

LECTURE READY 3

SECOND EDITION

LAURIE FRAZIER
SHALLE LEEMING

SERIES DIRECTORS
PEG SAROSY
KATHY SHERAK

STRATEGIES FOR
Academic Listening
and Speaking

Includes
Student Access to the
Digital Download Center

OXFORD



LECTURE READY 3

SECOND EDITION

STRATEGIES FOR
Academic Listening
and Speaking

LAURIE FRAZIER
SHALLE LEEMING

SERIES DIRECTORS

PEG SAROSY
KATHY SHERAK

OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2013

The moral rights of the author have been asserted

First published in 2013

2017 2016 2015 2014 2013

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press,
or as expressly permitted by law, by licence or under terms agreed with the
appropriate reprographics rights organization. Enquiries concerning reproduction
outside the scope of the above should be sent to the
ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same
condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials contained
in any third party website referenced in this work

General Manager, American ELT: Laura Pearson

Publisher: Stephanie Karras

Associate Publishing Manager: Sharon Sargent

Development Editor: Rebecca Mostov

Director, ADP: Susan Sanguily

Executive Design Manager: Maj-Britt Hagsted

Electronic Production Manager: Julie Armstrong

Designer: Debbie Lofaso

Production Artists: Julie Sussman-Perez, Elissa Santos

Image Manager: Trisha Masterson

Image Editor: Liaht Pashayan

Production Coordinator: Christopher Espejo

ISBN: 978 0 19 441729 7 LECTURE READY 3

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Illustrations by: Karen Minot, p 14 and 119.

*We would also like to thank the following for permission to reproduce the following
photographs:* Cover, Jan Greune/Getty Images, AP Photo/Franka Bruns; Frontmatter
cover reduction photo, © MARTIN RUETSCHI/Keystone/Corbis; Marcin Krygier/
iStockphoto (laptop); Ismail Akin Bostanci/istockphoto.com (iphone); p1 Purestock/
GettyImages; p2 Kevin Wheal/Alamy (bath products); p2 studiomode/Alamy
(liquid detergents); p2 Jason Brindel Commercial/Oxford University Press (iphone);
p2 Luminis/Oxford University Press (car); p2 Mark Mason/Oxford University Press
(energy bar); p2 David Cook/Oxford University Press (trainers); p2 Ivonne Wierink/
Shutterstock (helmet); p5 Photodisc/Oxford University Press; p11 RubberBall/
Oxford University Press; p23 Fuse/Oxford University Press; p28 Zero Creatives/Getty
Images; p34 fStop/Alamy; p36 Myrleen Pearson/Alamy; p40 Ronen/Shutterstock;
p44 Chad McDermott/Shutterstock; p49 Tetra Images/Alamy; p53 Horst Herget/
Masterfile; p54 Stockbyte/Oxford University Press (hospital); p54 Blend Images/
Alamy (acupuncture); p55 INSADCO Photography/Oxford University Press; p58
hightowernrw/Shutterstock; p60 Rayman/Getty Images; p62 pixinity/Shutterstock;
p66 Fedor Korolevskiy/Shutterstock (medical device); p66 Liz Boyd/Oxford
University Press (robot); p66 Paul Fleet/Oxford University Press (satellite); p66 Blend
Images/Oxford University Press (graphic designer); p67 Richard Baker/Alamy; p72
Tetra Images/Oxford University Press; p75 Janine Wiedel Photolibrary/Alamy; p79

Leontura/Getty Images; p80 Blend Images/Alamy (big family); p80
Radius Images/Oxford University Press (small family); p80 MBI/
Alamy (family eat); p84 Jose Gil/Alamy (Bill Clinton); p84 Darryl
Estrine/Corbis UK Ltd. (Roger Clinton); p86 LWA/Larry Williams/
Oxford University Press; p88 Photodisc/Oxford University Press; p89
Brand X Pictures/Oxford University Press; p92 Design Pics/Oxford
University Press (violin); p92 Photodisc/Oxford University Press
(chalk board); p92 Corbis/Oxford University Press (table tennis);
p92 Photodisc/Oxford University Press (painting); p92 Golden Pixels
LLC/Shutterstock (hopsotch); p92 iofoto/Shutterstock (laptop); p98
Photodisc/Oxford University Press; p100 Gino's Premium Images/
Alamy; p105 Rob Melnychuk/Getty Images; p106 Photodisc/Oxford
University Press; p115 Martin Thomas Photography/Alamy; p118
UpperCut/Oxford University Press (living room); p118 Goodshoot/
Oxford University Press (modern room); p127 Justin Kase/Oxford
University Press.

ACKNOWLEDGEMENTS

We would like to acknowledge the following individuals for their input during the development of the series:

ELLEN BARRETT

Wayne State University
Michigan, U.S.A.

DAVID BUNK

Portland State University
Oregon, U.S.A.

SAMANTHA BURNS

Dhofar University
Oman

SHIOW-WEN CHEN

Cheng Hsiu University
Kaohsiung

ELAINE COCKERHAM

Higher College of Technology
Oman

HITOSHI EGUCHI

Hokusei Gakuen University
Sapporo, Japan

TRACY FALCONER

University of Nebraska at Kearney
Nebraska, U.S.A.

JONATHAN FREEDMAN

Srinakharinwirot University
Bangkok, Thailand

JAMES HARMAN

Kanto Kokusai Koto Gakko
Tokyo, Japan

HASSAN HAWASH

Abu Dhabi Men's College
The United Arab Emirates

MARGARET LAYTON

University of Nevada
Nevada, U.S.A.

WILLIAM LITTLE

Georgetown University
Washington DC, U.S.A.

JESSICA MATCHETT

Handong Global University
Pohang, South Korea

FERNANDA ORTIZ

CESL, University of Arizona
Arizona, U.S.A.

GABOR PINTER

Kobe University
Kobe, Japan

JOHN RACINE

Dokkyo University
Saitama, Japan

STEPHANIE STEWART

University of Houston
Texas, U.S.A.

WARUNWAN TANGSUWAN

Slipakorn University
Bangkok, Thailand

JAKCHAI YIMNGAM

Rajamangala University of Technology
Phra Nakhon
Bangkok, Thailand

LECTURE READY 3

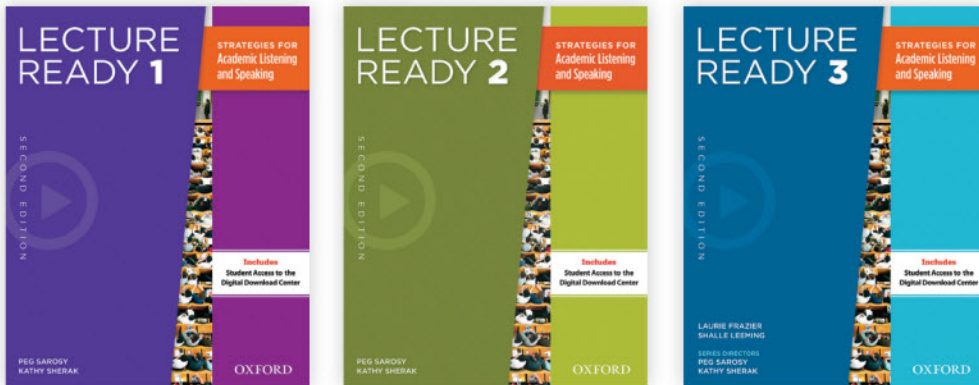
CONTENTS

		LISTENING
Unit	Chapter	Listening Strategies
1 BUSINESS page 1	1 New Trends in Marketing Research page 2	Build Background Knowledge to Understand Lectures page 2 Recognize Lecture Language for Topic and Plan page 5 Make Predictions Based on Your Background Knowledge page 8
	2 Business Ethics page 14	Recognize Lecture Language for Transitions page 17
2 MEDIA STUDIES page 27	3 Trends in Media Use page 28	Recognize Lecture Language for Generalizations and Support page 31
	4 The Changing Music Industry page 40	Recognize Lecture Language That Signals Repetition page 43
3 SCIENCE page 53	5 The Placebo Effect page 54	Recognize Lecture Language for Cause and Effect page 57
	6 Intelligent Machines page 66	Predict Causes and Effects page 69
4 PSYCHOLOGY page 79	7 Sibling Relationships page 80	Recognize Lecture Language That Signals Comparisons and Contrasts page 83
	8 Multiple Intelligences page 92	Recognize Non-Verbal Signals for Important Information page 95
5 ART AND DESIGN page 105	9 The Art of Graffiti page 106	Recognize Lecture Language That Signals a Definition page 109
	10 Design Basics page 118	Recognize Lecture Language for Citing Information page 121

	SPEAKING	
Note-Taking Strategies	Academic Discussion Strategies	Presentation Strategies
Organize Your Notes into an Informal Outline page 7 Assess and Revise Your Notes page 9	Express Your Ideas page 10	Use Good Posture, Eye Contact, and Volume page 12
Use Abbreviations and Symbols page 19 Summarize the Lecture page 21	Ask for Clarification and Elaboration page 22	Catch the Audience's Attention and Introduce Your Presentation page 24
Note Key Words page 33	Give Your Opinion and Ask for the Opinions of Others page 36	Signal a Transition page 38
Use a Split-Page Format page 45	Express Interest and Ask for Elaboration page 48	Create Rapport with Your Audience page 50
Note Causes and Effects page 59	Agree and Disagree Politely page 62	Use Stress to Emphasize Key Ideas page 64
Use Arrows to Show Cause-and-Effect Relationships page 71	Compromise and Reach a Consensus page 74	Pace Your Speech with Thought Groups page 76
Note Comparisons and Contrasts page 85	Expand on Your Own Ideas page 88	Use Effective Visuals page 90
Use Numbered Lists to Organize Information page 97	Keep the Discussion on Topic page 100	Use Non-Verbal Signals page 102
Annotate Your Notes after Lectures page 111	Pause and Collect Your Thoughts page 114	Open the Floor and Clarify Audience Questions page 116
Review Note-Taking Strategies page 123	Check Comprehension by Paraphrasing the Ideas of Others page 126	Highlight Key Points, and Deliver a Take-Home Message page 128

Welcome to **LECTURE READY** Second Edition

STUDENT BOOKS



iTOOLS FOR ALL LEVELS



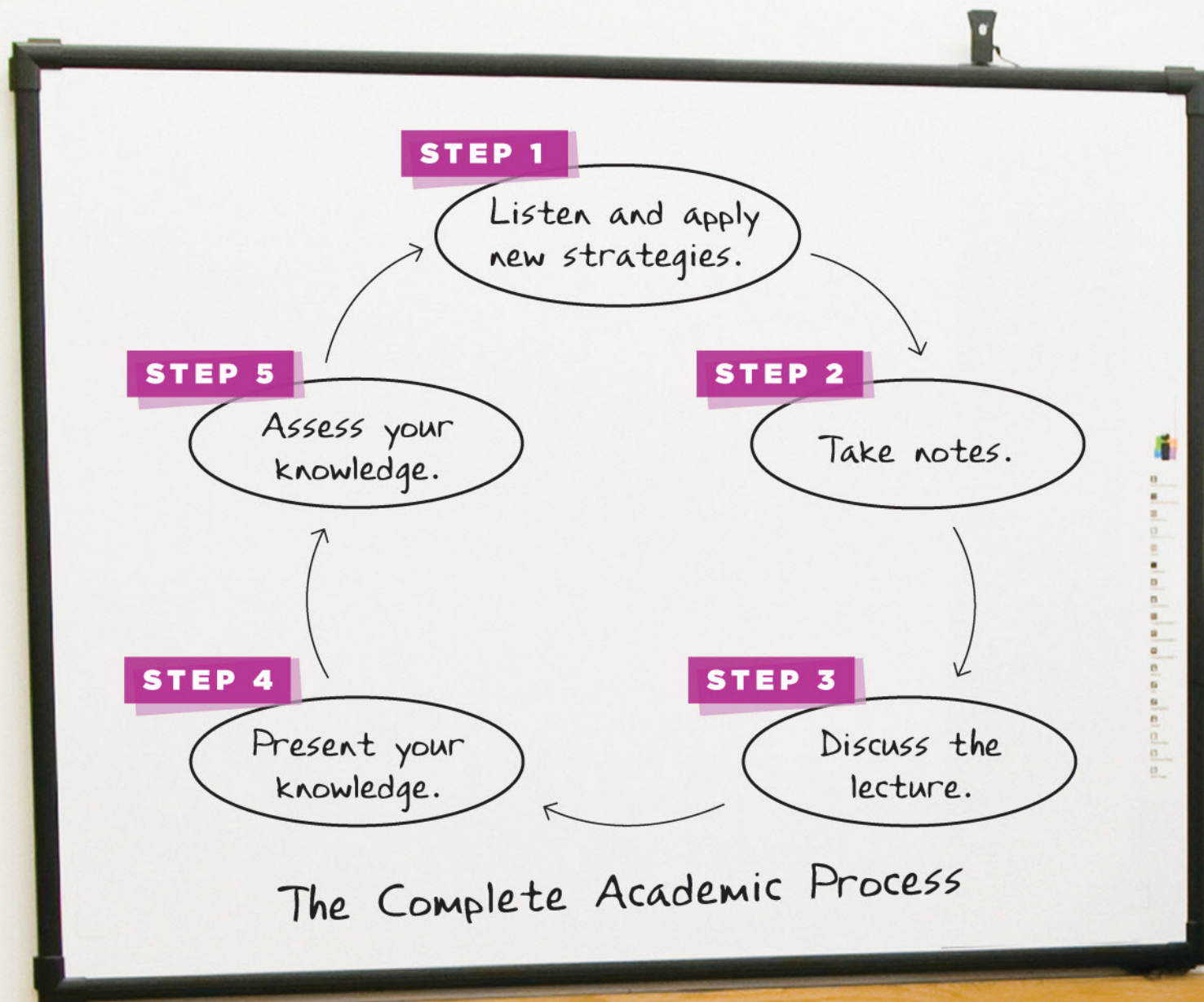
DIGITAL DOWNLOAD CENTER

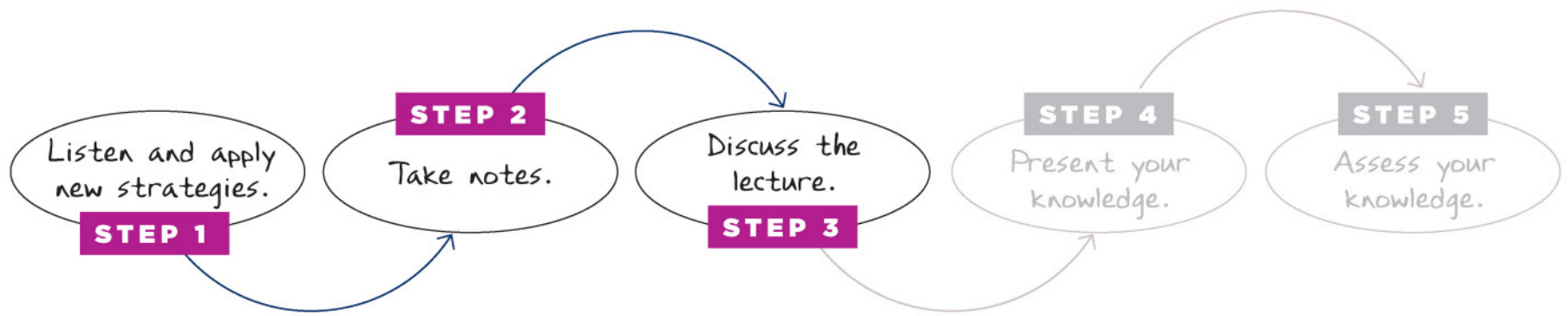


Lecture Ready

- Prepares students for listening, note taking, and academic discussion through videos of realistic and engaging lectures.
- Explicit presentation skills prepare students for public speaking, a requirement in today's academic and professional world.
- Audio and video available through the Lecture Ready Digital Download Center, www.lectureready.com/student, allows students to study anytime, anywhere.
- Video-based assessment tracks progress to show what students have mastered and where they still need help.

Lecture Ready: Strategies for Academic Listening and Speaking guides students through the complete academic process.





Through the use of realistic and engaging lectures, students **experience the demands and atmosphere of the higher-education classroom.**

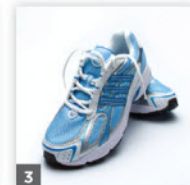
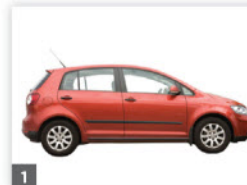
STEP 1 Listen and Apply New Strategies

LISTENING STRATEGY

Build Background Knowledge to Understand Lectures

Before you go to a lecture, think about what you already know about the lecture's topic. Complete any reading assignments, and discuss your reading with classmates. This will help you build background information and vocabulary that will prepare you for the lecture.

Think about the topic **A.** Look at these products. Then work with a partner to answer the questions.



Note-taking strategies focus on **accurate and concise** recording of class material.

STEP 2 Take Notes

NOTE-TAKING STRATEGY

Note Causes and Effects

When listening to a lecture in which causes and effects are presented, list the causes and effects separately under the idea, event, or phenomenon.

Possible Causes

- people aging; looking for ways to deal w/ long-term health probs.
- recent trend → natural products, "safer than chemicals"
- people more individualistic, not accept MDs; more educated, want to make own decisions
- immigration - East to West (e.g. China); bring traditional med.

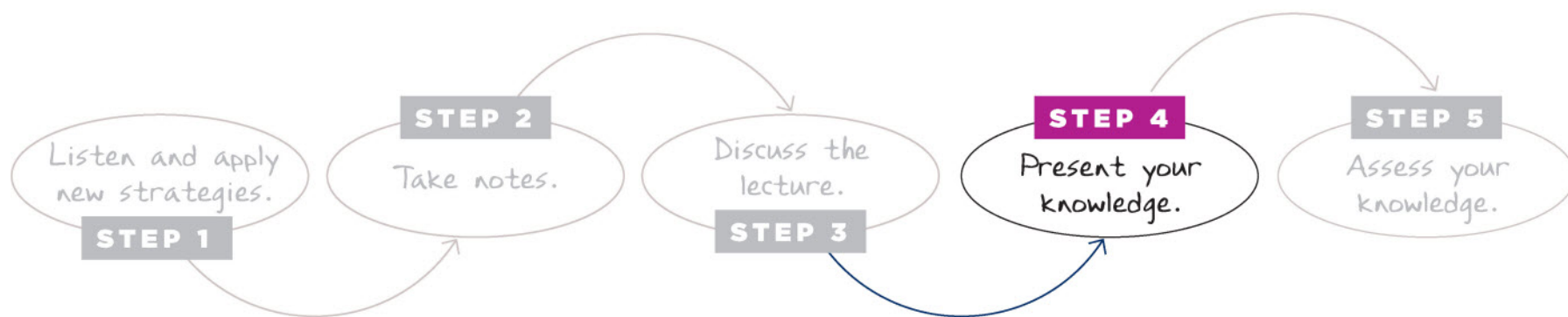
Academic discussion strategies **help students participate fully and smoothly** in classroom discussions.

STEP 3 Discuss the Lecture

ACADEMIC DISCUSSION STRATEGY

Compromise and Reach a Consensus

During group discussions, you often need to reach a consensus. In other words, you need to compromise with the other group members and come up with one idea or plan that represents the group. A compromise is something everyone can agree on, even though the individuals may disagree about some points.



STEP 4

Present Your Knowledge

PRESENTATION STRATEGY

Use Effective Visuals

Using visuals effectively can make your presentation more interesting and much easier to understand. Well-designed visuals can also help you to organize your presentation and remember the important points you want to explain. On the other hand, if your visuals are not designed or explained clearly, they can be distracting or confusing.

To use visuals effectively, your visuals should be interesting and relevant to the information in your presentation and easy for the audience to see and understand.

Students are more competent and confident when they learn **how to present** using proven strategies for academic success.

Check your
comprehension



A. Watch an excerpt from a student presentation about sibling relationships. Answer these two questions:

What three survey questions did the student ask?

How many people did she speak to?

These strategies help students meet their presentation challenges in and **beyond the language classroom.**



Videos of presentations for each presentation strategy allow students to see and apply these skills to their own presentations.



Video-based tests track progress to show what students have mastered and where they still need help.

Lecture Ready Unit 2: Business Name: _____

PART 1: Video

A. Watch the professor's lecture and answer questions 1-8.

Questions 1-5
Read the statements and choose TRUE or FALSE.

1. The Polaroid Corporation invented instant cameras.	TRUE	FALSE
2. The current world market leader in cameras is Polaroid.	TRUE	FALSE
3. Polaroid was the first company to develop digital photography.	TRUE	FALSE
4. Clever marketing campaigns saved the company's image.	TRUE	FALSE
5. The company eventually went bankrupt.	TRUE	FALSE

Questions 6-8
Choose the best words to complete the summary.
Companies are likely to (6) (fail / grow) when they neither (7) (play / think) outside the box nor (8) (innovate / interrupt).

B. Read the questions first. Then watch the lecture again. Answer questions 9-12.

Questions 9-12
Choose the best answer.

9. According to the lecture, which of these was the Polaroid brand most associated with?

- one-hour photo development
- digital photography
- the worldwide camera market
- self-developing film

10. How many reasons does the lecturer supply for the failure of Polaroid?

- 2
- 4
- 8
- 20



Lecture Ready Assessment Program

Unit, midterm, and final exams can be found on iTools or

www.lectureready.com/teacher.

■ **CUSTOMIZABLE** Adapt tests to meet the precise needs of students.

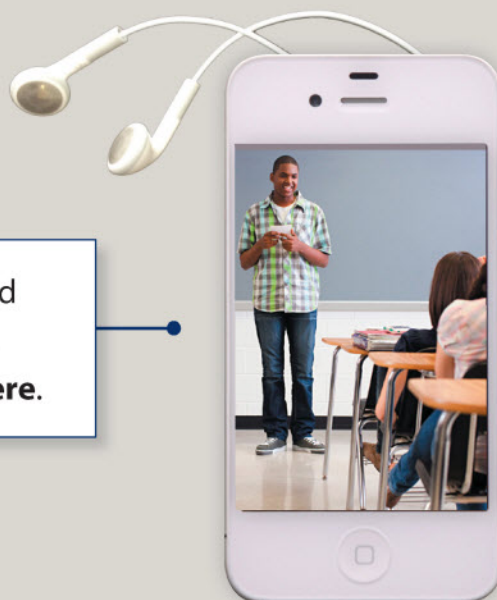
■ **EFFECTIVE** Prepare student for standardized tests.

