

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



دليل المعلم speaking and listening المسار المتقدم

موقع المناهج ← المناهج الإماراتية ← الصف الثاني عشر ← لغة انجليزية ← الفصل الثاني ← الملف

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التواصل الاجتماعي بحسب الصف الثاني عشر



روابط مواد الصف الثاني عشر على تلغرام

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NEW
INTERACTIONS

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Listening and Speaking

Teacher Manual

By Becky Tarver Chase
and McGraw-Hill Education Authors



Welcome to the Teacher Manual

The Teacher Manual provides resources and support to teachers using the *New Interactions English for Academic Purposes* series. The Teacher Manual provides step-by-step guidance for implementing each chapter in the Student Book. The Teacher Manual also provides activities that support Best Practices, valuable notes on content, expansion activities, answer keys, and audio scripts. Each chapter in the Teacher Manual begins with an overview of the content, vocabulary, and teaching goals in that chapter. Each chapter in the Student Book begins with discussion questions that connect to the chapter topic and activate students' prior knowledge.

Procedural Notes

The procedural notes are useful for both experienced and new teachers. Experienced teachers can use the step-by-step procedural notes as a quick guide and refresher before class, while newer or substitute teachers can use the notes as a more extensive guide to assist them in the classroom. The procedural notes guide teachers through each strategy and activity, describe what materials teachers might need for an activity, and help teachers provide context for the activity.

Content Notes

Where appropriate, content notes are included in the Teacher Manual. These are notes that enhance a learning point in the activity and help teachers answer students' questions about the content. These notes are provided at point of use, but teachers can decide how they want to use the information in class.

Answer Keys

Answer keys are provided for all activities that have one correct or specific answer. For items or activities that have multiple correct answers, possible answers may be included. The answer key follows the procedural note for the relevant activity. Answer keys are also provided for chapter and placement tests.

Expansion Activities

Suggested expansion activities with procedural notes are included in some chapters. These activities offer teachers creative ideas for reinforcing the chapter content while appealing to different learning styles. Teachers are encouraged to build on these techniques and ideas to create their own expansion activities in other chapters, where relevant to their students or learning environment.

Chapter Tests

Each chapter includes a chapter test designed to test the vocabulary, reading, writing, grammar, and/or listening strategies in each language skills strand. The purpose of the chapter test is to assess students' understanding of material covered in the chapter and to give students an idea of the progress they are making and areas they need to improve. Each chapter test has four parts with items totaling 100 points. Item types include multiple choice, fill in the blank, and true/false statements.

Placement Test

A placement test has been designed to assess students' knowledge and proficiency in each strand. The test has been constructed to be given in about 1.5-2 hours. Be sure to go over the directions and answer any questions before the test begins. Students are instructed not to ask questions once the test begins. The placement test has two parts with items totaling 100 points and there is a scoring

placement key that suggests the appropriate level to be used based on the number of items answered correctly. Teachers should use judgment in placing students and selecting texts.

Best Practices

Each chapter identifies different activities that support six interconnected Best Practices – principles that contribute to excellent language teaching and learning. These Best Practices help teachers keep students actively engaged in the learning process.

#1 Making Use of Academic Content

Academic content that is purposeful and meaningful gives students opportunities to explore real-world issues, discuss academic topics, and learn about different perspectives.

#2 Activating Prior Knowledge

Students can better understand written material or audio recordings of written material when they connect with the content. Activating prior knowledge allows students to tap into what they already know, building on this knowledge and stirring a curiosity for more knowledge.

#3 Scaffolding Instructions

A scaffold is a physical structure that facilitates construction of a building. Similarly, a scaffolding instruction is a tool used to facilitate language learning in the form of predictable and flexible tasks. Some examples include oral or written modeling by the teacher or students, placing information in a larger framework, and reinterpretation.

#4 Organizing Information

Students learn to organize thoughts and notes using a variety of graphic organizers that accommodate diverse learning and thinking styles.

#5 Interacting with Others

Activities that promote interactions in paired student work, small-group work, and whole-class activities present opportunities for collaborative discussions and group work, helping students strengthen their communication skills.

#6 Cultivating Critical Thinking

Strategies for critical thinking are taught explicitly. Students learn tools that promote critical-thinking skills crucial to success in the academic world.

The New Interactions EAP Series

New Interactions is a new edition of the most trusted brand name in EAP (English for Academic Purposes): the pioneer EAP series *Interactions/Mosaic*. Based on more than 30 years of classroom-tested best practices, the new and revised content, fresh modern look, and online adaptive and interactive components make this the perfect series for contemporary classrooms. *New Interactions* is now available with all the powerful digital tools of MHE's Connect® platform, which is widely used in higher education institutions. *New Interactions* prepares students for higher education classes by integrating many aspects of student life.

New features include:

- New strands: one for Reading and Writing skills and another for Listening and Speaking skills
- New components with digital and blended solutions
- New course and chapter structure and organization
- New content for the productive skills and extensive revision of the receptive skills content
- New online additional reading and writing resources
- New online additional grammar and vocabulary resources
- New self-study tools for students on the platform

- New assessment tools for teachers
- New design and look
- New photos and illustrations
- New level for beginners

New Interactions is an EAP series that helps students develop and strengthen the four language skills: listening, speaking, reading, and writing. Language proficiencies are articulated at each level from beginner to post-intermediate/advanced levels in each of the two skill strands: Listening and Speaking and Reading and Writing.

- **Relevant content and topics:** From technology and social networking to academic integrity and global issues, *New Interactions* provides meaningful, engaging topics and activities that are relevant to today's students.
- **Critical thinking:** Students develop their ability to synthesize, analyze, and apply information from different sources in a variety of contexts.
- **Emphasis on vocabulary:** Each chapter focuses on vocabulary strategies and high-frequency words in context, that are revisited in subsequent chapters.
- **Clear focus on strategies:** Strategies essential to academic success are systematically taught and practiced. The strategies are clearly explained and then applied to different texts.
- **Activating prior knowledge:** Questions, images, and quotes pique students' interest and activate prior knowledge at the launch of each chapter.
- **Organizing information:** Graphic organizers help students organize and summarize key information and ideas.
- **Research skills:** Students utilize research strategies and critical-thinking skills to conduct research and report their findings.
- **Self-assessment, learner autonomy, and independence:** At the end of every chapter, self-evaluation logs encourage students to reflect on and evaluate their learning and take responsibility for self-improvement.

The New Interactions Transferable Exam Skills

New Interactions helps students prepare for national and international EFL (English as a Foreign Language) exams. It gives students the opportunity to practice essential language and communication skills through a focused set of learning objectives in each strand.

- **Before reading and listening skills development:** Each chapter provides pre-reading activities that focus on key reading, vocabulary, and listening skills. Both strands provide anticipatory discussion questions that help students activate prior knowledge and develop critical listening and speaking skills. These activities prepare students for all exam types by teaching essential skills and strategies that can be used to better understand different passages and genres in an exam.
- **While reading and listening skills development:** Each chapter guides students in developing skills for effective reading and listening that focus on: identifying and summarizing key ideas and details, identifying a writer's point of view, making inferences and connections, and analyzing texts. The series provides a variety of discourse markers which facilitate understanding. Each chapter covers a range of pronunciation activities including listening for and using stress, intonation patterns, reductions, and connected speech examples, preparing students for listening and speaking exams, and for effective communication in an English-speaking environment.
- **After reading and listening skills development:** Every chapter gradually leads to the production of various written and spoken language genres, using the passages in each chapter as models for writing and speaking respectively.

● **Writing skills development:** There is systematic exposure to and practice of various written genres, such as reports, essays, narratives, blog posts, emails, and questionnaires, which require research and documentation of print, audio, and online sources. The series also focuses on discourse features, such as cohesion and coherence and the development of grammar range and accuracy, as well as the lexical resource to meet the requirements of the various examinations at the intended Common European Framework of Reference for Languages (CEFR) level.

● **Speaking skills development:** Students are exposed to spoken genres which provide a variety of speaking and communication opportunities, skills-development strategies, and necessary language functions, enhancing fluency and intercultural communication. Pronunciation, stress, intonation, and connected speech patterns are presented, recycled, and consolidated, helping candidates meet the requirements for EFL examinations.

The New Interactions Listening and Speaking Strand

A variety of listening genres, including lectures, academic discourse, and collaborative partner and group conversations, help students explore stimulating topics in the five Listening and Speaking books. Activities associated with the listening input, such as pre-listening tasks, systematically guide students through critical-thinking and listening skills that help prepare students for academic achievement.

In the Listening and Speaking books, the activities are coupled with images featuring a multi-ethnic cast of engaging students participating in North American college life, which encourages and develops intercultural understanding and communication. Across the strand, lectures and dialogues are broken down into manageable parts, giving students an opportunity to make predictions, identify main ideas, make connections, and effectively manage lengthy input.

Guided discussion activities, questions, and structured pair and group work stimulate interest and interaction among students, culminating in students organizing their information and ideas in a graphic organizer, writing, and/or making a presentation.

Pronunciation stress and connected speech patterns are highlighted in every chapter, an aid to improve both listening comprehension and speaking fluency. Vocabulary building strategies are used throughout chapters along with a list of target words and language functions, and topic-related words and phrases that help students make meaningful connections with the material.

● **Listening and speaking skills development:** Each level provides foundational listening and speaking skills that support vocabulary and language development.

● **Emphasis on vocabulary strategies:** Each chapter focuses on key strategies that help students learn new vocabulary. Strategies include: using context clues, using expressions and idioms, using signal words, and using technical language, amongst others.

● **Collaborative conversations:** Each chapter begins with discussion starters that draw upon high-interest topics and images. The activities that follow each discussion prompt, help students develop critical listening and communication skills.

● **Active listening skills:** Active listening skills prepare students for academic achievement by helping students focus on key ideas and specific information in lectures, presentations, and group discussions.

● **Research and presentation skills:** Each chapter includes project-based activities that relate to the chapter topic and readings. Students work in small groups to conduct research and present their topic.

● **Formal and informal language:** Students take part in conversations and learn functional language for a variety of formal and informal conversational settings.

● **Role-play opportunities:** Students participate in role-play activities that facilitate real-world conversations, such as giving and receiving directions, interviewing for a job, filing a complaint, and making travel plans.

The New Interactions Reading and Writing Strand

Reading skills and strategies are taught explicitly and systematically through a variety of reading genres in each of the five Reading and Writing books. Pre-reading, during, and post-reading activities include strategies and activities that aid comprehension, help build vocabulary, and guide students through the writing process. Each chapter includes two texts that center around diverse and engaging themes, allowing students to deepen their understanding of a topic. These include a variety of genres such as magazine articles, textbook passages, essays, letters, and online articles. Vocabulary is presented before each reading activity and is developed throughout the chapter.

Activities in each of the five Reading and Writing books culminate in a writing task. Each chapter guides students through the writing process, including brainstorming and drafting ideas and revising their written work. Activities build on key elements of writing from sentence development to writing single paragraphs, articles, narratives, and essays of multiple lengths and genres.

Strong connections are made between writing and grammar, helping students sharpen and develop their writing. Explicit pre-writing questions and discussions activate prior knowledge. Graphic organizers help students organize ideas and information and create a solid foundation for the writing product. Each writing activity gives students an opportunity for a peer review, which has become a critical element in the writing process for both the writer and reader, ensuring that students are actively engaged with their work and the work of others.

Each chapter includes a self-evaluation rubric which supports the learner as he or she builds confidence and autonomy in academic reading and writing.

- **Real-world connections:** Each chapter begins with a discussion prompt that draws upon high-interest topics, images, and a quote, saying, or proverb. Engaging social and academic topics create meaningful connections and lively discussions at the launch of each chapter.
- **Reading skills and strategies:** Reading skills and strategies aid reading comprehension and provide a strong foundation for success in all academic courses. Each chapter focuses on key reading skills and strategies that help students paraphrase and summarize text information, identify main points and key supporting details, make inferences and draw conclusions, and critically analyze and synthesize texts.
- **Emphasis on vocabulary strategies:** Each chapter focuses on key vocabulary strategies that help students comprehend text and learn new vocabulary. Focused vocabulary practice helps students become independent readers, teaching them how to get meaning from context in all subject areas.
- **Writing process and model writing approach:** Model texts are included in every chapter. These models exemplify the structure and features of the genre under discussion, facilitate the writing process, and enable students to actively participate in each stage of the writing process and sharpen their writing craft.
- **Practical english:** Extensive vocabulary activities introduce language that is encountered in and out of the classroom. From navigating a college campus to managing finances and health-related issues, students are taught to use language appropriate to academic and real-life environments.
- **Building study skills:** Students learn how to become effective note-takers by using graphic organizer tools that build on reading and study skills in each chapter.

Blogging

Blogging is one of the most popular and accessible means of online communication. A blog allows people to post articles, journal entries, opinions, and other types of writing. Readers can post comments and reply to other comments as part of a discussion thread in a blog. Both strands in *New*

Interactions integrate blogging as part of the writing process. Students showcase their writing as part of the “OUR BLOG/OUR BLOARD” feature and post comments to one another.

What does BLOARD mean? BLOARD is a blending of words that combines “blog” and “board”. This combination reflects the blended use of technology and conventional facilities in a classroom. In other words, if online blogging is not an option, students may write comments on slips of paper, responding to a post and stick them on the board, the wall, or other surface in class. Both the blog and BLOARD foster a strong sense of community where students take an active role in the writing process and build their confidence as writers and readers.

Chapter 1 – Rise to the Challenge!

Chapter Goals

The topics in this chapter will encourage students to reflect on the effectiveness of academic teaching methods in relation to learning styles.

Listening: Students will reflect on learning techniques and how effective lecturing is as a means of instruction. They will also learn how making predictions while listening can help them maintain their focus and improve their comprehension. They will learn to identify stressed and reduced forms in a conversation. Finally, they will listen to short conversations in order to recognize tone of voice.

Speaking: Students will share their perspectives on academic teaching and lecture styles. They will read an article about learning styles and practice requesting and offering clarification. They will also work in pairs to solve riddles and brainteasers. They will further research the topic of learning styles in order to collaborate on a group presentation, as well as express their views on college education in a blog.

Focus on the Images

Ask students to:

1. note similarities and differences among the images
2. share their own educational experiences
3. comment on what kind of learners they think they are.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. brainstorm two lists, one with words and phrases about teaching methods and the other with words and phrases about learning styles
2. suggest ways in which educational practices (teaching and learning) could be improved.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote and the name of the author aloud; explain any unknown words
2. express what the quote means using their own words; if necessary, prompt them by asking questions, such as: *What is humorous about the quote?*
3. share other quotes or proverbs about learning and/or education that they know.

Answer Key

Answers will vary.

Listening 1 – But That’s Not What I’m Used to!

Section Aims

Listening: Listening for specific information; listening for stressed words; comparing pronunciation of unreduced and reduced forms

Speaking: Role-playing a conversation; sharing academic experiences

Pronunciation: Practicing stressed words; pronouncing reductions

Vocabulary: Using context clues to determine meaning

Language Focus: Stressed words as information carriers; natural reductions of unstressed words

Critical Thinking: Making predictions about a conversation; discussing learning approaches

Before You Listen

1. Topic

- Have students work in pairs or small groups to read the questions and discuss them.
- Ask volunteers to share some of their answers with the whole class.

Answer Key

Answers will vary.

Best Practice – Scaffolding Instruction

This activity raises an awareness of learning strategies. In real life, we use context clues to work out the meaning of unfamiliar words. This activity isolates potentially unfamiliar words from the conversation and asks students to use the surrounding words in each sentence to get a sense of the new vocabulary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words and phrases.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. What is something that you find **challenging** / **monotonous**?
 2. What **approach** do you use to learn vocabulary?
 3. What is the main **content** of this chapter?
 4. Do you like to **interpret** art or poetry?
 5. Do the courses you are taking **tie in with** each other? How?

Answer Key

1. F; 2. A; 3. H; 4. J; 5. B; 6. D; 7. I; 8. G; 9. E; 10. C

Audio Script

1. off-the-wall
2. go on and on
3. interpret
4. challenging
5. monotonous
6. draw on
7. innovative
8. approach
9. content
10. tie in with

3. Predicting content

- Explain that students are going to make predictions about the conversation. At this point, there is no correct or incorrect answer.

- Have students underline the answers they predict are correct.
- Ask a few volunteers to share their predictions with the class.

Answer Key

Answers will vary.

While You Listen

4. Listening and checking

- Play the recording and have students check the answers they guessed correctly.
- Play the recording again for students to correct their answers.
- Check the answers as a class.

Answer Key

1. unusual
2. explained some theory
3. challenging
4. promoted important skills
5. agree

Audio Script

Sonya: Hey, Karim. What did you think of our new professor?

Karim: You mean Dr. Boyd in macroeconomics?

Sonya: Yeah. Did you like today's lecture?

Karim: Lecture? I wouldn't exactly call it that. Don't you think it was a bit off-the-wall?

Sonya: What do you mean?

Karim: Well, normally we take notes while the professor goes on and on about this theory and that theory. Instead, she immediately put us in groups and had us try to interpret some graphs without teaching us anything.

Sonya: But aren't typical lectures monotonous? This was new and innovative.

Karim: I suppose...

Sonya: Don't you see? She was encouraging us to think for ourselves. Personally, I thought the lesson was challenging.

Karim: I don't know... In our very first lesson, how are we supposed to know what to do? She could have pointed out a few things.

Sonya: Instead of being told what to know, we had to draw on previous knowledge to figure things out on our own. Besides, she did come around and offer help to each group.

Karim: But that's not what I'm used to.

Sonya: That's the whole point. If we want to improve, we've got to try new things. This kind of approach to teaching promotes independent learning and other important skills like problem-solving and critical thinking – things we can use in the real world.

Karim: I can't argue with that.

Sonya: And didn't you notice how the content of the graphs also tied in with what we're doing in our chem courses?

Karim: Yeah, I did find that interesting, which reminds me... Have you found a lab partner?

Sonya: Not yet. How about you?

Content Notes

- The grammar construction of the expression *used to* can sometimes be confusing for students.
- It can refer to past habits or repeated actions which are no longer true in the present. In this case, *used to* is followed by an infinitive verb:
 - He used to work in a bank (but now he doesn't).
 - They used to live in China (but now they live in Canada).
 - I didn't used to wear glasses (but now I do).
- The expression *be used to* is followed by a gerund or a noun to talk about things that we feel are normal or that we are accustomed to. In this case, the verb *be* can be used in any tense:

I'm used to taking the bus to work. (It's what I normally do.)

The children weren't used to staying up late. (They didn't normally do so.)

You'll be used to speaking English soon. (You don't normally, but you will soon.)

- The expression *get used to* is also followed by a gerund or a noun to talk about a change from not normal to normal. The verb *get* can also be used in any tense:

We've gotten used to the cold. (We came from a hot climate, but now the cold seems normal.)

Don't worry, you'll get used to it. (It seems difficult now, but it will be easy soon.)

I got used to speaking English. (I didn't speak English at first, but now I do.)

Language Focus – Stress

- Read the instruction notes aloud.
- Write these sentences on the board. Say them aloud and ask students to identify the stressed words.

Sonya thought the professor's approach was new and innovative.

Karim thought the lecture was off-the-wall.

Karim and Sonya probably agree at the end of the conversation.

- Ask students to identify the parts of speech for the stressed words.

5. Listening for stressed words

- Tell students that they will listen to the conversation again and fill in the missing stressed words.
- Have students read through the conversation and try to guess the missing words.
- Play the recording as students follow along in their books and write the missing words.
- After listening, students can check their answers against the listening script in their books.

Answer Key

Sonya: Hey, Karim. What did you think of our new (1) professor?

Karim: You mean Dr. Boyd in macroeconomics?

Sonya: Yeah. Did you like today's (2) lecture?

Karim: Lecture? I wouldn't (3) exactly call it that. Don't you think it was a bit (4) off-the-wall?

Sonya: What do you mean?

Karim: Well, (5) normally we take notes while the professor goes (6) on and (7) on about this theory and that theory. Instead, she immediately put us in (8) groups and had us try to (9) interpret some graphs (10) without teaching us anything.

Sonya: But aren't typical lectures (11) monotonous? This was new and (12) innovative.

Karim: I suppose...

Sonya: Don't you (13) see? She was encouraging us to (14) think for ourselves. (15) Personally, I thought the lesson was (16) challenging.

Karim: I don't know... In our (17) very first lesson, how are we (18) supposed to know what to do? She could have pointed out a few things.

Sonya: Instead of being told (19) what to know, we had to (20) draw on previous (21) knowledge to figure things out on our own. Besides, she (22) did come around and offer (23) help to each group.

Karim: But that's (24) not what I'm used to.

Sonya: That's the whole (25) point. If we want to (26) improve, we've got to (27) try new things. This kind of (28) approach to teaching promotes (29) independent learning and other important skills like problem-solving and critical thinking – things we can use in the (30) real world.

Karim: I (31) can't argue with that.

Sonya: And didn't you notice how the (32) content of the graphs also tied (33) in with what we're doing in our chem courses?

Karim: Yeah, I (34) did find that (35) interesting, which reminds me... Have you found a (36) lab partner?

Sonya: Not yet. How about you?

Language Focus – Reductions

- Play the recording or read aloud the instruction notes and examples.
- Ask volunteers to read the example using reduced pronunciation.
- Ask students for examples of other reduced forms they may know of.

Audio Script

Reduced forms are a natural part of spoken English. Words that are not stressed are often shortened, or reduced.

Listen to the example: If we want to improve, we've got to try new things.

Unreduced Pronunciation: want to got to

Reduced Pronunciation: wanna gotta

Content Note

Some students may think of reduced forms as incorrect. Emphasize that these forms are commonly used in spoken English and it is important to be able to understand them. It is not essential for communication to use them, but if they do not use reduced forms, their English may sound too formal.

6. Comparing pronunciation

- Play the recording and have students listen and read the sentences.
- Ask them to underline the words in the sentences on the left that have been reduced.
- Play the recording again and have students repeat the sentences. Listen carefully and correct pronunciation as a group.
- You can also have students volunteer to repeat the sentences individually.
- Point out the Tip and explain that you do not use the spelling of reduced forms in formal texts.

Answer Key

1. What did you think of our new professor?
2. Did you like today's lecture?
3. What do you mean?
4. Don't you see?
5. I don't know...
6. ...things we can use in the real world.
7. How about you?

Audio Script

- | | |
|---|--|
| 1. What did you think of our new professor? | <u>Whadja</u> think of our new professor? |
| 2. Did you like today's lecture? | <u>Didja</u> like today's lecture? |
| 3. What do you mean? | <u>Whaddaya</u> mean? |
| 4. Don't you see? | <u>Dontchu</u> see? |
| 5. I don't know... | I <u>dunno</u> ... |
| 6. ...things we can use in the real world. | ...things we <u>kin</u> use in the real world. |
| 7. How about you? | How <u>boutchu</u> ? |

After You Listen

7. Role-playing

- Have students work in pairs to act out the conversation.
- As pairs are speaking, move around the room and correct any errors in pronunciation.

Answer Key

Answers will vary.

8. Sharing experiences

- Have students read through the questions individually and note down their answers.
- Put students in small groups to compare and discuss their answers.
- Ask volunteers from each group to share some of their answers with the class.
- For item 3, take a class poll on learner types. Call out the different kinds of learners one at a time, and ask students to raise their hands accordingly. Record the numbers for each type on the board. Afterwards, discuss the results as a class.

Answer Key

Answers will vary.

Listening 2 – Presentation: Don't Lecture Me – A New Paradigm for the University of the Future

Section Aims

Listening: Listening to a presentation on academic lecturing and making predictions; taking notes and answering questions of pragmatic understanding

Speaking: Sharing perspectives on academic lecture styles; comparing predictions; using notes to summarize a presentation

Vocabulary: Words and phrases related to academic lecture styles; categorizing to deepen understanding of concepts

Skills Focus: Predicting what a speaker will say next

Critical Thinking: Using graphic organizers to brainstorm and predict presentation content; analyzing academic instruction

Before You Listen

Did You Know?

- Have students read the “Did You Know?” points.
- Discuss the information as a class.
- Ask students questions about each point. For example: *Do you think listening to a lecture is an effective way to learn information? Why do you think Arvind Mishra gave a lecture that lasted 139 hours?*

Best Practice – Interacting with Others

This activity is an example of collaborative learning intended to promote fluency and confidence. In this activity, communication is more important than grammar. Students begin to discuss lectures and learning in pairs or small groups, and when they discuss the topic as a class they should feel more confident in their use of the new language.

1. Topic

- Ask a few volunteers from the class to describe the images and speculate about what makes a lecture intriguing or boring.
- Have students work in pairs or small groups to read the questions and discuss them.
- Ask volunteers from each group to share some of their answers with the whole class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words and phrases.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. Do you think lecturing is **efficacious**? Why or why not?
 2. What is something that is **obsolete**?
 3. Would you say you have the **capacity** to learn languages easily?
 4. Do you know anyone who likes to **shake things up**?
 5. How would you **transform** the educational system?

Answer Key

1. C; 2. F; 3. E; 4. H; 5. I; 6. A; 7. J; 8. D; 9. G; 10. B

Content Note

Point out to students the pronunciation and spelling of the last syllable in the word paradigm. Teach students the adjective form “paradigmatic” to show how the pronunciation of the second syllable changes in the adjective form.

Audio Script

1. paradigm
2. efficacious
3. obsolete
4. paradox
5. in spite of
6. shake things up
7. integrated
8. capacity
9. revelation
10. transform

Skills Focus – Predicting What the Speaker Will Say Next

Strategy – Making Predictions

- Go over the information in the Skills Focus box and the steps for making predictions while listening to a lecture or presentation.
- Point out that learning is the process of making new connections in the brain. When students think about a topic they are already familiar with, their brains are ready to form connections between that familiar information and new information.
- Tell students that making predictions during a lecture or presentation gives them something to listen for. This keeps them actively focused on content and means they will learn more!

Best Practice – Activating Prior Knowledge

The pre-listening sections activate students’ prior knowledge. This activity helps students relate their own experiences with lectures to the material in this chapter. When students activate their prior knowledge before learning new material, they are better able to use that knowledge to understand new concepts about lectures and language learning presented in the chapter.

3. Considering the topic

- Point out that *brainstorm* means to think of as many ideas as possible in the shortest time possible.
- Divide students into small groups to brainstorm ideas for each question using the graphic organizers. (This kind of graphic organizer is often called a “word web.”)
- Have students write their group’s ideas in the circles of the graphic organizers.
- Call on volunteers to share their group’s ideas with the whole class.

Answer Key

Answers will vary.

While You Listen

4. Listening and making predictions

- Remind students of the guidelines for making predictions in the Skills Focus box.
- Play the audio of the presentation, stopping after each sentence indicated in the activity. Ask students to write down their predictions and then share them with a partner.
- Continue to play the audio for students to check their predictions and change those that are not correct.

Answer Key

Answers will vary.

Audio Script**Presentation: Don't Lecture Me—A New Paradigm for the University of the Future**

Professor: Good morning! I am Jack Miller, and welcome to our university.

Students: Good morning. Hello. Hi.

Professor: Before I begin my presentation about the very unique program we have here, I'd like to hear from all of you. What does the title of my presentation "Don't Lecture Me: A New Paradigm for the University of the Future" bring to mind? What does it make you think about? Just call out your questions.

Stop 1: What questions do you think the students will ask?

Student 1: Why not lecture? I mean, it's as good a way to learn as any, right?

Professor: Good question. Any others?

Student 2: Who decided that how we learn what we learn will affect our future success?

Professor: Interesting. Next?

Student 3: How does the program here differ from a traditional university program?

Professor: Good, got that. Yes, go ahead.

Student 4: Is this one of those programs that centers around group projects? If so, what about individual accountability? And grades? Can I get into a good graduate school from here?

Professor: Excellent point. Hmm. Any more? No? Then let's begin with the first question. Why not lecture?

Stop 2: What do you think the presenter's answer will be to this question? Why?

Well, experts say that lectures have outlived their usefulness. You see, research shows that it's impossible to remember all of the information presented during a typical lecture. But this presents us with a paradox. On the one hand, lectures are still the primary way university courses are taught. It's what both students and professors are used to. On the other hand, they are not efficacious. OK so far? I see a few puzzled looks. What I mean is that lectures may be what you're accustomed to, but they are not the most effective way to learn. They simply do not produce great results and we are finding that students are learning in spite of lectures, not because of them. Does that make sense to you?

Student 2: I think so. I remember that when I took an astronomy class in high school, I had so much trouble remembering everything that the teacher told us in her lectures and kept failing the quizzes. But when I joined the astronomy club and started actually looking at stars and talking to my friends about what we were seeing, my test scores got much, much better.

Professor: That's right! Exactly! And here's something else to consider. With modern technology, if all you needed were lectures, we could just get professors to do each of their lectures once and then put them on the Web. So, you can see the problem, right?

Students: Sure. Right. Uh-huh. And then fire the faculty. Yes, very funny!

Professor: OK, so who decided that we needed a new paradigm for learning?

Stop 3: What do you think the presenter's answer will be to this question?

Who decided that how you learn is more important to your success in the future than what you learn? Well, it was, as it is with most important revelations, not just one or even a few individuals who came to this same conclusion, but many, many.

It may surprise you, but educational philosophers and researchers have been trying to shake up the traditional educational system for generations. In fact, the University of California at Santa Cruz, established in 1965, eliminated large lecture classes (with 100 or even 200 students) in favor of more intimate classes of only 30 students that allowed students to talk and not just listen. They also used a portfolio system where students submitted a portfolio, or file, of original work instead of taking traditional tests. Then the work was evaluated using a narrative or descriptive system instead of traditional grading. And the program at Alverno College in Milwaukee, established as a traditional women's college in 1887, has been transformed by some very enlightened educators into an ability-based integrated curriculum that focuses on problem-solving skills, group skills, and community skills as equally important as the retention of various "facts." Are you following me?

Student 5: Maybe. Sort of.

Professor: OK. Let me put it this way. Both UC Santa Cruz and Alverno College are examples of programs that focus more on developing students' interests in and capacities for learning and communicating in a changing world than on the number of bits of factual information they can memorize today. Their goal is to provide students with the tools they need to succeed in a world in which the information that they might memorize today could be totally obsolete in the future.

Stop 4: What does this mean? What do you think will be discussed next?

Did you get that?

Students: Maybe. Not exactly. I'm not sure.

Professor: All right. I know that these ideas might be totally foreign to some of you. I think Stephen Lehmkuhle, the chancellor at the University of Minnesota campus in Rochester, may have explained these nontraditional educational ideas best. He said that a university of the future “prepares students for jobs that don't yet exist, to solve problems that aren't yet known, using technologies that have not yet been invented.”

So, we're back to where we started. Why doesn't the traditional lecture format work to accomplish these goals? Perhaps if we move on to the third question that was asked, “How does our program differ from a traditional one?” it will become more obvious to you. Our program has been greatly influenced by all three of the programs that I've mentioned, UC Santa Cruz, Alverno, and especially the University of Minnesota Rochester, and is totally based on a set of student learning outcomes and objectives rather than merely on faculty interests.

Stop 5: What does this statement mean? What examples might be given?

Did you catch the most important point here?

Student 3: I think I see where you're going with this. Are you saying that the faculty here will never create a course on a topic on which they just happen to be doing research and then require us to pass tests on lectures on this topic?

Professor: Yes, exactly! But there's more to it than that. Additionally, our program actually rewards faculty for effective teaching as well as research – and that includes research on student learning as well as in their own areas of expertise. Furthermore, we, just as at both Alverno and UM Rochester, have an integrated curriculum. This means that your biology professor might be collaborating with your English professor, and key concepts that you learn in one class will be reinforced in new contexts in another class. Got it?

Student 3: Well, yes, for the most part. But I think there's still a bit of a problem.

Professor: OK. What do you think that might be?

Student 3: Well, for one thing, this approach ignores the fact that for some of us, lectures are what we're used to, and we know how to study for those kinds of tests, even if we do forget everything the next day. What if I can't figure out what's expected of me here?

Stop 6: What advice or solutions do you think the presenter will offer?

Professor: Oh, I'm glad you asked that! Let me tell you about an aspect of our program that I think is truly awesome. We have three types of faculty members here, just as they do at UM Rochester: 1) those that are hired to design curriculum as well as teach in their fields; 2) those that implement or teach the curriculum and meet with students very frequently outside of class; and 3) those that serve as “success coaches” or academic and career advisors only.

Student 4: That sounds great! Uh... Do you have time to address my question about group work and grading? I understand that group projects are often part of a program like this one.

Professor: Right! That's very true. We do expect you to learn how to work together, to collaborate, to communicate, and to connect, just as you will be expected to do out in the world, at your first job, in your communities and at home. We don't, however, rely on group grades on group projects to evaluate progress. You will all be individually accountable for meeting clearly explained goals and objectives, but you can be assured that there will be no surprise quizzes on seemingly irrelevant information, just because it's quicker to grade.

Oh, I see our time is up. Time for our lunch break. In our afternoon orientation session, please be prepared to share some of your own positive educational experiences. And I don't just mean your experiences in classes. Please think about those experiences outside of classes that were powerful and how we can bring those into our curriculum here. OK then. The cafeteria is just down the hall, first door on your right. See you after lunch.

Content Note

While interactive approaches to learning have been used in elementary schools for a long time, it was not until recently that most North American universities began to replace traditional lecturestyle classes with more interactive classes that include group projects and peer instruction.

5. Comparing predictions

- You may want to play the audio of the lecture again, stopping at the points indicated in the previous activity.
- Have students work in groups to discuss their predictions, how they made their predictions, and what they learned from their classmates' predictions.
- Ask students what they learned from the activity that they can use in future listening situations.

Answer Key

Answers will vary.

6. Taking notes

- Play the audio of the entire presentation once more and have students take notes with their books closed. If necessary, pause the recording from time to time for students to write notes.
- Explain that students will later use their notes to present a summary of the lecture.

Answer Key

Answers will vary.

7. Pragmatic understanding

- Ask students to first try to choose the best answer for each question using their notes.
- Play the audio of the presentation segments. Pause for 20 seconds between questions to give students time to confirm or correct their answers.
- Review the answers as a class.

Answer Key

1. C; 2. B; 3. D; 4. A; 5. C

Audio Script

1.

Student 4: Is this one of those programs that centers around group projects? If so, what about individual accountability? And grades? Can I get into a good graduate school from here?

Professor: Excellent point. Hmm. Any more? No?

Question 1: *Why does the professor say, "Any more? No?"*

2.

Professor: You see, research shows that it's impossible to remember all of the information presented during a typical lecture. But this presents us with a paradox. On the one hand, lectures are still the primary way university courses are taught. It's what both students and professors are used to. On the other hand, they are not efficacious.

Question 2: *What is the professor's opinion about lectures?*

Question 3: *How do you think the professor would answer the student's question, "Can I get into a good graduate school from here?"*

4.

Professor: In fact, the University of California at Santa Cruz, established in 1965, eliminated large lecture classes (with 100 or even 200 students) in favor of more intimate classes of only 30 students that allowed students to talk and not just listen. They also used a portfolio system where students submitted a portfolio or file of original work instead of taking traditional tests. Then the work was evaluated using a narrative or descriptive system instead of traditional grading. And the program at Alverno College in Milwaukee, established as a traditional women's college in 1887, has been transformed by some very enlightened educators into an ability-based integrated curriculum that focuses on problem-solving skills, group skills and community skills as equally important as the retention of various "facts."

Question 4: *Why does the professor mention UC Santa Cruz and Alverno College?*

5.

Professor: Our program... is based on a set of student learning outcomes and objectives rather than merely on faculty interests.

Question 5: *What is the professor implying in this statement?***After You Listen****8. Speaking from your notes**

- Divide students into small groups.
- Tell students that they will take turns using their notes to present a summary of the lecture to their group.
- As students are presenting, move around the room and offer guidance as needed.

Answer Key

Answers will vary.

Best Practice – Organizing Information

This activity uses a graphic organizer to arrange information visually. Creating a chart that presents new vocabulary from the lecture encourages students to process and organize the words and concepts, and also provides a record for them to refer to when reviewing their notes. This type of graphic organizer emphasizes vocabulary categorizing skills.

9. Considering concepts

- Explain to students that this chart is a tool to help them study new vocabulary.
- Go over the categories and examples together to see if there are any questions.
- Have volunteers share their examples with the class. Provide feedback on the examples to ensure that they understand the meaning of the vocabulary words.

Answer Key

Answers will vary.

10. Thinking critically

- Put students in groups to discuss the questions.
- Have volunteers share some of their responses with the class.

Answer Key

Answers will vary.

Speaking 1 – Learning Styles**Section Aims**

Listening: Recognizing tone of voice

Speaking: Using appropriate expressions to request and offer clarification

Pronunciation: Listening for and practicing tone of voice to offer clarification

Vocabulary: Understanding words and concepts associated with learning styles

Language Focus: Ways to request and offer clarification

Critical Thinking: Discussing and evaluating learning styles

1. Topic

- Have students work in groups to discuss the different ways in which they would ask for clarification in formal and informal situations.
- Call on different students to share some of their responses.

Answer Key

Answers will vary.

Language Focus – Ways to Request Clarification

- Read or ask for a volunteer to read the introductory paragraph aloud. Ask students if they feel comfortable interrupting a speaker to request clarification and whether they know how to do it politely.
- Review the formal expressions to request clarification. Point out that interrupting politely has two steps. Ask for volunteers to read aloud any of the formal expressions for interrupting in the first column, followed by any of the expressions in the second column.
- Model the informal expressions to request clarification and have the class repeat after you. Emphasize that these expressions could be considered impolite if used in a formal situation. In particular, the expressions “Huh?” and “What?” should be reserved for use among close friends. These are not appropriate expressions to use with coworkers, teachers, or employers.
- Ask students for examples of situations in which they might hear polite or informal expressions like these. For example, an employee might use a polite expression with an employer, while two siblings might use informal expressions when talking together.

Content Note

In some cultures, students would never be so bold as to interrupt a teacher or professor, but interrupting can be done politely in English-speaking countries. Most educators in the West consider it an exchange that makes communication possible, and they would rather be interrupted than not be understood. As long as the student uses a polite expression for interrupting and a friendly tone of voice, the interruption is not likely to be considered rude.

Best Practice – Making Use of Academic Content

The pre-reading activity helps to stimulate students’ ideas about the topic. Thinking about and discussing their existing notions will help students prepare to understand new ideas and opinions about a topic.

2. Reading background information

- Have students read the background information and discuss the questions with a partner. You may wish to explain that the expression “different strokes for different folks” means that people have different needs and do things in different ways.
- Call on volunteers to share their predictions about the article and their opinions of different learning styles.

Answer Key

Answers will vary.

3. Requesting clarification

- Read the instruction notes. Explain that one student will read aloud a part of the text. Their partner will use expressions from the Language Focus box to ask for clarification when they do not clearly understand something. The student who is reading will not offer clarification at this point, but should mark these sections of the text. Then they will switch roles.
- Allow pairs time to read the passages and ask for clarification. As they are working, move around the room and offer help as needed.
- Draw attention to the Tip and point out that students may wish to use ideas from this article in their presentation at the end of the chapter.

Answer Key

Answers will vary.

Language Focus – Ways to Offer Clarification

- Read the introductory paragraph as a class. Ask students if they have ever experienced similar situations, either as the speaker or the listener. Ask them what they would do in such situations.
- Have students repeat after you as you say each of the expressions to offer clarification. Use a friendly tone of voice with rising intonation.

Content Note

Not all of the expressions to offer clarification are complete grammatical sentences. For example, “OK so far?” is a way to ask a listener, “Are you OK so far?” The expression “Got it?” comes from “Have you got it?” which means “Have you understood?”

4. Recognizing tone of voice

- Play the recording and ask volunteers to answer the questions that follow each conversation.
- Practice other expressions from the Language Focus box, prompting students to repeat after you. This time, model the difference between the helpful tone of voice and the critical tone of voice, using a scolding tone of voice and falling intonation to demonstrate the angry or critical way of saying these expressions.

Answer Key

Conversation 1

1. Is that clear?
2. She is being helpful; offering clarification.

Conversation 2

3. She is scolding her children.

Audio Script

Conversation 1

Ms. Torres is talking to a group of cruise ship employees.

Ms. Torres: To help the passengers disembark in an emergency, you will have to first, stay calm; second, speak loudly, but do not scream; and thirdly, keep instructions short and to the point. Is that clear?

Question 1: Which expression does Ms. Torres use?

Question 2: What is her intention when she uses this expression?

Conversation 2

Mrs. Gobel is talking to her children.

Mrs. Gobel: No, you can't talk to friends on Facebook tonight. First, you have to help your father with the yard work, help me fix dinner, finish your homework, take a bath, brush your teeth, and then go to bed before 10:00. Is that clear?

Question 3: Mrs. Gobel uses the same expression to offer clarification that Ms. Torres did in Conversation 1. What is Mrs. Gobel's intention when she uses this expression?

5. Offering clarification

- Read the instruction notes. Explain that each student will read the same passage of the article again. This time, however, they will offer clarification to their partner for the sections they have marked in 3.
- Allow students time to consider and take notes on how they will clarify and/or paraphrase the sections of the text that they have marked. Remind them to use the expressions in the Language Focus box for offering clarification.
- As they are working, move around the room and offer help as needed.

Answer Key

Answers will vary.

6. Thinking critically

- Have students continue to work in pairs to discuss the questions. Instruct them to take notes on their responses.
- Encourage a short class discussion on the topic. Start by calling on pairs to share some of their responses and prompt others to add their own ideas.

Answer Key

Answers will vary.

Speaking 2 – Brainteasers

Section Aims

Speaking: Solving riddles and brainteasers; interrupting politely to request clarification

Vocabulary: Numerical expressions related to volume, speed, distance, and money

Language Focus: Practicing expressions to request clarification

Critical Thinking: Solving riddles and brainteasers

1. Topic

- Have students work in groups to discuss the questions.
- Ask volunteers to share with the class any riddles or brainteasers that they know. Encourage them to explain them in English if possible, and invite other students to try and solve them.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

This is a collaborative partner activity requiring students to apply the concept of requesting clarification to new situations. This activity involves the reinterpretation, synthesis, and application of concepts presented in the chapter. The process of manipulating language and concepts in this way creates deeper processing of new material, which allows students to evaluate whether they understand new material and helps them remember it better.

2. Solving problems

- Go over the instruction notes. Explain that one student will read aloud a problem and the other will listen and ask for clarification when needed. Students will switch roles so that each reads aloud four of the problems.
- If the listener is unable to find a solution, tell students that they may also try to solve the problem together. Have them record their solutions to check later.
- You may wish to set a time limit for the activity or call out “Stop” when most pairs have attempted to try and solve all of the problems.

Answer Key

1. Zero, because 0 times anything is 0.
2. Turn on the first two switches and leave them on for 5 minutes. After 5 minutes, turn off the second switch, leaving the first switch on. Now go upstairs to the attic. The light that is on is connected to the first switch. The light that is off, but has a bulb that is still warm to the touch, is connected to the second switch. The light that is both off and cold to the touch is connected to the third switch, which was never turned on.
3. The word **wheat** becomes **heat** if you remove the first letter, **eat** if you remove the first two letters, and **tea** if you scramble the last three letters.
4. Fill the 5-gallon jug with water; pour it into the 3-gallon jug until the 3-gallon jug is full, leaving 2 gallons in the 5-gallon jug. Now pour out the water in the 3-gallon jug. Pour the 2 gallons of water (in the 5-gallon jug) into the empty 3-gallon jug. Fill the 5-gallon jug. You now have exactly 7 gallons!
5. Both trains would be the same distance from Vancouver when they meet.
6. NONE! Roosters don't lay eggs!
7. The man waited for nightfall. Once it was dark, he exited through the door to the room made of magnifying glass.
8. There is no extra dollar. You and your friend paid \$30 total for the bill—\$25 of it went for the food, \$3 went for the tip, and each of you got a dollar back, for a grand total of \$30.

3. Comparing solutions

- Go over the solutions with the whole class by calling on different pairs to share and explain their solutions. If any problem remains unsolved, use the answer key above and give hints until students are able to find the solution.

- Find out which pairs managed to come up with the most correct solutions and offer them congratulations.

Answer Key

Answers will vary.

Speaking 3 – Learning Styles vs. Teaching Methods

Section Aims

Speaking: Brainstorming, planning, and preparing a group presentation; presenting research on learning styles versus teaching methods

Skills Focus: Making presentations, evaluating internet sources

Critical Thinking: Evaluating whether teaching methods can be adapted to models of learning styles; expressing views on academic instruction methods in a blog

Research and Document: Researching and recording information about learning styles and teaching methods; expressing views in a blog

Skills Focus – Researching and Presenting

Best Practice – Presentation Skills

Presentations provide practice in all aspects of the language: vocabulary, grammar, communication, and pronunciation, simultaneously combining the skills of speaking, reading, writing, and listening. Presenting requires students to assimilate the skills and concepts they have learned and put them into practice in a creative and personal way, thus giving them control of the language. In turn, this helps build confidence, and presenting is a skill that most students will find indispensable in their academic and professional careers.

1. Topic

- Explain that students will work together to research and prepare a presentation on the topic of learning styles and teaching methods.
- Put students in groups of three or four. It would be a good idea to form groups of learners who have different levels of ability. Alternatively, you can allow students to form their own groups.
- Promote collaboration by asking students to work as a team in all stages of the project.

Answer Key

No answer.

2. Brainstorming

- Tell students that the first step in preparing a presentation is to consider the topic and brainstorm ideas. Point out that one way to do this is to record ideas in a mind map.
- Remind students that they may also wish to consider the different models of learning styles that were mentioned in Speaking 1.

Answer Key

Answers will vary.

3. Researching and documenting

- Draw students' attention to the Tip and remind them that it is always important to check the reliability of internet sources they use for their research.
- Ask groups to research a variety of models of learning styles and to assign one model to each group member for further research.
- Students will individually research and record information about the model they have chosen, following the steps in the instruction notes.
- Remind them that compiling research in graphic organizers will make it easier for them to examine the information afterwards.

Answer Key

Answers will vary.

4. Collaborating and preparing

- Explain that in this stage students will have the opportunity to be creative. They should discuss what information to include and how they would like to organize and present their research.
- They should prepare notes or a script of what they will say, as well as visual material such as texts accompanied by images, videos, graphs, etc. for their slide presentation.
- Set a time limit for each presentation (10–15 minutes) and make sure groups try to stay within these limits. This ensures that all groups have equal time to present and allows for better time management in the classroom on the date of presentations.
- Encourage students to use different materials in their presentation, such as graphic organizers, digital tools, social media, images, videos, etc.

Answer Key

Answers will vary.

5. Presenting

- Set a date for presentations so students can be prepared.
- Remind students that they should delegate the work fairly so each member of the team participates in the presentation.
- Explain that it is important to rehearse their presentation at least once, giving them the opportunity to fine-tune details, make any necessary changes, and check the time limit. While rehearsing, they can also practice pronunciation, the tone of their voice, and the speed at which they deliver their speech.
- Have groups deliver their presentations to the class. During each presentation, remind the listeners to pay attention. As they listen, have them take notes or write down questions to keep them involved.
- After each presentation, allow a couple of minutes for a short question–answer session.
- Once all groups have presented, hold a class discussion on the findings and the overall effectiveness of matching teaching methods to learning styles.
- Have each group share their own feedback with each other on how they could improve their presentation techniques. Give your own feedback to each group separately, stating both what they did well and what they could improve on next time.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

The blog assignment gives students the opportunity to reflect on specific aspects of what they have learned in the chapter. It encourages them to express their personal views on a given topic and, in the process, to develop critical thinking skills.

6. Blogging

- Ask students to reflect on what they have learned in the chapter about academic instruction and lecturing. Explain that they will express their views on the topic in a class blog.
- Ask students to write approximately 200–250 words. When they have finished their writing, they should proofread it for errors before posting.
- Set a due date and assign the blog comments as homework.
- Review each student’s assignment and give them individual feedback on their writing.

Answer Key

Answers will vary.

SELF-EVALUATION

Best Practice – Scaffolding Instruction

The Self-Evaluation Log helps students to assess their own progress in learning. By completing the log at the end of each chapter, learners will review what they have learned, identify the language functions and study skills they have practiced, and evaluate how well they have understood the chapter.

- The Self-Evaluation Log at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework and help them chart their progress.
- Read the instructions aloud. Put students in small groups and ask them to look through the chapter to find an activity related to each skill listed in the self-evaluation.
- Have students assess their own progress for each item on the list and the degree to which they learned it using the scale provided.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 2 – Compete or Cooperate?

Chapter Goals

The topics in this chapter will encourage students to reflect on cooperation and competition among animals and among people.

Listening: Students will listen to a lecture about cooperation and competition among penguins in Antarctica. They will outline the main ideas and supporting details of the lecture as well as answer questions of pragmatic understanding. Students will also listen for confirmation of understanding expressions and stressed words in conversations.

Speaking: Students will share their observations on cooperation and competition. They will identify, discuss, and create their own examples of figurative language. They will also practice using expressions to ask for clarification and confirmation of understanding. Finally, they will collaborate on a group presentation about an endangered species, and express their views on cooperation and competition in a blog.

Focus on the Images

Ask students to:

1. discuss how animals in Antarctica cooperate with each other
2. discuss how animals in Antarctica compete with each other
3. comment on how humans cooperate and compete with each other.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. brainstorm two lists, one with words and phrases about teamwork and the other with words and phrases about rivalry
2. share experiences they have had competing and cooperating with others.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote and the name of the author aloud; explain any unknown words
2. express what the quote means using their own words; if necessary, prompt them by asking questions, such as: *What is the author describing? What does he compare it to?*
3. describe other places that might resemble a fairy tale.

Answer Key

Answers will vary.

Content Note

Roald Amundsen (1872–1928), the author of the quote, was the first explorer to reach the South Pole in 1911. Students will learn more about his endeavors in this chapter.

Listening 1 – What Do You Mean?

Section Aims

Listening: Listening for appropriate intonation with confirmation of understanding expressions; listening for stressed words

Speaking: Role-playing conversations; challenging excuses

Pronunciation: Comparing intonation when asking for confirmation of understanding; practicing stressed words

Vocabulary: Using context clues to determine meaning

Language Focus: Asking for confirmation of understanding; stressed words as information carriers; asking for confirmation to challenge excuses

Before You Listen

1. Topic

- Have students work in pairs or small groups to read the questions and discuss what they would do in each situation.
- Ask volunteers to share some of their answers with the whole class.

Answer Key

Answers will vary.

Best Practice – Scaffolding Instruction

This activity raises an awareness of learning strategies. In real life, we use context clues to work out the meaning of unfamiliar words. This activity isolates potentially unfamiliar words from the conversations and asks students to use the surrounding words in each sentence to get a sense of the new vocabulary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words and phrases.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. Can you describe a situation in which you were caught **off guard**?
 2. Did you **preregister** for your college courses?
 3. What **sector** would you like to work in?
 4. Are you interested in jobs that involve **administrative** duties?
 5. Where is the largest **commercial** center in your country?

Answer Key

1. D; 2. H; 3. G; 4. C; 5. E; 6. J; 7. B; 8. F; 9. A; 10. I

Audio Script

1. off guard
2. residential
3. defense
4. preregister
5. sector
6. turn in
7. revenue
8. administrative
9. commercial
10. rush

Language Focus – Asking for Confirmation of Understanding

- Read aloud the paragraph about tone of voice when asking for confirmation of understanding.
- Ask students how this speaking skill is related to the chapter topic of cooperation and competition. Elicit intonation that can make a speaker sound either cooperative and polite or competitive and impolite.
- Direct students' attention to the list of expressions to use when asking for confirmation of understanding.
- Point out that the expressions have two parts: an expression of doubt, followed by a question that restates the main topic.
- Practice the expressions by preparing several strange or confusing statements and prompting students to ask for confirmation of understanding when you say them. For example:
 1. I'm terribly afraid of butterflies.
 2. We haven't had any rain in weeks, so my flowers are growing well.
 3. I wouldn't say that I don't feel unhappy about the results.

While You Listen

3. Comparing intonation

- Read aloud the instruction notes. Emphasize that students should listen carefully to the tone of voice as well as the choice of expressions.
- Play the recording, pausing after each short conversation for students to answer the questions.
- Play the recording again for students to check or complete their answers.
- Have students compare answers in small groups.

