

INTRO

CONTEMPORARY TOPICS

Academic Listening and Note-Taking Skills

مرجع زبان ایرانیان
www.irlanguage.com



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SERIES EDITOR



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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.



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SCOPE and sequence

UNIT SUBJECT AND TITLE	CORPUS-BASED VOCABULARY		NOTE-TAKING AND LISTENING FOCUS	DISCUSSION STRATEGIES	PROJECT
1a ARCHAEOLOGY What Can We Learn from the Past?	consist of final finances link	researchers significant structures	Main ideas signaled by order	<ul style="list-style-type: none"> Expressing an opinion Agreeing 	Researching a geographic place of interest and presenting
1b ARCHAEOLOGY What Causes a Society to Collapse?	cultural environment evidence	major potential	Effects / outcomes	<ul style="list-style-type: none"> Expressing an opinion Agreeing Disagreeing 	Researching a disease that could cause societal collapse and presenting
2a ANTHROPOLOGY Culture Shock	adjustment normal process	reject similar	Details	<ul style="list-style-type: none"> Asking for opinions or ideas Asking for clarification or confirmation 	Interviewing someone new to the culture and presenting
2b ANTHROPOLOGY Third Culture Kids	flexible identity participate	source tradition	New words and definitions	<ul style="list-style-type: none"> Expressing an opinion Disagreeing Asking for clarification or confirmation 	Researching an adult TCK and presenting
3a HEALTH SCIENCES New Diets	area authorities consume create	feature involves journal select	Examples	<ul style="list-style-type: none"> Asking for opinions or ideas Asking for clarification or confirmation 	Researching sleep and diet

UNIT SUBJECT AND TITLE	CORPUS-BASED VOCABULARY		NOTE-TAKING AND LISTENING FOCUS	DISCUSSION STRATEGIES	PROJECT
3b HEALTH SCIENCES Food Addictions	affects consequence legal	period of time regulates	Predictions and lists	<ul style="list-style-type: none"> Expressing an opinion Disagreeing Offering a fact or example 	Investigating food addictions and presenting
4a BUSINESS High- and Low-Context Communication	comments occurred partners	project transfer	Comparison and contrast	<ul style="list-style-type: none"> Expressing an opinion Offering a fact or opinion 	Role-playing a situation about communication
4b BUSINESS Managing International Business Meetings	approach challenge concept conclude	maximize resources responsibility variables	Summaries and symbols	<ul style="list-style-type: none"> Expressing an opinion Agreeing Offering a fact or example 	Role-playing a situation about dynamics
5a ECONOMICS Five Tips for Your Financial Future	annual credit establish	investment required statistics	Imperatives	<ul style="list-style-type: none"> Asking for opinions or ideas Asking for clarification or confirmation 	Role-playing a situation about finances
5b ECONOMICS Microcredit: Changing Lives	exclude impact individual	labored purchase traditional	Numbers	<ul style="list-style-type: none"> Expressing an opinion Disagreeing Offering a fact or example 	Interviewing someone involved in volunteer work and presenting



ACKNOWLEDGMENTS

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INTRODUCTION

Content-based learning is an exciting and effective way for students to acquire English. The *Contemporary Topics* series provides a fresh content-based approach that helps students develop their listening, note-taking, and discussion skills while studying interesting, relevant topics.

The *Contemporary Topics* series appeals to students in many different contexts because it utilizes a variety of multimedia technologies and caters to a range of learning styles. The *Contemporary Topics* series is ideal for students who are preparing to study in an English-speaking academic environment. It's also suitable for all students who simply wish to experience the richness of a content-based approach.

Each unit centers around a short academic lecture. Realistic preparation activities, focused listening tasks, personalized discussions, challenging tests, and authentic projects enable students to explore each topic deeply.

The lecture topics are drawn from a range of academic disciplines, feature engaging instructors with live student audiences, and take place in authentic lecture hall settings. The multimodal design of each lecture allows for various learning formats, including video- and audio-only presentations, optional text subtitling, optional Presentation Points slide support, and for DVD users, optional pop-up Coaching Tips. In the student book, the  and  icons indicate that the activity requires either the CD or the DVD.

In order to achieve the goals of content-based instruction, the *Contemporary Topics* series has developed an engaging eight-step learning methodology:

STEP 1: CONNECT to the topic *Estimated Time: 10 minutes*

This opening section invites students to activate what they already know about the unit topic by connecting the topic to their personal experiences and beliefs. Typically, students fill out a short survey and compare answers with a partner. The teacher then acts as a facilitator for students to share some of their initial ideas about the topic before they explore it further.



STEP 2: BUILD your vocabulary *Estimated Time: 15 minutes*

This section familiarizes students with some of the key content words and phrases used in the lecture. Each lecture contains 10–15 key words from the Academic Word List to ensure that students are exposed to the core vocabulary needed for academic success

Students read and *listen to* target words and phrases in context, so that they can better prepare for the upcoming lecture. Students then work individually or with a partner to complete exercises to ensure an initial understanding of the target lexis of the unit. A supplementary Interact with Vocabulary! activity enables students to focus on form as they are learning new words and collocations.



STEP 3: FOCUS *your attention* *Estimated Time: 10 minutes*

In this section, students learn strategies for listening actively and taking clear notes. Because a major part of “active listening” involves a readiness to deal with comprehension difficulties, this section provides specific tips to help students direct their attention and gain more control of how they listen.

Tips! include using signal words as organization cues, making lists, noting definitions, linking examples to main ideas, identifying causes and effects, and separating points of view. A Try It Out! section, based on a short audio extract, allows students to work on listening and note-taking strategies before they get to the main lecture. Examples of actual notes are also provided in this section to give students concrete “starter models” they can use in the classroom.



STEP 4: LISTEN *to the lecture* *Estimated Time: 20–30 minutes*

As the central section of each unit, Listen to the Lecture allows for two full listening cycles, one to focus on “top-down listening” strategies (Listen for Main Ideas) and one to focus on “bottom-up listening” strategies (Listen for Details).

In keeping with the principles of content-based instruction, students are provided with several layers of support. In the Before You Listen section, students are guided to activate concepts and vocabulary they have studied earlier in the unit.

The lecture can be viewed in video mode or listened to in audio mode. In video mode, the lecture includes the speaker’s Presentation Points and subtitles, for reinforcing comprehension (recommended as a final review). It also includes Coaching Tips on strategies for listening, note-taking, and critical thinking.



STEP 5: TALK *about the topic* *Estimated Time: 15 minutes*

Here students gain valuable discussion skills as they talk about the content of the lectures. Discussion skills are an important part of academic success, and most students benefit from structured practice with these skills. In this activity, students first listen to a short “model discussion” involving native and non-native speakers, and identify the speaking strategies and gambits that are used. They then attempt to use some of those strategies in their own discussion groups.

The discussion strategies modeled and explained across the twelve units include asking for and sharing opinions and ideas, agreeing and disagreeing, offering facts and examples, asking clarification questions, seeking confirmation and paraphrasing.

STEP 6: REVIEW *your notes* *Estimated Time: 15 minutes*

Using notes for review and discussion is an important study skill that is developed in this section. Research has shown that the value of note-taking for memory building is realized *primarily* when note-takers review their notes and attempt to reconstruct the content.

In this activity, students are guided in reviewing the content of the unit, clarifying concepts, and preparing for the Unit Test. Abbreviated examples of actual notes are provided to help students compare and improve their own note-taking skills.



STEP 7: TAKE *the unit* **test** *Estimated Time: 15 minutes*

This activity, taking the Unit Test, completes the study cycle of the unit: preparation for the lecture, listening to the lecture, review of the content, and assessment.

The Unit Test, contained only in the Teacher's Pack, is photocopied and distributed by the teacher, then completed in class, using the accompanying audio CDs. The tests in *Contemporary Topics* are intended to be challenging—to motivate students to learn the material thoroughly. The format features an answer sheet with choices. The question “stem” is provided on audio only.

Test-taking skills include verbatim recall, paraphrasing, inferencing, and synthesizing information from different parts of the lecture.



STEP 8: EXTEND **topic** *Estimated Time: 20 minutes minimum*

This final section creates a natural extension of the unit topic to areas that are relevant to students. Students first listen to a supplementary media clip drawn from a variety of interesting genres. Typically, students then choose an optional extension activity and prepare a class presentation.

By completing these eight steps, students gain valuable study skills to help them become confident and independent learners. The *Contemporary Topics* learning methodology and supporting multi-media package help students to develop stronger listening, speaking, and note-taking skills and strategies.

A supplementary **Teacher's Pack** (TP) contains Teaching Tips, transcripts, answer keys, and tests. The transcripts include the lectures, the student discussions, the test questions, and audio clips from Focus Your Attention and Extend the Topic. Full transcripts of the DVD Coaching Tips and Presentation Points are available online at:

www.pearsonlongman.com/contemporarytopics

We hope you will enjoy using this course. While the *Contemporary Topics* series provides an abundance of learning activities and media, the key to making the course work in your classroom is student engagement and commitment. For content-based learning to be effective, students need to become *active* learners. This involves thinking critically, guessing, interacting, offering ideas, collaborating, questioning, and responding. The authors and editors of *Contemporary Topics* have created a rich framework for encouraging students to become active, successful learners. We hope that we have also provided you, the teacher, with tools for becoming an active guide to the students in their learning.

Michael Rost
Series Editor



TO *the* student

When you study English in an academic environment, you will listen to lectures in English that may be very long. At first, you may find this very difficult because the content may be unfamiliar to you and the lecturer may speak very fast.

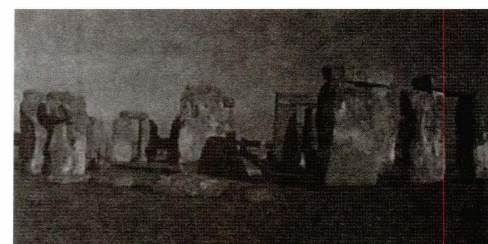
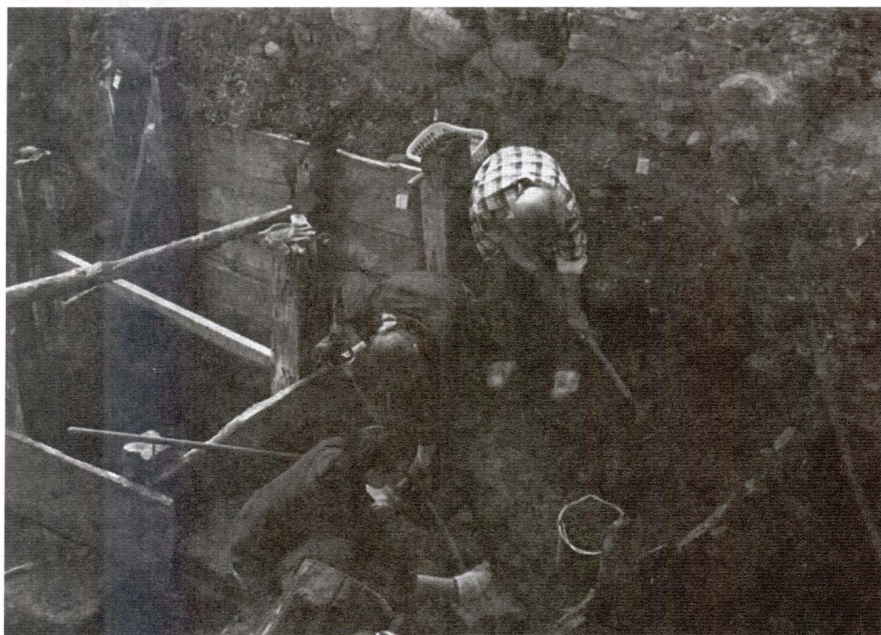
At first, you may have difficulty listening to and understanding lectures, but you can learn good listening skills and helpful note-taking strategies to make it easier. This book is designed to help you develop these skills and strategies, which include predicting content, focusing on main ideas, taking good notes, and reviewing those notes effectively.

Another key to academic success is building your vocabulary. This book suggests many strategies for vocabulary building. The Academic Word List and affix charts at the end of this book can give you a strong foundation in common academic vocabulary. Using both a dictionary and a thesaurus will also help you.

Overall, we have created this book to help you learn the listening and note-taking skills you need. We hope you will find it engaging. We wish you great success!

Jeanette Clement
Cynthia Lennox

What Can We Learn from the Past?



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CONNECT to the topic

*Imagine traveling back in time. We can do this through archaeology—the study of things from **ancient**, or very old, societies. Archaeologists study old buildings, art, and other things people have left behind. By studying these things, we can learn a lot about ancient societies.*

Read each sentence. Is the sentence true for you? Check (✓) **N** for no, **S** for sometimes, or **Y** for yes.

	N	S	Y
→ I like to travel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ Old things are interesting to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ I like to learn about people who lived long ago.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ I know about my family history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ I like to visit historical places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compare answers with a classmate.



A. The boldfaced words are from the unit lecture on archeology. Listen to the sentences. Read along.

1. **ancestors**—I don't know very much about my **ancestors**. I know the names of my grandparents. But I don't know where they lived.
2. **ancient**—Some discoveries are **ancient**. They are from thousands of years ago.
3. **consist of**—One archaeological discovery **consisted of** colored strings and knots. These were the two basic materials the item was made from.
fascinating—I think old things can be **fascinating**. They're very interesting to me.
5. **final**—The scientists made many discoveries that day. Their **final** one—at the end of the day—was a stone with writing on it.
6. **finances**—I keep information about my **finances** in a little book because I want to know how much money I have. Many years ago, people also kept financial records.
7. **link**—Things like old photos help **link** us to our family history. They help us connect to family members from the past.
8. **researchers**—The **researchers** are learning as much as they can about the old building. They are studying it very carefully.
9. **significant**—What people used the building for is **significant**. Scientists need that information to better understand how people used to live.
10. **structures**—Some buildings are very tall **structures**. They have many floors.

B. Match the words with their definitions.

- | | |
|----------------------|-----------------------------|
| _____ 1. ancestors | a. very, very old |
| _____ 2. ancient | b. very interesting |
| _____ 3. consist of | c. something that is built |
| _____ 4. fascinating | d. family from long ago |
| _____ 5. final | e. to be made of |
| _____ 6. finances | f. a person who finds facts |
| _____ 7. link | g. very important |
| _____ 8. researcher | h. a person's money |
| _____ 9. significant | i. to connect to |
| _____ 10. structure | j. the last one |

- C. **INTERACT WITH VOCABULARY!** Work with a partner. Notice the boldfaced words. Cover Column 1 as your partner reads sentences 1–5. Listen and write the missing words in Column 2. Your partner corrects your answers. Switch roles for 6–10. irlanguage.com

Column 1

1. Discoveries are **important for** research.
2. The Incas were **interested in** accounting.
3. Khipu consisted of different **colors of** string.
4. Some discoveries can **link us to** our ancestors.
5. Stones **at Stonehenge** were much too heavy for people to lift.
6. People think Stonehenge was **used for** ceremonies.
7. Rituals were **significant to** people.
8. Easter Island is a small **piece of land** in the Pacific Ocean.
9. Petroglyphs are pictures **carved into** stone.
10. Remember, travel isn't just **for fun!**

Column 2

1. Discoveries are **important** _____ research.
2. The Incas were **interested** _____ accounting.
3. Khipu consisted of different **colors** _____ string.
4. Some discoveries can **link us** _____ our ancestors.
5. Stones _____ **Stonehenge** were much too heavy for people to lift.
6. People think Stonehenge was **used** _____ ceremonies.
7. Rituals were **significant** _____ people.
8. Easter Island is a small **piece** _____ **land** in the Pacific Ocean.
9. Petroglyphs are pictures **carved** _____ stone.
10. Remember, travel isn't just _____ **fun!**

FOCUS *your* attention

MAIN IDEAS SIGNALLED BY ORDER

Speakers usually present a lecture by first telling the big idea—or topic—and then by supporting it with main ideas. They often introduce their main ideas with numbers or phrases that signal order. When you hear words that show order, you should listen very carefully for a main idea. For example:

***First**, I want to talk about . . .
My **first** (second, third, etc.) point is . . .
Next, . . .
Finally,
In conclusion,
My **last** point is . . .*

It can be difficult to note all of the ideas from a lecture. Do you have to write down every word a speaker says? Of course not. Just write down the most important words.