■ **ENGAGING** All tests are based on **100% NEW video content**.

Lecture Ready Student Resources

CONNECT

Downloadable video and audio allow students to study **anytime, anywhere.**



ENGAGE

Students fully engage in the learning experience by **downloading and watching** each chapter's lecture and student presentation models.



ASSESS

Video-based unit, midterm, and final exams allow on-going assesment.

Lecture Ready **Unit 2: Business** Name: _____

PART 1: Video

A. Watch the professor's lecture and answer questions 1–8.

Questions 1–5
Read the statements and choose TRUE or FALSE.

1. The Polaroid Corporation invented instant cameras.	TRUE	FALSE
2. The current world market leader in cameras is Polaroid.	TRUE	FALSE
3. Polaroid was the first company to develop digital photography.	TRUE	FALSE
4. Clever marketing campaigns saved the company's image.	TRUE	FALSE
5. The company eventually went bankrupt.	TRUE	FALSE

Questions 6–8
Choose the best words to complete the summary.

Companies are likely to (6) (fail / grow) when they neither (7) (play / think) outside the box nor (8) (innovate / interrupt).

B. Read the questions first. Then watch the lecture again. Answer questions 9–12.

Questions 9–12
Choose the best answer.

9. According to the lecture, which of these was the Polaroid brand most associated with?

- A. one-hour photo development
- B. digital photography
- C. the worldwide camera market
- D. self-developing film



IT'S EASY! Use the access code printed on the inside back cover of this book to download video and audio at www.lectureready.com/student.

Lecture Ready Teacher Resources

Lecture Ready iTools bring the book, video, and audio together in one classroom presentation tool.



- For use with an LCD projector or interactive whiteboard
- Full student book for in-class viewing
- All video and audio links at point of use for whole-class presentations
- Unit, midterm, and final tests based on 100% NEW additional video content available as click-and-print PDFs and customizable Word documents
- Answer Keys and Teaching Notes

Teacher Digital Download Center

Go to www.lectureready.com/teacher. See your local representative to order a Teacher Resource Access Code.

For additional support email our customer support team at eltsupport@oup.com.

Unit Goals



CHAPTER 1

Learn about marketing research: different types and current trends

Listening Strategies

- Build background knowledge to understand lectures
- Recognize lecture language that introduces the topic and plan
- Make predictions based on your background knowledge

Note-Taking Strategies

- Organize your notes into an outline
- Assess and revise your notes after a lecture

Academic Discussion Strategy

- Express your ideas during a discussion

Presentation Strategy

- Use posture, eye contact, and volume to show authority and confidence

CHAPTER 2

Learn about business ethics

Listening Strategy

- Recognize lecture language that signals a new idea or a transition in a lecture

Note-Taking Strategies

- Use symbols and abbreviations to represent words
- Summarize the lecture

Academic Discussion Strategy

- Ask for clarification and elaboration during a discussion

Presentation Strategy

- Catch the audience's attention, and introduce the presentation

UNIT 1

Business

business \ˈbɪznəs\ The study of making, buying, selling, or supplying goods or services for money

CHAPTER 1 New Trends in Marketing Research

STEP 1

Listen and Apply New Strategies

LISTENING STRATEGY

Build Background Knowledge to Understand Lectures

Before you go to a lecture, think about what you already know about the lecture's topic. Complete any reading assignments, and discuss your reading with classmates. This will help you build background information and vocabulary that will prepare you for the lecture.

Think about the topic

A. Look at these products. Then work with a partner to answer the questions.



1. Look at the list of factors to consider when purchasing a product. Which factors are most important when purchasing the items in the picture?
 - a. cost
 - b. health or safety
 - c. how well it works
 - d. how it looks, tastes, or smells
 - e. the brand (company name)
 - f. how it makes you feel
2. Imagine this situation. You are the president of a chocolate company. Sales of your most popular chocolate bar have decreased sharply this year. You want to find out what people think about your company and this product. What are some ways you can do this?

Talking to Your Target Market: Focus Groups

For years, marketing experts have used various methods to try to understand why consumers chose to buy certain products. How do shoppers **differentiate** one product from another? What **motivates** a consumer to choose one **brand** over another? Marketing researchers want to understand the decision-making processes of consumers. That information can help companies decide how to advertise a product or service; it can also help them design new products or redesign existing products so that they will sell better.

In this chapter we will look at the focus group, a type of group interview. It is one of the main marketing research tools to find out how people in the **target** market feel about the particular brand, product, or service being researched.

For a focus group, researchers usually find six to twelve volunteers from their target market and bring them together for one or two hours to answer questions and to talk about a product, service, or brand. A skilled discussion leader encourages free discussion but focuses the conversation on the product being researched. To do this, discussion leaders ask a lot of open-ended questions, not simple *yes/no* or limited-choice questions. Open-ended questions allow the group's participants to answer in their own words and in ways the discussion leader may not expect.

Focus groups usually start with general questions about product type. For example, a question for the high school market could be, "Which brands of athletic shoes are the most popular at your school? Why?" Later the discussion leader may ask more specific questions about a particular brand. Discussion leaders may ask for opinions directly ("Why do you buy Nike shoes?") Or they may try to get at attitudes and beliefs more indirectly ("What do you think about people who wear Nike shoes?") The group's answers tell researchers a lot about a brand's **image**—the way people think about a brand and the people who use the brand. If a lot of students in a school wear one brand of athletic shoe, this **suggests** that the brand's image is youthful and popular.

Focus groups allow researchers to talk directly with their target market to find out about beliefs, attitudes, and feelings; however, participants may not always tell the truth. They may avoid disagreeing with others in the group or lie to avoid embarrassment.

Another reason the results may be unreliable is that people are not always aware of what motivates their buying behavior. Some factors are completely **unconscious**. In fact, a growing body of research suggests that most people will give **rational** reasons for their purchases, but unconscious needs also **influence** many buying decisions.

**Check your
comprehension**

C. With a partner, discuss these questions about the reading.

1. Why do marketing experts want to learn about how people make buying decisions?
2. What is an “open-ended” question? Why do focus group discussion leaders ask this type of question?
3. Why are some opinions given in focus groups not helpful to marketers?

D. Match the words from the reading with their definitions. Look back at the reading on page 3 to check your answers.

- | | |
|----------------------|--|
| ___ 1. differentiate | a. based on reasonable, logical thinking |
| ___ 2. motivate | b. to have an effect on |
| ___ 3. brand | c. a picture; an opinion or concept of something |
| ___ 4. target | d. to say or show something in an indirect way |
| ___ 5. image | e. directed toward a particular group or person |
| ___ 6. suggest | f. to understand the difference between similar things |
| ___ 7. unconscious | g. to cause someone to want to do something |
| ___ 8. rational | h. the name of a company's product |
| ___ 9. influence | i. not aware of oneself; not knowing |

Discuss the reading

E. Discuss these questions in a group. Share your answers with the class.

1. Should a business be more concerned with meeting consumers' needs or making a profit? Explain your opinion.
2. Choose a popular brand, for example, a brand of clothing, a car, or a food product. Discuss the target market, the brand's image, and how the company creates that image.

**Review what
you know**

F. With a partner, discuss three things that you have learned from the reading and from your discussions about marketing research.

1. _____
2. _____
3. _____



Prepare for the listening strategy

- G.** To help you understand the listening strategy, discuss the situation below with a partner.

If you arrive late to class and miss the beginning of a lecture, what information might you miss? Why is this information important?

LISTENING STRATEGY

Recognize Lecture Language for Topic and Plan

At the beginning of a lecture, a professor usually tells you the topic, or what the lecture is going to be about. A professor also usually gives students the lecture plan—a general overview of the material and how he or she plans to present it, like a map of the lecture.

Listen for the words and expressions that professors use to indicate the topic. Also, listen for the words and expressions that professors use to indicate the lecture plan.

Expressions That Signal the Topic

- Today we're going to talk about . . .
- What I want to discuss today is . . .
- I'll give you an overview of . . .
- Last time we discussed . . . , and this week we're going to . . .
- In today's class we'll focus on . . .

Expressions That Signal the Lecture Plan

- There are a few things we'll be covering today. . . .
- We'll start out with . . . , and then look at . . .
- I'll be covering two areas in today's lecture. . . .
- First, we'll look at . . . , then . . . , and finally we'll move on to . . .

List more examples

- H.** Work with a partner to think of other expressions that signal the topic or plan of a lecture. Write your examples in your notebook.

Recognize lecture language for topic and plan

- I.** Read this lecture introduction. Circle the topic. Then underline and label the lecture language that signals the topic and the lecture language that signals the lecture plan.

Hi, everyone. Good morning. Last week, if you remember, we discussed advertising research—the different types, such as motivation research and studies of ad effectiveness. You should have it in your notes. Well, this week we're going to talk about product research. There are a few different types, and we won't go into them all, but I'll be covering two areas that are the most popular—new product research, to see if people are interested in a new product that's being planned, and competitive product studies, products that compete with the product your company sells. The second one will be really useful for your final class project.

Listen for the topic and lecture plan



- J.** Listen to the introductions of three different lectures. First, listen to each introduction, and write down the topic lecture language and the topic. Listen to each introduction again, and write down the lecture language that signals a plan and also the plan.

1. Topic lecture language: _____

Topic: _____

Plan lecture language: _____

Plan: _____

2. Topic lecture language: _____

Topic: _____

Plan lecture language: _____

Plan: _____

3. Topic lecture language: _____

Topic: _____

Plan lecture language: _____

Plan: _____

NOTE-TAKING
STRATEGY

Organize Your Notes into an Informal Outline

Outlining is one way to visually represent the relationships between ideas. Space and indentation show which ideas are main points and which are supporting points. Outlining can help you differentiate main points from supporting points so that you can study more effectively.

Example Outline from a Lecture on Marketing Research

Kinds of market research*Geographic**country**region**e.g. the Midwest**urban area**city/suburb**Demographic**age / gender**income**education*Take notes in
outline form

- A.** Read this lecture excerpt, and take notes in outline form in your notebook.

Marketing is a process that involves many strategies and activities. Today, I'm only going to talk about two parts—product and pricing. The first thing a business needs to decide is exactly what product, service, or idea its customers want to purchase. To do this, businesses must determine their target market, in other words, who will buy their product. Once a business understands the target market, it can develop its product to fit what the target market will buy. Second, after developing a product, a business must decide on a price for the product. If a product is too expensive, consumers won't buy it. If it is too cheap, the business won't make a profit; it won't make enough money.

LISTENING STRATEGY

Make Predictions Based on Your Background Knowledge

To help you get ready for new information and to listen more actively, make a prediction about what the professor will discuss. Base your prediction on what you already know about the topic.

Make predictions

B. Before the lecture, think about everything you have learned and discussed on the topic of marketing research. What do you expect to learn from the lecture? Write three predictions below. Compare your predictions with a partner.

1. I expect to learn more about
2. _____
3. _____

Watch the lecture



C. Watch the lecture, and take notes. Remember to listen for the lecture language that signals the topic and lecture plan.

Topic:

Why it was developed:

How it works:

Examples:

Future:

**Assess your
comprehension**

D. Check the statement that best describes how well you recognized the lecture language.

___ I recognized when the lecturer said the topic and lecture plan.

___ I didn't recognize when the lecturer said the topic and lecture plan.

E. Use your notes to answer the following questions about the lecture.

1. How is neuromarketing research different from other marketing research?

2. Why do researchers care about which area of the brain is used when looking at an advertisement or looking at a product?

3. In the cola taste tests, what were the results of the blind taste test? How did the results change when the brand names were given?

4. Why are some people concerned about neuromarketing research?

**NOTE-TAKING
STRATEGY**

Assess and Revise Your Notes

During a lecture, you can sometimes miss an important idea or piece of information. Read back through your notes after the lecture, and add any information that you remember from the lecture but didn't write down. Then compare notes with classmates in a study group. Revise your notes with information you remember from the lecture and information from your classmates.

**Assess and revise
your notes**

F. Were you able to answer the questions in Exercise E using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

STEP 3**Discuss the Lecture****ACADEMIC
DISCUSSION
STRATEGY****Express Your Ideas**

Many professors ask students questions during their lectures or during class discussions. Also, students are often expected to express their ideas and opinions with partners or in small groups.

Active participation in class shows that you are interested in and actively thinking about the course content. It can also help you learn and remember the new information presented in class.

Phrases for Expressing Ideas

- I think . . .
- In my opinion, . . .
- Here's what I think . . .
- Here are my two cents . . .
- What I'd like to say is . . .
- Personally, I believe . . .

List more examples

- A.** Work with a partner to think of other useful phrases for expressing ideas during a classroom discussion. Write your examples here.

**Practice expressing
your ideas**

- B.** In a group, read and discuss the following questions. Keep the conversation going until every student has had the chance to practice expressing his or her ideas. Use your own ideas or the ones given below.

1. Talk about some specific television ads that you like. Explain why you like them.

Possible Ideas

The ads for this product always use good music.

The ads are for products that I am interested in.

My favorite celebrity is in the ads.

2. Talk about a new product you have recently bought. Why did you buy that particular product and that particular brand?

Possible Ideas

good price

celebrity advertising

better quality than others

nice packaging

all my friends have it

C. Discuss these ideas with your classmates. Remember to use the phrases for expressing your ideas.

1. Describe two print or television ads for similar products made by different companies. For example, compare ads for two different clothing stores, two different mobile phone companies, or two different brands of shampoo. Based on the ads, what is the target audience for each product? Are the two companies marketing to the same target audience? How do you know? How does each ad appeal to its target audience?
2. As science helps us better understand how people make decisions, this information will most likely be used to sell products. What are the possible benefits of neuromarketing research for consumers? What are the possible negative consequences?
3. Imagine this situation. Your university has received funding from a science foundation to conduct a neuromarketing research study among students. This has created a problem in the university community. Many people are opposed to the study because they believe that the information gained from the study could be used to control people without their knowing it. Others feel this study is a good opportunity for your university to earn money and for researchers to better understand how the human brain works. What do you think? Why?
4. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting, and ask for their opinions.



PRESENTATION STRATEGY
Use Good Posture, Eye Contact, and Volume

When presenting in English, you want the audience to feel that you know your topic and have something important to say. It's not only what you say (ideas and words), but also *how* you say it. If you want to gain the audience's attention and trust, you need to go beyond words and use other non-verbal aspects of communication. Posture, or the way you hold your body when sitting or standing, needs to communicate that you are alert and confident in your ideas. Likewise, eye contact, or looking into the eyes of the people when you talk, will demonstrate confidence in what you have to say. Finally, speaking volume, or loudness or softness of your voice, is another tool to show that you are sure about your ideas and excited to share them.

Check your comprehension



A. Watch a student presentation in which he describes a recent purchase. Answer these two questions.

1. What did the speaker buy?

2. What factors influenced his buying decision?

Notice posture, eye contact, and volume



B. Watch the video again. List two behaviors that decrease your confidence in his message. Think about posture, eye contact, and volume.



C. The student received some suggestions on his presentation and delivered it again. Watch the new version of the presentation. List two improvements the student made to appear more confident.

PRESENTATION STRATEGY
Posture That Shows Authority and Confidence

- Use a relaxed posture. Stand straight, but don't be too stiff.
- Stand so that you are firmly balanced, don't cross your legs.
- Keep your chin up.

PRESENTATION STRATEGY

Eye Contact and Volume That Show Authority and Confidence

- Look at everyone, not just the instructor or a few people.
- Don't read. If you use notes, look up frequently.
- Avoid looking at the floor or ceiling.
- Speak loudly enough for people in the back of the room to hear.

List more examples

- D.** Work with a partner to think of other ways to show authority and confidence. Write your examples here.

Practice using posture, eye contact, and volume

- E.** In a group, take turns practicing these skills by giving short (1-minute) self-introductions.

Each person should present twice. The first time, focus on eye contact. As you are speaking, try to switch eye contact from person to person and keep eye contact with each person for three seconds. The second time, focus on posture and volume.

After each presentation, ask for feedback from your group members. Ask them these three questions:

- Did I make eye contact with everyone?
- Did I use the posture strategies?
- Did I speak loudly enough for everyone to hear?

Give a presentation

- F.** Prepare and deliver a presentation about a recent purchase.

- First, describe a product that you have bought recently. It could be a large purchase, like a computer, or a small purchase, like soap.
- Then explain your decision-making process. Why did you decide to buy this product? What factors most influenced your decision-making process? How is this product different from other similar products you could have bought?
- Finally, tell how satisfied you were with the product and your decision to buy it. Are you happy with your purchase? Why or why not?

Use the strategies for good posture, eye contact, and volume to show authority and confidence when you are speaking.

Before you prepare your presentation, review the ideas and vocabulary from this chapter.

STEP 1

Listen and Apply New Strategies

Think about the topic

A. Look at the newspaper. Then work with a partner to discuss the questions below.



1. What kinds of crimes do you think business executives are most tempted to commit? Give some examples.
2. How would you define "business ethics"?

Corporate Crime on the Rise

Undoubtedly, there has been a lot of bad news coming out of the business world in recent years. While people worry about the economy, they are also concerned about the rise of corporate crime. In fact, there is real reason for concern. A survey of corporations in 54 countries showed that between 1999 and 2009, there was a sharp rise in corporate crime. Of the more than 5,000 companies surveyed, 43 percent reported an increase in **fraud**. In financial services, such as banks and investment companies, the increase was 56 percent.

Why do companies engage in fraud? Mainly, they want to meet **shareholders'** earnings expectations, hide the company's financial problems, or increase their own earnings.

Accounting Fraud at Enron

One of the most famous cases of corporate fraud was the Enron **scandal**. In 2000, Enron was the world's largest energy trader. It employed 21,000 people in 40 countries, and it recorded sales of more than \$100 billion. Then, in December 2001, Enron went **bankrupt**. Enron failed, many say, because of the "get-rich-quick" thinking on the part of the company's executives. Reportedly, Enron's **executives** made bad investments and borrowed billions of dollars to cover their losses. Then, the company's accountants hid these losses and exaggerated the company's profits. Enron's executives denied any problems and continued to collect large salaries and profit from sales of Enron stocks. Eventually, Enron was unable to pay its debts, and the company collapsed. In 2004, several Enron executives were arrested and charged with fraud and other corporate crimes.

Investors lost their money, and employees lost not only their jobs, but also their retirement savings.

Bernie Madoff's Ponzi Scheme

Bernie Madoff is famous for one of the biggest cases of fraud in history. For decades, people trusted him to invest their money. What they didn't know was that Madoff was running a Ponzi scheme, a type of fraud in which investors are paid from their own money or by money from other investors, instead of from actual earnings. By the time Madoff was caught, he had taken \$65 billion from thousands of investors. In 2009, he was arrested and sentenced to 150 years in prison for his crimes.

Mortgage Fraud at American Banks

The financial crisis of 2008 brought with it many new concerns about **white-collar** crime, this time in the banking industry. When banks began to fail, it became clear that many of them had participated in mortgage fraud. Bank loan officers had lied on loan paperwork about borrowers' incomes and assets to give them loans that they were not able to repay. Loan officers did this because they were paid bonuses for signing the loans. Many say the fraud was not limited to loan officers but involved top-level executives who not only knew about the fraud, but supported it.

These reports of wrong-doing have left many people angry and calling for greater **accountability**. Hopefully our leaders will be able to hold corporations responsible for their actions and put a stop to this dangerous increase in **corruption**.

**Check your
comprehension**

C. With a partner, discuss these questions about the reading.

1. What caused the collapse of Enron?
2. What type of fraud did Bernie Madoff commit?
3. Why did bankers give home loans to unqualified borrowers? What was the result?

**Expand your
vocabulary**

D. Match the words from the reading with their definitions. Look back at the article on page 15 to check your answers.

- | | |
|-----------------------|---|
| ___ 1. fraud | a. a person who owns stock in a company |
| ___ 2. shareholder | b. not having enough money to pay your debts |
| ___ 3. scandal | c. a person who has a high position in a business |
| ___ 4. bankrupt | d. the expectation that you will be responsible for your actions |
| ___ 5. executive | e. dishonest or illegal behavior, usually by people in official positions |
| ___ 6. accountability | f. the act of tricking or deceiving someone, usually to get money |
| ___ 7. corruption | g. a shocking action, situation, or behavior |

E. Circle the phrase with a similar meaning to the underlined idiom.

As a result of corporate corruption, four executives went to prison for white-collar crime.

- a. serious b. business related c. violent

**Discuss the
reading**

F. Discuss these questions in a group. Share your answers with the class.

1. Do you know any other cases of business fraud or corruption? Who was involved? What happened?
2. Why do you think corporate crime has increased?
3. What do you think should be done to prevent corporate crime?

**Review what
you know**

G. With a partner, discuss three things that you have learned from the reading and from your discussions about corporate corruption.

LISTENING STRATEGY

Recognize Lecture Language for Transitions

During a lecture, professors often signal when they are introducing or changing topics or ideas.

Listen for transitions—the words and expressions that professors use to indicate when they are moving to a new idea.

Expressions That Signal a New Idea

- Let me start with . . .
- Let's start by . . .
- Now let's talk about . . .
- Now that we've talked about . . .
- Okay, let's move on to . . .
- Next, I'd like to discuss . . .
- Let's look at . . .
- Now I want to discuss . . .

Another way that a professor can signal a transition is to ask a rhetorical question. These questions prepare listeners for the answer. The professor does not want students to answer.

- How can we explain this? Well, . . .
- What does this all mean? Let's look at . . .

List more examples

- H.** Work with a partner to think of other expressions that signal a new idea. Write your examples here.

Recognize transition
lecture language

- I.** Read the excerpt from a lecture about corporate responsibility. Underline the lecture language that signals a transition.