Answer Key

Answers will vary.

Audio Script

Conversation 1A

Karim: Professor, I don't get this.

Professor Boyd: Well, the graph shows the revenue share of the construction chemicals market for the previous year based on these different sectors. In other words, it shows which sector spent the most money on construction chemicals.

Karim: Uh-huh. Why didn't you say so before? That means most money was spent on construction chemicals for commercial use, right?

Professor Boyd: Yes, that's right. The largest revenue share was in the commercial sector, followed by the industrial and residential sectors.

Karim: Right. Got it.

Conversation 1B

Karim: Pardon me, Professor Boyd. But I'm not sure I'm getting this.

Professor Boyd: Well, the graph shows the revenue share of the construction chemicals market for the previous year based on these different sectors. In other words, it shows which sector spent the most money on construction chemicals.

Karim: I see. So, based on the graph, does that mean most money was spent on construction chemicals for commercial use?

Professor Boyd: Yes, that's right. The largest revenue share was in the commercial sector, followed by the industrial and residential sectors.

Karim: Right. I think I understand now. Thank you.

Conversation 2A

Colin: Coach Myers, I don't get it. What do you mean you want us to do a reverse play?

Coach: Colin, a reverse play at this point in the game is a good strategy.

Colin: But, coach... we should rush their defense!

Coach: No, the other team's defense is too strong. With a reverse play, we'll throw them off guard and hopefully gain a few yards.

Colin: Right, coach. Whatever you say.

Conversation 2B

Colin: Coach Myers, are you saying you want us to do a reverse play?

Coach: Yes, Colin, a reverse play at this point in the game is a good strategy.

Colin: But, coach, wouldn't it be better to rush their defense?

Coach: No, the other team's defense is too strong. With a reverse play, we'll throw them off guard and hopefully gain a few yards.

Colin: Right, coach. I see what you mean.

Conversation 3A

Tim: I didn't get the directions on the test. That's why I didn't do well.

Professor: Well, Tim, the directions say, "Answer 1A and then choose and answer 1B, 1C, or 1D."

Tim: Do you mean to say that we had to do A and then choose either B, C, or D?

Professor: Yes, you had a choice for the second half of the question.

Tim: Oh, OK.

Conversation 3B

Tim: Professor Thompson, I'm not sure I understand the directions on this test.

Professor: Well, Tim, the directions say, "Answer 1A and then choose and answer 1B, 1C, or 1D."

Tim: You mean that we all do 1A, but then we each could do any one of 1B, C, or D?

Professor: That's right, Tim.

Tim: Oh, now I see. Thank you.

Conversation 4A

Tamara: What do I do now?

Assistant: You take that white sheet and the blue card. You fill out the white sheet with the courses you want. Then you have your advisor sign the white sheet and the blue card, and you turn them in to the first-floor office in Building Four and pay your fees.

Tamara: You mean I've got to have my advisor sign both the sheet and the card, and then I've got to stand in line again?

Conversation 4B

Tamara: Excuse me, could you tell me what I must do next to preregister?

Assistant: You take that white sheet and the blue card. You fill out the white sheet with the courses you want. Then you have your advisor sign the white sheet and the blue card, and you turn them in to the first-floor office in Building Four and pay your fees.

Tamara: I'm not sure I understand. Do you mean that the advisor must sign both forms? And that I take the forms to Building Four and pay my fees there?

Assistant: Yes, that's right.

Tamara: Oh, OK. Now I understand. Thank you.

4. Listening for stressed words

- Tell students that they will listen to the conversations again and fill in the missing stressed words.
- Have students read through the conversations and try to guess the missing words.
- Play the recording as students follow along in their books and write the missing words.
- After listening, students can check their answers against the listening script in their books.

Answer Key

Conversation 1

(1) not; (2) revenue; (3) sectors; (4) other; (5) most; (6) mean; (7) commercial; (8) largest; (9) commercial; (10) residential; (11) understand

Conversation 2

(12) want; (13) reverse; (14) rush; (15) defense; (16) too; (17) guard; (18) see

Conversation 3

(19) directions; (20) Answer; (21) choose; (22) all; (23) each; (24) one; (25) now

Conversation 4

(26) tell; (27) preregister; (28) white; (29) blue; (30) fill; (31) sign; (32) in; (33) pay; (34) mean; (35) both

Audio Script

Conversation 1

Karim: Pardon me, Professor Boyd. But I'm not sure I'm getting this.

Professor Boyd: Well, the graph shows the revenue share of the construction chemicals market for the previous year based on these different sectors. In other words, it shows which sector spent the most money on construction chemicals.

Karim: I see. So, based on the graph, does that mean most money was spent on construction chemicals for commercial use?

Professor Boyd: Yes, that's right. The largest revenue share was in the commercial sector, followed by the industrial and residential sectors.

Karim: Right. I think I understand now. Thank you.

Conversation 2

Colin: Coach Myers, are you saying you want us to do a reverse play?

Coach: Yes, Colin, a reverse play at this point in the game is a good strategy.

Colin: But, coach, wouldn't it be better to rush their defense?

Coach: No, the other team's defense is too strong. With a reverse play, we'll throw them off guard and hopefully gain a few yards.

Colin: Right, coach. I see what you mean.

Conversation 3

Tim: Professor Thompson, I'm not sure I understand the directions on this test.

Professor: Well, Tim, the directions say, "Answer 1A and then choose and answer 1B, 1C, or 1D."

Tim: You mean that we all do 1A, but then we each could do any one of 1B, C, or D?

Professor: That's right, Tim.

Tim: Oh, now I see. Thank you.

Conversation 4

Tamara: Excuse me, could you tell me what I must do next to preregister?

Assistant: You take that white sheet and the blue card. You fill out the white sheet with the courses you want. Then you have your advisor sign the white sheet and the blue card, and you turn them in to the first-floor office in Building Four and pay your fees.

Tamara: I'm not sure I understand. Do you mean that the advisor must sign both forms? And that I take the forms to Building Four and pay my fees there?

Assistant: Yes, that's right.

Tamara: Oh, OK. Now I understand. Thank you.

After You Listen

5. Role-playing

- Have students work in pairs to act out the conversations.
- As pairs are speaking, move around the room and correct any errors in pronunciation.

Answer Key

Answers will vary.

Language Focus – Asking for Confirmation to Challenge Excuses

- Go over the information in the Language Focus box as a class.
- Ask students to give examples of situations in which they have made or challenged excuses.
- Ask for volunteers to read the example dialogue aloud for the class.

Content Note

In English, “the dog ate my homework” is a fabricated excuse that a student might use for not handing in a homework assignment. The expression has become a cliché, and a teacher would most likely not believe it.

6. Challenging excuses

- Put students in pairs and have them take turns giving and challenging excuses for the situations provided. Remind them to use the expressions for confirmation of understanding from the Language Focus box and appropriate intonation.
- Encourage them to extend their dialogues and to create excuses that are convincing as well as ones that would be very hard to believe.
- Have each pair perform one of their dialogues for the class. Afterwards, ask the students to vote on the excuse that was the most convincing and the one that was the most far-fetched.

Answer Key

Answers will vary.

Listening 2 – Lecture: The Penguin’s Polar Pilgrimage – for Better, for Worse

Section Aims

Listening: Outlining main ideas and supporting details in a lecture; answering questions of pragmatic understanding

Speaking: Sharing observations of cooperation and competition; comparing outlines; using an outline to summarize a lecture

Vocabulary: Words related to animal behavior; terms related to the Antarctic food chain

Skills Focus: Identifying main ideas and supporting details; using a pyramid chart

Critical Thinking: Using graphic organizers to brainstorm and predict lecture content; constructing an outline of main ideas and supporting details, classifying animals in a food pyramid; discussing the consequences of global warming

Before You Listen

Did You Know?

- Have students read the “Did You Know?” points. Explain any unknown words.
- Ask students questions about each point. For example: *What are conditions like in Antarctica? Why do you think a pack of penguins is called a “turtle”? Why is cooperation so important for penguin survival?*
- Ask them to share other examples of cooperation among animals.

Content Note

The difference between degrees Celsius and degrees Fahrenheit when discussing temperature commonly causes problems. Fortunately, it is fairly easy to convert degrees Celsius to Fahrenheit by multiplying by 1.8 and then adding 32. For example, 30 degrees Celsius times 1.8 equals 54, plus 32 equals 86. So, 30 degrees Celsius equals 86 degrees Fahrenheit. Converting Fahrenheit to Celsius is the same process in reverse. Simply subtract 32 from degrees Fahrenheit and divide that number by 1.8.

Best Practice – Activating Prior Knowledge

Pre-listening discussions activate students’ prior knowledge. This activity helps students relate their own experiences with human and animal cooperation and competition to the material in this chapter. When students activate their prior knowledge before learning new material, they are better able to use that knowledge in understanding new concepts.

1. Topic

- Have students work in pairs or small groups to read the questions and discuss them.
- Ask volunteers from each group to share some of their examples with the whole class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording for students to listen to the pronunciation of the words in bold.
- Tell them to read the definitions and complete the sentences with the missing words.
- Have students compare answers with a partner.
- Check comprehension by asking questions of the students. For example:
 1. Can you name three species of **migratory** birds?
 2. Can you name three **ferocious** animals?
 3. Can you name three **predatory** animals and their prey?
 4. Apart from the penguin, what other animal is **awkward**?
 5. Which animals do you think have an **affectionate disposition**?

Answer Key

1. desolate
2. affectionate
3. catastrophic, ecosystem
4. migratory
5. ferocious
6. retreat
7. pilgrimage, reserves
8. teem
9. disposition
10. predatory
11. awkward

Audio Script

affectionate
awkward
catastrophic
desolate
disposition
ecosystem
ferocious
migratory
pilgrimage
predatory
reserves
retreat
teem

Best Practice – Activating Prior Knowledge

The pre-listening sections activate students' prior knowledge. These activities help students relate their own experiences with material in this chapter. When students activate their prior knowledge before learning new material, they are better able to use that knowledge to understand new concepts about lectures and language learning presented in the chapter.

3. Considering the topic

- Put students in small groups to brainstorm ideas for each question using the graphic organizers.
- Have students write their group's ideas in the circles of the word webs.

- Call on volunteers to share their group's ideas with the whole class.

Answer Key

Answers will vary.

Tip

- Read or ask for a volunteer to read aloud the information in the Tip box. You may want to clarify the ideas of overall main idea, other main ideas, and supporting details by listing these phrases on the board in outline fashion.
- Explain that the overall idea is the most general information, and that the supporting details are the most specific.

Skills Focus – Identifying Main Ideas and Supporting Details

- Go over the information in the Skills Focus box about the two methods of presenting ideas.
- It might be helpful to use the following arithmetic analogy to explain the deductive and inductive methods. With the deductive method, the main idea comes first, followed by the details that support it, which is similar to saying that $12 = 4 + 4 + 4$. With the inductive method, the details come first and lead to the main idea, which is similar to saying that $4 + 4 + 4 = 12$.

Best Practice – Organizing Information

This activity uses a graphic organizer, in this case an outline, to categorize information. Using an outline encourages students to process and organize information while they are listening, and also provides a record for them to refer to when reviewing their notes. This type of graphic organizer emphasizes listing and categorizing skills.

4. Predicting main ideas and supporting details

- Ask students to look over the partial outline and discuss the missing information with a partner. They will complete the outline in the following activity.
- Explain that students should first identify what is missing in terms of category (main idea, major supporting example, minor supporting example, or detail), and then in terms of possible content.

Answer Key

Answers will vary.

While You Listen**Best Practice – Making Use of Academic Content**

The lecture, an example of a real-world model, encourages students to develop listening skills they can use in real-world academic settings. As students listen to a professor talk about penguins in Antarctica, they experience an authentic context in which they can interpret the ideas and language from the chapter.

5. Outlining the lecture (Part 1)

- Tell students they will hear the first half of a lecture on penguins and should pay special attention to the part about mating habits.
- Play the audio of the first half of the lecture.
- Play the audio a second time and have students fill in the missing outline information.
- Instruct them to compare and combine outlines with their partner.

Answer Key

Suggested answers:

- I. Mating habits of penguins
- A. Need for order leads penguins to build nests in rows
- B. Order often interrupted by small wars between penguins

1. two males may fight over a female
2. a male and female may fight over when and how to mate and where to build a nest
- C. Winners begin relationships with females
- D. Losers move to edge of nesting ground
 1. Steal unguarded eggs
 2. Disturb nests and play jokes

Audio Script

Lecture: The Penguin's Polar Pilgrimage—for Better, for Worse

Professor Gill: Good morning.

Students: Good morning. Hello. Hi.

Professor Gill: Well, to continue with our study of the ecosystem of Antarctica, I have invited a special guest to speak to you today. My colleague, Professor Byrd, has just returned from a two-year field study in Antarctica and he's going to share a few things about a part-time polar resident—the penguin.

Professor Byrd: Hello. I see that you're all smiling. It never fails! Every time people hear that my lecture will be about penguins, everyone immediately seems happier. This is not surprising. No one can resist these awkward little creatures that appear to be dressed in black and white suits. Well, to begin. Antarctica is like a huge and desolate icy desert, and only the strongest forms of life survive there. It seems strange that this hard land could be the spring and summer home of a migratory bird—the penguin.

Did I say bird? It also seems strange to call something that cannot fly a bird. But that's not all! The penguin is a tireless swimmer and is also affectionate, considerate, and loyal—rare qualities in the bird kingdom. Because of their warm, friendly, and cooperative natures, these lovely birds are thought of as the treasure of Antarctica.

The penguin is an extremely important part of a very limited ecosystem. In the Antarctic, all of the activity of the ecosystem takes place on a thin shelf of land next to the great dome of ice that covers most of the region. It is here, to this little bit of beachfront, that one species of penguin comes to mate and raise babies. It would be a little cold for us at this beach, though.

Students: That's for sure. Absolutely

Professor Byrd: Today I'm going to talk about only one type of penguin, the Adélie penguin. The Adélie penguin arrives in the relative warmth of spring, when the temperature rises above zero degrees Fahrenheit. That would be about minus seventeen degrees Celsius. Right away the penguin begins a long fast, a time when it does not eat. During the previous months, the penguins continuously eat krill—small, shrimplike animals—and small fish in warmer waters, and in the spring, they have a store of fat to help them survive the months ahead. Using these fat reserves, they are able to swim hundreds of miles through freezing waters back to the familiar shore of Antarctica each spring. When the penguins arrive at the nesting ground, their first task is to pair up—to mate—and to begin a kind of “civilized” life. Since as many as 50,000 birds may gather at a time, there is definitely a need for order and neatness. Because of this need for order, penguins build nests in perfect rows and the nesting area looks very much like the streets of a city.

This organization and order, however, is often interrupted by battles or fights between birds. For example, two male birds may fight a small war over a particularly adorable female that they think will make a good “wife.” Or a male and a female may battle as they settle the marriage contract and reach agreement on when and how they will mate and where they will build their nest. These little battles can go on constantly for several weeks, until all of the pairs have settled down. The penguins never actually kill one another, but it is not unusual to see bloodstains and broken wings.

The male winner of the love battle over a female wins a relationship with the female that is one of the most extraordinary in the animal world. There seems to be a wonderful understanding between mates. I've observed the delicate and kind way they treat each other, standing very close and swaying back and forth as if they are dancing to celebrate their marriage. The losers, the males that fail to find a suitable mate, move to the edge of the nesting ground. These birds become the “hooligans,” or minor troublemakers of the group. They steal unguarded eggs, disturb nests, and play jokes on the happy couples.

6. Outlining the lecture (Part 2)

- Play the audio of the second half of the lecture, asking students to pay special attention to information about nesting, feeding, and taking care of chicks.
- Play the audio a second time and have students fill in the missing outline information.
- Instruct them to compare and combine outlines with their partner.

Answer Key

Suggested answers:

II. Penguin nesting

Eggs are laid in stone nests but up to 75 percent of them are lost to climate, death of parents, or predatory birds.

III. Penguin feeding

A. Long marches

Parents take turns feeding chicks by going off to feed in large groups, walking or sliding in single file lines on their way from their nesting ground to the ocean.

B. Danger of predators

The sea leopard feeds on swimming penguins.

IV. Care of chicks

Food is shared with the orphaned chicks and adult penguins share babysitting duties.

Audio Script

Professor Byrd: So... after nearly a month of fasting, the eggs are laid in little nests made of stones by the males. Then family life begins. Although the parenting instinct is very strong and parental care is truly dedicated and careful, as many as 75 percent of the eggs are lost due to catastrophic floods, deaths of the parents, destruction of the nests by landslides or heavy snows, bad behavior of the “hooligan” males I mentioned before and, of course, there are the skuas—the predatory birds that come down from the sky to eat the eggs and even baby penguins.

Students: That’s awful! That’s so sad! Oh, no!

Professor Byrd: Yes, that’s sad, but some eggs do survive, of course, and once the chicks, the baby penguins, begin to hatch out of the eggs, the penguin colony teems with life. The long fast is over, and the parents take turns feeding and bringing back food for their new penguin chick.

It is during this period that we can see the comical character of the penguin. They often go off to feed in large groups, walking or sliding in single file lines on their way from their nesting ground to the ocean. At the shoreline, they dare one another to jump into the water. They often approach the edge of a cliff and then retreat over and over again, until finally, one brave penguin dives in. Then the others follow almost at once, jumping into the water from exactly the same spot on the shore. In the water, they play various water sports that they’ve invented while they fill themselves up with krill and other small sea animals.

It’s not all fun and games, however. Even though their black and white color helps hide them, there is not very much the penguins can do to protect themselves from the jaws of the sea leopard. This scary creature looks like a cross between a seal and a great white shark. Some of you might remember the movie *Jaws*?

Students: Yeah! Sure! Right!

Student 1: Sure, we do! Dah-dum, dah-dum, dah-dum!

Students: (laughing)

Professor Byrd: Well, the sea leopard’s jaw is just as tough as the white shark’s. The sea leopard is really a large seal with many large, sharp teeth, an aggressive disposition, and a taste for penguin meat. Even though penguins are excellent swimmers, it is difficult for them to escape these ferocious predators.

For this reason, the group of feeding penguins is smaller when it returns to the nesting ground. But penguins are generous creatures and food is shared with the orphaned chicks—the chicks whose parents have been killed. Adult penguins also share babysitting duties. One bird will watch over several chicks while the others play.

Student 2: Even the males?

Professor Byrd: Especially the males!

Student 2: Hear that, you guys?

Students: (laughing)

Professor Byrd: Oh, yes. Penguins share everything. And they love to visit with neighbors, explore nearby ice floes or islands, and even climb mountains, following the leader in long lines up the mountainside.

When the mating season finally ends, the penguins line up in rows like little black and white soldiers and prepare to march to the sea. Responding to a signal that humans cannot perceive, the penguins suddenly begin their highly organized and orderly walk. At the edge of the sea, they stand as if at attention again, waiting for another signal. When it is given, they begin their swim back to their winter home on another part of the continent.

Well, I think I'm keeping you a bit late. If Professor Gill will invite me back, maybe we can continue talking about penguins another time.

Students: Yes! That would be great! Please do come back, Professor!

Professor Gill: Definitely. Please do come back. Thank you so much, Professor Byrd. We all enjoyed your talk tremendously.

Content Note

The 2019 documentary film *Penguins* depicts the escapades of a young Adélie penguin called Steve as he comes of age and journeys to Antarctica to find a mate and start a family.

Best Practice – Interacting with Others

Activity 7 is an example of collaborative learning used to encourage fluency and confidence. In this activity, based on the students' outlines, communication is more important than grammar. Students compare and discuss their outlines first in pairs and then in groups of four to six. After discussing their outlines in groups, they should feel more confident in their use of the new language.

7. Comparing outlines

- Have student pairs from the previous activities form groups of four to six.
- Instruct the groups to look for and discuss the similarities and differences in their outlines. Explain that they should compare both the structure and the content of their outlines.
- Afterwards, discuss with the whole class what structure students think was most helpful in outlining the main ideas and supporting details of the lecture.

Answer Key

Answers will vary.

8. Pragmatic understanding

- Ask students to first try to choose the best answer for each question using their outlines.
- Play the audio of the lecture segments. Pause for 20 seconds between questions to give students time to confirm or correct their answers.
- Go over the answers as a class.
- Discuss how students can determine the answers to pragmatic-understanding questions, for example, by thinking about the situation and the speaker's intention.

Answer Key

1. C; 2. B; 3. D; 4. D; 5. A

Audio Script

1.

Professor Byrd: It seems strange that this hard land could be the spring and summer home of a migratory bird—the penguin. Did I say bird? It also seems strange to call something that cannot fly a bird.

Question 1: *Why does the professor say, "Did I say bird?"*

2.

Professor Byrd: In the Antarctic, all of the activity of the ecosystem takes place on a thin shelf of land next to the great dome of ice that covers most of the region. It is here, to this little bit of beachfront, that one species of penguin comes to mate and raise babies. It would be a little cold for us at this beach, though.

Question 2: *What is the professor's opinion about the penguin's choice of a home site?*

3.

Professor Byrd: The losers, the males that fail to find a suitable mate, move to the edge of the nesting ground. These birds become the "hooligans," or minor troublemakers of the group. They steal unguarded eggs, disturb nests, and play jokes on the happy couples.

Question 3: *What does the professor imply about the "hooligan" penguins?*

4.

Professor Byrd: It's not all fun and games, however. Even though their black and white color helps hide them, there is not very much the penguins can do to protect themselves from the jaws of the sea leopard. This scary creature looks like a cross between a seal and a great white shark. Some of you might remember the movie *Jaws*?

Question 4: *Why does the professor mention the movie Jaws?*

5.

Professor Byrd: Adult penguins also share babysitting duties. One bird will watch over several chicks while the others play.

Student 2: Even the males?

Professor Byrd: Especially the males!

Student 2: Hear that, you guys?

Question 5: *Why does the student say, "Hear that, you guys?"*

After You Listen

9. Speaking from your outline

- Put students in small groups.
- Tell students that they will take turns using their outlines to present a summary of the lecture to their group.
- As students are presenting, move around the room and offer guidance as needed.

Answer Key

Answers will vary.

Skills Focus – Graphic Organizer: Pyramid Chart

- Read aloud the information in the first paragraph of the Skills Focus box. Draw a large pyramid chart on the board and divide it into five sections.
- Ask students for examples where pyramid charts might be used to graph hierarchical data (energy consumption, social needs, company structure, etc.).
- Point out that pyramid charts may also illustrate hierarchy in a food chain – this type of chart is also referred to as an ecological or trophic pyramid.
- Go over the information about food pyramids and write the names of the trophic levels in the chart on the board.

Best Practice – Organizing Information

This activity uses a graphic organizer to arrange information visually. Creating a pyramid chart of the Antarctic food chain will help students deepen their understanding of concepts presented in the lecture. This type of graphic organizer emphasizes hierarchical relationships.

10. Considering concepts

- Have students complete the food pyramid by writing the names of the animals in the correct trophic level. Then have them compare answers with a partner.
- Go over the answers as a class.

Answer Key

Apex predator: orca

Tertiary consumers: sea leopard, Adélie penguin, skua

Secondary consumers: sardines, squid

Primary consumers: krill, shrimp

Primary producers: phytoplankton, kelp

11. Thinking critically

- Put students in groups to discuss the questions.
- Have volunteers share some of their responses with the class. Extend the discussion on the topic of global warming and its consequences.

Answer Key

Answers will vary.

Speaking 1 – As Cold As Ice

Section Aims

Speaking: Interpreting a poem; discussing analogies, metaphors, and similes

Vocabulary: Understanding terms related to figurative language

Language Focus: Recognizing analogies, metaphors, similes, and personification

Critical Thinking: Distinguishing types of figurative language; creating analogies and writing poems

1. Topic

- Have students work in pairs to discuss the poem and answer the questions.
- Call on different students to share their responses.
- Ask students what imagery and feeling the poem evokes.

Answer Key

Suggested answers:

1. The poem is about penguins.
2. The penguin's feet are compared to ice, and its black and white feathers are compared to clothing.

Content Note

This poem is an example of haiku. Haiku is a Japanese genre of poetry that typically contains three lines of 17 syllables in a pattern of 5-7-5. Traditionally, haiku draws on nature as its subject matter and evokes a strong image by juxtaposing two elements.

Language Focus – Analogies, Metaphors, Similes, and Personification

- Read or ask a volunteer to read the introductory paragraph aloud.
- Go over the four types of figurative language. For each type, provide an example:
 - Metaphor:** It's raining cats and dogs.
 - Simile:** The clouds look like balls of cotton floating in the sky.
 - Personification:** The hungry flames devoured the forest.
 - Analogy:** Succeeding in business is like climbing a mountain. It's hard to reach the top.
- Invite students to share additional examples and write them on the board.

Content Note

Many similes associated with animals exist in the English language; for example: as light as a feather, as busy as a bee, as blind as a bat, as strong as an ox.

2. Identifying figurative language

- Have students work in small groups to discuss the comparisons and to determine which type of figurative language is used in each sentence.
- Call on volunteers to share their answers with the class and to explain the reasons why.

Answer Key

Suggested answers:

1. **metaphor:** stars are compared to diamonds; the moon is compared to a gold medallion
2. **personification:** the sun is given the human quality of smiling
3. **analogy:** life is compared to a roller coaster (using simile)
4. **personification:** the ship is given the human quality of having arms; the waves are given the human quality of being angry
5. **simile:** the case is compared to a feather; the contents are compared to air
6. **metaphor:** the news is compared to music
7. **analogy:** an atom is compared to the solar system (using simile); the nucleus is compared to the sun and the electrons are compared to the planets (using metaphor)

3. Finding analogies, similes, and metaphors

- Tell students that the following sentences are from the lecture on penguins. Have them work in pairs to discuss and determine the type of figurative language used in each sentence.
- Go over the answers as a class.
- Ask students whether they think the use of figurative language in the lecture made concepts easier to understand.

Answer Key

1. **P** No one can resist these awkward little creatures that appear to be dressed in black and white suits.
2. **A/S** Antarctica is like a huge and desolate icy desert, and only the strongest forms of life survive there.
3. **A** Because of this need for order, penguins build nests in perfect rows and the nesting area looks very much like the streets of a city.
4. **P** I've observed the delicate and kind way they treat each other, standing very close and swaying back and forth as if they are dancing to celebrate their marriage.
5. **S** Well, the sea leopard's jaw is as tough as the great white shark's.
6. **S/P** When the mating season finally ends, the penguins line up in rows like little black and white soldiers and prepare to march to the sea.

4. Creating your own metaphors

- Tell students that this is a creative activity in which they will use figurative language to invent their own metaphors or poems about nature.
- Set a time limit for pairs to create their metaphors or poems. Alternatively, you could assign the task as homework.
- Have each pair of students share their favorite metaphors or poems with the class.

Answer Key

Answers will vary.

Speaking 2 – Race to the South Pole

Section Aims

Speaking: Asking for confirmation of understanding; requesting clarification

Vocabulary: Words and phrases related to polar exploration

Language Focus: Practicing expressions to request clarification; practicing expressions to confirm understanding

Critical Thinking: Paraphrasing sections of an article; expressing views on the pros and cons of exploration

1. Topic

- Have students work in groups to discuss the questions.
- Ask volunteers to share their group's responses with the class.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

This is a collaborative partner activity, requiring students to paraphrase and to apply the concepts of asking for clarification and confirmation of understanding. This activity involves the reinterpretation, synthesis, and application of concepts presented in the first two chapters. The process of manipulating language and concepts in this way creates deeper processing of new material, which allows students to evaluate whether they understand new material and helps them remember it better.

2. Asking for confirmation of understanding

- Read the instruction notes. Explain that one student will read aloud a part of the text. At the points indicated, they will pause and their partner will ask for confirmation of understanding by using the expressions in the chart in the Language Focus: Asking for Confirmation of Understanding in Chapter 2, Listening 1 – What Do You Mean? and rephrasing what they heard in their own words. The student who is listening may also ask for clarification whenever they do not clearly understand something. The student who is reading will then try to offer clarification by paraphrasing the text or repeating it. Afterwards, they will switch roles.
- Have students review the expressions to ask for clarification in the chart in the Language Focus: Ways to Request Clarification in Chapter 1, Speaking 1 – Learning Styles and the expressions to ask for confirmation of understanding in the chart in the Language Focus: Asking for Confirmation of Understanding in Chapter 2, Listening 1 – What Do You Mean?
- Before they begin, allow students time to read their respective passages, look up unknown words, and take notes for sections they think they may need to paraphrase.
- While pairs are working, move around the room and offer help as needed.
- After students have completed the activity, ask volunteers to summarize what they have learned about the first explorers to reach the South Pole.

Answer Key

Answers will vary.

3. Thinking critically

- Have students continue to work in pairs to discuss the questions. Instruct them to take notes on their responses.
- Encourage a short class discussion on the topic of exploration. Start by calling on pairs to share some of their responses and prompt others to add their own ideas.

Answer Key

Answers will vary.

Content Note

The Norwegian film *Amundsen* was released in 2019, depicting details of the explorer's life, relationships, and expeditions.

Speaking 3 – Species at Risk

Section Aims

Speaking: Brainstorming, planning, and preparing a group presentation; presenting research on an endangered species

Skills Focus: Making presentations; citing internet sources

Critical Thinking: Evaluating efforts to conserve endangered species; expressing views in a blog on how humans cooperate and compete with the natural world

Research and Document: Researching and recording information about an endangered species and its conservation; expressing views in a blog

Skills Focus – Researching and Presenting

Best Practice – Presentation Skills

Presentations provide practice in all aspects of the language: vocabulary, grammar, communication, and pronunciation, simultaneously combining the skills of speaking, reading, writing, and listening. Presenting requires students to assimilate the skills and concepts they have learned and put them into practice in a creative and personal way, thus giving them control of the language. In turn, this helps build confidence, and presenting is a skill that most students will find indispensable in their academic and professional careers.

1. Topic

- Explain that students will work together to research and prepare a presentation on an endangered animal and efforts to conserve the species.
- You may wish to assign a different species of animal to each group to ensure that there is variety in the presentations.
- Put students in groups of three or four. It would be a good idea to form groups of learners who have different levels of ability. Alternatively, you can allow students to form their own groups.
- Promote collaboration by asking students to work as a team in all stages of the project.

Answer Key

No answer.

2. Brainstorming

- Tell students that the first step in preparing a presentation is to consider the topic and brainstorm ideas. They can use the ideas provided and their own to take notes in a mind map.
- Remind students that once they have finished brainstorming, they should narrow down their ideas to create a better focus for their presentation and research.

Answer Key

Answers will vary.

3. Researching and documenting

- Explain that, in this stage, students will plan and organize their research. They should follow the steps in the instructions.
- Tell students to divide up the research equally among members of the group, each person focusing on specific areas. Then have them perform their research individually.
- Draw students' attention to the Tip about citing internet sources. Emphasize the importance of citing all of the sources they use for their research.

Answer Key

Answers will vary.

4. Collaborating and preparing

- Explain that in this stage students will have the opportunity to be creative. They should discuss what information to include and how they would like to organize and present their research.
- They should prepare notes or a script of what they will say, as well as visual material such as texts accompanied by images, videos, graphs, etc. for their slide presentation.
- Point out the Tip and encourage them to use figurative language in their presentation.
- Set a time limit for each presentation (10–15 minutes) and make sure groups try to stay within these limits. This ensures that all groups have equal time to present and allows for better time management in the classroom on the date of the presentations.
- Encourage students to use different materials in their presentation, such as graphic organizers, digital tools, social media, images, videos, etc.

Answer Key

Answers will vary.

5. Presenting

- Set a date for presentations so students can be prepared.
- Remind students that they should delegate the work fairly so each member of the team participates in the presentation.
- Explain that it is important to rehearse their presentation at least once, giving them the opportunity to fine-tune details, make any necessary changes, and check the time limit. While rehearsing, they can also practice pronunciation, the tone of their voice, and the speed at which they deliver their speech.
- Have groups deliver their presentations to the class. During each presentation, remind the listeners to pay attention. As they listen, have them take notes or write down questions to keep them involved.
- After each presentation, allow a couple of minutes for a short question–answer session.
- Once all groups have presented, hold a class discussion on the overall effectiveness of conservation efforts.
- Have each group share their own feedback with each other on how they could improve their presentation techniques. Give your own feedback to each group separately, stating both what they did well and what they could improve on next time.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

The blog assignment gives students the opportunity to reflect on specific aspects of what they have learned in the chapter. It encourages them to express their personal views on a given topic and, in the process, to develop critical thinking skills.

6. Blogging

- Ask students to reflect on what they have learned in the chapter about cooperation and competition. Explain that they will express their views on the topic in a class blog.
- Ask students to write approximately 200–250 words. When they have finished their writing, they should proofread it for errors before posting.
- Set a due date and assign the blog comments as homework.
- Review each student’s assignment and give them individual feedback on their writing.

Answer Key

Answers will vary.

SELF-EVALUATION

Best Practice – Scaffolding Instruction

The Self-Evaluation Log helps students assess their own progress in learning. By completing the log at the end of each chapter, learners will review what they have learned, identify the language functions and study skills they have practiced, and evaluate how well they have understood the chapter.

- The Self-Evaluation Log at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework and help them chart their progress.
- Read the instructions aloud. Put students in small groups and ask them to look through the chapter to find an activity related to each skill listed in the self-evaluation.
- Have students assess their own progress for each item on the list and the degree to which they learned it using the scale provided.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 3 – The Ties That Bind

Chapter Goals

The topics in this chapter will encourage students to reflect on family relationships.

Listening: Students will listen to a lecture on family dynamics to identify straw man arguments and details that refute straw man arguments. They will also answer questions of pragmatic understanding based on the lecture. They will identify stressed and reduced forms in a conversation. Finally, they will listen to an article about healthy family communication.

Speaking: Students will share their perspectives on family and sibling relationships. They will make generalizations to compare family relationships in different cultures. They will also review and expand on an article about healthy family communication. They will further research the topic of good parenting skills in order to collaborate on a group presentation, as well as express their views in a blog on how family dynamics shape our personality.

Focus on the Images

Ask students to:

1. note similarities and differences among the images
2. characterize the relationships in the images
3. comment on how family relationships affect people later in life.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. brainstorm a list of words and phrases about family relationships
2. share some of their own childhood memories.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote and the name of the author aloud; explain any unknown words
2. express what the quote means using their own words; if necessary, prompt them by asking questions, such as: *According to the quote, what are children extremely sensitive to? What things might a child perceive as being unfair or unjust?*
3. explain the meaning of the chapter title “The Ties That Bind” (common beliefs and ideas that connect people with one another).

Answer Key

Answers will vary.

Content Note

The quote is from Charles Dickens’ novel *Great Expectations*. Charles Dickens (1812–1870) was an active supporter of children's rights, education, and other social reforms. Many of his novels touch on the themes of child labor and injustices towards orphaned children.

Listening 1 – Sibling Rivalry

Section Aims

Listening: Listening to check predictions; listening for stressed words; comparing pronunciation of unreduced and reduced forms; listening for reduced *h*

Speaking: Sharing perspectives on sibling and family relationships; role-playing a conversation

Pronunciation: Practicing stressed words; pronouncing reductions and reduced *h*

Vocabulary: Words and phrases related to family and sibling relationships

Language Focus: Stressed words as information carriers; natural reductions of unstressed words and reduced *h*

Critical Thinking: Predicting content of a conversation; discussing the pros and cons of birth order in family dynamics

Before You Listen

1. Topic

- Have students work in pairs or small groups to read and discuss the questions.
- Ask volunteers to share some of their answers with the whole class.
- Ask students to define the bold terms in the sentences.

siblings = brothers and/or sisters

household = a home and the people who live in it together

family dynamics = the way in which family members interact with each other

favor (verb) = to show that you prefer or like someone more than others

Answer Key

Answers will vary.

Content Note

Some students may feel uncomfortable talking about their own family for personal or cultural reasons. If so, encourage them to take part in discussions by talking about other families they know or even fictional families from television; for example: *“My friend is the youngest in the family and has two siblings. The family members get along with each other most of the time, and they all help out in the household. I’d say their family has very strong and supportive dynamics.”*

Best Practice – Scaffolding Instruction

This activity raises an awareness of learning strategies. In real life, we use context clues to work out the meaning of unfamiliar words. This activity isolates potentially unfamiliar words from the conversation and asks students to use the surrounding words in each sentence to get a sense of the new vocabulary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words and phrases.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. What is the best way to **resolve** family issues?
 2. Does your family **dote on** the youngest member?
 3. Why would a teenager **resent** being treated like a child?
 4. Why do you think siblings often **quarrel** with each other?
 5. How can you **acquire** better conversational skills in English?

Answer Key

1. J; 2. D; 3. F; 4. I; 5. G; 6. C; 7. H; 8. A; 9. E; 10. B

Audio Script

1. resolve
2. dote on
3. resent
4. interfere
5. compromise
6. back me up
7. acquire
8. quarrel
9. take your side
10. has everyone wrapped around his little finger

3. Predicting content

- Explain that students are going to make predictions about the conversation by completing sentences with words or phrases from the box.
- Have students individually fill in the missing words in the sentences.
- Tell students that they will listen to the recording in order to check their answers.

Answer Key

Answers will vary.

While You Listen**4. Listening and checking**

- Play the recording and have students check the answers they guessed correctly.
- Play the recording again for students to correct their answers.
- Go over the answers as a class.

Answer Key

1. favor
2. dote on
3. resent
4. quarrel with
5. take sides
6. interfere in

Audio Script

Janine: You know, the things the professor said in the lecture today got me thinking about my own family dynamics.

David: How so?

Janine: Well, I definitely think my dad favored me and my mom favored my older brother, Brian.

David: That seems fair. At least one parent backed each of you up. My parents always doted on my little sister, Erica. She had them wrapped around her little finger—and not only them, my grandparents, aunts, and uncles, too.

Janine: How did that make you feel?

David: Of course, I used to resent it! Like, if she wanted to watch cartoons when I wanted to watch basketball, guess who won? She always got first choice of TV programs, games, toys... And whenever we argued about something, my parents would always take her side.

Janine: But the professor said that it's perfectly normal for parents to have favorites. He also said that sibling rivalry is a good thing. It helps you acquire the skills you need to resolve issues.

David: In that case, I must be an expert! Erica and I argued all the time about anything and everything!

Janine: Do you think you were jealous of her getting your parents' attention all the time?

David: I suppose. How about you and Brian? Did you argue with him?

Janine: Not really. We didn't quarrel much, and when we did, Dad took my side and Mom took his side. I guess you could say we pretty much used to compromise on everything.

David: That sounds reasonable. In our case, Erica always got her way.

Janine: So, how about now that you're grown up? Do you and Erica still argue?

David: Nah. These days, we mostly just disagree... When I try to give her advice, she tells me not to interfere in her life. But I can't help it. I just want to protect her.

Janine: Yeah, I know what that's like. Brian's constantly looking out for me in an overprotective kind of way. He annoys me sometimes, but I know he means well.

David: How can caring be annoying? Family dynamics are so complicated.

Janine: You can say that again! One day we'll probably be parents with families of our own. I wonder if I'm going to play favorites, and how that will affect my kids.

David: I wouldn't worry, you turned out OK.

Janine: Thanks. So did you.

Language Focus – Stress

● Review which words are usually stressed in conversation (words that carry information, such as nouns, adjectives, verbs, and adverbs).

5. Listening for stressed words

- Tell students that they will listen to the conversation again and fill in the missing stressed words.
- Have students read through the conversation and try to guess the missing words.
- Play the recording as students follow along in their books and write the missing words.
- After listening, students can check their answers against the listening script in their books.

Answer Key

1. family; 2. dynamics; 3. dad; 4. me; 5. mom; 6. brother; 7. backed; 8. doted; 9. wrapped; 10. resent; 11. she; 12. I; 13. always; 14. first; 15. argued; 16. always; 17. perfectly; 18. normal; 19. favorites; 20. good; 21. acquire; 22. resolve; 23. expert; 24. anything; 25. everything; 26. jealous; 27. attention; 28. argue; 29. quarrel; 30. compromise; 31. reasonable; 32. always; 33. grown; 34. still; 35. mostly; 36. not; 37. interfere; 38. can't; 39. protect; 40. know; 41. overprotective; 42. annoys; 43. means; 44. caring; 45. complicated; 46. that; 47. families; 48. play; 49. that; 50. my; 51. you

Language Focus – Reductions

- Play the recording or read aloud the instruction notes and examples.
- Ask volunteers to read aloud the reduced and unreduced examples.

Audio Script

In everyday speech, the letter *h* is often not pronounced at the beginning of a word, especially when the word is unstressed (such as *him, her, he, have*) and when it is not at the beginning of a phrase or sentence.

Example: Where has he been? → Where as e been?

Compare:

1. Unreduced: She gets upset when I try to give her advice.

Reduced: She gets upset when I try to give er advice.

2. Unreduced: I didn't argue with him very often.

Reduced: I didn't argue with im very often.

3. Unreduced: He said that sibling rivalry is a good thing.

The *h* is not dropped because it is at the beginning of the sentence.

In a few words, like *honest* and *hour*, the initial *h* is never pronounced.

6. Comparing pronunciation

- Play the recording and have students listen and read the sentences.
- Ask them to underline the words in the sentences on the left that have been reduced.
- Play the recording again and have students repeat the sentences. Listen carefully and correct pronunciation as a group.
- You can also have students volunteer to repeat the sentences individually.

- Point out the Tip and explain that you do not use the spelling of reduced forms in formal texts.

Answer Key

1. How did that make you feel?
2. Do you think you were jealous?
3. I suppose. How about you and Brian?
4. I just want to protect her.
5. ... in an overprotective kind of way.
6. I wonder if I'm going to play favorites.

Audio Script

<T/S: set each sentence in 2 columns – tabs deleted>

1. How did that make you feel? How'd that make ya feel?
2. Do you think you were jealous? D'ya think ya were jealous?
3. I suppose. How about you and Brian? I s'pose. How boutchu 'n Brian?
4. I just want to protect her. I jus wanna protect er.
5. ... in an overprotective kind of way. ... in an overprotective kinda way.
6. I wonder if I'm going to play favorites. I wonder if I'm gonna play favorites. </end columns>

Content Note

Some students may think of reduced forms as incorrect. Emphasize that these forms are commonly used in spoken English and it is important to be able to understand them. It is not essential for communication to use them, but if they do not use reduced forms, their English may sound too formal.

7. Listening for reduced *h*

- Play the recording and have students listen and read the sentences.
- Ask them to underline the words in which the initial *h* sound has been dropped.
- Play the recording again and have students repeat the sentences. Listen carefully and correct pronunciation as a group.

Answer Key

1. She had them twisted around her little finger.
2. But the professor said that it's perfectly normal for parents to have favorites.
3. He also said that sibling rivalry is a good thing.
4. Did you argue with him?
5. But I can't help it. I just want to protect her.
6. He annoys me sometimes, but I know he means well.

Audio Script

1. She ~~h~~ad them wrapped around ~~h~~er little finger.
2. But the professor said that it's perfectly normal for parents to ~~h~~ave favorites.
3. He also said that sibling rivalry is a good thing.
4. Did you argue with ~~h~~im?
5. But I can't ~~h~~elp it. I just want to protect ~~h~~er.
6. He annoys me sometimes, but I know ~~h~~e means well.

After You Listen

8. Role-playing

- Have students work in pairs to act out the conversation.
- As pairs are speaking, move around the room and correct any errors in pronunciation.

Answer Key

Answers will vary.

9. Sharing perspectives

- Have students first discuss the questions in groups and then share their answers with the whole class. If the class is small, conduct a class discussion from the start.
- For items 2, 3, and 4 ask students who are first-borns, last-borns, and only children to share their personal views.
- Ask students who are middle-borns to share their views on items 2 and 3.
- Ask students whether general assumptions exist or can be made about birth order. Invite them to describe some of these assumptions.

Answer Key

Answers will vary.

Listening 2 – Lecture: Family Favoritism

Section Aims

Listening: Listening to identify straw man arguments as well as details that refute these arguments in a lecture on family dynamics; answering questions of pragmatic understanding

Speaking: Expressing views on sibling and family dynamics; comparing assumptions and predicting straw man arguments

Vocabulary: Words and phrases related to family dynamics; finding synonyms to paraphrase assumptions

Skills Focus: Distinguishing straw man arguments from main points

Language Focus: Expressing contrast

Critical Thinking: Using graphic organizers to make assumptions and predictions; constructing effective arguments to refute assumptions; using transitions of contrast to summarize the lecture

Before You Listen

Did You Know?

- Have students read the “Did You Know?” points.
- Discuss the information as a class. Encourage students to share their reactions to each point.
- Ask students who are first-borns to stand. Ask them if they agree with the information in the third and fourth bullets.
- Ask students who are last-borns to stand. Ask them if they agree with the information in the last bullet.

1. Topic

- Draw students’ attention to the image and the caption. Ask a few volunteers to speculate on the characteristics of the siblings in the image.
- Have students work in pairs or small groups to read the questions and discuss them.
- Ask students from each group to share some of their answers and supporting examples with the whole class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording for students to listen to the pronunciation of the words in bold.
- Tell them to read the definitions and complete the sentences with the missing words.
- Have students compare answers with a partner.
- Check comprehension by asking students questions. For example:
 1. What is the difference between an **assumption** and a fact?
 2. What is something that might boost your **self-esteem**?
 3. How can a **conflict** be avoided when two people don’t agree?

4. What characteristics or behavior display **arrogance**?
5. How does age play a role in people's **perception**?

Answer Key <T/S: these answers could be set in 2 cols of 5 to use space better>

1. self-esteem
2. longevity
3. perception
4. conflict
5. arrogance
6. entitlement
7. syndrome
8. spouse
9. assumption
10. miss the mark

Audio Script

arrogance
assumption
conflict
entitlement
longevity
miss the mark
perception
self-esteem
spouse
syndrome

Content Note

Tell students that the word *spouse* is a gender neutral alternative to wife or husband, just as a *sibling* can be either a sister or brother, and a *child* can be either a girl or boy.

Skills Focus – Distinguishing Straw Man Arguments from Main Points

Strategy – Comparing Assumptions and Predicting Straw Man Arguments

- Have students follow along as you read the information in the Skills Focus box aloud.
- Ask students if any of their teachers have ever used straw man arguments in a lecture.
- Check for comprehension. Ask, for example: *If straw man arguments are based on assumptions that someone wants to disprove, whose assumptions might a professor want to disprove?* Students should indicate that the professor might want to disprove students' own assumptions.

Best Practice – Activating Prior Knowledge

Using the chart as an anticipatory guide to examine assumptions about family dynamics, and to predict the content of the lecture, activates students' prior knowledge. This activity helps students relate their own ideas about siblings and their parents to the material in this chapter. When students activate their prior knowledge before learning new material, they are better able to understand the new language and concepts they encounter.

3. Comparing assumptions

- Read aloud the information in the Strategy box.
- Put students in small groups to discuss the questions. Ask them to write their group's assumptions in the chart.
- Call on volunteers to report to the class about their group's assumptions.
- For each assumption mentioned, ask for a show of hands and keep a record of how many students made the same assumption. Calculate the percentages for each assumption to find out which ones are the most common.

Answer Key

Answers will vary.

4. Predicting straw man arguments

- Consider providing an example before having students predict possible straw man arguments. For instance, if students assume that first-borns are usually their parents' favorite, the straw man argument might be that first-borns have the most advantages. The professor might disprove this argument with statistics about how first-borns are more likely to be anxious and worried than their siblings, for example.
- Have the same groups think about the assumptions they made as they predict which straw man arguments the professor might use. Ask them to record their predictions.
- Call on a few volunteers to report to the class about their group's predictions.

Answer Key

Answers will vary.

While You Listen**Best Practice – Making Use of Academic Content**

This activity is an example of real-world academic content. It allows students to experience the sort of lecture they will encounter in academic settings. When students take notes as they listen to the lecture, they experience an authentic context in which they can interpret the language and concepts presented in this chapter.

5. Taking notes

- Play the audio of the lecture all the way through so students can get the gist.
- Play the audio a second time and have students note down any straw man arguments they hear as well as any questions they might have.
- Ask volunteers to share some of their questions with the class. Ask, for example: *What questions do you have that you hope will be answered the next time we listen?*

Answer Key

Answers will vary.

Audio Script

Professor: Good morning. Welcome to the fourth session of our seminar on family dynamics. Before I introduce the topic for today's discussion, I'd like to ask you a question. What do you think is likely to be the longest relationship in your life? I mean the one that lasts for the greatest number of years. Ah, you smile... think you know the answer to this one, do you? OK... go ahead. Shoot.

Student 1: The relationship with my parents. They've known me since I was born. Actually, probably before I was born. They tell me that they used to play Mozart for me when my mom was still pregnant and I would start kicking.

Student 2: Right. And the relationship with my mother will be especially long, because I know she'll never stop mothering me.

Student 3: Well... I think maybe my longest relationship will be with my own kids.

Student 4: No, no. It's got to be with your spouse, because you'll know him before your kids.

Student 5: Actually, I'm not sure I'll ever get married, so maybe my longest relationship will be with my dog.

Professor: Well, these are all reasonable assumptions, and they may turn out to be true for some of you, (and I hope that Joe's dog sets a record for canine longevity)... but statistically, you have missed the mark, because, in fact, in most cases, the longest relationships any of us will have are with our siblings. Yes, that's right. Think about it. Nobody else in our lives may know us "from beginning to end." In the U. S., about 80 percent of us have at least one sibling and you typically know your siblings from the day you (or they) are born. Certainly, this is sooner than you will know your spouses or children.

And, generally, you and your siblings can expect to live longer than your parents and certainly a lot longer than the average dog.

OK... So today we're going to talk about sibling relationships... some of the key issues that affect their development within the family... and how these relationships affect your social development outside the family through your entire life.

Students: Wow. I never thought about it like that. Sure. Sounds good.

Professor: OK. First off, let me ask what you believe, what assumptions you make, based on your own experience or observations, about siblings. Just raise your hands if you agree with the following statements:

1. By and large, siblings who grow up under the same roof will have similar impressions or memories about family interactions. OK, I see that about 75 percent of you agree with this statement. Next statement...

2. Even though you may feel that your parents have a favorite child, parents really do love their children equally and seldom play favorites. Ah, yes. I hear a little nervous laughter here and fewer hands went up, but we still have about 55–60 percent of you who agree with this statement. That still leaves quite a few of you who may suffer from what I like to call the “Mom always liked you best” syndrome. I'm curious though. How many of you are parents of two or more children? OK... now how many of you agree that you love your children equally? OK... just as I thought. About 95 percent of these parents agree that no matter how their children may feel, they really do love their children equally. Next statement...

3. For the most part, it's much better for a child to grow up in a home where there is no fighting or competition with siblings. Hmm. Some of you look surprised that about 90 percent of you raised your hands. We'll touch later on why you felt that you might be the only one to feel that way. And the last statement...

4. If, in fact, it is true that your parents actually do tend to “play favorites,” in general it would be best for your overall social development to actually be the favorite child rather than to be a less favored child. Ah, right. I see that you're thinking hard about this one. OK... now you must choose. Raise your hand if you agree. Let's see... 38, 39... That's a little over 75 percent of you who agree.

All right. Now let's look at these four assumptions one by one and see if researchers agree with you or if their findings will bust some myths, that is, alter your beliefs or assumptions, about siblings.

The first assumption, that siblings growing up in the same household will have similar impressions or memories of the same events or experiences is, more often than not... false. Congratulations to the 25 percent of you that remembered what you learned in Psychology 101 about the powers of observation and memory and the crucial role that emotions play in creating the size and shape of the window through which we observe and experience something. Do you remember the classic experiment of simulating a crime in front of a classroom of students and then asking them to describe what happened? Not only were most of the students not able to accurately remember what had actually happened, but almost none of them agreed with any of the other students about what had happened.

Student 1: I'm not surprised about that. I guess I just didn't think of sibling experiences in the family as being such a big deal.

Professor: Really? Judy Dunn, a British developmental psychologist, says that a sibling relationship, being the first and often most important peer relationship an individual experiences, tends to be so highly emotionally charged that it can turn family life into a daily drama for children, each of whom is competing for a starring role.