TRY
IT
OUT!



A. Listen to this excerpt from an archaeology lecture. What words do you hear that show order?

B. Listen to the excerpt again. Take notes on the main ideas.

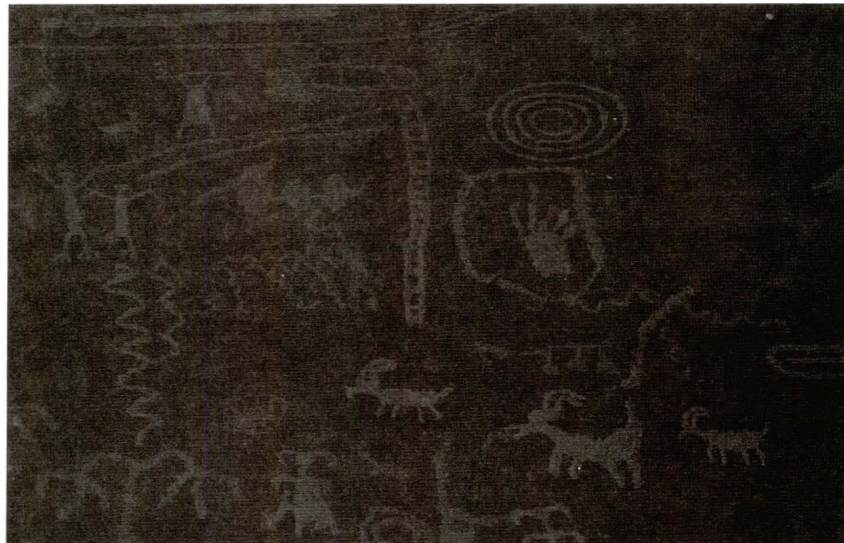
Your notes might look like this:

Ancient people lived → mountains

1) houses

2) skeletons = bones

LISTEN *to the* lecture



BEFORE YOU LISTEN

You are about to listen to the unit lecture on archaeological discoveries. Work with a partner. Look at the picture above and the picture on page 7. Do you recognize either of these items? Discuss what you know about each one.

LISTEN FOR MAIN IDEAS



- A. Close your book. Listen to the lecture and take notes. Try to write down the topic and main ideas.**
- B. Use your notes. Complete the topic and main ideas from the lecture.**

Topic: Archaeological discoveries link us to _____.

Main idea 1: The Incas used _____ for organizing things and tracking finances.

Main idea 2: Ancient people in England had rituals at _____.

Main idea 3: Petroglyphs are _____ or _____ in stone that tell stories.

- C. Check (✓) the main ideas discussed in the lecture. Use your notes.**

- ___ 1. Travel is fun.
- ___ 2. Khipu were used for counting.
- ___ 3. All people can count.
- ___ 4. Stonehenge was probably where people had ceremonies.
- ___ 5. People of Easter Island used petroglyphs to tell stories.

LISTEN FOR DETAILS



- A. Close your book. Listen to the lecture again. Add details to your notes and correct any mistakes.
- B. Use your notes. Mark the statements *T* (true) or *F* (false), based on the lecture. Correct the false statements.

___ 1. Archaeological discoveries tell us about our ancestors.

___ 2. The Incas lived in North America.

___ 3. The Incas used Khipu to count things.

___ 4. Khipu were made of colored strings and knots.

___ 5. Today, some computers use Khipu for finances.

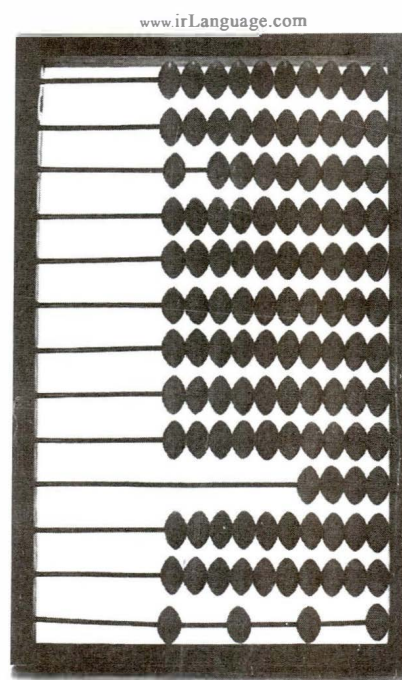
___ 6. Stonehenge is an ancient circle made of heavy stones.

___ 7. Scientists think Stonehenge was a place for special ceremonies.

___ 8. Petroglyphs are drawings in stone.

___ 9. Stone carvings of birdmen show us that birds were important on Easter Island.

___ 10. Ancient people could not count or write.



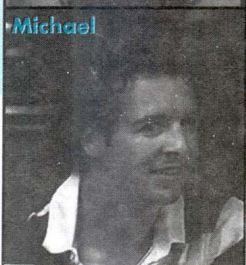
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TALK *about the* topic

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- A. Listen to the students talk about archaeological discoveries. Read each opinion. Then check (✓) who agrees with it. More than one student may agree.



	Molly	Michael
1. The ceremonies at Stonehenge are interesting.	<input type="checkbox"/>	<input type="checkbox"/>
2. Looking at petroglyphs is like reading a history book.	<input type="checkbox"/>	<input type="checkbox"/>
3. It would be fun to visit any of the three sites the lecturer spoke about.	<input type="checkbox"/>	<input type="checkbox"/>



- B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy the student uses.

	Expressing an opinion	Agreeing
1. Molly: "I liked Stonehenge the best."	<input type="checkbox"/>	<input type="checkbox"/>
2. Michael: "I think you can learn a lot about ancient society . . ."	<input type="checkbox"/>	<input type="checkbox"/>
3. Molly: "Yeah, OK, I can see that."	<input type="checkbox"/>	<input type="checkbox"/>
4. Michael: "I'm with you on that!"	<input type="checkbox"/>	<input type="checkbox"/>

- C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.
- Which of the three discoveries is the most interesting to you? Why?
 - What archaeological sites do you want to visit?
 - What can we learn from archaeological discoveries? Consider those you know and the three from the lecture.

REVIEW *your* notes

With a partner, review your notes from the lecture. Discuss the main ideas and details. Then complete these notes together.

Archaeological Discoveries			
Discovery	1) Khipu	2)	3) petroglyphs
Where found	Peru	England	_____
Who used	_____	people of _____	people of Easter Island
Material made of	colored strings and knots	huge stones	_____
How used	counting & finances	_____	telling stories, history
What it tells us about that society	accounting was important	_____ were important	_____ was important

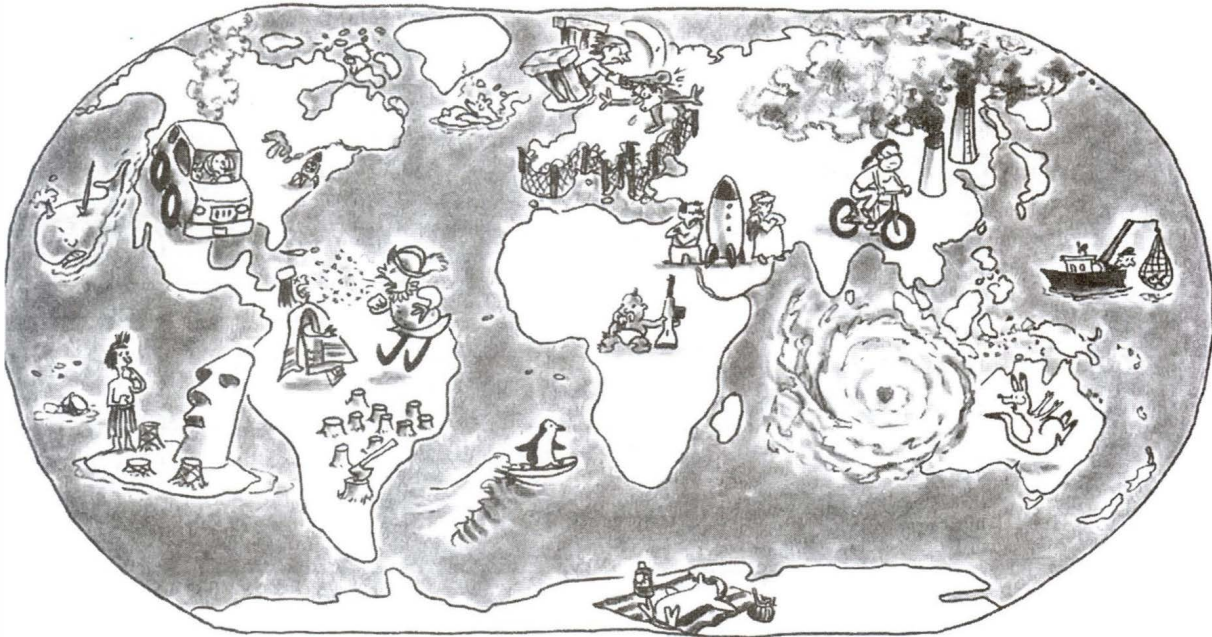


Now you are ready to take the Unit Test.

Tip!

It's a good idea to leave some space around the main ideas so that you can add details later.

What Causes a Society to Collapse?



CONNECT *to the* topic

*How would you describe the people around you? A **society** is a group of people who live together in one place. They share the same laws and ways of living, enjoy the same practices and celebrations, and share many ideas and beliefs. Societies can change over time; sometimes societies even collapse—or die.*

Think about the society you live in. Check (✓) the statements that describe it.

- Children, parents, aunts, uncles, and grandparents live together in one house. _____
- Just children and parents live together in one house. _____
- My friends and I celebrate the same holidays. _____
- Most people share the same religion. _____
- Grandparents help care for children. _____
- Adults take care of their parents. _____

Compare answers with a classmate.

BUILD *your* vocabulary



A. The boldfaced words are from the unit lecture on why societies collapse. Listen to the sentences. Read along.

1. **cultural**—**Cultural** beliefs are different in every society. For example, in some societies, females are more important than men. In others, men have more importance.
2. **diseases**—Throughout history, many people have become ill and have died when new **diseases** entered their society.
3. **environment**—Long ago, Easter Island had a beautiful **environment**, with many tall trees, sunshine, and blue water.
4. **evidence**—Archaeologists look for **evidence** of past societies, such as bones, pieces of dishes, or parts of old houses. These items can help researchers learn about the past.
5. **major**—Sickness was the **major** reason Incan society changed. This was the main cause of its collapse.
6. **potential**—When we cut down too many trees, we create **potential** problems. For example, without trees, too much rain can damage the land.
7. **statues**—Some societies like to make large **statues** of their important leaders. These pieces of art are usually made of stone or other strong materials.
8. **steal**—Some European travelers wanted to **steal** the riches of the Incas. The travelers arrived at night and carried off all of the riches.
9. **typical**—**Typical** ceremonies include weddings and funerals. These are common in most societies.
10. **weapons**—At Stonehenge, people began to use **weapons** to fight with other people. They stopped being a peaceful society.

B. Circle the best definition for each vocabulary word.

1. **cultural**
 - a. of a group of people
 - b. in a classroom
 - c. about movies
2. **disease**
 - a. books
 - b. sickness
 - c. finances
3. **environment**
 - a. where people live
 - b. games people play
 - c. classes people take
4. **evidence**
 - a. the sounds of a language
 - b. storytellers
 - c. items that show something is true

5. **major**
 - a. very important
 - b. not important
 - c. interesting
6. **potential**
 - a. never
 - b. possible
 - c. always
7. **statues**
 - a. animals
 - b. art
 - c. sicknesses
8. **steal**
 - a. take
 - b. share
 - c. give
9. **typical**
 - a. different
 - b. usual
 - c. happy
10. **weapons**
 - a. things used to hurt people
 - b. foods to eat
 - c. stones for building

C. **INTERACT WITH VOCABULARY!** Work with a partner. Notice the boldfaced words. Cover Column 1 as your partner reads 1–5. Listen and circle the correct phrase from Column 2. Your partner corrects your answers. Switch roles for 6–10.

Column 1

Column 2

- | | |
|---|-------------------------------|
| 1. We can learn a lot from the collapse of ancient societies . | a. evidence suggests |
| 2. History shows us how things go wrong . | b. cultural conflict |
| 3. People from Europe went to Peru to steal the Incas's riches . | c. a major drop in population |
| 4. Evidence suggests that diseases killed the Incas. | d. ancient societies |
| 5. Disease caused a major drop in population . | e. cut down too many trees |
| 6. They used up all of their wood to move their statues. | f. potential problem |
| 7. We hurt our environment when we cut down too many trees . | g. used up |
| 8. A lot of societies have cultural conflict . | h. go wrong |
| 9. A potential problem is a problem that might happen in the future. | i. to steal the Incas' riches |
| 10. A typical cause of societal collapse is war. | j. typical cause |

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FOCUS *your* attention

EFFECTS/OUTCOMES

A speaker may talk about how one action **causes** something to happen. The second action is an **effect** or an **outcome**. It is what happens because of something else. Here are some words that signal you to listen for effects:

There are two (three, many) reasons for collapse . . .

Collapse is a result of . . .

Collapse happens because of . . .

Collapse is caused by . . .

Another effect of . . .



TRY
IT
OUT!



- A. Listen to this excerpt from an archaeological lecture on changes in society. Listen for words the speaker uses to signal an effect or outcome.**
- B. Listen to the excerpt again. Take notes on the effects the speaker talks about.**

Your notes might look like this. Notice the use of an arrow (→) to show the cause and its effects.

Cut down trees = people disappeared / died—why?

cause → effect

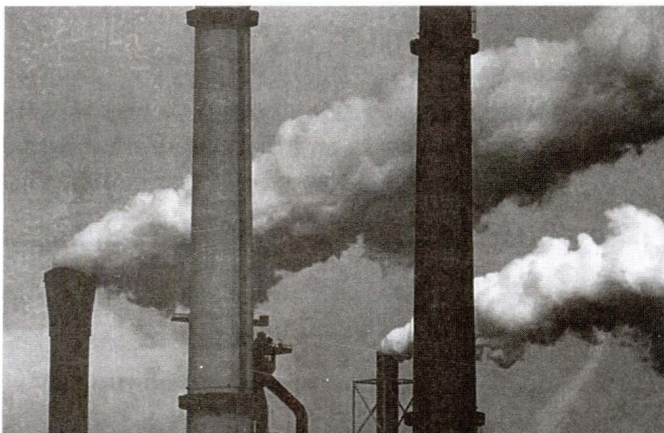
1a) cutting down trees → no wood for making farm tools

1b) no wood for making farm tools → no food

2a) cutting down trees → no wood to build houses with

2b) no wood to build houses with → no home = cold / sick

LISTEN *to the* lecture



BEFORE YOU LISTEN

You are about to listen to the unit lecture on societal collapse. Think about the following situations. What might happen in each one?

1. A man with a disease travels to a different country. This disease is new to this country. What might happen?
2. People do not take good care of the environment. What can happen in the future?

LISTEN FOR MAIN IDEAS



- A. Close your book. Listen to the lecture and take notes. Try to write down the topic and main ideas.
- B. Use your notes. Complete the topic and main ideas from the lecture.

Topic: Why societies _____

Main idea 1: _____ made Incas disappear.

Main idea 2: Easter Island society collapsed because of _____ change.

Main idea 3: _____ caused the Stonehenge society to collapse.

- C. Check (☒) the main ideas discussed in the lecture. Use your notes.

- ___ 1. All societies are the same.
- ___ 2. Diseases can cause a society to die.

- 3. The Incan Empire had 10 million people.
- 4. Societal collapse can be caused by environmental change.
- 5. Nature has caused societal collapse on an island in the Pacific Ocean.
- 6. Cultural conflict is one reason a society may collapse.
- 7. *Historically* means something happened once in the past.