Now that we've discussed some well-known cases of corporate crime, I'd like to discuss a U.S. law that was passed to help prevent it: the Sarbanes-Oxley Act. The aim of this law was to improve accountability of corporations and to prevent future cases of accounting fraud. Let's take a look at some of its requirements. First of all, it requires companies to establish independent audit committees—independent accountants who are required to report honestly about company finances. It also prohibits companies from making loans to their executives. In addition, it holds top executives responsible for any mistakes or false statements on a company's financial records, and it creates strict penalties for committing corporate fraud. Finally, it protects whistleblowers—employees who report fraud within the company. So, what has been the effect of Sarbanes-Oxley? Well, companies complain that the regulations in Sarbanes-Oxley are too expensive to implement, and this hurts business. However, supporters of this law feel that it is necessary for preventing and punishing white-collar crime. Others argue that even more action needs to be taken.

Listen to the audio



J. Listen to the beginning of a lecture about the ethical behavior of men and women executives. Write T for true or F for false for each statement.

- ___ 1. Corporations with both men and women on the board of directors set the same ethical standards as corporations led by men only.
- ___ 2. Women commit more crimes that involve stealing from their employers.
- ___ 3. Women tend to steal larger amounts of money over longer periods.

Listen for transitions



K. Listen to the lecture again. Write down the lecture language that signals a transition. Then listen again, and write down the idea that follows the transition.

1. New idea lecture language: _____

New idea: _____

2. Transition lecture language: _____

New idea: _____

3. Transition lecture language: _____

New idea: _____

4. Transition lecture language: _____

New idea: _____

5. Transition lecture language: _____

New idea: _____

NOTE-TAKING
STRATEGY

Use Abbreviations and Symbols

Because professors often speak quickly, using abbreviations and symbols will help you keep up with the lecture. Use abbreviations and symbols in place of full words and phrases to write down ideas quickly.

Commonly Used Symbols and Abbreviations

=	equals, is the same	etc.	and so on
%	percent	e.g.	for example
/	or	i.e.	that is
↓	to go down, decrease, lower	imp	important
↑	to go up, increase, higher	w/	with
<	is less than	w/out	without
>	is more than	sb	somebody, someone
+	and	sth	something
#	number	b/t	between

List more examples

- A.** Work with a partner to think of other symbols and abbreviations you might use in a business lecture. Write your examples here.

Use symbols and
abbreviations

- B.** Read these sentences from a lecture on business ethics. Take notes in your notebook using symbols and abbreviations to represent words and ideas. Compare your notes with a partner.

1. A whistleblower is someone who reports that his or her own company or business is doing something wrong or illegal.
2. For example, Jeffrey Wigard and Michael Woodford are two executives who exposed corporate crimes.
3. Between 2009 and 2011, the number of workplace theft cases increased by 40 percent.
4. An auditor is someone who officially examines the tax records of a business or company—in other words, someone who is required to give an honest and independent report.

Make predictions

See page 8

- C.** Before the lecture, think about everything you have learned and discussed on the topic of corporate ethics. What do you expect to learn from the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Watch the lecture



- D.** Watch the lecture, and take notes using symbols and abbreviations to represent words and ideas. Remember to listen for the lecture language that signals a transition.

Topic:

Goals of business ethics:

Why people are concerned with business ethics:

Impact of corruption:

How ethical work environments help businesses succeed:

Things a company can do to promote ethics:

**Assess your
comprehension**

- E.** Check the statement that best describes how well you understood the lecture language.

I was able to recognize when the lecturer moved to a new idea _____.

- a.** all of the time **b.** most of the time **c.** sometimes **d.** not often

- F.** Use your notes to answer these questions.

- 1.** What is the goal of business ethics?

- 2.** What are two examples of the impact of corruption on companies and the economy?

- 3.** How can promoting business ethics help a company to succeed?

- 4.** Name three things that can be done to encourage an ethical work environment.

**Assess and revise
your notes**

See page 9

- G.** Were you able to answer the questions in Exercise F using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

**NOTE-TAKING
STRATEGY**

Summarize the Lecture

A good way to help remember the information in a lecture is to put the key ideas into your own words. This will also help you confirm that you understood the lecture and that your notes are complete.

As soon as possible after a lecture, put the key ideas into your own words and speak them out loud to a study partner or to yourself.

**Summarize the
lecture**

- H.** Work with a partner, and take turns summarizing the main points of the lecture. Talk for 2–3 minutes only.

**ACADEMIC
DISCUSSION
STRATEGY****Ask for Clarification and Elaboration**

It is challenging to follow a classroom discussion, but students are expected to take responsibility when they don't understand what the professor or a classmate says. Politely ask for clarification when you don't understand something, or ask for elaboration to find out more information that will help you understand the topic.

Expressions for Asking for Clarification

- Excuse me, could you say that again?
- Sorry, I didn't catch that. Could you repeat it, please?
- Could you please say that a little more slowly/loudly?
- What does . . . mean?
- What do you mean by . . . ?
- Could you go over . . . again, please?
- I don't get what you mean by . . .

Expressions for Asking for Elaboration

- Excuse me, what is . . . ?
- How does that work?
- Why is that?
- Can you tell me more about . . . ?

List more examples

A. Work with a partner to think of other useful expressions for asking for clarification or elaboration. Write your answers here.

Practice asking for clarification and elaboration

- B.** In a group, read and discuss the questions. Keep the conversation going until every student has had a chance to practice asking for clarification and elaboration.

Think of a business you have worked in or would like to work in.

- What kind of business is it?
- What kind of work did/would you do?
- How would you describe the work environment (office, retail store, etc.)? How would you describe your co-workers?
- In what ways could your ethics be tested in this business? Use your imagination, and think of some possible examples.

Discuss the ideas in the lecture

- C.** Discuss these ideas with your classmates. Remember to use the phrases for asking for clarification and elaboration.

1. Do you think ethics should be an important part of business decisions?
2. The lecture suggests that companies write a “code of ethics” for their employees to follow. Imagine you are the president of a company. What rules would you include in your code of ethics? What would you do to make your employees accountable?
3. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting, and ask for their opinions.



STEP 4

Present Your Knowledge

PRESENTATION STRATEGY

Catch the Audience's Attention and Introduce Your Presentation

When you begin your presentation, it's important to greet your audience and get their attention. Doing this will signal to your audience that you are ready to begin, and it will get them interested in hearing more. Once you have gotten your audience's attention, it's also important to introduce your topic and provide a plan, or overview, of the main points you will discuss. This will let your audience know what to expect, and it will make it easier for your audience to follow your ideas.

Check your
comprehension



A. Watch a student begin a presentation about a famous case of corporate corruption. Answer these two questions.

1. Which company is the presenter discussing?

2. What kind of company is it?

Notice the
Introduction



B. Watch the video again. Look back at the presentation strategy, and think about how the speaker catches the audience's attention and introduces her presentation. Work with a partner to write down two ways the student could improve her introduction.



C. The student received some suggestions on her presentation and delivered it again. Watch the new presentation. In your notebook, list two improvements the student made to the beginning of her presentation.

PRESENTATION STRATEGY

Techniques for Catching the Audience's Attention

Ask a question to get the audience involved.

- How many of you . . . ?

After you ask your question, give the audience time to raise their hands, and be sure to briefly say what you noticed in their answers.

Provide an interesting fact, definition, or quote.

- Did you know that . . . ?

Tell a brief story.

- The other day . . .

Show an interesting image or cartoon.

PRESENTATION STRATEGY

Phrases for Introducing a Topic and Plan

- Today, I'm going to talk about . . .
- I'll begin with . . .
- Next . . .

List more examples

D. In Chapter 1, you listened for lecture language for topic and lecture plan. What phrases do you remember? Work with a partner to recall language that you can use to introduce your topic and provide an overview of your presentation. Write your examples in your notebook. Then check your answers on page 5.

Practice catching the audience's attention

E. In a group, take turns using the following presentation outline to practice beginning the presentation.

Ethical Behavior of Younger versus Older Workers

- I. Common beliefs about age groups and behavior
- II. Effect of having more older workers in the workplace
- III. Comparison of crimes committed by younger versus older workers
- IV. Examples of younger and older workers involved in corporate crime

When you are finished, ask for feedback from your group members on your greeting, attention-getter, and overview.

Give a presentation

F. Prepare and deliver a presentation about a case of business fraud or corruption.

- Give the background of the case. When and where did it happen? Who was involved? What did they do?
- Explain the outcome of the case. Who did it affect? Did anyone blow the whistle? Were those responsible held accountable for their actions? How?
- Discuss what you think could have been done to prevent this from happening. For example, what could the government, company executives, or employees have done?

At the beginning of your presentation, greet your audience, catch their attention, introduce your topic, and give an overview.

Before you prepare your presentation, review the ideas and vocabulary from this chapter.

A. Work in a group. Take on a business issue from several different viewpoints.

Happy Cereal Company is introducing a new product—a cereal called Healthy Flakes. Healthy Flakes has lots of added vitamins, but also contains a lot of sugar. A community organization opposes the company's use of neuromarketing to develop the advertising campaign to promote the cereal to children. They have arranged a meeting with company executives to discuss their concerns.

Roleplay

Group members should take on the following roles:

- **Community leader:** You are concerned about the negative health effects on children in the target market (children aged 5–8).
- **Business executive of the company:** You want to maximize profit for the company and shareholders, but also protect the image of the company in the community.
- **Shareholders:** You are concerned mostly with earning profits from your investment in the company.

In a meeting roleplay, share the perspective and concerns of the role you are playing.

B. Work in a group to conduct a survey about ethics in the workplace.

Conduct a Survey

Take a survey of employees outside of class to find out their ideas on ethics in the workplace. Use the questions below or create some of your own.

1. Do you think most company leaders want to do what is best for themselves, or what is best for their employees?
2. Do you think your business leader is honest? Do you think your supervisor is honest? Do you think most of your co-workers are honest?

Compile and Analyze Results

Return to your group to discuss your results. Compile your results into a chart, and draw some conclusions.

Share Your Findings

Share your chart and conclusions with the class.

Unit Goals



CHAPTER 3

Learn about changes in media use in society

Listening Strategy

- Recognize lecture language for generalizations and support

Note-Taking Strategy

- Practice noting key words in a lecture

Academic Discussion Strategy

- Give your opinions and ask for the opinions of others in a discussion

Presentation Strategy

- Use signals and rhetorical questions to transition

CHAPTER 4

Learn how technology is changing the music industry

Listening Strategy

- Recognize lecture language that signals repetition of information for clarification or emphasis

Note-Taking Strategy

- Use a split-page format to organize your notes

Academic Discussion Strategy

- Express interest and ask for elaboration during a discussion

Presentation Strategy

- Create rapport with your audience during a presentation

UNIT 2

Media Studies

media studies \ˈmiːdiə ˈstʌdiːz\ The study of the processes by which information is exchanged



CHAPTER 3 Trends in Media Use

STEP 1

Listen and Apply New Strategies

Think about the topic **A.** Take this media use survey. How often do you do the following?
Check the box for the best answer.

	3 or more times a day	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	Never
Watch TV (live broadcast)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch TV (recorded or online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to music (radio)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to music (audio files)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch movies (theater)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch movies (DVD or online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a newspaper (print)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a newspaper (online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play video games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a social networking site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read or send email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Compare your answers with a classmate. How does your media use compare to that of your classmate?
2. How has your use of media changed in the last five years?
Why has it changed?

Our Digital World

Advancing technology has changed the media landscape, and it has affected the ways we get information and interact with the world around us. Online electronic sources of media have largely replaced printed **text**, such as newspapers and magazines, as our main source of information and entertainment. Here are some recent trends in digital media use:

- **Media is increasingly participatory.** Media audiences are no longer just the receivers of information. They now take an active role. New technologies have made it possible for us to contribute video to the creation of a news report or affect the result of a television talent contest. In addition to audience contributions, media content creators also promote sharing links to their content, which can result in a program, video, or story “going viral,” or becoming extremely popular in a very short time.
- **The use and variety of mobile electronic devices is increasing.** We no longer only get electronic media from our televisions and desktop computers. Portable computers in the form of smartphones, laptops, tablets, and e-readers are increasingly common. More than ever, we get news, information, and entertainment from a variety of platforms. Also, these portable tools have made it possible for media to become a **constant** presence in our everyday lives. Studies show that we have increased our **exposure** to news and other media because these devices make accessing digital content more **convenient**. We can now choose from many different devices to satisfy our need for “anytime, anywhere” access to news, information, friends, and entertainment. Because of

this development, many media creators have started to make content for multiple platforms.

- **Media multitasking is more common.** Using two or more types of media at the same time is increasing. Access to digital content across more devices allows us to use them **concurrently**. For example, you might use a laptop to read online updates about your friends while watching a television program and checking the score of an important sporting event on your smartphone. Or you might look up the words to a song online while listening to it on the radio. While most media activities are not designed to be done simultaneously, media content providers are creating more **intensely** rich media experiences by providing additional content for other platforms. For example, some live television programs have created companion apps that allow viewers to go behind the scenes or view additional material not available during the broadcast show, which encourages multitasking.

This final trend is most common among young people, and it has raised the question of whether or not this is good for society. While most young people have **confidence** in their ability to multitask, recent research suggests that this new behavior may be creating people with shorter **attention spans** and weaker thinking skills. However, others argue that multitasking is an important skill for the modern world. Thinking processes might just be different, not weaker.

We can **infer** from these findings that Internet use has become a part of the rhythm of our daily lives. The digital environment is now a large part of our daily world.

**Check your
comprehension**

C. Read these statements about the report on page 29. Write T for true or F for false for each statement. Discuss your answers with a partner.

- ___ 1. Increasing media use is making people more passive.
- ___ 2. People use more media because they have more devices.
- ___ 3. Everyone agrees that multitasking develops strong thinking skills.

**Expand your
vocabulary**

D. Match the words from the reading with their definitions. Look back at the report on page 29 to check your answers.

- | | |
|---------------------|---|
| ___ 1. text | a. seeing or being in contact with something |
| ___ 2. constant | b. to reach a conclusion from the information you have |
| ___ 3. exposure | c. existing or happening at the same time |
| ___ 4. convenient | d. happening or existing all the time |
| ___ 5. concurrently | e. very strongly or seriously |
| ___ 6. intensely | f. feeling sure of your own abilities or opinions |
| ___ 7. confidence | g. easy to use |
| ___ 8. infer | h. The main body of words in a printed or written document, article, book, etc. |

E. Circle the best definition of the underlined phrase.

For students with a short attention span, lectures can sometimes feel boring.

- | | |
|--|---|
| a. the amount of time you can concentrate on something | b. the amount of tasks you have to do in a period of time |
|--|---|

**Discuss the
reading**

F. Discuss these questions in a group. Share your answers with the class.

- 1. In what ways are you a participatory audience member? Have you ever posted comments about a television program? Or shared a compelling or important story/video online? Share your experiences.
- 2. Do you think multitasking makes you work more or less efficiently? Why?

**Review what
you know**

G. With a partner, discuss three things that you have learned from the reading and from your discussions about media use.

Prepare for the listening strategy

- H.** To help you understand the listening strategy, discuss the situation below with a partner, and answer the question.

You are listening to a long lecture with many ideas. How can you tell the general ideas from supporting examples and explanations?

LISTENING STRATEGY

Recognize Lecture Language for Generalizations and Support

Professors often support general ideas in their lectures with research, observations, and stories. Sometimes the generalization comes before the supporting information; sometimes the supporting information leads to a generalization.

Expressions That Signal a Generalization or Support for a Generalization

- This leads us to believe . . .
- I hope you can see . . .
- We can infer from this that . . .
- This demonstrates that . . .
- Let me back this up with a story. . . .
- What can we infer from this?
- What can we conclude from this?

List more examples

- I.** Work with a partner to think of other expressions that signal a generalization or support for the generalization. Write your examples here.

Recognize generalization and support lecture language

- J.** Read these excerpts from a lecture about multitasking. Underline the lecture language that signals a generalization or supporting information.

Excerpt 1

There seems to be a connection between emotions and media use. Young people who are unhappy use media more. Let me back this up with some findings. One study showed that 18 percent of young people who scored lowest on the happiness scale, . . . they were the students who reported themselves to be the least happy, . . . they spent more time using media than their happier peers.

Excerpt 2

Only 5 percent of young people said that their parents had rules about the type of video games they could play. Even though there has been a lot of public controversy in the media about video game content, . . . especially violence in video games, . . . this leads us to believe that this issue is not of great importance to parents.

Listen to the audio



K. Listen to a short lecture about multitasking. Then write T for true or F for false next to each statement.

- ___ 1. When people change tasks often, they do them more slowly.
- ___ 2. Your brain works twice as hard when you are working on two different tasks at the same time.
- ___ 3. Multitasking is an important skill in today's workplace.

**Listen for
generalizations
or support**



L. Listen to the short lecture again. Write down the lecture language that signals a generalization or support. Then listen again, and write down the generalization or the support.

1. Lecture language: _____

Generalization: _____

2. Lecture language: _____

Generalization: _____

3. Lecture language: _____

Generalization: _____

4. Lecture language: _____

Support for generalization: _____

NOTE-TAKING
STRATEGY

Note Key Words

When listening to a lecture, you don't need to write every word you hear. The best note-takers focus on writing the key words (or important words) for understanding the ideas in the lecture. These are nouns, verbs, adjectives, and adverbs. The key words convey most of the meaning in a sentence.

Analyze the notes

- A.** Read this lecture excerpt, and look at one student's notes. Then, with a partner, use the student's notes to summarize the lecture without looking at the excerpt.

The University of Michigan conducted a study with math problems. They found that if students had to switch back and forth between different types of math problems, it took them longer to do them. If they could focus on one type at a time, they could do the problems more quickly. What can we infer from this? Well, that we are less efficient when we multitask than when we focus on one activity at a time.

U Michigan - study w/ math problems

Found: if Ss switch b/t diff types probs, took time

if focus 1 type - faster

Infer?

multitask = we < efficient

focus 1 activity/time = we > efficient

Note key words

- B.** Read this excerpt from a lecture about technology and communication. Take notes in your notebook using key words.

Because of the increased speed and availability of communication technology, young people today expect a quick answer or response to any communication they send. One reason they expect a quick response is because they like to multitask, and they expect others to do the same. If a teenager waits 48 hours for a response, she may feel ignored. A middle-aged person may see this response time as quick. Miscommunication between different age groups can easily happen because of different ideas about communication response time.

Make predictions

See page 8

- C.** Before the lecture, think about everything you have learned and discussed on the topic of media use today. What do you expect to learn from the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Watch the lecture



- D.** Watch the lecture, and take notes in your notebook. Focus on the most important words. Remember to listen for the lecture language that signals a generalization or support.

Assess your comprehension

- E.** Circle the answer that best describes how well you recognized the lecture language.

I was able to recognize the lecture language _____.

- a. all of the time
- b. most of the time
- c. sometimes
- d. not often



- F.** Use your notes to answer these questions.

1. What are three ways access to media has changed in the last 50 years?

2. Why did researchers infer that young people today do a lot of multitasking?

3. When a young person has access to media in her bedroom, how does that change her media use?

4. What are some of the negative effects of increased media use? What are some of the positive effects?

**Assess and revise
your notes**

See page 9

- G.** Were you able to answer the questions in Exercise F using the information in your notes? Were the key words enough to remind you of the main ideas? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

**Summarize the
lecture**

See page 21

- H.** Work with a partner, and take turns summarizing the main points of the lecture. Talk for 2–3 minutes only.

**ACADEMIC
DISCUSSION
STRATEGY**
Give Your Opinion and Ask for the Opinions of Others

There are often times when you would like to offer your opinion during a discussion. There are also times when it would be interesting or valuable to hear the opinions of others. Use expressions to show that you want to share your thoughts or want others to share theirs.

Giving Your Opinion

- I think . . .
- In my opinion, . . .
- It seems to me . . .
- To me, . . .
- In my experience, . . .

Asking for Opinions

- What do you think about . . . ?
- Alex, how do you feel about . . . ?
- I'd like to hear what Alex has to say.
- What's your take on this?

List more examples

A. Work with a partner to think of other expressions for giving and asking for opinions. Write your examples here.



Practice giving and asking for opinions

B. In a group, read and discuss the following questions. Keep the conversation going until every student has had a chance to practice giving and/or asking for an opinion.

1. Are strong reading skills as important today as they were for your parents? Why or why not?
2. Consider the following media activities:
 - watching video
 - listening to music
 - reading

How have these media activities changed in the last few decades?

What devices do people normally use to do these activities?

Which media activity is the most entertaining for you? Why?

Which media activity is the most informative/educational? Why?

Discuss the ideas in the lecture

C. Discuss these ideas with your classmates. Remember to use the phrases for giving and asking for opinions.

1. How has your use of media changed in the last five years? Has this had a mostly positive or mostly negative effect on the following aspects of your life:
 - social life
 - school work
 - alone time
 - work
 - other: _____
2. Do you think the increase in the amount of multitasking that young people do is more harmful or helpful in preparing them for the modern world? Explain.
3. When you were growing up, did your parents have rules about using different types of media—TV, the Internet, video games, etc.? If so, what were the rules? Do you think these rules were appropriate? If not, why not? What kind of rules would you make for your children?
4. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting. Ask others for their opinions.

PRESENTATION
STRATEGY

Signal a Transition

Transitions help the audience see a presentation's organization. A speaker can use transitions to remind listeners of the overall plan of the presentation. Transitions are especially important in longer presentations where listeners can become tired and lose focus. Some transitions point the way to what is coming next. Others are more like short summaries that tell where you have just been. Often these two transition types are used together. Transitions can be directly stated, or implied with rhetorical questions, questions that the speaker will answer.

Notice transitions

- A.** Read the following excerpt from a student's presentation about his media use. Mark an X when the speaker moves, or transitions, from one idea to another. There are three transitions.

Okay, I told you about how I used media this week . . . what I saw in my journal . . . what I used and for how long. Next, I'd like to discuss how this use of media reflects recent trends in media . . . what we've been reading about in class. I noticed most clearly my habit of multitasking. Let me share an example to illustrate this. Yesterday, I was sitting in a café, writing a report on my computer, and at the same time I had my headphones on, and I was listening to music. While writing, I was looking up some information online. I had two windows open—two sites—a search engine and the online library database at my university. Okay, I wasn't using both things at exactly the same time; I was going back and forth between those sites. And while I was doing this, I was texting a classmate on my phone, asking questions about the assignment . . . that kind of thing. That's four different types of media on three different mediums. You can see that it's not unusual for me to multitask. This trend we've read about is a trend in my lifestyle. But what about mobile devices? Was that trend reflected? Well, you know that the whole thing was happening at a café, so it was all mobile devices . . . my tablet, my phone . . . it was all happening on these devices. . . .