Which brings us to the second assumption... that regardless of their children's perceptions, parents typically do love their children equally. Well, guess what everyone? Researchers have shown in several different studies that at least 65 percent of mothers and 70 percent of fathers exhibit a preference for one particular child. And the emphasis here is on exhibit. Many researchers now think that the other 30–35 percent just hide their preferences well from observers and even from themselves.

Student 2: I'm not sure this would be true in my culture. My parents play favorites sometimes and we all accept it and are happy with this.

Professor: Yes, of course. I understand this. Heidi Riggio, at California State University explains that not only is it painful for American parents to think about how they may have failed their children, whose experiences of favoritism, unfairness, even generally getting less love, are forever incorporated into their personalities, but also that while in other cultures parents may be willing to admit they treated the eldest son best, for example, this is not generally true in America, with its emphasis on fairness and

equality. Dunn has also found that children who feel that they are being treated very differently than their siblings, can have serious difficulties in relationships for their entire lives. In addition, according to Clare Stocker at the University of Denver, they are at higher risk of developing anxiety, depression, and low self-esteem. And there are many famous folks from Freud to Dickens to Madonna who are examples of suffering the consequences of “least favored” status in the family.

So... what do you think now about assumption three? Is it better to grow up without competing or fighting with your siblings? Maybe more of you want to say “yes” now, but wait! Many family therapists claim that sibling rivalry, or competition, is normally a good thing. Family therapist Diane Barth claims that when siblings learn to fight and then negotiate a peace, they are learning a formula for resolving conflicts for the rest of their lives. On the other hand, if siblings hardly ever fight, then the opportunity to develop this skill may be lost. Psychologist Hara Marano suggests that the longevity of our relationships with our siblings leads to a deep sense of a shared fate and that we tend to replicate our sibling relationships in both work and in love.

So... on to the fourth assumption, that if we accept the fact that parents do play favorites, it is, generally speaking, best to be the favorite child in the family. I’m sure that by now you’ve caught on to the pattern here and know that I’m about to bust another myth. Jeffrey Kluger, in an article in *Time* magazine, tells us that, and I quote, “It would seem that being the favorite may boost self-esteem and confidence, but studies show it can also leave kids with a sense of arrogance and entitlement.” Not very pleasant characteristics, right? He goes on to say that “Unfavored children may grow up wondering if they’re somehow unworthy of the love the parents lavished on the golden child. But they [the unfavored children] may do better at forging relationships outside the family as a result of that.” Why do you think this is so? What do you think Kluger is getting at here? For homework, please read the Kluger article and then write a paragraph explaining what you think he means by this and then write another paragraph or two based on your own experience or observations either agreeing or disagreeing with Kluger.

OK? See you all next week. Have a great weekend.

6. Refuting straw man arguments

- Give students time to read the directions and the questions. Point out the example for the first straw man argument.
- Play the audio of the lecture all the way through as students listen for the straw man arguments and the data and details that refute them.
- Give students time to answer the questions and write down the straw man arguments along with their respective counterarguments.
- Go over the answers as a class, encouraging students to supply information for classmates who might have missed something.
- Ask students whether their questions from the previous exercise were answered.

Answer Key

Suggested answers:

1. D 2. D 3. C

4. Straw man argument 1: By and large, siblings who grow up under the same roof will have similar impressions or memories about family interactions.

How the professor defeats argument 1: Emotions play an important role in how we observe and experience something.

5. Straw man argument 2: Even though you may feel that your parents have a favorite child, parents really do love their children equally and seldom play favorites.

How the professor defeats argument 2: Researchers have shown that at least 65 percent of mothers and 70 percent of fathers exhibit a preference for one particular child.

6. Straw man argument 3: For the most part, it’s much better for a child to grow up in a home where there is no fighting or competition with siblings.

How the professor defeats argument 3: Sibling rivalry, or competition, is normally a good thing. When siblings fight and negotiate a peace, they learn how to resolve conflicts.

7. Straw man argument 4: If, in fact, it is true that your parents actually do tend to “play favorites,” in general it would be best for your overall social development to actually be the favorite child rather than to be a less favored child.

How the professor defeats argument 4: Being the favorite can leave kids with a sense of arrogance and entitlement. Unfavored children may do better at forging relationships outside the family.

7. Pragmatic understanding

- Ask students to first try to choose the best answer for each question using their notes.
- Play the audio of the lecture extracts. Pause for 20 seconds between questions to give students time to confirm or correct their answers.
- Go over the answers as a class.

Answer Key

1. B; 2. B; 3. D; 4. C; 5. B

Audio Script

1.

Professor: What do you think is likely to be the longest relationship in your life? I mean the one that lasts for the greatest number of years. Ah, you smile... think you know the answer to this one, do you?

Question 1: *Why does the professor comment when he sees the students smiling?*

2.

Professor: The first assumption, that siblings growing up in the same household will have similar impressions or memories of the same events or experiences is, more often than not... false.

Congratulations to the 25 percent of you that remembered what you learned in Psychology 101 about the powers of observation and memory and the crucial role that emotions play in creating the size and shape of the window through which we observe and experience something. Do you remember the classic experiment of simulating a crime in front of a classroom of students and then asking them to describe what happened? Not only were most of the students not able to accurately remember what had actually happened, but almost none of them agreed with any of the other students about what had happened.

Question 2: *Why does the professor congratulate some of the students?*

Question 3: *Why does the professor mention the crime simulation?*

4.

Professor: Researchers have shown in several different studies that at least 65 percent of mothers and 70 percent of fathers exhibit a preference for one particular child. And the emphasis here is on exhibit. Many researchers now think that the other 30–35 percent just hide their preferences well from observers and even from themselves.

Question 4: *What is the professor implying when he says, “And the emphasis here is on exhibit”?*

5.

Professor: So... what do you think now about assumption three? Is it better to grow up without competing or fighting with your siblings? Maybe more of you want to say “yes” now, but wait! Many family therapists claim that sibling rivalry, or competition, is normally a good thing.

Question 5: *Why does the professor ask the students to wait?*

After You Listen

Language Focus – Expressing Contrast

- Read aloud the introductory paragraph and the expressions. Ask students if they are familiar with these expressions and how to use them. Provide example sentences for any items that students may not be familiar with.
- Elicit example sentences for each of the expressions. If necessary, provide prompts such as sentence starters or two contrasting ideas. Correct any grammatical errors.

8. Using transitions of contrast

- Have students individually complete the sentences using the expressions of contrast.
- Go over the answers by calling on different students to read aloud the completed sentences.

Answer Key

1. Despite / In spite of
2. while / whereas
3. However / Nevertheless
4. On the contrary / However
5. On the other hand
6. Although / Even though

Best Practice – Cultivating Critical Thinking

This activity requires students to paraphrase and to apply the concept of expressing contrast. This involves the reinterpretation, synthesis, and application of concepts presented in the chapter. The process of manipulating language and concepts in this way creates deeper processing of new material, which allows students to evaluate whether they understand new material and helps them remember it better.

9. Summarizing the lecture

- Explain that students are now going to summarize the assumptions and the counterarguments from the lecture. Tell them to paraphrase and link the ideas using expressions of contrast.
- Go over the example with the class. Ask volunteers to locate the transitions of contrast.
- Allow students time to write their summaries. As they are writing, move around the room and offer help as needed.
- Call on different students to read one or two of their summaries aloud to the class. Provide feedback on their paraphrasing and use of transitions.

Answer Key

Suggested answers:

1. **Although** many people assume that brothers and sisters who grow up in the same home remember events and experiences in the same way, this is not always the case. Siblings often experience different emotions that affect their perceptions and memories of the event. As a result, their recollection of the same event will often differ.
2. Most parents in the United States deny playing favorites with their children because American culture is based on fairness and equality. **Nevertheless**, research shows that 65 to 70 percent of parents display favoritism towards one of their children **while** the remaining 30 to 35 percent of parents conceal their preferences.
3. The majority of people think that quarreling and competition among siblings is neither positive nor healthy. **On the contrary**, many therapists claim that sibling rivalry allows children to develop the skills needed to settle disagreements.
4. **In spite of** the belief that the favorite child has more advantages, some experts suggest that too much attention can lead to arrogance and a sense of entitlement in the child, which makes it difficult for them to form relationships. **On the other hand**, children who are not favored may seek attention and be better at building relationships outside the home.

10. Discussing straw man arguments

- Discuss the questions as a class, asking different students to share their opinions.
- For item 3, review the four straw man arguments from the lecture and ask students whether they were convinced by the professor's counterarguments.

Answer Key

Answers will vary.

11. Thinking critically

- Put students in groups to discuss the questions.
- Have volunteers share some of their group's responses with the class.

Answer Key

Answers will vary.

Speaking 1 – Cultural Comparisons of Family Relationships

Section Aims

Speaking: Discussing cultural differences in family dynamics; paraphrasing and making generalizations

Vocabulary: Paraphrasing and using synonyms to deepen understanding of vocabulary signaling generalizations

Language Focus: Generalizing; expressing contrast

Critical Thinking: Comparing family dynamics in different cultures; using adverbs of time to make generalizations

1. Topic

- Have students work in groups to discuss the differences between American families and families of their own culture, using the topics provided.
- Ask students to take notes of the differences by recording them in a chart.
- Call on students from different groups to share some of their responses for each of the topics mentioned in the list.

Answer Key

Answers will vary.

Language Focus – Generalizing

- Go over the introductory information and the adverbs of time often used in generalizations.
- Ask students if they are familiar with these expressions and how to use them. Provide example sentences for any items that students may not be familiar with.
- Elicit example sentences for each of the expressions.

Content Notes

- When the negative adverbs *hardly*, *rarely*, and *seldom* appear at the beginning of a sentence, they trigger subject-verb inversion in the sentence. For example:
 - I have seldom seen a more beautiful view.
 - Seldom have I seen a more beautiful view.
 - Liza rarely works at home.
 - Rarely does Liza work at home.
- In the second sentence of each example, the subject and the verb are inverted. This inversion can be a stumbling block for students since the inverted statements appear to have question word order.

Best Practice – Interacting with Others

Activities 2 and 3 are examples of collaborative learning intended to promote fluency and confidence. In their discussions, students generate synonyms and expressions to use in paraphrasing, as well as practice using new expressions for generalizations. After discussing the topics in groups, they should feel more confident in their use of the new language.

2. Paraphrasing generalizations

- Read the instruction notes.
- Go over the example with the class. Ask a volunteer to explain how the sentence has been paraphrased and which expression of generalization has been replaced.
- Allow students time to discuss the meaning of each sentence in their groups.

- Have students individually write a paraphrase for each sentence. Then have them compare their paraphrases in their groups.
- For each item, ask students from different groups to write their paraphrases on the board.
- Go over each sentence on the board. Ask students if its meaning is the same as in the original sentence and whether there are other ways to paraphrase it.

Answer Key

Suggested answers:

1. More often than not, parents deny having a favorite child.
Parents seldom admit to having a favorite child.
2. We normally don't picture the elderly gossiping and giggling, but siblings often do.
We hardly ever picture the elderly gossiping and giggling, but siblings often do.
3. In most cases, the favorite child knows he is the favorite, but doesn't say so.
The favorite child rarely admits to knowing that he is the favorite.
4. In most cases, unfavored children complain and play the victim.
For the most part, children that are not favored whine and play the victim.
5. Generally speaking, children compete for attention by showing off.
More often than not, siblings show off to compete for attention.

3. Making generalizations

- Explain that students will work in their same groups to make their own generalizations.
- Set a time limit for the activity so that every group member has a chance to make a generalization about every topic.
- Call on students to share their generalizations with the class.

Answer Key

Answers will vary.

Best Practice – Organizing Information

The aim of this activity is for students to become familiar with organizing information in a Venn diagram. In this case, students will make generalizations to compare and contrast family relationships in the U.S. and in their own countries.

4. Comparing cultures

- Put students in new groups of three or four for this activity. If students are from different countries, make the groups as homogenous as possible.
- Ask students to label one of the circles *United States* and the other with the name of their own country.
- In the *United States* circle, have students write three generalizations about sibling and family relationships that are only true for the United States. Make sure they use the adverbs of time and other expressions for making generalizations from the chapter.
- Tell students to do the same with the other circle, writing generalizations that are only true for their own countries.
- Where the circles overlap, tell students to write three generalizations about sibling and family relationships that are true in both countries.

Answer Key

Answers will vary.

5. Sharing and discussing

- Have each group share their generalizations with the entire class. Make sure that group members all take turns reporting to the class.
- Ask students to note any generalizations that are similar among the groups.
- As a class, discuss the cultural differences.

- Ask students whether they think their generalizations are accurate or whether they are based on assumptions. Ask students how they could confirm the validity of their assumptions.

Answer Key

Answers will vary.

Speaking 2 – Hallmarks of a Healthy Family

Section Aims

Listening: Taking notes on an article about healthy family communication

Speaking: Discussing family conflicts; reviewing and expanding on the main ideas of the article; giving a short group presentation on further content for the article

Vocabulary: Words and phrases related to family communication

Critical Thinking: Expanding on the topic of healthy family communication

1. Topic

- Have students work in small groups to discuss the questions.
- Ask volunteers to share some of their group's responses with the class.

Answer Key

Answers will vary.

Best Practice – Making Use of Academic Content

This activity is an example of real-world academic content. It allows students to experience the sort of presentation they may encounter in academic settings. When students take notes as they listen to the article, they experience an authentic context in which they can interpret the language and concepts presented in this chapter.

2. Listening and taking notes

- Play the recording for students to take notes. Remind them to write notes for each section using the headings provided.
- Play the recording a second time for students to improve and complete their notes.
- Ask students to compare and combine their notes with a partner in order to add any missing information or make improvements.

Answer Key

Answers will vary.

Audio Script

It isn't easy to be a successful parent these days. Pressured by the conflicting demands of home and workplace, confused by changing moral standards, and drowned out by the constant barrage of new media, today's parents seem to be facing impossible odds in their struggle to raise healthy families. Yet some parents manage to "do it all" – and even remain on speaking terms with their children. How do they do it?

One of the most important traits of a balanced family life is communication: The healthy family knows how to talk – and how to listen.

Healthy families recognize this need for communication, and they have, either instinctively or consciously, developed methods of meeting it. They know that conflicts are to be expected, that we all become angry and frustrated and discouraged. And they know how to reveal those feelings – good and bad – to each other. Honest communication isn't always easy. But when it's working well, there are certain recognizable signs or symptoms that could be called the hallmarks of a healthy family.

The Family Exhibits a Strong Relationship between the Parents

Children in the healthy family have no question about which parent is boss. Both parents are. If children are asked who is boss, they're likely to respond, "Sometimes Mom, sometimes Dad."

The healthiest families are ones in which the mother and father have a strong, loving relationship. This seems to flow over to the children and even beyond the home. It seems to breed security in the children and, in turn, fosters the ability to take risks, to reach out to others, to search for their own answers, become independent and develop a good self-image.

The Family Listens and Responds

"My parents tell me to come to them with problems, but when I do, either they're too busy or they only half-listen and keep on doing what they were doing," says one disgruntled teenager. This child has put her finger on the most difficult problem of communicating in families: the inability to listen.

It is usually easier to react than to respond. When we react, we reflect our own experiences and feelings; when we respond, we get into the other person's feelings. Compare the following examples in which 17-year-old Dylan expresses his concerns about college to his father.

Dylan: *I don't know if I want to go to college. I don't think I'd do very well there.*

Father: *Nonsense. Of course you'll do well.*

That's reacting. This father is cutting off communication. He's refusing to listen to Dylan's fears and to consider his feelings, possibly because he can't accept the idea that his son might not attend college. Here's another way of handling the same situation:

Dylan: *I don't know if I want to go to college. I don't think I'd do very well there.*

Father: *Why not?*

Dylan: *Because I'm not that smart.*

Father: *Yeah, that's scary. I worried about that, too.*

Dylan: *Did you ever come close to failing?*

Father: *No, but I worried a lot before I went because I thought college would be full of brainy students. Once I got there, I found out that most of them were just like me.*

This time the father has responded to his son's fears. First, he listened to the reason behind Dylan's lack of confidence; second, he accepted the fear as logical; third, he empathized by admitting to having the same fear when he was his son's age; and, finally, he explained why his, not Dylan's, fears turned out to be unjustified. He did all this without criticizing or lecturing. And that's tough for parents to do. Often, parents don't want to hear their child's fears, because those fears frighten them; or they don't want to pay attention to their child's dreams because those dreams aren't what parents have in mind.

The Family Recognizes Unspoken Messages

Much of our communication – especially our communication of feelings – is non-verbal.

Communication doesn't mean just talking or listening; it includes all the clues to a person's feelings – his behavior, her expression, his lack of interest, her silence. Family members don't have to say, "I'm hurting," or, "I'm in need." A quick glance tells that.

Healthy families respond with empathy – showing, without necessarily saying, that they understand. Their members are allowed to be mad, glad, and sad. There's no crime in being in a bad mood, nor is it wrong to be happy while someone else is feeling moody. The family recognizes that bad days and good days attack everyone at different times. They use signs, symbols, body language, smiles, and other gestures to express caring and love.

The Family Encourages Independent Thinking

Close families encourage the emergence of individual personalities through open sharing of thoughts and feelings. Instead of finding differing opinions threatening, the healthy family finds them intriguing. It is exciting to witness such a family discussing politics, sports, or the world. Members freely say, "I don't agree with you," without risking ridicule or criticism. They say, "I think it's wrong" immediately after Dad says, "I think it's right"; and Dad listens and responds.

Give-and-take discussions allow children to practice expressing their thoughts at home so that eventually they'll feel confident outside the home. What may seem to be verbal confusion by preteens during a family conversation is a prelude to sorting out their thinking and putting words to their thoughts.

3. Reviewing the topic

- Have students discuss and review the main ideas of the article in small groups.

- Review the article as a whole class. Call out the headings from the article one at a time and ask students from different groups to summarize the main ideas of each section.
- Turn students' attention to the images. Ask volunteers to describe what the parents might be doing right or wrong in each of the images. Encourage others to agree by adding their own ideas or to politely disagree by expressing their opposing views.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

This is a collaborative activity requiring students to expand on concepts they have learned in a presentation. This activity involves the reinterpretation, synthesis, and application of language presented in the chapter. The process of manipulating language and concepts in this way creates deeper processing of new material, which allows students to evaluate whether they understand new material and helps them remember it better.

4. Expanding on the topic

- Point out the four headings and explain that students will use these headings to come up with their own ideas to continue the article on healthy family communication.
- Allow time for groups to discuss the four topics and prepare notes. Explain that they will use their notes to give a short group presentation.

Answer Key

Answers will vary.

5. Presenting

- Call on each group to present their new content for the article to class. Make sure that each member of the group participates in the presentation.
- After all groups have presented, ask students what similarities they noticed among the group presentations.
- Draw attention to the Tip and point out that students may wish to use ideas from the article in their presentation at the end of the chapter.

Answer Key

Answers will vary.

Speaking 3 – How to Be a Good Parent

Section Aims

Speaking: Brainstorming, planning, and preparing a group presentation; presenting research on good parenting skills

Skills Focus: Making presentations; using text effectively in slide presentations

Critical Thinking: Evaluating and selecting research on parenting skills; expressing views in a blog on how family dynamics plays a role in shaping one's character

Research and Document: Researching and recording information about good parenting skills; expressing views in a blog

Skills Focus – Researching and Presenting

Best Practice – Presentation Skills

Presentations provide practice in all aspects of the language: vocabulary, grammar, communication, and pronunciation, simultaneously combining the skills of speaking, reading, writing, and listening. Presenting requires students to assimilate the skills and concepts they have learned and put them into practice in a creative and personal way, thus giving them control of the language. In turn, this helps

build confidence, and presenting is a skill that most students will find indispensable in their academic and professional careers.

1. Topic

- Explain that students will work together to research and prepare a presentation on the topic of good parenting skills.
- Put students in groups of three or four. It would be a good idea to form groups of learners who have different levels of ability. Alternatively, you can allow students to form their own groups.
- Promote collaboration by asking students to work as a team in all stages of the project.

Answer Key

No answer.

2. Brainstorming

- Tell students that the first step in preparing a presentation is to consider the topic and brainstorm ideas. Point out that one way to do this is to record ideas in a mind map.
- Remind students that they may also wish to use concepts presented in Speaking 2.

Answer Key

Answers will vary.

3. Researching and documenting

- Ask groups to first conduct preliminary research on the topic and to assign specific areas to each group member for further research.
- Students will individually research and record information following the steps in the instruction notes.
- Remind them that compiling research in graphic organizers will make it easier for them to examine the information afterwards.
- Draw students' attention to the Tip. Emphasize that it is good practice to limit text in slide presentations to the key points. Text should also be clearly presented so it is legible and easy for the audience to understand.

Answer Key

Answers will vary.

4. Collaborating and preparing

- Explain that in this stage students will have the opportunity to be creative. They should discuss what information to include and how they would like to organize and present their research.
- They should prepare notes or a script of what they will say, as well as visual material such as texts accompanied by images, videos, graphs, etc. for their slide presentation.
- Point out the Tip and encourage students to use language skills they have learned in this chapter, such as generalizing, expressing contrast, and using straw man arguments.
- Set a time limit for each presentation (10–15 minutes) and make sure groups try to stay within these limits. This ensures that all groups have equal time to present and allows for better time management in the classroom on the date of presentations.
- Encourage students to use different materials in their presentation, such as graphic organizers, digital tools, social media, images, videos, etc.

Answer Key

Answers will vary.

5. Presenting

- Set a date for presentations so students can be prepared.
- Remind students that they should delegate the work fairly so each member of the team participates in the presentation.

- Explain that it is important to rehearse their presentation at least once, giving them the opportunity to fine-tune details, make any necessary changes, and check the time limit. While rehearsing, they can also practice pronunciation, the tone of their voice, and the speed at which they deliver their speech.
- Have groups deliver their presentations to the class. During each presentation, remind the listeners to pay attention. As they listen, have them take notes or write down questions to keep them involved.
- After each presentation, allow a couple of minutes for a short question–answer session.
- Once all groups have presented, hold a class discussion on the parenting skills students consider to be most effective.
- Have each group share their own feedback with each other on how they could improve their presentation techniques. Give your own feedback to each group separately, stating both what they did well and what they could improve on next time.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

The blog assignment gives students the opportunity to reflect on specific aspects of what they have learned in the chapter. It encourages them to express their personal views on a given topic and, in the process, to develop critical thinking skills.

6. Blogging

- Ask students to reflect on what they have learned in the chapter about family dynamics. Explain that they will express their views on the topic in a class blog.
- Ask students to write approximately 200–250 words. When they have finished their writing, they should proofread it for errors before posting.
- Set a due date and assign the blog comments as homework.
- Review each student’s assignment and give them individual feedback on their writing.

Answer Key

Answers will vary.

SELF-EVALUATION**Best Practice – Scaffolding Instruction**

The Self-Evaluation Log helps students assess their own progress in learning. By completing the log at the end of each chapter, learners will review what they have learned, identify the language functions and study skills they have practiced, and evaluate how well they have understood the chapter.

- The Self-Evaluation Log at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework and help them chart their progress.
- Read the instructions aloud. Put students in small groups and ask them to look through the chapter to find an activity related to each skill listed in the self-evaluation.
- Have students assess their own progress for each item on the list and the degree to which they learned it using the scale provided.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 4 – Healthy Mind, Healthy Body

Chapter Goals

The topics in this chapter will help students gain confidence in understanding and talking about health-related issues.

Listening: Students will outline a presentation about the avian flu and answer comprehension questions. They will further learn to listen for context clues in the presentation. Students will also listen for main ideas and analogies in a group study session, as well as identify intonation patterns in questions and requests. Finally, students will take notes as speakers talk about ailments and home remedies they have tried.

Speaking: Students will share prior knowledge about the heart, and they will also discuss flu epidemics. In a role-play, they will review a patient's symptoms and use expressions of opinion to reach a diagnosis. They will also discuss home remedies and debate their effectiveness. Students will further research the topic of alternative therapies in order to collaborate on a group presentation, as well as express their views in a blog on the importance of making the right health decisions and trusting medical professionals.

Focus on the Images

Ask students to:

1. describe what kind of health care or medical treatment is depicted in the images
2. discuss how medical care has changed over the past decades
3. comment on how people can live longer and healthier lives.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. brainstorm a list of words and phrases about health
2. share recommendations for maintaining a healthy lifestyle.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote and the name of the author aloud; explain any unknown words
2. express what the quote means using their own words; if necessary, prompt them by asking questions, such as: *What things does the author compare? Which one is more valuable?*
3. share any quotes or proverbs about health that they know.

Answer Key

Answers will vary.

Content Note

Mohandas Gandhi (1869–1948) was an instrumental figure in India's independence movement against British rule (1858–1947), earning him the title *Mahatma* or "great soul." Gandhi advocated nonviolent

methods of resistance, known as *satyagraha*, which involved boycotting British products and refusing to enter British schools and courts.

Listening 1 – Let’s Get to the Heart of the Matter

Section Aims

Listening: Listening for main ideas; listening for analogies; identifying intonation patterns in questions and requests

Speaking: Sharing prior knowledge about the heart; comparing body parts to mechanical devices; sharing personal experiences

Pronunciation: Identifying and practicing intonation patterns in questions and requests

Vocabulary: Words and phrases related to the heart; expressions containing the word *heart*; medical terms derived from Greek roots

Language Focus: Analogies; intonation in questions and requests

Critical Thinking: Using graphic organizers to build background knowledge and to record analogies; using context to define expressions

Before You Listen

Did You Know?

- Go over the statistics about heart rate and ask students if they think any of the numbers are surprising.
- Ask if they can explain why animals’ heart rates might differ so much. For example, “Canaries’ hearts beat quickly because of their small size and the demands of their activities.”

1. Topic

- Have students work in pairs or small groups to brainstorm a list of things that make their hearts beat faster. Ask each group to tell the class at least one of their ideas.
- Give students time to exchange stories in their group. Ask for volunteers to tell their stories to the class.
- As a class, brainstorm answers to the question about the heart rate of athletes, as in the case of the Spanish cyclist.

Answer Key

Answers will vary.

Expansion Activity

- The goal of this activity is to make the idea of *heart rate* accessible to kinesthetic learners, those who learn best by feeling or doing something.
- Have students check their own heart rates. They can place their hands over their hearts or find a pulse in their wrist. Tell them when to start counting heartbeats. After ten seconds, tell them to stop.
- Multiply the number of heartbeats they counted by six to calculate their heart rate.

2. Making comparisons

- Draw students’ attention to the images of the human eye and a camera. Read aloud the caption below. Tell students they will match other body parts to items or devices and make similar comparisons.
- Answer questions about unfamiliar vocabulary and draw simple diagrams of the items on the board if needed.
- Have students work in pairs to complete the matching activity and to discuss the ways in which each body part and item are similar.
- For each item on the list, call on a different pair to explain how it is similar to the body part.

Answer Key

1. B; 2. F; 3. E; 4. G; 5. A; 6. C; 7. D

Best Practice – Scaffolding Instruction

This is an example of an activity that provides scaffolded support to students. Throughout the textbook, students are provided with multiple opportunities to guess the approximate meaning of new vocabulary that they see in meaningful contexts. This repetition supports students by providing a routine procedure for meeting clear goals. At the same time, examining vocabulary in context is flexible in that it allows students to negotiate meaning in a situation that changes with each new sentence.

3. Vocabulary

- Play the recording for students to listen to the pronunciation of the words in bold. Point out that the pronunciation of *muscles* has an /s/ sound in the middle and the letter *c* is silent. Also point out that the stress in the verb *contract* is on the second syllable, unlike the noun where the stress is on the first syllable (see content notes below).
- Tell them to read the definitions and complete the sentences with the missing words.
- Go over the answers by asking volunteers to read each sentence aloud.
- Check comprehension by asking students questions. For example:
 1. What is something **hollow** that we use to drink from? (a straw)
 2. Does metal expand or **contract** in cold temperatures? (It contracts.)
 3. Which fruits do we remove the **peel** from? (e.g. orange, lemon, melon, pineapple)
 4. What traditional fuel is **pumped** into cars? (e.g. gasoline, diesel)
 5. Can you all please **lean** to the right? (students should lean to the right)

Answer Key

1. pumps; 2. chambers; 3. contracts; 4. tick tock; 5. cardiac muscles; 6. peel; 7. strip; 8. varies; 9. hollow; 10. leans

Audio Script

cardiac muscles
chamber
contract
hollow
lean
peel
pump
strip
tick tock
vary

Content Notes

- Many two-syllable words, such as *contract*, are used as both nouns and verbs with slightly different pronunciations. The stress on nouns usually occurs on the first syllable, whereas the second syllable is stressed in verbs. Such examples are: conduct, object, permit, present, project, progress, record, subject, and suspect.
- The *sc* combination of letters in many English words, such as *muscle*, is pronounced with an /s/ sound when followed by the vowels *e* and *i*. This is the case in words such as: ascend, conscious, discipline, scenery, scent, science, and scissors.
- When *sc* is followed by the vowels *a*, *o*, and *u*, or the consonant *r*, the *c* is pronounced with a /k/ sound, as in: scan, scatter, scold, scope, scrape, screen, scuba, and sculpture.
- The combination *sch* varies in pronunciation, with a /k/ sound in schedule (American), scheme, schizophrenic, scholarship, and school, but with an /sh/ sound in eschew, and schilling. However, when the prefix *dis-* or *mis-* appears before *ch*, then words are pronounced with both /s/ and /ch/ as in discharge, mischief, and mischoice.

Best Practice – Activating Prior Knowledge

Using a graphic organizer and comparing notes with classmates in this activity will help students activate their existing knowledge about the heart. This prepares them to connect that knowledge with

the new information they will hear in the conversation. Making connections between prior knowledge and new information is essential for learning a language or any other subject.

4. Considering the topic

- Ask students to think about the human heart and individually write what they know about it in the left-hand column of the chart.
- Put students in small groups and have them share their information, writing anything new they learn from classmates in the right-hand column of the chart.
- As a whole class, ask volunteers to share information they already knew and information that they learned from their classmates.

Answer Key

Answers will vary.

While You Listen

Best Practice – Making Use of Academic Content

The group study session presented in the listening section is an example of real-world academic content. This type of activity allows students to experience situations similar to those they may encounter in academic settings. As students listen to classmates discuss a lecture about the heart, they experience an authentic context in which to interpret the language and concepts presented in this chapter.

5. Listening for main ideas

- Ask students if they have ever studied with a group of classmates. Tell them that many college students prepare for exams in this way since it allows them to share information from lectures and readings and to ask each other questions about points that may be unclear. Study groups can also work together to predict which material the professor might ask about on an exam.
- Explain that students will first listen to get the gist or the main ideas without necessarily understanding every detail. They will listen a second time for more detail.
- Play the audio and have students write answers to the questions that follow.
- Ask students to compare their answers with a partner and talk about any information they will need to listen for when they hear the conversation a second time.
- Play the audio again to give students a chance to listen for more of the details.
- Ask volunteers to share their answers with the class.

Answer Key

Suggested answers:

1. The students are comparing their notes from Professor Miller's lecture about the heart to make sure they understand everything.
2. He refers to his notes to verify the information.
3. The rate of the heartbeat varies according to the size of the person or animal; the larger the animal, the slower the heartbeat.
4. The piece of cardiac muscle continues to beat all by itself. The students say this happens because nothing tells the heart to beat. The heartbeat starts in the cardiac muscle itself.
5. The function of the heart is to pump blood throughout the body.

Audio Script

Ali: So, what are we studying next, Greta?

Greta: Let's go over the notes from Professor Miller's lecture, Ali.

Ali: You mean the lecture on the heart?

Greta: Uh-huh.

Fred: Great idea. Why don't we go through the notes and make sure we understand everything?

Greta: Sure, Fred.

Ali: OK. Let me just get my notes out. All right. Ready.

Greta: Well, first she said it was the action of the cardiac muscles that makes an organ as small as the heart so incredibly efficient. And then she talked about how the shape of the heart is similar to a pear. I don't exactly understand that analogy. I mean, which way is the pear supposed to be leaning?

Fred: Well, think of the pictures Professor Miller showed us. In my opinion, it did look like a pear, right side up, with the widest part at the bottom, leaning a little to the right.

Greta: Yeah, I get it now. OK, let's talk about the parts. It's got four hollow chambers – two in the top part and two in the bottom part. And what did she say about the walls of the heart?

Fred: She said that they're fairly thick, approximately like a slice of bread, at the bottom. You may not agree with me, but I don't think that's a great analogy. It depends on what kind of bread you have in mind, right? But what she said about the top of the heart makes more sense to me. She said that at the top, they're thinner, about as thin as an orange peel.

Greta: Are you sure about that? I'm fairly certain that it was the other way around.

Ali: No, I'm positive Fred is right. I have it right here in my notes.

Greta: OK. Now what else? Oh, yeah... The strips of muscle at the bottom of the heart are like string around a hollow ball. How's that for an analogy?

Fred: That's good.

Greta: You know, I was surprised that the heart is so small. It's only slightly larger than a tightly closed fist. I like how Professor Miller had us each make a fist and look at it so we could see that it was about the same size as a heart.

Ali: Then remember how she told us to open and close our hands? She wanted us to see how the muscles contract and relax over and over again our whole lives.

Fred: Yup. That's the heartbeat. Contraction and relaxation – very regular and even – the beat is just like the tick tock of a clock.

Greta: But didn't she say that the rate can vary?

Fred: Yeah... In general, the rate of the heartbeat varies in relation to the size of the person or animal. An elephant's heart rate is about 30 beats per minute. A small bird's heart rate is about 1,000 beats per minute. The heart of a human infant at birth beats about 130 times a minute. In a small child, it beats about 90 to 100 times a minute. The average adult rate for men is about 75 beats per minute. And the rate for a woman averages about seven to eight beats faster per minute than the rate for men. Why is that?

Ali: I think she said that's because women are smaller than men, but I don't really understand why that is. Do you guys?

Fred: No, not really.

Greta: Let's ask her in class.

Ali: OK. Hmm... Anyway, I think it's pretty amazing that this adds up to about 100,000 heartbeats a day for an adult male. That's about 2,600,000,000 heartbeats in a lifetime.

Fred, Greta: Wow!

Ali: Yeah, and another amazing thing is that the heart doesn't have any nerves in it. So, no messages are sent from the brain through the nerves to the cardiac muscles. The brain doesn't tell the cardiac muscles to beat. Nothing does.

Fred: So, that means that the heartbeat starts in the cardiac muscle itself?

Greta: That's right. It's different from the other muscles and organs in that way.

Fred: Oh yeah. Remember what Professor Miller said about how a very small piece of cardiac muscle can be kept alive in a dish with a special liquid in it? And that the muscle will continue to beat all by itself!

Ali: Uh-huh. Scientists don't really understand how the cardiac muscle does this yet, but I bet they will in 10 or 15 years.

Fred: OK, but how does the heart work with all of the other organs?

Ali: Well, the heart is similar to a pump. Basically, it pumps blood to the rest of the body. Let's see, I've got it here in my notes. The heart pumps approximately five quarts of blood a minute if you are resting and 35 quarts of blood a minute if you are exercising hard. For light activity, the heart pumps 4,500 gallons a day. If you lived until you were 80 years old and just slept all the time, your heart would still pump about 52,560,000 gallons – or 198,961,244 liters – of blood in a lifetime! Can you believe that the heart works that hard?

Fred: Don't look so worried, Ali. I'm pretty sure your heart isn't going to quit yet.

Greta: Right. Remember... Professor Miller said that the heart rests a lot, too. In fact, a heartbeat takes eight-tenths of a second, and half of that time the heart rests. So it's both hard-working *and* efficient.

Fred: Yeah – I'd say you're going to be around for a good long time!

Language Focus – Analogies

- Ask students what they remember about analogies from Chapter 2.
- Read the information about analogies, and ask a volunteer to read the expressions and the examples.
- Ask students how the examples help to create a better understanding of the heart.
- Elicit additional examples of analogies and list the examples on the board.

Best Practice – Organizing Information

This activity uses a graphic organizer to categorize information and accommodate different learning styles. In this case, the chart guides students as they listen for analogies. It provides space for both notes and drawings, so it is effective for both verbal and visual learners.

6. Listening for analogies

- Go over the directions and remind students of the three expressions used to make analogies. ● Give students a few minutes to study the chart.
- Play the recording for students take brief notes on the analogies and expressions they hear.
- Give students time to draw simple pictures to illustrate the analogies.
- Go over the answers as a class.

Answer Key

Item	Analogy	Expression Used
shape of the heart	heart = pear	similar to
walls of the heart	walls of heart = slice of bread at bottom; orange peel at top	like; as... as
strips of muscle at the bottom of the heart	muscles = string around hollow ball	like
size of the heart	heart = fist	the same size as
beat of the heart	beat = tick tock of clock	just like
action of the heart	heart = pump	similar to

Language Focus – Intonation in Questions and Requests

- Play the recording to demonstrate the intonation patterns of the examples in the box.
- Read aloud the examples and have students repeat after you.

Audio Script

Information questions have a rising-falling intonation pattern:

How big is the heart? What does the heart do?

Yes/No questions and requests have a rising intonation pattern:

Do you have your notes? Could you please repeat that?

Statements with rising intonation:

Sometimes in conversation, speakers may use rising intonation on a statement when they are surprised or expect an affirmative answer. This turns the statement into a question.

Ready to start? You mean the heart beats on its own?

7. Identifying intonation patterns

- Explain that students will identify the intonation pattern for each sentence by drawing a rising or falling arrow. They will also check the box next to the items that are statement questions.
- Play the recording and have students draw the correct intonation pattern.
- After listening, check answers as a class.

Answer Key

1. rising-falling
2. ✓ rising
3. rising-falling
4. rising
5. ✓ rising
6. rising
7. rising-falling
8. ✓ rising
9. rising-falling
10. rising

Audio Script

1. So, what are we studying next, Greta?
2. You mean the lecture on the heart?
3. And what did she say about the walls of the heart?
4. Are you sure about that?
5. Then remember how she told us to open and close our hands?
6. But didn't she say that the rate can vary?
7. Why is that?
8. So, that means that the heartbeat starts in the cardiac muscle itself?
9. OK, but how does the heart work with all of the other organs?
10. Can you believe that the heart works that hard?

After You Listen**8. Using expressions**

- Have students work in pairs to complete the sentences and to come up with a definition for each of the expressions. Tell them to start with the ones they are sure about.
- As they are working, move around the room and offer support as needed.
- Ask volunteers to read aloud the completed sentences and to define the expression(s) they used in the sentences. Write the definitions on the board with corrections as necessary.
- Afterwards, ask students to share expressions in their own language that contain the word *heart* and to comment whether any of the English expressions are similar.

Answer Key

Answers and suggested definitions:

1. Arthur had the leading role in the school play and spent several weeks trying to learn all of his lines by heart.

learn something by heart = to memorize

2. Carla took it to heart when her colleagues criticized her unfairly. The next day, she decided to have a heart-to-heart talk with them in order to explain her side of the story.

take something to heart = to be deeply affected or hurt by something

have a heart-to-heart talk = to discuss something openly and honestly

3. It really breaks my heart when I hear of young children who are hospitalized because they are suffering from incurable diseases.

break one's heart = to hurt or make someone feel very sad

4. Sara is the type of person who wears her heart on her sleeve. From her facial expression or reaction, it's always easy to tell if she's upset or happy about something.

wear one's heart on one's sleeve = to let others see your emotions

5. Lee had his heart set on studying engineering at Columbia University, but when he learned about the expensive tuition fees, he had a change of heart and enrolled at a local college.

have one's heart set on = to want something very much

have a change of heart = to change one's mind

6. Following some general discussion at the staff meeting, the sales manager decided to get to the heart of the matter, which was the new marketing strategy.

get to the heart of the matter = to discuss the main issue

7. The athlete began to lose heart after he knocked down the bar on his first two attempts at the high jump.

lose heart = to become discouraged

8. If you're not sure what to do, the best advice I can give you is to trust your instincts and follow your heart.

follow one's heart = to do what one feels is right

9. Sharing experiences

- Put students in small groups and have them take turns asking and answering the questions.
- Ask volunteers from different groups to share some of their responses with the class.

Answer Key

Answers will vary.

Greek Roots

- Read aloud the information about Greek roots.
- Ask students if they know of any words with Greek roots and write a list on the board.
- Ask them if any words in their language are derived from Greek roots.

10. Recognizing Greek roots

- Play the audio and have students repeat the words to practice pronunciation.
- Ask students if they are familiar with any of the medical professions or if they recognize the roots from other words, such as *pharmacy*, *psychology*, or *therapy*.
- Encourage students to complete the matching activity on their own and to check their answers with a partner.
- If they find it difficult, offer clues, for example: *An orthodontist is similar to a dentist. When my young son has a medical problem, I take him to a pediatrician. A woman who is expecting a baby would consult her gynecologist.*
- Call on students to share their answers with the class.
- Ask students if any of the medical terms are similar in their own language.
- Ask students if they know of other medical words or professions with Greek roots.

Answer Key

1. H; 2. K; 3. F; 4. C; 5. I; 6. E; 7. L; 8. G; 9. A; 10. D; 11. J; 12. B

Audio Script

1. orthodontist
2. pharmacist
3. psychiatrist
4. pediatrician
5. therapist
6. ophthalmologist
7. gynecologist
8. anesthesiologist
9. dermatologist
10. geriatrician
11. neurologist
12. osteopath

Expansion Activity

- The goal of this activity is for students to build on their vocabulary by learning more about Greek root words. Many common English words such as *photograph*, *telephone*, and *kilometer* are derived from Greek roots – these examples, in fact, each contain two roots.
- Ask students to research and compile a list of 10–20 Greek roots that are used to form words in English. For each root, they should note down the meaning, along with a few examples.
- Assign the activity for homework and have students share their lists with the class.

Listening 2 – Presentation: Avian Flu – A Potential Epidemic?

Section Aims

Listening: Outlining a presentation and answering comprehension questions; identifying context clues

Speaking: Discussing flu epidemics; summarizing a presentation using an outline

Vocabulary: Words related to viruses and epidemics

Skills Focus: Using context clues

Critical Thinking: Using a graphic organizer to brainstorm questions about a topic; constructing an outline; using context clues to determine meaning

Before You Listen

Did You Know?

- Have students read the “Did You Know?” points.
- Point out that *influenza* is commonly known as the *flu* and refers to a contagious viral disease that often causes fever and respiratory problems. Explain the difference between *epidemic* and *pandemic*: an *epidemic* is an infectious disease that affects a large number of people in a community or region; a *pandemic* is an epidemic that has spread across a nation or the whole world.
- Ask volunteers to share any knowledge they have about the outbreaks of epidemics.

Best Practice – Activating Prior Knowledge

The pre-listening sections activate students’ prior knowledge. These activities help students relate their own experiences with material in this chapter. When students activate their prior knowledge before learning new material, they are better able to use that knowledge to understand new concepts about lectures and language learning presented in the chapter.

1. Topic

- Have students work in pairs or small groups to read the questions and discuss them.
- Ask volunteers from each group to share some of their examples with the whole class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. Have you ever received a **vaccination**? What was it for?
 2. Are you **susceptible** to allergies in the springtime?
 3. Apart from in living organisms, where else is a **virus** threatening?
 4. What are some common **contagious** diseases?
 5. Why are some vehicles called **hybrid**?

Answer Key

1. D; 2. H; 3. A; 4. J; 5. G; 6. F; 7. E; 8. I; 9. B; 10. C

Audio Script

1. contagious
2. outbreak
3. susceptible
4. virus
5. vaccination
6. strain
7. unprecedented
8. transmit
9. mutation
10. hybrid

3. Considering the topic

- Put students in small groups to brainstorm questions about the topic based on the title of the presentation.
- Have students write their group's questions in the circles of the word web.
- Call on members from each group to share their questions with the whole class. Invite students to try and answer the questions

Answer Key

Answers will vary.

While You Listen**Best Practice – Making Use of Academic Content**

The presentation, an example of a real-world model, encourages students to develop listening and note-taking skills they can use in real-world academic settings. As students listen to a lecturer talk about the avian flu, they experience an authentic context in which they can interpret the ideas and language from the chapter.

4. Outlining the presentation

- Explain that students will listen to a presentation about the avian flu and take notes to construct an outline of the presentation. Remind students that they have practiced outlining main ideas and supporting details in previous chapters.
- Point out the four headings. Explain that they will hear the headings during the presentation. Tell students they can organize their outline notes in any way they wish using these headings.
- Play the recording for students to take notes.
- Play the recording a second time for students to complete their outlines.
- Put students in pairs and ask them to compare and combine their outlines. Explain that they will later use their outlines to answer questions and to summarize the presentation.

Answer Key

Answers will vary.

Audio Script**Avian Flu – A Potential Pandemic?**

Imagine waking up one morning with a sore throat, slight fever, and achy muscles. After a visit to the doctor, you are diagnosed with a case of the flu. As you sit at home resting, you notice the latest news about the avian flu and begin to worry, thinking you might have it.

What is Avian Flu?

Avian means “relating to birds.” Flu is short for “influenza,” a highly contagious viral infection that causes breathing difficulties, cough, fever, chills, muscular pain, weakness, and exhaustion. Avian flu is another name for “bird flu.”

Birds, like people, can get the flu virus. They can become infected by a virus when they come into contact with the saliva, feces, or mucus of another infected bird. Many forms of avian flu cause mild or

no symptoms in infected birds. However, some strains are highly contagious and deadly. One such strain of the avian virus, H5N1, has been known to kill up to 90 percent of infected birds, including poultry such as chickens and turkeys, as well as wild birds such as geese and ducks.

Jumping the Species Barrier

The H5N1 virus initially became a known threat to bird populations of Asia in 1997. Since then, farmers in Asia, Europe, Africa, and even North America have experienced outbreaks of avian flu among their domesticated poultry.

Bird viruses generally infect other birds. However, the ability of this virus to “jump the species barrier” has alarmed the scientific community. In Hong Kong, in 1997, the virus was discovered in several people who had been in close contact with infected birds. Six of the infected people died. Following that, cases were increasingly reported in many Asian and African countries, and serious outbreaks occurred in Indonesia, Vietnam, Cambodia, and Egypt. According to the World Health Organization, the confirmed number of cases in humans between 2003 and 2014 was over 700, and the lethal strain of avian flu killed approximately 60 percent of the people that were infected.

Possibility of a Pandemic

There is a growing concern among health experts that the bird flu virus could develop a mutation that could merge with a human flu virus to create a new hybrid virus. This new virus could be highly infectious, fatal, and easily transmitted from person to person. Rapid travel between countries would enable people to spread the flu virus across the globe at an unprecedented rate, triggering a global pandemic (a disease that occurs worldwide).

There are two possibilities for the avian flu virus and human flu virus to merge and become a hybrid virus. The first possibility is when a human is infected with the human flu and then comes into contact with the avian flu. The two viruses could meet in the person’s body and swap genes with each other. If the new hybrid virus has the avian flu gene for lethality and the human flu genes that allow it to be passed from person to person, a pandemic could be the result. The second possibility is if the two viruses infect a different host species and swap their genes in that host species. Cats, for example, are potential host species because they are susceptible to both the avian and human flu virus. If a new hybrid virus forms in cats, it could easily be passed back to humans who come in contact with infected animals.

The first case of human-to-human transmission of avian flu was recorded in January 2005. A woman in Thailand contracted the virus from her sick daughter, and both women died of the avian flu. Every time it jumps from a bird to a person, the risk of a hybrid virus increases.

Actions Taken

Currently, there are no known vaccinations that work against the avian flu. Several medications are being tested and have produced mixed results. Scientists are racing to find a potential vaccination. However, they face the challenge of dealing with a virus that is constantly evolving.

In countries that have been affected by the avian flu, governments have established programs to remove the infected and potentially infected birds. In Asia, farmers have had to kill millions of domesticated birds in an attempt to control the spread of the virus. It is hoped that eliminating the birds will contain the virus and decrease the potential of spreading. The containment efforts by the infected Asian countries have been somewhat successful at keeping the virus from spreading among domesticated poultry.

On the other hand, preventing the spread of the avian flu virus among wild waterfowl as they migrate across the globe is a major problem. Confirmations of the deadly strain of avian flu in waterfowl have been reported in Asia, Africa, the Middle East, and Europe. The United States and Canada have also reported outbreaks of the avian flu in domesticated poultry and wild birds, but so far these viruses of North American lineage have not posed a threat to people. Is it only a matter of time before these too become a potential epidemic?

5. Comprehension and understanding

- Have students read the five questions. Then ask them to look over their outlines to see if they have the information needed to answer the questions.
- Have students answer the questions as best they can using only the notes in their outlines.

- Play the recording of the presentation again for students to check, correct, or improve on their answers to the comprehension questions.
- Call on volunteers to share their answers with the class.

Answer Key

Suggested answers:

1. Avian flu is a viral infection that affects birds. The name of the virus is H5N1.
2. “Jump the species barrier” means that the virus has the ability to transmit from birds to humans.
3. One way is for the human flu virus and the avian flu virus to meet in a person’s body and exchange genes. A second way is for the two viruses to meet and swap genes in another host species such as a cat.
4. It is difficult to develop a vaccination because the virus is constantly changing and evolving.
5. Migratory waterfowl pose a threat because they can spread the virus across the globe and cannot be controlled. Humans or other animals could consume them and become infected.

Skills Focus – Context Clues

Strategy – Using Context Clues

- Go over the information in the Skills Focus box about using context clues. Explain that *context* refers to the language that surrounds a word or phrase and can give clues to its meaning.
- Ask students whether they used context clues to help them determine the meanings of any words or expressions in the presentation. If so, point to the list in the box and ask: *Did you use any of these types of context clues to help you?* Remind them that they frequently practice using context clues in the vocabulary activities.

6. Identifying context clues

- Explain that students will listen to short passages from the presentation to determine the meanings of specific words or phrases. Point out that they will not only circle the best answer, but they will also fill in the chart with the context clues that help them determine the answer.
- Play the recording. Have students choose an answer and take notes of the context clues. If needed, play the recording a second time so students can complete their notes.
- Go over the answers as a class. Play the recording, pausing after the first item. Ask a volunteer to report on the answer and the context clues used. Ask the rest of the class if they used the same context clues. If not, ask them to provide other examples. Continue in the same fashion with the remaining items.

Answer Key

Words and phrases	Context clues
1. A	based on student’s knowledge of how viruses spread
2. B	threat to bird populations/farmers
3. C	killed
4. B	avian flu virus and human flu virus... become a hybrid virus
5. A	spread the flu virus across the globe/global pandemic
6. C	human-to-human transmission... from her sick daughter
7. A	control the spread of the virus/decrease the potential of spreading

Audio Script

1. Birds, like people, can get the flu virus. They can become infected by a virus when they come into contact with the saliva, feces, or mucus of another infected bird.
2. The H5N1 virus initially became a known threat to bird populations of Asia in 1997. Since then, farmers in Asia, Europe, Africa, and even North America have experienced outbreaks of avian flu among their domesticated poultry.
3. According to the World Health Organization, the confirmed number of cases in humans between 2003 and 2014 was over 700, and the lethal strain of avian flu killed approximately 60 percent of the people that were infected.

4. There is a growing concern among health experts that the bird flu virus could develop a mutation that could merge with a human flu virus to create a new hybrid virus.
5. This new virus could be highly infectious, fatal, and easily transmitted from person to person. Rapid travel between countries would enable people to spread the flu virus across the globe at an unprecedented rate, triggering a global pandemic (a disease that occurs worldwide).
6. The first case of human-to-human transmission of avian flu was recorded in January 2005. A woman in Thailand contracted the virus from her sick daughter, and both women died of the avian flu.
7. In countries that have been affected by the avian flu, governments have established programs to remove the infected and potentially infected birds. In Asia, farmers have had to kill millions of domesticated birds in an attempt to control the spread of the virus. It is hoped that eliminating the birds will contain the virus and decrease the potential of spreading.

After You Listen

7. Summarizing

- Put students in small groups.
- Tell students that they will take turns using their outlines to present a summary of the lecture to their group.
- As students are presenting, move around the room and offer guidance as needed.

Answer Key

Answers will vary.

8. Thinking critically

- Put students in small groups to discuss the questions.
- Have volunteers share some of their responses with the class.

Answer Key

Answers will vary.