LISTEN FOR DETAILS



A. Close your book. Listen to the lecture again. Add details to your notes and correct any mistakes.

B. Use your notes. Mark the statements *T* (true) or *F* (false), based on the lecture. Correct the false statements.

- 1. Historically, only the Incan society has collapsed.
- 2. The Incan Empire was the largest in the world.
- 3. The Incas had riches like gold and valuable stones.
- 4. Europeans shared their riches with the Incas.
- 5. Europeans brought diseases to the Incan Empire.
- 6. On Easter Island, people cut down all the trees.
- 7. The people of Easter Island didn't need trees on their island.
- 8. Without trees, people couldn't make tools.
- 9. The people of Stonehenge became less peaceful.
- 10. The people of Stonehenge made some weapons.

TALK *about the* topic



A. Listen to the students talk about societal collapse. Read each opinion. Then check (✓) who agrees with it. More than one student may agree.



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	Rob	Hannah
1. There's a lot of conflict in the world today.	<input type="checkbox"/>	<input type="checkbox"/>
2. No society today is going to totally disappear.	<input type="checkbox"/>	<input type="checkbox"/>
3. The environment is our most serious problem.	<input type="checkbox"/>	<input type="checkbox"/>



B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy the student uses.



	Expressing an opinion	Agreeing	Disagreeing
1. Rob: "Well, personally, I think maybe cultural conflict will be the cause of the next societal collapse."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Hannah: "Well, I agree that there's a lot of conflict in the world today."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Hannah: "But I don't really believe any society is going to <i>totally</i> disappear."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Rob: "I hear what you're saying. But . . ."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Strategy: Agreeing Observe a group discussion, and you're likely to hear expressions of agreement like *Uh-huh, Right, Yes!, I agree, Exactly!,* and *No doubt.* Agreeing is a great way to support another speaker, either in casual conversation or to build an alliance when an issue is being discussed.

C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.

- Could a *modern* society collapse because of disease, environmental change, or cultural change? Why?
- What can we do to avoid societal collapse?
- What can we learn from the examples of the Incas, Easter Island, and Stonehenge?

REVIEW *your* notes

With a partner, review your notes from the lecture. Discuss the causes and effects you noted. Then complete this chart together.

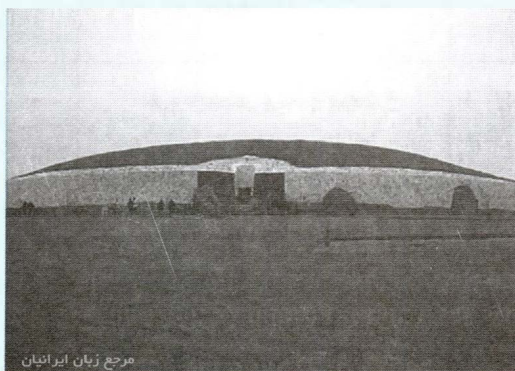
<u>Societal Collapse</u>			
Society that collapsed ↓	Cause	→	Effect
_____	Europeans wanted Incan riches	→	took riches and brought _____
Easter Island	people cut down _____	→	couldn't build _____ or make tools
Society at Stonehenge	people began making _____	→	changed from peaceful to culture of war and _____



Now you are ready to take the Unit Test.

EXTEND *the* topic

Now you know more about three ancient civilizations and the reasons for their collapse. Expand your understanding with these activities. Learn about interesting artifacts from ancient societies and about serious diseases in modern societies.



Newgrange, an archaeological site in Ireland



- A. Listen as Patrick interviews his mom as part of a school project about researching family history.**

Discuss the following questions in a small group.

1. What type of archaeological site did Patrick's mom visit?
2. Describe an archaeological treasure that you saw and would recommend to others.
3. Imagine you could travel to a country to see some archaeological treasures. Where would you go, and what would you like to see?

- B. Research a geographic place that interests you. Give a presentation on its artifacts.**

→ Go online or to the library to find information about the ancient archaeological artifacts. Look for pictures. Write down at least three facts about the place and its artifacts. Possible places to research include Mexico, Greece, the western United States, and China. Or choose your own.

Below are possible search terms for an Internet search.

- archaeological finds
- artifacts + (the country or place name)

→ In your small group, tell your classmates about your place and its archaeological artifacts.

→ Then listen to your classmates as they share their information. Take notes about each place and its artifacts.



- C. Listen to students Zoe and Melinda give an interview to the campus radio show *What's on Your Mind*?

Work in small groups. Discuss the following topics.

1. What problem are Zoe and Melinda discussing? Do you think it's a serious problem?
2. What are some things you can do to help the environment?
3. Discuss other environmental problems you know about.

D. Find out about diseases.

→ Go to the library or online to learn more about one or more of these diseases. Could any of these diseases cause the collapse of a society? Can we control these diseases?

- AIDS
- cancer
- heart disease
- obesity (being very overweight)
- your choice

→ In your small group, tell some facts about the disease. Also tell how or if people can avoid getting the disease. As you listen to each speaker, practice taking notes.

UNIT 2a

Culture Shock



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CONNECT to the topic

If you've ever left home to visit or live in a new culture, then you know the meaning of "culture shock." Everything—the food, language, transportation—is new and exciting, but also difficult. Anthropology is the study of people and culture. What happens when people enter a new culture is a fascinating topic for anthropologists.

Read the statements about cultural experience. Check (✓) **N** for no, **M** for maybe, or **Y** for yes.

	N	M	Y
➔ I like to visit other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➔ I like to have friends from different countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➔ What people from other countries think and do interests me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➔ I think it is easy to live in another culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➔ I really want to leave my native country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➔ I sometimes feel uncomfortable in other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Share your answers with your classmates.



A. The boldfaced words are from the unit lecture on culture shock. Listen to the sentences. Read along.

1. **adjustment**—Driving in the United Kingdom can be a big **adjustment**. A lot of people are used to driving on the right side of the road.
2. **anxious**—When my brother first moved to Japan, he felt **anxious** about speaking in Japanese. But slowly he felt better about it.
3. **behavior**—After one week, the new student's **behavior** changed. She stopped being quiet and started talking all the time.
4. **customs**—According to Chinese wedding **customs**, a woman wears a red dress to her wedding. Other cultures have different wedding traditions.
5. **excitement**—I couldn't sleep before my trip to Egypt because I felt so much **excitement**. I was so ready to go!
6. **normal**—Sometimes I feel lonely, but my teacher says it is **normal**—everybody misses their family when they move to another culture.
7. **process**—Understanding another culture is a **process**; a person slowly learns how people in the new culture act and think.
8. **reject**—At first, people **reject** parts of a new culture. Because things seem strange, people don't like them.
9. **similar**—The cultures of Scotland and England are **similar** in many ways. Both are English-speaking, for example.
10. **symptoms**—Crying and feeling tired are two **symptoms** of sadness.

B. Choose the word that best completes each sentence.

normal

process

similar

1. Learning a language is a _____ that takes a lot of work.
2. Australian English and American English are _____; most of the words are the same.
3. It's _____ to miss your family and friends when you're living in a different culture. Almost everyone experiences this feeling.

4. In America, it is a(n) _____ to give gifts for a new baby.
5. Many students feel _____ when speaking in another language.
6. My friend did not make the _____ to living in a new culture. He went home after two months.

7. My brother _____ chopsticks; he eats only with a fork.
8. I felt so much _____ before I moved to Germany that I talked about it to everyone I knew.
9. Feeling sad is a(n) _____ of loneliness.
10. In some countries, people think it is bad _____ to take home extra food from a restaurant.

- C. **INTERACT WITH VOCABULARY!** Work with a partner. Notice the boldfaced words. Cover Column 1 as your partner reads sentences 1–3. Listen and write the missing words in Column 2. Your partner corrects your answers. Switch roles for 4–6. irLanguage.com

Column 1

1. It's hard to live **away from** home.
2. Germans are typically **on time**.
3. I **got used to** the Bangkok traffic.
4. I have **heard of** culture shock. What does it mean?
5. People have different **views of** the world.
6. You may **push away** customs that seem strange.

Column 2

1. It's hard to live _____ **from** home.
2. Germans are typically _____ **time**.
3. I **got used** _____ the Bangkok traffic.
4. I have **heard** _____ culture shock. What does it mean?
5. People have different **views** _____ **the world**.
6. You may **push** _____ customs that seem strange.

FOCUS *your* attention

DETAILS

In a lecture, details—small pieces of information—follow main ideas. Speakers may signal these details by asking “linking questions” about the main idea. For example:

What do you think happens in . . .
So, what can we say about . . .
What have you heard about . . .
What do we know about . . .

} culture shock?



TRY
IT
OUT!



A. Listen to this excerpt from a lecture on adjusting to a new culture. Write down the linking questions that you hear.

1. _____
2. _____

B. Listen to the excerpt again. Note the details you hear.

C. Compare notes with a partner. Then compare with the example below. Can you guess what the quotation symbols (") mean?

Acceptance stage - what happens:

- you start to like customs/practices
- " " " accept how people act
- " " " feel more comfortable w/language

Noting details will help you better understand the main idea. One way to note details is to use a bracket ({}) after a main idea. Another is to use bullets (•).

LISTEN *to the* lecture

BEFORE YOU LISTEN

You are about to listen to the unit lecture on culture shock. With a partner, discuss one of these situations.

1. In six months, you are going to be moving to a new country to study at a university. What can you do now to get ready for this experience?
2. A student from another country is in your class. She doesn't talk much and often seems to look unhappy. What can you do?

LISTEN FOR MAIN IDEAS



- A. Close your book. Listen to the lecture and take notes. Try to write down the main ideas.**
- B. Check (✓) the main ideas discussed in the lecture. Use your notes.**

- ___ 1. Culture shock has several stages.
- ___ 2. Moving to a new culture causes illness.
- ___ 3. The first stage of culture shock is the Excitement Stage.
- ___ 4. In the Rejection Stage, a person is happy with the new culture.
- ___ 5. The Acceptance Stage comes after the Rejection Stage.
- ___ 6. People in the Acculturation Stage are adjusted to the new culture.
- ___ 7. In the Acculturation Stage, people want to leave the host culture.
- ___ 8. Students always have culture shock.

LISTEN FOR DETAILS



- A. Close your book. Listen to the lecture again. Add details to your notes and correct any mistakes.**
- B. Use your notes. Choose the best answer, based on the lecture.**

1. In Albania, the speaker had _____.
 - a. an illness
 - b. culture shock
2. The Excitement Stage usually begins _____.
 - a. before leaving the home culture
 - b. after moving into the new culture
3. For a person in the Excitement Stage, the host culture is _____.
 - a. interesting
 - b. terrible
4. In the Rejection Stage, a person wants to _____.
 - a. be a part of the new culture
 - b. go home quickly
5. In the Rejection Stage, a person's life is _____.
 - a. interesting and happy
 - b. difficult and unhappy
6. The Rejection Stage lasts _____.
 - a. one to six weeks
 - b. one to six months
7. A person in the Acceptance Stage thinks the host culture is _____.
 - a. worse than the home culture
 - b. different from the home culture
8. In the Acculturation Stage, a person _____.
 - a. enjoys many customs of the host culture
 - b. loses his or her culture

TALK *about the* topic

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- A. Listen to the students talk about culture shock. Read each idea. Then check (✓) who states it in his or her own words. More than one student may express it.



	Michael	May
1. The Acceptance Stage feels good.	<input type="checkbox"/>	<input type="checkbox"/>
2. Skiing helped me adjust culturally.	<input type="checkbox"/>	<input type="checkbox"/>
3. I'm completely acculturated to my new culture.	<input type="checkbox"/>	<input type="checkbox"/>



- B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy the student uses.



	Asking for opinions or ideas	Asking for clarification or confirmation
1. May: "How do you know?"	<input type="checkbox"/>	<input type="checkbox"/>
2. May: "That's in the north, right?"	<input type="checkbox"/>	<input type="checkbox"/>
3. May: "What do you mean?"	<input type="checkbox"/>	<input type="checkbox"/>
4. Michael: "What's your experience here been like?"	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Strategy: Asking for opinions or ideas By asking for opinions or ideas, you'll not only help others become involved in the discussion, but also enrich the discussion itself. It's as easy as asking, *What do you think?* The next step—listening—is where your learning begins!

- C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.

- What are good ways for someone to adjust to a new culture? What can you do to learn about and understand a new culture?
- What culture(s) have you visited? What did you find strange or interesting?
- Imagine visiting another culture. What changes in you might occur?

REVIEW *your* notes

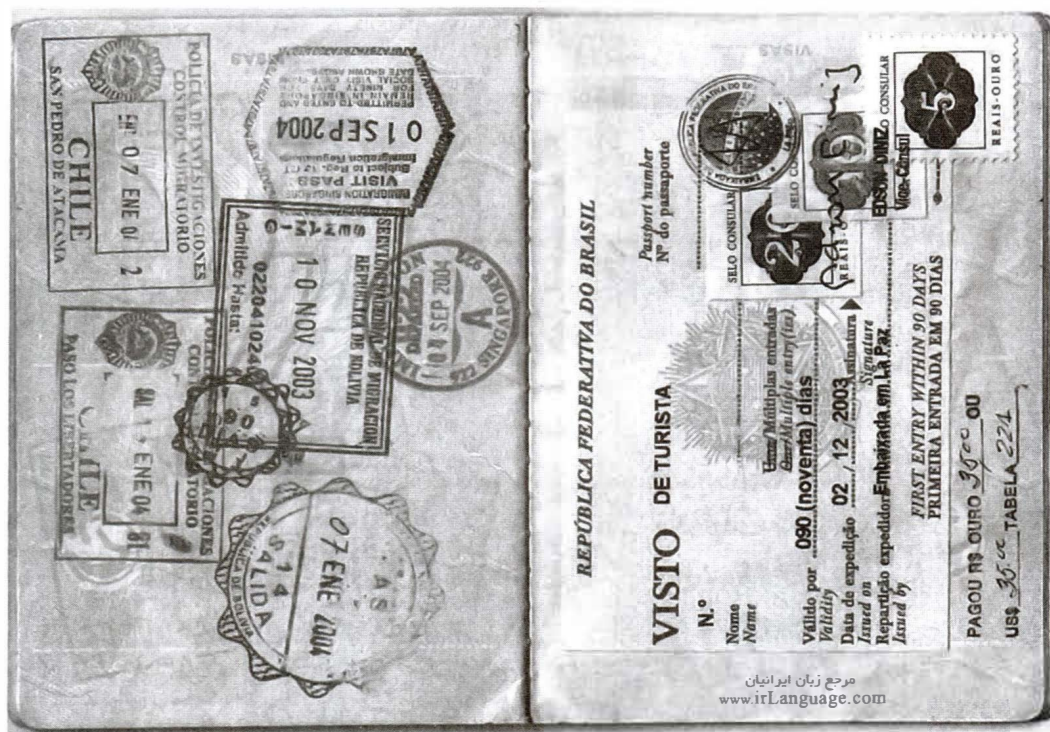
With a partner, review your notes from the lecture. Discuss the four stages of culture shock that you learned about. Then complete these notes together.

	Culture Shock			
	Stage 1	Stage 2	Stage 3	Stage 4
Name:	Excitement	_____	Acceptance	_____
Details:				
• starts:	before leaving home	_____	after 6 months	after several years
• description of feelings:	_____	_____	accept some behaviors & beliefs	_____
• lasts:	_____	_____	several years	—
Ex. from lecture or own experience:	Life is wonderful.	_____	understood teacher's way of thinking	_____



Now you are ready to take the Unit Test.

UNIT 2b Third Culture Kids



CONNECT to the topic

Around the world, millions of people leave their homes to work or study in another country. The children of these people live in a mix of two cultures—their parents' culture(s) and the host culture. The result? These kids live in a new, third culture. They are called third culture kids.

Think about you and your family. Check (✓) the statements that are true for you.

- I live in the city where I was born. _____
- I have moved several times in my life. _____
- Some of my friends were born in a different culture. _____
- Someone in my family comes from another culture. _____
- I think living in several different cultures is good for children. _____
- I would like my family to live in a different culture. _____

Compare answers with several classmates.