Check your
comprehension

- B.** Watch a student deliver a presentation about a new media trend. Answer these two questions in your notebook.

1. What new media trend does the speaker talk about?
2. What three different types of media does the speaker use?

Notice the transitions



- C.** Watch the video again. In your notebook, list two transitional phrases you hear in the presentation.

PRESENTATION STRATEGY

Expressions That Signal a Transition

- Next, let's discuss . . .
- So what does this mean?
- Okay, we've talked about . . . but what about . . . ?

List more examples

D. In Chapter 2, you listened for transition lecture language. What phrases do you remember? Work with a partner to recall lecture language from the last chapter that can help the audience follow your ideas. Write the phrases in your notebook. Then check your answers on page 17.

Practice using effective transitions

E. Practice using transitions as you speak in a group. Talk about a television show or movie that you have seen recently. Share what you saw, when you saw it, and why you chose to see it. Next, describe what happened in the show. Finally, give your opinion of it. (Find language to express your ideas on pg. 10 in Chapter 1.) Use transitional phrases to summarize and signal when you move to a different idea.

After you finish, have your classmates give you feedback. Ask them:

- What transitional phrases or summaries did you hear in my presentation?
- What is one way I could have helped you better understand my presentation?

Give a presentation

F. Develop a presentation about your use of media.

Monitor your own media use for one or two days. Write down what you use, and how long you use it. Also keep track of whether the new trends discussed in the report, “Our Digital World” on page 29 are reflected in your use. Afterward, analyze your record, and prepare to report on these areas to the class:

- **Describe your media use.** What media did you use and how often did you use it?
- **Apply the ideas from the report to your record of media use.** Were the trends in the report (interactivity, mobile devices, and multitasking) reflected in your use of media? If so, how? If not, how did it differ?
- **Share your reflections.** Consider the following: What did you learn about your media use? What was most surprising about the ways you use media? In your opinion, what is the impact of these new trends on your life and on society in general? Is it positive or negative? Why?

Use details and examples to support your ideas. Use transitional phrases to help the audience follow your ideas.



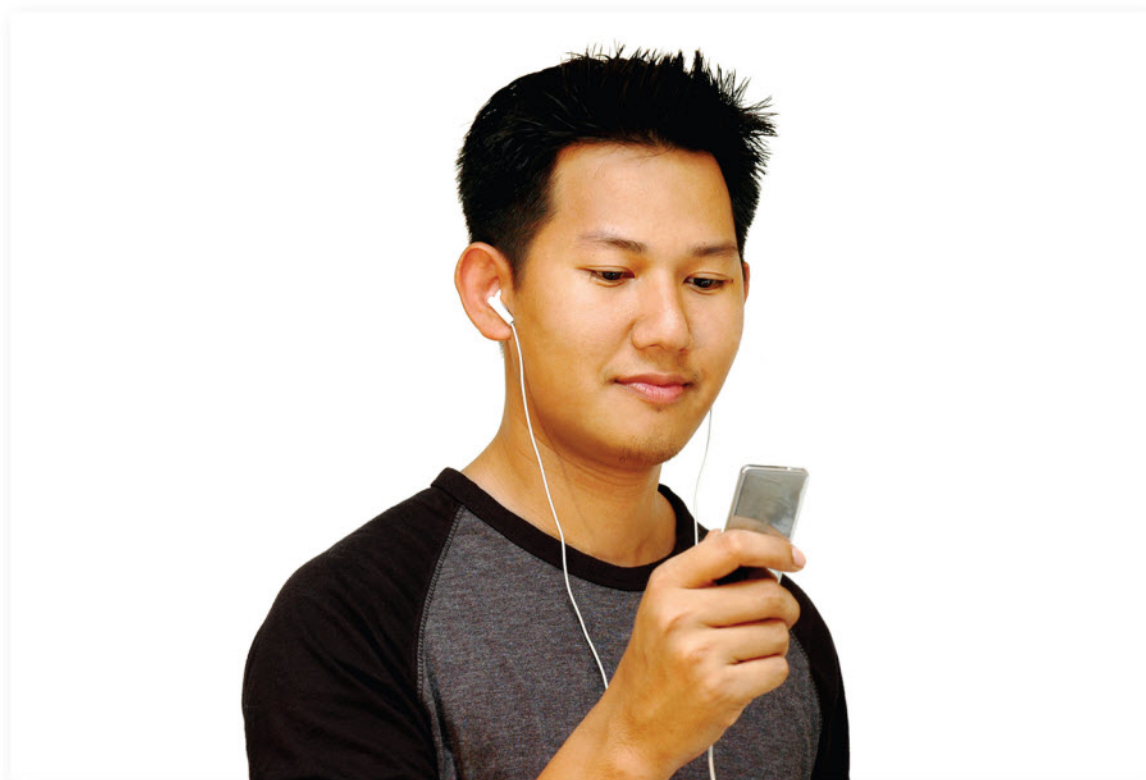
CHAPTER 4 The Changing Music Industry

STEP 1

Listen and Apply New Strategies

Think about the topic

A. Look at the picture of someone using current technology to listen to music. Then discuss the questions below with a partner.



1. Where do you get the music you listen to?
2. What technologies do you use to listen to music?
3. Decide whether you agree or disagree with the following statement:

Downloading music off the Internet without paying for it is no different from buying a used CD or copying a friend's CD.

Explain your answer.

Intellectual Property and the Music Business

The idea that a person can own land, a house, and other possessions is as old as civilization itself. Some of the earliest texts from ancient cultures talk about laws related to ownership. Owning an idea is a more recent invention. Inventors, designers, painters, and musicians all have the legal right to make decisions about the use and sale of their creative work. We call this type of work intellectual property. *Intellectual property* rights related to music and other creative activities, such as paintings, books, and films, are called *copyright*.

There are many questions related to copyright, especially now that so much creative work involves new and **innovative** technologies. What can be owned? How long is it owned? How much effort should be used to **enforce** copyright laws and punish those who break them?

Most people don't fully understand copyright law. What is and is not allowed? Recording a television program for later viewing is very common, and most of us have loaned a DVD or a CD to a friend at some time. Most people think this is a perfectly legal activity if you are not earning money from it, but some argue the opposite. People are confused, in part, because it's unclear how copyright law applies to new media technology. Indeed, today there are many **gray areas** about what is actually legal and what would be considered copyright **infringement**.

Furthermore, new music **distribution** methods have created new issues for copyright. Sending and receiving music via the Internet, also known as file sharing, is a very common

practice today. Most of this activity, however, **violates** intellectual property laws.

Many people—most of them not in the music business—believe that downloading and sharing creative works should not be illegal. They feel that strong copyright laws **restrict** the flow of ideas needed to encourage innovation.

Most musicians, and the music companies that produce and **promote** their music, however, argue for stronger copyright laws. Music is a business, and they believe that they should be able to earn money from the products they create; every person who has a copy of the product—on any format—should pay for it.

To discourage music file sharing, the music industry is always looking for new security devices and technology to restrict file sharing. However, the companies that produce the technology do not support the music industry's efforts to protect copyright this way. They feel such devices will restrict the flow of information and limit technological development. Even some musicians are against restricting people from downloading and file sharing music. They argue that file sharing helps new bands promote their music cheaply and easily. Established musicians, they claim, can continue to make money from live performances and by selling merchandise like t-shirts, posters, and other promotional items.

Despite industry efforts to stop file sharing and illegal downloading, the free flow of information seems to be impossible to stop. In the years ahead, as the cyber age continues to **democratize** the making and distribution of music, issues around copyright law will surely be hotly debated.

**Check your
comprehension**

C. With a partner, discuss these questions about the reading.

1. Why are copyright laws unclear?
2. What is the music industry's opinion of downloading and file sharing?
3. What are some of the arguments against restricting downloading? Who supports them?

**Expand your
vocabulary**

D. Match the words from the reading with their definitions. Look back at the reading on page 41 to check your answers.

- | | |
|---------------------|---|
| ___ 1. innovative | a. to limit something |
| ___ 2. enforce | b. to break the law |
| ___ 3. infringement | c. to advertise or make something known |
| ___ 4. distribution | d. to allow everyone to participate equally |
| ___ 5. violate | e. the way of providing something to various people |
| ___ 6. restrict | f. using new ways of thinking |
| ___ 7. promote | g. the reduction of someone's rights |
| ___ 8. democratize | h. to make sure laws are followed and obeyed |

E. Circle the phrase with a similar meaning to the underlined idiom.

As technology changes the music industry, there are many legal gray areas connected to music distribution.

- a. old ideas b. unclear situations c. serious problems

Discuss the reading

F. Discuss these questions in a group. Share your answers with the class.

1. Some people think that if the cost of buying music were lower, fewer people would download music without paying for it. Do you agree or disagree? Why?
2. How common is it for people you know to download music without paying for it? Do you feel it is okay to borrow a CD from a friend and copy it, or download music off the Internet without paying for it? Why or why not?

Review what
you know

G. With a partner, discuss three things that you have learned so far about the way technology is changing the music industry.

Prepare for the
listening strategy

H. To help you understand the listening strategy, discuss the situation below with a partner, and answer the question.

While reviewing your notes after a lecture, you notice several places where you wrote down the same idea twice, but in different words. How can you tell when the professor is repeating information?

LISTENING STRATEGY

Recognize Lecture Language That Signals Repetition

In a lecture, not all information is new information. Sometimes a professor repeats a point using different words. This repetition is often used to clarify or emphasize a point.

Listen for expressions that signal repetition to help you identify important points and avoid writing the same idea twice.

Expressions That Signal Repetition for Clarification or Emphasis

- In other words, . . .
- That is, . . .
- What I mean is . . .
- As I said, . . .
- So, what I'm saying is . . .
- Let me say that another way: . . .

List more examples

I. Work with a partner to think of other expressions that signal repetition for clarification or emphasis. Write your examples here.

Recognize repetition
lecture language

J. Read the excerpt from a lecture about copyright law. Underline and label the original phrase, the lecture language that signals the repetition, and the new phrase.

There have been many legal battles between media and technology companies. In 1984, the U.S. Supreme Court decided that Sony was not legally responsible for the illegal uses of the video recorder they created. Which is to say, Sony, or any company, is not to blame when people use its inventions to break the law, . . . especially when there are many ways that the invention can be used legally. They said that it was true that many people use the video recorder to tape and distribute video illegally, but they also use it for activities that do not violate copyright law. So, in other words, people will use equipment for legal and illegal purposes, and the equipment maker has no control over that.

Listen to the audio



K. Listen to a short lecture about copyright law. Then write T for true or F for false next to each statement.

- ___ 1. Everyone agrees strong copyright laws are good for society.
- ___ 2. Copyright law was created so innovators would be financially motivated to create new things.
- ___ 3. Today, copyright protection ends when the creator dies.

Listen for repetition



L. Listen to the short lecture again. Write down the lecture language that signals repetition for clarification or emphasis. Then listen again, and write down the new way the professor makes the point.

- 1. Lecture language: _____
Repeated point: _____
- 2. Lecture language: _____
Repeated point: _____
- 3. Lecture language: _____
Repeated point: _____
- 4. Lecture language: _____
Repeated point: _____
- 5. Lecture language: _____
Repeated point: _____



NOTE-TAKING
STRATEGY

Use a Split-Page Format

The split-page note-taking method is a useful way to arrange your notes so that you can easily review information later and study for exams. To write notes in the split-page format, divide the page into two sections by drawing a line from top to bottom. On the right side, take notes as usual. Leave the left side blank. After the lecture, review your notes and write possible exam questions, reminders, and summaries in the blank space. (Be sure to review your notes within 24 hours of the lecture.) The information you write on the left side will help you when you study for exams.

Exam questions	Write your class notes in this area.
Reminders	
Summaries	

Analyze the notes

- A.** Read this excerpt from a lecture about some of the problems of copyright. Then look at one student's notes on page 46. On the left, write questions, comments, or anything you feel would be valuable later. Compare your work with a partner.

As you know, copyright law is about protecting "intellectual property." It's about ownership of creative products like music, literature, and art. And we know that in the United States, the original amount of copyright, ownership time, was 17 years. This is the amount of time set down in the Constitution. Now, copyright applies to most creative works for closer to 200 years. New legal gray areas have been created by new technology. These legal battles are being fought between media companies . . . like music companies, film companies . . . that sell creative products like music and films, . . . and tech and electronics companies that create and sell things like software. The media companies want to protect copyright so they can make money. They need these profits to pay the artists and continue to provide quality content. The tech and electronic companies feel they are being forced to create devices that restrict the easy sharing of information, and concern about copyright profits are restricting technological innovation.

Review	Notes from class
What exactly	Copyright (CR)
is copyright?	= owning intellectual property (music, lit., film)
	US: time 17 → ~200 years
	Laws: legal gray area
	2 sides
	Media co's (film, music, etc.)
	Want strong CR- \$ for artists/make
	quality prod.
	Tech/electronic co's (software, DVD makers,
	etc.)
	Want < CR concern-focus on \$
	means < tech innovation

Make predictions

See page 8

B. Before the lecture, think about everything you have learned and discussed on the topic of changes in the music industry. What do you expect to learn from the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Watch the lecture



C. Watch the lecture, and take notes in your notebook. Use the split-page format. Remember to listen for the lecture language that signals repetition for clarification and emphasis. After listening and taking notes on the right, review your notes and write study questions, comments, or summaries on the left.

Assess your comprehension

D. Circle the answer that best describes how well you recognized the lecture language.

I was able to recognize the lecture language _____.

- a.** all of the time **b.** most of the time **c.** sometimes **d.** not often

E. Use your notes to answer these questions.

1. Regarding recording, how has the music industry been democratized in recent years?

2. How has promotion changed in recent years?

3. Explain the different perspectives of technology companies and music companies regarding copyright laws.

**Assess and revise
your notes**

See page 9

- F.** Were you able to answer the questions in Exercise E using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

**Summarize the
lecture**

See page 21

- G.** Work with a partner, and take turns summarizing the main points of the lecture. Talk for 2–3 minutes only.

**ACADEMIC
DISCUSSION
STRATEGY**
Express Interest and Ask for Elaboration

The goal of a discussion is to explore a topic deeply by having participants share their ideas, opinions, and experiences related to a topic. You can show that you are listening to others' ideas by offering a response (rejoinder) that shows your feelings about the ideas being expressed.

Responses (Rejoinders)
To Express Interest

- I see.
- That's nice.
- Oh, yeah?/Yeah?
- Uh-huh.

To Express Surprise

- You're kidding!
- Really?
- No way!
- Wow!

In addition to showing interest, active discussion participants will ask follow-up questions to encourage others to elaborate on their ideas. These questions can be general (who?, what?, when?, etc.) or more detailed questions that reference the original ideas. Follow-up questions help you learn more about other people's ideas and experiences. These questions also help keep the discussion going.

Follow-up Questions

- Who . . . ?
- Where . . . ?
- What kind of . . . ?
- Why?
- Can you tell me more about . . . ?
- You mentioned What . . . ?

List more examples

A. Work with a partner to think of other expressions for responding and for asking follow-up questions. Write your examples here.

**Practice asking
follow-up questions**

- B.** In a group, read and discuss the questions below. State your ideas briefly so that the other members can ask you to elaborate. Be sure to use rejoinders as you listen to keep the conversation going.

Example

Student A: I downloaded the new Adele song last week.

Student B: I don't know much about her. What kind of music is it?

Student A: This is a slow, romantic ballad—piano and amazing vocals.

Student C: Does she play piano?

1. What was the last song or collection of songs you bought?
2. What was the first song or CD you ever bought?
3. Name one of your current favorite musicians or musical groups.

**Discuss the ideas
in the lecture**

- C.** Discuss these ideas with your classmates. Remember to ask follow-up questions and respond to your classmates' ideas.
1. How do you usually listen to music? Why do you prefer to get music this way?
 2. Do you think it's okay to share digital music files via the Internet? Why or why not?
 3. If musicians can no longer sell their songs, what other way could they earn money from their music? In your group, come up with a new model for paying musicians for their work.
 4. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting, and ask for their opinions.



**PRESENTATION
STRATEGY****Create Rapport with Your Audience**

Building rapport, or connecting with your audience, is necessary to successfully communicate your ideas in a presentation. Finding out what the audience already knows and thinks about the topic allows you to make comments and ask questions that not only gain the audience's attention (as discussed in Chapter 2), but also their confidence that you won't talk "at them" but "with them." Strong presenters speak directly to the audience, making connections by using inclusive language and asking questions along the way. They go beyond making eye contact to really noticing how the audience is responding to the ideas presented. Observing audience facial expressions and head movements can tell you if the audience is following your ideas. It also allows you to repeat or clarify if necessary. Use rapport-building strategies to make your presentation more like a dialogue with the people who are listening.

**Check your
comprehension**

- A.** Watch a student give a presentation about a survey on Internet use. Answer these two questions.

1. What conclusion does the speaker draw from her survey? How are men and women's use of the Internet different?

2. How does the speaker support her conclusion about men and women's use of the Internet?

**Notice rapport-
building strategies**

- B.** Watch the video again. Think about the information in the strategy box above. List two problems with the student's rapport with the audience.



- C.** The student received some suggestions about the presentation and delivered it again. Watch the new presentation. List two improvements the student made to create rapport with the audience.

PRESENTATION STRATEGY

Strategies for Creating Rapport with Your Audience

- Make eye contact and smile.
- Use inclusive language to connect with the audience.
We are all . . .
I know what you are thinking . . .
- Notice audience reactions, comment on them, and clarify if necessary.
Is that clear? No? Let me try to explain it another way . . .
I see heads nodding “yes,” so you know what I mean.

List more examples

- D.** Work with a partner to think of other ways to create rapport with an audience. Write your examples here.

Practice creating rapport

- E.** Work in a group. Each student chooses one of the questions below. Think about your answer. Stand in front of your group, and answer the question. Practice the strategies to create rapport with your audience.

- What role does music play in your daily life? Where, how, and when do you usually listen to music? During which activities are you most likely to listen to music?
- Do you have a song that you associate with a particular event in your life? What song is it, and why does it remind you of that event?

After you finish, have your classmates give you feedback on your rapport. Ask them these two questions:

- What are two ways I effectively created rapport?
- What is one way to improve how I create rapport?

Give a presentation

- F.** Prepare and deliver a presentation about media use.

Write four or five questions about media usage.

- Choose two types of people to interview, such as men and women. Orally interview at least ten people from each group.
- Discuss your results in a small group. Decide on three general conclusions you can infer from the information.
- Present your ideas to the class. Use the strategies for creating rapport with your audience.

Before you prepare your presentation, review the ideas and vocabulary from this chapter.

- A.** Research recent efforts (in your country or another country) to stop online music piracy or protect intellectual property on the Internet.

Share Your Findings

Explain the action and who is taking the action.

Have a Discussion

Share your opinions about the actions using the following questions:

- Do you agree or disagree with the action? Why or why not?
- In the long term, will this type of effort be effective? Why or why not?

- B.** Debate the idea of enforcing strict copyrights on music distribution.

Discuss the Issue and Take Notes

As a class, brainstorm the positive and negative effects of strict copyright enforcement on music distribution. Take notes on both sides of the issue.

Have a Debate

In a group, role-play a debate between music recording artists who are for strict copyright enforcement and the inventors of new technology who are against such strict enforcement.

- C.** Interview teachers to find out whether they believe increased media use affects student performance.

Arrange to talk to at least two different teachers who have been teaching for more than ten years. Ask them about the differences between students today and students ten years ago. Take notes of their responses.

Possible Questions:

- What skills and abilities are stronger?
- What skills and abilities are weaker?
- What do you think are the causes of the changes?
- What role has increased media use played in these changes?

Discuss Your Findings

Discuss the responses in a group. How closely do the answers from various teachers match? Can any conclusions be drawn from these findings?

Share Your Findings

Present your results and conclusions to a group.

Unit Goals



CHAPTER 5

Learn about alternative medicine and the use of placebos in medical research and practice

Listening Strategy

- Recognize lecture language that signals a cause or an effect

Note-Taking Strategy

- Note causes and effects

Academic Discussion Strategy

- Agree and disagree politely during the discussion

Presentation Strategy

- Use stress to emphasize key ideas in your presentation

CHAPTER 6

Learn about artificial intelligence

Listening Strategy

- Recognize lecture language that helps you predict causes and effects

Note-Taking Strategy

- Use arrows to show relationships between causes and effects

Academic Discussion Strategy

- Compromise and reach a consensus during the discussion

Presentation Strategy

- Pace your speech by slowing down and pausing after thought groups

UNIT 3

Science

science \ˈsaɪəns\ A system of knowledge concerned with the study of the physical and natural world



CHAPTER 5 The Placebo Effect

STEP 1

Listen and Apply New Strategies

Think about the topic

A. Look at the pictures. Then work with a partner to discuss the questions.



1. What is happening in each of these pictures? How are the activities the same? How are they different?
2. Which qualities in a medical doctor or other health care provider are most important to you? Rank the following qualities in order of importance, with 1 as most important.
 - ___ honesty
 - ___ intelligence
 - ___ compassion
 - ___ years of experience
 - ___ training or schooling
 - ___ knowledge of scientific research
 - ___ knowledge of a variety of medicines and treatments
 - ___ other: _____

What Is Homeopathy?

Homeopathy is an approach to medicine that was developed in the 18th century by the German physician, Samuel Hahnemann. He was unhappy with the medical treatments most commonly used at that time. These included blood-letting, in which doctors would drain blood from the patient, “blistering” or burning the skin; and feeding patients dangerous chemicals to cause vomiting. Many of these treatments did more harm than good.

The word *homeopathy* actually comes from the Greek words *homoios* (similar) and *pathos* (suffering). This approach involves **prescribing** medicine that copy the symptoms of an illness. For example, if a patient is complaining of headache, the homeopath will find a medicine that is **associated with** causing the same symptoms in healthy people. The theory is that by producing symptoms associated with the illness, the illness itself will eventually be cured. This is in contrast to conventional, or allopathic, medicine, which seeks to produce effects that are different from the symptoms of the disease or illness.

The classic way to make homeopathic remedies is to take one grain of the desired herb or plant and grind it up with ninety-nine grains of milk sugar. The solution is further diluted with more milk sugar until the thirtieth dilution is reached. Similarly, liquid remedies are diluted with water. In the final mixture, it is not possible to **detect** even a single molecule of the starting remedy.