Content Note

It normally takes 12 to 18 months to develop and produce a vaccine. However, if complications arise during the process, it can take longer. The basic steps involved are as follows:

1. studying and understanding the virus
2. isolating or imitating the structure of the virus to use for the vaccine
3. carrying out pre-clinical trials on animals
4. conducting clinical trials on humans
5. approval and licensing by regulatory authorities
6. producing and distributing the vaccine

Speaking 1 – What’s the Diagnosis?

Section Aims

Speaking: Role-playing a doctor and patient; using expressions of opinion to reach a diagnosis and give medical advice

Vocabulary: Words and phrases related to symptoms and ailments

Language Focus: Introducing personal opinions

Critical Thinking: Reviewing symptoms to diagnose an ailment; discussing the qualities of medical professionals

1. Topic

- Have students work in pairs to discuss their experiences with common ailments.
- Call on different students to share some of their responses.

Answer Key

Answers will vary.

2. Identifying symptoms

- Have students match the symptoms with the images. Allow them to use a dictionary if needed.
- Call on volunteers to share their answers.
- For each of the symptoms, ask students what the cause could be.

Answer Key

1. C; 2. B; 3. E; 4. F; 5. D; 6. A

3. Formulating questions

- Explain that students will write questions to ask someone if they have experienced any of the symptoms in 2. Model the examples and point out that students can use the noun (*dizziness*), or they may change the form of the word into an adjective (*dizzy*) or a verb where possible. They may also formulate the question using a paraphrase.
- Allow students time to write the questions and compare them with a partner.
- Ask volunteers to read aloud their questions. Remind them to use the correct intonation patterns they learned in the first section of this chapter. After each question, call on another student to say whether the question has rising or falling intonation and why.

Answer Key

Suggested answers:

1. Do you feel dizzy? / Are you feeling any dizziness?
2. Do you feel nauseous? / Are you suffering from nausea?
3. Have you been sneezing? / Do you sneeze often?
4. Do you have a cough? / Have you been coughing?
5. Do you have a headache? / Does your head hurt?
6. Do you have a fever? / Do you have a high temperature?

Language Focus – Introducing Your Opinion

- Read or ask for a volunteer to read the introductory paragraph aloud.
- Discuss the difference between facts and opinions.
- Discuss the idea of a know-it-all, a person who thinks she or he knows everything. Ask students if they have ever met a person like that, and whether that person was pleasant to be around.
- Go over the expressions to introduce personal opinions. Offer examples such as: *I'm convinced that the students in this class will be very successful. I bet it's going to rain this afternoon.*
- Ask students if any of the expressions are new to them. Explain that all of them are used to soften a personal opinion, but there are subtle differences in meaning or tone that English speakers learn over time.

Best Practice – Interacting with Others

This activity is an example of collaborative learning used to encourage fluency and confidence. In this activity, which involves role-playing a doctor and patient, communication is more important than grammar. Students practice vocabulary and expressions they have learned in the chapter in a real-life context. After the role-play, they should feel more confident in their use of the new language.

4. Role-playing

- Explain that students will role-play a conversation between a doctor and a patient.
- Go over the instruction notes and answer any questions students might have.
- Put students in pairs to perform their role-plays. As they are talking, move around the room and offer guidance as needed.
- After students have had a chance to play both of the roles, ask volunteers to report to class on how they arrived at a diagnosis and what advice they gave to the patient.

Answer Key

Answers will vary.

5. Thinking critically

- Put students in small groups to discuss the questions. Alternatively, hold a class discussion.
- Ask volunteers to share some of their responses with the class.
- For items 4-5, elicit a list of qualities that a good doctor should have and write them on the board. Ask students if they have any or all of these qualities and if they think they would make a good doctor.

Answer Key

Answers will vary.

Speaking 2 – Home Remedies

Section Aims

Listening: Taking notes on ailments, remedies, and effects

Speaking: Discussing home remedies and debating their effectiveness

Vocabulary: Words and phrases related to home remedies; classifying symptoms

Language Focus: Practicing using expressions to introduce personal opinions

Critical Thinking: Classifying symptoms into categories; debating the effectiveness of home remedies

1. Topic

- Explain that a *home remedy* is a kind of medicine prepared from simple ingredients that can be found in the home. Home remedies are often based on tradition and are used to treat common health complaints, such as a cold, headache, or indigestion.
- Put students in small groups to discuss the questions about home remedies.
- Ask volunteers to share some of their families' home remedies with the class.

Answer Key

Answers will vary.

2. Classifying symptoms

- Explain that students will work together in their groups to classify the list of symptoms. If necessary, they may use dictionaries to look up the meanings of any unknown words.
- Allow groups time to categorize the symptoms under the headings in the chart. Ask them to think about any symptoms that may fall into more than one category.
- Go over the answers as a class. Ask students which symptoms they placed under more than one category and to explain why.

Answer Key

Suggested answers:

Psychological: depression, memory loss, anxiety, insomnia, mood swings

Dermatological: bruise, cut, insect bite, sunburn, rash

Physical: neck pain, sprain, indigestion, sore throat, headache

More than one category: Headache, neck pain, and indigestion could be caused by stress which is psychological.

3. Listening and taking notes

- Explain that students will listen to three people describing home remedies. As they listen, students will take notes in the chart.
- Play the recording for students to take notes. If needed, play the recording a second time.
- Go over the answers as a class.

Answer Key

Suggested answers:

	Ailment	Remedy	Effects
Speaker 1: Dimitri	sprains and bruises	onions and vinegar wrapped in cloth	swelling was gone
Speaker 2: Alicia	cold: sore throat and cough	ginger, lemon, and honey tea	soothing for the throat, slept peacefully, more energy next day, relaxing
Speaker 3: Brian	acne	cinnamon and honey mask	stinging eyes, face burning up, allergic reaction

Audioscript

Dimitri: I was a very active child and, I must say, quite accident-prone. During my summer vacation in the village, I used to get up to all kinds of adventures: climbing trees, exploring the forest, cycling here and there. On numerous occasions, I'd return with minor sprains and bruises. My grandmother's cure was onions! Yes, onions. She'd chop up some onions, dip them in vinegar, and wrap them in a cloth. Then she'd tie the cloth around the infected area, and I'd have to keep it there overnight. It really worked. The next day, the swelling was gone, and I was off on my next adventure.

Alicia: Whenever I came down with a cold, Mom would always give me a special mixture for my sore throat and cough. There was always a jar of ginger, lemon, and honey in the fridge. Mom took a large spoonful or two of the mixture and put it in a cup of boiling water to make a tea. It was very sweet and soothing for my throat. I'd sleep peacefully through the night without coughing and have more energy the next day. Today, I keep a jar of the same mixture in my own fridge. I make the tea for my family whenever they get sick. Sometimes, I even drink a cup myself to help me relax.

Brian: At 13, I suddenly developed a horrible case of acne all over my face. It was ugly and embarrassing, so I was desperate to find a cure. A friend of mine told me about a honey and cinnamon mask that seemed to have done the trick for him. I immediately went home, mixed up a thick paste of honey and cinnamon, and spread it on my face. Then I went to lie down for a while and drifted off to sleep. When I woke up a couple hours later, my eyes were stinging and my face was burning up.

Content Notes

- Cinnamon and honey are said to have antibacterial properties that can alleviate acne.
- Onions are said to have anti-inflammatory properties that can alleviate swelling.

4. Discussing

- Have students continue to work in their groups to discuss the questions.
- Call on students from each group to share some of their responses with the class.

Answer Key

Answers will vary.

Best Practice – Interacting with Others

This activity is an example of collaborative learning used to encourage fluency and confidence. In this activity, communication is more important than grammar. Students exchange and discuss their opinions about potential home remedies. After discussing the topic in groups, they should feel more confident in their use of the new language.

5. Speculating and debating

- Point to the images and explain that students will take turns suggesting possible home remedies for each of the items shown.
- Remind students to use expressions to introduce their opinions from the Language Focus box in Speaking 1 while they are making suggestions or discussing the remedies.
- Put students in new groups of three or four. Instruct them to take notes on each of their suggestions as they are doing the activity,

Answer Key

Answers will vary.

6. Sharing and comparing

- Ask a student to share one of the group's most popular remedies with the class. Then ask other groups about their suggestions for the same item.
- Continue by asking a student from another group to share a different remedy, and so on.
- Take a class poll on the most popular items for home remedies.

Answer Key

Answers will vary.

7. Thinking critically

- Encourage a short class discussion for each of the four questions. Start by calling on one student to answer one of the questions and then prompt others to add their own ideas.
- Remind students to use appropriate expression to introduce their opinions.

Answer Key

Answers will vary.

Speaking 3 – Is Alternative Therapy Right for You?

Section Aims

Speaking: Brainstorming, planning, and preparing a group presentation; presenting research on an alternative form of therapy

Skills Focus: Making presentations, targeting a specific audience

Critical Thinking: Evaluating the effectiveness of an alternative form of therapy; expressing views in a blog on the importance of making the right health decisions and trusting medical professionals

Research and Document: Researching and recording information about an alternative form of therapy and its effectiveness; expressing views in a blog

Skills Focus – Researching and Presenting

Best Practice – Presentation Skills

Presentations provide practice in all aspects of the language: vocabulary, grammar, communication, and pronunciation, simultaneously combining the skills of speaking, reading, writing, and listening. Presenting requires students to assimilate the skills and concepts they have learned and put them into practice in a creative and personal way, thus giving them control of the language. In turn, this helps build confidence, and presenting is a skill that most students will find indispensable in their academic and professional careers.

1. Topic

- Explain that students will work together to research and prepare a presentation on an alternative form of therapy and its effectiveness.
- Put students in groups of three or four. It would be a good idea to form groups of learners who have different levels of ability. Alternatively, you can allow students to form their own groups.
- Ask the groups to coordinate with each other and choose different topics to ensure that there is variety in the presentations. Alternatively, you may wish to assign a topic to each group.
- Promote collaboration by asking students to work as a team in all stages of the project.

Answer Key

No answer.

2. Brainstorming

- Tell students that the first step in preparing a presentation is to consider the topic and brainstorm ideas. They can use the ideas provided and their own to take notes in a mind map.
- Remind students that once they have finished brainstorming, they should narrow down their ideas to create a better focus for their presentation and research.

Answer Key

Answers will vary.

3. Researching and documenting

- Explain that, in this stage, students will plan and organize their research. They should follow the steps in the instructions.
- Tell students to divide up the research equally among members of the group, each person focusing on specific areas. Then have them carry out their research individually.

Answer Key

Answers will vary.

4. Collaborating and preparing

- Explain that in this stage students will have the opportunity to be creative. They should discuss what information to include and how they would like to organize and present their research.
- They should prepare notes or a script of what they will say, as well as visual material such as texts accompanied by images, videos, graphs, etc. for their slide presentation.
- Point out the Tip and encourage students to prepare their presentations for their specific audience, which is a class of peers.
- Set a time limit for each presentation (10–15 minutes) and make sure groups try to stay within these limits. This ensures that all groups have equal time to present and allows for better time management in the classroom on the date of presentations.
- Encourage students to use different materials in their presentation, such as graphic organizers, digital tools, social media, images, videos, etc.

Answer Key

Answers will vary.

5. Presenting

- Set a date for presentations so students can be prepared.
- Remind students that they should delegate the work fairly so each member of the team participates in the presentation.
- Explain that it is important to rehearse their presentation at least once, giving them the opportunity to fine-tune details, make any necessary changes, and check the time limit. While rehearsing, they can also practice pronunciation, the tone of their voice, and the speed at which they deliver their speech.
- Have groups deliver their presentations to the class. During each presentation, remind the listeners to pay attention. As they listen, have them take notes or write down questions to keep them involved.
- After each presentation, allow a couple of minutes for a short question–answer session.
- Once all groups have presented, hold a class discussion on the topics that were presented. Ask students if they would recommend any of the alternative therapies.
- Have each group share their own feedback with each other on how they could improve their presentation techniques. Give your own feedback to each group separately, stating both what they did well and what they could improve on next time.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

The blog assignment gives students the opportunity to reflect on specific aspects of what they have learned in the chapter. It encourages them to express their personal views on a given topic and, in the process, to develop critical thinking skills.

6. Blogging

- Ask students to reflect on what they have learned in the chapter about health and medical professionals. Explain that they will express their views on the topic in a class blog.
- Ask students to write approximately 200–250 words. When they have finished their writing, they should proofread it for errors before posting.
- Set a due date and assign the blog comments as homework.
- Review each student's assignment and give them individual feedback on their writing.

Answer Key

Answers will vary.

SELF-EVALUATION

Best Practice – Scaffolding Instruction

The Self-Evaluation Log helps students assess their own progress in learning. By completing the log at the end of each chapter, learners will review what they have learned, identify the language functions and study skills they have practiced, and evaluate how well they have understood the chapter.

- The Self-Evaluation Log at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework and help them chart their progress.
- Read the instructions aloud. Put students in small groups and ask them to look through the chapter to find an activity related to each skill listed in the self-evaluation.
- Have students assess their own progress for each item on the list and the degree to which they learned it using the scale provided.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 5 – Hi-Tech, Low-Tech, or No Tech?

Chapter Goals

The topics in this chapter will give students insight into space exploration and the benefits of academic field trips.

Listening: Students will practice note-taking and labeling diagrams in the context of a field trip to a space center. They will also outline the field trip and practice listening for numbers. They will listen for phrasal verbs and identify stressed words in a conversation. Finally, they will listen to short conversations in order to contrast the active and passive voice.

Speaking: Students will share their perspectives and prior knowledge on topics such as astrology and space exploration. They will also practice pronouncing numbers. They will debate the pros and cons of the privatization of space travel. They will also present a news report using the passive voice. They will further research the topic of astronomy in order to make a presentation, as well as express their views in a blog on the benefits of space exploration.

Focus on the Images

Ask students to:

1. identify what the images have in common
2. comment on what we can learn from space
3. comment on how discoveries in space benefit life on Earth.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. brainstorm a list of words and phrases about space exploration
2. speculate about future technologies in space.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote and the name of the author aloud; explain any unknown words
2. express what the quote means using their own words; if necessary, prompt them by asking questions, such as: *What do the planets depend on? What does the author imply about the sun?*
3. share what they know about Galileo Galilei and other famous astronomers.

Answer Key

Answers will vary.

Content Note

Galileo Galilei (1564–1642) is often referred to as the “father of modern science” due to his persistence in systematic observation and experimentation. Like Copernicus before him, he supported the theory of heliocentrism, placing the sun at the center of the universe. He invented his own telescope in 1609, which enabled him to detect four moons of Jupiter, phases of Saturn, and craters on the moon. He was also the first to recognize the regularly timed motions of a pendulum and its potential to keep time as a clock.

Listening 1 – What Sign Are You?

Section Aims

Listening: Listening for phrasal verbs and stressed words in a conversation

Speaking: Sharing perspectives on astrology and horoscopes; role-playing a conversation

Pronunciation: Identifying and practicing stress on phrasal verbs; practicing stressed words

Vocabulary: Using context clues to determine meaning; defining phrasal verbs

Language Focus: Stress on phrasal verbs; stressed words as information carriers

Critical Thinking: Predicting content of a conversation; defining phrasal verbs

Before You Listen

1. Topic

- Have students work in pairs or small groups to read and discuss the questions.
- Ask volunteers to share some of their answers with the whole class.
- Write the names of the 12 zodiac signs on the board and practice their pronunciation. (See chart below.) Ask students to share what they know about the characteristics of each sign.
- You might also bring the horoscope section from a newspaper to class or search for one online and read aloud some of the students' daily horoscopes.

Answer Key

Answers will vary.

Content Note

The zodiac symbols in the image going counterclockwise from the top are:

Sign	Dates	Element
Sagittarius	November 22 – December 21	fire
Capricorn	December 22 – January 19	earth
Aquarius	January 20 – February 18	air
Pisces	February 19 – March 20	water
Aries	March 21 – April 19	fire
Taurus	April 20 – May 20	earth
Gemini	May 21 – June 20	air
Cancer	June 21 – July 22	water
Leo	July 23 – August 22	fire
Virgo	August 23 – September 22	earth
Libra	September 23 – October 22	air
Scorpio	October 23 – November 21	water

Expansion Activity

- The goal of this activity is for students to build on their vocabulary in a fun and personal way.
- Ask students to look online for their own free birth chart and astrology report. You might like to recommend a couple of sites that offer this service for free.
- Ask students to read their astrology reports and make a list of new vocabulary words or phrases. For each word or phrase, they should also include a definition and an example sentence that they will share with the class.
- Assign the activity for homework. Set a date for students to share their word lists with the class or have one or two students share their lists at the beginning of each lesson.

Best Practice – Scaffolding Instruction

This activity raises an awareness of learning strategies. In real life, we use context clues to work out the meaning of unfamiliar words. This activity isolates potentially unfamiliar words from the conversation and asks students to use the surrounding words in each sentence to get a sense of the new vocabulary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. Where do you find **inspiration** to do things you enjoy?
 2. Have you every made a **rash** decision that you regret?
 3. Can you describe a strange or funny **coincidence**?
 4. Why is it important to be **levelheaded** in an emergency?
 5. Why is it often difficult to convince someone who has **conservative** views?

Answer Key

1. D; 2. B; 3. F; 4. E; 5. G; 6. A; 7. C; 8. H

Audio Script

1. forecast
2. insight
3. haunt
4. coincidence
5. rash
6. inspiration
7. levelheaded
8. conservative

3. Thinking and predicting

- Explain that students are going to make predictions about the conversation by deciding whether the statements are true or false.
- Have students individually predict whether each statement is true or false.
- Tell students that they will listen to the recording in order to check their answers.

Answer Key

Answers will vary.

While You Listen

4. Listening and checking

- Play the recording and have students check and correct their answers.
- Go over the answers as a class and ask volunteers to correct the statements that are false.

Answer Key

1. F; 2. F; 3. T; 4. T; 5. F; 6. T

Audio Script

Sonya: Nadia, over here! Come join us.

Nadia: Hey, guys. What's going on?

Mitch: Tim is about to check out his horoscope. It's a pre-game tradition for the quarterback to get some extra guidance from the stars.

Sonya: Speaking of the football game, Nadia, don't forget to meet us outside the library at six, so we can all go to the stadium together.

Nadia: About that... Sonya, you'll have to go ahead without me, and I'll catch up with you at half-time. I promised to pick my brother up from the train station.

Sonya: All right. I'll text you to let you know where we'll be sitting.

Nadia: Thanks, Sonya. So, you guys don't really believe in all this astronomy stuff, do you?

Mitch: I think you mean astrology.

Nadia: Yeah, astrology – astronomy, I always get them mixed up. But you can't seriously trust a horoscope to forecast how you perform in the game tonight.

Tim: Why not? It hasn't let me down so far this season.

Nadia: What are you saying? It actually advises you on how to play better and lets you know the outcome of the game?

Tim: Well, yes and no. You see, it does give me insight into my own state of mind and how I can control that. But, it doesn't predict the outcome of the game. Mitch, why don't you tell her what happened last week while I log into the site?

Mitch: Sure thing. Last week, Tim's horoscope warned him that something painful from the past might come back to haunt him. So, Tim took the precaution of wearing a brace on his right knee, which he had injured last season. Good thing he did, too. He took a bad hit in the second quarter. If it hadn't been for the knee brace, he would have had to sit out the rest of the game.

Nadia: That's just a coincidence! You can't...

Tim: OK, I've got it... "Aries: Inspiration will drive you to focus on your goals, duties, and performance. However, do not act too quickly or make any rash decisions. Draw on your patience and try not to give in to the pressure or your emotions. They can assist you or hinder you, depending on how levelheaded you are."

Nadia: That's just good, sound advice for anyone!

Tim: Maybe, but I'm going to follow it... be patient and levelheaded.

Mitch: So, Nadia, what sign are you?

Nadia: Capricorn.

Sonya: Tim, hand me the tablet, please... Uh-huh. "Capricorn: Plans to get together with friends today could be delayed by another obligation. It won't stop you, but it will mean getting together a little later. It would do you good to let go of your conservative nature for a change; open new doors, and try to look at the world from a different perspective."

Nadia: You're just making that up!

Sonya: No, I'm not. Here... see for yourself.

Language Focus – Stress on Phrasal Verbs

- Read aloud the introductory paragraph about phrasal verbs.
- Explain that phrasal verbs are very common in informal English. Sometimes the meaning is easy to guess from the individual parts of the verb (e.g. take off your coat), but sometimes the meaning is quite different (e.g. the plane took off).
- Play the recording of the examples and have students read along. Ask volunteers to give a definition for each of the phrasal verbs in the examples.
- Ask students for examples of other phrasal verbs they might know.

Answer Key

Suggested answers:

going on = happening

check out = to look at, examine

believe in = to accept that something is true

make up = to invent

Audio Script

Listen to these examples. Can you guess the meaning of the phrasal verbs?

1. What's going on?
2. Tim is about to check out his horoscope.
3. You guys don't really believe in all this astronomy stuff, do you?
4. You're just making that up!

5. Listening for phrasal verbs

- Have students read through the sentences and fill in the missing words.
- Play the recording for students to check their answers.
- Have volunteers read the sentences aloud, paying attention to stressed words in their pronunciation.

Answer Key

1. ahead, up
2. up
3. up
4. down
5. into
6. back
7. out
8. on, in
9. together

Audio Script

1. Sonya, you'll have to go ahead without me, and I'll catch up with you at half-time.
2. I promised to pick my brother up from the train station.
3. Yeah, astrology – astronomy, I always get them mixed up.
4. Why not? It hasn't let me down so far this season.
5. Mitch, why don't you tell her what happened last week while I log into the site?
6. Last week, Tim's horoscope warned him that something painful from the past might come back to haunt him.
7. If it hadn't been for the knee brace, he would have had to sit out the rest of the game.
8. Draw on your patience and try not to give in to the pressure or your emotions.
9. Plans to get together with friends today could be delayed by another obligation.

6. Defining phrasal verbs

- Put students in pairs to come up with a definition for each of the phrasal verbs in 5.
- Call on different pairs to share their definitions with the class.

Answer Key

Suggested answers:

go ahead = to begin an activity without waiting

catch up with = to reach someone who is ahead of you

pick up = to collect someone from a place

mix up = to confuse

let down = to disappoint

log into = to connect to a site

come back = to return

sit out = to not participate in

draw on = to make use of something to help you

give in = to surrender

get together = to meet and spend time with others

Language Focus – Stress

- Review which words are usually stressed in conversation. (words that carry information, such as nouns, adjectives, verbs, and adverbs)

7. Listening for stressed words

- Have students read through the conversation and try to guess the missing words.
- Play the recording as students follow along in their books and write the missing words.
- After listening, students can check their answers against the listening script in their books.

Answer Key

(1) on; (2) out; (3) quarterback; (4) extra; (5) football; (6) meet; (7) six; (8) ahead; (9) up; (10) promised; (11) where; (12) really; (13) astronomy; (14) astrology; (15) always; (16) up; (17) forecast; (18) down; (19) actually; (20) outcome; (21) does; (22) insight; (23) control;

(24) doesn't; (25) into; (26) horoscope; (27) painful; (28) haunt him; (29) brace; (30) injured; (31) bad; (32) out; (33) coincidence; (34) Inspiration; (35) quickly; (36) rash; (37) patience; (38) in; (39) emotions; (40) hinder; (41) levelheaded; (42) anyone; (43) follow; (44) sign; (45) together; (46) friends; (47) stop; (48) conservative; (49) different; (50) up

After You Listen

8. Role-playing

- Have students work in groups of four to act out the conversation.
- As pairs are speaking, move around the room and correct any errors in pronunciation.

Answer Key

Answers will vary.

9. Sharing perspectives

- Have students first discuss the questions in groups and then share some of their responses with the whole class. If the class is small, conduct a class discussion from the start.
- Call on different students to answer one of the questions. Then invite others to share their opinions or add to that of their classmates.

Answer Key

Answers will vary.

Listening 2 – Field Trip: Spaceflight Simulation

Section Aims

Listening: Taking notes to label diagrams; outlining a field trip; recalling and listening for numbers

Speaking: Sharing prior knowledge and views of space exploration; exchanging research information; using an outline to report on a field trip

Pronunciation: Practicing the pronunciation of numbers

Vocabulary: Words and phrases related to space exploration

Skills Focus: Taking notes on field trips

Language Focus: Pronouncing numbers

Critical Thinking: Labeling sequence and identifying parts and functions on diagrams; analyzing various topics covered in this chapter

Research and Document: Researching online for information about space travel

Before You Listen

Did You Know?

- Have students cover the caption of the image. Ask them to guess what is depicted in the images on this page (the Hubble Space Telescope and the International Space Station).
- Give students time to read the three vignettes about astronauts who used low-tech solutions for problems in space.
- Draw a T-chart (a chart with two columns and two headings) on the board. Label one column “Problem” and the other “Solution.”
- Ask students to describe the problem astronauts faced and the solution they found in each case. Write brief notes about the three problems and solutions on the T-chart.

Best Practice – Interacting with Others

This activity uses small group discussion to encourage fluency and confidence. As students discuss the topics, they concentrate on ideas and communication more than on grammar and accuracy. In this way, students practice using English to accomplish an authentic task, which builds confidence for future speaking situations.

1. Topic

- Have students work in pairs or small groups to read the questions and discuss them.
- Ask for volunteers to report on their discussions.

Answer Key

Answers will vary.

Content Notes

- Five space agencies are involved in the International Space Station: NASA (United States), Roscosmos (Russia), JAXA (Japan), ESA (Europe), and CSA (Canada). The International Space Station is an inhabitable man-made satellite that orbits Earth. It operates as a research laboratory.
- The Hubble Space Telescope has been in orbit since 1990. The high-tech telescope gathers light images from cosmic objects and transmits them back to Earth via communication satellites. Scientists on Earth can then interpret the images, which helps them understand more about the universe and how galaxies are formed.

2. Vocabulary

- Play the recording for students to listen to the pronunciation of the words in bold.
- Tell them to read the definitions and complete the sentences with the missing words.
- Have students compare answers with a partner.
- Check comprehension by asking students questions. For example:
 1. What is the name of Earth's natural **satellite**? (the moon)
 2. What things can you operate by **remote** control? (TV, drone, stereo, etc.)
 3. Have you ever performed **maneuvers** on your bike or a skateboard?
 4. Do you use anything that is powered by **solar** energy?
 5. Which mountain has the highest **altitude** in your country?

Answer Key

1. astronauts, mission
2. simulate
3. gravity
4. manipulate, maneuvers
5. solar
6. atmosphere, altitude, friction
7. acceleration
8. remote
9. cargo bay
10. satellite, orbit

Audio Script

acceleration
altitude
astronaut
atmosphere
cargo bay
friction
gravity
maneuver
manipulate
mission
orbit
remote
satellite
simulate
solar

Skills Focus – Taking Notes on Field Trips

- Have students follow along as you read the information in the Skills Focus box aloud.
- Point out that the nature of field trips makes taking notes challenging with so much to see, hear, and chat about.
- Ask students if they think the strategies mentioned would be effective.
- Ask students about field trips they have taken in the past and whether or not they were required to take notes during the field trip.

Making Use of Academic Content

This pre-listening research activity focuses on realworld academic content. In an academic setting, students often do internet research to find answers to questions and material for papers and projects. As with any research, it is crucial for students doing research on the Internet to learn ways to locate and evaluate sources. This activity gives students the opportunity to develop valuable research skills in an authentic context.

3. Researching

- Internet research on space travel can be done during class time or as homework.
- Conduct a class discussion about finding good sources on the Internet. Ask students which search engines, online databases, or online encyclopedias they regularly use. Ask them for ways to judge whether a website contains reliable information. For example, websites posted by universities or government agencies can often be trusted.
- Put students in small groups to share and compare the information they found.

Answer Key

Answers will vary.

Best Practice – Organizing Information

This type of activity uses a diagram to prepare students for the listening activity and to accommodate different learning styles. As students study the diagram in this activity, they encounter vocabulary from the listening as well as a visual representation of the space mission. As students listen, they can verify or correct their earlier ideas about the vocabulary, and follow along with verbal information while looking at the diagram.

4. Labeling a diagram

- Go over the directions as a class.
- Put students in pairs to discuss the diagram and the headings.
- If there are questions about the vocabulary in the headings, assure students that they will understand it better after the listening activity, or that if they do not, you will answer questions about it later. This will allow you to explain the new terms in the context of the space flight simulation.

Answer Key

Clockwise: T, EF, BR, ET, EO, OCB, RMA, D, L

While You Listen

Best Practice – Making Use of Academic Content

This activity is an example of real-world academic content. It allows students to experience the sort of presentation they may encounter on a field trip. When students take notes as they listen to the spaceflight simulation, they experience an authentic context in which they can interpret the language and concepts presented in this chapter.

5. Taking notes

- Ask students to read over the instructions. Point out that they will listen for main ideas first, including information to confirm or correct their diagrams of the phases of the space mission.

- Play the audio. Have students refer to the diagram of the stages of the space mission as they listen to the audio and check their guesses about the headings in 4.
- Play the audio again. This time, have students take notes on the Remote Manipulation Arm shown in the diagram in 5.
- If any students missed information, play the audio again.
- After they complete the activity, return students to their pairs and have them ask classmates about any of the headings they're still not sure of.

Answer Key

Answers will vary.

Audio Script

Guide: Hello. We'd like to welcome Professor Chapman and his aeronautics class to Houston, Texas, and the Space Center. Today, without leaving the ground, we are going to experience the excitement of a flight into space.

We are now seated in the space center's amphitheater. The screen in front of you shows the inside of the space orbiter. The advanced technology used in this presentation will simulate for you what it is like to be a crew member at work on an actual space mission. Our mission today is to capture and repair a \$75 million solar observation satellite.

OK. Fasten your seatbelts and we will begin our simulated flight on the spaceship Enterprise.

All right? Now, imagine we have been inside the orbiter for about two hours making sure everything is ready.

Mission Control: This is Mission Control. It is now T minus 3.8 seconds.

Guide: T stands for takeoff, of course. And we hear the three engines fire.

Mission Control: T minus one second. T minus zero.

Guide: At T minus zero, the two booster rockets fire, and three seconds later we are lifted off the ground by the combined energy of the five engines.

Through the window we see the tower disappear. We feel the effects of acceleration on our bodies as our spaceship speeds up to four times the speed of sound (which is about 1,100 feet per second in the air) and revolves 120 degrees. We are now turned upside down with our heads toward the ground as we climb in the air and go out over the ocean. How do you like the feeling? We won't be right side up until we are in orbit.

Two minutes after takeoff, the fuel in the booster rockets has been used up. They drop away as we continue gaining speed. Six minutes later we have reached 15 times the speed of sound and the graceful spaceship is flying free, heading into orbit around the Earth at a height of 690 miles.

Once we reach full altitude we change our program on the computer. This shuts down the main engines, and the external tank drops away. We can now control the orbiter's movement with small bursts of rocket fire from engines in the nose and tail. Put your hand on the control stick. Move the control stick to the right and we will roll.

Although we don't feel it without gravity, you can see the motion through the window. If you move your wrist on the control forward or backward, we will go up or down. A twist makes us go to the right or left. Let's have a few of you take turns with this, so you can get the full effect.

Student 1: My turn? OK. Here we go. Lean left!

Student 2: OK, now I'll straighten us up.

Student 3: Anyone for a complete roll?

All Students: Enough! Enough! I'm getting dizzy!

Guide: OK. Let's get ready for the next phase of your mission.

Look through the window. The cargo doors are opening. These doors open when we arrive in orbit and remain open to provide the ship with necessary ventilation throughout our stay in space. As I said before, the purpose of this mission is to repair a \$75 million solar observation satellite. Since the failure of its control system, the satellite has been moving through space without guidance – moving so fast that it cannot be reached directly by the Remote Manipulation Arm, which we'll call the RMA.

The RMA is a 50-foot mechanical arm attached to the outside of the orbiter. Look at the handout we gave you as you came into the amphitheater. From the drawing, you can see that the mechanical arm is very much like your own arm. The arm is attached to the orbiter at the shoulder, and an elbow and a wrist allow the arm to move and bring satellites into the cargo bay. This maneuver is necessary in order

to repair the satellite. There are television cameras at both the elbow and wrist so we can see what's going on. The hand, or what is called the end effector, is fitted with three inside wires. A short arm of the satellite is caught by these wires.

If you look out the window, you'll see two astronauts in space suits outside. They're going to slow down the satellite manually so we can connect it to the RMA from here inside. Remember, we said that the satellite was moving too quickly to be picked up directly by the RMA.

Student 1: Wow, Look at that!

Student 2: Yeah, they're actually grabbing the satellite with their hands!

Guide: Now it's our turn. The astronauts outside have captured the satellite for us and now we have to get to work. We must manipulate the arm, bending its wrist, elbow, and shoulder joints to lower the damaged satellite into our cargo bay.

Great job! OK, now let's wait while the astronauts repair the satellite in the cargo bay. It should only take a few moments. Just a small part on the outside of it needs to be replaced. Uh-huh, they almost have the old part off. That's it. Now they're putting the new part in place. And tightening it down. There! I think they've got it!

Mission Control: Enterprise, this is Mission Control. Congratulations! Your mission has been accomplished. Now prepare for reentry.

Guide: OK, crew, let's get ready for reentry by closing the cargo bay doors. We fire our engines to slow the orbiter so that it begins to fall toward Earth.

We enter the atmosphere at an altitude of 400,000 feet. We are now 5,000 miles from our landing site. The friction of air causes us to slow down from our entry speed of 16,000 miles per hour, but it also causes us to heat up. However, we are protected from surface temperatures of 2,750 degrees Fahrenheit by the thermal tiles covering the ship. The heat is so great that our radio communications are cut off for 12 minutes on our descent. Our onboard computers maintain control.

As the atmosphere gets heavier, our craft changes from a spaceship into a glider. The engines shut off as we continue our descent in silence. The ground is coming up at us fast at 10,000 feet per minute, seven times faster than it would in the landing of an airplane. At just 1,500 feet our stomachs feel funny as the pilot pulls up the nose of the spaceship to slow us down. We hear the landing gear open and lock, and very quickly, we touch back down on Earth and come to a stop.

The flight is over. Mission accomplished! Thanks for coming aboard the Enterprise.

6. Outlining the field trip

- Instruct students to listen to the spaceflight simulation in order to take notes and construct an outline of the field trip. Tell them to pay careful attention to numbers and details.
- Point out the four headings. Tell students they can organize their outline notes in any way they wish using these headings.
- Play the recording for students to take notes.
- Play the recording a second time for students to complete their outlines.
- Put students in pairs and ask them to compare and combine their outlines. Explain that they will later use their outlines to recall details and to give a report of the field trip.

Answer Key

Answers will vary.

After You Listen

Language Focus – Pronouncing Numbers

- Call on different students to read aloud the numbers in each section of the chart.
- Write a variety of whole numbers, fractions, and decimals on the board. Ask for volunteers to pronounce the numbers correctly.

Best Practice – Scaffolding Instruction

The following activities provide scaffolded support to students by preparing them to listen for quantities and statistics through review and practice of numbers. These activities also provide partial notes for students to complete as they listen to the recording of the flight simulation. Scaffolded support assists

students as they move through a logical progression of steps toward the goal of independently listening for and taking notes on numbers they hear.

7. Pronouncing numbers

- Have students close their books. Slowly read aloud the example sentence and ask students to write it down. Repeat the sentence a second time. Then tell them to open their books and compare what they wrote with the example.
- Allow students time to individually write four sentences that contain numbers.
- Put students in pairs. Instruct them to take turns reading aloud each of their sentences for their partners to write down. Tell them to repeat the sentences if necessary.
- Afterwards, have them check what they wrote with their partner's original sentences.

Answer Key

Answers will vary.

8. Recalling numbers

- Explain that students will use their outline notes to complete the sentences with the missing numbers. Point out that the sentences are based on the listening passage, but that the wording is not exactly the same as in the audio.
- Allow students time to check their outlines and complete the sentences.
- Put students in pairs or small groups to compare answers and supply information that their classmates might have missed.
- If students are still unsure about any of the answers, play the audio from the field trip again as students listen to complete or check their answers.

Answer Key

1. 1,100
2. 2
3. 15
4. 690
5. 50
6. 3
7. 400,000
8. 5,000
9. 2,750
10. 10,000

9. Listening for numbers

- Explain that students should listen carefully for the missing data to complete the sentences with facts about the International Space Station.
- Play the recording twice, for students to complete as many sentences as they can.
- Have students compare answers with a partner by reading aloud the sentences.
- If students are still unsure about any of the answers, play the audio once more.
- Go over the answers as a class. Call on different students to read the completed sentences, and write the answers in numerical form on the board. If students have difficulty pronouncing the numbers, encourage them to try again. Offer support by spelling out the number next to its numerical form on the board.

Answer Key

1. 160,000,000,000 / 160 billion (one hundred sixty billion)
2. 167.3 (one hundred sixty seven point three); 925,335 (nine hundred twenty-five thousand three hundred thirty-five)
3. 400 (four hundred); 15 ½ (fifteen and a half); 92.6 (ninety-two point six)
4. 7.66 (seven point six six); 27,600 (twenty-seven thousand six hundred)
5. 28th (twenty-eighth); 2019 (two thousand nineteen); 239 (two hundred thirty-nine); 19 (nineteen)

6. 8 (eight); 73 (seventy-three); 262,400 (two hundred sixty-two thousand four hundred); 2500 (two thousand five hundred); 12.9 (twelve point nine)

Audio Script

1. The International Space Station is by far the most expensive thing ever built. Its construction and maintenance is estimated to have cost over one hundred sixty billion dollars so far.
2. The pressurized module of the space station is one hundred sixty seven point three (167.3) feet long. The total mass of the space station is nine hundred twenty-five thousand three hundred thirty-five (925,335) pounds.
3. The International Space Station orbits Earth at an altitude of around four hundred (400) kilometers and can be seen with the naked eye on a clear day. Each day, it orbits Earth fifteen and a half (15 ½) times, completing each orbit in about ninety-two point six (92.6) minutes.
4. It travels at an average speed of seven point six six (7.66) kilometers per second, and has a maximum speed of twenty-seven thousand six hundred (27,600) kilometers per hour.
5. As of October twenty-eighth (28th) two thousand nineteen (2019), the International Space Station has been visited by two hundred thirty-nine (239) people from nineteen (19) different countries.
6. The ISS is powered by eight (8) arrays of solar panels, each of which are seventy-three (73) meters long. In total, there are two hundred sixty-two thousand four hundred (262,400) solar cells that cover an area of about two thousand five hundred (2,500) square meters. The space station's electrical power system is connected by twelve point nine (12.9) kilometers of wire.

10. Reporting

- Read the instruction notes. Explain that students will report on the field trip to the Space Center as if they had experienced it firsthand. As they will be reporting to their peers, they can use informal language.
- Allow students time to prepare what they will say. Instruct them to select information from their outline notes and to enhance the report by adding relevant details.
- Put students in small groups to take turns reporting to their group about the field trip.
- As students are reporting, move around the room and offer guidance as needed.

Answer Key

Answers will vary.

11. Thinking critically

- Put students in groups to discuss the questions.
- Have volunteers share some of their group's responses with the class.
- For item 2, ask students to suggest some destinations for your own class field trip.

Answer Key

Answers will vary.

Speaking 1 – Privatization of Space Travel

Section Aims

Speaking: Discussing the pros and cons of privatization; debating the pros and cons of the privatization of space travel

Vocabulary: Words and phrases related to space travel

Language Focus: Expressing reason, purpose, and result

Critical Thinking: Using transitions to link sentences; analyzing the pros and cons of the privatization of space travel

Best Practice – Organizing Information

In this activity, students take notes on the pros and cons of privatization using a T-chart, a chart with two columns and two headings. The T-chart encourages students to process and organize information while considering the topic. In other cases, T-charts can be used to classify information such as causes and effects, past and present, or similarities and differences, to name just a few possibilities.

1. Topic

- Read aloud the explanation of privatization in the box. Then draw students' attention to the image and the caption. Ask students how they think space might be for sale.
- Put students in groups to discuss the first question and to brainstorm a list of pros and cons of privatization.
- Elicit examples of privatized companies that students know of.
- Call on different groups to share their list of pros and cons.

Answer Key

Answers will vary.

Language Focus – Expressing Reason, Purpose, and Result

- Go over the introductory information in the Language Focus box.
- Practice the expressions of reason by writing examples on the board, such as: *She was late because she missed the bus. The field trip was cancelled owing to the rain.* Call on students to repeat the sentence using one of the other expressions of reason.
- Do the same for expressions of purpose with examples such as: *He is saving money so that he can buy a car. The class visited the Space Center with a view to learning more about space travel.*
- Ask students to use the expressions of result by rewording the examples on the board, for example: *It was raining. Consequently, the field trip was cancelled.*

2. Expressing reason, purpose, and result

- Put students in groups and allow them time to discuss the meanings of the sentences.
- Go over the example with the class. Ask a volunteer to explain how the sentences have been combined and which expression of reason has been used.
- Have students individually rewrite the sentences using appropriate transitions. Then have them compare their sentences with other members of the group.
- Call on different students to read aloud some of their completed sentences.

Answer Key

Possible answers:

1. Now American astronauts and scientists must hitch rides on the space shuttles of other countries or those of private companies **in order to/so as to** reach the International Space Station.
2. NASA no longer funds the costly Space Shuttle program. **As a result/Consequently**, it has more funds available to invest in innovative research and development projects.
3. Private companies are able to implement decisions and finance projects much faster than the government can. **Therefore/Thus**, new space technologies can be developed at a faster pace.
4. **Owing to/Due to** the fact that the primary goal of private companies is making profit and not developing programs that are in the best interests of society, many people oppose the privatization of space.
5. Safety and accountability are of major concern **as/because/since** existing laws do not clearly specify who is liable to pay compensation in the event of space travel accidents that cause damage or loss of life.
6. New legislation must be established **so that** laws include a system that will certify the safety of commercial space vehicles, cargo, and passengers.

Best Practice – Interacting with Others

Activity 3 is an example of collaborative learning used to encourage fluency and confidence. In this activity, communication is more important than grammar as students generate and share ideas about

the pros and cons of the privatization of space travel. After brainstorming in groups, they should feel more confident in using new language and concepts in a debate.

3. Brainstorming

- Divide the class into two groups. Group A will brainstorm reasons and prepare arguments in support of the privatization of space travel. Group B will brainstorm reasons and prepare arguments against the privatization of space travel.
- Instruct students to note down the reasons and arguments, which they will use in a debate about the issue.

Answer Key

Answers will vary.

4. Debating

- Form new groups of four, with two students from Group A and two students from Group B.
- Set a time limit of 10–15 minutes for groups to debate the issue.
- While they are debating, move around the room and make sure that all students are participating and that the two sides are taking turns.
- Once the time limit has passed, call out “Time’s up!”

Answer Key

Answers will vary.

5. Sharing and discussing

- Ask a representative from each group to report on their debate.
- As a class, discuss which arguments in the debate were most convincing.
- Take a class poll on how many students are for or against the privatization of space travel.

Answer Key

Answers will vary.

Speaking 2 – Orbiter Accident

Section Aims

Listening: Contrasting active and passive voice

Speaking: Preparing and presenting a news report using the passive voice

Vocabulary: Words and phrases related to a space orbiter accident

Language Focus: Distinguishing between active and passive voice; practice using transitions

Critical Thinking: Reporting a news event using passive voice

1. Topic

- Have students work in small groups to discuss the questions.
- Ask volunteers to share some of their group’s responses with the class.

Answer Key

Answers will vary.

Content Notes

- As of April 2020, 19 astronauts have lost their lives during in-flight missions in five different accidents. In 2003, the Space Shuttle *Columbia* disintegrated upon reentry into the atmosphere killing all seven crew members. In 1986, the Space Shuttle *Challenger* was destroyed shortly after liftoff, taking the lives of all seven astronauts.
- In 1970, the three crew members of *Apollo 13* faced a frightening ordeal when an oxygen tank burst causing a loss of electrical power and near freezing temperatures. With dedicated cooperation from the

ground crew, some hi-tech and some low-tech solutions, the three astronauts eventually returned home safely. The 1995 film, *Apollo 13*, tries to reenact the events of the incident.

Language Focus – Distinguishing Between Active and Passive Voice

- Ask students what they know about the passive voice in English. Ask for an example and, if possible, an explanation of how the passive voice is formed and used.
- Go through each section of the Language Focus box as a class. Ask if students have questions about the passive voice. (See the Content Note for a summary of the passive voice.)

Content Note

When learning English, a common stumbling block is knowing when to use the passive versus the active voice. Students should be told that the active voice is more common, but there are times when it is desirable to use the passive:

1. The doer of the action is unknown.
The crime was committed sometime after midnight.
2. The doer of the action is unimportant to the meaning of the sentence.
Tea is grown in several parts of China.
3. The speaker doesn't want to mention the doer.
The keyboard was ruined when coffee was spilled in the computer lab.

2. Contrasting active and passive voice

- Play the recording and pause after each set of conversations.
- Have students pay attention to the use of the passive and active voice and answer the questions about the conversations.
- Go over the answers as a class.

Answer Key

Suggested answers:

Conversations 1 & 2

1. Conversation 1 contains the passive voice.
2. The passive voice was probably used because the focus was on the consequences of the hurricane and not on the hurricane itself.

Conversations 3 & 4

1. Conversation 4 contains the passive voice.
2. The passive voice was probably used because the focus is on the damage caused to the insulation foam and the shuttle, not on what caused either damage.

Audio Script

Conversation 1

Astronaut 1: Wow! Did you see how much damage was caused by that hurricane when you drove through town?

Astronaut 2: Yeah, the launch pad was hit, too. Mission Control says that the orbiter liftoff for today has been cancelled until further notice and they'll let us know as soon as it's been rescheduled.

Conversation 2

Astronaut 1: I'm really worried about that hurricane. It certainly could cause a serious delay for the launch today.

Astronaut 2: Right. I don't mind the delays so much when we can wait at home, or even on the base. But once we get into our gear and board, I really dread any delays.

Astronaut 1: Yeah, me too. I once sat all suited up for 8 ½ hours... waiting for a big storm to pass.

Question 1: *Which conversation (1 or 2) contains the passive voice?*

Question 2: *Why do you think the passive voice was used in this situation?*

Conversation 3

Engineer: Hi, Kim. Can you check out a small problem for me?

Supervisor: Sure. Oh, why is that warning light flashing?

Engineer: I think something strange happened on the liftoff.

Supervisor: Look there. Can you see that black spot?

Engineer: Oh, no! Some insulation foam must have broken off and damaged the shuttle!

Conversation 4

Supervisor: Hello and welcome to the Space Center.

Reporter: Hello. Murat Boonto from the *International Times*. Is there going to be a problem bringing the astronauts home safely?

Supervisor: Just a small one. It seems that a small piece of insulation foam was damaged during liftoff.

Reporter: What? Was the shuttle damaged, too?

Supervisor: Yes. A protective tile was hit by the foam and we can now see a large black spot on the tile.

Question 1: *Which conversation (3 or 4) contains the passive voice?*

Question 2: *Why do you think the passive voice was used in this situation?*

3. Reporting events

- Read aloud the Tip and explain that students will prepare and present a news report.
- Go over the instruction notes for the activity.
- Ask students to work with a partner and to take turns forming sentences with the passive voice. Remind them to use the prompts which are in correct sequential order.
- Instruct them to add details such as adverbs and to connect ideas using transitional phrases to make the news story more cohesive.

Answer Key

Suggested answers:

1. The orbiter launch was originally scheduled for liftoff on Monday morning.
2. However, the launch was delayed due to adverse weather conditions.
3. As a result, the mission was rescheduled for the following day.
4. On Tuesday morning, the onboard controls were checked by the astronauts.
5. All essential systems were tested by the ground crew.
6. Everything seemed normal, so the signal for liftoff was given.
7. The orbiter was instantly ejected by the explosion.
8. Without an escape system, the astronauts were trapped inside.
9. The orbiter was shattered on impact with the ocean surface.
10. Tragically, all four crew members were killed.
11. The flight control personnel were shocked.
12. Afterwards, fragments of the orbiter were recovered from the ocean floor.
13. An investigation was carried out to determine the cause of the accident.
14. It was later reported that one of the rocket parts had not been designed properly.

4. Presenting a news report

- Have pairs present their news story to a small group of classmates. Alternatively, have pairs present to the whole class.
- Make sure that both students participate equally in the presentation. Take notes during each presentation and give both positive and constructive feedback to each pair separately.

Answer Key

Answers will vary.

Speaking 3 – Researching Astronomy

Section Aims

Speaking: Brainstorming, planning, and preparing a presentation; presenting research on a topic related to astronomy

Skills Focus: Making presentations; using charts and diagrams

Critical Thinking: Evaluating and selecting research; expressing views in a blog on the benefits of space exploration

Research and Document: Researching and recording information about a topic related to astronomy; expressing views in a blog

Skills Focus – Researching and Presenting

Best Practice – Presentation Skills

Presentations provide practice in all aspects of the language: vocabulary, grammar, communication, and pronunciation, simultaneously combining the skills of speaking, reading, writing, and listening. Presenting requires students to assimilate the skills and concepts they have learned and put them into practice in a creative and personal way, thus giving them control of the language. In turn, this helps build confidence, and presenting is a skill that most students will find indispensable in their academic and professional careers.

1. Topic

- Before students get started, decide whether it is preferable for students to present individually or in pairs. Your decision might be based on the number of students in the class and the time available for presentations or on the level of confidence students have to perform on their own.
- Explain that students will work individually or in pairs to research and prepare a presentation on a topic related to astronomy.
- Ask students to coordinate with each other and choose different topics to ensure that there is variety in the presentations. Alternatively, you may wish to assign a topic to each student or pair.

Answer Key

No answer.

2. Brainstorming

- Tell students that the first step in preparing a presentation is to consider the topic and brainstorm ideas. Point out that one way to do this is to record ideas in a mind map.
- Emphasize that this will be a short presentation so students should narrow down the scope and focus on a particular aspect of the topic.

Answer Key

Answers will vary.

3. Researching and documenting

- Explain that, in this stage, students will plan and organize their research. They should follow the steps in the instructions.
- If students are working in pairs, have them divide up the research equally. Then have them perform their research individually following the steps in the instruction notes.
- Draw students' attention to the Tip. Explain that diagrams, charts, timelines, and images are often more effective at presenting certain data and information than text.

Answer Key

Answers will vary.

4. Planning and preparing

- Explain that in this stage students will have the opportunity to be creative. They should decide what information to include and how they would like to organize and present their research.
- They should prepare notes or a script of what they will say, as well as visual material such as texts accompanied by images, videos, graphs, etc. for their slide presentation.
- Point out the Tip and encourage students to use language skills they have learned throughout the chapters so far.

- Set a time limit for each presentation (5–10 minutes) and make sure students try to stay within these limits. This ensures that all students have equal time to present and allows for better time management in the classroom on the date of presentations.

Answer Key

Answers will vary.

5. Presenting

- Set a date for presentations so students can be prepared.
- If students are working in pairs, remind them to delegate the work fairly so that they both participate equally in the presentation.
- Explain that it is important to rehearse their presentation at least once, giving them the opportunity to fine-tune details, make any necessary changes, and check the time limit. While rehearsing, they can also practice pronunciation, the tone of their voice, and the speed at which they deliver their speech.
- Have students deliver their presentations to the class. During each presentation, remind the listeners to pay attention. As they listen, have them take notes or write down questions to keep them involved.
- After each presentation, allow a couple of minutes for a short question–answer session.
- Once all students have presented, discuss the findings that students found most impressive.
- Give individual feedback to students, stating both what they did well and what they could improve on next time.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

The blog assignment gives students the opportunity to reflect on specific aspects of what they have learned in the chapter. It encourages them to express their personal views on a given topic and, in the process, to develop critical thinking skills.

6. Blogging

- Ask students to reflect on what they have learned in the chapter about space travel. Explain that they will express their views on the benefits of space exploration in a class blog.
- Ask students to write approximately 200–250 words. When they have finished their writing, they should proofread it for errors before posting.
- Set a due date and assign the blog comments as homework.
- Review each student’s assignment and give them individual feedback on their writing.

Answer Key

Answers will vary.

SELF-EVALUATION**Best Practice – Scaffolding Instruction**

The Self-Evaluation Log helps students assess their own progress in learning. By completing the log at the end of each chapter, learners will review what they have learned, identify the language functions and study skills they have practiced, and evaluate how well they have understood the chapter.