BUILD *your* vocabulary



A. The boldfaced words are from the unit lecture on third culture kids. Listen to the sentences. Read along.

1. **comfortable**—My friend is **comfortable** talking with people from all over the world. He's not anxious and really enjoys the conversations.
2. **flexible**—**Flexible** people can quickly adjust to living and working in other cultures. They can change their behavior and ideas easily.
3. **growing up**—My baby sister was born in Morocco, but she is **growing up** in Brazil because we are now living there.
4. **identity**—My **identity** comes from the four different cultures I grew up in. They are a big part of who I am.
5. **lifestyle**—My older brother's **lifestyle** in Japan is very different from mine in America. He sleeps on a tatami mat and goes to work by high-speed train. I sleep on a soft double bed and drive to school.
6. **participate**—To make friends in the host culture, children from a different culture need to **participate** in school or neighborhood activities.
7. **relate to**—My Thai friend can't **relate to** people who like skiing. He just can't understand why they want to be out in the snow and cold weather.
8. **source**—The **source** of Professor Han's knowledge of Asian culture is her own childhood. She lived in Korea, Singapore, and China.
9. **tradition**—In many cultures, the **tradition** is that parents have a large dinner or party when their child gets married.
10. **unsure**—When we moved to Mumbai, India, we were **unsure** about how to make new friends because we didn't know how to meet people.

B. Match each word to an underlined word or phrase.

flexible	identity	lifestyle	participate	source
_____	1. Children's <u>understanding of who they are</u> comes from the culture they live in.			
_____	2. Another <u>place it comes from</u> is family and relatives.			
_____	3. Children are <u>able to change easily</u> and can adjust to a new culture.			
_____	4. Our family's <u>way of living</u> changed when we moved from a busy Chinese city to a quiet Vietnamese village.			
_____	5. My Thai friend Seng likes to <u>join</u> in my family celebrations to learn more about my culture.			

- _____ 6. Hans-Ulrich went to school in Australia for several years, so now he feels at ease speaking English.
- _____ 7. In Ireland, I learned to play soccer. Now I can understand my friends' excitement about the game.
- _____ 8. In my country, we have the custom of giving gifts to our parents on their birthdays.
- _____ 9. My Russian classmate Anna is not certain whether she should study at a British or a Russian university.
- _____ 10. Because my cousins spent their childhoods in Taiwan, they don't like to drink coffee after dinner.

C. **INTERACT WITH VOCABULARY!** Work with a partner. Notice the boldfaced words. Say sentences 1–5 as your partner circles the correct word. Switch roles for sentences 6–10. urlanguage.com

1. The American culture is **a / the mixture of** many other cultures.
2. **Most / The** third culture **kids** are comfortable in different cultures.
3. You should know **a / the definition of a / the** phrase *third culture kids*.
4. Do you want to learn about **a / the values of** other cultures?
5. Many cultures have **some / most traditions for** celebrating weddings.
6. I clicked with my best friend **the / a first time** we met.
7. **Some / The children** can adjust to life in another culture quickly.
8. My parents were flexible about **a / the traditions followed** in our home.
9. Third culture kids **live in a / the culture** that is different from their home and host cultures.
10. Third culture kids **live in two / some cultures** at the same time.

NEW WORDS AND DEFINITIONS

Speakers often use certain signal words or phrases to introduce new words and their definitions. For example:

Culture **means** . . . Culture, **that is** . . .
Culture, **or** . . . Culture, **also called** . . .

When taking notes, try to write down every new word and definition you hear. You can use an equal sign (=) between them to show “means.”



TRY
IT
OUT!



A. Listen to this excerpt from a lecture on being a child in a new culture. How does the speaker signal new words and their definitions?

B. Listen to the excerpt again. Note the new words and their definitions below.

C. Compare answers with a partner.

	<u>New words</u>		<u>Definitions</u>
1)	_____	=	_____
2)	_____	=	_____
3)	_____	=	_____



BEFORE YOU LISTEN

You are about to listen to the unit lecture on third culture kids. Read about Japanese student Kaori Miyake's experience as a third culture kid. How did this experience affect her?

After our family moved to Russia for my father's job, we became good friends with our Russian neighbors. After dinner, they would tell us interesting stories about their family and their country. They taught me and my sisters many beautiful old Russian songs that I continue to sing when I want to feel happy.

LISTEN FOR MAIN IDEAS



- A. Close your book. Listen to the lecture and take notes. Try to write down the topic and main ideas.
- B. Use your notes to complete the topic and main ideas from the lecture.

Topic: Growing _____ as a(n) _____ kid

Main idea 1: Third culture kids grow up in a(n) _____ of two cultures.

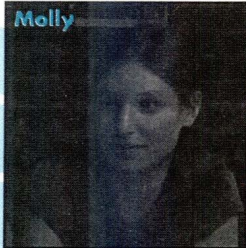
Main idea 2: Being a third culture kid is _____ for several reasons.

Main idea 3: Third culture kids also have some _____.

TALK *about the* topic



- A. Listen to the students talk about third culture kids. Read each idea. Then check (✓) who expresses it. More than one student may express it.



	Molly	Rob
1. The lecture describes how I grew up.	<input type="checkbox"/>	<input type="checkbox"/>
2. Being a TCK seems like an exciting life.	<input type="checkbox"/>	<input type="checkbox"/>
3. Our family was happy to see each other.	<input type="checkbox"/>	<input type="checkbox"/>



- B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy the student uses.

	Expressing an opinion	Disagreeing	Asking for clarification or confirmation
1. Molly: "Then, I guess you didn't agree with everything?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Molly: "Isn't that a problem for you?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Molly: "I guess it's exciting to be a TCK . . ."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Rob: "A lot of people think that. But . . ."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Strategy: Disagreeing In most conversations, expressing disagreement without seeming too disagreeable is key! One way to do so is to first acknowledge the other person's point: *I see what you're saying, but . . .* Or you can be direct: *I simply disagree.* Some people like to soften their position with an apology: *I'm sorry, but. . .*

- C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.
- How does Rob feel about being a third culture kid? Why do you think that?
 - In what culture(s) would you like to be a third culture kid? Why?
 - Is it better for a third culture kid to go to an international school or to a school in the host culture? Why?

REVIEW *your* notes

With a partner, review your notes from the lecture. Talk about the new words and definitions you heard. Then complete these notes together.

TCK Lecture

def.

- "third culture" = a mixture of two cultures that _____
- TCK = _____

2 Main ideas	1) Being TCK = helpful	2) _____
Details	<ul style="list-style-type: none"> - interested in & accept other cultures - learn to be flexible - make _____ - excellent communication skills 	<ul style="list-style-type: none"> - unsure of _____ - not comfortable with _____ - not have _____
Ex. from lecture or own exp.:	_____	son: "nomad"



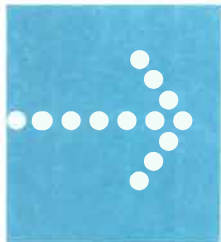
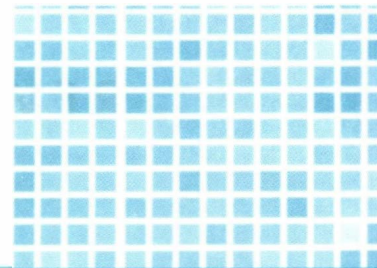
Now you are ready to take the Unit Test.

Tip!

After giving a new word, a speaker may give a different word that has the same meaning. Write them both down to help you understand the meaning of the new word.



EXTEND *the* topic



Now you understand more about culture shock and the experiences of TCKs. Expand your understanding with the following activities. Interview someone who had culture shock and find information about a TCK who grew up to be a famous adult.



- A. Listen as classmates Klaus and Ibrahim talk at the student café about their first day of class.**



Discuss these topics in a small group.

1. What American customs do Ibrahim and Klaus discuss?
2. What customs in your culture might seem strange to a person from another culture? What customs might they not like?
3. What culture would you like to visit and why? What are some customs you know and like in this culture? What custom might be hard for you to understand?

B. Interview someone who moved to this culture less than five years ago.

→ Fill in the table with the person's information.

I interviewed someone from:	
First cultural differences the person saw:	
Customs the person likes:	
Customs that are strange for this person:	
Customs this person has adjusted to:	
Customs this person has decided not to accept:	

→ In your opinion, how well has this person adjusted to your culture? In small groups, talk about your interviews.



C. Listen as anthropologist Dr. Andrea Paul talks about adult TCKs.

Work in small groups. Discuss the following topics.

- How can growing up as a TCK help someone who later becomes a doctor, teacher, businessperson, journalist, or politician?
- According to Dr. Paul, what are some of the problems that adult TCKs can have? What other problems might they have? Why?
- Imagine a conversation between an adult TCK and his or her parents. What might they talk about? What might the parents think and say?
- The number of TCKs is increasing. Why is this happening? How could this change families? How could it change cultures?

D. Find out about an adult TCK.

- Go to the library or online to learn about a famous adult TCK. This person can be from your native culture or another culture that is interesting to you.
- In a small group, tell your classmates what you learned about this person and how you think being a TCK helped him or her.



CONNECT to the topic

To have good health, you need good nutrition—a good diet. We hear a lot about “diets” today, as people try to lose some extra pounds. Being on a diet, however, is not the same as having a good diet.

Read the list of foods and drinks. Check (✓) the ones that you like.

- | | | |
|------------------------------------|---|--|
| <input type="checkbox"/> cheese | <input type="checkbox"/> fruits | <input type="checkbox"/> rice |
| <input type="checkbox"/> chocolate | <input type="checkbox"/> grains and cereals | <input type="checkbox"/> salads |
| <input type="checkbox"/> coffee | <input type="checkbox"/> pizza | <input type="checkbox"/> soft drinks, like Pepsi or Coke |
| <input type="checkbox"/> cookies | <input type="checkbox"/> potato chips | <input type="checkbox"/> tofu |

Compare answers with a classmate. Talk about which foods are your favorites and what you like about them.

BUILD *your* vocabulary



A. The boldfaced words are from the unit lecture on new diets. Listen to the sentences. Read along. Then circle the best definition of each boldfaced word.

1. **areas**—In some **areas** of the world, like the Mediterranean, olives and olive oil are important foods.
a. cultures b. lines c. places
2. **authorities**—**Authorities** in health care have studied diets. They tell us we should eat lots of fresh vegetables and lean meat or fish.
a. people who have knowledge b. people who cook well c. people who are healthy
3. **consume**—In a week, how many servings of green vegetables do you **consume**?
a. make b. grow c. eat or drink
4. **create**—When I **create** my eating plan for the week, I write down a list of foods that I know will keep me healthy.
a. want b. make c. worry about
5. **feature**—One **feature** of the Mediterranean Diet is that it's very good for your heart.
a. negative idea b. interesting food c. important part
6. **involves**—Eating a good diet **involves** making good choices about the foods we eat.
a. desires b. consists of c. helps
7. **journal**—Make sure you write down in your diet **journal** all of the things you eat and drink.
a. a book b. a game c. a letter
8. **nutritious**—A **nutritious** diet has foods that will keep us well, like lean meats, vegetables and fruits, grains, and dairy products.
a. fat b. healthy c. cheap

9. **select**—Susan really wanted to **select** some healthy foods for lunch. But she was in a hurry, so she ate a candy bar instead of a salad.
- a. buy b. prepare c. choose
10. **trainer**—Some famous people, like Oprah Winfrey, have a personal **trainer** who helps them to stay fit and eat a healthy diet.
- a. an assistant b. an exercise and diet teacher c. a cook

B. **INTERACT WITH VOCABULARY!** Work with a partner. Notice the boldfaced words. Cover Column 1 as your partner reads sentences 1–5. Listen and write the missing words in Column 2. Your partner corrects your answers. Switch roles for 6–10. irLanguage.com

Column 1	Column 2
1. He was thinking about nutritional value.	1. He was thinking _____ nutritional value.
2. Twenty-three percent of Americans are too fat.	2. Twenty-three percent _____ Americans are too fat.
3. This diet comes from the Mediterranean area.	3. This diet comes _____ the Mediterranean area.
4. We should make wise choices about the foods we eat.	4. We should make wise choices _____ the foods we eat.
5. Is the Best Life Diet the healthiest diet in the world ?	5. Is the Best Life Diet the healthiest diet _____ the world ?
6. The fat in olives is different from the fat in red meats.	6. The fat in olives is different _____ the fat in red meats.
7. The Mediterranean diet is good for your heart.	7. The Mediterranean diet is good _____ your heart.
8. What is special about the Best Life Diet?	8. What is special _____ the Best Life Diet?
9. The diet I'm on was created by a nutritionist.	9. The diet I'm on was created _____ a nutritionist.
10. Chocolate cake is an example of a "red food."	10. Chocolate cake is an example _____ a "red food."

FOCUS *your* attention

EXAMPLES

Speakers often give examples so that listeners can understand a concept or idea. When introducing an example, a speaker might say one of these words or phrases:

- *For example, . . .*
- *Chocolate is a good example of . . .*
- *Our third example/way is . . .*



TRY
IT
OUT!



- A. Listen to this excerpt from a lecture about food and nutrition. Listen for the speaker to signal examples.**
- B. How many examples does the speaker give? Circle the correct number.**
- 1 2 4
- C. Listen to the excerpt again. Below, note the examples you hear.**
- D. Compare notes with a partner.**

Lifestyle changes:

1) _____

2) _____



BEFORE YOU LISTEN

You are about to listen to the unit lecture on new diets. Discuss one of these situations with a partner.

1. You went to a lot of parties last month. You ate too many sweet things. You gained some weight and want to lose the extra pounds. How will you do that?
2. You know that people usually gain weight as they grow older, but you don't want that to happen to you. What can you do today so that doesn't happen?

LISTEN FOR MAIN IDEAS



- A. Close your book. Listen to the lecture and take notes. Try to write down the main ideas.**

Check ☒ the main ideas and examples discussed in the lecture. Use your notes.

- ___ 1. If you are hungry right now, you should choose "fast foods."
- ___ 2. Many Americans go on diets but don't succeed.
- ___ 3. Good diets involve making good choices and changing your lifestyle.
- ___ 4. The Mediterranean Diet tastes good and is good for your heart.
- ___ 5. The Best Life Diet advises gradual changes.
- ___ 6. The Traffic Light Diet uses colors for the food choices we make.
- ___ 7. The Internet is a good source of weight-loss diets.

LISTEN FOR DETAILS



A. Close your book. Listen to the lecture again. Add details to your notes and correct any mistakes.

B. Use your notes. Choose the best answer, based on the lecture.

1. Fast and easy choices like candy and potato chips can make us _____.
a. very healthy b. fat and unhealthy c. lose weight
2. The speaker said that _____ percent of Americans are too fat.
a. 23 b. 33 c. 43
3. All three new diets involve _____.
a. changes over a long time b. changes over a short time c. no changes
4. The Mediterranean Diet comes from _____.
a. the Mediterranean Sea b. a Greek island c. North America
5. The speaker said that fats like olive oil make up _____ percent of Cretans' diet.
a. 14 b. 40 c. 48
6. The Best Life Diet includes _____.
a. grains, sweets, and meats b. grains, vegetables, and exercise c. meat and cheese only
7. People on the Best Life Diet should make slow changes in the way they eat and exercise.
a. true b. false c. The speaker didn't talk about this.
8. In the Traffic Light Diet, an example of a "red" food is _____.
a. an apple b. chocolate cake c. coffee
9. In the Traffic Light Diet, "yellow" foods are ones that _____.
a. we should eat a lot of b. are nutritious but higher in calories c. both a and b
10. "Green" foods in the Traffic Light Diet include _____.
a. green tea b. white fish c. chocolate cake

TALK *about the* topic



- A. Listen to the students talk about new diets. Read each idea. Then check (✓) who agrees with it in her own words. More than one student may express it.



	Hannah	May
1. Because I love trying new foods, and there are a lot of new foods to try, I've gained weight.	<input type="checkbox"/>	<input type="checkbox"/>
2. In order to lose weight, we need to make lifestyle changes.	<input type="checkbox"/>	<input type="checkbox"/>
3. I like the diet about connecting foods to the colors of a traffic light.	<input type="checkbox"/>	<input type="checkbox"/>



- B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy the student uses.