Because homeopathic remedies often contain undetectable amounts of active ingredients, most scientists say that it is impossible to create well-designed studies of their effectiveness.



Since scientists cannot **analyze** or explain how it works, most have rejected homeopathy as **sham** treatment. Still, **clinical trials** of homeopathic remedies have provided some **empirical** evidence that homeopathy can produce positive results. Supporters of homeopathy tend not to be concerned with the **physiological** mechanisms behind this **phenomenon**. They only care that it works for them.

In the United States, homeopathy was quite popular in the 19th and 20th centuries. Eventually, most Americans became **biased** toward allopathic medicine, and today, most trained doctors do not prescribe or recommend homeopathic remedies. Even so, homeopathy has become popular again in recent years. In 2009, Americans spent \$870 million on homeopathic treatments, and this number has continued to increase.

1. What is the main theory behind homeopathy?
2. How are homeopathic remedies made?
3. Why do many scientists and doctors reject homeopathy?

**Expand your
vocabulary**

D. Match the words from the reading with their definitions. Look back at the reading on page 55 to check your answers.

- | | |
|------------------------|---|
| ___ 1. prescribe | a. preferring one side of an argument; not neutral |
| ___ 2. associated with | b. to notice something that is difficult to see, feel, etc. |
| ___ 3. detect | c. a study in which researchers test a treatment on volunteers and carefully monitor the effects |
| ___ 4. analyze | d. something that happens or exists |
| ___ 5. sham | e. relating to how the bodies of living things work |
| ___ 6. clinical trial | f. to recommend a medicine or treatment |
| ___ 7. empirical | g. not valid, not real |
| ___ 8. physiological | h. based on experiments or practical experience rather than ideas or theories |
| ___ 9. phenomenon | i. connected with something else |
| ___ 10. biased | j. to look at the different parts of something carefully in order to try to understand it |

**Discuss the
reading**

E. Discuss these questions in a group. Share your answers with the class.

1. Why do you think people used the common treatments of Hahnemann's time if they were harmful?
2. Have you ever used homeopathy? If so, did it work for you? If not, would you consider using it? In what situations?
3. Do you think homeopathy is a sham treatment? Why or why not?

**Review what
you know**

F. With a partner, discuss three things that you have learned from the reading and from your discussions about homeopathy.

1. _____
2. _____
3. _____

Prepare for the listening strategy

- G.** To help you understand the listening strategy, discuss the situation below with a partner, and answer the question.

During a lecture, the professor talks about many causes and effects. What language signals would help show the connection between the ideas?

LISTENING STRATEGY

Recognize Lecture Language for Cause and Effect

Professors often explain things in terms of causes and effects. This is to help students understand the relationship between different ideas, events, or phenomena.

Listen for the expressions that professors use to signal causes and effects.

Causes

- What's the cause of this? Well, . . .
- Why is this? Well, . . .
- This comes from (the fact that) . . .
- This is due to . . .
- The reason(s) for this is . . .
- One explanation is . . .
- This is caused by . . .
- This came as a result of . . .

Effects

- This leads to . . .
- As a result, . . .
- One effect of this is . . .
- This results in . . .
- Consequently, . . .
- After [cause], then . . .
- Because of [cause], (then) . . .
- If [cause], then . . .

List more examples

- H.** Work in pairs to think of other expressions that signal causes and effects. Write your examples here.

Causes

Effects

Recognize cause and effect lecture language

- I.** Read the excerpt from a lecture on homeopathy. Underline and label the lecture language that signals cause (C) and effect (E).

Then, there was a doctor named Samuel Hahnemann who began to develop his own theory, which was based on three principles: the "law of similars," the minimum dose, and the single remedy. The law of similars came as a result of Hahnemann's observations. He noticed that after taking a strong dose of the malaria treatment quinine, he developed symptoms similar to the symptoms of malaria. This led Hahnemann to believe that if a large amount of a substance causes symptoms in a healthy person, then smaller amounts of the same substance could treat those same symptoms in an ill person.

Listen to the audio



J. Listen to a short lecture on alternative medicine. Then write T for True or F for False next to each statement.

- ___ 1. Alternative medicine includes conventional practices such as homeopathy, traditional Chinese medicine, and chiropractic medicine.
- ___ 2. There has been a rising interest in alternative medicine in western countries in recent years.
- ___ 3. Alternative remedies emphasize the use of chemical drugs.
- ___ 4. “Integrative” medicine offers alternative medicine along with conventional medicine.

Listen for causes and effects



K. Listen to the short lecture again. Write down the lecture language that signals cause or effect. Then listen again, and write down the actual cause or effect. Circle the correct label.

- 1. Lecture language: _____
Cause / Effect: _____
- 2. Lecture language: _____
Cause / Effect: _____
- 3. Lecture language: _____
Cause / Effect: _____
- 4. Lecture language: _____
Cause / Effect: _____
Cause / Effect: _____



NOTE-TAKING
STRATEGY

Note Causes and Effects

When listening to a lecture in which causes and effects are presented, list the causes and effects separately under the idea, event, or phenomenon.

Possible Causes

- people aging; looking for ways to deal w/ long-term health probs.
- recent trend → natural products, “safer than chemicals”
- people more individualistic, not accept MDs; more educated, want to make own decisions
- immigration - East to West (e.g. China); bring traditional med.

Effects of Rising Int. in Alt. Med

- huge ↑ in # of people practicing alt. medicine; “integrative” medicine
- ↑ testing alt. meds. & holding to rules of evidence (e.g. clin trials)

Note causes
and effects

- A.** Work with a partner. Take turns reading aloud this excerpt of a lecture about chiropractic medicine. While one of you reads, the other takes notes. Then switch roles. When you are finished, compare your notes. Did you catch all of the causes and effects?

Chiropractics is a form of alternative medicine that focuses on the relationship between the body structure, . . . mainly the spine, . . . and overall health. Chiropractors try to prevent and treat health problems by adjusting the spine. Now, many medical doctors and scientists have dismissed chiropractic medicine as ineffective and even dangerous. So why is this? One reason is that chiropractic adjustments can cause serious injuries, especially in the neck and back. Another criticism comes from the fact that some chiropractors extensively use x-ray photography, which can harm patients. Some medical doctors criticize chiropractic treatment because they believe it simply isn't effective, . . . it just doesn't work. Because of these criticisms, the American Medical Association has consistently opposed the use of chiropractic treatment, and it remains a controversial issue in the medical community.

Make predictions

See page 8

- B.** Before the lecture, think about everything you have learned and discussed on the topic of alternative medicine. What do you expect to learn from the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Watch the lecture



- C.** Watch the lecture, and take notes in your notebook. Remember to listen for lecture language that signals causes and effects.



Assess your comprehension

- D.** Circle the statement that best describes how well you understood the lecture language.

I was able to recognize when the professor discussed causes or effects _____.

- a.** all of the time **b.** most of the time **c.** sometimes **d.** not often

E. Use your notes to answer these questions.

1. What is the placebo effect? How were placebos used in the past?
How are they used today?

2. What's the difference between a blind test and a double-blind test?

3. What are three possible causes of the placebo effect?

4. Describe the depression study. What did researchers find as a result of this study?

**Assess and revise
your notes**

See page 9

- F.** Were you able to answer the questions in Exercise E using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

**Summarize the
lecture**

See page 21

- G.** Work with a partner, and take turns summarizing the main points of the lecture. Talk for 2–3 minutes only.

**ACADEMIC
DISCUSSION
STRATEGY**
Agree and Disagree Politely

During a group discussion, you can show your understanding of the topic and the ideas expressed by others by politely agreeing or disagreeing and adding your own ideas. Agreeing with someone is a polite way to acknowledge a good point before you expand on it. A polite way to disagree is to acknowledge a point before you explain another view on the topic. Use expressions to politely agree or disagree with others in a discussion.

To Agree with Others

- Yes, that's true. . . .
- That's a good point. . . .
- I agree with . . .
- I totally agree. . . .
- I see your point. . . .
- She/he is right, . . .

To Disagree with Others

- I see what you mean, but I think . . .
- Maybe, but . . .
- Okay, but what about . . . ?
- But don't you think that . . . ?

List more examples

A. Work with a partner to think of other expressions for agreeing and disagreeing. Write your examples here.



**Practice agreeing
and disagreeing**

- B.** In a group, read and discuss the question. Keep the conversation going until every student has had a chance to practice using the language for agreeing and disagreeing.

What do you think are the three most important considerations when choosing a medical treatment? Use the list below or come up with your own ideas.

- ___ It is scientifically proven to work.
- ___ It has few known side effects.
- ___ It is affordable.
- ___ It has helped people you know.
- ___ You understand how it works.
- ___ Your doctor recommends it.
- ___ It is the most common treatment for your condition.
- ___ It has made you feel better before.
- ___ It is natural (doesn't involve using chemical medicines).
- ___ Other: _____

**Discuss the ideas
in the lecture**

- C.** Discuss these ideas with your classmates. Remember to use the phrases for agreeing and disagreeing.

1. What do you think causes the placebo effect? Why?
2. Do you think it is ethical for doctors to prescribe placebos to their patients? Why or why not?
3. How would you feel if you found out that your doctor had given you a placebo?
4. The study mentioned in the lecture demonstrated that some people who were suffering from depression experienced physiological changes when given a placebo to treat their condition. Why do you think that happened? What do you think is the best treatment for depression?
5. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting, and ask for their opinions.

PRESENTATION
STRATEGY

Use Stress to Emphasize Key Ideas

To speak English clearly, it's important that you stress the key words in your presentation. Key words are usually content words, such as nouns, adjectives, and main verbs. Stressing key words will help your audience hear the words that carry the most meaning. You can stress a word by making the stressed syllable in that word longer, louder, and higher than the other syllables. At the same time, reducing or shortening the function, or grammar words in the sentence will help your audience focus only on your most important ideas.

Notice the stressed syllables in this sentence:

Homeopathy is an approach to medicine that was developed by Samuel Hahnemann.

Emphasize key ideas

- A.** Read this short section of a student presentation about homeopathy. Which words do you think the speaker should stress?

.....
So what are some common homeopathic remedies? One common treatment is *allium cepa*, better known as red onion. Have you ever chopped an onion? Yes? What happens to your eyes? That's right. They get watery. And sometimes your nose starts to drip, just like when you have a cold or allergies. So because onion is associated with these symptoms—watery nose and eyes—homeopaths often use it as a treatment for colds and allergies.

Check your
comprehension

- B.** Watch a student deliver a presentation. Answer these two questions:

1. Where is homeopathy used the most?

2. When did homeopathy begin to become popular in the U.S.?

Notice how a student
emphasizes key ideas

- C.** Watch the video again. List two ways the student could improve the way he used stress to emphasize key ideas.



- D.** The student received some suggestions on his presentation and delivered it again. Watch the new presentation. List two improvements the student made to the way he emphasized key ideas. Watch the presentation again, follow along with the excerpt in Exercise A on page 64. Underline the words or syllables that the speaker stressed.

PRESENTATION STRATEGY

Strategies for Using Stress to Emphasize Key Ideas

- Stress content words, such as nouns, main verbs, adjectives, and question words.
- Reduce function words, such as articles, pronouns, prepositions, conjunctions, and helping verbs.
- Put extra stress on words that show:
 - Transitions (*Next . . .*)
 - New information (*One common treatment is . . .*)
 - Contrasting information (*On the other hand, . . .*)

Emphasize key ideas

- E.** Work in pairs to take turns saying the script from Exercise A on page 64. Give each other feedback. Did you stress the content words and reduce the function words? Did you use extra stress to emphasize the new or contrasting information?

Practice using stress to emphasize key ideas

- F.** In a group, take turns describing a remedy you have used for a common health problem. Name the remedy and the health problem it is used for. Then describe how it is used and the effects of using this remedy. Finally, say why you think it is effective.

To prepare, write the description. Underline the words and syllables that you should stress. When you deliver your practice presentation, try to use stress to emphasize the key ideas.

When you finish, ask your group for feedback on your use of stress.

Give a presentation

- G.** Research and prepare a presentation about an alternative or traditional medicine or treatment. Choose a topic from the following list.

acupuncture	massage therapy	vitamin therapy
diet-based therapy	meditation	visualization
herbalism	reflexology	

In your presentation, include information to explain where and when the treatment was developed, how it works, how it is used, and its popularity. Also consider any scientific studies that have been done of its effectiveness.

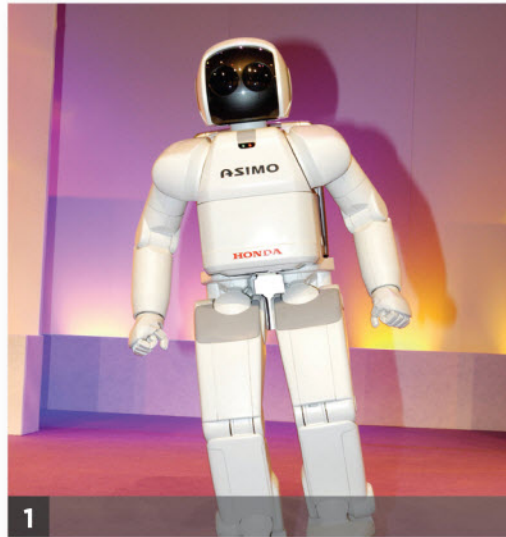
CHAPTER 6 Intelligent Machines

STEP 1

Listen and Apply New Strategies

Think about the topic

A. Look at the pictures. Then work with a partner to discuss the questions below.



1. Describe the different machines in the photographs. What do you think each is capable of doing?
2. What do you think makes each of these machines “intelligent”?
3. What do you think are the biggest challenges in developing intelligent machines?

Artificial Voices

People have attempted to **simulate** human voices in machines for quite some time. In the late 1700s, Hungarian scientist Wolfgang von Kempelen used whistles, resonance chambers, and other objects to create voice sounds for his "Speaking Machine." With the rise of computers, scientists were able to create artificial voices by storing and digitally **processing** real voice sounds. By the 1970s, these computer-generated voices were widely used. Although these early voices were understandable, they had a distinct mechanical or "robotic" sound to them.

Coming up with more natural-sounding voices has been a challenge due to the **complex** nature of language. To produce a natural-sounding voice, scientists need to simulate not only the individual sounds of a language, but also the volume, pitch, rhythm, and tones that help to express meaning. Natural-sounding computer voices are now used to provide information to people in a variety of applications, from automated phone lines to language-learning programs. Many systems are also able to listen and respond to users' questions and statements.

One good example of this comes from the BMW car company. BMW has programmed cars to both listen and speak to the driver. The car can give directions, provide warnings and information about traffic and safety conditions, and even control certain functions, such as raising or lowering the windows or playing music. When BMW first released cars with a computer-generated voice, many drivers had a negative reaction to it because drivers **perceived** the voice as female. German drivers



were uncomfortable with a "female" voice giving directions. As a result, BMW recalled the cars and gave them "male" voices.

The reaction to the female voice was emotional. It had no **reasoning** behind it. **Common sense** says that the "gender" of the voice in the car shouldn't matter because drivers know that they are listening to a computer, not a person. But even without a **visual** representation of the voice, such as a male or female face, people reacted with the same stereotypes they would apply to a person. Studies have also shown that people react similarly to other aspects of computer voices, such as the "personality" of the voice or its level of "politeness."

Researchers now know that voice **interfaces** are actually social interfaces; that is, people will react to a computer using the same rules and expectations that they would apply to people. As a result, designers of these systems consider not only the sounds of the voices they use but also their psychological effect on users.

**Check your
comprehension**

C. With a partner, discuss these questions about the reading.

1. Why is it challenging to create natural-sounding voices in machines?
2. How did people react to the “female” voice in BMWs?
3. What did scientists discover about how people react to computer voices?

**Expand your
vocabulary**

D. Match the words in the reading to their definitions. Look back at the article on page 67 to check your answers.

- | | |
|---------------------|---|
| ___ 1. simulate | a. the way a computer program displays information to or receives information from a user |
| ___ 2. process | b. the ability to make sensible decisions based on life experience, not schooling or training |
| ___ 3. complex | c. connected with seeing |
| ___ 4. perceive | d. to use a computer or machine to change or manipulate raw material |
| ___ 5. reasoning | e. to think of something in a particular way |
| ___ 6. common sense | f. judgment or opinion based on logic or careful thought |
| ___ 7. visual | g. made up of many connected parts; complicated |
| ___ 8. interface | h. to create the effect or appearance of something else |

E. Circle the phrase with a similar meaning to the underlined phrase.

For years, scientists have tried to come up with human-like machines.

- a. understand b. create c. advance

Discuss the reading

F. Discuss these questions in a group. Share your answers with the class.

1. The reading mentions that German drivers preferred to get directions from a “male” voice. What other types of information do you think people would prefer to receive from a male voice? What types of information would people prefer to get from a female voice?
2. Do you think computer voices should be made to sound like human voices? Why or why not?

**Review what
you know**

- G.** With a partner, discuss three things that you have learned from the reading and from your discussions about artificial intelligence.

1. _____
2. _____
3. _____

**LISTENING
STRATEGY**

Predict Causes and Effects

Active listeners anticipate what they will hear next so that they can organize the information in their minds and in their notes. In Chapter 5, you learned how to recognize lecture language that signals cause and effect. In this chapter, you will practice using that knowledge to predict causes and effects in a lecture.

Predict causes and effects to help you think about the relationships between ideas in a lecture while you listen.

**Predict cause
and effect**

- H.** Read the first part of each excerpt from a lecture on artificial voices. Underline the lecture language, and label it C for cause or E for effect. Then make a prediction about what the professor might discuss next. Discuss your predictions with a partner.

Excerpt 1

Scientists have developed machines that not only speak, but also listen to and recognize human speech. This has led to . . .

Prediction: _____

Excerpt 2

But because cars can interact with drivers, scientists must consider . . .

Prediction: _____

- I.** Share your predictions with a partner. Which predictions are most logical? Discuss various predictions with the class.

**Listen for causes
and effects**



**J. Listen to four excerpts from a lecture on computer voices in cars.
Follow these steps for each excerpt:**

- As you listen, write down the lecture language for cause or effect.
- Pause the recording when you hear the tone.
- With the recording paused, circle what you expect the professor to give next: a cause or an effect. Then write a prediction about the information to come.
- Start the recording again and listen to the end of the excerpt. Write the actual cause or effect, and check your prediction.

1. Lecture language: _____

Cause / Effect: _____

Actual cause/effect: _____

2. Lecture language: _____

Cause / Effect: _____

Actual cause/effect: _____

3. Lecture language: _____

Cause / Effect: _____

Actual cause/effect: _____

4. Lecture language: _____

Cause / Effect: _____

Actual cause/effect: _____

NOTE-TAKING
STRATEGY

Use Arrows to Show Cause-and-Effect Relationships

One way to show the relationship between causes and effects in your notes is to use arrows. For clarity, an arrow should always point *toward the effect*.

Use arrows

A. Read these sentences from a lecture on computer voices in cars. Take notes using arrows to show causes and effects.

1. The designers of the voice for BMW avoided having the car voice use the word “I,” as in “I think you should slow down.” The reason for this was that they didn’t want the car to sound bossy . . .

BMW avoided having car voice say “I” (e.g. “I think you should slow down.”) ← didn’t want car to sound bossy.

2. People also expect the voice in a car to match their expectation of the voice’s personality. As a result, BMW chose a voice that was determined to sound friendly, but also very competent.

3. One problem with using voices in a car is that, because of the noisy environment of a car, the computer often has difficulty understanding the driver.

4. The researchers found that drivers were not happy when the voice in the car accepted blame or blamed the driver for misunderstandings. Consequently, they chose language that did not include any blame.

Make predictions

See page 8

- B.** Before the lecture, think about everything you have learned and discussed on the topic of artificial intelligence. What do you expect to learn from the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Watch the lecture



- C.** Watch the lecture, and take notes in your notebook. Remember to try to predict causes and effects.



**Assess your
comprehension**

- D.** Circle the statement that best describes how well you predicted causes and effects.

I was able to predict causes and effects _____.

- a.** all of the time **b.** most of the time **c.** sometimes **d.** not often

- E.** Use your notes to answer these questions.

- 1.** What are the two main approaches to AI? Give examples of each.

- 2.** What is the Turing Test? What is the Total Turing Test?

- 3.** What human-like skills would a machine require to pass the Turing Test?

- 4.** What are some of the ways that AI is used today?

**Assess and revise
your notes**

See page 9

- F.** Were you able to answer the questions in Exercise E using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

**Summarize the
lecture**

See page 21

- G.** Work with a partner, and take turns summarizing the main points of the lecture. Talk for 2–3 minutes only.

**ACADEMIC
DISCUSSION
STRATEGY**
Compromise and Reach a Consensus

During group discussions, you often need to reach a consensus. In other words, you need to compromise with the other group members and come up with one idea or plan that represents the group. A compromise is something everyone can agree on, even though the individuals may disagree about some points.

Expressions for Compromising and Reaching a Consensus

- What's one idea we can all agree on?
- So, can we all agree on . . . ?
- Can you live with this?
- So, it sounds like we've decided . . .

List more examples

- A.** Work with a partner to think of other expressions for compromising and reaching a consensus. Write your examples here.

**Practice reaching
a compromise**

- B.** In a group, read and discuss the following questions. Keep the conversation going until every student has had a chance to practice using the language for reaching a consensus.

- 1.** Imagine that you work for a company that sells robots and intelligent machines. You are on a design team that needs to develop and market a new robot or intelligent machine. What would your machine be like? Consider these questions:

- What will it look and sound like?
- What will it be able to do?
- Who will be able to use it?
- Who is the target market?
- How much will it cost?
- How will you advertise it?
- Where will you advertise it?

Discuss your different opinions and work together to reach a consensus on what the machine will be like and how it will be sold.

2. What do you think is the greatest benefit and the greatest risk associated with developing intelligent machines? Use your own ideas and opinions or the ones given below. Give examples for your choices.

Possible Benefits:

- providing companionship or entertainment for humans
- performing complicated tasks
- performing dangerous tasks
- performing boring tasks
- assisting humans in everyday tasks
- helping people learn

Possible Risks:

- people losing their jobs to machines
- people having too much free time
- people losing their privacy
- people being harmed by machines

**Discuss the ideas
in the lecture**

- C.** Discuss these ideas with your classmates. Try to reach a consensus using the phrases for compromising.