- The Self-Evaluation Log at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework and help them chart their progress.
- Read the instructions aloud. Put students in small groups and ask them to look through the chapter to find an activity related to each skill listed in the self-evaluation.

- Have students assess their own progress for each item on the list and the degree to which they learned it using the scale provided.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 6 – Dollars, Deeds, and Dreams

Chapter Goals

The topics in this chapter will encourage students to examine the pros and cons of banking and investment strategies with special attention on World Bank lending.

Listening: Students will take notes on pro and con arguments, as well as make inferences, while listening to the radio interview of a World Bank representative. They will also listen to short conversations to identify appropriate expressions of agreement and disagreement.

Speaking: Students will practice agreeing and disagreeing throughout the chapter. They will discuss the pros and cons of the World Bank. They will brainstorm and present investment strategies, as well as reach a consensus on the best strategy. They will also examine a case study in order to propose and present development projects for a developing country. Finally, they will collaborate to propose and present a development project in their home country, and express their views in a blog on how effective banks are at helping to alleviate poverty.

Focus on the Images

Ask students to:

1. compare the images and comment on how the projects depicted can benefit society
2. speculate about where funding for large development projects comes from
3. explain why some countries have large debts.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. brainstorm a list of words and phrases about international banking
2. make recommendations for assisting underdeveloped countries.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote and the name of the author aloud; explain any unknown words
2. express what the quote means using their own words; if necessary, prompt them by asking questions, such as: *How can money “poison” you? How can it “starve” you?*
3. share other quotes or proverbs they know about money.

Answer Key

Answers will vary.

Content Note

David Herbert Lawrence (1885 to 1930) is hailed as one of the most influential writers of the 20th century. A recurring theme in many of his poems and novels concerns modern life and how industrialization and consumerism lead to materialism and greed, something which continues to haunt

modern society today. In one of his poems, *Money Madness*, he warns that the desire for wealth leads to madness and immoral behavior.

Listening 1 – Different Points of View

Section Aims

Listening: Identifying appropriate expressions of agreement and disagreement

Speaking: Using expressions to disagree politely in a role-play; sharing experiences

Pronunciation: Practicing intonation patterns of polite disagreement

Vocabulary: Words and phrases related to money; idioms and expressions about money

Language Focus: Agreeing and disagreeing

Skills Focus: Disagreeing politely

Critical Thinking: Determining the meaning of idioms and expressions about money

Before You Listen

1. Topic

- Have students work in pairs or small groups to discuss the questions.
- Ask volunteers to share some of their responses with the whole class.
- Explain that in English-speaking countries, college students are often expected to express their point of view. Encourage your students to become comfortable at expressing their opinions about different topics in class. Explain that they will learn polite ways to express agreement and disagreement in this chapter.

Answer Key

Answers will vary.

Best Practice – Scaffolding Instructions

This activity raises an awareness of learning strategies. In real life, we use context clues to work out the meaning of unfamiliar words. This activity isolates potentially unfamiliar words from the conversation and asks students to use the surrounding words in each sentence to get a sense of the new vocabulary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words and phrases.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. Can you name some organizations that try to help **impoverished** people?
 2. Can you name a few **developing countries**?
 3. Where can a developing country get **financial aid**?
 4. What products do you think are **overpriced**? Why?
 5. Do you know of any land that was **expropriated**? What was built there?

Answer Key

1. B; 2. H; 3. E; 4. G; 5. I; 6. C; 7. F; 8. J; 9. A; 10. D

Audio Script

developing country

financial aid

expropriate

impoverished

branch out

overpriced

cut costs

foot the bill

tighten your belt
money doesn't grow on trees

3. Preparing for the topic

- Read through the list of expressions one at a time. For each expression, call on different students to say whether they think the expression would be appropriate in a formal situation or whether it should only be used in informal situations.
- Ask others if they agree or disagree and to explain why.

Answer Key

Informal items: 1, 3, 6, 8, 9

While You Listen

Language Focus – Agreeing and Disagreeing

- Go over the introductory paragraphs and ask students to compare the information about agreeing and disagreeing with the norms in their own cultures. Ask, for example, whether teachers expect students to react to their statements and whether expressing a personal viewpoint is easy or difficult in their cultures.
- Read through the list of formal and informal expressions of agreement.
- Make sure students understand that the expressions of agreement are either more formal or less formal, but that all of them are polite.
- Ask students to find the four expressions of agreement in activity 3 and to say whether they are formal or informal.

Formal: That's correct!/I agree with that.

Informal: You'd better believe it!/You can say that again!

- Read the note about intonation and go over the list of expressions of disagreement. Point out that this list is more complicated and includes informal expressions used only with friends, formal expressions that could be considered rude or aggressive, and more polite formal expressions. Make sure students understand these three sections of the list.

- Ask students to find the four expressions of disagreement in activity 3 and to say whether they are formal or informal.

Formal: I'm sorry, but I disagree./No, definitely not!/I'm afraid not.

Informal: That's a joke!/You've got to be kidding!/You don't know what you're talking about!

- Demonstrate the appropriate sincere, friendly tone to use with the informal expressions by asking students to take turns saying things that are obviously not true; for instance, "The sun revolves around the earth." Respond with one of the informal expressions of disagreement.
- Next, demonstrate how the first list of formal expressions can sound either polite or aggressive. Have students continue making untrue statements. Use formal expressions to respond, but switch between using a firm, yet polite tone of voice and an aggressive, combative tone of voice. Ask students to guess whether you are being aggressive or not.
- Finally, demonstrate polite ways to disagree using the second list of formal expressions and appropriate intonation. Complete the sentences according to what students say. For example, if a student says, "Fish fell from the sky yesterday," you could respond, "I understand what you mean, but I think it's highly unlikely that fish fell from the sky yesterday. Maybe it was just very heavy rain."

4. Listening for appropriate expressions

- Play the recording all the way through as students write brief answers to the questions.
- Play the recording again, pausing after each conversation to let students share their ideas about the way agreement or disagreement was expressed.

Answer Key

Suggested answers:

1. Conversation 2 is more appropriate because Karim uses a polite formal expression of disagreement. The expression "You've got to be kidding!" is totally inappropriate and could be considered aggressive and rude by the professor.

2. Conversation 3 is more natural because Colin uses a friendly informal expression of agreement. The expression “That’s precisely the point!” is awkward because it is much too formal for the particular situation in a conversation between friends.

3. The business partners are more likely to reach an agreement in Conversation 5 because Michael uses a polite expression of disagreement, plus his tone of voice is sincere and cooperative. Although the expression of disagreement he uses in Conversation 6 is formal, his tone of voice is aggressive and argumentative.

4. In Conversation 7, the father’s tone of voice is aggressive and his words are threatening. In Conversation 8, however, his tone of voice is calm and he seems to be more open and understanding. Both conversations are appropriate between father and son. Mitch is more likely to respond positively to Conversation 8 because his father is speaking calmly and is more understanding.

Audio Script

Conversation 1

Professor: And furthermore, it is my opinion that if this small developing country had not received financial aid, it would not have been able to promote its tourism.

Karim: You’ve got to be kidding! The government expropriated land from thousands of impoverished people. What about their rights?

Conversation 2

Professor: And furthermore, it is my opinion that if this small developing country had not received financial aid, it would not have been able to promote its tourism.

Karim: Yes, but isn’t it also true that the government expropriated land from thousands of impoverished people? Don’t they have rights, too?

Conversation 3

Mitch: Hey, Colin. Looks like the cafeteria is serving macaroni and cheese again! The only time we have anything decent to eat is when our parents visit! Then the food is so good that my parents don’t understand why I think it’s overpriced.

Colin: You can say that again, Mitch! They really do a good job of making parents think we eat that well every day.

Conversation 4

Mitch: Hey, Colin. Looks like the cafeteria is serving macaroni and cheese again! The only time we have anything decent to eat is when our parents visit! Then the food is so good that my parents don’t understand why I think it’s overpriced.

Colin: Yes, Mitch. That is precisely the point. They want to convince parents that we eat well every day.

Conversation 5

Tyler: Michael, it’s obvious that if we don’t branch out into other areas, our revenue is going to drop even further.

Michael: I see what you mean, however, I think that by cutting our costs we can accomplish a great deal.

Conversation 6

Tyler: Michael, it’s obvious that if we don’t branch out into other areas, our revenue is going to drop even further.

Michael: I’m sorry, Tyler, I don’t see it that way! We have to cut our costs!

Conversation 7

Father: Mitch, what are all these charges I’ve been getting on your credit card? Concert tickets, movies, restaurants... I said I would foot the bill for your college expenses, but that didn’t include entertainment. Money doesn’t grow on trees, you know.

Mitch: But Dad, having a social life at college is important!

Father: You couldn't be more wrong! Your education is what's important! You'd better learn to tighten your belt; otherwise, I'll have to take away your credit card.

Conversation 8

Father: Mitch, what are all these charges I've been getting on your credit card? Concert tickets, movies, restaurants... I said I would foot the bill for your college expenses, but that didn't include entertainment. Money doesn't grow on trees, you know.

Mitch: But Dad, having a social life at college is important!

Father: Yes, I guess that's true, but your education is more important. You'd better learn to tighten your belt because your mother and I can't afford all these extra expenses.

After You Listen

Skills Focus – Disagreeing Politely

- Go over the explanation and the steps for disagreeing politely.
- Explain that the first step is to use a polite expression that shows agreement or respect for the other person's opinion. The expression of agreement has rising intonation, which indicates that the speaker intends to add something more.
- The next step includes a transition of contrast, such as *but*, *however*, or *nevertheless*, followed by a contrasting point of view.
- If speakers remember to use these two steps—initial agreement, then a transition to indicate a change in viewpoint followed by a contrasting opinion—in combination with the intonation pattern, they will be able to disagree without hurting anyone's feelings.

5. Role-playing

- Read the instruction notes and explain that students will practice disagreeing politely.
- Have students work individually to come up with a contrasting opinion for each of the four business suggestions provided. Explain that they can either suggest a better alternative or give reasons why the suggestion might not be appropriate.
- Put students in pairs. Instruct them to take turns reading out the suggestions and disagreeing. Encourage them to continue one or more of the exchanges to create a short dialogue.
- Remind them to use correct intonation and a variety of formal polite expressions from the Language Focus box on Agreeing and Disagreeing after activity 3.
- Ask a few pairs to act out one of their role-plays for the class.

Answer Key

Answers will vary.

6. Thinking critically

- Put students in small groups to discuss the idioms and answer the questions.
- Call on different groups to share their responses with the class.

Answer Key

Answers will vary.

7. Using expressions

- Have students work in pairs to complete the sentences with the correct expressions. Then, using the context of the sentence, ask them to come up with a definition for each expression.
- Go over the answers as a class. Check that students have understood the meaning of each expression by asking them to share their definitions. (See suggestions below.)

Answer Key

Answers and suggested definitions:

1. I really prefer this vacation package. I know it may be a bit more expensive, but I don't think it's going to break the bank.

Break the bank = to cost too much; to be more than one can afford.

2. Now that Sara is exercising regularly and eating healthy, she feels like a million bucks.

Feel like a million bucks = to feel great.

3. A few years ago, Thomas had money to burn and lived a luxurious lifestyle. After overspending and losing his job, he now finds it difficult just to make ends meet.

Have money to burn = to have more money than needed.

Make ends meet = to have just enough money to pay for expenses.

4. You are always wasting your money on unnecessary and frivolous things! Instead of just pouring money down the drain, why don't you start saving it for a rainy day? You never know when you might really need it.

Pour money down the drain = to waste money.

Save it for a rainy day = to save money for a time when it might be needed.

5. After losing his job, a friend of ours was flat broke and feeling depressed. So, a few of us chipped in to help him cover his rent and utilities. He was really grateful and promised to pay us back as soon as he got a new job. We also took him out for dinner to cheer him up, and I picked up the tab for his meal.

Be flat broke = to have no money at all.

Chip in = to contribute money together with others.

Pick up the tab = to pay the bill for a meal or drinks on behalf of others.

6. I may have paid top dollar for this new digital camera, but I truly feel that I got my money's worth. It takes fantastic photos and it's easy to use.

Pay top dollar = to pay a high price for something.

Get one's money's worth = to be very satisfied with a purchase.

7. When looking for home appliances, it's always a good idea to shop around because stores may sell items at different prices or have special offers.

Shop around = to compare prices in different stores before buying something.

8. Sharing experiences

- Put students in small groups. Ask them to take turns asking and answering the questions using the expressions about money.
- Call on volunteers to share some of their responses.

Answer Key

Answers will vary.

Listening 2 – Radio Program: The World Bank under Fire

Section Aims

Listening: Listening and taking notes on pro and con arguments; making inferences

Speaking: Sharing prior knowledge about the World Bank; agreeing and disagreeing with views about the World Bank

Vocabulary: Words and phrases related to banking

Skills Focus: Expressing pros and cons; making inferences

Critical Thinking: Formulating challenging questions; comparing banks using a Venn diagram; assessing the pros and cons and the cultural impact of financing large development projects

Research and Document: Internet research on the World Bank

Before You Listen

Did You Know?

- Give students time to read the information about the World Bank or read the information aloud as students follow along.
- Ask for volunteers to tell the class about any experience they have had or situations they know about involving the World Bank or similar financial institutions.

Content Notes

- The World Bank was founded in the United States in 1944. Its primary goal at the time was to rebuild Europe after the Second World War, but that goal has been expanded to include reducing poverty worldwide.
- The World Bank is defined as “an independent specialized agency of the United Nations” and has a membership that is nearly identical to the UN. It is not really one single organization, but instead a group of five: the International Bank for Reconstruction and Development (IBRD), the International Development Association (IDA), the International Finance Corporation (IFC), the Multilateral Investment Guarantee Agency (MIGA), and the International Centre for Settlement of Investment Disputes (ICSID).

1. Topic

- Have students work in pairs or small groups to read the questions and discuss them.
- Ask volunteers to report on their discussions.

Answer Key

Answers will vary.

2. Speculating

- Put students in pairs to read the paragraph and discuss the pros and cons of a new dam. Have them take brief notes on their ideas using a T-chart.
- Call on pairs to report on their discussions using the chart to help them remember their ideas.

Answer Key

Answers will vary.

3. Vocabulary

- Play the recording for students to listen to the pronunciation of the words and phrases in bold.
- Tell students to first read the definitions and then to try to figure out each puzzle clue. Point out that the puzzle itself can be helpful since it shows how many letters each word has.
- After students finish the activity, go over the vocabulary in the context of each clue.
- Check comprehension by asking students questions. For example:
 1. Can you name two ways to **invest** money?
 2. If you have a headache, what can you do to **alleviate** the pain?
 3. What topics might be included in school **policies**? (attendance, behavior, discipline, etc.)
 4. What do you know about the national **debt** of your country?
 5. What is a synonym for the verb **loan**? (lend)

Answer Key

Across

1. invest
4. alleviate
7. insiders
10. policies
11. debt
12. irrigation

Down

1. interest
2. establishment
3. loan
5. fire
6. credit
8. borrow
9. vision

Audio Script

alleviate
borrow
credit rating
debt
establishment
insiders
interest
invest
irrigation
loan
policies
under fire
vision

Best Practice – Activating Prior Knowledge

In this chapter, students listen to a radio interview with a representative from the World Bank. In this activity, they think of questions they would like to ask the representative. This encourages students to listen to the interview actively, make comparisons between their own questions and those of the interviewer, and check to see if the content of the interview answers their questions. In short, students make connections between what they already know, what they would like to know, and what they hear in the interview, and these connections help to increase understanding and retention of the material.

4. Formulating challenging questions

- Read the instructions aloud. Remind students that they learned the term “under fire” in the vocabulary section. Explain that in battle, this expression means “under attack.” Ask students to explain what it means for the World Bank to be “under fire.” They may say that the bank is being criticized for something or questioned about its practices.
- Put the students in small groups and have each group generate at least five questions they would like Mr Cruz to answer. Have students write their questions in the first column of the chart provided. Tell them they will fill out the other column after listening to the recording.
- Call on each group to share their questions with the class and invite everyone to add additional interesting questions they hear from classmates to their own lists.

Answer Key

Answers will vary.

While You Listen**Skills Focus – Expressing Pros and Cons**

- Go over the information and the example paragraph. Discuss reasons people consider pros and cons. For example, discussing the pros and cons of something helps people make a logical decision, and it helps a student writing a paper demonstrate an understanding of both sides of an issue.
- Ask students what they notice about the expressions in the list. They should indicate that all of the expressions are used to indicate contrast. In this case, the contrast is between the positive aspects (pros) and negative aspects (cons) of an issue.

Best Practice – Making Use of Academic Content

The following Expansion Activity uses real-world academic content to increase students’ background knowledge of the World Bank. In an academic setting, students often do internet research to find answers to questions and material for papers and projects. And as with any research, it is crucial that students doing research on the Internet learn to examine sources for bias. By asking students to locate two websites, one with a favorable view of the World Bank and one with a critical view, this activity gives students the opportunity to develop valuable research skills in an authentic context.

Expansion Activity

- The goal of this activity is to give students practice identifying bias in internet information sources and to provide additional background information on the World Bank.
- Tell students that they will do internet research to find out more about the World Bank.
- During class or as homework, instruct students to find websites with information about the World Bank. Point out that everything that is written has a point of view, or bias, and that they should find websites or articles reflecting both positive and negative views of the World Bank.
- Instruct students to provide the following information: article or website names, URLs, clues about bias, and an interesting piece of information from each site.
- Have students share their information in small groups or as a class.

5. Listening for pros and cons

- Explain that students will first listen to the radio interview to get the gist or the main ideas. As they listen, tell them to also check whether any of their questions from activity 4 are answered.
- Play the recording of the interview in its entirety.
- Have students open their books and look at the chart. Tell them that you will play the recording again in three parts, and for each part they will fill out the relevant section of the chart.
- Play the first part of the interview as students fill out the first section of the chart on the International Bank for Reconstruction and Development (IBRD).
- Repeat the procedure with the next two parts of the audio for the International Development Association (IDA) and the International Finance Corporation (IFC).
- If students would like to check or complete their notes, play the entire interview again.

Answer Key

Suggested answers:

	Pros	Cons
IBRD	1. Loans from the IBRD can be restructured to alleviate problems with repayment.	1. Paying back loans plus interest can be difficult and may force spending cuts in health, education, etc.
	2. The IBRD lends money for projects that aid economic development.	2. Up to now, the bank could only loan money to buy imported goods, which might discourage the local production of goods.
	3. The IBRD provides technical assistance along with loans.	3. There could be a problem getting local residents to use the technology appropriately.
IDA	1. The IDA makes loans that are interest free.	1. The IDA is very dependent upon contributions from member nations to support various projects.
	2. The IDA allows even the poorest countries to begin projects immediately.	2. Member nations can dictate what governmental policies are in place before loans are given.
	3. A major goal is to help people help themselves by sharing knowledge and forming partnerships.	3. Some countries may be uncomfortable with the more powerful nations exerting this kind of control over their government policies.
IFC	1. The IFC can invest in private business and industry.	1. The IFC is not protected if the business fails.
	2. The government does not have to guarantee the loan, which encourages the growth of private business and industry.	2. The IFC has no control over how a company spends its money.
	3. People in the region spend the money in ways they think are best.	3. Wealthier nations may have the most influence on which projects are financed.

Audio Script

Radio Program: The World Bank under Fire

Reporter: Good afternoon. This is Radio K-I-Z-Z, your “total talk” radio station. I am Michelle Barney, financial reporter for Radio KIZZ, and I’ll be your host for today’s program, “The World Bank under Fire.” I’m sure you are all aware that most of the world’s population lives in developing and semi-industrialized countries. These countries don’t have enough money to invest in schools, utilities, factories, and highways. One way these countries can get money is by borrowing money from an organization called the World Bank.

In theory, this money should be helping the world’s poor. Since the establishment of the World Bank in 1944, most people have assumed that these loans could only do good things for a country. But it turns out that money isn’t everything.

For example, many people question the value of a dam built with World Bank money in Ethiopia. That dam was built to provide electricity, but it destroyed the homes and lives of more people than it served with electric power. That dam also destroyed forests and endangered animals and plants. The critics of the World Bank say that this kind of help to developing countries is wasteful, destructive, and unfair. They wonder who is profiting from projects such as this one—the people or large international corporations.

Today we have a spokesperson here with us from the World Bank, Mr. George Cruz. Mr. Cruz has been with the Bank for ten years and is part of a team that has been examining the effectiveness of World Bank projects. This World Bank team of insiders is coming to the same conclusions as many critics of the World Bank. They have concluded that many of the projects in the past have been economic failures and serious threats to both the environment and human rights. Mr. Cruz...

Mr. Cruz: Well, Ms. Barney, I am very happy to be here today to clarify some things about the World Bank. While much of what you say is true, I think we need to talk about the successes of the World Bank as well as the failures. We also need to talk about the positive changes the World Bank has made in its policies and goals for the 21st century.

But to begin, I’d like to give a brief overview of the World Bank and how it works.

Reporter: Of course. I think that would be very helpful for our listeners.

Mr. Cruz: Now, what we call the World Bank is actually an umbrella term, a general term, for five separate organizations with five slightly different purposes. But the International Bank for Reconstruction and Development is generally what most people think of as the World Bank. In order to borrow money from this branch of the World Bank, a country must be a member. Of course, the money is supposed to be paid back with interest, as with any bank loan.

Reporter: Yes. I guess that’s true, but many countries are never able to pay back the loans.

Mr. Cruz: Yes, that has been a serious problem, but we do have a program to restructure the loans, which will alleviate that problem.

Reporter: Yes, restructuring, or reorganizing how the debts are paid back, may help a little. But unless they are forgiven completely so that nothing has to be paid back, there are still very serious problems. Isn’t it true that in some cases, developing countries have been forced to cut spending on health, education, transportation, and welfare programs in order to reduce their huge debts to the World Bank? I’ve read that in some countries, the debt to the World Bank is so great that it’s now the largest item in the government budgets. Furthermore, these countries have been forced to sell industries and land to foreign corporations in order to pay off debts to the World Bank.

Mr. Cruz: Wait, wait! One thing at a time! First, you’re right that developing countries owe a lot of money to the World Bank. However, as of this year, a lot of nations have had at least two-thirds of their debts forgiven. They don’t have to make any more payments. And, don’t forget, there is a danger that if a debt is forgiven completely, that it will ruin that nation’s credit rating, because everyone will think that country just doesn’t know how to manage money and pay its bills. So, we have to be concerned about this, too.

Reporter: I see.

Mr. Cruz: And I hope everyone understands the International Bank for Reconstruction and Development tries to loan money to member countries for projects that will aid economic development. In theory, this is good. But up to now, the bank could only loan money to buy imported goods. And to make sure that this rule was followed, the bank paid the sellers directly.

Reporter: Well, this rule is good for the countries and companies that want to sell goods to developing countries, but wouldn't this discourage local production of goods? In the long term, wouldn't this rule do more harm than good to the developing country's economy?

Mr. Cruz: Possibly. That's one of the things we're looking at very seriously. But there are other advantages to getting a loan from this branch of the World Bank. The International Bank for Reconstruction and Development provides technical assistance along with loans. And this is a major part of our new vision for the 21st century.

For example, Cameroon submitted a proposal for a new irrigation system along the Logone River. They hoped that with this new irrigation system, the cash income of the region would be five times greater than before. But the Bank did not approve the project right away because we know that technological advances can sometimes cause environmental problems. Before approving the proposal, the Bank asked environmental consultants to study the project.

The consultants found that the new irrigation system would result in a serious health problem because of snails that live in the area. These snails carry a tropical disease called bilharzia.

Reporter: Excuse me. Was that bilharzia with an *h*?

Mr. Cruz: Yes. *Bil-har-zee-uh*. Bilharzia. Anyway, the new irrigation system might have spread the snails and the disease they carried to a larger area. So, the Bank paid for studies of the river system. Scientists and engineers together determined that if the irrigation system were used only when the snails were not breeding, then the disease would not spread. So, the Bank was able to solve the problem.

Reporter: Yes, I understand what you mean, but wasn't there a problem getting local residents to use the system appropriately? I believe I read that some people were never convinced that the snail disease had really been taken care of, so they would not use the irrigation system at all. And another group of people never believed there was a problem in the first place, so they would not stop using the irrigation system when the snails were breeding.

Mr. Cruz: Yes, that's true. The International Bank for Reconstruction and Development is beginning to see that understanding local needs and culture may be more important than anything else in the success of a project.

Well, let me continue. The second organization under the World Bank umbrella is the International Development Association, or IDA. The IDA makes loans that are interest free. This means that the borrowers do not have to pay any interest and they only pay back the loan amount, or principal. This, of course, is good because it allows even the poorest countries to begin projects immediately. On the other hand, because little or no interest is paid, the IDA is very dependent upon contributions from member nations to support various projects. The IDA uses the member dues, the yearly membership fees, plus other contributions from member nations, to fund loans to needy countries.

Reporter: So, this is how member nations can dictate what governmental policies must be in place before loans will be given, right?

Mr. Cruz: Yes, exactly. The member nations, since they are contributing the money, often wish to have a say in how their money will be handled in a particular country. Some countries may be uncomfortable with the more powerful nations exerting this kind of control over their government policies. However, our major goal for the 21st century is to help people to help themselves, not only by providing money, but also by sharing knowledge and forming partnerships.

So, let's move on to the third organization in the World Bank group: the International Finance Corporation, or IFC. The IFC is different from the International Bank for Reconstruction and Development and the IDA because the IFC can invest in private business and industry, while the other two organizations can only invest in government projects. This is good for the country because the government does not have to guarantee the loan, and it encourages the growth of private business and industry. However, the IFC is not protected if the business fails. Also, the IFC has no control over how a company spends its money. Some people argue that the loan is more effective if people in the region spend the money in ways they think are best, without the IFC telling them what to do. They think that people outside the region do not have a thorough understanding of complex cultural and economic regional issues.

Reporter: Absolutely, but is that ever really possible? I thought that the member nations get voting rights based on the amount of money they contribute to the Bank. Doesn't that mean that the wealthier nations have the most influence on which projects will be financed?

Mr. Cruz: Ideally, of course, the loans are made to countries on the basis of economic need alone. Robert McNamara, who was secretary of defense when John F. Kennedy was president of the United States, was president of the World Bank for a time. He hoped that the World Bank would be a model of international cooperation free from political self-interests. He hoped for a world in which the superpowers would join together to provide financial support for developing nations instead of arguing among themselves. But, we all know that it is difficult to separate economic goals from political interests in today's world.

Reporter: I couldn't agree more with McNamara's vision. But whether the World Bank can really make this dream a reality is a big question. Well, our time is up and that brings us to the end of this week's program. Our guest today was George Cruz and the topic was "The World Bank Under Fire." Thank you for being with us today, Mr. Cruz.

Mr. Cruz: My pleasure.

Reporter: This is Michelle Barney, your host for World Business Topics. Please join us next week, same time, same station, K-I-Z-Z, your "total talk" radio.

6. Comparing pros and cons

- Working in the same groups as in activity 4, instruct students to compare and combine the pros and cons that they wrote in their charts.
- Call on volunteers to share the pros and cons. (See suggested answers for activity 5.)

Answer Key

Answers will vary.

7. Reviewing your questions

- Ask groups to look back at the list of questions they wrote in activity 4 and discuss whether their questions were or were not answered satisfactorily. Have them complete the chart.
- Call on representatives from each group to report on any questions that were satisfactorily answered in the recording.
- Optional: Have students search online to find answers to the remaining questions.

Answer Key

Answers will vary.

Skills Focus – Making Inferences

- Review the information with students. Explain that *infer* and *read between the lines* are synonyms. This means using logic to understand what speakers *imply*, in other words, what they do not directly tell us. For example, when a person says, "Don't you think it's cold in here?", we can infer that they would like someone to turn up the heat.
- Explain that listening for pros and cons allows us to infer, or figure out, whether a speaker has a positive or negative viewpoint about a topic, or possibly what kind of decision a speaker will make in a certain situation.
- Making inferences requires listening for details. These details allow the listener to "piece together" information that is not directly stated.

8. Making inferences

- Play the recording of the extracts from the radio interview, pausing after each so students can choose the best answer.
- Discuss the answers. Ask students what clues helped them choose the correct answers.

Answer Key

1. C; 2. A; 3. C; 4. B; 5. D

Audio Script

1.

Reporter: Since the establishment of the World Bank in 1944, most people have assumed that these loans could only do good things for a country. But it turns out that money isn't everything.

Question 1: *What is the speaker implying?*

2.

Reporter: Today we have a spokesperson here with us from the World Bank, Mr. George Cruz. Mr. Cruz has been with the Bank for ten years and is part of a team that has been examining the effectiveness of World Bank projects.

Question 2: *What is the speaker inferring about Mr. Cruz?*

3.

George Cruz: Well, Ms. Barney, I am very happy to be here today to clarify some things about the World Bank. While much of what you say is true, I think we need to talk about the successes of the World Bank as well as the failures.

Question 3: *What is Mr. Cruz inferring about Ms. Barney's attitude toward the World Bank?*

4.

Mr. Cruz: The International Bank for Reconstruction and Development provides technical assistance along with loans. And this is a major part of our new vision for the 21st century.

Question 4: *What is Mr. Cruz inferring about World Bank projects in the future?*

5.

Mr. Cruz: Robert McNamara, who was secretary of defense when John F. Kennedy was president of the United States, was president of the World Bank for a time. He hoped that the World Bank would be a model of international cooperation free from political self-interests. He hoped for a world in which the superpowers would join together to provide financial support for developing nations instead of arguing among themselves. But, we all know that it is difficult to separate economic goals from political interests in today's world.

Question 5: *What is Mr. Cruz implying about the ideals of Robert McNamara?*

9. Agreeing and disagreeing

- Go over the instruction notes as a class. Give students time to read the ten sentences and ask any questions they may have.
- Model the activity by playing the first part of the audio, pausing at the appropriate place, and agreeing or disagreeing with the statement. Give reasons to support your opinion. Then ask a volunteer to agree or disagree with what you have said, giving reasons to support their opinion.
- Ask students to form pairs. Have one student in each pair open the book to the Language Focus box on Agreeing and Disagreeing after activity 3 in Listening 1, while the other student has the book open to the current page for this activity 9.
- Play the audio, pausing at the points indicated. Have students talk to their partners. They should agree or disagree with each statement and with each other using the appropriate expressions. They should also give reasons for their opinions.

Answer Key

Answers will vary.

Audio Script

Radio Program: The World Bank under Fire

Reporter: Good afternoon. This is Radio K-I-Z-Z, your "total talk" radio station. I am Michelle Barney, financial reporter for Radio KIZZ, and I'll be your host for today's program, "The World Bank under Fire." I'm sure you are all aware that most of the world's population lives in developing and semi-industrialized countries. These countries don't have enough money to invest in schools, utilities, factories, and highways. One way these countries can get money is by borrowing money from an organization called the World Bank.

In theory, this money should be helping the world's poor. Since the establishment of the World Bank in 1944, most people have assumed that these loans could only do good things for a country. But it turns out that money isn't everything.

Stop 1

For example, many people question the value of a dam built with World Bank money in Ethiopia. That dam was built to provide electricity, but it destroyed the homes and lives of more people than it served with electric power. That dam also destroyed forests and endangered animals and plants. The critics of the World Bank say that this kind of help to developing countries is wasteful, destructive, and unfair.

Stop 2

They wonder who is profiting from projects such as this one—the people or large international corporations.

Today we have a spokesperson here with us from the World Bank, Mr. George Cruz. Mr. Cruz has been with the Bank for ten years and is part of a team that has been examining the effectiveness of World Bank projects. This World Bank team of insiders is coming to the same conclusions as many critics of the World Bank. They have concluded that many of the projects in the past have been economic failures and serious threats to both the environment and human rights. Mr. Cruz...

Mr. Cruz: Well, Ms. Barney, I am very happy to be here today to clarify some things about the World Bank. While much of what you say is true, I think we need to talk about the successes of the World Bank as well as the failures. We also need to talk about the positive changes the World Bank has made in its policies and goals for the 21st century.

But to begin, I'd like to give a brief overview of the World Bank and how it works.

Reporter: Of course. I think that would be very helpful for our listeners.

Mr. Cruz: Now, what we call the World Bank is actually an umbrella term, a general term, for five separate organizations with five slightly different purposes. But the International Bank for Reconstruction and Development is generally what most people think of as the World Bank. In order to borrow money from this branch of the World Bank, a country must be a member. Of course, the money is supposed to be paid back with interest, as with any bank loan.

Reporter: Yes. I guess that's true, but many countries are never able to pay back the loans.

Mr. Cruz: Yes, that has been a serious problem, but we do have a program to restructure the loans, which will alleviate that problem.

Reporter: Yes, restructuring, or reorganizing how the debts are paid back, may help a little. But unless they are forgiven completely so that nothing has to be paid back, there are still very serious problems. Isn't it true that in some cases, developing countries have been forced to cut spending on health, education, transportation, and welfare programs in order to reduce their huge debts to the World Bank?

Stop 3

I've read that in some countries, the debt to the World Bank is so great that it's now the largest item in the government budgets. Furthermore, these countries have been forced to sell industries and land to foreign corporations in order to pay off debts to the World Bank.

Mr. Cruz: Wait, wait! One thing at a time! First, you're right that developing countries owe a lot of money to the World Bank. However, as of this year, a lot of nations have had at least two-thirds of their debts forgiven. They don't have to make any more payments. And, don't forget, there is a danger that if a debt is forgiven completely, that it will ruin that nation's credit rating, because everyone will think that country just doesn't know how to manage money and pay its bills. So, we have to be concerned about this, too.

Reporter: I see.

Mr. Cruz: And I hope everyone understands the International Bank for Reconstruction and Development tries to loan money to member countries for projects that will aid economic development. In theory, this is good. But up to now, the bank could only loan money to buy imported goods. And to make sure that this rule was followed, the bank paid the sellers directly.

Reporter: Well, this rule is good for the countries and companies that want to sell goods to developing countries, but wouldn't this discourage local production of goods?

Stop 4

In the long term, wouldn't this rule do more harm than good to the developing country's economy?

Mr. Cruz: Possibly. That's one of the things we're looking at very seriously. But there are other advantages to getting a loan from this branch of the World Bank. The International Bank for Reconstruction and Development provides technical assistance along with loans. And this is a major part of our new vision for the 21st century.

For example, Cameroon submitted a proposal for a new irrigation system along the Logone River. They hoped that with this new irrigation system, the cash income of the region would be five times greater than before. But the Bank did not approve the project right away because we know that technological advances can sometimes cause environmental problems.

Stop 5

Before approving the proposal, the Bank asked environmental consultants to study the project.

The consultants found that the new irrigation system would result in a serious health problem because of snails that live in the area. These snails carry a tropical disease called bilharzia.

Reporter: Excuse me. Was that bilharzia with an *h*?

Mr. Cruz: Yes. *Bil-har-zee-uh*. Bilharzia. Anyway, the new irrigation system might have spread the snails and the disease they carried to a larger area. So, the Bank paid for studies of the river system. Scientists and engineers together determined that if the irrigation system were used only when the snails were not breeding, then the disease would not spread. So, the Bank was able to solve the problem.

Reporter: Yes, I understand what you mean, but wasn't there a problem getting local residents to use the system appropriately? I believe I read that some people were never convinced that the snail disease had really been taken care of, so they would not use the irrigation system at all. And another group of people never believed there was a problem in the first place, so they would not stop using the irrigation system when the snails were breeding.

Mr. Cruz: Yes, that's true. The International Bank for Reconstruction and Development is beginning to see that understanding local needs and culture may be more important than anything else in the success of a project.

Stop 6

Well, let me continue. The second organization under the World Bank umbrella is the International Development Association, or IDA. The IDA makes loans that are interest free. This means that the borrowers do not have to pay any interest and they only pay back the loan amount, or principal. This, of course, is good because it allows even the poorest countries to begin projects immediately. On the other hand, because little or no interest is paid, the IDA is very dependent upon contributions from member nations to support various projects. The IDA uses the member dues, the yearly membership fees, plus other contributions from member nations, to fund loans to needy countries.

Reporter: So, this is how member nations can dictate what governmental policies must be in place before loans will be given, right?

Stop 7

Mr. Cruz: Yes, exactly. The member nations, since they are contributing the money, often wish to have a say in how their money will be handled in a particular country. Some countries may be uncomfortable with the more powerful nations exerting this kind of control over their government policies. However, our major goal for the 21st century is to help people to help themselves, not only by providing money, but also by sharing knowledge and forming partnerships.

So, let's move on to the third organization in the World Bank group: the International Finance Corporation, or IFC. The IFC is different from the International Bank for Reconstruction and Development and the IDA because the IFC can invest in private business and industry, while the other two organizations can only invest in government projects. This is good for the country because the government does not have to guarantee the loan, and it encourages the growth of private business and industry.

Stop 8

However, the IFC is not protected if the business fails. Also, the IFC has no control over how a company spends its money. Some people argue that the loan is more effective if people in the region spend the money in ways they think are best, without the IFC telling them what to do.

Stop 9

They think that people outside the region do not have a thorough understanding of complex cultural and economic regional issues.

Reporter: Absolutely, but is that ever really possible? I thought that the member nations get voting rights based on the amount of money they contribute to the Bank. Doesn't that mean that the wealthier nations have the most influence on which projects will be financed?

Mr. Cruz: Ideally, of course, the loans are made to countries on the basis of economic need alone. Robert McNamara, who was secretary of defense when John F. Kennedy was president of the United States, was president of the World Bank for a time. He hoped that the World Bank would be a model of international cooperation free from political self-interests. He hoped for a world in which the superpowers would join together to provide financial support for developing nations instead of arguing among themselves. But, we all know that it is difficult to separate economic goals from political interests in today's world.

Stop 10

Reporter: I couldn't agree more with McNamara's vision. But whether the World Bank can really make this dream a reality is a big question. Well, our time is up and that brings us to the end of this week's program. Our guest today was George Cruz and the topic was "The World Bank under Fire." Thank you for being with us today, Mr. Cruz.

Mr. Cruz: My pleasure.

Reporter: This is Michelle Barney, your host for World Business Topics. Please join us next week, same time, same station, K-I-Z-Z, your "total talk" radio.

After You Listen

10. Expressing your point of view

- Put students in small groups. Explain that students will take turns giving a short talk, expressing their views of the World Bank.
- Allow students a few minutes to review their charts and notes.
- As students are speaking, move around the room and offer guidance as needed.

Answer Key

Answers will vary.

11. Thinking critically

- Have students work in small groups to read and discuss the questions.
- Have volunteers share some of their group's responses with the class.

Answer Key

Answers will vary.

12. Comparing banks

- Read the text as a class and answer any questions students may have.
- Have students work with a partner to find similarities and differences between the services of the Grameen Bank and the International Finance Corporation (IFC) of the World Bank. Remind them to look back at their charts in activity 5 for information regarding the IFC.
- Instruct students to record the information in the Venn diagram.

Answer Key

Possible answers:

Grameen Bank: small personal loans for individuals; 97% of borrowers are women; based on a system of trust; 97% recovery rate

International Finance Corporation: large loans; invest in private business and industry; wealthy nations may influence what projects are financed

Both: purpose is to alleviate poverty; loans for private business; the bank does not control how the money is spent

13. Discussing

- Discuss the questions together as a class. Alternatively, have students form groups to discuss the questions.
- Call on different pairs to share the information from their Venn diagrams.
- For item 2, ask volunteers to share their views and to explain why they feel that way.

Answer Key

Answers will vary.

Speaking 1 – Making Your Money Grow

Section Aims

Speaking: Brainstorming and presenting ways to invest money

Vocabulary: Terms related to investment strategies

Language Focus: Practice agreeing and disagreeing politely

Skills Focus: Practice expressing pros and cons

Critical Thinking: Weighing up the pros and cons of investments to reach a consensus

1. Topic

- Put students in small groups to discuss the questions.
- Call on volunteers to share some of their answers with the class.

Answer Key

Answers will vary.

2. Vocabulary

- Have students match the terms with the images and then compare answers with a partner.
- Go over the answers with the class. Ask volunteers to explain what each term means and how it relates to investing money.

Answer Key

1. C; 2. A; 3. B; 4. F; 5. E; 6. D

3. Brainstorming investments

- Ask students about their experiences saving and investing money. If students are from different countries, ask them what sorts of investments are most popular in their countries.
- Go over the instructions so that students understand all the steps in the activity.
- Put students in small groups to brainstorm and fill in the chart with investment suggestions.
- Have groups transfer their charts to large poster paper using markers. Ask them to draw a symbol next to each of their investment strategies. Remind them to write large enough that everyone in the room can read their poster.
- Tape the posters to the classroom walls. Have the groups take turns sharing the investment strategies they came up with.

Answer Key

Answers will vary.

Best Practice – Interacting with Others

In the following activities, small groups of students must communicate in English to accomplish an authentic task. As students discuss the pros and cons of investment strategies and reach a consensus, they concentrate on ideas and communication more than on grammar and accuracy. In this way, they build fluency and confidence for future speaking situations.

4. Discussing pros and cons

- Working in the same groups, instruct students to use the chart in this activity to note down all the investment strategies generated by the class.
- Have the groups discuss and note in the chart all the pros and cons they can think of for each strategy.
- While they are discussing, move around the room and offer help as needed.

Answer Key

Answers will vary.

5. Reaching a consensus

- Explain that in order to reach a consensus, all or most members of the group must agree.
- Have the groups weigh the pros and cons of each investment strategy and then take a vote on which investment is best overall.
- Call on students to report on their group's decision and explain the reasons behind it.

Answer Key

Answers will vary.

Speaking 2 – Case Study – Madagascar

Section Aims

Speaking: Discussing issues; proposing and presenting projects for a developing country

Vocabulary: Terms related to demographics, natural resources, and economy

Language Focus: Practice agreeing and disagreeing politely

Skills Focus: Practice expressing pros and cons

Critical Thinking: Analyzing data to suggest beneficial projects for a developing country

1. Topic

- Point out the map. Ask students which large continent is at the center of the map (Africa).
- Ask students to read the paragraph and to locate Madagascar on the map.
- Ask further questions based on the text about Madagascar to practice the pronunciation of numbers, for example: *Is Madagascar the largest island in the world? How far is Madagascar from the coast of Africa? What is the total area of the island in square kilometers?*

Answer Key

Students should locate the large island off the south-eastern coast of Africa.

Best Practice – Cultivating Critical Thinking

In the following activities, students synthesize their knowledge of the world with information about developing countries presented earlier in the chapter. They also apply language strategies for expressing agreement and disagreement as they make proposals for improving social and economic conditions in Madagascar. This complexity and depth of processing promotes retention of the new material and helps prepare students for authentic problem-solving situations.

2. Discussing issues

- Ask students to read the paragraph about Madagascar. Answer any questions students may have about vocabulary or allow them to use a dictionary.
- Put students in small groups to discuss the challenges and problems the country faces. Note that students will remain in their groups for the following activities.
- Ask volunteers to share ideas from their group's discussion.

Answer Key

Answers will vary.

3. Analyzing statistics

- Ask students what they know about the *World Factbook*. If they are not familiar with it, briefly explain what it is. (See Content Note below.)
- Allow groups ample time to read and discuss the information about Madagascar. Encourage them to use a dictionary to look up any unknown words. As they review the information, they should take into consideration what types of development projects would benefit the country.
- While groups are talking, move around the room and answer any questions they may have.

Answer Key

Answers will vary.

Content Note

The *World Factbook* is a collection of data about countries of the world that is published by the Central Intelligence Agency (CIA). It includes statistics and information on over 260 nations under the topics of history, people and society, government, economy, energy, geography, communications, transportation, military, and transnational issues. The information about Madagascar is based on available statistics and data at the time of the Student Book publication, therefore some details may have been more recently updated.

4. Proposing solutions

- Set a time limit for the planning phase of the activity.
- Have groups prepare three proposals for development projects in Madagascar.
- Remind students that they can practice using expressions for agreeing and disagreeing as they discuss the three projects they will propose for improving social and economic conditions in the country.

Answer Key

Answers will vary.

5. Presenting

- Have groups take turns presenting their proposals to the class.
- Make sure that all members of the groups participate.
- Encourage students to react to their classmates' proposals by agreeing or disagreeing with their ideas.
- Wrap up the activity by having an informal class discussion after the presentations. Ask students what they think are the best ways to decrease poverty.

Answer Key

Answers will vary.

Speaking 3 – Development Proposal – Financial Aid

Section Aims

Speaking: Brainstorming, planning, and preparing a group presentation; presenting research on a proposal for a development project with financial aid

Skills Focus: Making presentations; brainstorming

Critical Thinking: Evaluating and selecting research; expressing views in a blog on the effectiveness of banks at alleviating poverty

Research and Document: Researching and recording information about a development proposal; expressing views in a blog

Skills Focus – Researching and Presenting

Best Practice – Presentation Skills

Presentations provide practice in all aspects of the language: vocabulary, grammar, communication, and pronunciation, simultaneously combining the skills of speaking, reading, writing, and listening. Presenting requires students to assimilate the skills and concepts they have learned and put them into practice in a creative and personal way, thus giving them control of the language. In turn, this helps build confidence, and presenting is a skill that most students will find indispensable in their academic and professional careers.

1. Topic

- Explain that students will work together to research, prepare, and present a proposal for a development project in their country that will require financial aid.
- Put students in groups of three or four. It would be a good idea to form groups of learners who have different levels of ability. Alternatively, you can allow students to form their own groups.
- Ask the groups to coordinate with each other and choose different topics to ensure that there is variety in the presentations. Note that two groups may choose a similar topic as long as their proposals for the development project are different.
- Promote collaboration by asking students to work as a team in all stages of the project.

Answer Key

No answer.

2. Brainstorming

- Point out the Tip and remind students that the first step in preparing a presentation is to consider the topic and brainstorm any ideas that come to mind. Encourage them to record ideas in a graphic organizer, such as a chart or mind map.
- Explain that once they have finished brainstorming, students should narrow down their ideas to create a better focus for their presentation and research.

Answer Key

Answers will vary.

3. Researching and documenting

- Explain that, in this stage, students will plan and organize their research. They should follow the steps in the instructions.
- Tell students to divide up the research equally among members of the group, each person focusing on specific areas. Then have them perform their research individually.

Answer Key

Answers will vary.

4. Collaborating and preparing

- Explain that in this stage students will have the opportunity to be creative. They should discuss what information to include and how they would like to organize and present their research.
- They should prepare notes or a script of what they will say, as well as visual material such as texts accompanied by images, videos, graphs, etc. for their slide presentation.
- Point out the Tip and encourage students to use expressions to link pros and cons where appropriate.
- Set a time limit for each presentation (10–15 minutes) and make sure groups try to stay within these limits. This ensures that all groups have equal time to present and allows for better time management in the classroom on the date of presentations.
- Encourage students to use different materials in their presentation, such as graphic organizers, digital tools, social media, images, videos, etc.

Answer Key

Answers will vary.

5. Presenting

- Set a date for presentations so students can be prepared.
- Remind students that they should delegate the work fairly so that each member of the team participates equally in the presentation.
- Explain that it is important to rehearse their presentation at least once, giving them the opportunity to fine-tune details, make any necessary changes, and check the time limit. While rehearsing, they can also practice pronunciation, the tone of their voice, and the speed at which they deliver their speech.
- Have groups deliver their presentations to the class. During each presentation, remind the listeners to pay attention. As they listen, have them take notes or write down questions to keep them involved.
- After each presentation, allow a couple of minutes for a short question and answer session.
- Once all groups have presented, discuss the development proposals and ask students to vote on the best ones.
- Have each group share their own feedback with each other on how they could improve their presentation techniques. Give your own feedback to each group separately, stating both what they did well and what they could improve on next time.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

The blog assignment gives students the opportunity to reflect on specific aspects of what they have learned in the chapter. It encourages them to express their personal views on a given topic and, in the process, to develop critical thinking skills.

6. Blogging

- Ask students to reflect on what they have learned in the chapter about the pros and cons of financial aid from banks.
- Ask students to write approximately 200–250 words. When they have finished their writing, they should proofread it for errors before posting.
- Set a due date and assign the blog comments as homework.
- Review each student's assignment and give them individual feedback on their writing.

Answer Key

Answers will vary.

SELF-EVALUATION

Best Practice – Scaffolding Instructions

The Self-Evaluation Log helps students to assess their own progress in learning. By completing the log at the end of each chapter, learners will review what they have learned, identify the language functions and study skills they have practiced, and evaluate how well they have understood the chapter.

- The Self-Evaluation Log at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework and help them chart their progress.
- Read the instructions aloud. Put students in small groups and ask them to look through the chapter to find an activity related to each skill listed in the self-evaluation.
- Have students assess their own progress for each item on the list and the degree to which they learned it using the scale provided.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 7 – Standing Out From the Crowd

Chapter Goals

The topics in this chapter will encourage students to reflect on remarkable individuals and their achievements and failures.

Listening: Students will listen for time expressions, organize information chronologically, and complete a timeline based on a celebrity profile. They will listen for degree modifiers of comparatives and superlatives and identify stressed words in a conversation. Finally, they will listen to short conversations in order to identify appropriate expressions and tone of voice to show likes and dislikes.

Speaking: Students will share their perspectives on remarkable people and their achievements. They will present the biography of a celebrity using expressions of time and sequence. Students will also collaborate to create a sports code of ethics. They will learn ways to express their likes and dislikes using situation-appropriate expressions. Finally, they will further research the topic of remarkable people in order to conduct a survey and make a presentation, as well as express their views in a blog on the relationship between success and failure.

Focus on the Images

Ask students to:

1. identify what the images have in common
2. compare and contrast different pairs of images.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. brainstorm a list of words and phrases about cycling
2. share memories and experiences they've had with bicycles.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote and the name of the author aloud; explain any unknown words
2. express what the quote means using their own words; if necessary, prompt them by asking questions, such as: *In what situation might winning be worse than losing? Why?*
3. share any other quotes or proverbs they know about victory or defeat.

Answer Key

Answers will vary.

Content Note

George Eliot is the pen name of Mary Ann Evans (1819 to 1880) who was an English novelist and poet. She chose a male pen name partly to retain privacy in her personal life and partly to prevent her novels from being classified as women's fiction. She is best known for her realistic portrayals of life in rural society.

Listening 1 – Truly Phenomenal

Section Aims

Listening: Listening for degree modifiers and stressed words in a conversation

Speaking: Discussing remarkable people and their achievements; role-playing a conversation

Pronunciation: Identifying and practicing stressed words

Vocabulary: Using context clues to determine meaning; finding synonyms

Language Focus: Modifying comparatives and superlatives; stressed words as information carriers

Skills Focus: Using a Venn diagram

Critical Thinking: Using a Venn diagram to compare and contrast remarkable people

Before You Listen

1. Topic

- Have students work in small groups to read and discuss the questions.
- Call on students from different groups to name some of the remarkable individuals they chose along with their achievements and qualities.
- As a class, discuss whether there are common qualities that remarkable individuals share.

Answer Key

Answers will vary.

Best Practice – Scaffolding Instructions

This activity raises an awareness of learning strategies. In real life, we use context clues to work out the meaning of unfamiliar words. This activity isolates potentially unfamiliar words and phrases from the conversation and asks students to use the surrounding words in each sentence to get a sense of the new vocabulary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words and phrases.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. What should a teacher do when his/her students are **goofing around**?
 2. What are some things that might **interfere** with one's progress at school?
 3. Can you describe something that **surpassed** your expectations?
 4. What environmental issues might people **campaign** for?
 5. Can you name some **civil rights** that all people should have?

Answer Key

1. B; 2. H; 3. F; 4. G; 5. C; 6. E; 7. A; 8. D

Audio Script

crusade

civil rights

goofing around

no laughing matter

surpass

cerebral palsy

interfere

campaign

3. Finding synonyms

- Have students work in pairs to circle the synonyms for “remarkable.” Point out that four of the words are not synonyms.

- Read out each of the words and have students repeat after you to practice pronunciation.
- Call on volunteers to read the list of synonyms and share their definitions for the remaining four words with the class.