	Asking for opinions or ideas	Asking for clarification or confirmation
1. Hannah: "Interesting topic, huh?"	<input type="checkbox"/>	<input type="checkbox"/>
2. Hannah: "Which one?"	<input type="checkbox"/>	<input type="checkbox"/>
3. Hannah: "You can think about 'going' for it or 'stopping'—you know . . . ?"	<input type="checkbox"/>	<input type="checkbox"/>
4. May: "Are you going to make any changes?"	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Strategy: Asking for clarification or confirmation To clarify means to make clearer. To confirm is to remove doubt. You can clarify or confirm by restating what you understood: *You mean . . .* or *Do you mean . . .* ? Or you can ask open-ended questions like *What do you mean?* and *Could you clarify . . .* ?

- C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.
- Tell what you do to stay healthy or what you'd like to change about your lifestyle.
 - Describe some of the dishes that are typical of your culture. Are they healthy?
 - Which of the three new diet plans would you be likely to try? Why or why not? Do you know another type of diet that you think is healthy?

REVIEW *your* notes

With a partner, review your notes from the lecture. Talk about the three examples of new diets you learned about. Then complete these notes together.

New Diets	
3 Ex. of new diets	Details of how diet works
1) _____	fresh fish fresh _____ & vegetables cheese wine _____ & olive oil
2) Best Life	grains _____ & vegetables foods from _____ low-calorie, low-fat _____ gradual _____ in diet & exercise
3) _____ Light	red food = _____ _____ food = be careful green _____ = _____



Now you are ready to take the Unit Test.

Tip!

When you hear the word *example*, be sure to write down the information. Examples help explain ideas.

UNIT 3b

Food Addictions



CONNECT to the topic

Is there something you eat or drink a lot of each day? Would you say you're addicted? An addiction is a strong desire to consume something. When we think about addiction, we often think about drugs or alcohol. But even some foods and drinks can be addictive.

Read the list of foods and drinks. Check (✓) the ones that you consume every day.

- | | |
|---------------------------------------|--|
| ___ chocolate candy | ___ soft drinks, such as Pepsi or Coke |
| ___ other candies | ___ coffee |
| ___ sweets, such as cookies and cakes | ___ tea |
| ___ potato chips | ___ other _____ |
| ___ other snack foods | |

Compare answers with a classmate. Talk about how you feel if you cannot have some of these items.

BUILD *your* vocabulary



A. The boldfaced words are from the unit lecture on food addictions. Listen to the sentences. Read along.

1. **affects**—When I drink coffee late at night, it really **affects** my sleep. I cannot go to sleep easily, and I wake up a lot.
2. **consequence**—The **consequence** of eating too much sugar is getting fat. Without a doubt, that is what will happen.
3. **crave**—When I'm tired or feel sad, I **crave** something sweet. I really want to eat candy or cookies at that time.
4. **harmful**—Some foods can be **harmful**. If we eat too much of them, we can become sick.
5. **legal**—When a doctor writes a prescription for a drug, then that drug is **legal**. It is OK to take that drug.
6. **moderation**—Drinking several cups of coffee a day can make a person feel too excited. It's better to drink coffee in **moderation**—so maybe just one cup.
7. **period of time**—Many people drink coffee in the **period of time** between waking up and going to work.
8. **regulates**—The government **regulates** the sale and use of alcohol and drugs, but we can buy and eat addictive foods freely.
9. **risk**—When you drink many cups of coffee every day, there is a **risk** you'll become addicted. It's possible you will feel like you need the coffee.
10. **substances**—The **substances** we eat or drink can make us healthy, or they can be addictive.

B. Choose the word or phrase that best completes each sentence.

consequences

harmful

legal

1. Some of the things we eat and drink can be _____ to us.
2. Some drugs are not _____. The law says we shouldn't take them.
3. Having too much sugar in your diet can have negative _____ for your health.

crave

period of time

risk

substances

4. In the morning, I _____ a cup of coffee.
5. For a _____, from June to July, I tried to stop eating sweets.
6. Some _____ can become addictive if we consume them too often.
7. I know there is a _____ of addiction, but I still drink Coke every day.

affect

moderation

regulated

8. The use of caffeine or sugar is not _____ by laws.
9. Eating sweet things like candy or cookies is OK in _____.
10. Eating too much sugar can _____ the health of your teeth.

- C. **INTERACT WITH VOCABULARY!** Work with a partner. Notice the boldfaced words. Cover Column 1 as your partner reads sentences 1–3. Listen and write the missing words in Column 2. Your partner corrects your answers. Switch roles for 4–5.

Column 1

1. Last time, we looked at **healthy lifestyles**.
2. Caffeine is a **natural substance** that makes people feel awake.
3. Caffeine **carries a risk** of addiction.
4. You might experience the **addictive quality** of coffee.
5. Eating a **significant amount** of sugar can make us fat.

Column 2

1. Last time, we looked at _____ **lifestyles**.
2. Caffeine is a _____ **substance** that makes people feel awake.
3. Caffeine _____ **a risk** of addiction.
4. You might experience the _____ **quality** of coffee.
5. Eating a _____ **amount** of sugar can make us fat.

FOCUS *your* attention

PREDICTIONS AND LISTS

As you listen to a lecture, it's a good idea to predict what may come next. For instance, if a speaker says you will hear three examples, try to predict what those examples will be. It's OK if you're wrong. Predicting helps your mind get ready for new information.

When we hear a speaker present a list, using numbers is a good way to organize our notes. Say a speaker presents a topic and supporting points. It may sound like this:

Let's look at four effects of eating too much sugar.

First . . .

Next . . .

Third . . .

Finally . . .



TRY
IT
OUT!



- A. Listen to this excerpt from a lecture on the harmful effects of addictive substances. Predict what the speaker might say.**
- B. Listen to the excerpt again. Create a numbered list below as you note the information the speaker gives.**
- C. Compare notes with a partner.**

Addictive Substances

Harmful effects:

LISTEN to the lecture



BEFORE YOU LISTEN

You are about to listen to the unit lecture on food addictions. Look at the pictures above. Based on the pictures, predict some things the lecturer will say.

LISTEN FOR MAIN IDEAS



- A. Close your book. Listen to the lecture and take notes. Try to predict as you listen.
- B. Complete the topic and main ideas from the lecture. Use your notes and the words below.

addictive
caffeine

chocolate
excited

food
moderation

sugar

Topic: _____ Addictions

1. Many foods can be _____.
2. The _____ in coffee can make people feel _____.
3. Many foods contain _____, which can be addictive.
4. _____ has sugar and a couple of chemicals like caffeine.
5. The key is _____.

LISTEN FOR DETAILS



A. Close your book. Listen to the lecture again. Add details to your notes and correct any mistakes.

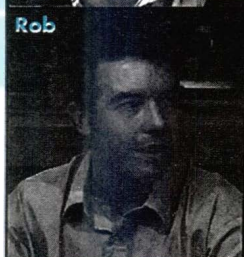
B. Use your notes. Circle the best answer, based on the lecture.

1. A drink that contains caffeine is _____.
a. tea b. milk c. orange juice
2. We might become addicted if we drink a cup of coffee _____.
a. once a day b. several times a day c. in the morning
3. One harmful effect of caffeine is _____.
a. a racing heart b. a craving for bread c. your body holding water
4. Sugar can make us feel happy and then unhappy.
a. true b. false c. The speaker didn't talk about this.
5. Chocolate contains sugar and a couple of chemicals that are like caffeine.
a. true b. false c. The speaker didn't talk about this.
6. Caffeine, sugar, and chocolate are _____.
a. regulated substances b. socially acceptable c. always harmful
7. A luxury is something that is _____.
a. special b. illegal c. both a and b
8. It's OK to eat or drink addictive substances if we _____.
a. don't overdo it b. consume a lot of them c. want to have a headache

TALK *about the* topic



A. Listen to the students talk about food addictions. Read each opinion. Then check (✓) who disagrees with it. More than one student may disagree.



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	Michael	Rob
1. Chocolate cake tastes bad.	<input type="checkbox"/>	<input type="checkbox"/>
2. Rob has an addiction to espresso.	<input type="checkbox"/>	<input type="checkbox"/>
3. All TV shows are boring.	<input type="checkbox"/>	<input type="checkbox"/>
4. All addictions are bad.	<input type="checkbox"/>	<input type="checkbox"/>



B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy the student uses.



	Expressing an opinion	Disagreeing	Offering a fact or example
1. Michael: "Sounds like <i>somebody</i> has an addiction."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Rob: "Well, I wouldn't say that."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Michael: "Hmm. I don't know if I agree with that."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Michael: "Every Wednesday night there's this live music show on MTV."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Strategy: Expressing an opinion In an academic setting, you have numerous opportunities to express your opinions—your thoughts, feelings, and positions. But while many opinions start with expressions like *I think*, *I believe*, and *In my opinion*, only the interesting ones continue with facts, experiences, and other forms of support!

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C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.

- Are there any foods or drinks that you crave? When do you want to have that substance? How does it make you feel? Do you think you are addicted?
- Talk about any foods or drinks that are taboo—not socially acceptable—in your culture. Why aren't they acceptable?
- What advice can you give to a friend who eats or drinks something you know has harmful effects?

REVIEW *your* notes

With a partner, review your notes from the lecture. Discuss the addictive substances and harmful effects you noted. Then complete this outline together.

Food Addictions

- I. Dangers of too much _____
- a. heart races _____ c. body loses _____
- b. difficulty _____ d. _____
- II. Dangers of too much _____
- a. feel high and then _____ c. bad for _____
- b. get fat _____
- III. Dangers of too much _____
- a. _____ races _____
- b. _____
- c. _____ loses _____
- d. headaches _____
- e. feel _____ and then _____
- f. _____ for _____
- g. get _____

The key =



Now you are ready to take the Unit Test.

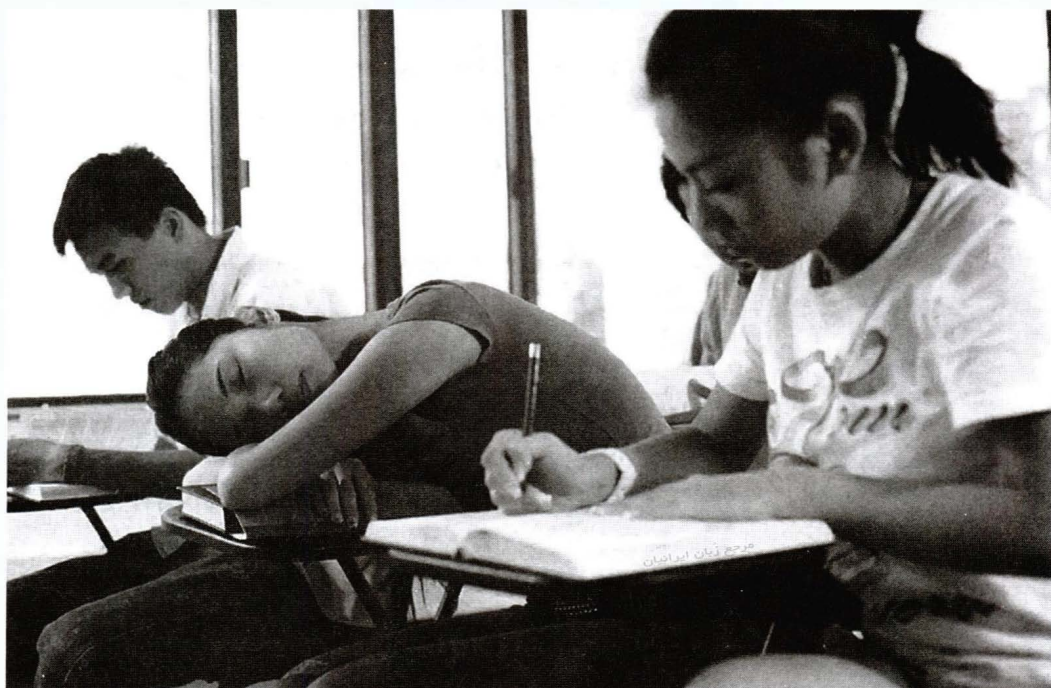


EXTEND *the* topic

You learned about healthy diets and unhealthy, addictive foods. Now expand your knowledge. Discover the importance of sleep and learn about other people's food addictions.



- A. Listen to a public service announcement about the connection between sleep and weight gain.**



Discuss the following in a small group.

1. What might Mrs. Daly tell Jessica about managing her time and sleep?
2. Do you have difficulty managing your time? What are some things you do to get all of your work done and to get enough sleep?

- B. Research the importance of sleep and good health. Find out more about keeping a healthy weight and getting enough sleep. How are these related? Below are possible search terms for an Internet search.**

sleep and diet

sleep and good health

Share your findings with the class.



C. Listen to a radio advertisement for a new high-energy product.

Discuss the following in a small group.

1. What product does the advertisement want consumers to buy? What are some of the features of the product?
2. Would you buy Chocojolt? Why or why not?
3. Have you ever tried a product that promised any of the following?
 - to help you lose weight/fat
 - to make you look young
 - to make your hair grow
 - to give you more energy
 - other

Talk about some examples of products that do these things. Share your experience and opinions about these kinds of products.

D. Investigate food addictions.

→ Interview three or four people who are not part of your class.

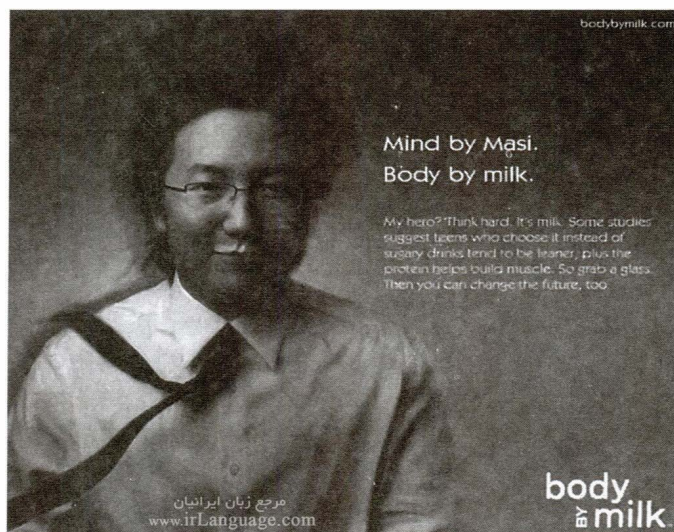
Person interviewed →	(name)	(name)	(name)	(name)
1. What is something you eat, drink, or do every day?				
2. Would you say you are addicted?				
3. Would it be easy for you to stop?				
4. Comments:				

→ Report your findings to the class.

UNIT 4a

BUSINESS

High- and Low-Context Communication



CONNECT to the topic

Communicating—sharing information and ideas—is an important part of business. Today the workplace is filled with businesspeople from around the globe. Along with their own cultures, they bring their own ways of communicating. Do you have a communication style? How do you like to communicate?

Read these statements. Check (✓) all that describe you.

- I usually think before I speak. _____
- I prefer to listen more than talk. _____
- I speak so that I can think. _____
- People think that I'm very direct. _____
- At home, everyone listens to me. _____
- I like to get to know people well. _____
- In class, I quickly and clearly express my ideas and opinions. _____
- I listen best when I can look at the person who is speaking. _____

Compare answers with a partner. Try to describe your speaking and listening style.

BUILD *your* vocabulary



A. The boldfaced words are from the unit lecture on communication style. Listen to the sentences. Read along.

1. **appealed**—The magazine advertisement with the picture of the beach really **appealed** to me. I wanted to plan a vacation to a sunny, warm place.
2. **comments**—I sometimes ask my coworkers to share **comments** on my work. Usually their thoughts and words are helpful.
3. **message**—By closing her office door, Jan's **message** was clear: Do not come in.
4. **nonverbal**—When we didn't know many Russian words, we used **nonverbal** ways such as hand signs and pictures.
5. **occurred**—The problem **occurred** because I forgot to tell my coworker that the meeting was in Lima, Ohio, not in Lima, Peru.
6. **partners**—The company was started by three **partners**. Each of them owns one-third of the business.
7. **productive**—Our company became more **productive** after the workers learned to communicate better. Our sales increased 50 percent!
8. **project**—The **project** has become very large, with almost fifty people from fifteen countries working together to finish it.
9. **recognize**—At our international company, we **recognize** that people have different ways of sharing opinions. By knowing this, we work together better.
10. **transfer**—Anna was able to **transfer** the skills she learned in speech club to her job as a political speechwriter.