1. What are the three most significant tasks or activities that a machine could never do better than a human?
2. What are the three most significant tasks or activities currently done by humans that should be done only by machines?
3. Imagine your class is responsible for giving a grant to a scientist who is trying to develop an intelligent machine. What conditions or requirements would you attach to the money?
4. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting, and ask for their opinions.



**PRESENTATION
STRATEGY**
Pace Your Speech with Thought Groups

To be understood it's important that you speak at a comfortable pace. To help with your pacing, learn to pause effectively. If you pause too frequently or for too long, your speech will sound slow and choppy. If you don't pause enough, your speech will sound too fast. Either way, your audience will have difficulty following you.

Good speakers divide their speech into thought groups. Thought groups are groups of words that go together to form one idea. They are often grammatical phrases or clauses, but sometimes they are just one word, such as a transition word. Pausing after thought groups will help you to speak at a comfortable pace and to separate your speech into meaningful units that your audience can easily understand.

**Divide speech into
thought groups**

- A.** Read this short section of a student presentation about artificial intelligence. Read it a second time aloud with a partner. Discuss where the speaker should pause.

So now you know what Packbots look like. Next, I'd like to talk about how Packbots are used. Packbots are usually used by the military to handle tasks that are too dangerous for humans. For example, Packbots are able to travel into war zones, identify explosive devices, and dispose of or disengage them.

**Check your
comprehension**


- B.** Watch a student deliver the presentation. Answer these two questions:

1. How do Packbots gather information from their surroundings?

2. What is an example of a non-military use of the Packbot?

**Notice how a student
paces her speech**


- C.** Watch the video again. Notice the student's pacing. List two ways the student could improve her pacing.



- D.** The student received some suggestions on her presentation and delivered it again. In your notebook, list two improvements the student made to her pacing. Watch the presentation again, and follow along with the excerpt above. Mark with a slash (/) the places where the speaker paused.

PRESENTATION STRATEGY

Pacing Your Speech with Thought Groups

- Pause at the end of a thought group. Here are some examples:
Clauses (*I'd like to talk about . . .*)
Transitions (*next, so*)
Phrases (*one common homeopathic treatment . . . , for colds and allergies . . .*)
- Pause longer at the end of a sentence.
- Avoid pausing too frequently or in the middle of thought groups.
- Avoid repeating words unnecessarily.
- Avoid using fillers, such as *uh, um, OK, or like* between words.

Practice pacing your speech

E. With a partner take turns reading the excerpt from the student presentation on page 76. Give each other feedback on your pacing.

F. Imagine you could own a robot. Think about what the machine would look like, what task(s) it could perform, and how it would benefit you personally. Write a one-paragraph description of it. Mark the thought groups and stress in your description. Then present your ideas to your group.

After you finish, have your classmates give you feedback on your pacing. Ask them these three questions:

Was my pacing comfortable?

Did I pause after thought groups and sentences?

Did I avoid repeating myself or using fillers?

Give a presentation

G. Research and prepare a presentation about a robot that is currently being developed or used in one of the following areas:

business	entertainment	manufacturing
communications	exploration	personal/home use
education	health care/medicine	public safety

In your presentation, include information to describe the robot, explain how it works and what it is used for. Also consider how this machine can benefit humans and possible problems or dangers from developing this machine.

Before you prepare your presentation, review the ideas and vocabulary from this chapter.

When you finish, ask your classmates for feedback on your pacing.

A. Have a class debate this question: Should doctors prescribe placebos?

Divide the class into three groups: Group A will argue for the use of placebos, Group B will argue against them, and Group C will ask questions and judge the debate.

Take Notes and Discuss the Issue

Before the debate, Groups A and B should prepare by gathering evidence to support their positions. Group C should prepare questions and a checklist to judge the teams.

Have a Debate

During the debate, the judges will listen carefully. After your debate, the judges will ask questions and decide which team “wins.”

B. Read the scenario below, and do the activity as a class.

Imagine that researchers have developed a robot doctor named Dr. Bolts. In their studies, Dr. Bolts was able to diagnose patients accurately 95 percent of the time. The manufacturer wants to market Dr. Bolts to community clinics and hospitals as a money-saving investment. You and your class have been hired by the manufacturer to assess community reaction to Dr. Bolts.

Have a Discussion

- Discuss the pros and cons of using Dr. Bolts. Support your arguments. Use the language of compromise and consensus when appropriate.

Share Your Opinions

- Present the three best aspects and the three worst aspects of using Dr. Bolts in a real clinic or hospital.

Unit Goals



CHAPTER 7

Learn about sibling relationships and their possible effect on human development

Listening Strategy

- Recognize lecture language that signals comparisons and contrasts

Note-Taking Strategy

- Note comparisons and contrasts

Academic Discussion Strategy

- Expand on your own ideas during a discussion

Presentation Strategy

- Use effective visuals to support your delivery

CHAPTER 8

Learn about intelligence tests and the theory of multiple intelligences

Listening Strategy

- Recognize non-verbal signals that indicate when information is important

Note-Taking Strategy

- Use numbered lists to organize information

Academic Discussion Strategy

- Keep the discussion on topic

Presentation Strategy

- Use non-verbal signals such as facial expressions, body movements, and hand gestures

UNIT 4

Psychology

psychology \sar'kalədʒi\ The scientific study of the mind and how it influences behavior

CHAPTER 7 Sibling Relationships

STEP 1

Listen and Apply New Strategies

Think about the topic **A.** Look at the pictures. Then work with a partner to discuss the questions.



1. Think about the childhoods of the children in the photos. In what ways are they probably similar? How are they different?
2. Which children do you think will grow up to be the most successful? Why?
3. What size family do you think is ideal? Why?

B. Read this article about similarities and differences in twins.

Twin Studies

What determines the kind of person each of us develops into over a lifetime? How much are we influenced by our home environment, and how much are we influenced by our **genes**? One way that psychologists have tried to answer these questions is by studying twins: identical twins (coming from one fertilized egg, so sharing the same genes) and fraternal twins (coming from different eggs, so sharing 50% of their genes). By comparing these two groups, researchers hope to estimate the influence of genes versus the influence of environment on the development of many human **traits**, such as personality, talents, and interests.

Psychologists from the University of Minnesota have conducted several different studies with over 8,000 pairs of twins and their families. To determine what **accounts for** differences between twins, psychologists have compared identical twins who were raised together with identical twins who were separated at birth and raised in different families. Their assumption is that any similarity in twins who are raised together can be **attributed to** both genes and environment, whereas similarities in twins raised apart are due only to genes, since they had different environments while growing up. These studies indicate that genes have about a 50% influence on our personalities, while our environment accounts for the other 50 percent.

Researchers have also tried to test the theory that we each develop a set of criteria for choosing

a mate based on our genes and our **unique** experiences growing up. To do this, researchers compared the spouses of male identical twins who were raised together. They found that the spouses of these identical twins were not significantly more similar to each other than **random** pairs of people. They also found that two-thirds of the twins were “indifferent” to their twin’s mate or “actively disliked” him or her. These results indicate that neither our genes nor our upbringing is a good predictor of the spouse we choose. Instead, researchers believe this choice appears to be random, and based more on whom we are near when we are ready to fall in love.

Another question this study has sought to answer is whether twins become more or less similar as they **mature**. They found that as identical twins age, they become less similar in their physical appearance, but more similar in their abilities, such as mathematical skills. On the other hand, as fraternal twins age they become less similar in these abilities.

Some psychologists are **skeptical** of twin studies. These critics question some of the assumptions made by twin researchers, such as the assumption that identical twins and fraternal twins have similar environments, or that identical twins raised apart are raised in very different environments. Some believe that, even in the same environment, there can be **disparities** in the way this environment affects siblings. As a result, it is difficult to determine how much of our personality is genetically **inherited** and how much is determined by our environment.

**Check your
comprehension**

C. With a partner, discuss these questions about the reading.

1. What do researchers hope to learn by studying twins? What have they found?
2. To what extent do genes influence the choice of a mate? Explain.
3. What criticisms do some researchers have of twins research?

**Expand your
vocabulary**

D. Match the words from the reading with their definitions. Look back at the article on page 81 to check your answers.

- | | |
|---------------------|--|
| ___ 1. gene | a. to explain or give a reason for something |
| ___ 2. trait | b. to age; to become fully grown or developed |
| ___ 3. account for | c. difference |
| ___ 4. attribute to | d. the biological component through which qualities are passed from parents to child |
| ___ 5. unique | e. received from your biological parents |
| ___ 6. random | f. doubtful that something is true or valid |
| ___ 7. mature | g. happening or chosen by chance |
| ___ 8. skeptical | h. a quality; part of somebody's character |
| ___ 9. disparity | i. unlike anything else |
| ___ 10. inherited | j. to point to as the cause of something |

**Discuss the
reading**

E. Discuss these questions in a group. Share your answers with the class.

1. Do you agree with the research results regarding how much of our personality comes from our genes versus our environment? Why or why not? Give some examples of people you know.
2. How similar are you to your parents? To your siblings? What makes you unique in your family?

**Review what
you know**

F. With a partner, discuss three things that you have learned so far about similarities among siblings.

1. _____
2. _____
3. _____

Prepare for the listening strategy

- G.** To help you understand the listening strategy, discuss the situation below with a partner, and answer the question.

During a lecture, the professor is comparing and contrasting different things, but you can't keep track of the similarities and differences she is discussing. What could you do to keep the information straight?

LISTENING STRATEGY

Recognize Lecture Language That Signals Comparisons and Contrasts

Professors often make comparisons during lectures.

Listen for the words and expressions that professors use to signal similarities and differences.

Comparison

- Similarly, . . .
- Likewise, . . .
- In the same way . . .
- Both X and Y . . .
- Like X, Y is . . .

Contrast

- On the other hand, . . .
- Compared to X, Y is less/more . . .
- While X . . . , Y . . .
- Unlike X, Y . . .
- The difference between X and Y is . . .

List more examples

- H.** Work with a partner to think of other expressions that signal comparison (similarity) and contrast (difference). Write your examples here.

Comparison

Contrast

Recognize comparison and contrast lecture language

- I.** Read the excerpt from a lecture on twins. Underline and label the lecture language that signals comparison or contrast.

Twins occur in about 1 in 85 births. The two types of twins are fraternal, . . . or dizygotic, . . . and identical, . . . or monozygotic. The difference between the two types comes from a difference in how they begin life. While fraternal twins come from the fertilization of two separate eggs, identical twins come from a single fertilized egg that later splits in two. There are many stories of twins separated at birth who turn out to be amazingly similar. For example, Barbara Herbert and Daphne Goodship were identical twins who were given up for adoption into different families at birth. When they met at the age of 40, they discovered that they both worked in local government, met their husbands at a town dance at the age of 16, and both had given birth to two boys and a girl. Like Barbara, Daphne dyed her hair auburn and drank her coffee cold.



Listen to the audio



J. Listen to an excerpt from a lecture about President Bill Clinton and his brother Roger Clinton. Match the first part of each sentence with the correct second part.

- | | |
|-------------------------------------|--------------------------------------|
| ___ 1. Bill and Roger Clinton | a. struggled to develop a career. |
| ___ 2. Both Bill and Roger | b. had different biological fathers. |
| ___ 3. One was ambitious, the other | c. were close to their mother. |

Listen for comparison and contrast



K. Listen to the excerpt again. Write down at least four instances of lecture language that signals comparison or contrast. Then listen again, and write down what is being compared or contrasted.

1. Lecture language: _____

Compared/contrasted: _____

2. Lecture language: _____

Compared/contrasted: _____

3. Lecture language: _____

Compared/contrasted: _____

4. Lecture language: _____

Compared/contrasted: _____

STEP 2

Take Notes

NOTE-TAKING STRATEGY

Note Comparisons and Contrasts

When taking notes about ideas that are being compared and contrasted, it's often easier to put your notes into a list or chart. This way you can easily see how the items are similar or different. You can organize your notes by listing the similarities and differences for each item, or by listing each point to be compared and contrasted.

Analyze the notes

- A.** With a partner, look at two students' notes from the lecture about Bill and Roger Clinton. Which system do you prefer? Why?

Bill Clinton	Roger Clinton
- born 1946	- born 1956
- father died before born	- father Roger Clinton
- mother married Roger	
Clinton age 4	
- difficult childhood	- " "
- close to brother, mother	- " "
- good student	- dropped out of college
- successful politician	- unsuccessful music career

	Bill Clinton	Roger Clinton
childhood	born 1946	" " 1956
	father died	father Roger Clinton
	difficult childhood	" "
	close to brother, mother	" "
school	Excellent student	Dropped out of college
	Yale Law School	
career	Gov of AK + Pres.	Played in bands; many jobs

- B.** Work with a partner. Take turns reading this excerpt aloud. While one of you reads, the other takes notes using a list or chart. Then switch roles. When you are finished, compare your notes.

Both Joe Kennedy and his brother John were born into privilege—a wealthy family in Boston. They grew up as the two oldest siblings in a family of nine children. But in most other ways they were quite different. Joe, the firstborn son, was favored by his parents. He excelled academically and aspired to be president. John, on the other hand, was a sickly child and mediocre student. Like his brother Joe, John fought in World War II. John escaped with minor injuries while Joe was killed when his plane was shot down.

Make predictions

See page 8

- C.** Before the lecture, think about everything you have learned and discussed on the topic of sibling relationships. What do you expect to learn from the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Watch the lecture



- D.** Watch the lecture, and take notes using a chart or list. Remember to listen for the lecture language that signals comparisons and contrasts.



**Assess your
comprehension**

- E.** Circle the statement that best describes how well you recognized the lecture language.

I was able to recognize the lecture language for comparison and contrast _____.

a. all of the time **b.** most of the time **c.** sometimes **d.** not often

- F.** Use your notes to answer these questions.

1. Which siblings tend to be the most successful? The least successful?

2. What have researchers found to be generally true of middle children?

3. What are at least three ways that birth order can help to explain disparities between siblings?

4. What are at least two other reasons for these disparities?

**Assess and revise
your notes**

See page 9

- G.** Were you able to answer the questions in Exercise F using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

**Summarize the
lecture**

See page 21

- H.** Work with a partner, and take turns summarizing the main points of the lecture. Talk for 2–3 minutes only.

STEP 3**Discuss the Lecture****ACADEMIC
DISCUSSION
STRATEGY****Expand on Your Own Ideas**

Sometimes during a group or class discussion, you may think of something else you would like to say after your turn has passed. There are certain phrases you can use that will help you to go back to your original idea and expand on it.

Expressions for Expanding on Your Own Ideas

- What I meant before was . . .
- I'd like to go back to what I was saying earlier . . .
- Let me add something to what I said before . . .
- What I was trying to say was . . .

List more examples

A. Work with a partner to think of other expressions for expanding on your own ideas. Write your examples here.



**Practice expanding
on your ideas**

B. In a group, read and discuss the questions. Start your discussion with more general ideas so that you can expand on them during the discussion. Keep the conversation going until every student has had a chance to practice. Use your own ideas and opinions or the ones given below.

1. How would you describe the ideal family? Think about the following aspects of a family:
 - family size
 - sibling relationships
 - parent/child relationships
 - roles and responsibilities of family members
 - time spent together
 - role of grandparents and other extended family members
 - household income level
 - physical location (house/apartment, city/small town/country)
 - shared or separate bedrooms
2. Would you like to be a twin? Why or why not?

**Discuss the ideas
in the lecture**

C. Discuss these ideas with your classmates. Remember to use the phrases for expanding on your own ideas.

1. What is your birth order in your family? Has birth order influenced the siblings in your family as described in the lecture? In what ways?
2. In your experience, are oldest and only siblings most successful? Are there any characteristics of oldest, middle, or youngest siblings not mentioned in the lecture that you have noticed? How about only children?
3. Think about your closest friends from different times of your life. Do they tend to be of one birth-order category or from different categories? Why do think this is? What might it say about you?
4. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting, and ask for their opinions.



**PRESENTATION
STRATEGY**
Use Effective Visuals

Using visuals effectively can make your presentation more interesting and much easier to understand. Well-designed visuals can also help you to organize your presentation and remember the important points you want to explain. On the other hand, if your visuals are not designed or explained clearly, they can be distracting or confusing.

To use visuals effectively, your visuals should be interesting and relevant to the information in your presentation and easy for the audience to see and understand.

**Check your
comprehension**


- A.** Watch an excerpt from a student presentation about sibling relationships. Answer these two questions:

What three survey questions did the student ask?

How many people did she speak to?

**Notice effective and
ineffective visuals**


- B.** Watch the video again. Think about the information in the strategy box above. List two problems with the student's use of visuals.



- C.** The student received some suggestions on her presentation and delivered it again. Watch the new presentation. In your notebook, list two improvements the student made to her use of visuals.

**PRESENTATION
STRATEGY**
Effective Use of Visuals

- Include an appropriate number of visuals for the time you have allotted.
- Use text that is at least 24 points in size.
- Limit text to about 6 lines per visual.
- Use a dark background with light text or the opposite.
- Explain charts, graphs, or diagrams by introducing the title, overall organization of the visual, and the labeled parts. Then explain the important points of the visual.

List more examples

D. Work in pairs to think of other ways to use visuals effectively. Write your examples in your notebook.

Practice making effective visuals

E. Imagine you have conducted a survey and will present the information below as part of your presentation. Create visuals to make your presentation more interesting and understandable to your audience. Then practice your presentation for a small group.

Topic: Attitudes about family size

I. Survey Question: What is your personal ideal number of children?

II. Results:

18–29 Year-Olds

Zero/No children 0
One child 0
Two children 5
Three children 3
Four + children 2

30+ Year-Olds

Zero/No children 1
One child 1
Two children 5
Three children 2
Four children 1

Ask your classmates to give you feedback on your visuals.

Give a presentation

F. Prepare and present a presentation about people's attitudes toward sibling relationships.

On your own or with a partner, conduct a survey to investigate people's attitudes toward sibling relationships. Choose one of the following topics or one of your own:

adoption	only children	cross-cultural families
blended families	family size	nature versus nurture
birth order	sibling rivalry	

Write some questions to find out people's attitudes toward your topic and its impact on individuals and families. Then interview at least ten people. Gather data about your respondents, such as age, gender, or family background that may help you to analyze the results of your survey. When you are finished, find out what current research says about your topic, and compare and contrast it with the attitudes of the people you surveyed. Finally, create visuals, and present your ideas to the class.

Before you prepare your presentation, review the ideas and vocabulary from this chapter.

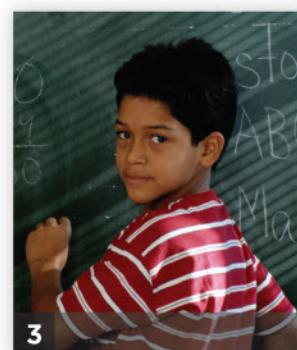
When you finish, ask your classmates to give you feedback about how you used your visuals.

CHAPTER 8 Multiple Intelligences

STEP 1

Listen and Apply New Strategies

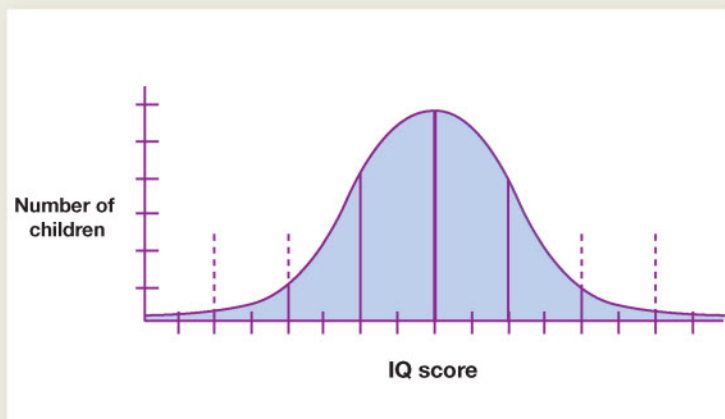
Think about the topic **A.** Look at the pictures. Then work with a partner to discuss the questions.



1. What sorts of skills are these children learning from their various activities?
2. How will each of those skills help them in their adult lives?
3. Which children appear more intelligent? Why?

Intelligence Tests

During childhood, the most commonly used **aptitude** tests are intelligence tests, or IQ tests. “IQ” is actually an abbreviation for “intelligence quotient.” Originally, IQ scores were calculated as a quotient: the age at which most children achieve a particular score on the test, divided by the child’s actual age, multiplied by 100. The calculation of IQ scores is designed so that the results produce a *bell curve*—most students scoring in the middle range and a few scoring at the upper and lower ends of the scale. When these results are put into graph form, the shape resembles a bell.



Graph showing a bell curve.

Two common intelligence tests are the Stanford-Binet and the Wechsler intelligence tests. Both **assess** several **capabilities**, including general knowledge, reasoning ability, mathematical skill, memory, and vocabulary. They also assess **spatial** perception, such as the ability to put together a puzzle or arrange colored blocks to match a specific **pattern**.

IQ tests are reliable in predicting a child’s success in school, but many psychologists caution against relying too heavily on these scores as a measure of a child’s capabilities. In fact, some critics **dispute** the validity of using IQ tests at all, citing many factors that can affect a child’s ability to perform well on them.

First of all, critics point out that children develop at different rates, depending on their biology, family, school, and environment. They also state that performance on an IQ test **reflects** not just a child’s aptitude for learning, but also his or her already acquired knowledge: vocabulary, math, as well as cultural knowledge that is learned, not inborn. Performance on IQ tests also reflects the ability to focus and pay attention, so children who have attention problems may be at a disadvantage. Moreover, a child’s performance can be affected by illness or emotional stress.

Some educators argue that all of these factors should be considered when analyzing the scores of individual children, so as not to underestimate the intelligence of children with disadvantages. Not considering these factors could create a false assessment of a child’s true intellectual capacity and negatively affect his or her motivation to learn.

One final criticism of IQ tests is that they view intelligence in much too narrow a way, by looking at intelligence as one **entity**, measurable by one test. Success in life, especially in different cultures, may be more dependent on other **distinct** capabilities and talents that are not included in intelligence tests. For this reason, educators and psychologists encourage parents not to see an IQ score as a sure indicator of their child’s future success.