Answer Key

Synonyms: amazing, exceptional, extraordinary, illustrious, impressive, incredible, monumental, outstanding, phenomenal, prominent, renowned, singular

1. obsolete: old-fashioned or not useful anymore
2. mundane: very ordinary and not interesting
3. cerebral: relating to the brain
4. frustrating: something that makes you feel angry or annoyed

While You Listen

Language Focus – Modifying Comparatives and Superlatives

- Explain that modifiers for comparatives and superlatives indicate a degree from a little to a lot. For example: *It was hot yesterday. It is hotter today.* We can modify the second sentence to show a great degree of difference by saying: *It is much/a lot/far hotter today.* Or we can show a small degree of difference by saying: *It is a little/slightly hotter today.*
- Go over the list of modifiers and read aloud the examples, emphasizing the modifier in each sentence.
- Allow students a few minutes to come up with their own example sentences using some of the modifiers.
- Call on different students to share some of their examples with the class.

4. Listening for modifiers

- Play the recording and have students complete the sentences with the missing modifiers.
- Play the recording again for students to check and complete the sentences.
- Go over the answers as a class by calling on different students to read out the completed sentences.

Answer Key

1. It's not nearly as mundane as the ones our English professor assigns.
2. Michael Jordan, for example, is probably the most incredible basketball player of all time.
3. LeBron James is every bit as impressive a player as Jordan, if not more, and he's slightly better at rebounding.
4. But Jordan has definitely had the most illustrious career in the NBA.
5. He was by far one of the most monumental figures in campaigning for civil rights...
6. I think I'd prefer to write about someone a little less high-profile.
7. Yeah, and the pasta was much tastier than usual.
8. Besides that, he has to work twice as hard as the rest of us to accomplish things.

Audio Script

Sonya: Oh! This is so frustrating!

Karim: What is?

Sonya: Our English professor wants us to write an essay about a remarkable individual.

Julia: Actually, that sounds like a very interesting topic. It's not nearly as mundane as the ones our English professor assigns. So, what's the problem?

Sonya: For starters, there are so many outstanding people who have done extraordinary things! I can't decide who to write about...

Julia: Well, did your professor mention anyone in particular, like an entrepreneur or a scientist?

Sonya: No, nothing like that. All she said was that we should write a brief biography, outline their successes and failures, and comment on their personality traits.

Karim: Why don't you write about a renowned athlete? Michael Jordan, for example, is probably the most incredible basketball player of all time.

Trevor: You've got to be kidding! Jordan is obsolete. LeBron James is every bit as impressive a player as Jordan, if not more, and he's slightly better at rebounding.

Karim: But Jordan has definitely had the most illustrious career in the NBA.

Trevor: Well, James's career isn't over yet and he may well surpass Jordan.

Sonya: Listen, guys, stop arguing. I'd rather not write about an athlete, anyway. Sports aren't really my thing.

Karim: OK, OK. Then, how about a prominent leader, like Nelson Mandela? He was by far one of the most monumental figures in campaigning for civil rights and received the Nobel Peace Prize for his efforts.

Julia: What about Ellen Johnson Sirleaf, the former president of Liberia. She was the first ever female to be elected head of state in Africa, and she also won the Nobel Peace Prize for her singular crusade for women's rights.

Sonya: No. I don't really care for politics either. I think I'd prefer to write about someone a little less high-profile.

Trevor: I know, you can write about me! I'm a pretty amazing guy!

Derek: Hi, guys! What's so funny?

All: Hi./Hey, Derek!

Julia: Oh, Trevor's just goofing around as usual.

Derek: I'm heading to the cafeteria. Is anyone else hungry?

Karim: No, we've just come from there. By the way, the chicken tacos were exceptional today.

Trevor: Yeah, and the pasta was much tastier than usual. Maybe they've hired a new chef.

Derek: Thanks for the tips. I'll catch up with you all in class later.

All: Bye./See you later.

Julia: Now there's someone who is truly phenomenal. Cerebral palsy is no laughing matter. And he doesn't let his disability interfere with his goals. Besides that, he has to work twice as hard as the rest of us to accomplish things.

Sonya: Hmm? I wonder... Do you think he'd mind if I wrote my essay about him?

Language Focus – Stress

Review which words are usually stressed in conversation. (words that carry information, such as nouns, adjectives, verbs, and adverbs)

5. Listening for stressed words

- Have students read through the conversation and try to guess the missing words.
- Play the recording as students follow along in their books and write the missing words.
- After listening, students can check their answers against the listening script in their books.

Answer Key

Sonya: Oh! This is so (1) frustrating!

Karim: What is?

Sonya: Our English professor wants us to write an essay about a (2) remarkable individual.

Julia: Actually, that sounds like a very (3) interesting topic. It's not (4) nearly as mundane as the ones (5) our English professor assigns. So, what's the problem?

Sonya: For starters, there are (6) so many (7) outstanding people who have done (8) extraordinary things! I (9) can't decide who to write about...

Julia: Well, did your professor (10) mention anyone in particular, like an (11) entrepreneur or a (12) scientist?

Sonya: No, nothing like that. (13) All she said was that we should write a brief biography, outline their (14) successes and (15) failures, and comment on their personality traits.

Karim: Why don't you write about a renowned athlete? Michael Jordan, for example, is (16) probably the most (17) incredible basketball player of (18) all time.

Trevor: You've got to be kidding! Jordan is (19) obsolete. LeBron James is (20) every bit as impressive a player as Jordan, if not more, and he's (21) slightly better at rebounding.

Karim: But Jordan has (22) definitely had the most illustrious career in the NBA.

Trevor: Well, James's career isn't over (23) yet and he may well (24) surpass Jordan.

Sonya: Listen, guys, (25) stop arguing. I'd rather not write about an (26) athlete, anyway. (27) Sports aren't really my thing.

Karim: OK, OK. Then, how about a (28) prominent leader, like Nelson Mandela? He was by (29) far one of the most (30) monumental figures in campaigning for (31) civil rights and received the (32) Nobel Peace Prize for his efforts.

Julia: What about Ellen Johnson Sirleaf, the (33) former president of Liberia. She was the (34) first ever female to be elected head of state in Africa, and she also won the Nobel Peace Prize for her singular crusade for (35) women's rights.

Sonya: No. I don't really care for (36) politics either. I think I'd (37) prefer to write about someone a (38) little less high-profile.

Trevor: I know, you can write about (39) me! I'm a (40) pretty amazing guy!

Audio Script

Track Repeat

After You Listen

6. Role-playing

- Have students work in groups of four to act out the conversation.
- As groups are speaking, move around the room and correct any errors in pronunciation.

Answer Key

Answers will vary.

Skills Focus – Venn Diagram

As a class, go over the information describing the Venn diagram.

7. Sharing

- Divide the class into small groups and go over the instructions. Ask all group members to take notes on their group's discussion.
- Give each group a large piece of poster paper and markers.
- Have the groups work together to copy the Venn diagram from the book onto the poster paper, transfer their discussion notes to the diagram in a readable fashion, and illustrate the poster with drawings.
- Invite the groups to tape their posters to the walls.

Answer Key

Answers will vary.

8. Comparing

- Have students walk around the room to look at their classmates' posters.
- Conduct a class discussion of the posters focusing on the similarities and differences among the remarkable accomplishments listed on the posters.

Answer Key

Answers will vary.

Listening 2 – Podcast: Where Are They Now?

Section Aims

Listening: Listening for time expressions; organizing information chronologically; completing a timeline

Speaking: Presenting a biography using expressions of time; sharing perspectives on cycling

Vocabulary: Words and phrases related to the biography of a cyclist; bicycle parts

Language Focus: Expressing time and sequence

Skills Focus: Understanding chronological order

Critical Thinking: Putting events in chronological order; labeling a diagram; using a timeline to sort events and present a biography

Before You Listen

Did You Know?

- Give students time to read the information about the Tour de France or read the information aloud as students follow along.
- Check comprehension by asking questions, such as: *How many days does the race last? When did the first Tour de France take place? Does the race follow the same route year after year? Where does the race usually end?*

1. Topic

- Have students work in small groups to read and answer the questions in the quiz.
- Consider setting a time limit and allowing students to research some of their answers.
- Go over the answers as a class. Congratulate the group that has the most correct answers.

Answer Key

1. The overall leader wears a yellow jersey. The tradition started so that the leader would stand out and be recognized by other riders, fans, and the media.
2. The fastest sprinter wears a green jersey.
3. The fastest uphill racer wears a white jersey with red polka dots.
4. The fastest competitor under 26 years of age wears a white jersey.
5. The average speed of the best riders in the Tour de France is about 24.8 mph (40 km/h).
6. As of 2019, 21 cyclists from France have won 36 Tours among them. Ten Belgian cyclists share 18 wins; seven Spanish cyclists share 12 wins; and seven Italian cyclists share 10 wins.
7. The youngest cyclist to win the Tour de France was Henri Cornet at age 19 in 1904. The oldest cyclist was Firmin Lambot at age 36 in 1922.
8. There are usually 20 to 22 teams with eight riders each for a total of 160 to 176 riders.
9. During each stage of the race, riders burn anywhere between 5,000 to 8,000 calories.
10. Answers will vary. Some names of Tour de France winners are: Geraint Thomas (2018), Chris Froome (2013, 2015-17), Vincenzo Nibali (2014), Bradley Wiggins (2012), Cadel Evans (2011), Andy Schleck (2010), Alberto Contador (2007, 2009), Carlos Sastre (2008).

Content Note

American cyclist, Lance Armstrong, whose biography is featured in Listening 2, won the Tour de France for seven consecutive years between 1999 and 2005. Years later, however, he was investigated for doping and found guilty. In 2012, he was stripped of his awards and banned from professional cycling. For those years of the Tour de France, there is no official winner of the race.

2. Vocabulary

- Play the recording for students to listen to the pronunciation of the words in bold.
- Tell them to read the definitions and complete the sentences with the missing words.
- Have students compare answers with a partner.
- Check comprehension by asking students questions. For example:
 1. Can you give some examples of **controversial** issues?
 2. Do you ever find it difficult to **keep up with** your studies?
 3. Can you give examples of some **prestigious** awards?
 4. Have any teams had **consecutive** wins in the World Cup? (Italy: 1934/1938; Brazil: 1958/1962)
 5. What would happen if the mayor decided to **ban** cars from the city?

Answer Key

1. chemotherapy
2. dismissed

3. keep up with
4. from scratch, comeback, prestigious
5. highlight
6. vertebra
7. winning streak, consecutive
8. controversial, tainted
9. scandal, doping
10. banned, stripped

Audio Script

ban
 chemotherapy
 comeback
 consecutive
 controversial
 dismiss
 doping
 from scratch
 highlight
 keep up with
 prestigious
 scandal
 strip
 taint
 vertebra
 winning streak

Language Focus – Expressing Time and Sequence

- Go over the introductory information about chronological order.
- Ask students if they can think of other instances when simple chronological order is used. For example, when telling a story.
- Point out that sequence refers to the order of events—what happens first, next, and so on. Expressions that indicate sequence enable clarity when a speaker doesn't follow simple chronological order.
- Give students a chance to look over the list and ask about any time and sequence words that are new to them or that they are unsure of. Provide examples and explanations as needed.

Content Note

The time and sequence expressions listed in the chart fall into different grammatical categories.

1. The following words can function as prepositions, which are followed by nouns: *after*, *during*, *before*, *until*.

Examples: The cyclists were exhausted **after** the mountain stage.

Cyclists often eat **during** the race.

2. The following words can function as conjunctions, which connect clauses: *after*, *until*, *before*, *while*.

Examples: Cyclist often eat **while** they are riding.

The cyclists waited **until** the rain had stopped.

(Note: Students frequently confuse *during* and *while* due to similar meaning, but *during* only functions as a preposition, and *while* functions primarily as a conjunction.)

3. The following expressions are adverbs or adverbials, which function in various sentence positions: *afterward*, *formerly*, *recently*, *at that time*, *long ago*, *soon*, *eventually*, *now*, *then*, *finally*, *presently*.

Examples: She **recently** moved to Texas.

Formerly, she was living in Idaho.

4. Other expressions in the list have more than one possible grammatical function.

Examples: **Present** day scientists do not support this theory. (adjective)

In the **present**, scientists support another theory. (noun)

Skills Focus – Chronological Order

- Explain that although time and sequence words are helpful clues, listeners can also use a number of other clues to determine the sequence of events.
- Ask for volunteers to read the points describing ways to determine chronological order.
- Reinforce the points by listing them in brief form on the board.

Best Practice – Scaffolding Instructions

This part of the chapter supports student learning by providing information about understanding chronological order followed by an activity that asks students to determine the chronological order of sentences. The activity is predictable in that the items use a repeated format and procedure, but it is also flexible in that students must negotiate meaning as they move from sentence to sentence within each mini-story. Instruction, followed by multiple opportunities to participate in an activity that is both predictable and flexible, provides scaffolded support for students as they develop their language skills.

3. Putting events in chronological order

- Have students work in pairs to read the sentences in each mini-story aloud and arrange them in sequence.
- Encourage students to refer to the strategy in the Skills Focus box or the list that you have written on the board as they answer the questions.

Answer Key

Short Story 1: C, A, B

Short Story 2: B, A, C

Encourage students to give reasons why each sentence should be first, second or third, discuss.

While You Listen

4. Listening for time expressions

- Play the audio once all the way through.
- Instruct students to listen for the gist and to check any of the time and sequence words they hear from the list in the Language Focus box on Expressing Time and Sequence after activity 2.

Answer Key

Items to be checked in the Language Focus box: after/afterward/as/at (time)/at that time/before/by (time)/currently/during/eventually/finally/first/following/from... to.../in (month, year)/later/meanwhile/next/now/past/previously/recently/second/since/then/thereafter/today/until/while

Audio Script

Joe Hemmings: Hello. This is Joe Hemmings, and I'm pleased to welcome you to my weekly podcast "Where Are They Now?" to tell you about celebrities who have done remarkable things, lived fascinating lives, and then seem to have disappeared from the public eye. Today's celebrity is a controversial figure who is trying to make a comeback, after his fame and glory was tainted by bitter scandal in 2012. It's a complex story that has rocked the world of sports, and in particular that of cycling.

If you haven't already guessed, today's celebrity profile is about former cyclist Lance Armstrong. His win in the 1999 Tour de France bicycle race is one of the most amazing stories in sports history, especially because the win came after he had successfully battled a deadly form of cancer.

This battle is where our profile begins. When Armstrong found out that he had cancer in October of 1996, his whole world fell apart. He couldn't bear the thought of never racing again, never marrying, and never having children. However, he says that it was his battle with cancer that helped give him both the physical and mental strength to become a better cyclist.

By 1996, when he was only 25, Armstrong had already become an international cycling champion. He had come a long way from his small hometown of Plano, Texas. Before leaving Plano in 1990, he was

quite poor, but by 1996, he was making over \$1 million a year. During those years, he had participated, but still had not won the most prestigious of all cycling races—the Tour de France.

In October of 1996, Armstrong was diagnosed with cancer and had to endure chemotherapy treatments to eliminate tumors in his chest. He also underwent surgery to remove a tumor that had formed in his brain. The doctors informed him that he had only a fifty percent chance to live, and they dismissed any hope of his continuing a bicycle-racing career.

When he first began the chemotherapy, Armstrong was able to keep up with his teammates on their training rides. Eventually, however, he began to ride more and more slowly. Most people thought Armstrong would never race again, but he was not about to give up. He claims that the chemotherapy actually made him into a stronger cyclist since it caused him to lose the heavy muscles that he had built up from swimming as a teenager. As a result, he could rebuild his body from scratch.

So, following his recovery, he focused on developing the kind of strong and light muscles needed for climbing uphill in the mountain stages of the Tour de France. He trained hard for the next couple of years. Meanwhile, in 1997, he also set up the Lance Armstrong Foundation in order to provide support to other cancer survivors. He wanted others to realize there is life after cancer, and he was, at that time, the ideal role model.

By 1999, Armstrong was stronger than ever. He wore the yellow jersey for 15 stages of the race. However, winning the Tour de France was not the only highlight of that year for him. He also became a father when his wife gave birth to their first child in the fall of 1999. And, a couple of years later in 2001, they had twins. What a great year that must have been!

In July of 2000, Armstrong won the Tour a second time. No one could deny that he was back at the top of his sport. That same year, he was invited to ride for the Olympic team. While training, he was hit by a car on a country road. He was found two hours later lying on the road with a broken vertebra. But he wouldn't let that stop him. He was back on his bicycle within a few days, and managed to win a bronze medal at the 2000 Olympic Games.

But the story does not end here. Armstrong's winning streak at the Tour de France continued. He went on to win again and again from 2001 to 2005, becoming the only person ever to win the race seven times—and all of the wins in consecutive years!

In 2005, Armstrong announced his retirement from cycling. Afterward, he spent time participating in marathons and triathlons while raising money for cancer research. He made some business investments including a bike shop and café in Austin, Texas. He temporarily returned to racing, with a third place finish at the Tour de France in 2009, until finally retiring in 2011. The following year, he had to face another battle. This time it was not hospitals and doctors, but courts and lawyers.

In June of 2012, the United States Anti-Doping Agency (or USADA) held an investigation into Armstrong's use of illegal substances during his cycling career. Although he had often been suspected of doping, especially while racing in the Tour de France, little or no evidence had previously been found. This time, the USADA had plenty of witnesses and new evidence from stored blood samples, which could not be tested for certain substances in the past. He was found guilty. As a result, he was permanently banned from professional cycling and stripped of all the titles he had won since 1998.

Armstrong immediately stepped down as chairman of the cancer foundation he had established so that it would not be connected to the scandal. Thereafter, the foundation changed its name to Livestrong, and is currently continuing its mission to provide help and support to thousands of cancer victims and their families.

As you can imagine, Armstrong has had to face the consequences of his actions. Not only did he pay millions of dollars in lawsuits, but he also lost millions of dollars in sponsorships. He has apologized for the mistakes he made and has admitted that he got what he deserved. Today, he is still trying to climb uphill, but off the bicycle this time. He has invested in some businesses related to sports and fitness. And most recently, in 2018 and 2019, he hosted his own podcast with daily coverage of the Tour de France. Meanwhile, he continues to raise money and support campaigns for cancer research. This is Joe Hemmings. Good night, and please join me next week for another edition of "Where Are They Now?"

5. Organizing information chronologically

- Give students time to read through the statements and the four category headings in the chart.

- Have students fill in the chart based on what they remember from the listening activity. When they listen again, they can verify, add, or change ideas.
- Play the audio a second time, and instruct students to verify the information in their charts.

Answer Key

	In his youth	Before cancer	After cancer	After retiring
1. His first child was born.			✓ 1999	
2. He became an international cycling champion.		✓ 1990–1996		
3. He won a bronze medal in the Olympics.			✓ 2000	
4. He set up a foundation to help cancer survivors.			✓ 1997	
5. He built up a lot of heavy muscle.	✓ Pre-1990			
6. He built strong and light muscles.			✓ 1997–1998	
7. He hosted podcasts with coverage of the Tour de France.				✓ 2018–2019
8. He was hit by a car.			✓ 2000	
9. He was earning over \$1 million a year.		✓ 1990–1996		
10. He was stripped of his cycling titles.				✓ 2012
11. He was quite poor.	✓ Pre-1990			
12. He won the Tour de France.			✓ 1999–2005	

Audio Script

Track Repeat

After You Listen**6. Comparing answers**

- Have students work in small groups to compare the information in their charts and discuss the time and sequence clues they used.

Answer Key

Answers will vary.

Best Practice – Organizing Information

A timeline is a graphic organizer that sets events and the times they occur on a horizontal or vertical line. Events on a timeline can take place in the past, present, and/or future, and longer or shorter time intervals can be represented by more or less space between the events on the line. Using a timeline is an effective way to include a visual element in the chapter's learning strategy of listening for chronological order, and in this way to support different learning styles.

7. Completing a timeline

- Ask students to look at the timeline of Lance Armstrong's life. Point out that several events are missing from the timeline.
- Have students work in pairs to complete the timeline using their charts and information they remember from the listening activity.

- Put pairs together (creating groups of four) to compare timelines and ask about any information they still need.
- Play the recording again if necessary.

Answer Key

Suggested answers:

Lance Armstrong's Life

1. He left Plano, Texas.
2. He was diagnosed with cancer.
3. He had to undergo chemotherapy and surgery.
4. He set up a foundation for cancer victims.
5. He won his first Tour de France.
6. He won a bronze medal in the Olympics.
7. He became the father of twins.
8. He won his fifth Tour de France.
9. He won his seventh Tour de France.
10. He participated in marathons and triathlons.
11. He finished third in the Tour de France.
12. He retired permanently from cycling.
13. He was stripped of all his titles.
14. He hosted podcasts to cover the Tour de France.

Audio Script

Track Repeat

Best Practice – Cultivating Critical Thinking

This activity gives students a chance to apply the information about time and sequence presented in the chapter to the new task of creating a biography. As students listen to the versions of their classmates and present their own, they must process language and concepts on a deep level, which promotes retention and allows them to evaluate their understanding of the new material.

8. Presenting a biography

- Explain that students will use information from their timelines to present a short biography of Lance Armstrong. Encourage them to add other details they remember from the recording.
- Remind students that it is important to use time and sequence expressions so that the chronological order of events is clear.
- Allow students time to prepare notes for their presentation.
- Put students in groups. Have them take turns presenting their biographies to the group.

Answer Key

Answers will vary.

9. Labeling a diagram

- Have students work in pairs to locate each bicycle part on the diagram.
- Ask volunteers to describe each part and what it does.
- Go over the answers as a class.

Answer Key

1. C; 2. B; 3. F; 4. A; 5. I; 6. G; 7. J; 8. H; 9. D; 10. E

10. Sharing perspectives

- Put students in small groups to discuss the questions.
- Have volunteers share some of their group's responses with the class.

Answer Key

Answers will vary.

Speaking 1 – “Cleaning Up” Sports

Section Aims

Speaking: Sharing views on why doping should be prohibited in sport; collaborating to create and present a sports code of ethics

Vocabulary: Words and phrases related to sports regulations

Critical Thinking: Brainstorming a sports code of ethics; supporting ideas using expressions of reason, purpose, and result

1. Topic

- Read aloud the text and answer any questions students may have about vocabulary.
- Put students in groups to discuss the questions and to brainstorm lists to complete the chart.
- Call on different groups to share their lists from the chart with the class .

Answer Key

Answers will vary.

2. Expressing reason, purpose, and result

- Have students work in their groups to discuss the meaning of the sentences.
- Review the transitional expressions for reason, purpose, and result in the Language Focus box on Expressing Reason, Purpose and Result in Chapter 5 of the Student Book, Speaking 1, after activity 1.
- Go over the example with the class. Ask a volunteer to explain how the sentences have been combined and which expression of reason has been used.
- Have students individually rewrite the sentences using appropriate transitions. Then have them compare their sentences with other members of the group.
- Call on different students to read aloud some of their completed sentences.

Answer Key

Possible answers:

1. The consequences for doping in sport must be more severe **in order to/so as to** deter athletes from taking performance-enhancing substances.
2. The sprinter’s blood sample tested positive for illegal substances. **As a result/Consequently**, he was disqualified from the competition and was banned from the sport for six months.
3. **Owing to/Due to** the fact that road cycling is such a high endurance sport, some cyclists believe the only way they can stay competitive and finish the race is by using performance-enhancing substances.
4. Some athletes use illegal substances to ensure they win prestigious competitions **with a view to** gaining millions of dollars in sponsorship.

Best Practice – Interacting with Others

Activity 3 is an example of collaborative learning used to encourage fluency and confidence. In this activity, students generate and share ideas in order to create a sports code of ethics. After brainstorming in groups, they should feel more confident in using new language and concepts.

3. Thinking critically

- Explain that a code of ethics is a set of rules about proper professional conduct or behavior.
- Have students collaborate in groups to create a code of ethics in sports related to the use of performance-enhancing substances. Explain that students should support each code with a reason, a purpose, or the consequences.
- Set a time limit of 10–15 minutes for groups to create their codes.

Answer Key

Answers will vary.

4. Sharing and discussing

- Have group members take turns sharing the items of their codes with the class.
- Note any similarities among the codes of different groups and point out the different ways language has been used to express similar ideas.
- As a class, discuss which codes would be most effective at “cleaning up” sports.

Answer Key

Answers will vary.

Speaking 2 – What I Really Like**Section Aims**

Listening: Listening for appropriate expressions and tone of voice to show likes and dislikes

Speaking: Role-playing situations to express likes and dislikes; discussing interests

Pronunciation: Identifying and using appropriate tone of voice to express likes and dislikes

Vocabulary: Expressions for likes and dislikes

Language Focus: Expressing likes and dislikes

Critical Thinking: Choosing appropriate ways to express likes and dislikes, pleasure and displeasure

1. Topic

- Have students work in pairs to read the prompts and share their likes and dislikes.
- Point out that for item 3, students will respond to their partner without speaking, but by using facial expressions.
- As a class, discuss how effective facial expressions are at communicating feelings. Ask students what else is important in communication in order to elicit: choice of words and tone of voice.

Answer Key

Answers will vary.

Language Focus – Expressions of Like and Dislike

- Ask students to think about a typical day, and to estimate how many times in a typical day they mention liking or not liking something. Estimates will differ, of course, but students will most likely agree that they express this type of opinion frequently. They will probably also agree that they would like to know a greater variety of ways to express likes and dislikes in English.
- Go over the introductory information. It is important for students to grasp that using a strong, more emotional expression is more acceptable in informal situations. Using gentler, less emotional expressions reflects the carefulness of speakers in more formal situations.
- Give students time to read through the lists of expressions. Ask them to draw a line separating “I would appreciate...” and “I’m delighted...” in the first list, and separating “I dislike...,” and, “I don’t have time for...” in the second list. Explain that, more or less, these lines separate the gentler, less emotional expressions from the stronger, more emotional ones. Dividing the lists in this way helps simplify matters for students.
- Demonstrate at least one expression from each of the four new sections of the chart using an appropriate tone of voice. For example, use a pleasant, neutral tone to say something like, “I’m pleased you all did your homework.” Next, use an excited tone of voice to say something like, “What a terrific group of students I have!”
- Ask for volunteers to offer more examples using expressions from the list. Give feedback on students’ tones of voice, levels of emotion, and grammar usage.
- You could also discuss situations in which the expressions might be used. “I hate...” for instance, is quite strong and should be reserved for trusted friends or family members who understand your feelings and do not regard you as overly emotional or judgmental.

2. Listening for tone of voice

- Play the recording of the conversations in its entirety as students write brief answers to the questions in their books.
- Play the audio recording again, pausing after each conversation to let students share their ideas about the way each speaker expresses like, dislike, pleasure, or displeasure.

Answer Key

Suggested answers:

Conversation 1

1. Now this is my idea of...!/I can't stand...!
2. The man will probably not get the job because the strong expressions he uses are very informal and he also indicates a dislike for the very thing the job requires: the ability to work under time pressure.

Conversation 2

1. That's wonderful!/I would love.../I enjoy...
2. The woman will probably get the job because she uses expressions of like and pleasure in an appropriately formal tone, and she says she enjoys doing the sort of work that is required.

Audio Script

Conversation 1

Interviewer: I'm happy to say we have quite a few remarkable people working for our company.

Applicant: Now this is my idea of a job!

Interviewer: Ah... yes... well, we have one Nobel Prize winner in physics and one in chemistry, and they're looking for an assistant to help them organize their notes for a book that must be completed by next month.

Applicant: Oh, no. I can't stand that kind of pressure!

Interviewer: Oh?

Conversation 2

Interviewer: I'm happy to say we have quite a few remarkable people working for our company.

Applicant: That's wonderful! I would love the opportunity to work with them.

Interviewer: Well, we have one Nobel Prize winner in physics and one in chemistry, and they're looking for an assistant to help them organize their notes for a book that must be completed by next month, so you must work hard to keep them on schedule.

Applicant: Actually, I enjoy organizational tasks. I'm sure that I can help them finish on time!

Interviewer: Well, why don't we go and meet them and see what they think?

3. Role-playing

- Go over the instruction notes for the activity. Explain that for each situation students will prepare two different responses—one formal and one informal.
- Allow students time to work with a partner and to take turns responding to each situation.
- Have each pair perform one of their role plays for the class. Encourage them to use an appropriate tone of voice.

Answer Key

Answers will vary.

Best Practice – Interacting with Others

This activity provides high interest subject matter to promote communication in small groups. As students talk about the remarkable accomplishments in the chart, explaining which ones they would or would not enjoy doing, they are more focused on sharing information about themselves, their likes, and their dislikes than they are on vocabulary choices and grammatical rules. In this way, students develop fluency and confidence in their ability to communicate with people using English.

4. Discussing interests

- Go over the instructions and give students time to mark their charts. Be sure that they fill in the blank boxes in the columns.
- Put students in small groups and have them take turns explaining their charts, using expressions from the Language Focus box.
- Ask for volunteers to share and explain what they wrote in the blank boxes.

Answer Key

Answers will vary.

Speaking 3 – Survey: Remarkable People

Section Aims

Speaking: Brainstorming, planning, and preparing a presentation; conducting a survey and presenting research on the topic of remarkable people

Skills Focus: Making presentations and conducting surveys; writing effective survey questions

Critical Thinking: Evaluating and selecting research; creating effective survey questions; expressing views in a blog on the relationship between success and failure

Research and Document: Researching and conducting a survey on the topic of remarkable people; expressing views in a blog

Skills Focus – Researching, Surveying, and Presenting

Best Practice – Presentation Skills

Presentations provide practice in all aspects of the language: vocabulary, grammar, communication, and pronunciation, simultaneously combining the skills of speaking, reading, writing, and listening. Presenting requires students to assimilate the skills and concepts they have learned and put them into practice in a creative and personal way, thus giving them control of the language. In turn, this helps build confidence, and presenting is a skill that most students will find indispensable in their academic and professional careers.

1. Topic

- Explain that students will work together to research, conduct a survey, and prepare a presentation on the topic of remarkable people.
- Put students in groups of three or four. It would be a good idea to form groups of learners who have different levels of ability. Alternatively, you can allow students to form their own groups.
- Promote collaboration by asking students to work as a team in all stages of the project.

Answer Key

No answer.

2. Brainstorming

- Tell students that the first step in preparing a presentation is to consider the topic and brainstorm ideas. Point out that one way to do this is to record ideas in a mind map.
- Instruct students to follow the steps outlined in the instructions.
- Point out the Tip and emphasize the importance of designing effective survey questions.
- Explain that students are going to conduct a survey to find out what other people think about the remarkable people they have chosen in each category. They should collaborate as a group and design survey questions that will be similar for each category. Doing so will make it easier for them to compare the survey results and draw conclusions.

Answer Key

Answers will vary.

3. Researching and documenting

- Explain that, in this stage, students will plan and organize their research.
- Remind students to divide up the research equally among members of the group, each person focusing on a specific category of remarkable people. Then have them perform their research and surveys individually following the steps in the instruction notes.

Answer Key

Answers will vary.

4. Planning and preparing

- Explain that in this stage students will have the opportunity to be creative. They should decide what information to include and how they would like to organize and present their research and survey results.
- They should prepare notes or a script of what they will say, as well as visual material such as texts accompanied by images, videos, graphs, etc. for their slide presentation.
- Set a time limit for each presentation (5-10 minutes) and make sure students try to stay within these limits. This ensures that all students have equal time to present and allows for better time management in the classroom on the date of presentations.

Answer Key

Answers will vary.

5. Presenting

- Set a date for presentations so students can be prepared.
- Remind students that they should delegate the work fairly so each member of the team participates in the presentation.
- Explain that it is important to rehearse their presentation at least once, giving them the opportunity to fine-tune details, make any necessary changes, and check the time limit. While rehearsing, they can also practice pronunciation, the tone of their voice, and the speed at which they deliver their speech.
- Have groups deliver their presentations to the class. During each presentation, remind the listeners to pay attention. As they listen, have them take notes or write down questions to keep them involved.
- After each presentation, allow a couple of minutes for a short question and answer session.
- Once all groups have presented, discuss what students have learned about remarkable individuals.
- Have each group share their own feedback with each other on how they could improve their presentation techniques. Give your own feedback to each group separately, stating both what they did well and what they could improve on next time.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

The blog assignment gives students the opportunity to reflect on specific aspects of what they have learned in the chapter. It encourages them to express their personal views on a given topic and, in the process, to develop critical thinking skills.

6. Blogging

- Ask students to reflect on what they have learned in the chapter. Explain that they will express their views on the relationship between success and failure in a class blog.
- Ask students to write approximately 200–250 words. When they have finished their writing, they should proofread it for errors before posting.
- Set a due date and assign the blog comments as homework.
- Review each student's assignment and give them individual feedback on their writing.

Answer Key

Answers will vary.

SELF-EVALUATION

Best Practice – Scaffolding Instructions

The Self-Evaluation Log helps students to assess their own progress in learning. By completing the log at the end of each chapter, learners will review what they have learned, identify the language functions and study skills they have practiced, and evaluate how well they have understood the chapter.

- The Self-Evaluation Log at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework and help them chart their progress.
- Read the instructions aloud. Put students in small groups and ask them to look through the chapter to find an activity related to each skill listed in the self-evaluation.
- Have students assess their own progress for each item on the list and the degree to which they learned it using the scale provided.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 8 – Imagine, Create, Succeed

Chapter Goals

The topics in this chapter will give students insight into the concept of creativity—not just artistic creativity, but also the creativity that motivates people to succeed.

Listening: Students will take notes on divulged information and signal words, as well as identify main ideas in a lecture. They will also listen for signal words and information in a conversation and make inferences about what the speakers say.

Speaking: Students will talk about creative drive in the workplace. They will interpret and discuss their personal preferences in modern art. They will also share ideas about what motivates people at work, school, and play and brainstorm ways to increase creativity. Finally, they will collaborate to give a presentation on types of corporate culture, and express their views in a blog on the importance of promoting creativity.

Focus on the Images

Ask students to:

1. explain what motivates creativity
2. describe where creative inspiration comes from
3. compare and contrast the pairs of images.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. brainstorm a list of words and phrases about creative inspiration
2. make suggestions for increasing creativity.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote and the name of the author aloud; explain any unknown words
2. express what the quote means using their own words; if necessary, prompt them by asking questions, such as: *What brings order to the universe? Why might this seem odd?*
3. share their views on creativity and the creative process.

Answer Key

Answers will vary.

Content Note

Virginia Woolf (1882 to 1941) was an English writer, best known for her pioneering use of “stream of consciousness.” This literary technique presents the flow of thoughts and feelings of the characters rather than a linear description of events. This allows the reader to associate with the psychological state of the characters and understand how they feel and why they do things.

Listening 1 – Isn't Everything We Do Creative?

Section Aims

Listening: Listening for signal words and information; taking notes and making inferences

Speaking: Sharing perspectives about art and creativity; role-playing; comparing two artists

Vocabulary: Using context clues to determine meaning; finding synonyms of signal words

Skills Focus: Listening for signal words

Critical Thinking: Using a Venn diagram to compare artists; expressing views on art

Before You Listen

1. Topic

- Have students work in pairs or small groups to discuss the questions.
- Ask volunteers to share some of their responses with the whole class.

Answer Key

Answers will vary.

Best Practice – Scaffolding Instructions

This activity raises an awareness of learning strategies. In real life, we use context clues to work out the meaning of unfamiliar words. This activity isolates potentially unfamiliar words from the conversation and asks students to use the surrounding words in each sentence to get a sense of the new vocabulary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words and phrases.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. How can teachers **stimulate** students to work harder?
 2. What skills have you **picked up** from your family or friends?
 3. What does **equity** in education mean?
 4. Why might criticism **crush** someone's confidence?
 5. At what age do you think one's personality begins to **emerge**?

Answer Key

1. C; 2. J; 3. I; 4. F; 5. B; 6. A; 7. D; 8. E; 9. H; 10. G

Audio Script

1. emerge
2. neo-expressionist
3. stimulate
4. crush
5. pick up
6. along the line
7. equity
8. bound
9. naïve
10. counts

3. Considering the topic

- Have students work in small groups to read and answer the questions.
- Call on different students to share some of their group's responses. Encourage them to describe details for the second question and give reasons for the third question.

Answer Key

1. The paintings are by Vincent van Gogh.
2. Answers will vary.
3. Answers will vary.

Skills Focus – Signal Words

- Give students time to read the paragraph about signal words, or read it aloud as they follow along.
- Ask students to think of some examples of signal words they find useful when listening to English and explain what they mean. For instance, when people hear “on the other hand,” they listen for contrast.
- Go over each verb in the list, providing explanations and examples for the verbs students are less familiar with. Point out that this list goes beyond the typical lists of signal words that students have probably seen before because it presents verbs that are commonly used to signal a speaker’s next speaking task, such as to explain or review.

4. Finding synonyms

- Have students individually match the synonyms and then compare answers with a partner.
- Go over the answers as a class.

Answer Key

Suggested answers:

1. D; 2. A; 3. E; 4. B; 5. F; 6. G; 7. C; 8. H.

While You Listen**5. Listening for signal words**

- Play the recording for students to complete the sentences with the missing signal words and information.
- Play the recording a second time if necessary.
- Call on different students to read out the completed sentences.

Answer Key

1. Would you mind going over that again, please?
2. Let me illustrate my point about creativity this way.
3. Furthermore, Basquiat is also an example of something else I said during our last class. This was about the equity of creativity.
4. Let me repeat—and I really can’t emphasize this enough—creativity is not linked to age or race. It is not linked to any particular type of human being.
5. But didn’t you also define creativity as being bound by time, place, and culture?
6. What I was describing was that creativity can be crushed by a particular context or cultural environment that does not appreciate the creative efforts made by an individual in that place or at that time.
7. Thanks so much for clarifying what you were getting at yesterday.
8. I mean can you give me examples of human activity that isn’t creative?

Audio Script

Student: Excuse me, Professor. I’m not sure that I really followed what you were saying yesterday in class about specific training in the arts not being an absolute necessity for creativity in the arts to emerge. Would you mind going over that again, please?

Professor: Sure. Let me illustrate my point about creativity this way. The neo-expressionist painter, Jean-Michel Basquiat began as a street graffiti artist in New York. Basquiat never had an art lesson in his life and yet his works are displayed in museums all over the world.

Student: Well, that’s true, but he hung out with other artists and maybe some teachers. Couldn’t he have picked up his skills from a teacher somewhere along the line?

Professor: He could have, but apparently he didn't. Furthermore, Basquiat is also an example of something else I said during our last class. This was about the equity of creativity. Let me repeat – and I really can't emphasize this enough—creativity is not linked to age or race. It is not linked to any particular type of human being.

Student: Sure. I'm beginning to get what you're talking about. But didn't you also define creativity as being bound by time, place, and culture?

Professor: Well, sort of. What I was describing was that creativity can be crushed by a particular context or cultural environment that does not appreciate the creative efforts made by an individual in that place or at that time.

Student: Oh, I see. Basquiat is certainly an example of this. I'm sure that most people, older folks for sure, didn't appreciate his graffiti art all over their buildings, at first anyway. Would van Gogh be another good example of an artist whose work was not appreciated by the general public? You know, he couldn't seem to sell many of his paintings while he was alive, but now they're worth tens of millions of dollars.

Professor: Right on both counts. But the reality is that they were creative even though they were not appreciated. And later in Basquiat's career or after van Gogh died, their work did not become creative. Instead, it was the creative imaginations of the viewers of the art that had to catch up to, or rise to, the level of their creative visions. And sadly, that took a long time in van Gogh's case.

Student: Thanks so much for clarifying what you were getting at yesterday. That helped a lot. I just have one more question.

Professor: Yes, of course. Shoot.

Student: Well, this may sound a little naïve, but isn't everything, I mean absolutely everything, we do creative on some level? I mean can you give me examples of human activity that isn't creative?

Professor: Good for you! That's a challenging question! You've stimulated me to think further about this over the weekend, and I'll make time for you to lead a discussion on that topic on Monday, OK?

6. Making inferences

- Have students close their books and prepare to take notes.
- Play the audio of the conversation and ask students to take notes using the signal words and other expressions they hear.
- Have students open their books and read the questions and answer choices. Ask whether they think they can answer the questions using the notes they just took.
- Discuss the correct answers and whether taking notes using signal words and other expressions helped students choose the correct answers.

Answer Key

1. A, D; 2. B; 3. C; 4. A, D; 5. C

After You Listen

7. Role-playing

- Go over the role-play situation and ask two volunteers to read the short dialogue. Explain that students will continue the discussion on creativity.
- Have students work in small groups to perform the role play. Encourage them to use expressions they learned in Chapter 4 (Speaking 1, following activity 3, Language Focus Box on Introducing your Opinion) for expressing opinions and in Chapter 6 (Listening 1, following activity 3, Language Focus Box on Agreeing and Disagreeing) for agreeing and disagreeing.
- As students are speaking, move around the room and offer help as needed.

Answer Key

Answers will vary.

Best Practice – Interacting with Others

In the following activities, small groups of students must communicate in English to accomplish an authentic task. As students compare and contrast the paintings of two different artists, they concentrate

on ideas and communication more than on grammar and accuracy. In this way, they build fluency and confidence for future speaking situations.

8. Comparing artists

- Go over the instruction notes. Remind students that they have completed similar Venn diagrams in the previous chapters.
- Have students work in pairs to compare and contrast the two artists. Tell them to refer to the notes they took in activity 6 and to use their own observations of the paintings in activity 3 and activity 5.
- If necessary, play the recording again for students to take notes about the two artists.

Answer Key

Possible answers:

Vincent van Gogh: late 19th century; did not sell many paintings in his lifetime, but today his paintings are worth tens of millions of dollars; post-impressionist; visible brushstrokes; movement from contours and lines

Jean-Michel Basquiat: late 20th century; no formal training; began as a graffiti artist in New York; neo-expressionist; unrealistic colors, looks spontaneous and unfinished; use of lines

Both: their art was not appreciated by the public at first; their art is displayed in museums around the world today; they use vivid colors; the images are expressive and evoke emotion

9. Presenting

- Allow pairs a few minutes to plan their short presentations and to select signal words from the Skills Focus box in activity 3.
- Have pairs join other pairs to form new groups of four or six depending on the class size. If the class is small, pairs can present to the whole class.
- Have pairs take turns presenting their comparisons of the artists to a group of classmates.
- After the presentations, discuss the similarities and differences as a class.

Answer Key

Answers will vary.

10. Sharing experiences

- Put students in small groups to read and discuss the questions.
- Call on volunteers to share some of their responses with the class.

Answer Key

Answers will vary.

11. Thinking critically

- Discuss the questions as a whole class.
- Encourage students to respond to the questions as well as to what their classmates say, using expressions for agreeing and disagreeing.

Answer Key

Answers will vary.

Listening 2 – Lecture: Drive and Creativity in the Workplace

Section Aims

Listening: Recognizing and taking notes on divulged information; identifying main ideas in a lecture; taking notes on signal words

Speaking: Speculating on factors that influence creativity in the workplace; summarizing a lecture; solving puzzles; analyzing images to speculate on corporate culture

Vocabulary: Words and phrases related to drive and creativity

Language Focus: Recognizing when information is being divulged

Critical Thinking: Speculating on factors that influence creativity at work; using creativity to solve puzzles; analyzing images to speculate on corporate culture

Before You Listen

Did You Know?

- Give students time to read the information about the three creative projects, or read the information aloud as students follow along.
- Ask students to share any other information they have about the businesses mentioned.
- Ask students if they know any other open-source models (e.g. Android, VLC Media Player).

Content Notes

- Wikipedia was created in 2001 as an online encyclopedia. At any given time, it has tens of thousands of contributors working on articles in the database. The contributors are not paid for their work. Wikipedia contains articles in over 300 different languages. The articles in Wikipedia are constantly being added to, edited, and improved.
- Muhammad Yunus won the Nobel Peace Prize in 2006 for his efforts to improve the system of economic and social development. He pioneered the concept of giving small loans to poor people and organizations that appeared unlikely to be able to pay back the money. He proved that small amounts of money could yield large results when it was invested in worthwhile projects and when people without any money were given an economic opportunity.
- Yunus first defined the term “social business.” It is a business that raises money for a particular social objective. Money that the company makes is either re-invested in the company to help it grow or given to benefit the social objective.

1. Topic

- Have students work in small groups to read the questions and discuss them.
- Ask volunteers to report on their discussions.

Answer Key

Answers will vary.

2. Speculating

- Read the instruction notes. Explain that *inhibit creativity* means to discourage or hold back creativity whereas *promote creativity* means to encourage and support creativity.
- Put students in groups of three or four to discuss the factors that inhibit and promote creativity and to note their ideas in the T-chart.
- Ask volunteers to share some of their group’s ideas with the class.

Answer Key

Answers will vary.

3. Vocabulary

- Play the recording for students to listen to the pronunciation of the words in bold.
- Tell them to read the definitions and complete the sentences with the missing words.
- Have students compare answers with a partner.
- Check comprehension by asking students questions. For example:
 1. We all have minor **flaws** in our character. What is one of yours?
 2. What might **inhibit** someone from going to college? (high tuition fees, poor grades)
 3. Why might someone take **shortcuts** in order to complete his work? (to save time)
 4. Have you ever been **recruited** for volunteer work?
 5. What behavior of a student would be considered **unethical**? (cheating on a test, copying an assignment)

Answer Key

1. inhibit
2. flaw, greedy, mortgage broker
3. addictive, unethical, shortcut
4. recession, ethics
5. recruit, tap into
6. intellectual, maximization
7. corporate culture, contradict

Audio Script

addictive
contradict
corporate culture
ethics
flaw
greedy
inhibit
intellectual
maximization
mortgage broker
recession
recruit
shortcut
tap into
unethical

Best Practice – Scaffolding Instructions

This part of the chapter supports student learning by providing a logical progression of information and activities that allow students to work toward the goal of understanding a language point. First, students receive information about divulging information followed by commonly used expressions. Next, students listen for the expressions and identify divulged information in a lecture. Finally, after these receptive activities, students have the opportunity to use the expressions in several speaking activities. This series of steps assists students as they progress toward their language acquisition goals.

While You Listen**Language Focus – Recognizing When Information Is Being Divulged**

- Go over the paragraphs about divulging information. Tell students that divulging information is like letting someone in on a secret. A professor who is divulging information may be revealing something that is not widely known or not easily found in textbooks, so it is important for students to pay close attention.
- Think of some harmless, secret information that you can divulge to the class. Read the first three or four expressions aloud followed by your information. For example, you might say: *Despite what you may believe, money does not always motivate people to work hard.*
- After you have done this with the first three or four expressions, ask for volunteers to try it with the next expressions on the list and their own secret information.
- Read each informal expression aloud. Tell students that the expressions are generally polite, but would probably not be used in formal situations such as a job interview.

Best Practice – Making Use of Academic Content

This lecture is an example of a real-world model that encourages students to develop listening skills they can use in actual academic settings. As students listen to a professor talk about creativity, they experience an authentic context in which they can interpret the ideas and language from this chapter.

4. Listening for divulged information

- Go over the instructions as a class.
- Play the recording of the first part of the lecture on drive and creativity. Have students use the chart to take notes on the expressions for divulging information they hear and exactly what information is divulged.
- Ask students to look over their notes on the information the professor divulged and share their ideas about how critical the information is to the main points of the lecture.

Answer Key

Phrases for divulging	Information divulged
1. in fact	the subtitle (of Pink's book <i>Drive</i>) is: <i>The Surprising Truth about What Motivates Us</i>
2. the truth is	this is not what happened at all (the group that was paid did not do better and did not complete more puzzles correctly)
3. despite what you'd like to believe	about honor and ethics in the workplace, it was this kind of short-term thinking and greedy grabbing of the rewards that caused the economies of many nations to collapse

Audio Script

Professor: Today we will continue our discussion of the creative process by taking up the topic of what things might inhibit creativity in the workplace. There's a great book on this topic by Daniel H. Pink, called *Drive*. Have any of you read it?

Students: Not yet, but I've been meaning to. I've heard of it, I think.

Yeah. I bought it. It's been on the best seller list.

Oh yeah. But isn't it about motivation?

Professor: Yes, it is. In fact, the subtitle is: *The Surprising Truth about What Motivates Us*. Let me explain. Pink says that it is the misunderstanding of what actually motivates or drives us that inhibits creativity and productivity in the workplace.

I know that you were expecting me to pick up right where I left off last time, but I think that since most of you haven't read this book yet, let me go over what the plan is for today. I will outline some of Pink's theories for you first, OK?

Students: Great.

That'll be helpful.

Sure.

Of course.

Professor: OK. Then let's get going. First we'll consider some background information that Pink provides in his opening chapters. Traditionally in the workplace, management has motivated people to work harder, faster—better—with a system of rewards and punishments that we commonly call carrots and sticks, right? Let me explain. We are driven forward like a donkey with the promise of a reward, a carrot. Generally, this reward is money, a salary. But it can be other things such as insurance benefits, retirement plans, vacation time or even a nicer refrigerator in the lunchroom. Now if we don't produce, if we don't work hard enough, if the donkey doesn't move, what happens? We are punished. We are not actually beaten with a stick like a donkey, but we can lose salary or other rewards.

Pink says that the carrot and stick model, which is based on extrinsic motivators, things that come from the outside, may work for certain kinds of repetitive tasks that do not require much creativity, but certainly does not work for the more creative problem-solving type of work on which our modern society now depends. Let me illustrate. Researchers in one study found that children who loved to draw would draw whenever they had the chance. When the researchers began to judge the drawings for the number and quality of the drawings and give rewards for the most and the best drawings, after a few days, the children drew less and less or stopped drawing altogether. In another study university students were given a series of puzzles to solve. On the first day, the students generally found the puzzles to be challenging and fun and kept solving the puzzles at a high rate. On the second day they

were divided into two groups. The first group just continued solving whatever puzzles they were given. The second group was paid for each puzzle successfully completed in a certain amount of time. On the third day all of the students were given more puzzles to solve. Now, according to the stick and carrot model, the group that was paid should have done better and completed more puzzles correctly, right? But the truth is that this is not what happened at all. And this is Pink's point, that sometimes the carrot and stick model of rewards and punishments in the workplace will produce just the opposite of what we want to happen. Let me repeat: using carrots and sticks to motivate people not only doesn't get them to work harder, or faster, or better; it may even cause them to do less and be less creative. Why does this happen? Let me go over what Pink calls the "seven deadly flaws" of carrots and sticks. First, because carrots and sticks are extrinsic or external motivators, they can crush intrinsic or internal motivators, the thoughts and feelings we have about the task, such as doing something just for the love of doing it. Now I'm not saying that we should never get rewarded or paid for our work. We all need a fair salary and benefits in order to live. But beyond that, it is the task itself, the work itself that must be rewarding enough to keep us at it, to keep us going. And apparently, as with the children and their drawings and the university students and the puzzles, when we interfere with the creative process by introducing judgment and rewards, a person can become less interested in performing the task. And this is the second deadly flaw. Carrots and sticks can actually diminish or reduce performance rather than increase it. Furthermore, it can inhibit or even completely crush creativity, and this is the third flaw of the carrot and stick model.

Now the fourth deadly flaw of the carrot and stick model is that it can crowd out good behavior. Think about this. What if people decide that they like the reward and will only work for the reward? For example, if your son is a good boy and takes out the trash every day without being asked, but then you decide to reward him and pay him for doing this task, there's no going back. Believe me, he'll never take out the trash again for free. And if you try to make him, he'll never enjoy the task as much or do it as happily again.

Now the fifth deadly flaw is that carrots and sticks can encourage cheating, shortcuts, and unethical behavior. I don't think I have to explain this one. We've all seen it, from cheating on exams, to cheating in sports, to cheating in business, just to get to the goal or the reward. And the sixth flaw is that rewards can become addictive, so addictive that people may take risks to gain these rewards that they would not normally take.

And finally, the worst flaw of the carrot and stick model according to Pink is that it encourages short-term uncreative thinking or solutions to problems rather than more long-term creative solutions. The perfect example of this is the serious recession that hit the world economy in 2008 and 2009. Everyone was focused on short-term goals, the buyer who wanted a house, the mortgage broker who wanted a commission on the sale, the Wall Street stock trader who wanted a new commodity or stock to sell, the politician who cared only that the economy was in good shape in his or her reelection year. They all ignored the long-term effects of their actions on themselves and others. And despite what you'd like to believe about honor and ethics in the workplace, it was this kind of short-term thinking and greedy grabbing of the rewards that caused the economies of many nations to collapse.