B. Now match the words with their definitions.

appeal	message	nonverbal	occur	partner
--------	---------	-----------	-------	---------

1. _____ an idea shared in writing, words, or actions
2. _____ one of the owners of a business
3. _____ to happen, often without planning
4. _____ to be interesting or pleasing to someone
5. _____ without words

6. _____ a planned piece of work
7. _____ to accept and understand something is true
8. _____ spoken ideas or opinions
9. _____ making or doing a lot
10. _____ to move from one place to another

C. **INTERACT WITH VOCABULARY!** Work with a partner. Notice the boldfaced words. Read the completed parts of sentences 1–5 as your partner writes the mixed words in the correct order. Switch roles for 6–10.

1. The three women decided to **become** (in / an / **partners** / Internet / business).

2. I wasn't happy with the weather in Chicago, so I (**transferred** / Hong Kong / our other office / **to** / in).

3. Some of my coworkers use (**communication** / rather / **nonverbal** / than) speaking. irLanguage.com

4. Our company has two months (to / **complete** / **project** / **this**).

5. Turning off the lights (**clear** / **sends** / **a** / **message**) that the work day is over.

6. Car ads with lots of (**to** / Americans / details / **appeal**).

7. Jill's manager (**comment** / **a** / **made** / about) her good work.

8. It is important (workers' / **ideas** / to / **recognize**) and opinions.

9. Big **problems** (**when** / don't / **occur** / businesspeople) understand other cultures.

FOCUS *your* attention

COMPARISON AND CONTRAST

Speakers sometimes give ideas that contrast, or are different from, each other. They may do this by using signal words or phrases (A). Or they may show contrast by saying the key words loudly or slowly (B). For example:

(A)

On the other hand, . . .

However, . . .

That said, . . .

(B)

*Some people communicate **directly**, while others communicate **indirectly**.*

*Direct communicators **say** what they're thinking. Indirect communicators **show** it.*



TRY
IT
OUT!



- A. Listen to this excerpt from a communication lecture. What does the speaker contrast? Take notes.
- B. Listen again to the excerpt. Complete the chart below.
- C. Compare notes with a partner.

2 styles of communication	1st _____	2nd _____
People use	_____	_____
Best way of communicating	_____	_____

When a speaker tells how things are alike or different, you can organize your notes in a chart.

LISTEN *to the* lecture



BEFORE YOU LISTEN

You are about to listen to the unit lecture on communication styles. Look at the picture above and on page 61. With a partner, discuss what the people are doing. What differences do you see in their behavior? Why are they acting differently?

LISTEN FOR MAIN IDEAS



- A. Close your book. Listen to the lecture and take notes. Try to write down the main ideas.
- B. Use your notes and the words below to complete the topic and main ideas from the lecture.

communication	context	high	styles	working
---------------	---------	------	--------	---------

Topic: _____ with people who have different _____

Main idea 1: Low-_____ style of communication

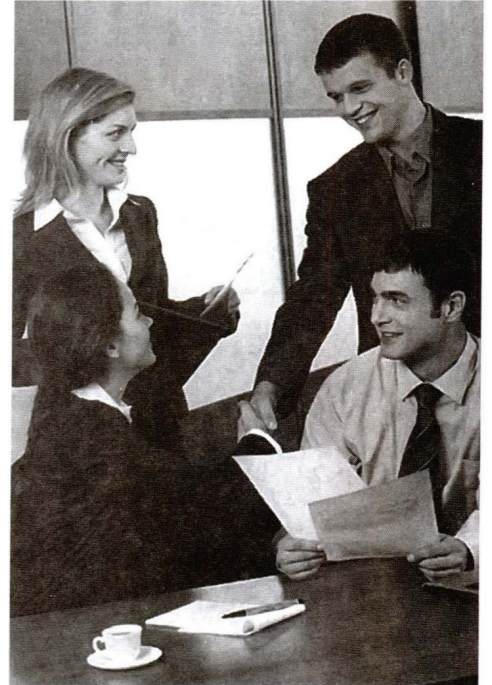
Main idea 2: _____-context style of communication

LISTEN FOR DETAILS



- A. Close your book. Listen to the lecture again. Add details to your notes and correct any mistakes.**
- B. Use your notes. Mark the statements *T* (true) or *F* (false), based on the lecture. Correct the false statements.**

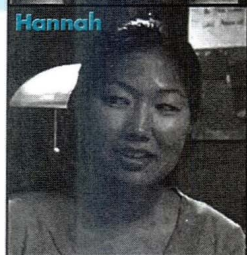
- 1. International businesspeople need to understand other people's communication styles.
- 2. There are three basic styles of communication.
- 3. Context is the verbal information that helps us understand a situation.
- 4. A low-context communicator doesn't express ideas directly.
- 5. Low-context communicators express their ideas through body movement.
- 6. In the ad agency example, the Americans expressed their opinions directly.
- 7. A high-context communicator may sometimes use silence to give information.
- 8. The exchange between the two Egyptian bankers is an example of low-context communication.
- 9. High-context communicators work quickly.
- 10. The ad of the woman in front of a bakery is an example of high-context communication.



TALK *about the* topic



A. Listen to the students talk about communication styles. Read each question. Then check (✓) the student who answers it.



	Molly	Hannah
1. What was your opinion of the lecture?	<input type="checkbox"/>	<input type="checkbox"/>
2. What kind of communicators are Americans?	<input type="checkbox"/>	<input type="checkbox"/>
3. How do people in your country communicate?	<input type="checkbox"/>	<input type="checkbox"/>



B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy or strategies the student uses.



	Expressing an opinion	Offering a fact or example
1. Molly: "The two concepts are interesting."	<input type="checkbox"/>	<input type="checkbox"/>
2. Hannah: "I know it's a generalization to say, for example, Americans are low-context communicators . . . but it's basically true, in my experience."	<input type="checkbox"/>	<input type="checkbox"/>
3. Hannah: "Well, I used to work with this American woman . . ."	<input type="checkbox"/>	<input type="checkbox"/>
4. Molly: "That's a good thing to understand . . ."	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Strategy: Offering a fact or example By offering a fact or example, you can transform a topic from theory to reality. This can make the topic not only more understandable, but also more memorable. You can use examples from personal experiences (*In my experience . . .*), observations (*I've noticed . . .*), and media (*I just read this article in The Times . . .*).

C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.

- Discuss which communication style each person in the group has. How are they the same? Different? Does everyone in your group agree?
- Describe an experience—good or bad—communicating with someone from another culture. What happened? What was the most difficult part? What would you do differently now?

REVIEW *your* notes

With a partner, review your notes from the lecture. Discuss why understanding communication styles in business is important. Then complete this chart together.

	Communication Styles	
	Low-Context	High-Context
Context important?	_____	yes
How ideas expressed?	_____	indirectly
How important information given?	_____	<ul style="list-style-type: none"> • body language • facial expressions • silence
Ex.	Americans - shoe ad	_____
Who used by?	Europeans	_____, _____
Strengths:	very productive _____ find short-term solutions	_____ careful with opinions preserve _____
Weaknesses:	not build _____	May seem _____



Now you are ready to take the Unit Test.

UNIT 4b

Managing International Meetings

CONNECT *to the* topic

Have you been in a group discussion where one person talks all the time? Or at a meeting that continued too long? Every meeting needs a good meeting manager, especially in the global marketplace, where people from different cultures have different styles of communicating and different ideas of what a meeting should be.

Check (☒) the events you have planned or attended.

- a study group _____
- a party _____
- a sports activity _____
- a religious activity _____
- a wedding _____
- other _____

Compare answers with a partner. What did you like or dislike about the event(s) you planned or attended?

BUILD *your* vocabulary



A. The boldfaced words are from the unit lecture on managing international business meetings. Listen to the sentences. Read along.

1. **approach**—We can finish this project by working harder, but a better **approach** is to ask more workers to help us.
2. **challenge**—I enjoy working on the project with my group because it is a **challenge**. I like things that are interesting and difficult.
3. **concept**—At our company, we believe in the **concept** of weekly meetings. Because of this idea, our office communication has improved!
4. **conclude**—We need to **conclude** this meeting in five minutes so that we can all go home.
5. **customers**—When **customers** are not happy with a company, they go to another company to get the things they want.
6. **manage**—We didn't **manage** our time well, so we were not able to finish our work in the meeting.
7. **maximize**—We can **maximize** our time if we eat lunch and talk about our project at the same time.
8. **resources**—People, skills, money, and modern buildings are some of the **resources** that make this company great.
9. **responsibility**—Managers have many things to do, but their biggest **responsibility** is to be sure that their group does its work well.
10. **variables**—The amount of work a group can do in a meeting is affected by many **variables**. These variables include people arriving late, people leaving early, and people not coming at all.

B. Now circle the word or phrase that completes the meaning of the boldfaced word. irLanguage.com

1. An **approach** is a(n) _____.
a. opinion b. way c. question
2. A **challenge** is something that is _____.
a. difficult b. funny c. happy
3. A **concept** is a(n) _____.
a. idea b. opinion c. job
4. To **conclude** something is to _____ it.
a. continue b. finish c. think about
5. **Customers** are people who _____ a company.
a. work in b. start c. buy things from

6. To **manage** something is to _____. it.
a. control b. keep c. share
 7. To **maximize** something is to _____.
a. make it smaller b. use as much of it as possible c. make it faster
 8. A **resource** is a(n) _____.
a. thing you can use b. action you can take c. wish you can make
 9. A **responsibility** is a(n) _____.
a. wish b. duty c. idea
 10. **Variables** are things that _____.
a. can change b. are good c. are bad
- C. **INTERACT WITH VOCABULARY!** Work with a partner. Notice the boldfaced words. Cover Column 1 as your partner reads 1–5. Listen and circle the correct phrase from Column 2. Your partner corrects your answers. Switch roles for 6–10.

Column 1	Column 2
1. A meeting manager has to manage . . .	a. of many variables.
2. Managing people is my responsibility . . .	b. of group dynamics.
3. How well the media systems work is just one . . .	c. as the meeting manager.
4. All meeting managers face the challenge . . .	d. to the problem.
5. Michael took the right approach . . .	e. time , for one thing.
6. In business, a hard worker is a valuable . . .	f. by thanking everyone.
7. By eating lunch during the meeting, the workers maximized . . .	g. customer.
8. Understanding the other person is an important concept . . .	h. in business.
9. It's important to know your business and to know your . . .	i. resource.
10. The speaker concluded . . .	j. their time.

SUMMARIES AND SYMBOLS

Speakers often conclude their discussion of a main idea with a short summary. In a sentence or two, they tell their listeners what is most important. For example:

<i>The bottom line</i> about time is . . .	<i>In short</i> , we can say . . .
<i>The central point</i> is that time is . . .	<i>In conclusion</i> , it's clear that . . .
<i>Let me conclude</i> by saying . . .	<i>What this all means</i> is . . .

Speakers sometimes give important information quickly. You can note this information faster if you use abbreviations and symbols. Here are some common symbols.

Symbols and meanings	
→ results in	≠ opposite or doesn't mean
↑ increases or goes up	& and
↓ decreases or goes down	# number
= means or is the same as	\$ money or dollars



TRY
IT
OUT!



- A. Listen to this excerpt from a business lecture. What phrase does the speaker use to signal a main idea summary?**
- B. Listen again to the excerpt. Complete these notes using symbols.**
- C. Compare notes with a partner.**

Plan media _____ better meeting:
 (results in)
 • LCD _____ computer • microphone _____ speakers
 (and) (and)

Listeners not hear = interest _____ wasted time _____
 (goes down) (and) (goes up)

Wasted time _____ making _____
 (opposite of) (money)

Good media _____ better meeting
 (means)

LISTEN *to the* lecture

BEFORE YOU LISTEN

You are about to listen to the unit lecture on managing an international meeting. Read this situation.

International people in your neighborhood decide to invite local government leaders to talk to them about making the neighborhood safer and cleaner. They ask you to manage the meeting.

With a partner, discuss the situation and these questions.

1. What plans do you need to make? _____

2. List things you need for the meeting. _____

LISTEN FOR MAIN IDEAS



A. Close your book. Listen to the lecture and take notes. Try to write down the topic and main ideas.

B. Complete the topic and main ideas from the lecture. Use your notes and the words below.

challenges
international

managing
people

resources
time

Topic: Three _____ of _____ a(n)
_____ business meeting

1. Managing _____ spent in the meeting
2. Managing _____ attending the meeting
3. Managing _____ used in the meeting



LISTEN FOR DETAILS



- A. Close your book. Listen to the lecture again. Add details to your notes and correct any mistakes.**
- B. Use your notes. Mark the statements *T* (true) or *F* (false), based on the lecture. Correct the false statements.**

- ___ 1. "People are money" is a common business expression.
- ___ 2. A good meeting manager creates an agenda and sticks to it.
- ___ 3. Businesspeople from the United States are less formal about time.
- ___ 4. The people in a meeting need to make the rules about how to use meeting time.
- ___ 5. All businesspeople prefer to begin working as soon as a meeting starts.
- ___ 6. Dynamics is the energy that occurs when people work together.
- ___ 7. Putting all low-context communicators together improves the dynamics of a discussion.
- ___ 8. All people prefer to have eighteen inches of space around them in a business meeting.
- ___ 9. The leader of the meeting needs to provide a microphone and a media system.
- ___ 10. The meeting manager needs to ask someone to check all technology before the meeting starts.

TALK *about the* topic

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- A. Listen to the students talk about the lecture on business meeting management. Read each comment. Then check (✓) the student who makes the comment.



	Rob	May
1. "You think? I'm considering going into teaching, actually."	<input type="checkbox"/>	<input type="checkbox"/>
2. "What about the third challenge of organizing a meeting . . . managing the resources?"	<input type="checkbox"/>	<input type="checkbox"/>
3. ". . . And the markers that he loses every day!"	<input type="checkbox"/>	<input type="checkbox"/>



- B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy the student uses.



	Expressing an opinion	Agreeing	Offering a fact or example
1. Rob: "Let's take our class, as an example. So, there's the challenge of time . . ."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. May: "Well, that's true."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. May: "Yeah, so that shows good people management skills."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. May: "Or the LCD projector that he can never shut down?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. May: "Managing resources is a skill that our instructor needs to improve on."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.

- What is the best meeting you remember? Describe it. Why did you like it?
- What kinds of meetings are boring to you? How could these meetings be more interesting?
- Where would you like to have a meeting? Why is that a good place for a meeting?

REVIEW *your* notes

With a partner, review your notes from the lecture. Did you get the three main points and many details about planning a business meeting? Complete this chart together.

3 Challenges of leading a(n) _____

1) Manage time

a. "Time is _____"

b. Make an _____ and follow it

c. Make rules → "stay _____"

2) Manage _____ (ex. high-context communicators
vs. _____)

a. dynamics = energy _____

b. seating: ÷ friends, put _____ together;

round tables: eye contact ↑; _____ space:

ex. Americans = _____

Bottom line: understand _____ + balance

3) Manage resources (ex. bad microphone)

a. have 1) LCD projector

2) _____

3) _____

4) media system

5) flipchart or dryerase board & _____

b. test _____

c. techie: _____

TAKE
THE
UNIT
TEST

Now you are ready to take the Unit Test.



EXTEND *the* topic



You now understand more about two communication styles and three key challenges for meeting managers. Increase your understanding. Explore the differences in men's and women's communication styles and try a role play about group dynamics.



A. Listen as a professor of communications shares her research on how men and women communicate.



Discuss the following in a small group.

1. Do you agree with Dr. Cameron's ideas on men's and women's communication styles? How do men and women in your culture communicate? Use examples to explain your opinion.
2. Predict the differences Dr. Cameron is going to talk about in the ways men and women give their opinions.

B. Choose a role play about communication. Work with a partner.

- Choose which situation and role you want to play.
- Think of some things your character would say.
- Practice your role play, and then perform it for classmates.

Situation One: You are a man or woman who thinks that you and a person you work with (of the opposite sex) don't communicate well. You want to talk about why this is happening.

Situation Two: You are on vacation with your husband or wife, relaxing together at the

beach. You have lots of time. Last month you had problems communicating. Now that you have some quiet time, you want to talk about ways each of you can be a better communicator.