**Check your
comprehension**

C. With a partner, discuss these questions about the reading.

1. What is a bell curve? How do intelligence tests follow the bell curve?
2. What abilities are IQ tests designed to measure?
3. What are some criticisms of IQ tests?

**Expand your
vocabulary**

D. Match the words from the reading with their definitions. Look back at the article on page 93 to check your answers.

- | | |
|-------------------|---|
| ___ 1. aptitude | a. to argue against something official or scientific |
| ___ 2. assess | b. the quality of being able to do something |
| ___ 3. capability | c. clearly different |
| ___ 4. spatial | d. to judge or form an opinion about something |
| ___ 5. pattern | e. to show or represent something |
| ___ 6. dispute | f. relating to the size or position of something |
| ___ 7. reflect | g. something that has its own separate identity |
| ___ 8. entity | h. the innate or inborn potential to learn |
| ___ 9. distinct | i. a regularly repeated arrangement |

**Discuss the
reading**

E. Discuss these questions in a group. Share your answers with the class.

1. How might a child's background affect his or her ability to perform well on an intelligence test? Give some examples.
2. What are some other human capabilities that are not reflected in IQ tests?

**Review what
you know**

F. With a partner, discuss three things that you have learned from the reading and from your discussions about measuring intelligence.

**Prepare for the
listening strategy**

G. To help you understand the listening strategy, discuss the situation below with a partner, and answer the questions.

You notice that the professor often uses gestures or facial expressions when emphasizing key information. What kinds of non-verbal signals do English speakers typically use? How could these non-verbal signals help you follow the lecture and take notes better?

LISTENING STRATEGY

Recognize Non-Verbal Signals for Important Information

There are some common non-verbal signals that English speakers use to signal or emphasize important concepts or information. Being aware of these signals can help you to identify ideas that the professor wishes to emphasize.

Non-verbal Signals for Indicating That Something Is Important

The professor writes or points to information on the board.

The professor pauses and looks at students or moves toward students.

The professor uses gestures:

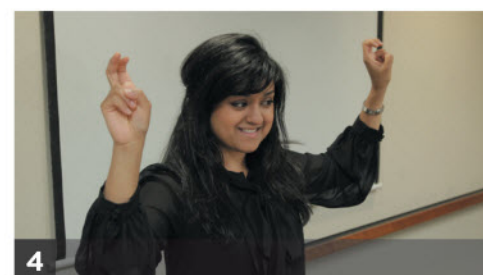
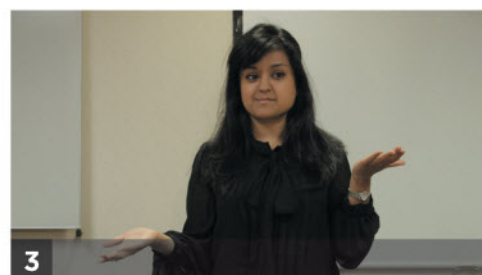
- emphasizes or symbolizes an action or an idea with his/her hands
- counts out points on his/her fingers
- makes quotation marks in the air to emphasize or show ironic use of words
- compares and contrasts two different concepts with his/her hands

List more examples

- H.** Work with a partner to think of other non-verbal signals for indicating that something is important. Write your examples here.

Recognize non-verbal signals

- I.** Look at the photos of a professor giving a lecture. Then read the quotes below. Match each non-verbal signal with the idea the professor is expressing.



- ___ a. "IQ tests can help schools assess student needs. On the other hand, . . ."
- ___ b. "So, when we say a person is "smart," what do we really mean?"
- ___ c. "The tests used today are the Stanford-Binet and the Wechsler."
- ___ d. "Today I'll discuss three different perspectives of IQ tests."

Watch the video



J. Watch a short lecture on measuring intelligence in adults. Then write T for True or F for False next to each statement.

- ___ 1. General intelligence is defined as one entity, one certain level of ability.
- ___ 2. Fluid intelligence refers to a person's general knowledge of facts and information.
- ___ 3. Crystallized intelligence is the ability to reason and analyze.
- ___ 4. Fluid intelligence decreases over time, while crystallized intelligence increases.

Watch the lecture



K. Watch the short lecture. As you watch, write down the non-verbal signals that the speaker uses to indicate important ideas. Watch again, and write down the ideas.

- 1. Non-verbal signal: _____
Important idea: _____

- 2. Non-verbal signal: _____
Important idea: _____

- 3. Non-verbal signal: _____
Important idea: _____

- 4. Non-verbal signal: _____
Important idea: _____

- 5. Non-verbal signal: _____
Important idea: _____

- 6. Non-verbal signal: _____
Important idea: _____

NOTE-TAKING
STRATEGY

Use Numbered Lists to Organize Information

Professors will often present lists of ideas or related items that you will need to remember. In this case, it's helpful to write down the information in the form of a list, using indents to signify relationships between ideas.

1. Fluid Intelligence

- flexible thinking
- reason/analyze
 - new ideas
 - new info
- quick & creative
 - w/ words, #s, puzzles

2. Crystallized Intelligence

- gen'l knowledge
- facts & info. learned & remembered
 - e.g. math formulas, dates in history

Use numbered lists

- A.** Work with a partner. Take turns reading aloud this excerpt from a lecture on Sternberg's three forms of intelligence. While one of you reads, the other takes notes using a numbered list. Then switch roles. When you are finished, compare your notes.

Robert Sternberg has proposed that intelligence can be divided into three categories. These are analytic intelligence, creative intelligence, and practical intelligence. Analytic intelligence refers to the ability to learn, remember, and think efficiently. This includes the ability to plan, to pay attention, to process information, and to use verbal and logical skills. The second kind of intelligence is creative intelligence. Creative intelligence reflects the ability to be flexible and innovative in new situations. It allows people to find new and unusual solutions to problems and tasks. The third intelligence—practical intelligence—refers to a person's ability to adapt to new situations and solve “real-world” problems, such as how to manage a home or career and meet the needs of families, neighbors, and colleagues. Some people might refer to this type of intelligence as “street smarts” rather than “book smarts.”

Make predictions

See page 8

- B.** Before the lecture, think about everything you have read and discussed on the topic of intelligence. What do you expect to learn from the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Watch the lecture



- C.** Watch the lecture, and take notes in your notebook. Use a numbered list. Remember to pay attention to non-verbal signals for important information.



Assess your comprehension

- D.** Check the statement that best describes how well you were able to recognize the non-verbal signals of importance.

- _____ I was able to recognize when the professor was using a non-verbal signal and it helped me catch important information.
- _____ I was able to recognize the non-verbal signals, but I wasn't always able to connect those to the information the professor was giving.
- _____ I'm not sure that I was always able to recognize the non-verbal signals or the way they connected to important information.

E. Use your notes to answer these questions.

1. What are Gardner's seven types of intelligence? Describe them.

2. What are the criticisms of the theory of multiple intelligences?

3. How have many educators found this theory useful?

**Assess and revise
your notes**

See page 9

F. Were you able to answer the questions in Exercise E using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

**Summarize the
lecture**

See page 21

G. Work with a partner, and take turns summarizing the main points of the lecture. Talk for 2–3 minutes only.

STEP 3

Discuss the Lecture

ACADEMIC DISCUSSION STRATEGY

Keep the Discussion on Topic

During a discussion, students sometimes get off topic—they bring up ideas that aren't related to the discussion topic. In this situation, the other students should politely try to bring the discussion back to the original topic; otherwise, you might not be able to reach any conclusions or complete the assigned task. Use the following expressions to keep the discussion focused and on topic.

- I think maybe we're getting off the topic.
- I think we're getting off track.
- Can we go back to . . . ?
- Maybe we should get back to the question.
- Let's get back to . . .

List more examples

- A.** Work with a partner to think of other expressions for bringing a discussion back on topic and keeping a discussion focused. Write your examples here.



**Practice staying
on topic**

B. In a group, read and discuss the questions below. Keep the conversation going until everyone has had a chance to practice using the target language. Be sure to stray from the topic sometimes so you can practice bringing the discussion back on topic.

1. Of the seven types of intelligence in Gardner's theory of multiple intelligences, which is the most important for the average high-school student? The average college student? The average adult in the work world? A parent?

linguistic
logical-mathematical
spatial
musical
bodily-kinesthetic
interpersonal
intrapersonal

2. When you consider all seven types of intelligences in Gardner's theory, who do you think are more intelligent—men or women? Why? Support your opinion with examples.

**Discuss the ideas
in the lecture**

C. Discuss these ideas with your classmates. Remember to use the phrases for keeping the discussion on topic.

1. How do you define intelligence? Do you think the skills measured by IQ tests are an accurate or adequate measure of intelligence?
2. Which of the multiple intelligences do you think you possess? Which do you not possess or have less of? Give some examples.
3. Do you agree with any of the criticisms of the theory of multiple intelligences? If so, which ones? Should teachers consider this theory when teaching and assessing their students?
4. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting, and ask for their opinions.

PRESENTATION STRATEGY
Use Non-Verbal Signals

Effective communication involves more than just the words you speak. Much of what you communicate is also done non-verbally. Your facial expressions, body movements, and hand gestures also contribute to how your audience perceives and understands you. Learning to use effective non-verbal signals can help you establish rapport with your audience, exhibit confidence, symbolize or emphasize important ideas, and improve the emphasis in your voice. As a result, you will both look and sound more like a native speaker of English.

Check your comprehension



A. Watch an excerpt from a student's presentation about his mother. Answer these two questions:

1. What three types of intelligence does the speaker focus on?

2. What examples does the speaker give to describe his mother's practical intelligence?

Notice non-verbal signals



B. Watch the video again. Think about the information in the strategy box above. List two problems with the student's non-verbal communication.



C. The student received some suggestions on his presentation and delivered it again. Watch the new presentation. Then list two improvements the student made to his non-verbal communication.

PRESENTATION STRATEGY
Effective Non-Verbal Signals

- Use facial expressions to show friendliness and confidence.
- Learn common gestures used to symbolize ideas or actions, such as listing or contrasting ideas.
- Gesture on key words to emphasize their importance and to mark the rhythm of English.

List more examples

- D.** Earlier in this chapter you learned some non-verbal signals for indicating important information. What signals do you remember? Work with a partner to recall and demonstrate signals that you learned. Then check your answers on page 95. If possible, watch the lecture once again. This time, focus on how the speaker uses different non-verbal signals to symbolize and emphasize important ideas.
-
-

Practice using non-verbal signals

- E.** Work in a group. Imagine you are saying the following sentences during your presentation. Take turns demonstrating how you would use non-verbal signals while saying each sentence. Think about your facial expressions as well as gestures to symbolize ideas or emphasize important words. When emphasizing words, be sure to also use emphasis in your voice.

- Today, I'd like to tell you about the most successful person I know.
- In my presentation, I'm going to focus on two things.
- This person is successful because she is creative, musical, and athletic.
- How many of you recognize this person. Raise your hands.
- I think he will continue to be very successful in the future.
- In my opinion, she is just amazing!
- As a child he was quite shy, but now he has many friends and admirers.
- Her popularity is increasing all over the world.

Ask your classmates to give you feedback. Ask them,

- How well did I use non-verbal signals?
- How can I improve my use of non-verbal signals?

Give a presentation

- F.** Prepare and deliver a presentation about a successful person. It could be yourself, someone you know, or a person you admire.
- Explain why you think the person is successful.
 - Describe the different types of intelligence that this person possesses.

Provide specific examples of his or her accomplishments that demonstrate his or her intelligence.

Before you prepare your presentation, review the ideas and vocabulary from this chapter.

- A.** Research a famous person with a high IQ. How high is this person's IQ? What did this person accomplish? What different types of intelligence do you think this person has/had?

Present Your Knowledge

Present information about the person to a small group. Be prepared to ask and answer questions.

- B.** Go online and find a multiple intelligence test. Take the test and discuss your results in a group. Consider these questions:

- Did any of the results surprise you? Why or why not?
- Which types of intelligence do you think are the most common?
- Which types of intelligence are the most unusual? Why do you think so?

- C.** Interview two or three siblings from another family separately. Find out about their personal characteristics, such as their strengths, interests, and accomplishments.

Conduct an Interview

- Ask each sibling about himself or herself, and also ask each about the others. Take notes as they respond to your questions.

Compile and Analyze Results

- Make a chart in which you plot your results.
- Analyze the results and draw some conclusions. In what ways are the siblings similar? How are they different? Do they have the characteristics related to birth order that you learned about in Chapter 7? What do you think explains their differences?

Share Your Findings

- Use your chart as you discuss your results in a group.

Unit Goals



CHAPTER 9

Learn about graffiti art and artist Keith Haring

Listening Strategy

- Recognize lecture language that signals a definition

Note-Taking Strategy

- Annotate your notes after a lecture

Academic Discussion Strategy

- Pause, collect your thoughts, and indicate to others when you are preparing to speak

Presentation Strategy

- Open the floor and clarify audience questions

CHAPTER 10

Learn basic design concepts

Listening Strategy

- Recognize lecture language that signals citations—paraphrases and quotations

Note-Taking Strategies

- Review note-taking techniques

Academic Discussion Strategy

- Check comprehension by paraphrasing the ideas of others

Presentation Strategy

- Conclude by highlighting key points

UNIT 5

Art and Design

art \art\ The expression of creative skill and imagination, typically in visual form such as painting or sculpture

design \dɪ'zaɪn\ The arrangement of lines, shapes, and colors for aesthetic effect



CHAPTER 9 The Art of Graffiti

STEP 1

Listen and Apply New Strategies

Think about the topic

- A.** Look at the picture of graffiti. Then work with a partner to discuss the questions below.



1. How common is this type of graffiti in your neighborhood or city? Do you see more or less of it these days?
2. What do you think of graffiti? Does it have a mostly positive or mostly negative effect on the appearance of buildings and the community? Why do you think so?
3. Have you ever thought of graffiti as art? In what instances can graffiti be considered artistic?

VANDALISM OR ART?

Professor Lind: Graffiti is **controversial**. Some people like it; some people don't, but is it art? Your thoughts . . . ?

Marco: I think graffiti on buildings is mostly ugly; it's an **eyesore**. I don't know why people think they should be able to draw anywhere they want to. Why should we have to look at it? Graffiti makes the area look like nobody's taking care of it.

Professor Lind: So something must be pretty in order to be considered art?

Marco: No, it's not that. It takes some artistic talent to make some graffiti, but basically it's **vandalism**. If you write or paint on someone else's property without his **permission**, you are breaking the law. That might be a political statement, but we shouldn't call it art. If we call it art, we are saying that it's okay to damage other people's property.

Jesse: That's a good point, but I still think graffiti is art. It is the creative **expression** of the graffiti artist. How can we draw that kind of **boundary** and say graffiti can't be art just because it's created without permission?

Shannon: Regarding graffiti's effect on the appearance of the community, I think it's mostly a positive one. It can make ugly gray walls and buildings more colorful and beautiful. Besides, you can always paint over it if you don't like it.

Marco: Graffiti may not be **permanent**, but it costs a lot of money for people and cities to remove it. Usually they don't, and it just gets old and dirty and even uglier.

Professor Lind: Let's get back to the subject. Shannon, you think graffiti IS art?

Shannon: Not all graffiti. I think people who just write a name or some profanity—well, that's just vandalism.

Lee: But every day I look at ads of all kinds in my neighborhood—posters, billboards, signs in windows. These legal images and ideas are very much a part of our view of the world every single day, but for some reason people don't think of them as ugly. Creating graffiti is a way to take control of the public space.

Jesse: I agree. The ideas and messages in graffiti can act as a response to the commercial messages. The messages in graffiti have more **integrity** because they aren't just trying to sell you something; they are messages from people in my community. The artists **engage** with each other and with me.

Professor Lind: Okay, very good. Let's move on now.

**Check your
comprehension**

C. With a partner, discuss these questions about the reading.

1. Which students think that graffiti is not art? What are their reasons?
2. Which students believe that graffiti is or can be art? What are their reasons?

**Expand your
vocabulary**

D. Match the words from the reading with their definitions. Look back at the reading on page 107 to check your answers.

- | | |
|----------------------|---|
| ___ 1. controversial | a. lasting for a long time or forever |
| ___ 2. vandalism | b. putting feelings or thoughts into words or actions |
| ___ 3. permission | c. causing public discussion and disagreement |
| ___ 4. expression | d. the act of allowing somebody to do something |
| ___ 5. boundary | e. to connect with someone emotionally |
| ___ 6. permanent | f. the quality of being honest |
| ___ 7. integrity | g. damaging property on purpose |
| ___ 8. engage | h. the line that marks the limits of something |

E. Circle the phrase with a similar meaning to the underlined word.

All the garbage on the street is an eyesore in the community.

- a. something unpleasant to look at
- b. something uncommon
- c. something special or unique

**Discuss the
reading**

F. Discuss these questions in a group. Share your answers with the class.

1. Which student in the discussion do you agree with most? Explain why you agree with that student.
2. Do you think that graffiti and advertising have the same effect on the appearance of a community? Should there be stronger laws to limit graffiti? Should there be stronger laws to limit advertising?

**Review what
you know**

G. With a partner, discuss three things that you have learned from the reading and from your discussions about graffiti.

LISTENING STRATEGY

Recognize Lecture Language That Signals a Definition

Professors often use new words or familiar words and phrases that have a different meaning in the subject area. When professors use these words for the first time, they usually define them. It is important to catch the definition the first time, because professors may start to use the words regularly and not define them again.

Listen for the words and expressions that professors use to signal a definition.

- The term for this is X.
- This is called X. Now, X refers to . . .
- What I mean by X is . . .
- What do I mean by X? Well, . . .
- X means . . .
- X is the term for . . .
- . . . or what some call X.
- X, or . . .

List more examples

- H.** Work with a partner to think of other expressions that signal a definition. Write your examples here.

Recognize definition lecture language

- I.** Read the excerpts from a lecture about subway graffiti. Circle the words that are being defined. Underline and label the lecture language that signals the definitions and also the definitions.

Excerpt 1

In the subways of New York in the early 1970s, writers, . . . what I mean by writers is graffiti artists, . . . started doing something new. They started tagging their work. Tag is the term for a writer's signature. Before then, no one focused on who was making the graffiti. A New York writer named Taki 183, . . . Taki 183 was his pseudonym, meaning the nickname he chose to sign his work, . . . he was the first to get fame and media attention for tagging trains. He traveled all over New York and tagged everywhere.

Excerpt 2

Pop Art was a big influence on artist Keith Haring. Pop Art is the term we use for the style of art created by artists like Andy Warhol, artists who used themes and techniques taken from mass culture. What do I mean when I say mass culture? I mean things like advertising, popular movies, fashion magazines, comic books, . . . things like that. Pop Art used popular culture as a guide instead of the culture of the "high art" world. In this way, it was able to engage a much larger public.

Listen to the audio



J. Listen to a lecture excerpt about New York style graffiti. Then write T for true or F for false next to each statement.

- ___ 1. New York style graffiti is only found in New York.
- ___ 2. Subway writers have one main goal: to tag as many subway cars as they can.
- ___ 3. The general public liked the graffiti and saw it as a new art form.

Listen for definitions



K. Listen to the lecture excerpt again. Write down any lecture language that signals a definition for the words and terms below. Then listen again, and write down the definitions.

- 1. Word: genre _____
Lecture language: _____
Definition: _____

- 2. Word: get up _____
Lecture language: _____
Definition: _____

- 3. Word: making a burner _____
Lecture language: _____
Definition: _____

- 4. Word: contradictory _____
Lecture language: _____
Definition: _____

- 5. Word: buffing _____
Lecture language: _____
Definition: _____

**NOTE-TAKING
STRATEGY****Annotate Your Notes after Lectures**

The purpose of note-taking is to remember ideas presented in class. After a lecture, take time to read over your notes and identify main ideas and key points with highlighting, underscoring, or other symbols (e.g., stars). This process will help you remember more from the lectures and create more effective study tools for your classes.

**Notice the
annotations**

- A.** Read the lecture excerpt below. Then look at the annotated notes on page 112.

Today we are going to talk about graffiti artists—specifically, graffiti artists in the United States. Of course, they aren't all the same. We'll look at a variety . . . and in particular, we will focus on 3 areas . . . their thinking about artwork . . . philosophies of art, and what gives street art integrity. That's the first area. We'll also look at different styles of art and common themes in their artwork. So, let's start with the way the artists think about art, and street art in particular. In the graffiti art world, there are differences of opinion about what gives a street artist integrity. Some people believe that to be authentic . . . honest, the artist must be outside the formal art world and make no money from his work. Revs, a New York artist, believes that taking money for art is corruption. He has never revealed his true name to the public and believes his hidden identity is important. He never takes money for his work. But many graffiti artists think this idea is too narrow. They think you can make art with integrity AND earn money from art. For example, Barry McGee is an artist based in San Francisco. His art appears both on the street and in museums and galleries around the world. He sees no conflict with doing both. He started creating graffiti art on the streets when he was a teenager using the nickname "Twist." This led to studying art formally. Then he started exhibiting his work in galleries and museums. In fact, in 2001 he was chosen to exhibit his work at the Venice Biennale—an important exhibition of international contemporary artists. He sees the two kinds of art he creates, street art and gallery art, as very different. Although his gallery work is strongly influenced by street art, he thinks it's not the same. He doesn't see it as true, authentic street art, but he doesn't see a conflict with doing both kinds of art. Now let's talk about styles of graffiti . . .

Variety - artists

① Ideas - art philosophy ↓ integrity

② Styles

③ Themes

↓
Ideas*

Revs

a Hidden identity

b No gallery/museum shows (outside art world)

c No \$ (artwork)

Barry McGee

a Public name / photos

b Both gallery/museum shows & street art

c Sells artwork (earns \$ w/art)

comparison

Analyze the notes

B. Work with a partner. List the annotation strategies used in the notes.

Annotate your notes

C. Look at your notes from a lecture in an earlier chapter. Use highlighting, underscoring, and symbols to emphasize the main ideas and key points in those notes. Compare your annotation strategies with a classmate's.

Make predictions

See page 8

D. Before the lecture, think about everything you have read and discussed on the topic of graffiti. What do you expect to learn from the lecture? Make three predictions. Compare your predictions with a partner.