5. Identifying main ideas (Part 1)

- Tell students to read the sentences in order to focus on the information they will listen for.
- Play the recording of the first part of the lecture as students listen to fill in the blanks in the sentences. Point out that the sentences are not exactly the same as those they will hear in the lecture, but that they are similar.
- Play the recording a second time if necessary for students to complete the sentences.
- Ask for volunteers to read the completed sentences aloud. Briefly discuss each idea, asking students for their interpretations of the sentences.

Answer Key

1. motivates or drives
2. rewards and punishments; carrots and sticks
3. extrinsic or external; intrinsic or internal
4. diminish or reduce; increase
5. inhibit; crush
6. good
7. cheating, shortcuts; unethical
8. addictive
9. short-term uncreative; long-term creative

Audio Script

Track Repeat

6. Identifying main ideas (Part 2)

- Read aloud the instruction notes. Have students repeat the information they will listen for: the three essential elements for promoting drive and creativity in the workplace.
- Play the recording of the second part of the lecture as students list and define the three essential elements for promoting drive and creativity in the workplace.
- Call on volunteers to share their definitions.

Answer Key

Suggested answers:

1. autonomy: if we choose to do a task, we will do it better and more creatively
2. mastery: the urge or desire to make progress and get better at something
3. purpose: the desire to do what we do for a purpose that is greater than ourselves, to make a contribution to society

Audio Script

Professor: So, I cannot emphasize enough that carrots and sticks are so last century. Scientists can demonstrate this, but when it comes to drive and creativity, there's a huge gap between what science knows and what businesses actually do. And in order to close this gap, businesses need to change, to upgrade their operating systems, just as they would upgrade their computers, and not look back. OK, I can see by your faces that you're definitely intrigued and maybe a little frustrated. You're beginning to understand why Pink thinks that the carrot and stick model has serious limitations, but you're wondering if we abandon that model, then what would the upgrade be, right?

Students: Right.

Exactly.

You bet.

Professor: All right. Let me outline what Pink thinks the upgrade should be. He says that the new model to increase motivation and creativity in the workplace should have three essential elements: One, autonomy, two, mastery, and three, purpose.

Now, autonomy is connected to the desire to direct our own lives. Simply put, if we choose to do a task, rather than are ordered to do a task, we will do it better and more creatively. Let me illustrate with this story. At a software company called Atlassian, one of the owners, Mike Cannon-Brookes, decided to give his programmers a day to work on any problem they wanted, even if it wasn't part of their regular job. This day gave birth to several ideas for new products and many ideas for repairs and patches on existing products, so Cannon-Brookes decided to make this practice a permanent part of the Atlassian culture. Now, once every three months, the engineers and programmers can work on any software problem they want. The day begins on a Thursday afternoon and by Friday afternoon they must show the results of their work to the rest of the company. These days at Atlassian are called FedEx days, because people have to deliver something overnight. And the truth is that on these FedEx days, they produce some of their best work and are happiest doing it.

And this takes us to the second essential element of Pink's business model upgrade, which is mastery. Let's consider just what that is. He doesn't just mean by mastery to become proficient at something. He's referring instead to the urge or the desire to make progress and get better at something in a way that is totally absorbing and takes your complete concentration. Let me explain by summarizing an interesting study for you. Researchers found that 11,000 industrial scientists and engineers working at companies in the United States found that the desire for intellectual challenge, that is, the urge to master something new and engaging, was the best predictor of productivity. And when we are engaged in something that is intellectually challenging and takes complete concentration, we've got what's called flow, and time almost seems to exist outside of us and the task we are absorbed in. This is similar to what happens when athletes or artists or musicians or writers are doing their best work. We've all experienced this from time to time, and the truth is we do not experience it nearly enough in the workplace.

Now, purpose, the third essential element of Pink's model, is the deep desire to do what we do for a purpose that is greater than ourselves. Now this may seem to contradict what I said about the "me, me, me," "out for yourself" attitude that seems to be encouraged by the carrot and stick model. But the real

story is that if you provide an adequate salary and benefits for people to live comfortably, and provide sufficient opportunities for autonomy and mastery, then people will be free of the seven flaws of the carrot and stick and their deep desire to be part of something more important than just themselves can come out. Most people really do want to make a contribution to society. So, to review. In Pink's model, purpose maximization walks hand in hand with profit maximization. Business leaders are finding that that can recruit and maintain the best possible workforce by giving workers opportunities to work for a greater good, while in an environment that promotes autonomy and mastery.

Oh, my. I see our time is nearly up. Let's discuss this further next session, and to conclude I will summarize briefly what I've said today. In order to promote creativity in the workplace, we need to upgrade company operating systems. We need to stop telling those employees who do the tasks that require creativity that if you do X, then you will get Y. We need to change the corporate culture from the carrot and stick system of rewards and punishments to a system that will tap into people's basic needs to work in an environment that provides opportunities for autonomy, mastery, and purpose. Well, that's all for today. Thank you, and see you next week.

Best Practice – Organizing Information

In this activity, students take notes on the lecture using a T-chart, a chart with two columns and two headings. The T-chart allows students to efficiently note signal words and the lecture content that follows those words. In other cases, T-charts can be used to classify information such as causes and effects, past and present, or similarities and differences, to name just a few possibilities.

7. Taking notes on signal words

- Go over the instruction notes and the chart as a class.
- Practice the activity using the two examples. Play the recording of the second part of the lecture and ask students to indicate when they hear the signal words in the examples. Pause the audio at those points and tell students to listen carefully to what comes next.
- Play the recording all the way through. Have students take notes on the signal words they hear and the content of the lecture just after those signal words.
- Play the recording a second time if necessary.
- To check comprehension, discuss several of the signal expressions and what follows them.
- Answer any questions students have about the lecture.

Answer Key

Suggested answers:

Signal words	What comes next: what topic/content the lecturer covers
1. emphasize	He <u>stresses</u> the fact that the carrot and stick model is obsolete and that businesses need to change.
2. outline	He <u>summarizes</u> the three essential elements of Pink's new model to increase motivation and creativity in the workplace.
3. illustrate	He <u>gives an example</u> of autonomy that is used by a software company called Atlassian.
4. consider	He <u>discusses</u> the meaning of mastery.
5. explain	He <u>describes</u> a study that showed the urge to master something new and engaging was the best predictor of productivity.
6. review	He <u>goes over</u> Pink's model of purpose, autonomy, and mastery.
7. discuss	He says he will <u>take up</u> the topic in more detail in the next session.
8. summarize	He briefly <u>outlines</u> the lecture by repeating that the carrot and stick model needs to be replaced with a new model that provides opportunities for autonomy, mastery, and purpose in the workplace.

Audio Script

Track Repeat

After You Listen

8. Comparing notes

- Have students work in pairs to compare how successful they were with each of the tasks.
- Discuss as a class how all of the students did. Compare notes on the most challenging aspects of the activities and review them as necessary by replaying the recording and stopping at key points.

Answer Key

Answers will vary.

9. Summarizing the lecture

- Go over the instruction notes.
- Put students in groups of four and have each group divide into pairs. Tell pairs to choose either task A or task B.
- Set a time limit for pairs to prepare their relevant summaries. Remind them to include signal words and expressions for divulging information.
- Have the pairs take turns presenting their summaries to the other members in their group.

Answer Key

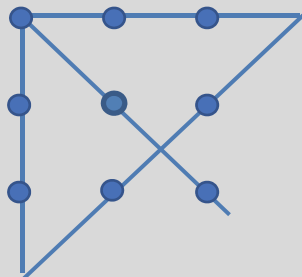
Answers will vary.

10. Using your creativity

- Read the instructions aloud as students follow along.
- Give students time to read the puzzles and a few minutes to try to solve them on their own.
- Put students in small groups to discuss the puzzles and work out creative solutions together.
- Draw the dots on the board for the dot puzzle. Invite volunteers to come to the board to try their solutions. Discuss the solutions to the candle problem as a class.
- Vote on the best and most creative solutions.

Answer Key

1. Dot Puzzle:



2. **Candle Problem:** Empty the box of thumbtacks, put the candle into the box, use the thumbtacks to nail the box with the candle in it to the wall, and light the candle with the match.

11. Thinking critically

- Have students work in small groups to speculate on the work environments in the images.
- Have volunteers share some of their group's ideas with the class.

Answer Key

Answers will vary.

Speaking 1 – We Are All Artists

Section Aims

Speaking: Interpreting and discussing modern art; agreeing or disagreeing with concepts in a text about creativity; comparing drawings; sharing preferences in art

Vocabulary: Terms related to modern art

Language Focus: Practice agreeing and disagreeing; expressing likes and dislikes

Critical Thinking: Matching descriptions of art styles to images

Best Practice – Activating Prior Knowledge

As groups of students discuss the answers to the questions in the first activity, they tap into their knowledge of language and concepts that they will encounter in further activities. This allows students to consider what they already know about the topic and to ask themselves questions about it, which helps them to focus on and remember the content better.

1. Topic

- If possible, collect images or go online and show students a variety of painting styles from different time periods.
- Provide examples of painting styles and artists using the images in the Student Book in Listening 1 activity 3 and activity 5. Say, for example: *The post-impressionist style emerged in the late 1900s. One artist from this group of painters was Vincent van Gogh. The neo-expressionist style emerged in the 1980s with artists such as Jean-Michel Basquiat*
- Put students in small groups to brainstorm and discuss the questions. Instruct them to record their ideas in a chart or a mind map.
- Tell students not to worry about accuracy but to make their best guesses based on their prior knowledge.

Answer Key

Answers will vary.

2. Comparing and sharing

- Have each group join another group in the class to exchange information. Ask students to add any new information they learn from their classmates to their own charts.
- Draw a chart on the board with the following headings: *Art Style, Date, Artists, Characteristics*. Call on students to share information and write it on the board.

Answer Key

Answers will vary.

3. Reading

- Have students work in groups and take turns reading aloud sections of the text. Tell them to work out the meaning of any unknown words using context clues or a dictionary if needed.
- Point out the highlighted sentences in the text. Ask students to discuss whether they agree or disagree with the statements.
- After students have discussed the text, call on volunteers to summarize the key ideas.

Answer Key

Answers will vary.

4. Thinking creatively

- Make sure that students have the materials they need to sketch or paint.
- Go over the instructions with the class and ask a volunteer to explain the activity using their own words.
- First, have each group decide on the subject they are going to draw and set a time limit for the students to individually complete their drawings.
- Then have the students in each group compare their drawings and discuss the similarities and differences.
- Ask each group to display their drawings while their classmates try to identify what scene is depicted in the drawings.

Answer Key

Answers will vary.

5. Interpreting modern art

- Read aloud the names of the eight painting styles and have students repeat them after you to practice pronunciation.
- Explain that students will work in groups and take turns reading aloud the passages. Based on the description of the art style, the group should discuss which of the paintings A to H following the text best matches the description.
- As students are working, move around the room and offer help with pronunciation and vocabulary as needed. Tell students that they may also use a dictionary to look up the meaning of any unknown words.
- Go over the answers as a class by calling on students to identify the style of each of the paintings and to explain the reasons why.

Answer Key

1. E; 2. B; 3. F; 4. A; 5. C; 6. H; 7. D; 8. G

6. Discussing preferences

- Model the activity by expressing your preference for one of the artworks or painting styles, explaining why it appeals to you.
- Have students work in their groups to discuss their preferences. Remind them to use some of the expressions for likes and dislikes that they learned in Chapter 7.
- Hold a class discussion to find out which painting styles and artworks are most popular with the students.

Answer Key

Answers will vary.

Speaking 2 – What Motivates You?

Section Aims

Speaking: Sharing ideas about motivation at work, school, and play; brainstorming and presenting ways to become more creative

Vocabulary: Words and phrases related to motivation and creativity

Language Focus: Practice agreeing and disagreeing

Critical Thinking: Reflecting on what motivates creativity; brainstorming ways to increase creativity

1. Topic

- Read through the eight situations with the class and answer any questions students may have about vocabulary.
- Have students individually rate each situation according to how important it is to them. Then put students in groups to compare and discuss their answers. Ask them to look for answers they have in common with each other.
- Ask groups to report to the class on the items that are most or least important to the members of their group.

Answer Key

Answers will vary.

2. Considering motivation

- Give students time to read through the instruction notes.

- Point out the chart and provide a personal example of how you would fill in the first row, with an activity you do at work, an activity you do at school, and an activity you do in your free time. Tell students why you are motivated to do well at each activity.
- Have students work individually to fill in the chart with their activities. Tell them to jot down notes after each activity to explain what drives them to do it well.
- Put students in small groups to discuss their charts.
- Call on various students to share the information in their charts. Discuss common motivators for work, school, and play activities.

Answer Key

Answers will vary.

3. Sharing creative moments

- Go over the instruction notes. As a class, brainstorm a few examples of when students have been creative to stimulate ideas.
- Have students work individually to fill in the chart with examples of when they have been creative. Tell them to jot down notes about what helped them to be creative in the second column.
- Put students in small groups to share the information in their charts.
- Monitor groups as they are talking, making sure that each student has the opportunity to share his or her ideas.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

Students are challenged to think critically in this activity to analyze advice and decide whether the listed ways to become more creative are good ideas or not, both in general, and for them personally. In the activity, students use reasoning and communication skills to discuss each method, analyze it, and decide if they agree with it or not. Through this activity, they are working to improve their thinking and problem-solving skills.

4. Agreeing and disagreeing

- Read aloud the instructions and go over the chart with the class.
- Put students in small groups of three or four. Have groups discuss each method of becoming more creative. Tell them to paraphrase or explain the method and decide whether they agree or disagree with the method.
- Give groups about 10 minutes to discuss the chart, and then ask students to work individually to complete the chart with their ideas.
- Ask for volunteers to share the information in their chart with the whole class.

Answer Key

Answers will vary.

Note: Items actually listed on wikiHow: 1, 4, 6, and 7

5. Brainstorming

- Put students in small groups to brainstorm at least five ways to become more creative.
- Have groups transfer their ideas to large poster paper using markers. Ask them to illustrate the items on their posters with images. Remind them to write large enough so that everyone in the room can read their poster.
- Tape the posters to the classroom walls.

Answer Key

Answers will vary.

6. Presenting

- Have groups take turns presenting the information on their posters to the class.
- Make sure that all members of the groups participate in the presentation.
- Wrap up the activity by holding a class vote on the top five ways to increase creativity.

Answer Key

Answers will vary.

Speaking 3 – Analyzing Corporate Culture

Section Aims

Speaking: Brainstorming, planning, and preparing a group presentation; presenting research on types of corporate culture

Skills Focus: Making presentations; designing presentation slides

Critical Thinking: Evaluating and selecting research; expressing views in a blog on the importance of expressing creativity in education

Research and Document: Researching and recording information about types of corporate culture; expressing views in a blog

Skills Focus – Researching and Presenting

Best Practice – Presentation Skills

Presentations provide practice in all aspects of the language: vocabulary, grammar, communication, and pronunciation, simultaneously combining the skills of speaking, reading, writing, and listening. Presenting requires students to assimilate the skills and concepts they have learned and put them into practice in a creative and personal way, thus giving them control of the language. In turn, this helps build confidence, and presenting is a skill that most students will find indispensable in their academic and professional careers.

1. Topic

- Explain that students will work together to research, prepare, and give a presentation on different types of corporate culture.
- Put students in groups of three or four. It would be a good idea to form groups of learners who have different levels of ability. Alternatively, you can allow students to form their own groups.
- Promote collaboration by asking students to work as a team in all stages of the project.

Answer Key

No answer.

2. Brainstorming

- Point out that the first step in preparing a presentation is to consider the topic and brainstorm any ideas that come to mind. Encourage students to record ideas in a graphic organizer, such as a chart or mind map.
- Explain that once they have finished brainstorming, students should narrow down their ideas to create a better focus for their presentation and research.

Answer Key

Answers will vary.

3. Researching and documenting

- Explain that, in this stage, students will plan and organize their research. They should follow the steps in the instructions.
- Tell students to divide up the research equally among members of the group, each person focusing on specific areas. Then have them perform their research individually.

- Point out the Tip and encourage students to include signal words and expressions for divulging information in their presentation.

Answer Key

Answers will vary.

4. Collaborating and preparing

- Explain that, in this stage, students will have the opportunity to be creative. They should discuss what information to include and how they would like to organize and present their research.
- They should prepare notes or a script of what they will say, as well as visual material such as texts accompanied by images, videos, graphs, etc. for their slide presentation.
- Point out the Tip and encourage students to experiment with different designs for their slides.
- Set a time limit for each presentation (10–15 minutes) and make sure groups try to stay within these limits. This ensures that all groups have equal time to present and allows for better time management in the classroom on the date of presentations.
- Encourage students to use different materials in their presentation, such as graphic organizers, digital tools, social media, images, videos, etc.

Answer Key

Answers will vary.

5. Presenting

- Set a date for presentations so students can be prepared.
- Remind students that they should delegate the work fairly so that each member of the team participates equally in the presentation.
- Explain that it is important to rehearse their presentation at least once, giving them the opportunity to fine-tune details, make any necessary changes, and check the time limit. While rehearsing, they can also practice pronunciation, the tone of their voice, and the speed at which they deliver their speech.
- Have groups deliver their presentations to the class. During each presentation, remind the listeners to pay attention. As they listen, have them take notes or write down questions to keep them involved.
- After each presentation, allow a couple of minutes for a short question and answer session.
- Once all groups have presented, discuss which types of corporate culture are most effective.
- Have each group share their own feedback with each other on how they could improve their presentation techniques. Give your own feedback to each group separately, stating both what they did well and what they could improve on next time.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

The blog assignment gives students the opportunity to reflect on specific aspects of what they have learned in the chapter. It encourages them to express their personal views on a given topic and, in the process, to develop critical thinking skills.

6. Blogging

- Ask students to reflect on what they have learned in the chapter about creativity. Explain that they will write a blog post to express their views on the importance of encouraging students of all ages to express their creativity.
- Ask students to write approximately 200–250 words. When they have finished their writing, they should proofread it for errors before posting.
- Set a due date and assign the blog comments as homework.
- Review each student's assignment and give them individual feedback on their writing.

Answer Key

Answers will vary.

SELF-EVALUATION

Best Practice – Scaffolding Instructions

The Self-Evaluation Log helps students to assess their own progress in learning. By completing the log at the end of each chapter, learners will review what they have learned, identify the language functions and study skills they have practiced, and evaluate how well they have understood the chapter.

- The Self-Evaluation Log at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them to chart their progress.
- Read the instructions aloud. Put students in small groups and ask them to look through the chapter to find an activity related to each skill listed in the self-evaluation.
- Have students assess their own progress for each item on the list and the degree to which they learned it using the scale provided.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 9 – Social Behavior

Chapter Goals

The topics in this chapter will give students insight into group dynamics and leadership qualities.

Listening: Students will listen for expressions introducing digressions and returns to the main topic, discern the purpose of digressions, and categorize tag questions in a lecture. They will identify tag questions and listen for stressed words in a conversation. Finally, they will take notes on an article on leadership skills and styles.

Speaking: Students will share perspectives on social behavior and group dynamics. They will report on digressions in lectures heard outside of the class and use tag questions in role-plays. They will also brainstorm and discuss leadership qualities. Finally, they will further research the topic of leadership in order to prepare and evaluate a questionnaire, as well as express their views in a blog on the role of leadership in different types of social groups.

Focus on the Images

Ask students to:

1. describe the dynamics of the social groups in the images
2. comment on how the goals of the individuals and the groups differ
3. speculate on who the leader is in each group.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. brainstorm a list of words and phrases about group behavior
2. comment on how belonging to different groups shapes our identity.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote and the name of the author aloud; explain any unknown words
2. express what the quote means using their own words; if necessary, prompt them by asking questions, such as: *What is the writer comparing? What metaphor does he use?*
3. comment whether they agree or disagree with the quote.

Answer Key

Answers will vary.

Content Note

John Donne (1572 to 1631) was an English poet and pioneer of metaphysical poetry. His poems depicted themes of love, spirituality, life, and death, often mixing ordinary speech and unusual metaphors to convey complex intellectual and emotional experiences.

Listening 1 – That’s Amazing, Huh?

Section Aims

Listening: Identifying tag questions and stressed words in a conversation

Speaking: Sharing experiences about social groups; role-playing

Pronunciation: Discerning intonation in tag questions; identifying and practicing stressed words

Vocabulary: Using context clues to determine meaning; providing examples to deepen understanding of words and phrases

Language Focus: Tag questions; stressed words as information carriers

Critical Thinking: Predicting tag questions; speculating about social behavior

Before You Listen

1. Topic

- Have students work in small groups to read and discuss the questions.
- Call on students to share some of their answers with the whole class.

Answer Key

Answers will vary.

Best Practice – Scaffolding Instructions

This activity raises an awareness of learning strategies. In real life, we use context clues to work out the meaning of unfamiliar words. This activity isolates potentially unfamiliar words and phrases from the conversation and asks students to use the surrounding words in each sentence to get a sense of the new vocabulary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words and phrases.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. Why does a college degree usually **pay off**?
 2. What do you **anticipate** will happen tomorrow?
 3. Can you describe something that **threw you for a loop**?
 4. Have you ever had to **transfer** from one school to another?
 5. What atoms are in a **molecule** of carbon dioxide (CO₂)? (1 carbon and 2 oxygen atoms)

Answer Key

1. E; 2. C; 3. F; 4. B; 5. A; 6. H; 7. I; 8. D; 9. J; 10. K; 11. G

Audio Script

1. impenetrable
2. count me in
3. anticipate
4. throw you for a loop
5. pay off
6. keep them in the dark
7. gave away
8. transfer
9. molecule
10. concentration
11. solution

Best Practice – Scaffolding Instructions

Activities throughout this chapter support student learning by providing a logical progression of information and activities that allow students to work toward the goal of understanding the language point. First, students receive information about the types of tag questions, and then practice the pronunciation of intonation patterns modeled by the tutor. They go on to listen for the structures and intonation patterns in short conversations and then in a longer lecture. Finally, students use tag

questions in role-plays they create. This series of steps supports students as they acquire the new language.

Language Focus – Tag Questions

- Read the introductory material aloud or ask a volunteer to read it to the class.
- Explain that most tag questions are formed using the same auxiliary verb as the statement. For simple present *do* is the auxiliary verb and for simple past *did* is the auxiliary verb. Write a couple of examples on the board: *You speak English, don't you? You finished your homework, didn't you?* Point out that the negative question tag is most often contracted.
- Go over the first type of tag question: the genuine question. Read aloud the first example and have students repeat after you. Point out that a rising intonation indicates uncertainty; here, the speaker is uncertain about the answer and is asking for information.
- Review both the affirmative and negative forms. Read aloud the example of the negative tag question and have students repeat after you.
- Go over the second type of tag question: the rhetorical tag question. Read aloud the first example and have students repeat after you. Point out that a falling intonation indicates certainty; here, the speaker believes they know the answer and just wants confirmation.
- Review both the affirmative and negative forms. Read aloud the example of the negative tag question and have students repeat after you.
- Go over the third type of tag question: the tag question used to challenge. Read the example aloud and have students repeat after you. Model the rising intonation of this type of tag question.
- Point out that it sounds different from an uncertain rising intonation since the speaker is expressing emotion such as anger, irritation, pleasure or surprise.
- The challenging tag question: this is an affirmative tag following an affirmative statement and may be new to students. Explain that the usage of this form is less common, and offer a few example situations in which they might hear it. For example, a friend might express pleasure at hearing you got the job you wanted by saying “You got the job, did you?” A man might be upset when his neighbor has parked in his parking spot. He might say, “So, he thinks he can park here, does he?”

Language Focus – Expressions Used as Tag Questions

- Review the expressions used as tag questions. Read aloud the examples and have students repeat after you.
- Explain that these expressions can function as genuine questions with rising intonation or rhetorical questions with falling intonation as well.

3. Predicting tag questions

- Tell students that they are to predict a tag question for each statement. Explain that more than one answer is possible for each statement and that students should focus on predicting a tag question that is grammatically correct.
- Tell them to write their predictions in the column “My guess.” Explain that they will fill in the blanks with the tag question they hear and choose a type when they listen to the recording.
- Model item 3 of Conversation 1 as an example. Ask volunteers to suggest possible tag questions for the statement “Coach, that’s a bit risky.” Elicit possible answers such as: *isn't it, don't you think, don't you agree, right, huh.*
- Have students complete the charts for both conversations with their predictions.
- Check that students have understood how to form question tags correctly by calling on different students to share their predictions. Explain any grammatical errors as needed.

Answer Key

Answers will vary.

While You Listen

4. Identifying tag questions

- Play the recording of the conversations and have students check their predictions and complete the sentences in the charts with the missing tag questions.
- Play the recording again for students to identify the type of tag question for each sentence.
- Have students compare answers with a partner. Discuss any items students are not sure about. If necessary, play the recording again and pause after each tag question for students to listen carefully to the intonation.

Answer Key

Conversation 1

1. So, they think their defense is impenetrable, do they? [C]
2. Tim, Colin, Daryl, you're up for this, aren't you? [G]
3. Coach, that's a bit risky, don't you think? [G]
4. You want to win, don't you? [R]
5. Then I should run into their end zone, right? [R]
6. And listen, don't tell the rest of the team, OK? [R]
7. But we should let them know, shouldn't we? [G]

Conversation 2

1. That's really amazing, huh? [R]
2. That means the pH of the solution changed, right? [G]
3. Um, it would turn red, wouldn't it? [G]
4. The green color of the solution will change to blue or purple, won't it? [G]
5. But you can't just explain chemical reactions with colors now, can you? [R]
6. Besides, Julia explains it so much better, don't you agree? [R]
7. Stop goofing around, will you? [R]

Audio Script

Conversation 1

Coach Myers is planning a strategy with Daryl, Tim, and Colin in an attempt to win the football game in the fourth quarter.

Coach: So, they think their defense is impenetrable, do they? We're going to have to change our strategy, and I'm depending on the three of you. Tim, Colin, Daryl, you're up for this, aren't you?

Tim: Yes, coach!

Colin: Sure!

Daryl: Count me in.

Coach: All right, then. So far, they seem to have been anticipating our every move, so we're going to have to throw them for a loop. Here's what you're going to do... Tim, as soon as Colin snaps you the ball, you...

Colin: Coach, that's a bit risky, don't you think?

Coach: Yes, Colin, but it's a risk that could pay off. We're in the fourth quarter and we're down two points. You want to win, don't you?

Colin: Of course!

Daryl: You bet!

Tim: Yeah!

Coach: All right, then. Tim, we need you to get as far into their end zone as you can. Then we can attempt the field goal for three points.

Tim: So, coach, you want me to go back as if passing wide, change my mind, and fake a handoff to Daryl. Then I should run straight into their end zone, right?

Coach: Right! They won't expect the quarterback to run with the ball at this point. And listen, don't tell the rest of the team, OK?

Daryl: But we should let them know, shouldn't we?

Coach: No, no. It's important that we keep them in the dark, so they won't give away the play. Our offense needs to behave like they're running a different play. That way, we can catch the opponent's defense off guard.

Daryl: Ah, I get it.

Tim: I'm ready, guys. Let's do it!

Conversation 2

Julia and Trevor are attending a chemistry lab. Professor Loewe is reviewing acid and base reactions in a standard experiment that measures pH levels when the color of a solution changes.

Trevor: Wow! That's really amazing, huh? Look how the solution suddenly changed color.

Professor: Yes, Trevor. But can you explain why that happened?

Trevor: Well, we added some acid to the indicator solution, which is green. Then the color changed to orange. That means the pH of the solution changed, right?

Professor: Yes, that's part of it. What else, Julia?

Julia: Well, basically a transfer of protons or H⁺ ions occurs. The acid donates protons to the water molecules, which increases the concentration of hydronium ions in the solution. In turn, the hydronium ions donate protons to the indicator molecules causing the pH level to drop, which is why the solution turns orange.

Professor: Very good. So, Trevor, what would happen if we added a little more acid to the solution?

Trevor: Um, it would turn red, wouldn't it?

Professor: Yes. Now tell me what will happen when we add a base like sodium carbonate to the indicator solution?

Trevor: The green color of the solution will change to blue or purple, won't it?

Professor: Yes, Trevor. But you can't just explain chemical reactions with colors now, can you?

Trevor: Why not? Besides, Julia explains it so much better, don't you agree?

Julia: C'mon, Trevor! Stop goofing around, will you? Everyone knows that you were top of your class in chemistry at high school.

Trevor: OK. OK. I'm sorry. But you know, I don't like to show off.

Language Focus – Stress

Review which words are usually stressed in conversation (words that carry information, such as nouns, adjectives, verbs, and adverbs).

5. Listening for stressed words

- Have students read through the conversation and try to guess the missing words.
- Play the recording as students follow along in their books and write the missing words.
- After listening, students can check their answers against the listening script in their books.

Answer Key

Trevor: Wow! That's really (1) amazing, huh? Look how the (2) solution suddenly changed color.

Professor: Yes, Trevor. But can you explain (3) why that happened?

Trevor: Well, we added some (4) acid to the indicator solution, which is green. Then the color changed to (5) orange. That means the (6) pH of the solution changed, right?

Professor: Yes, that's part of it. What (7) else, Julia?

Julia: Well, basically a (8) transfer of protons or H⁺ ions occurs. The acid (9) donates protons to the (10) water molecules, which increases the (11) concentration of hydronium ions in the solution. In turn, the hydronium ions donate (12) protons to the indicator (13) molecules causing the pH level to drop, which is why the solution turns orange.

Professor: Very good. So, Trevor, what would happen if we added a little more (14) acid to the solution?

Trevor: Um, it would turn (15) red, wouldn't it?

Professor: Yes. Now tell me (16) what will happen when we (17) add a base like sodium carbonate to the indicator solution?

Trevor: The (18) green color of the solution will change to (19) blue or purple, won't it?

Professor: Yes, Trevor. But you (20) can't just explain chemical reactions with (21) colors now, can you?

Trevor: Why not? Besides, Julia explains it so much (22) better, don't you agree?

Julia: C'mon, Trevor! Stop goofing (23) around, will you? Everyone knows that you were (24) top of your class in chemistry at high school.

Trevor: OK. OK. I'm sorry. But you know, I don't like to show (25) off.

After You Listen

6. Role-playing

- Have students work in groups of three to act out the conversation.
- As students are speaking, move around the room and correct any errors in pronunciation.

Answer Key

Answers will vary.

Best Practice – Organizing Information

This activity uses a graphic organizer to arrange information visually. Creating a chart that presents new vocabulary from the conversations encourages students to process and organize the words and concepts, and also provides a record for them to refer to when reviewing their notes. This type of graphic organizer emphasizes vocabulary-categorizing skills.

7. Practicing vocabulary

- Explain to students that this chart is a tool to help them study new vocabulary.
- Go over the categories and examples together to see if there are any questions.
- Have volunteers share their examples with the class. Provide feedback on the examples to ensure that students understand the meaning of the vocabulary words.

Answer Key

Answers will vary.

8. Sharing experiences

- Put students in small groups to discuss the questions.
- Hold a class discussion on the benefits of being part of team or social group.

Answer Key

Answers will vary.

Listening 2 – Lecture: Social Group Dynamics

Section Aims

Listening: Recognizing expressions introducing digressions and returns to the main topic and identifying the purpose of digressions in a lecture; identifying and categorizing tag questions; listening for specific information in a lecture

Speaking: Sharing perspectives on group dynamics; comparing answers; reporting on digressions in a lecture

Vocabulary: Words and phrases related to social group dynamics

Language Focus: Identifying and categorizing tag questions

Skills Focus: Recognizing digressions

Critical Thinking: Distinguishing between main points and digressions; identifying reasons for digressions; analyzing group dynamics

Research and Document: Recording digressions in a lecture or club meeting

Before You Listen

Did You Know?

- Give students time to read the two bullet points about associations.
- Ask students whether they have heard of any of the organizations mentioned, and whether any of the information is surprising to them.
- Ask students if they have ever done volunteer work and what clubs or organizations they have been members of.

Content Note

The high percentage of Americans who volunteer for organizations such as Habitat for Humanity is astounding to many people. These volunteers donate their time for various reasons, including believing in the organization's goals, feeling good about helping others, developing new skills, socializing with new people, and trying out a new career.

1. Topic

- Have students work in pairs to read and discuss the questions.
- Ask volunteers to share some of their answers.
- For item 3, elicit answers from students and write them on the board.

Answer Key

Answers will vary.

Best Practice – Activating Prior Knowledge

Whether they are preparing to listen to a lecture or read a chapter in a textbook, students benefit from instructional materials that use questions to activate prior knowledge. As they answer the questions, students recall previously learned information and become aware of gaps in their knowledge, which help them search for the new information they need as they listen or read.

2. Considering the topic

- Explain that this activity will help students get ready to listen to the lecture.
- Have students work in small groups to take turns asking and answering the questions. Ask them to record their answers, which they will check after listening.
- Move around the room as students are speaking and make sure all group members have a chance to speak.

Answer Key

Answers will vary.

3. Vocabulary

- Play the recording for students to listen to the pronunciation of the words in bold.
- Tell them to read the definitions and complete the sentences with the missing words.
- Have students compare answers with a partner.
- Check comprehension by asking students questions. For example:
 1. What factors can **facilitate** learning a language?
 2. What kinds of tests can verify someone's **identity**? (fingerprint, DNA, iris recognition)
 3. Why is making **eye contact** important in communication?
 4. What time of the year are temperatures **moderate**?
 5. Do your daily activities usually follow a regular **pattern**?

Answer Key

1. identity
2. dynamics, patterns
3. eye contact, valid
4. random, pretty much
5. moderate
6. trace, maze, wind
7. contradictory
8. facilitate, inhibitions
9. recap

Audio Script

contradictory
dynamics
eye contact
facilitate
identity
inhibition
maze
moderate
pattern
pretty much
random
recap
trace
valid
wind

Skills Focus – Recognizing Digressions

- Go over the points about why speakers use digressions.
- Point out that a digression, by definition, moves away from the main topic, and might not be included in the plan or outline of a talk.
- Explain that digressions can make a lecture difficult to follow and are therefore usually clearly signaled.
- Point out that signaling the end of a digression is as important as signaling the beginning in terms of helping listeners follow the lecture.
- Read the lists of expressions aloud, or call on students to read them.
- Discuss any new vocabulary, such as *stray* or *tangent*.
- Model the use of one of the “Expressions to Announce Digressions.” Think of a topic you can talk to the class about and insert a digression. For example, you could start to talk about the educational requirements for becoming an English instructor, and then use one of the expressions and tell a funny little story about a professor you had.
- Model the use of one of the “Expressions to Announce a Return to the Main Topic” using the digression you made in the previous section. Repeat the funny little story you told and then use one of the expressions to get back to the subject you were originally talking about.

4. Discussing digressions

- Have students work in small groups to discuss the questions about digressions in informal speaking situations, such as conversations among friends and family.
- Encourage students to refer to the Skills Focus box as they answer the questions.
- Ask a few volunteers to share some of their answers.

Answer Key

Answers will vary.

Best Practice – Making Use of Academic Content

This activity makes use of sentences taken from an academic lecture on human behavior. Presenting realistic content such as this gives students a framework in which to interpret the language and learning strategy presented in the chapter.

5. Speculating

- Go over the instruction notes and the example. Point out that no expressions used to introduce digressions are included here, and students should only fill in the second column of the chart at this point.
- Have students add up the number of items they guessed were digressions and compare their totals.

Answer Key

Answers will vary.

Note: there are five digressions

While You Listen

6. Listening for digressions

- Go over the three steps in the instruction notes.
- Play the recording of the lecture once all the way through as students listen and check the expressions in the Skills Focus box that they hear.
- Play the audio of the lecture again. You might want to pause after each of the statements in the chart in activity 5 to give students a moment to check their guesses and fill out the remaining columns of the chart for the statements that are digressions.
- Note that students will be asked to compare their answers in activity 9.

Answer Key

1.

Expressions to Announce Digressions

As an aside...

By the way...

Let me digress for a bit/moment...

Let me mention in passing that...

To go/get off (the) topic for a moment...

Expressions to Announce a Return to the Main Topic

Anyway, as I was saying...

As I started to say...

But enough of...

To continue (with the main topic)...

Well, back to business... while

2./3.

Statement	Main Point or Digression	Phrase to Introduce Digression	Reason for Digression
1. This afternoon I'm going to talk about a topic that affects every person in this room – group dynamics.	<i>main point</i>		
2. First, we'll look at patterns of communication in groups, and then we'll look at how groups affect individual performance.	<i>main point</i>		
3. You all went to the discussion session yesterday, didn't you?	<i>digression</i>	<i>By the way...</i>	CON
4. It doesn't seem to matter how large the group is – only a few people talk at once.	<i>main point</i>		
5. I must tell you that all the research I know about has been done in the United States and Canada.	<i>digression</i>	<i>As an aside...</i>	INFO

6. The research shows that in groups of eight or more, people talk to the people sitting across the table from them.	<i>main point</i>		
7. If you're planning to be a matchmaker between two of your friends, don't seat them next to each other at your next dinner party.	<i>digression</i>	<i>To go somewhat off the topic for a moment...</i>	INT
8. The theory behind this type of research – research which demonstrates that people do better when they work in groups – is called social facilitation theory.	<i>main point</i>		
9. In this way, we're like a number of other creatures – ants, for example.	<i>digression</i>	<i>Let me digress a bit...</i>	INFO
10. As I mentioned earlier, there is also research that demonstrates the opposite – that individuals perform worse, not better, on tasks when other people are there.	<i>main point</i>		
11. If you don't already know how to do something, you will probably make some mistakes. And if you have an audience, you will continue to make mistakes.	<i>main point</i>		
12. If you can manage it, you should take tests on a stage in front of a large audience.	<i>digression</i>	<i>And just let me mention in passing that...</i>	RLX

Audio Script

Lecture: Group Dynamics

Professor: This afternoon I'm going to talk about a topic that affects every person in this room—group dynamics. Every person in this room is part of some group, right? For example, you belong to this class. And I'm sure that you belong to other groups too, don't you? Your family, right? A social club perhaps? A soccer, golf, or tennis team? The international student association? What else? Help me out.

Student A: Pi Phi sorority.

Student B: Exam study groups.

Student C: A business students' discussion group.

Student D: Volunteers for a Clean Environment.

Student E: Film Club.

Professor: Good. Thanks. At any one time the average person belongs to five or six different groups. A large part of our sense of identity comes from belonging to these groups. In fact, if I asked you to describe yourself, you might say, for example, "I'm a student, a basketball player, and a member of the film club," wouldn't you? Well, today we're going to look at two interesting aspects of group dynamics, or how groups function. First, we'll look at patterns of communication in groups, and then we'll look at how groups affect individual performance.

In groups, communication seems unsystematic, random, and unplanned, doesn't it? Generally, we don't see any pattern of communication at all. By the way, you all went to the discussion section yesterday, didn't you? Well, what did you notice about the conversations?

Student B: Everyone kept interrupting me.

Professor: Yes! And if you were having a good discussion, people kept interrupting each other and talking at the same time, didn't they? I'll bet students talked pretty much whenever they wanted. Well, let's see what researchers have found concerning communication patterns and group dynamics or how groups function.

The first pattern they have found occurs in groups where there is a lively discussion. It seems like everyone is talking at once, but actually, only a few people are talking. And it doesn't seem to matter how large the group is—only a few people talk at once. Do you know how many? What do you think?

Student C: Three? A few is three, right?

Students: Four?/Two?

Professor: Yes, well, the answer is two. Two people do over 50% of the talking in any group.

Now let's look at the second pattern researchers found in group dynamics. When we're in a group, sitting around a table perhaps, who do we talk to? As an aside, I must tell you that all the research I know about has been done in the United States and Canada, so the results I have to share with you

may only be valid for these countries. Well, as I started to say, who do people talk to when they're sitting together at a table—people across the table, or people sitting next to them?

Students: Across the table./Next to them./No, across./ No, I'm sure it's next to them.

Professor: Well, the research shows that in groups of eight or more, people talk to the people sitting across the table from them, not to the people next to them. Why do we talk more to the people sitting opposite us? Probably because in our culture we usually make eye contact with the person we're talking to, and it's not as easy to have eye contact with someone who is sitting next to us. It's much easier to maintain eye contact with someone across the table.

To go somewhat off the topic for a moment, if you're planning to be a matchmaker between two of your friends, don't seat them next to each other at your next dinner party. On second thought, maybe seating them at a corner of the table would be best, wouldn't it? Then they would be very near each other and would only have to turn slightly in order to look into each other's eyes.

(student laughter)

Well, back to business. Now there's one more point that I'd like to mention regarding conversations in groups (and this might be important at your dinner party. Who knows?). The research also shows that, in general, the person in the group who talks the most is regarded as the leader of the group. However, it's true that this person is not usually the most liked in the group, isn't it? D. J. Stang did some research that showed that the person in the group who talked only a moderate amount was liked the most. What use can we make of this information? Your next dinner party would be affected by this aspect of group dynamics, wouldn't it?

But enough of dinner parties. I now want to discuss another important aspect of group dynamics—the effect a group has on an individual's performance. The research tells us that sometimes the effect of the group on someone's performance is positive, and sometimes it's negative. It took quite a while for social psychologists to figure out why this is true.

Some research showed that people did better on a task when they were doing it in a group. It didn't matter what the task was, whether it was slicing tomatoes or racing bicycles; people just performed better when other people were there. It also didn't matter whether the other people in the group were doing the same task or just watching, so competition was not a factor. The first person to notice this phenomenon was Triplett.

Student A: Excuse me, but what was his first name? It wasn't Tom, was it?

Professor: I'm sorry, I don't remember. Please come by my office if you want the complete reference. Anyway, as I was saying, Triplett's research was done quite a long time ago. In 1898, in fact. He watched bicycle racers and noticed that they did much better when they raced against each other than when they raced only against the clock.

This behavior surprised him, so he conducted a simple experiment. He gave a group of children some fishing poles and string. The children were told to wind the string around the fishing poles as fast as possible. Half of the children worked alone. The others worked in pairs. Interestingly, the children who worked in pairs worked faster than those who worked alone.

Well, you're probably not interested in winding string around fishing poles faster, but you are interested in doing math problems better, aren't you? F. H. Allport had people work on math problems alone and also in groups of five to six. He found that people did better in the group situation than when they worked alone. The theory behind this type of research—research which demonstrates that people do better when they work in groups—is called social facilitation theory.

Let me digress a bit on this matter of having an audience. In this way, we're like a number of other creatures—ants, for example. Chen did a laboratory experiment with some ants as they were building nests. Chen had some of the ants work alone and some of the ants work with one or two other ants.

Guess what! Ants worked harder when they worked with other ants than when they worked alone.

Another famous study was done with cockroaches. Zajonc, Heingartner, and Herman watched cockroaches find their way through a maze while trying to get away from a light. As you may know, cockroaches hate light. They are photophobic, right? The researchers had the cockroaches go through the maze alone and then had them go through the maze with an audience of four other cockroaches. The cockroaches reached the end of the maze faster when they had an audience.

Students: No way!/Really?/You're kidding, right?

Professor: No, No! Really! This is true.

Well, to continue, as I mentioned earlier, there is also research that demonstrates the opposite—that individuals perform worse, not better, on tasks when other people are there. The theory behind this research, which shows that people do poorly in groups, is called social inhibition theory. R. W. Hubbard did an interesting experiment on this. He had people learn a finger maze. This is a maze that you trace with your finger. The people who had an audience did worse than the people who did the maze alone. So, how can we explain these contradictory results? Zajonc finally came up with a possible reason why people sometimes perform better and sometimes worse in front of an audience. He found that the

presence of an audience facilitates or helps you with what you already know how to do. That is, if you know what you are doing, having an audience helps you do it better. But if you don't already know how to do something, you will probably make some mistakes. And if you have an audience, you will continue to make mistakes. He pointed out that when you are first learning something, you are better off working alone than practicing with other people.

So, to recap, the research shows that people generally perform better in groups, except if they are performing a new task. In that case, they work better alone. And just let me mention in passing that if you can manage it, you should take tests on a stage in front of a large audience with a group of people who are also taking the test. Not very practical though, is it? And I wonder if it's really true for every task we learn. What do you think? Well let's start with that question next time. See you then.

7. Identifying tag questions

- Go over the instructions and the examples in the chart.
- Play the audio of the lecture on group dynamics as students listen for the tag questions and classify each one according to its grammatical structure and purpose.
- Play the audio again and pause after each tag question for students to complete the chart.
- Note that students will be asked to compare their answers in activity 9.

Answer Key

Suggested answers:

	Tag Question	Who	Type
Affirmative	<i>It wasn't Tom, was it?</i>	student	G
	<i>Not very practical though, is it?</i>	professor	R
Negative	<i>... you belong to other groups too, don't you?</i>	professor	R
	<i>... a member of the film club," wouldn't you?</i>	professor	R
	<i>... random, and unplanned, doesn't it?</i>	professor	R
	<i>... you all went to the discussion section yesterday, didn't you?</i>	professor	G
	<i>... talking at the same time, didn't they?</i>	professor	R
	<i>... a corner of the table would be best, wouldn't it?</i>	professor	R
	<i>... this person is not usually the most liked in the group, isn't it?</i>	professor	R
	<i>... this aspect of group dynamics, wouldn't it?</i>	professor	R
Other	<i>Every person in this room is part of some group, right?</i>	professor	R
	<i>Your family, right?</i>	professor	R
	<i>A few is three, right?</i>	student	G
	<i>They are photophobic, right?</i>	professor	R
	<i>You're kidding, right?</i>	student	G

Audio Script

Track Repeat

8. Finding specific information

- Have students read the five questions and answer as many of them as possible from memory.
- Play the audio of the lecture again as students listen for any information they missed.
- Note that students will be asked to compare their answers in activity 9.

Answer Key

Suggested answers:

1. In social groups, people talk differing amounts; usually two people do over 50 percent of the talking in any group.
2. People talk the most with those sitting across from them at a table because this allows them to make eye contact with each other.
3. A person who talks a moderate amount is best-liked. (Answers about why will vary.)
4. The theory of social facilitation demonstrates why people work better in groups when doing something they are familiar with or when they are collaborating with others. On the other hand, the

theory of social inhibition explains why people tend to work better alone especially when doing something that is difficult or that they are unfamiliar with.

5. It depends on the situation. People tend to work better with an audience when doing something they already know how to do because having an audience helps them do it better. On the other hand, they work better without an audience when doing something for the first time because having an audience in that situation can lead to making continual mistakes.

Audio Script

Track Repeat

After You Listen

Best Practice – Interacting with Others

One of the bases of the communicative approach to language learning is that students acquire language when they are faced with the need to use that language to communicate. In this activity, students must communicate with each other in order to compare answers, compile data, and answer questions. This interaction is a chance for students to improve their English by using it for a concrete purpose.

9. Comparing answers

- Divide the class into small groups and have students compare their answers for activities 5, 6, 7, and 8 using the first six questions in this activity.
- For question 7, tell students to go back and consider how well their answers to the discussion questions in Activity 2 matched the actual content of the lecture.
- If students are still unsure about any of their answers, discuss them as a class.

Answer Key

Suggested answers:

1. He digressed five times during the lecture. For expressions used, see answers for activity 6 number 1.
2. The most common reason for digression was to provide additional information.
3. Most tag questions were negative.
4. The professor used rhetorical tag questions the most, probably because he wanted to check or confirm that the students agreed with or understood what he had said.
5. Students used genuine tag questions the most, probably because they were unsure about the answer and sincerely wanted to know.
6. Answers will vary. See also suggested answers for activity 8.
7. Answers will vary.

10. Reporting on digressions

- Assign the activity as homework or make arrangements to attend a lecture or club meeting as a class.
- Ask students to take notes on the digressions they hear.
- Divide students into small groups to compare notes and fill out the chart in this activity.
- Reproduce the chart on the board and call on students to give their groups' answers to the questions.

Answer Key

Answers will vary.

11. Sharing perspectives

- Put students in small groups to discuss the questions.
- Have volunteers share some of their group's responses with the class.

Answer Key

Answers will vary.

Speaking 1 – You Can Use Tag Questions, Can't You?

Section Aims

Speaking: Asking for or confirming information about leisure activities using tag questions; using tag questions in role-plays

Pronunciation: Practicing intonation of tag questions in role-plays

Vocabulary: Words and phrases related to leisure activities

Language Focus: Grammar forms of tag questions

Critical Thinking: Applying tag questions to contextualized conversations

1. Topic

- Go over the instructions and examples.
- Divide the class into medium-sized groups and have everyone in the group ask one group member about his or her leisure activities before moving on to the next student.

Answer Key

Answers will vary.

Language Focus – Grammar Forms of Tag Questions

- Go over the introductory information about tag questions.
- Write example statements with various grammar tenses on the board and underline the auxiliary verbs. Ask volunteers to complete the tag questions.
Modal auxiliaries: *You can't speak Greek, (can you)?*
She will tell us, (won't she)?
We should inform them, (shouldn't we)?
Present perfect: *You haven't been to Spain, (have you)?*
He has been here before, (hasn't he)?
Present progressive: *It isn't raining, (is it)?*
They are coming with us, (aren't they)?
Present tense of BE: *This isn't your essay, (is it)?*
We are late, (aren't we)?
Past tense of BE: *I wasn't there, (was I)?*
They were right, (weren't they)?
- Go over the exceptions and ask volunteers to read the example sentences.
- Check comprehension of the exceptions by asking students to create their own example sentences with question tags

Best Practice – Cultivating Critical Thinking

Students will certainly have fun practicing and performing the role-plays in this activity. They will also synthesize and apply the information about tag questions presented in this chapter to contextualized conversations. In this way, students will develop their critical thinking skills as they apply their knowledge of the English language and their own experience to the creation of the role-plays.

2. Role-playing

- Go over the instruction notes and explain that the goal is for students to create a conversation using as many tag questions of different types as they can.
- Divide the class into groups of about four students.
- Give the groups time to choose a few of the suggested situations or to invent their own. They should know who and where they are and what is happening.
- Have the groups practice their role-plays. Decide whether you want students to write down what they plan to say or simply remember what they can and produce tag questions spontaneously.

Answer Key

Answers will vary.

3. Presenting

- Have groups choose one of the situations to role-play for the class. If there is time, each group can perform a second role-play.
- As each group acts out its role-play, have audience members keep a tally of the number and types of tag questions they hear.
- After each role-play, ask students for a quick summary of that group's total.
- After all groups have performed, answer the questions about "Which group...?" as a class.

Answer Key

Answers will vary.

4. Sharing and discussing

- Discuss the questions as a whole class.
- Ask students whether they have structures similar to tag questions in their own language and how frequently people use them. Ask whether the structures in their language serve the same purposes as genuine, rhetorical, and challenging tag questions.
- Ask students if they will be more likely to use tag questions in English.
- Elicit ways that tag questions enrich conversations.

Answer Key

Answers will vary.

Speaking 2 – Follow the Leader

Section Aims

Listening: Taking notes on an article about leadership skills and styles

Speaking: Brainstorming and discussing leadership qualities, skills, and styles; presenting the main points of an article about leadership

Vocabulary: Terms used to describe leadership

Language Focus: Practice using digressions in a presentation

Critical Thinking: Evaluating leadership skills and styles

1. Topic

- Have students work in small groups to read and answer the first two questions. Instruct them to take brief notes on their ideas.
- Have each group join another group and compare their ideas.
- Ask students to share some of the key ideas they discussed in their groups.

Answer Key

Answers will vary.

Best Practice – Making Use of Academic Content

The following activities make use of real-world academic content. This allows students to experience the sort of subject matter they will encounter in academic settings. When students take notes as they listen to the article and then retell the information, they experience an authentic context in which they can interpret the language and concepts presented in this chapter.

2. Taking notes on leadership skills

- Divide the class into two groups. Explain that each group will listen to and take notes on a different section of an article about leadership skills and styles.
- If possible, have the groups listen to their respective recording separately. Otherwise, all students may listen to both recordings and take notes only according to the group they are in.

- Instruct Group A to read over the headings in activity 2 and Group B to read over the headings in activity 3. Answer any questions students may have about vocabulary and write the terms and definitions on the board. Explain that some of the terms will also be defined in the recording.
- Play the recording of the first section of the article and have students in Group A take notes as they listen.
- Play the recording again for students to complete their notes.