C. Listen as a soccer coach tells a reporter the secret to winning.

Discuss these topics in a small group.

1. Are you an agitator, a leader, the “glue,” or a workhorse? Give some examples to support your ideas.
2. What other kinds of people do you need to get “the right mix”?
3. Discuss with your group members how you could be a better group member.

D. Work in small groups. Choose a role play about dynamics.

- Choose which situation and role you want to play, or create your own.
- Think of some things your character would say.
- Practice your role play.
- Perform it for classmates.



An agitator

Situation A Three people are meeting to talk about starting a study group.

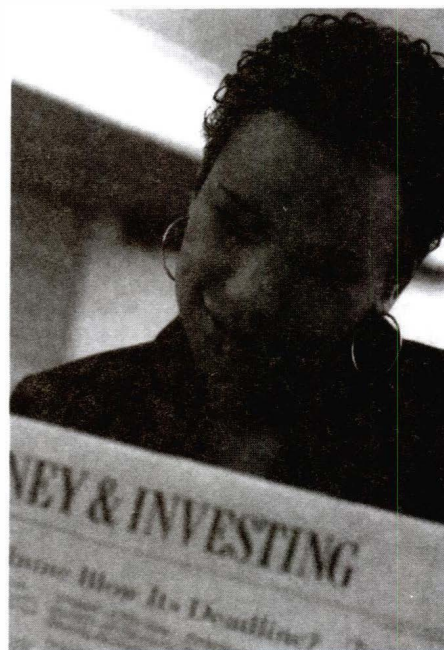
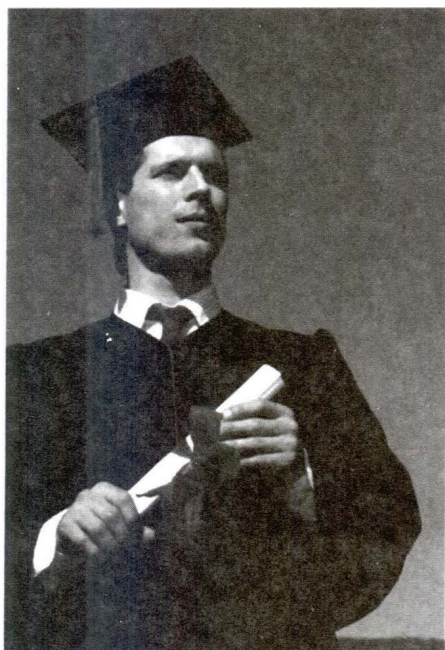
- Group Member #1: You are an agitator. You want to get your group members to think about new and different ways to study.
- Group Member #2: You are a leader. You know about organizing people and enjoy leading the discussion.
- Group Member #3: You are the glue. You want everyone to like each other and work together well.

Situation B Three people are planning a birthday party for another friend.

- Group Member #1: You are a leader. You know what kind of party you want, and you want the other group members to follow your plans.
- Group Member #2: You are a workhorse. You think about how to do the work, and you ask the other group members questions about it.
- Group Member #3: You are an agitator. You want the group to think about all the different ways and places to have a birthday party.

UNIT 5a

Five Tips for Your Financial Future



CONNECT to the topic

Do you sometimes think about your life in the future? How will it be different from life today? Income (the money we earn) often plays an important role in our future success or comfort. How we treat money now can affect how much we have in the future.

Read these statements about money. Check (✓) the response that best describes you (Y for yes, S for sometimes, N for no).

	Y	S	N
➔ I have specific plans for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➔ I save money for when I'm older.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➔ I spend all of my money each month.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➔ I think it's important to finish a college degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➔ I worry about how to pay for an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➔ I use credit cards when I don't have money to pay for something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compare answers with a classmate.

BUILD *your* vocabulary



A. The boldfaced words are from the unit lecture on financial planning. Listen to the sentences. Read along.

1. **annual**—My **annual** income never seems to be high enough. I wish I could make more money each year!
2. **credit cards**—My parents told me to be careful with **credit cards**. They said it's always better to pay with money.
3. **debt**—Here's some good advice: Stay out of **debt**. Life can be stressful if you owe more money than you have in the bank.
4. **deposit**—Try to **deposit** some money each month into a bank account. That way, if you have an emergency, you will have money to pay for it.
5. **earn**—I like my job, but I don't **earn** a lot of money. I would like to get a job that pays me more.
6. **establish**—It's a good idea to **establish** a savings account. You can start one at a bank with just a little bit of money.
7. **interest**—When you use a credit card to pay for something, you have to pay the money back. You also have to pay **interest**, which is sometimes as much as 22 percent of the money you took.
8. **investment**—My college education was a good **investment**. I had to put a lot of money and time into it, but now I can get a good job.
9. **required**—When you use a credit card to pay for something, you are **required** to repay the money. You must make monthly payments to the credit card company.
10. **statistics**—**Statistics** show that Americans use a lot of credit. For example, the average American makes \$48,000 a year and has a credit card debt of \$8,000!

B. Now choose the word or phrase that best completes each sentence.

established

invest

requires

1. I wanted to save money each week, so I _____ a savings account at my bank.
2. It's a good idea to _____ some of your money.
3. The credit company _____ me to pay back some of the money each month.

debt

earn

interest

statistics

4. These _____ show that you will earn more with a college degree than with just a high school education.
5. When I put money in the bank, I earn some _____ each month.
6. I bought a new computer even though I didn't have the money. Now I'm in _____ for a couple of years.
7. The money I _____ is just enough to pay my bills each month. I don't have any left for parties or movies.

annual

credit cards

deposit

8. With a college degree, I can have a higher _____ income.
9. I try to _____ money into my savings account each month.
10. Americans often use _____ to buy things they want.

C. **INTERACT WITH VOCABULARY!** Work with a partner. Notice the boldfaced words. Read the completed parts of sentences 1–5 as your partner says the mixed words in the correct order. Switch roles for 6–10.

1. The speaker (us / **tips** / **gave** / about) our finances.
2. Think for a moment about (of / some / **and dreams** / your **hopes**).
3. You may be thinking about (**providing** / your family / **for** / well).
4. A college degree is (**toward** / **first** / **the** / **step**) financial security.
5. Getting a college degree takes (lots / **and money** / of / **time**).
6. A person with a college degree (more / **earns** / **money** / than) a person with just a high school education.
7. Our parents always tell us (**be** / **with** / **careful** / to) credit cards.
8. It's so easy to overspend and (**debt** / **go** / **into**).
9. You can (**emergencies** / **prepare** / by / **for**) saving a little money.
10. You'll **be** (**at** / how / **pleased** / well / this) works.

FOCUS *your* attention

IMPERATIVES

Sometimes speakers want to give you some very strong advice, or tips. They use **imperative verbs** to show that the advice is very important. It might even sound like an order! With imperatives, you don't hear "you"—it's understood. For example:

***Get** a college degree.*

***Put** some money in the bank each month.*

***Try not to use** credit cards. OR **Don't use** credit cards.*

TRY
IT
OUT!



- A. Listen to this excerpt from a lecture giving students strong financial advice. Write down the imperatives the speaker uses.**
- B. Listen to the financial advice excerpt again. Complete the notes below with each tip the speaker gives. You can start by listing the imperatives you noted above.**
- C. Compare notes with a partner.**

Financial tips:

1) Finish _____

2) _____

3) _____

LISTEN *to the* lecture

BEFORE YOU LISTEN

You are about to listen to the unit lecture on financial planning. Look at the picture. Discuss these questions with a partner.

1. Imagine that the girl's cell phone bill is very high this month. What strong advice or order is the parent giving his daughter? What imperatives is the parent using?
2. What imperatives would you use in that situation? Why?



LISTEN FOR MAIN IDEAS



- A. Close your book. Listen to the lecture and take notes. Try to write down the topic and the main ideas. Notice that here the main ideas are five strategies—advice on how to do something.
- B. Use your notes. Complete the topic and main ideas from the lecture.

Topic: _____

Strategy 1 Get college degree

Strategy 2 _____

Strategy 3 _____

Strategy 4 _____

Strategy 5 _____

LISTEN FOR DETAILS

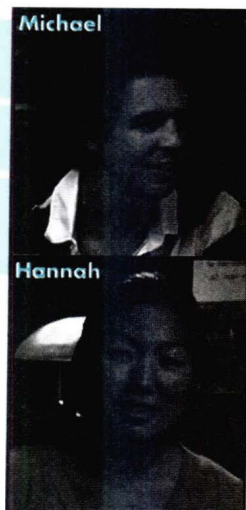


- A. Close your book. Listen to the lecture again. Add details to your notes and correct any mistakes.
 - B. Use your notes. Choose the best answer, based on the lecture.
1. Getting a college degree is _____.
 - a. the first step toward financial security
 - b. a big investment
 - c. both a and b

2. On average, a person with a college degree makes _____ in a lifetime.
 - a. \$2.1 million
 - b. \$2.5 million
 - c. \$1 million
3. We should be careful with credit cards because _____.
 - a. they will make us financially secure
 - b. we can buy something and never pay for it
 - c. we will have to pay interest
4. We can pay for unexpected events by _____.
 - a. regularly putting money into an emergency account
 - b. going out to eat or to a movie
 - c. both a and b
5. If you don't like risk, you should _____.
 - a. spend all of your money
 - b. put money in a low-risk fund
 - c. use credit cards
6. Retirement is something we should think about _____.
 - a. now
 - b. when we're in our sixties
 - c. only if we have extra money
7. "We all know that happiness doesn't depend upon money" means that _____.
 - a. money is not necessary in life
 - b. we cannot be happy without money
 - c. if we don't have a lot of money, we can still be happy

TALK *about the* topic

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A. Listen to the students talk about financial security. Read each idea. Then check (✓) the student who expresses it.



	Michael	Hannah
1. I pay off my credit card every month.	<input type="checkbox"/>	<input type="checkbox"/>
2. Investing is something I know about.	<input type="checkbox"/>	<input type="checkbox"/>
3. Economics and environmental problems are connected.	<input type="checkbox"/>	<input type="checkbox"/>



B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy the student uses.



	Asking for opinions or ideas	Asking for clarification or confirmation
1. Michael: "How financially secure would you say you are?"	<input type="checkbox"/>	<input type="checkbox"/>
2. Hannah: "You mean, based on the different strategies the lecturer gave?"	<input type="checkbox"/>	<input type="checkbox"/>
3. Michael: "I'm a little confused—why are you studying economics, then?"	<input type="checkbox"/>	<input type="checkbox"/>
4. Michael: "N-G-O?"	<input type="checkbox"/>	<input type="checkbox"/>

C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.

- Which strategies for financial success did the students mention?
- Which of the speaker's financial strategies are the easiest for you to follow? Which are more difficult? Why?
- Imagine your grandparents give you some money to invest. What types of investments might be good? How could you research this?

REVIEW your notes

With a partner, review your notes from the lecture. Discuss the speaker's five tips for establishing financial security. Then complete this outline together.

5 Financial Strategies

I. Get college degree

- a. big _____
- b. future: more income

II. Credit cards: be _____!

- a. in U.S. average debt = \$ _____
- b. interest

III. Prepare for _____

- a. establish _____ account
- b. regularly _____

IV. _____ money

- a. low-risk fund
- b. hire a _____
- c. _____ and _____ help
you understand

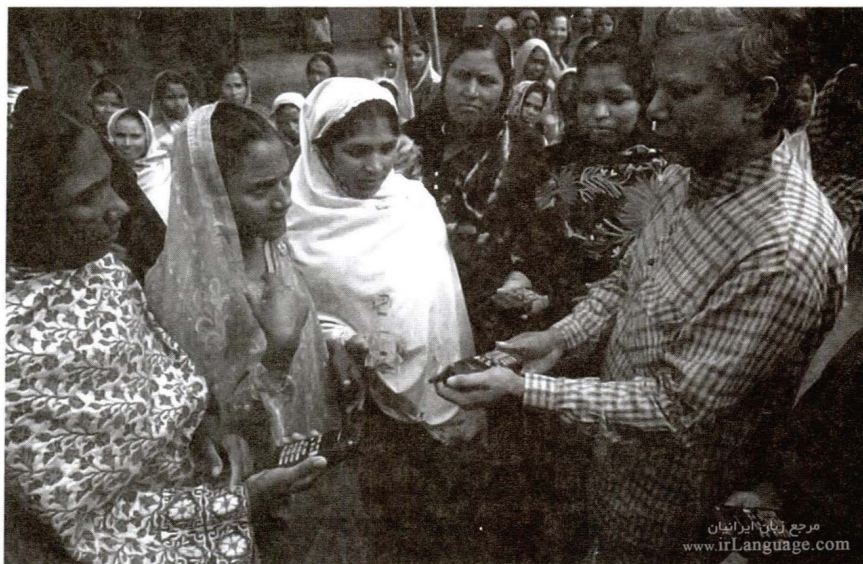
V. Save for _____

- a. start early
- b. set aside _____

TAKE
THE
UNIT
TEST

Now you are ready to take the Unit Test.

Microcredit: Changing Lives



CONNECT to the topic

Throughout the world many people don't have enough money for a home or food. Governments and communities are always challenged by the question of how to help the poor. But there is new hope because of a special program that helps poor people rise from poverty by starting their own businesses.

Complete this survey by checking (✓) your opinion.

	Strongly disagree	Disagree	Agree	Strongly agree
→ There will always be poor people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ Poor people are poor because they don't want to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ The government should help poor people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ I'd give a poor person money to start a business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ Poor people can be good businesspeople.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discuss your answers in a small group.

BUILD *your* vocabulary



A. The boldfaced words are from the unit lecture on microcredit. Listen to the sentences. Read along.

1. **borrow**—I am going to the bank tomorrow to **borrow** money to open a shoe store. I'll have to pay the money back over the next several years.
2. **exclude**—In some places, banks **exclude** women from getting money to start a business. The banks believe that women are not good business owners.
3. **impact**—Our brother's new shoe store had a big **impact** on his family life. He worked eighty hours a week and only saw his wife and kids on Saturday and Sunday evenings.
4. **individual**—The **individual** who owns the most successful bakery in our town was once a poor, single mother.
5. **labored**—Tatjana **labored** in the fields all day, digging up potatoes and picking corn.
6. **lends**—The bank **lends** money to people it believes can pay the money back.
7. **loan**—My parents didn't have enough money to pay for our house, so they got a **loan** from the bank. My parents must pay back a little each month.
8. **profit**—Last year, my friends bought some land for \$4,000. Today they sold it for \$8,000, so they made a 100 percent **profit**.
9. **purchase**—The store owner used money from the bank to **purchase** land. On that land she built a bigger, better store.
10. **traditional**—My sister works for a company that is old and very **traditional**. The company prefers to do things the same way it did things many years ago.

B. Now complete the story using the vocabulary words.

borrow	exclude	individual	loan	traditional
--------	---------	------------	------	-------------

A(n) _____^{1.} in our town, Ann Parker, decided that she wanted to open a car business. Because it cost a lot of money to start a car business, Ann knew she would need to _____^{2.} money. She decided to ask her bank for a _____^{3.}. But the bank owners were very _____^{4.}, and they did not believe that a woman could sell cars. Several bankers wanted to _____^{5.} her from getting any money to start her business. A woman selling cars was not a business model that anyone had ever seen before.

impact

labored

lend

profit

purchase

The bank owners didn't like the building Ann wanted to buy, so they told her to _____ a building in a different part of the city. But they read Ann's business plan, and they liked her ideas. Finally, they decided to _____ Ann the money she needed. This money had a large _____ on Ann's business. She used it to build a very large car business. In her first year of business, Ann _____ hard every day, sometimes working until midnight. But she made a _____ by selling her cars for 50 percent more money than she paid for them!

C. INTERACT WITH VOCABULARY! Work with a partner. Notice the boldfaced words. Say sentences 1–4 as your partner circles the correct word (an *X* indicates that no word is needed). Switch roles for sentences 5–8.