1. _____

2. _____

3. _____

Watch the lecture

**E.** Watch the lecture, and take notes using the note-taking strategies you have learned. Remember to listen for the lecture language that signals a definition.

**Assess your
comprehension**

- F.** Check the statement that best describes how well you recognized the lecture language.

I was able to recognize the lecture language for definitions _____.

- a.** all of the time **b.** most of the time **c.** sometimes **d.** not often

- G.** Use your notes to answer these questions.

1. Why does New York City remove graffiti?

2. What are semiotics, and how did Keith Haring use semiotics in his art?

3. What are three characteristics of Keith Haring's artwork?

4. Why did some people criticize Keith Haring for opening the Pop Shop?

**Assess and revise
your notes**

See page 9

- H.** Were you able to answer the questions in Exercise G using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

**Summarize the
lecture**

See page 21

- i.** Work with a partner, and take turns summarizing the main points of the lecture. Talk for 2–3 minutes only.

**ACADEMIC
DISCUSSION
STRATEGY**
Pause and Collect Your Thoughts

Sometimes you might need a little extra time to think and find the words you need to express your ideas. Other times, you want to pause before continuing, but you don't want others to think you're finished speaking. Use the following expressions and verbal signals to let others know you are preparing to speak or that you need a moment to collect your thoughts.

Pausing before Continuing Your Thoughts

These "expressions" keep the focus on you while you pause in the middle of a thought or before you move to another point.

- Well, . . .
- Okay, . . .
- Hmmm . . .
- So, . . .

Collecting Your Thoughts

These expressions can "buy time" while you put your thoughts together. Say them slowly while you organize your thoughts and prepare to speak. Speakers often combine these expressions with one of the pausing expressions above.

- That's a good question.
- That's an interesting point.
- Let me think about that for a moment.
- I'm not sure what to think.

List more examples

- A.** Work with a partner to think of other expressions that indicate to listeners when you need a moment to think or are preparing to speak. Write your examples here.

**Practice collecting
your thoughts**

- B.** In a group, read and discuss the questions. Ask each other questions during the discussion. Keep the conversation going until every student has had a chance to practice pausing and collecting his or her thoughts.
1. Do you like the work of artists like Keith Haring? Why or why not?
 2. Do you think graffiti is or can be art? Explain your answer.
 3. If your school or community were given an original Keith Haring painting, where and in what way do you think it should be displayed?

C. Discuss these ideas with your classmates. Remember to use the phrases for pausing or collecting your thoughts when you need to.

1. New York City spends several million dollars a year to remove graffiti from its subways and streets. Is that money well spent? What do you think would be the result if the graffiti were not removed? How might people react? How might graffiti writers react?
2. Some people think Keith Haring “sold out” because he created artwork for advertising, and he put artwork on products like t-shirts and postcards. Haring said that he just wanted his artwork to reach and engage the general public. What do you think? Was he more interested in making money or reaching a bigger audience? Do you think artists lose their integrity when they sell their work or use it to make money in other ways?
3. Graffiti has been called a “bottom up” form of art, meaning that it got its start with the public and then rose up to the art world. In contrast, a “top down” art form is art that is created in an established way and then delivered to the public. What other art forms could be called “bottom up” today? What do you think of them? Is one way better than another? Why or why not?
4. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting, and ask for others’ opinions.



STEP 4**Present Your Knowledge****PRESENTATION
STRATEGY****Open the Floor and Clarify Audience Questions**

In previous chapters, we've discussed the importance of engaging the audience and building a connection with them. This is especially important to do at the end of your presentation. By inviting the audience to ask questions, or opening the floor, you allow them to engage in a conversation with you; they can clarify ideas that they didn't fully understand while you were speaking or get more information about an area that interests them. After you conclude and open the floor, be sure to repeat or summarize each question to ensure that everyone can follow the discussion.

**Check your
comprehension**



- A.** Watch a student give the end of a presentation and start a discussion about a work of art. Answer these two questions.

Where is the piece located?

What is the speaker's interpretation of the piece?

**Notice how the
speaker opens the
floor to questions**



- B.** Watch the video again. Think about the information in the strategy box above. List two problems with the way the student ends the presentation and starts a discussion.



- C.** The student received some suggestions on the way she ended her presentation and started a discussion. Watch the student end the presentation again. List two improvements the student made to the way she finished the presentation.

**PRESENTATION
STRATEGY****Expressions for Opening the Floor**

- Are there any questions?
- Thank you for your attention. We have time for a few questions.

Expressions for Clarifying Audience Questions

- So, you're/he's/she's asking . . . is that right?
- Your/his/her question is . . .

List more examples

- D.** Work with a partner to think of other ways to open the floor or clarify audience questions. Write your examples here.

Practice opening the floor

- E.** Look in a book, magazine, or Web site for a piece of art or architecture. Stand in front of a group of classmates, show the image, and explain why you like it. When you finish, thank your audience. Then, practice the strategies for opening the floor and clarifying audience questions.

After you finish, your classmates will give you feedback on how you opened the floor and clarified audience questions. Ask them:

- What are two ways I effectively opened the floor or clarified audience questions?
- What is one way to improve how I open the floor or clarify audience questions?

Give a presentation

- F.** Prepare and deliver a presentation about an internationally known graffiti or street artist, such as Banksy, Shepherd Fairey, or Marc Jenkins.

Research the artist, choose one work of art by the artist, and find out more about it. Describe the piece, and share both your research on the artwork and your reactions to it.

Consider the following questions:

- Why did you choose this piece? (Why is it interesting to you?)
- What are the characteristics (e.g., style, themes, use of color) of this artist's work? How does this piece exemplify these characteristics?
- What idea(s) do you think the artist is trying to express in this piece? What is your interpretation of the piece?

When you finish, use the strategies for opening the floor to questions.

Before you prepare your presentation, review the ideas and vocabulary from this chapter.



CHAPTER 10 Design Basics

STEP 1

Listen and Apply New Strategies

Think about the topic **A.** Look at the pictures. Then work with a partner to discuss the questions.



1. In what ways are these two rooms similar? In what ways are they different? Which do you prefer? Why?
2. Think of a room that you enjoy being in. Describe what it looks like and what activities you like to do there. Why is this room good for this type of activity?

Design Basics—Line

In geometry, a line is defined as the connection between two points. In interior design, we look at shapes of furniture and design elements and think about the lines they create. Staircases and window designs are excellent places to study the effects of line.

To create an environment with pleasing **aesthetics**, line is one of the most important elements to consider. Usually different types of lines will be found in every room, but one type of line will be **dominant** to create overall **harmony** in a space. Rooms adjacent to each other may use line differently to add character. In general, people find one type of line more aesthetically pleasing than the others. The most important consideration, however, is whether the dominant line type is **compatible** with how the room will be used. Consider these types of lines and their effects.

Horizontals: This type of line feels stable and secure. It feels in harmony with the earth because we associate horizontal lines with the horizon. Horizontals make a room look wider or longer than it really is. Too many horizontal lines, however, can make a room appear overly calm and restful, and even boring. Horizontal lines help make smooth and **subtle** transitions between rooms.



Verticals: Like horizontal lines, vertical lines feel stable, but they can also make a room seem taller than it is. The eye is drawn upward to look up to the ceiling or sky. Tall vertical lines have a strong psychological **impact**. They make us feel smaller and in the presence of something important. For this reason, they are often used in government buildings such as courthouses and town halls. Vertical lines create a formal environment, but if they are not used appropriately, the formality can feel confining, and people will **respond** negatively.



Diagonals: Diagonal lines give the impression of movement. They make a room more **dynamic**. This is because we associate these lines with action. Diagonal lines are **stimulating**, but too many of them may be overstimulating and cause people to feel unconformable or nervous.

**Check your
comprehension**

C. With a partner, discuss these questions about the reading.

1. What creates the lines we see in a room?
2. What are the positive effects of each type of line?
3. What are the possible negative effects of each type of line?

**Expand your
vocabulary**

D. Match the words from the reading with their definitions. Look back at the reading on page 119 to check your answers.

- | | |
|--------------------|--|
| ___ 1. aesthetics | a. to react emotionally to something |
| ___ 2. dominant | b. able to create excitement or interest |
| ___ 3. harmony | c. the strongest or most important |
| ___ 4. compatible | d. a pleasant combination of things |
| ___ 5. subtle | e. suitable to be used together |
| ___ 6. impact | f. not very noticeable, not strong or bright |
| ___ 7. respond | g. the effect or impression created by something |
| ___ 8. dynamic | h. full of energy; associated with movement |
| ___ 9. stimulating | i. qualities of beauty |

E. Circle the phrase with a similar meaning to the underlined phrase.

My sister's apartment is all black, white, and red. The strong contrast is not aesthetically pleasing to me, but she thinks it's fun and dynamic.

- a. beautiful to look at b. boring to look at c. funny to look at

Discuss the reading

F. Discuss these questions in a group. Share your answers with the class.

1. Look at the room you are in now. What kind of line is used the most? What effect does it have on the room? Are these lines typical of this sort of room? Why do you think the designer made these choices?
2. Think again about the room you enjoy being in (the room you chose to talk about in Exercise A on page 118). What kind of line is dominant in that room? What impact do the lines have?

**Review what
you know**

G. With a partner, discuss three things that you have learned from the reading and from your discussions about interior design.

Prepare for the listening strategy

- H.** To help you understand the listening strategy, discuss the situation below with a partner, and answer the question.

The reading list for your class includes several different magazines and books. The professor often refers to information or ideas in the reading material that you would like to learn more about. How can you figure out where to find the information in the reading list?

LISTENING STRATEGY

Recognize Lecture Language for Citing Information

Professors sometimes support ideas by giving, or *citing*, the source of a piece of information. This is usually done by quoting or paraphrasing another person, such as an expert.

Listen for the language that professors use to signal that they are using someone else's words or ideas. Make a note of the source in case you need it later.

Paraphrasing (not exact words)

- [Source] states that . . .
- In [title], [source] suggests . . .
- According to [source], . . .

Quoting (exact words)

- [Source] says, and I quote . . .“
- [Source] said, quote, “ . . .”
- In the words of [source], “ . . .”
- To quote [source], “ . . .”

List more examples

- I.** Work with a partner to think of other expressions that signal a citation. Write your examples here.

Paraphrasing

Quoting

Recognize citation lecture language

- J.** Read this excerpt from a lecture about design. Underline and label the lecture language that cites the source of a quotation (Q) or a paraphrase (P).

When designing a room, be sure that it is not overstimulating or understimulating. In the book *Color and Light in Man-Made Environments*, Mahrke says that you need to have some sameness in color, shapes, and line, but you also need some variety. According to Mahrke, overstimulation can cause physical stress—for example, increased breathing rate, heart rate, and muscle tension. But understimulation can also be a problem. He states that people in understimulating environments often feel restless, have trouble concentrating, and feel irritated. However, as color researcher Faber Birren says, and I quote, “people expect all of their senses to be moderately stimulated at all times.”

Listen to the audio



K. Listen to an excerpt from a lecture on the impact of color choice in rooms. Match the item on the left with its description on the right.

- | | |
|--------------|-------------------|
| ___ 1. blue | a. a “safe” color |
| ___ 2. white | b. a warm color |
| ___ 3. red | c. a cool color |

**Listen for citation
lecture language**



L. Listen to the excerpt again. Write down the lecture language that signals a paraphrase or quotation. Circle the correct label. Then listen again, and write down the main idea of the paraphrase or quotation.

1. Lecture language: _____

Paraphrase / Quotation

Main idea: _____

2. Lecture language: _____

Paraphrase / Quotation

Main idea: _____

3. Lecture language: _____

Paraphrase / Quotation

Main idea: _____

4. Lecture language: _____

Paraphrase / Quotation

Main idea: _____

NOTE-TAKING
STRATEGY

Review Note-Taking Strategies

Review all the note-taking strategies you have learned in this book.

During the Lecture

- Organize Your Notes into an Informal Outline
- Use Abbreviations and Symbols
- Note Key Words
- Use a Split-Page Format
- Note Causes and Effects
- Use Arrows to Show Cause-and-Effect Relationships
- Note Comparisons and Contrasts
- Use Numbered Lists to Organize Information

After the Lecture

- Assess and Revise Your Notes
- Summarize the Lecture
- Annotate Your Notes after Lectures

Analyze the notes

- A.** Read this excerpt from a lecture on the effects of color in interior spaces. Then look at one student's notes from the lecture. Identify which notetaking strategies the student has used, and write them in your notebook.

Today I'm going to review some of the ideas we've discussed regarding the placement of color in a room. The location of the color—whether it's on the floor or the walls or the ceiling—can create quite different effects, psychologically. First, let's talk about two colors commonly used indoors and how they can have very different impacts depending on their location.

Yellow is a color that can be used quite effectively indoors. Depending on how dark or light it is, it can create a positive, . . . a happy atmosphere. A light yellow on the ceiling can make a room glow and can create stimulating energy. On the walls, if not too bright, it can also be stimulating and add light because it actually appears brighter than white. Used on the floor, however, yellow can be very distracting and irritating. I mean, how many times have you seen yellow on the floor? Ever? Probably not. This is something people feel intuitively. Yellow is better for the walls and ceiling than the floor.

Green is almost the opposite. It's a much better color for the floor than the ceiling. A natural shade of green on the floor or on walls . . . it's usually soothing and relaxing. In Wilkens' words, "green walls or carpeting can create a good atmosphere for meditation or for activities requiring concentration." But green on the ceiling, . . . think of that—a green ceiling, . . . that can create a reflection on the skin that looks unhealthy, so it can be rather disturbing to people.

What are the different locations you can put color indoors?	Color placement - diff. effects Floor, Walls, Ceiling
What effect does yellow generally have indoors?	Yellow - indoors = +/-happy atmosphere Flr distracting + irritating
What are the best locations for yellow?	Wall < light + energy Ceiling " "
What effect does green generally have indoors?	Green - indoors → good concentration/meditation Flr (if nat.) soft/relaxing Walls " "
Wilkins' quotation (txtbk)	"good atmos for meditation/concentration"
What are the best locations for green?	Ceiling - unhealthy skin tone → disturbing

Make predictions

See page 8

B. Before the lecture, think about everything you have learned and discussed on the topic of interior design. What do you expect to learn from the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Watch the lecture



C. Watch the lecture, and take notes in your notebook. Remember to listen for the lecture language that signals a source citation.

**Assess your
comprehension**

- D.** Check the statement that best describes how well you recognized the lecture language.

I was able to recognize the lecture language for source citations _____.

- a.** all of the time **b.** most of the time **c.** sometimes **d.** not often

- E.** Use your notes to answer these questions.

1. What are physical responses to color? What are learned responses?

2. What is the “value” of a color? What effects do different values produce?

3. What are the effects of warm colors? Of cool colors?

4. What are undertones? How can they be used to achieve color harmony?

**Assess and revise
your notes**

See page 9

- F.** Were you able to answer the questions in Exercise E using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

**Summarize the
lecture**

See page 21

- G.** Work with a partner, and take turns summarizing the main points of the lecture. Talk for 2–3 minutes only.

ACADEMIC
DISCUSSION
STRATEGY**Check Comprehension by Paraphrasing the Ideas of Others**

When in a discussion, it's important that people understand each other. However, sometimes speakers do not express their ideas clearly. It's also common for people to hear incorrectly or misunderstand ideas. When this happens, communication can break down. One of the best ways to clarify ideas in a discussion is to paraphrase. By putting the ideas in your own words, you check that you have heard correctly. Paraphrasing also gives people an opportunity to clarify their ideas and opinions if they haven't expressed them clearly.

Expressions for Checking Comprehension by Paraphrasing

- When you say . . . , do you mean . . . ?
- So, what I'm hearing is . . .
- So, what you are saying is . . . right?

List more examples

- A.** Work with a partner to think of other expressions for checking comprehension by paraphrasing. Write your examples here.

Practice paraphrasing

- B.** With a partner, practice paraphrasing each other's ideas. Start by reading one of the quotes below. Next, tell your partner whether you agree or disagree with the statement and why. Then your partner will paraphrase your opinion and reason. Take turns expressing opinions and paraphrasing each other's opinions.

"Advertising is the greatest art form of the 20th century."
—Marshall McLuhan

"All art is autobiographical."
—Federico Fellini

"An artist is somebody who produces things that people don't need to have."
—Andy Warhol

“Art produces ugly things which frequently become more beautiful with time. Fashion, on the other hand, produces beautiful things which always become ugly with time.”
—Jean Cocteau

“An artist is always alone—if he is an artist. . . .What the artist needs is loneliness.”
—Henry Miller

**Practice checking
comprehension
by paraphrasing**

- C.** In a group, choose a room at your institution (classroom, library, etc.) or in your community (hotel lobby, interior of a bank, etc.) to critique. Share your opinions about how well the design suits the purpose of the room. As a group, make a list of suggestions for improving it. Keep the conversation going until all participants have a chance to practice checking comprehension by paraphrasing others.



STEP 4**Present Your Knowledge****PRESENTATION
STRATEGY****Highlight Key Points, and Deliver a Take-Home Message**

The ending is as important to the success of a presentation as the beginning. A strong conclusion will make key points more memorable and help the audience see the relevance of the ideas to their lives. An effective ending will do three things: 1. signal that you are about to conclude, 2. highlight the key ideas, and 3. deliver a “take-home message.” That message could be a final thought, a recommendation, a prediction, a challenge, or a question. The take-home message encourages your audience to reflect on how your ideas connect to their personal lives, today’s world, and the future.

**Check your
comprehension**



A. Watch a student end an art analysis presentation. Answer these two questions.

1. What kind of art is it? Where did the speaker see it?

2. Why did the speaker choose to discuss this artwork?

**Notice the
conclusion**



B. Watch the video again. Think about the information in the strategy box above. List two problems with the student’s conclusion.



C. The student received some suggestions on the way he concluded his presentation. Watch the student give the presentation again. List two improvements the student made to his conclusion.

**PRESENTATION
STRATEGY****Expressions for Highlighting Key Points**

- As we have seen . . .
- So, I hope you are able to understand why . . .
- Finally . . .

Expressions for Delivering a Take-Home Message

- I’d like to leave you with these thoughts . . .
- So next time you . . . remember that . . .
- Think about . . .
- Ask yourself, . . . ?

List more examples

- D.** Work with a partner to think of other ways to conclude effectively. Write your examples here.

Practice your conclusion

- E.** Stand in front of a small group of classmates. Bring a photo of a room (your own or something you found in a magazine or online). Discuss the use of line or color using concepts and vocabulary from this unit.

After you finish, your classmates will give you feedback on how you concluded your presentation. Ask them:

- Did my conclusion have the three parts of an effective conclusion? If not, how could I improve it?
- What was the take-home message?
- Did the take-home message help you apply the ideas to your personal life or the world? Why or why not?

Give a presentation

- F.** Prepare and deliver a presentation about design principles discussed in the unit or in the list below.

Some possibilities are:

- Composition (e.g., line, focal point, balance, shapes, arrangement of elements)
- Color (e.g., color schemes, value, contrast)
- Perspective (e.g., size, proportion, depth, position)
- Pattern (e.g., rhythm, motif, repetition)

Research and apply the concepts (composition, color, perspective, and/or pattern) to an artwork of your choice. It could be a painting, a photograph, an advertisement, or a poster. Give a description of the design elements as well as your personal response to the piece.

Use language to signal an outside source when you use someone else's ideas or images. Also, in your conclusion, signal that you are about to conclude, highlight the key points, and deliver a take-home message.

Before you prepare your presentation, review the ideas and vocabulary from this chapter.

- A.** Take a survey to find out how people in your community feel about graffiti.

Conduct a Survey

Ask at least ten people this question: Does graffiti have a mostly positive or mostly negative effect on a community? Why do you think so? Take notes about what people say.

Compile and Analyze Results

- In groups of two or three, make a chart in which you plot your results.
- Compare the answers of different age groups (15–24, 25–40, and over 40) and genders. How are they different? How are they the same?
- Draw conclusions based on the information.

Share Your Findings

Present your group's chart, results, and conclusions to the class.

- B.** The lecturer talks about how some color associations are learned. Go online, and research associations of a color in a culture other than your own.

Consider the following questions:

- What symbolic meaning(s) does the color have?
- How is the color associated with or used for holidays, rituals, and ceremonies?
- What idioms or sayings are associated with the color?

Share Your Findings

Present your information in small groups.

Discuss the Ideas

Compare how color is perceived and used in your native culture with the ideas presented in your group.

ABOUT THE SERIES DIRECTORS



PEG SAROSY

Peg Sarosy is an Academic Coordinator at the American Language Institute at San Francisco State University. She previously taught at San Francisco State University in the ESL Program and the Design and Industry department. She also taught academic preparation at the University of California, Berkeley intensive English program and was a USIS Teacher Trainer in the Czech Republic. She has a Master's Degree in TESOL from San Francisco State University. Peg is co-author of *Lecture Ready 1* and *Lecture Ready 2* and a series editor for *Lecture Ready 3*.



KATHY SHERAK

Kathy Sherak is Director and Academic Coordinator at the American Language Institute at San Francisco State University. She previously taught in San Francisco State University's ESL Program and was a Fulbright Teacher Trainer in Italy. She is the author of the *Grammar Sense 3 Teacher's Book* from Oxford University Press. She has a Master's Degree in TESOL from San Francisco State University. Kathy is co-author of *Lecture Ready 1* and *Lecture Ready 2* and a series editor for *Lecture Ready 3*.

ABOUT THE AUTHORS



LAURIE FRAZIER

In addition to authoring materials for English language teaching, Laurie Frazier is a Teaching Specialist at the Minnesota English Language Program at the University of Minnesota. She previously worked as a teaching consultant and as an instructor in the International Teaching Assistant Program at the University of Minnesota's Center for Teaching and Learning. She has also taught at several California institutions, including City College of San Francisco, Mission College at Santa Clara, and the American Language Institute at San Francisco State University. She has a Master's Degree in TESOL from San Francisco State University. Laurie is co-author of *Lecture Ready 3*.



SHALLE LEEMING

Shalle Leeming is the ESL Curriculum Coordinator at the Academy of Art University in San Francisco. Previously, she taught university-level English at institutions in both the United States and abroad, including Stanford University, Kwansei Gakuin University in Japan, and Koç University in Turkey. She holds a Master's Degree in TESOL from San Francisco State University. Shalle is co-author of *Lecture Ready 3*.