Answer Key

Answers will vary.

Audio Script

One person might be a good manager but not a good leader. Another might be a good leader without being a good manager. Managers strive to produce order and stability, whereas leaders embrace and manage change. Leadership is creating a vision for others to follow, establishing corporate values and ethics, and transforming the way the organization does business in order to improve its effectiveness and efficiency. Good leaders motivate workers and create the environment for them to motivate themselves.

Leaders must therefore:

Communicate a vision. The leader should be openly sensitive to the concerns of followers, give them responsibility, and win their trust. A successful leader must influence the actions of others.

Establish corporate values. These include concern for employees, for customers, for the environment, and for the quality of the company's products. When companies set their business goals, they're defining the company's values as well. The number one trait that others look for in a leader is honesty. The second requirement is that the leader be forward-looking.

Promote corporate ethics. Ethical behavior includes an unfailing demand for honesty and an insistence that everyone in the company gets treated fairly. Many businesspeople have made the news by giving away huge amounts to charity, thus setting a model of social concern for their employees and others.

Embrace change. A leader's most important job may be to transform the way the company does business so that it's more effective (meaning it does things better) and more efficient (which means it uses fewer resources to accomplish the same objectives).

Stress accountability and responsibility. Employees need a clear understanding of job expectations in order to accept personal responsibility and account for their actions. Individual goals and team goals need to be transparent, and employees should know they can turn to their leader for guidance if the need arises.

All organizations need leaders, and all employees can help lead. You don't have to be a manager to perform a leadership function. That is, any employee can motivate others to work well, add to a company's ethical environment, and report ethical lapses when they occur.

3. Taking notes on leadership styles

- Play the recording of the second section of the article and have students in Group B take notes as they listen.
- Play the recording again for students to complete their notes.

Answer Key

Answers will vary.

Audio Script

Nothing has challenged management researchers more than the search for the best leadership traits, behaviors, or styles. Thousands of studies have tried to identify characteristics that make leaders different from other people. Intuitively, you might conclude the same thing they did: leadership traits are hard to pin down. Some leaders are well-groomed and tactful, while others are unkempt and abrasive – yet both may be just as effective.

Just as no one set of traits describes a leader, no one style of leadership works best in all situations. Even so, we can look at a few of the most commonly recognized leadership styles and see how they may be effective.

1. Autocratic leadership means making managerial decisions without consulting others. This style is effective in emergencies and when absolute followership is needed— for example, when fighting fires. Autocratic leadership is also effective sometimes with new, relatively unskilled workers who need clear direction and guidance.

2. Participative (democratic) leadership involves managers and employees working together to make decisions. Research has found that employee participation in decisions may not always increase effectiveness, but it usually does increase job satisfaction. Many large organizations have been highly successful using a democratic style of leadership that values traits such as flexibility, good listening skills, and empathy. Employees meet to discuss and resolve management issues by giving everyone some opportunity to contribute to decisions.

3. In free-rein leadership, managers set objectives and employees are free to do whatever is appropriate to accomplish those objectives. Free-rein leadership is often the most successful leadership style in certain organizations, such as those in which managers supervise doctors, professors, engineers, or other professionals. The traits managers need in such organizations include warmth, friendliness, and understanding. More and more firms are adopting this style of leadership with at least some of their employees.

It might be nice to think that bosses have a single style. The reality is that individual leaders rarely fit neatly into just one of these categories. A manager may be autocratic but friendly with a new trainee, democratic with an experienced employee, and free-rein with a trusted long-term supervisor. There's no such thing as a leadership trait that is effective in all situations, or a leadership style that always works best. A truly successful leader has the ability to adopt the leadership style most appropriate to the situation and the employees.

Best Practice – Cultivating Critical Thinking

This activity not only requires students to recall, paraphrase, and convey information they learned in the article but also to make use of digressions. This involves the reinterpretation, synthesis, and application of concepts presented in the chapter. The process of manipulating language and concepts in this way creates deeper processing of new material, which allows students to evaluate whether they understand new material and helps them remember it better.

4. Presenting

- Have students gather in new groups of four to six with an equal number of students from Group A and Group B.
- Allow time for students from the same original group (A or B) to confer with each other, compare notes, and prepare to present the section of the article they heard.
- Encourage students to include digressions in their presentation.
- Have students collaborate to present what they learned from the article to the other members of their group. Make sure that all students take part in the presentation.

Answer Key

Answers will vary.

5. Thinking critically

- Have students discuss the questions in their groups.
- Ask volunteers to report some of their group's ideas to the class.
- Point out the Tip. Explain that students may wish to use ideas from the article in a survey on leadership that they will prepare and present to the class.

Answer Key

Answers will vary.

Speaking 3 – Questionnaire: Are You a Leader?

Section Aims

Speaking: Brainstorming, researching, and preparing a survey; presenting and assessing a questionnaire on leadership qualities

Skills Focus: Researching and surveying; designing effective questionnaires

Critical Thinking: Evaluating and selecting research; creating effective survey questions; expressing views in a blog on the role of leadership in different types of social groups

Research and Document: Researching and conducting a survey on the topic of leadership qualities; expressing views in a blog

Skills Focus – Researching and Surveying

Best Practice – Presentation Skills

Presentations, or in this case surveys, provide practice in all aspects of the language: vocabulary, grammar, communication, and pronunciation, simultaneously combining the skills of speaking, reading, writing, and listening. Collaborating to prepare a survey requires students to assimilate the skills and concepts they have learned and put them into practice in a creative way, thus giving them control of the language. In turn, this helps build confidence and provides them with an essential skill that they will find indispensable in their academic and professional careers.

1. Topic

- Read the instruction notes. Explain that students will work in a group to research and prepare a questionnaire that will determine whether someone has leadership qualities. The questionnaire will be distributed to classmates who will answer the questions. Then the group will collect the questionnaires and assess the answers.
- Put students in groups of three or four. It would be a good idea to form groups of learners who have different levels of ability. Alternatively, you can allow students to form their own groups.
- Promote collaboration by asking students to work as a team in all stages of the project.

Answer Key

No answer.

2. Brainstorming

- Tell students that the first step is to consider the topic and brainstorm ideas. Point out that one way to do this is to record ideas in a graphic organizer.
- Instruct students to follow the steps outlined in the instructions.
- Point out the Tip and emphasize the importance of designing questions that will be easy to assess and give clear results.

Answer Key

Answers will vary.

3. Researching and documenting

- Explain that, in this stage, students will plan and organize their research.
- Remind students to divide up the research equally among members of the group, each person focusing on a specific area. Then have them perform their research individually, following the steps in the instruction notes.

Answer Key

Answers will vary.

4. Collaborating and preparing

- Explain that, in this stage, students should collaborate to create their survey questions and format a document that can be distributed to their classmates.

- Set a limit of 20 to 25 survey questions, and remind students that they will also need to consider how the questionnaire will be assessed.
- Emphasize that students should test the survey questions before finalizing them.

Answer Key

Answers will vary.

5. Presenting

- Set a date for groups to distribute their surveys, as well as a date for respondents to complete and return the questionnaires. Be sure to collect a copy of each group's survey for yourself in digital form. You may also wish to take part and fill it in for assessment.
- Have the groups assess the questionnaires and inform the respondents of the results.
- Set aside time during the lesson to hold a class discussion about the surveys and their effectiveness. If possible, display the surveys on a screen during the discussion. Promote an atmosphere of positive feedback and constructive criticism.
- Have each group share their own feedback with each other on how they could improve their survey techniques. Give your own feedback to each group separately, stating both what they did well and what they could improve on next time.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

The blog assignment gives students the opportunity to reflect on specific aspects of what they have learned in the chapter. It encourages them to express their personal views on a given topic and, in the process, to develop critical thinking skills.

6. Blogging

- Ask students to reflect on what they have learned in the chapter. Explain that they will express their views in a class blog on the role of leadership in different types of social groups.
- Ask students to write approximately 200–250 words. When they have finished their writing, they should proofread it for errors before posting.
- Set a due date and assign the blog comments as homework.
- Review each student's assignment and give them individual feedback on their writing.

Answer Key

Answers will vary.

SELF-EVALUATION**Best Practice – Scaffolding Instructions**

The Self-Evaluation Log helps students assess their own progress in learning. By completing the log at the end of each chapter, learners will review what they have learned, identify the language functions and study skills they have practiced, and evaluate how well they have understood the chapter.

- The Self-Evaluation Log at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework and help them chart their progress.
- Read the instructions aloud. Put students in small groups and ask them to look through the chapter to find an activity related to each skill listed in the self-evaluation.
- Have students assess their own progress for each item on the list and the degree to which they learned it using the scale provided.

- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 10 – It’s a Crime!

Chapter Goals

The topics in this chapter will encourage students to consider people’s responsibility for their own actions in everyday life and in the legal system.

Listening: Students will practice the skills of paraphrasing and making inferences while listening to a lecture. They will also listen for hopes and wishes and identify stressed and reduced forms in a conversation. Finally, they will take notes on a lecture to answer idea-connection questions.

Speaking: Students will paraphrase quotes about hopes and wishes, make wishes based on situations, and express their own hopes and dreams. They will review historical crime cases and suggest more appropriate verdicts and sentences. They will also role-play and present a mock trial. Finally, they will collaborate to give a presentation on cybercrime, and express their views in a blog on how predetermination and free will play a role in shaping our identity.

Focus on the Images

Ask students to:

1. brainstorm a list of different kinds of crimes
2. suggest ways in which society protects itself from crime
3. compare and contrast the images.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. brainstorm a list of words and phrases about crime and punishment
2. describe how the justice system works.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote and the name of the author aloud; explain any unknown words
2. express what the quote means using their own words; if necessary, prompt them by asking questions, such as: *How might our actions ruin us? How might they make us successful?*
3. share any similar quotes or proverbs they may know.

Answer Key

Answers will vary.

Content Note

Victor Hugo (1802 to 1885) was a French novelist and poet whose epic masterpiece *Les Misérables* (1862) took 17 years to complete. It tells the story of Jean Valjean who steals a loaf of bread and spends 19 years in prison. He escapes, only to be constantly hunted by the fanatic Inspector Javert. Despite his hardships, Valjean becomes a successful businessman and a compassionate father figure to a young orphan. Many of the characters and incidents in the novel were inspired by real people and events that Hugo witnessed, such as the arrest of a bread thief. Both the characters of Valjean and Javert are

loosely based on the legendary ex-convict Eugène Vidocq, who turned his life around to become a successful businessman, director of police security, and philanthropist, and who is hailed as the first modern criminologist and private detective.

Listening 1 – If Only...

Section Aims

Listening: Identifying hopes and wishes; listening for stressed words; comparing reduced and unreduced pronunciation

Speaking: Role-playing; making wishes; expressing hopes and dreams

Pronunciation: Identifying and practicing stressed words and reductions

Vocabulary: Using context clues to determine meaning

Language Focus: Expressing hopes, wishes, and desires; stressed words as information carriers; natural reductions of unstressed words

Critical Thinking: Interpreting quotes about hopes and wishes; creating a quote or poem

Before You Listen

1. Topic

- Have students work in small groups to discuss the meaning of the quotes and to classify them as optimistic, pessimistic, or realistic.
- Ask different students to explain each quote using their own words.
- Hold a class vote on which quote the students like the best.

Answer Key

Answers will vary.

Best Practice – Scaffolding Instructions

This activity raises an awareness of learning strategies. In real life, we use context clues to work out the meaning of unfamiliar words. This activity isolates potentially unfamiliar words from the conversation and asks students to use the surrounding words in each sentence to get a sense of the new vocabulary.

2. Vocabulary

- Play the recording and ask students to listen for the underlined words and phrases.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. Can you describe something **odd** that you saw or heard recently?
 2. What would you do if you saw a **suspicious** person around the school?
 3. What items might require someone to make a **down payment**?
 4. When or why might someone feel totally **desperate**?
 5. In your free time, do you enjoy **browsing** the Internet?

Answer Key

1. I; 2. D; 3. G; 4. A; 5. F; 6. C; 7. H; 8. B; 9. E

Audio Script

1. browse
2. book stacks
3. odd
4. down payment
5. scrape together
6. blow all your money
7. easy money

- 8. suspicious
- 9. desperate

Language Focus – Expressing Hopes, Wishes, and Desires

- Go over the information and examples about expressing hopes. Point out that expressions with hope indicate a more optimistic attitude about the possibility of something.
- For instance, students might say, “I hope to get a good grade in Chemistry,” or, “I hope the cafeteria is serving lasagna for lunch.”
- Go over the examples of other ways to express hopes and desires.
- Ask volunteers to share some examples of their own. Write their sentences on the board to reinforce the grammar.
- Go over the information and examples about expressing wishes.
- Review the conditional by asking students for examples of things they wish for and noting them on the board. For instance, students might say, “I wish I could skip the test next week,” or, “I wish I were the president.”
- Demonstrate the similarity in meaning between *wish* and *if only* expressions by transforming the students’ own examples. Using the examples above, you could say, “If only I could skip the test next week, I would be so happy,” or, “I would make my country a better place if only I were the president.”
- Remind students that both *wish* and *if only* expressions indicate pessimism about the possibility of something actually happening.

3. Speculating

- Go over the instructions and ask students to read the captions below the images.
- Have students write at least three hopes or wishes for each character in the images and then compare their sentences with a partner.
- Ask a few volunteers to share some of their sentences with the class. Explain any errors students may have made in grammar.

Answer Key

Answers will vary.

While You Listen

4. Listening for hopes and wishes

- Play the recording of the conversation as students complete the information of hopes and wishes that they hear.
- Play the recording a second time for students to check and complete the information.
- Go over the answers by calling on students to read the completed sentences.

Answer Key

1. I wish you'd show up on time for a change.
2. Sorry, I hope I didn't keep you waiting long.
3. Anyway, I hope you found some study material for our macroeconomics midterm.
4. If only I hadn't blown all my savings last month on that new motorbike.
5. I wish they could help me, but I can't possibly ask them.
6. I certainly hope you're kidding. But you don't have to worry.
7. I hope the position is still available.
8. I hope you don't mind if I meet you tomorrow, same time.

Audio Script

Trevor: Hey, Sonya.

Sonya: There you are, Trevor. It's about time you got here! I wish you'd show up on time for a change.

Trevor: Sorry, I hope I didn't keep you waiting long. To tell you the truth, I've been here for the last hour, browsing in the book stacks.

Sonya: That's odd. I just came from there—I didn't see you. Anyway, I hope you found some study material for our macroeconomics midterm.

Trevor: Well, no. Actually, I was in the physics section upstairs.

Sonya: Physics? But, you're not taking physics this term, are you?

Trevor: No. I was just doing a bit of research. The Science Club is going to Switzerland this summer to visit CERN, you know, the nuclear research center, and I really, I mean really, want to go.

Sonya: Wow. That sounds exciting!

Trevor: It would be if I had the money. The deadline for the down payment is in two weeks. I don't know how I'm going to scrape together \$500. If only I hadn't blown all my savings last month on that new motorbike.

Sonya: Why don't you ask your parents?

Trevor: I wish they could help me, but I can't possibly ask them. They already cover the tuition and living expenses for me and my two sisters.

Sonya: Well, I may be able to help you out then.

Trevor: You mean you can loan me the money?!

Sonya: No, silly. But I might know of a way for you to make some easy money making some quick deliveries.

Trevor: Uh-oh. That sounds suspicious. Is it legal? But I tell you, I'm so desperate to go that I just might be tempted anyway.

Sonya: I certainly hope you're kidding. But you don't have to worry. It's definitely legitimate. I heard that Pizza Time is looking for someone to deliver pizzas from 6:00 to 10:00 every night. The pay's not bad, and you get to keep the tips. Plus, they want someone with their own delivery vehicle.

Trevor: That sounds great! Listen, I've got to run. I hope the position is still available.

Sonya: Wait! Where are you going? What about our study session?

Trevor: I hope you don't mind if I meet you tomorrow, same time. Oh, and thanks a million!

Sonya: All right. Good luck!

Language Focus – Stress

Remind students that stressed words carry important information; therefore, they are spoken higher, louder, and more clearly than other (unstressed) words.

5. Listening for stressed words

- Have students read through the conversation and try to guess the missing words.
- Play the recording as students follow along in their books and write the missing words.
- After listening, students can check their answers against the listening script in their books.

Answer Key

Trevor: Hey, Sonya.

Sonya: There you are, Trevor. It's about (1) time you got here! I wish you'd show up on time for a change.

Trevor: Sorry, I (2) hope I didn't keep you (3) waiting long. To tell you the truth, I've been here for the last hour, (4) browsing in the book (5) stacks.

Sonya: That's (6) odd. I just came from there—I didn't (7) see you. Anyway, I hope you found some study material for our macroeconomics (8) midterm.

Trevor: Well, no. Actually, I was in the physics section (9) upstairs.

Sonya: Physics? But, you're (10) not taking physics this term, are you?

Trevor: No. I was just doing a bit of (11) research. The Science Club is going to Switzerland this summer to visit CERN, you know, the (12) nuclear research center, and I (13) really, I mean (14) really, want to go.

Sonya: Wow. That sounds (15) exciting!

Trevor: It (16) would be if I had the money. The deadline for the (17) down payment is in (18) two weeks. I don't know how I'm going to (19) scrape together \$500. If (20) only I hadn't (21) blown all my (22) savings last month on that new motorbike.

Sonya: Why don't you ask your (23) parents?

Trevor: I (24) wish they could help me, but I can't (25) possibly ask them. They already cover the (26) tuition and living expenses for me and my two sisters.

Sonya: Well, I may be able to help you out then.

Trevor: You mean (27) you can (28) loan me the money?!

Sonya: No, silly. But I might know of a way for you to make some (29) easy money making some (30) quick deliveries.

Trevor: Uh-oh. That sounds (31) suspicious. Is it (32) legal? But I tell you, I'm so (33) desperate to go that I just might be tempted anyway.

Sonya: I (34) certainly hope you're (35) kidding. But you don't have to worry. It's definitely (36) legitimate. I heard that Pizza Time is (37) looking for someone to (38) deliver pizzas from 6:00 to 10:00 every night. The (39) pay's not bad, and you get to (40) keep the (41) tips. Plus, they want someone with their (42) own delivery vehicle.

Trevor: That sounds (43) great! Listen, I've got to run. I (44) hope the position is (45) still available.

Sonya: (46) Wait! Where are you going? What about our (47) study session?

Trevor: I (48) hope you don't (49) mind if I meet you tomorrow, same time. Oh, and (50) thanks a million!

Sonya: All right. Good luck!

Audio Script

Track Repeat

Language Focus – Reductions

Remind students that reduced forms are a natural part of spoken English. Words that are not stressed are often shortened or reduced.

6. Comparing pronunciation

- Play the recording and have students listen and read the sentences.
- Ask them to underline the words in the sentences on the left that have been reduced.
- Play the recording again and have students repeat the sentences. Listen carefully and correct pronunciation as a group.
- You can also have students volunteer to repeat the sentences individually.
- Point out the Tip and explain that you do not use the spelling of reduced forms in formal texts.

Answer Key

1. ...and I really, I mean really, want to go.
2. I don't know how I'm going to scrape together \$500.
3. You mean you can loan me the money?!
4. Why don't you ask your parents?
5. Where are you going?
6. Listen, I've got to run.
7. I hope you don't mind if I meet you tomorrow.

Audio Script

1. **Trevor:** ...and I really, I mean really, want to go.
...and I really, I mean really, wanna go.
2. **Trevor:** I don't know how I'm going to scrape together \$500.
I dunno how I'm gonna scrape together \$500.
3. **Trevor:** You mean you can loan me the money?!
Ya mean ya kin loan me the money?!
4. **Sonya:** Why don't you ask your parents?
Why dontchu ask your parents?
5. **Sonya:** Where are you going?
Whereya goin'?
6. **Trevor:** Listen, I've got to run.
Listen, I've gotta run.
7. **Trevor:** I hope you don't mind if I meet you tomorrow.
I hope ya don't mind if I meetcha tomorrow.

After You Listen

7. Role-playing

- Have students work in pairs to act out the conversation.
- As pairs are speaking, move around the room and correct any errors in pronunciation.

Answer Key

Answers will vary.

8. Making wishes

- Go over the directions and ask a volunteer to read aloud the example.
- Have students work in pairs to come up with as many wishes as they can for each situation. Remind them to use the expressions *wish* and *if only* and to pay attention to the grammar tenses (past, present, future).
- As students are speaking, move around the room and correct any errors in grammar.
- Call on different pairs to share all the wishes they came up with for one of the situations.

Answer Key

Answers will vary.

Best Practice – Interacting with Others

In this activity, students complete sentences about their wishes, hopes, and desires and share them in small groups. The content is highly personal, and the activity gives students a chance to reveal facets of themselves not always seen in class. This type of self-expression is more common in English-speaking countries than in many other countries, so the activity provides practice with a speaking skill that may not come easily to some students.

9. Expressing hopes and dreams

- Put students in small groups to take turns asking and answering the questions. Make sure that each student answers all of the five questions.
- Remind students to use *hope*, *want*, and *would like* in their answers.
- Call on a few volunteers to share their hopes and dreams with the class.

Answer Key

Answers will vary.

10. Being creative

- This activity can be assigned for homework. Alternatively, allow students enough time in class to think about the topic and create their poems or quotes.
- Ask students to share their quotes and poems with the class and post them on the class blog.

Answer Key

Answers will vary.

Listening 2 – Lecture: Free Will or Predetermination?**Section Aims**

Listening: Paraphrasing key points in a lecture; making inferences; paraphrasing wishes and hopes

Speaking: Summarizing a lecture; reviewing cases and discussing if punishments fit their crimes

Vocabulary: Words and phrases related to crime and punishment

Skills Focus: Paraphrasing

Critical Thinking: Speculating about free will and predetermination; paraphrasing ideas of a lecture; determining whether punishments fit their crimes

Before You Listen**Did You Know?**

- Give students time to read the two bullet points about crime and punishment. Answer any questions they have about the meaning of words.
- Ask students what they know about Rosa Parks, Martin Luther King, Jr., and the U.S. civil rights movement.

- Ask students if they have heard about the case in Thailand.

Content Notes

- Rosa Parks was born in Tuskegee, Alabama, in 1913. Before famously refusing to give up her bus seat, she had been secretary of the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP) since 1943. In her lifetime, Parks received many awards, including the Presidential Medal of Freedom and the Congressional Gold Medal of Honor. She eventually moved to Detroit, where she founded a youth development institute. On her death in 2005, Parks became the first woman to lay in honor in the Capitol Rotunda in Washington, D.C.
- Martin Luther King, Jr., who was born in 1929, was the key leader of the U.S. civil rights movement in the 1950s and 1960s until he was assassinated in 1968. Inspired by spiritual ideals and Gandhi's non-violent protest techniques, Dr. King was a dynamic speaker known for his 1963 "I Have a Dream" speech in Washington D.C. He led numerous marches and was arrested several times. At the age of 35 he became the youngest man to receive the Nobel Peace Prize.
- Chamoy Thipyaso was an employee of the Royal Petroleum Authority and the wife of a high-ranking officer in the Royal Thai Airforce. In the late 1960s, she started a pyramid scheme that invited investors to purchase oil shares with high returns. For 20 years, she managed to swindle over 16,000 people out of approximately 300,000 million dollars. The judge sentenced her to 141,078 years in prison even though the maximum sentence for fraud was 20 years according to Thai law. In reality, however, she only spent about eight years behind bars.

1. Topic

- Have students work in pairs to read the questions and discuss them.
- Ask volunteers to share their thoughts with the class.

Answer Key

Answers will vary.

Best Practice – Organizing Information

This activity presents a chart for students to use in classifying activities and conditions in their lives as examples of predetermination or free will, central concepts in the chapter. This type of graphic organizer gives students a way to understand the division into two categories visually, which helps accommodate different learning styles

2. Speculating

- Go over the instructions and bullet points to make sure students understand what to do.
- Have students work individually to fill out the chart and add some ideas of their own.
- Put students in small groups to compare and discuss their responses.
- Call on groups to tell the class about their discussions. Ask if they agreed on most items and whether the group discussion caused them to change their opinions in any way.

Answer Key

Answers will vary.

3. Vocabulary

- Play the recording and ask students to listen for the underlined words and phrases.
- Have students match the words with the definitions individually.
- Go over the answers as a whole class.
- Check comprehension by asking students questions. For example:
 1. Which word in the list is the opposite of *deny*? (**admit**)
 2. Which word in the list is the opposite of *reality*? (**illusion**)
 3. Which two terms in the list are related to *illegal actions*? (**break the law, violation**)
 4. Which word in the list is an antonym for *innocent*? (**guilty**)
 5. Which word in the list is an antonym for *uncaring*? (**compassionate**)

Answer Key

1. admitted, remorse
2. implications
3. consciously, break the law
4. guilty, insanity
5. free will
6. predetermination, illusion
7. sentenced
8. compassionate, violation

Audio Script

admit
 break the law
 compassionate
 consciously
 free will
 guilty
 illusion
 implications
 insanity
 predetermination
 remorse
 sentence
 violation

Best Practice – Scaffolding Instructions

Activities in this chapter support student learning by providing a logical progression of skills and activities that allow students to work toward the goal of achieving competency at paraphrasing. First, students receive information about paraphrasing, followed by contextualized practice and peer exchange. Next, students are challenged to paraphrase specific information heard in a lecture. Finally, after these receptive activities, students have the opportunity to use their own paraphrases in several speaking activities. This series of steps assists students as they develop the language skills they need to function independently outside of class.

Skills Focus – Paraphrasing

- Go over the information about paraphrasing and the steps involved.
- Ask students for situations in which they might need to paraphrase. For example, they could paraphrase information from the Internet for a report. They might also paraphrase a classmate's words to share group ideas with the class.

4. Paraphrasing practice

- Go over the instructions and the example paraphrase.
- Discuss the quote from Socrates, making sure students understand the meaning. Emphasize that there are different ways to say the same thing, and that when paraphrasing, it is important to concentrate on meaning first.
- Ask volunteers to express the idea in the quote using their own words, or have all students write a paraphrase and ask for volunteers to write theirs on the board.
- Have students individually write paraphrases for the five sentences. Then ask them to compare and discuss their paraphrases in small groups.
- Ask each group to choose one or two of their best paraphrases to share with the class.

Answer Key

Answers will vary. Possible answers:

1. It's possible that our behavior is automatic – that we have no control over the decisions we make.

2. You might not feel responsible for the things you do if you believe in predetermination.
3. What we do now is interconnected with past actions as well as our future lives.
4. When we must make vitally important decisions our choices become extremely significant.
5. Only people who commit crimes of their own free will are punished.

While You Listen

5. Paraphrasing key points

- Play the recording of the lecture once all the way through as students listen for the main ideas.
- Ask students to read questions 1–4 so they know which ideas to listen for and paraphrase.
- Play the recording again, pausing after each section so students can write their paraphrases.
- If necessary, play the recording a third time for students to complete the paraphrases.
- Ask a few volunteers to read their paraphrases aloud. Briefly discuss each one in terms of clarity, the choice of synonyms, and how well it retains the original meaning.
- Note that students will compare answers in activity 8.

Answer Key

Possible answers:

1. Predetermination is the idea that our lives are mapped out before birth, while free will is the idea that we have control over and make choices about our lives. Believing in either of these ideas affects the way we feel about our lives.
2. Since decisions about crime have major consequences, a judge must consider all aspects of a crime before assigning a punishment.
3. Since Hinckley was found to be legally insane, his crime was considered to be out of his control by the U.S. legal system. Since he could not freely decide his own actions, he was sent to a mental hospital instead of prison.
4. As humans, we make major and minor decisions every day and have no set rules for making those decisions. The professor hopes that he has encouraged the students to think carefully about their own choices as well as the connection between choosing to commit crimes and being punished.

Audio Script

Lecture: Human Choice: Predetermination or Free Will?

Professor: OK, let's get started. Today's lecture about choice is in two parts. The first part of the lecture is about the difference between predetermination and free will. I hope that by the end of class that difference will be clear to you all, because I want to hear your ideas on these two very different views of the world. The second part of the lecture is about choice in the real world: when life-or-death decisions have to be made.

So, do you believe that our lives are predetermined, or do you believe that we make choices that direct our lives? Basically, if you believe that our lives are predetermined, then you believe that everything we do is decided before we are born. Maybe you think we are programmed to do the things we do. Or perhaps you think a spiritual force makes all our decisions for us. But even if we believe our lives are somehow predetermined, we still appear to be making choices every day. We choose what to have for dinner or what movie to go to. We choose our friends from among the hundreds of people we meet. So, the question is: are these really choices, or is the concept of free choice only an illusion? On the other hand, if you believe that we have free will, then you believe that we do really make all our own decisions. For example, Hindus and Buddhists believe that our choices are made freely and that these choices add up to either a good life or a bad life. This is called karma. They also believe in

reincarnation. According to this belief, if we don't make enough good decisions during one lifetime, we are reborn to try to do better in the next life.

These two opposing views, predetermination and free will, can have important effects on our lives. How do you think they can affect us? Yes, Craig?

Student 1: Well, if you believe that everything is predetermined... then that might make you feel as if you have no control over what happens to you... you know... no control over your life.

Student 2: And that feeling would certainly affect your behavior. For example, maybe you would feel that if you are not in control, then you don't have to take responsibility for your choices.

Professor: Yes, that's quite possible. Therefore, we should examine these opposing views about choice as a starting point in determining our own attitude toward life. You may recall that Socrates suggested this when he said that the "unexamined life is not worth living."

How many of you have looked at your past actions and said, "I wish I had done that differently" or "If only I had decided to do this instead of what I did"? And certainly we all have worried about the future and thought, "I hope I can do the right thing." Our relationship to the past and to the future seems to be connected with our present choices. That is, all our wishes and hopes for the future are very connected to what we choose now, in the present.

Stop 1

Professor: Now let's talk about choice in the real world. The practical implications of choice increase and intensify when life-or-death decisions have to be made. For example, if you were a judge and your job was to sentence a person to prison for violation of rules or beliefs in your community, you might question the nature of right and wrong before finally reaching a decision. Do any of you recall the character Jean Valjean from *Les Misérables*, who was sentenced to years of slavery for stealing a loaf of bread for his starving family? What choice would you have made if you were the judge? I hope you are compassionate and would take time to consider all the possible choices and not decide too quickly.

Students: Wow. That's a tough one./I don't know./I'm really not sure./I need to think about it.

Professor: And what if you were Jean Valjean? Would you have chosen to break the law to feed your family?

Students: Absolutely!/Of course!/I'd have to!/You bet your life I would!

Stop 2

Professor: OK. All right then. But now I want you to think about this. Would you then say that you were not really responsible for the crime? Would you try to get off, be excused, by saying you did it because the society did not provide a job for you and that's why you and your family were so hungry? This is not an easy question, is it?

Now, what about this case? On March 30, 1981, the president of the United States, Ronald Reagan, and three other men were shot on a street in Washington, D.C. John Hinckley Jr., the young man who shot these men, admitted that he felt no remorse about his crime. Three of his four victims recovered; the fourth suffered permanent brain damage.

Fifteen months later, after an eight-week trial that cost \$3 million, Hinckley was found "not guilty by reason of insanity." Think about that. Hinckley shot the president of the United States and three other people and was only sent to a mental hospital for counseling and treatment.

Student 1: Wow! That's incredible!

Student 2: That's terrible!

Student 3: No kidding! I didn't know that!

Professor: Well, it's true. Naturally, many people were very angry that Hinckley received such a small punishment. However, Hinckley's punishment is not my focus here. I want to focus instead on the choice Hinckley made. His actions came from his choice, and his actions injured four people.

Did you know that in the United States, only those criminals who made their choices consciously, willfully, and freely are punished? Yup, that's the law. If it is proven in court that an act, no matter how

evil, was caused by influences beyond the control of the person who did it, then that person is not punished for the act.

In other words, in American society, the law says that you are not responsible for choices you make if you are not aware or in control of your actions. This is called legal insanity. How about that!?

Stop 3

Professor: We are faced with other questions—perhaps not as serious—every moment of our lives. Who will I go out with on Saturday night? Shall I go on a diet? Should I go to the movies tonight or should I study for that biology test? Should I make long-range plans for my career? And more important, how should I treat other people?

The poetry, fiction, and theater of every culture reflect the drama involved in making these kinds of choices, but they do not offer simple answers. The only definite rule we are given about making choices is that we have to make them or they will be made for us. Ah, but if only we could make perfect choices, then there would be no problem, right?

In summary, we have touched lightly on the extremely important matter of the nature of human choice and briefly examined the relationship between human choice, crime, and punishment. I hope this lecture has stimulated you to reflect on your own choices—what they are and why you are making them—and to consider how they shape your world view and what your responsibility is for their effects. And remember: whether you think your choices are predetermined or made freely, you cannot get away from making choices, for after all, to choose is to be human.

Stop 4

Skills Focus – Making Inferences

- Go over the meaning of the words *infer* and *imply*. Provide a simple example, such as: *I hope you brought your umbrellas with you.* Ask students what you are implying or what they can infer from your statement. (That it's probably going to rain.)
- Read aloud the information in the second paragraph. Explain that it is common for lecturers to indirectly suggest causes or outcomes or imply their own opinions because they want students to logically and freely make their own judgments on certain issues.

6. Making inferences

- Play the recording of the extracts from the lecture, pausing after each so students can choose the best answer.
- If students are not sure about any answers, play the recording again. Discuss any areas of difficulty if necessary.
- Note that students will compare answers in activity 8.

Answer Key

1. A; 2. B; 3. C; 4. D; 5. C

Audio Script

1.

Professor: How many of you have looked at your past actions and said, “I wish I had done that differently” or “If only I had decided to do this instead of what I did”? And certainly we all have worried about the future and thought, “I hope I can do the right thing.” Our relationship to the past and to the future seems to be connected with our present choices.

Question 1: What inference does the professor make about his students?

2.

Professor: Do any of you recall the character Jean Valjean from *Les Misérables*, who was sentenced to years of slavery for stealing a loaf of bread for his starving family? What choice would you have made if you were the judge? I hope you are compassionate and would take time to consider all the possible choices and not decide too quickly.

Question 2: What does the professor imply about his opinion?

3.

Professor: Fifteen months later, after an eight-week trial that cost \$3 million, Hinckley was found “not guilty by reason of insanity.” Think about that. Hinckley shot the president of the United States and three other people and was only sent to a mental hospital for counseling and treatment.

Question 3: *Why does the professor say, “Think about that”?*

4.

Professor: In other words, in American society, the law says that you are not responsible for choices you make if you are not aware or in control of your actions. This is called legal insanity. How about that!?

Question 4: *What does the professor imply by saying “How about that!?”*

5.

Professor: In summary, we have touched lightly on the extremely important matter of the nature of human choice and briefly examined the relationship between human choice, crime, and punishment. I hope this lecture has stimulated you to reflect on your own choices—what they are and why you are making them—and to consider how they shape your world view and what your responsibility is for their effects.

Question 5: *Why does the professor ask his students to reflect on their own choices?*

7. Paraphrasing wishes and hopes

- Instruct students to read the six items before you play the recording of the lecture again.
- Play the recording, pausing as necessary so that students may complete the lecturer’s sentences with paraphrases. You may need to play some of the professor’s statements more than once.
- Ask for a few volunteers to share their paraphrases. Discuss the attitude—optimism or pessimism—the lecturer expresses through his choice of expressions.
- Note that students will compare answers in activity 8.

Answer Key

Possible answers:

1. **Lecturer:** I hope that by the end of class that difference will be clear to you all.

Paraphrase: The lecturer hopes that by the end of class, the students will understand how the two ideas differ.

2. **Lecturer:** I want to hear your ideas on these two very different views of the world.

Paraphrase: The lecturer wants to hear the students’ ideas about free will and predetermination.

3. **Lecturer:** How many of you have looked at your past actions and said, “I wish I had done that differently”...

Paraphrase: The lecturer asks students how many of them have looked at their past actions and said, “I wish I had made a different choice.”

4. **Lecturer:** or “If only I had decided to do this instead of what I did.”

Paraphrase: or “If only I had taken a different course of action.”

5. **Lecturer:** I want to focus instead on the choice Hinckley made.

Paraphrase: The lecturer does not want to focus on Hinckley’s punishment; he wants to concentrate on Hinckley’s decision to shoot.

6. **Lecturer:** I hope this lecture has stimulated you to reflect on your own choices – what they are and why you are making them – and to consider how they shape your worldview and what your responsibility is for their effects.

Paraphrase: In summary, he hopes the lecture will prompt students to examine the choices they make, how those choices affect their personal philosophies, and their responsibility for the consequences of their choices.

Audio Script

Track Repeat

After You Listen

8. Comparing

- Have students work in pairs to compare their paraphrases in activity 5 and activity 7 and their answers to the inference questions in activity 6.
- When pairs are finished sharing their responses, lead a class discussion about the differences they noticed.
- Discuss the most challenging aspects of the activities and review them as necessary by replaying the recording and stopping at key points.

Answer Key

Answers will vary.

9. Summarizing the lecture

- Have students work in pairs to present a summary of the lecture. Allow them time to take notes and prepare paraphrases. Remind them to use their own words as much as possible.
- Have pairs present their summaries to a group of classmates or to the entire class.

Answer Key

Answers will vary.

10. Thinking critically

- Before students begin reading in their groups, you may wish to review some of the vocabulary as a class. Ask students to scan the passages for unknown words. Write the words on the board along with their definitions. Alternatively, tell students to use context clues to work out the meaning of any unknown words or to look them up in a dictionary.
- Put students in small groups and ask them to take turns reading aloud the passages. After reading each passage, instruct groups to discuss the circumstances of the case and to answer the two questions, recommending a punishment that they feel would be more appropriate.

Answer Key

Answers will vary.

11. Sharing perspectives

- Call on a member from each group to share their group's recommendation for punishment in the case of Rosa Parks. Ask students to elaborate on the reasons why they feel the punishment is more appropriate than the original one.
- Do the same with the cases of Jean Valjean and John Hinckley, Jr., calling on different members from each group to justify the reasons for their group's choice of punishment.
- Discuss the similarities and differences in the punishments that were recommended by each group for each of the three cases.

Answer Key

Answers will vary.

Speaking 1 – Are Chemicals to Blame?

Section Aims

Listening: Taking notes on a lecture and answering idea-connection questions

Speaking: Discussing a case and reasons for guilt and innocence to reach a verdict; sharing points of view on the issue of legal insanity and the role of biochemistry in crime

Vocabulary: Terms related to chemicals and crime

Language Focus: Practice agreeing and disagreeing to reach a consensus

Critical Thinking: Debating details of a case to reach a verdict

1. Topic

- Put students in small groups to discuss the questions.
- After the discussion, ask volunteers to give specific examples for each of the three questions.
- Point to the title of this section. Ask students if they think it's possible that biochemistry could be to blame for violent and criminal behavior.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and have students repeat the words and phrases after the speaker.
 - Have students work in pairs to match the words with their definitions.
 - Go over the answers as a class.
 - Check comprehension by asking students to complete the following sentences with the words or phrases from the list.
1. The child's _____ behavior in school was attributed to _____. (impulsive, attention deficit disorder)
 2. Serotonin is a _____ in the human body that is related to happiness and well-being. (neurotransmitter)
 3. "I don't _____ why you always insist on _____ what I say", said the parent to his teenage son. (comprehend, disputing)
 4. The best way to _____ a fear is to face up to it. (overcome)
 5. The man was _____ and sent to jail for having _____. (arrested, committed a crime)
 6. When we eat, our digestive system _____ the food into smaller molecules so that our blood can _____ the nutrients. (breaks down, soak up)

Answer Key

1. E; 2. I; 3. G; 4. F; 5. A; 6. J; 7. H; 8. D; 9. B; 10. C

Audio Script

1. attention deficit disorder
2. arrest
3. break down
4. commit a crime
5. comprehend
6. dispute
7. impulsive
8. neurotransmitter
9. overcome
10. soak up

3. Making connections

- Tell students to close their books and prepare to take notes.
- Play the recording of the lecture as students listen and take notes.
- Ask students to open their books and give them time to read through the questions and choose their answers.
- If students are uncertain about some of their answers, play the recording again so they can listen for specific information to confirm or correct their choices.
- Go over the answers as a class.

Answer Key

1. C; 2. free choice, no free choice, no free choice, free choice; 3. B; 4. C

Audio Script

Professor: I think you're all familiar with the age-old debate over free will and predetermination. But recent medical research has added an entirely new dimension to it. In the past, it was mostly a question of whether (1) humans are free to make their own choices or (2) those choices are made for us by some higher power. Now, there's a third choice: My chemicals made me do it.

Neuroscience has identified about 35 chemicals—the neurotransmitters—that help carry messages throughout the brain. Let's use one of them, serotonin, as an example.

One of the first clues pointing to some relation between serotonin and crime came from a large Dutch family whose males were known for particularly violent behavior. Researchers who analyzed the brain chemistry of some family members found a chemical problem. The men had very low levels of MAOA, a chemical that breaks down serotonin. This suggested that too much serotonin could lead to violent behavior.

Later experiments indicated that too little serotonin might have the same effect. Violent and impulsive individuals were found to have brain cells that soaked up serotonin very fast. Since this neurotransmitter was known to calm certain people down, researchers reasoned that increasing serotonin levels would solve the problem. Drugs called SSRIs were developed to slow down the re-uptake, or absorbing, of serotonin. They seemed to work. In fact, I think you've all heard of one SSRI, Prozac. It was so effective that it became one of the largest-selling medications of all time.

Anyway, the bottom line is that no one knows exactly how serotonin—or any of its 30-some chemical cousins—really works. It has some relation to criminal violence, but what? Is too much worse than too little? I suspect the answer will involve a lot of factors, a lot of interactions among chemicals, environmental conditions, and even personal experiences. But I'm just guessing.

The one thing we know for sure is that scientific research into brain chemistry is already influencing the criminal courts. If you commit a violent crime because your brain chemicals are out of balance, are you really responsible? Judges have long ruled that a “legally insane” person, a person who cannot distinguish between “right” and “wrong,” is not necessarily responsible for his or her crimes.

Neuroscience might simply be discovering the chemical reasons for this insanity.

The principle is being tested in the Nevada courts in the case of a young man whom I'll call “Jason”. Jason was arrested in a hotel lobby, and he quickly admitted that he had, in fact, just committed a murder. A hotel video camera showed him at the scene of the crime. His defense lawyers do not dispute that, unfortunately, he killed someone. However, they have argued that Jason's genetic background is to blame. Jason was raised by a loving and non-violent adoptive father and mother, but investigators found that his biological parents and two brothers lived disturbingly violent lives. All had histories of violently aggressive behavior, mental illness, or both. Jason himself had been diagnosed with serious attention deficit disorder, ADD. The disorder is very often found in people whose brains lack enough serotonin. Further tests of Jason's brain chemistry will reveal more about this troubled young man, but some genetically-based chemical problem is likely. His family's history of criminal behavior goes back more than 100 years.

Jason was 18 years old when he committed murder, so he was legally an adult. But is he legally responsible for the crime? Those who say “no” point out that he has no control over the chemistry of his brain. Under the influence of that chemistry, they say, he could not make a free choice about what he should do. They also point out that he was seeking medical help for his problems, which indicates a desire to get better. Those who do hold him responsible say that body chemistry can affect decisions but does not make them. After all, the definition of legal insanity is very narrow: Not comprehending the difference between “right” and “wrong,” and Jason, in seeking help, showed that he did understand that difference. Almost everyone has unfortunate influences in life. We have a social obligation, they say, to overcome those limitations, to choose wisely anyway.

Best Practice – Interacting with Others

In the following activities, small groups of students must communicate in English to accomplish an authentic task. As students discuss the reasons why an accused criminal is guilty or innocent of the crime and collaborate to reach a verdict, they concentrate on ideas and communication more than on grammar and accuracy. In this way, they build fluency and confidence for future speaking situations.

4. Discussing the case

- Put students in small groups to discuss the reasons why the accused is guilty or innocent of the crime he committed based on the information from the recording. Encourage students to also include their own ideas in the discussion.
- Have the groups note down the reasons in the chart.

Answer Key

Answers will vary.

5. Reaching a verdict

- Explain that in order to reach a verdict in a criminal case, all members of the jury must agree in a unanimous decision.
- Have students work in the same groups to debate the case until they can all agree on a verdict (guilty or innocent).
- Once students have reached a verdict, have them decide on a suitable punishment.

Answer Key

Answers will vary.

6. Sharing and comparing

- Ask representatives from each group to share their group's final verdict and recommendation for punishment. Prompt students to also explain the reasons for their decisions.
- Compare the verdicts and punishments that were recommended by each group.

Answer Key

Answers will vary.

7. Thinking critically

- As a class, discuss the questions by calling on different students to share their views about each of the questions. Encourage others to join in stating why they agree or disagree in a friendly debate.
- Ask students to elaborate on the ways the crimes might have been prevented and the reasons why such cases are controversial.

Answer Key

Answers will vary.

Speaking 2 – Mock Trial

Section Aims

Speaking: Sharing views on crime investigation series; weighing up reasons for guilt and innocence of the accused; role-playing a mock trial

Vocabulary: Words and phrases related to court proceedings

Language Focus: Practice agreeing and disagreeing to reach a consensus

Critical Thinking: Debating details of a case to reach a verdict; determining a suitable sentence for a crime

1. Topic

- Put students in small groups to discuss the questions about crime investigation series.
- Ask students if they watch any popular crime investigation series on TV. Find out which series are most popular with the students in the class. Then ask students what they enjoy about watching these series.
- Call on different students to share their views on the third question.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and have students repeat the words and phrases after the speaker.
- Have students complete the sentences with the missing words and phrases.
- Go over the answers by calling on students to read the completed sentences. Correct any mistakes and errors in pronunciation.

Answer Key

1. trial, courtroom
2. defense attorney, defendant
3. prosecutor, evidence, guilty
4. witnesses, testify, oath
5. jury, verdict
6. judge, sentence

Audio Script

courtroom
defendant
defense attorney
evidence
guilty
judge
jury
oath
prosecutor
sentence
testify
trial
verdict
witnesses

3. Reasoning

- Go over the instructions and the steps in the bullet points.
- Put students in small groups to discuss the cases and complete the charts. Tell them they can refer to the texts following activity 10 in Listening 2 and to the audio script of Listening 2 if they wish.
- Next have groups deliberate over a suitable punishment for each case and note it in the relevant chart.
- Call on students from different groups to share some of the information in their charts.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

Students are challenged to think critically as they prepare to role-play members of a courtroom during a trial. Students use reasoning and communication skills in order to plan and sort out their roles. Meanwhile, students in the audience critically examine the evidence presented in the mock trial and communicate to reach a consensus on the verdict. Through these activities, students collaborate to improve their communication and problem-solving skills.

4. Role-playing a trial

- Read aloud the instructions and go over the roles in the bullet points.

- Put students in groups of five or six. To ensure variety, ask groups to each choose a different case to role-play. Alternatively, you could assign a case to each group.
- Allow groups ample time to prepare their roles and rehearse their mock trial. Remind them to use the vocabulary presented in this chapter whenever possible.
- As groups are preparing, move around the room and offer guidance as needed.

Answer Key

Answers will vary.

5. Presenting

- Have groups take turns acting out their mock trials for the class.
- Tell the students in the audience to pay careful attention to the arguments presented as they will play the role of the jury and decide on the verdict (guilty or innocent) of the case.
- After each mock trial, allow the “jury” time to deliberate and reach a consensus on the verdict.
- Have a member of the jury declare the final verdict. Based on the verdict, ask the “judge” to issue an appropriate sentence.
- As a class, discuss the students’ experiences in performing their mock trials.

Answer Key

Answers will vary.

Speaking 3 – Cybercrime

Section Aims

Speaking: Brainstorming, planning, and preparing a group presentation; presenting research on a type of cybercrime and its prevention

Skills Focus: Making presentations; interacting with an audience

Critical Thinking: Evaluating and selecting research; expressing views in a blog on the extent to which free will and predetermination play a role in shaping our identity

Research and Document: Researching and recording information about a specific cybercrime and how it can be prevented; expressing views in a blog

Skills Focus – Researching and Presenting

Best Practice – Presentation Skills

Presentations provide practice in all aspects of the language: vocabulary, grammar, communication, and pronunciation, simultaneously combining the skills of speaking, reading, writing, and listening. Presenting requires students to assimilate the skills and concepts they have learned and put them into practice in a creative and personal way, thus giving them control of the language. In turn, this helps to build confidence, and presenting is a skill that most students will find indispensable in their academic and professional careers.

1. Topic

- Explain that students will work together to research, prepare, and give a presentation on a type of cybercrime and its prevention.
- Put students in groups of three or four. It would be a good idea to form groups of learners who have different levels of ability. Alternatively, you can allow students to form their own groups.
- Ask groups to coordinate with each other and choose different topics to ensure that there is variety in the presentations. Alternatively, you may wish to assign a topic to each group.
- Promote collaboration by asking students to work as a team in all stages of the project.

Answer Key

No answer.

2. Brainstorming

- Point out that the first step in preparing a presentation is to consider the topic and brainstorm any ideas that come to mind. Encourage students to record ideas in a graphic organizer such as a chart or mind map.
- Explain that once they have finished brainstorming, students should narrow down their ideas to create a better focus for their presentation and research.

Answer Key

Answers will vary.

3. Researching and documenting

- Explain that, in this stage, students will plan and organize their research. They should follow the steps in the instructions.
- Remind students to paraphrase from their sources.
- Tell students to divide up the research equally among members of the group, each person focusing on specific areas. Then have them perform their research individually.

Answer Key

Answers will vary.

4. Collaborating and preparing

- Explain that, in this stage, students will have the opportunity to be creative. They should discuss what information to include and how they would like to organize and present their research.
- They should prepare notes or a script of what they will say, as well as visual material such as texts accompanied by images, videos, graphs, etc. for their slide presentation.
- Point out the Tip and encourage students to plan ways to interact with their audience during their presentations.
- Set a time limit for each presentation (10–15 minutes) and make sure groups try to stay within these limits. This ensures that all groups have equal time to present and allows for better time management in the classroom on the date of presentations.
- Encourage students to use different materials in their presentation, such as graphic organizers, digital tools, social media, images, videos, etc.

Answer Key

Answers will vary.

5. Presenting

- Set a date for presentations so students can be prepared.
- Remind students that they should delegate the work fairly so that each member of the team participates equally in the presentation.
- Explain that it is important to rehearse their presentation at least once, giving them the opportunity to fine-tune details, make any necessary changes, and check the time limit. While rehearsing, they can also practice pronunciation, the tone of their voice, and the speed at which they deliver their speech.
- Have groups deliver their presentations to the class. During each presentation, remind the listeners to pay attention. As they listen, have them take notes or write down questions to keep them involved.
- After each presentation, allow a couple of minutes for a short question and answer session.
- Once all groups have presented, hold a class discussion on the best ways to protect oneself against cybercrimes.
- Have each group share their own feedback with each other on how they could improve their presentation techniques. Give your own feedback to each group separately, stating both what they did well and what they could improve on.

Answer Key

Answers will vary.

Best Practice – Cultivating Critical Thinking

The blog assignment gives students the opportunity to reflect on specific aspects of what they have learned in the chapter. It encourages them to express their personal views on a given topic and, in the process, to develop critical thinking skills.

6. Blogging

- Ask students to reflect on what they have learned in the chapter about predetermination and free will. Explain that they will write a blog post to express their views on the extent to which each of these factors play a role in shaping our identity.
- Ask students to write approximately 200 to 250 words. When they have finished their writing, they should proofread it for errors before posting.
- Set a due date and assign the blog comments as homework.
- Review each student's assignment and give them individual feedback on their writing.

Answer Key

Answers will vary.

SELF-EVALUATION

Best Practice – Scaffolding Instructions

The Self-Evaluation Log helps students assess their own progress in learning. By completing the log at the end of each chapter, learners will review what they have learned, identify the language functions and study skills they have practiced, and evaluate how well they have understood the chapter.

- The Self-Evaluation Log at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework and help them chart their progress.
- Read the instructions aloud. Put students in small groups and ask them to look through the chapter to find an activity related to each skill listed in the self-evaluation.
- Have students assess their own progress for each item on the list and the degree to which they learned it using the scale provided.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.