurate in academic English.

**Ancillary Program:** The following items are available to accompany the Houghton Mifflin English for Academic Success Series Oral Communication Strand.

- Instructor Website: Additional teach materials, activities, and robust student assessment.
- Student Website: Additional exercises and activities.
- Audio Program: Available on either CD-ROM or cassette.
- The Houghton Mifflin English for Academic Success Series Vocabulary books: You can choose the appropriate level to shrink-wrap with our text.
- The Essentials of Teaching Academic Oral Communication is available for purchase. It gives you theoretical and practical information for teaching oral communication.

If you have any further questions, visit us online at <http://www.college.hmco/instructors/index.html>, [www.college.hmco.com/info/hmeas](http://www.college.hmco.com/info/hmeas), or contact Sanda Powell at (800) 733-1717 x4623.

For colleges in Canada: (800) 668-0671

For colleges in the United Kingdom, Europe, and the Middle East: 44 (0) 1235 833827, [info@hmcouk.co.uk](mailto:info@hmcouk.co.uk)

For colleges in other countries: (617) 351-3280

For high schools in the U.S.: (800) 462-6595

For high schools in all other countries: (847) 424-3433



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