1. The West Street Bank (makes / make) **loans** to (a / the / X) new business owners.
2. I'm working at a restaurant to (earn / earned) **money** so that I can go to (a / the / X) school next year.
3. Sometimes new business owners have trouble (getting / got) **credit** or (a / the / X) loans.
4. One man wanted to (change / changes) **the lives** of (a / the / X) poor.
5. My father (selling / sold) **his business** to (a / the / X) company in California.
6. My sister's company is (a / the / X) good example of how to (does / do) **business**. itLanguage.com
7. There is (social / society) **pressure** to repay (your / a) loans.
8. (A / The / X) statistics show that microcredit had a big **impact** (on / in) the people of Bangladesh.

NUMBERS

Often when speakers give important dates and numbers, they shorten the numbers to make them easier to say. For example, a year may be said in a pair of numbers (A). When speakers say a large number with many zeros, they often shorten the numbers by saying “point” (B). They also say “point” to mean a decimal point when talking about percentages (C).

- A. He has to repay the loan by **twenty ten**. (2010)
- B. The company got a **three point five million** dollar loan.
(3,500,000 or 3.5 million)
- C. **Thirty-four point eight percent** of the families . . . (34.8%)

Speakers sometimes give important numbers quickly. You can record these numbers in your notes faster if you use abbreviations and symbols. For example:

Symbols and meanings

K thousand	¢ cent	♀ female/women
M million	£ pound	♂ male/men
B billion	≈ approx/about	Δ change
% percentage	= equals	/ per/each/or

TRY
IT
OUT!



A. Listen to this excerpt from an economics lecture. Circle the years you hear.

- a. 1983 / 1993 b. 9093 / 1993 c. 2013 / 2030

B. Listen again to the excerpt. Take notes below using symbols.

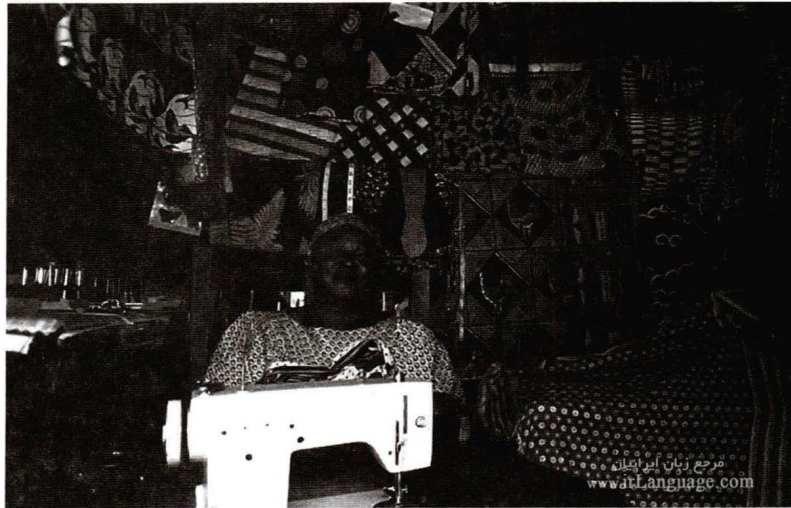
C. Compare notes with a partner.

1983-1993: 1.1B poorer

today: _____ live on _____ / day

70% = _____

if no Δ by _____: _____ B will live on _____ / day



BEFORE YOU LISTEN

You are about to listen to the unit lecture on microcredit. Imagine that you see a poor woman sitting in front of a building selling flowers. Answer these questions with a partner.

1. What do you think when you see her? _____

2. What questions do you want to ask her? _____

LISTEN FOR MAIN IDEAS



- A. Close your book. Listen to the lecture and take notes. Try to write down the topic and main ideas.
- B. Use your notes. Draw a line through the ideas that aren't discussed in the lecture. Then number the remaining ideas in the order they are discussed.

- _____ Mohammad Yunus used microcredit to help the poor in Bengali villages.
- _____ People who do not have money can get a loan from the Village Bank.
- _____ The Village Bank has more money than a traditional bank.
- _____ The Village Bank is located in small villages.
- _____ The Village Bank gives loans to small groups of people.
- _____ Traditional banks are in old buildings.
- _____ Mohammad Yunus believed that economics could help poor people.

LISTEN FOR DETAILS



- A. Close your book. Listen to the lecture again. Add details to your notes and correct any mistakes.
- B. What is each statement describing? Check (✓) your answer. Note that each statement may describe more than one thing.

	A money lender	A traditional bank	The Village Bank
1. Gives loans to the poor			
2. Buys products from poor people			
3. Gives microcredit			
4. Is in villages			
5. Sells materials to poor people			
6. Controls the market (where people sell the things they make)			
7. Makes loans to individuals and companies			
8. Believes poor people can repay loans			
9. Sends managers to visit borrowers			
10. Helps poor people become middle-class			

TALK *about the* topic



A. Listen to the students discuss microcredit. Read each opinion. Then check (✓) who agrees with it. More than one student may agree.



	Molly	May
1. Poor people aren't just in "poor countries."	<input type="checkbox"/>	<input type="checkbox"/>
2. A little help can make a big difference.	<input type="checkbox"/>	<input type="checkbox"/>
3. Giving a skill can be as helpful as giving money.	<input type="checkbox"/>	<input type="checkbox"/>



B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy the student uses.



	Expressing an opinion	Disagreeing	Offering a fact or example
1. Molly: "I wouldn't say it quite like that—that the problem is just 'out there.'"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Molly: "I babysit for free one night a week for my neighbor."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. May: "I just started volunteering with an after-school program, helping kids with math."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. May: "When you think about it, pretty much everyone has <i>something</i> to give."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.

- Besides giving money, what are some ways that you can help poor people?
- What kinds of volunteer work do you like to do?
- What are some ways to get more people interested in doing volunteer work?

REVIEW *your* notes

With a partner, review your notes from the microcredit lecture. What numbers did you note? Complete this outline together.

Notes on: _____

1) Start of The Village Bank

- a. _____ - famine kills _____ people
- b. Yunus studies _____
ex. Sugai Begum - borrows from & sells to _____
- c. Yunus loans _____ /person
- d. Villagers pay _____ back; free from
_____ ; _____ market
- e. microcredit = making _____ to _____

2) Differences: The Village Bank vs. _____

- a. Gives loans to: _____ vs. people who have
some _____
- b. Makes loans to _____ vs. individuals &

- c. Location: _____ vs. _____

3) Result

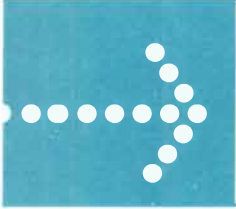
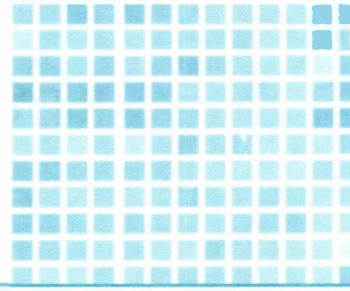
- a. ex. Riziy Begum
- b. 64% cross _____



Now you are ready to take the Unit Test.



EXTEND *the* topic



Now you know more about planning personal finances and using microcredit to help others. Learn more about these ideas. Role-play a game show and interview someone about his or her volunteer activities.



A. Listen as two game show contestants show their knowledge of money idioms.

Discuss the following topics in a small group.

1. What is the theme of the game show? What is the prize for the winner? How will Raymond or Lucinda win?
2. What idioms or expressions about money do you know? With a partner, make a list. Then take turns explaining the meaning of each idiom.
3. Research other money idioms. Look on the Internet or ask a native English speaker for idioms that have to do with money. Are the meanings clear?
4. Does your language have idioms about money? Explain them to your group.

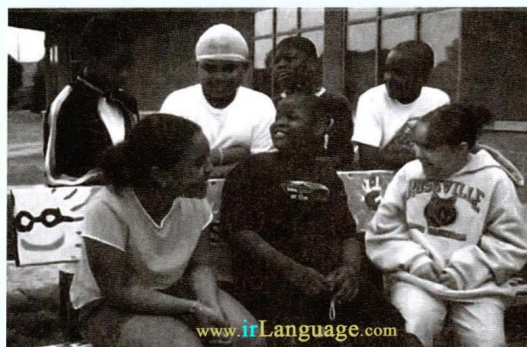
B. Choose a role play about finances, or create your own.

Situation One: Be on a game show.

- Choose two classmates, and each of you chooses a role: host, Contestant A, or Contestant B.
- Create a list of idioms and the rules of the game. For example:
 - The host says the idiom.
 - Each contestant makes a sentence using the idiom.
 - The first one to write or say a correct sentence gets a point.
- Practice playing different roles. Then perform your role play for the class.

Situation Two: You are a parent. Your son does not want to continue his college education. He wants to get a job now. He thinks he will be very happy with a job. He says he is tired of being a student. Give your son (your partner) some strong advice so that he knows how important it is for him to graduate from college.

- Choose a partner and decide which role you want to play.
- Practice. Then perform your role play for the class.



C. Listen to a documentary clip about a place called The Hang-Out.

Discuss the following topics in a small group.

1. In your opinion, why did the Parkers open The Hang-Out? What kind of people are Adam and Emma Parker?
2. Think about your own life. What person had a positive effect on your life or the lives of other people you know? Describe this person and talk about how he or she changed your life or the lives of others.
3. What kind of volunteer work do you do? Why do you do this work? If you don't do volunteer work, why not? What kind of work do you want to do in the future?

D. Learn more about making a difference.

- Find three people who do volunteer work or give their time to making a difference in the world.
- Interview them and write their answers in the chart.
 - Ask them to explain exactly what they do. Are they volunteers, or are they paid?
 - Find out the names of their organizations. When and why did they start to work for the organization?
 - Find out why they do this work.

How people are helped	Volunteer organization	Reasons for helping
(name) _____		
(name) _____		
(name) _____		

- Report what you learn to the class.



APPENDIX A: academic word list

Numbers indicate the sublist of the Academic Word List. For example, *abandon* and its family members are in Sublist 8. Sublist 1 contains the most frequent words in the list, and Sublist 10 contains the least frequent. **Boldfacing** indicates that the word is taught in *Contemporary Topic Introductory*. The unit in which the word is taught is indicated in parentheses.

abandon	8	anticipate	9	bulk	9	compile	10
abstract	6	apparent	4	capable	6	complement	8
academy	5	append	8	capacity	5	complex	2
access	4	appreciate	8	category	2	component	3
accommodate	9	approach (4b)	1	cease	9	compound	5
accompany	8	appropriate	2	challenge (4b)	5	comprehensive	7
accumulate	8	approximate	4	channel	7	comprise	7
accurate	6	arbitrary	8	chapter	2	compute	2
achieve	2	area (3a)	1	chart	8	conceive	10
acknowledge	6	aspect	2	chemical	7	concentrate	4
acquire	2	assemble	10	circumstance	3	concept (4b)	1
adapt	7	assess	1	cite	6	conclude (4b)	2
adequate	4	assign	6	civil	4	concurrent	9
adjacent	10	assist	2	clarify	8	conduct	2
adjust (2a)	5	assume	1	classic	7	confer	4
administrate	2	assure	9	clause	5	confine	9
adult	7	attach	6	code	4	confirm	7
advocate	7	attain	9	coherent	9	conflict	5
affect (3b)	2	attitude	4	coincide	9	conform	8
aggregate	6	attribute	4	collapse	10	consent	3
aid	7	author	6	colleague	10	consequent (3b)	2
albeit	10	authority (3a)	1	commence	9	considerable	3
allocate	6	automate	8	comment (4a)	3	consist (1a)	1
alter	5	available	1	commission	2	constant	3
alternative	3	aware	5	commit	4	constitute	1
ambiguous	8	behalf	9	commodity	8	constrain	3
amend	5	benefit	1	communicate	4	construct	2
analogy	9	bias	8	community	2	consult	5
analyze	1	bond	6	compatible	9	consume (3a)	2
annual (5a)	4	brief	6	compensate	3	contact	5

contemporary	8	despite	4	ensure	3	fluctuate	8
context	1	detect	8	entity	5	focus	2
contract	1	deviate	8	environment (1b)	1	format	9
contradict	8	device	9	equate	2	formula	1
contrary	7	devote	9	equip	7	forthcoming	10
contrast	4	differentiate	7	equivalent	5	found	9
contribute	3	dimension	4	erode	9	foundation	7
controversy	9	diminish	9	error	4	framework	3
convene	3	discrete	5	establish (5b)	1	function	1
converse	9	discriminate	6	estate	6	fund	3
convert	7	displace	8	estimate	1	fundamental	5
convince	10	display	6	ethic	9	furthermore	6
cooperate	6	dispose	7	ethnic	4	gender	6
coordinate	3	distinct	2	evaluate	2	generate	5
core	3	distort	9	eventual	8	generation	5
corporate	3	distribute	1	evident (1b)	1	globe	7
correspond	3	diverse	6	evolve	5	goal	4
couple	7	document	3	exceed	6	grade	7
create (3a)	1	domain	6	exclude (5b)	3	grant	4
credit (5a)	2	domestic	4	exhibit	8	guarantee	7
criteria	3	dominate	3	expand	5	guideline	8
crucial	8	draft	5	expert	6	hence	4
culture (1b)	2	drama	8	explicit	6	hierarchy	7
currency	8	duration	9	exploit	8	highlight	8
cycle	4	dynamic	7	export	1	hypothesis	4
data	1	economy	1	expose	5	identical	7
debate	4	edit	6	external	5	identify (2b)	1
decade	7	element	2	extract	7	ideology	7
decline	5	eliminate	7	facilitate	5	ignorance	6
deduce	3	emerge	4	factor	1	illustrate	3
define	1	emphasis	3	feature (3a)	2	image	5
definite	7	empirical	7	federal	6	immigrate	3
demonstrate	3	enable	5	fee	6	impact (5b)	2
denote	8	encounter	10	file	7	implement	4
deny	7	energy	5	final (1a)	2	implicate	4
depress	10	enforce	5	finance (1a)	1	implicit	8
derive	1	enhance	6	finite	7	imply	3
design	2	enormous	10	flexible (2b)	6	impose	4

incentive	6	investigate	4	minimal	9	parallel	4
incidence	6	invoke	10	minimize	8	parameter	4
incline	10	involve (3a)	1	minimum	6	participate (2b)	2
income	1	isolate	7	ministry	6	partner (4a)	3
incorporate	6	issue	1	minor	3	passive	9
index	6	item	2	mode	7	perceive	2
indicate	1	job	4	modify	5	percent (3a)	1
individual (5b)	1	journal (3a)	2	monitor	5	period (3b)	1
induce	8	justify	3	motive	6	persist	10
inevitable	8	label	4	mutual	9	perspective	5
infer	7	labor (5b)	1	negate	3	phase	4
infrastructure	8	layer	3	network	5	phenomenon	7
inherent	9	lecture	6	neutral	6	philosophy	3
inhibit	6	legal (3b)	1	nevertheless	6	physical	3
initial	3	legislate	1	nonetheless	10	plus	8
initiate	6	levy	10	norm	9	policy	1
injure	2	liberal	5	normal (2a)	2	portion	9
innovate	7	license	5	notion	5	pose	10
input	6	likewise	10	notwithstanding	10	positive	2
insert	7	link (1a)	3	nuclear	8	potential (1b)	2
insight	9	locate	3	objective	5	practitioner	8
inspect	8	logic	5	obtain	2	precede	6
instance	3	maintain	2	obvious	4	precise	5
institute	2	major (1b)	1	occupy	4	predict	4
instruct	6	manipulate	8	occur (4a)	1	predominant	8
integral	9	manual	9	odd	10	preliminary	9
integrate	4	margin	5	offset	8	presume	6
integrity	10	mature	9	ongoing	10	previous	2
intelligence	6	maximize (4b)	3	option	4	primary	2
intense	8	mechanism	4	orient	5	prime	5
interact	3	media	7	outcome	3	principal	4
intermediate	9	mediate	9	output	4	principle	1
internal	4	medical	5	overall	4	prior	4
interpret	1	medium	9	overlap	9	priority	7
interval	6	mental	5	overseas	6	proceed	1
intervene	7	method	1	panel	10	process (2a)	1
intrinsic	10	migrate	6	paradigm	7	professional	4
invest (5a)	2	military	9	paragraph	8	prohibit	7

project (4a)	4	respond (4a, 4b)	1	stable	5	thesis	7
promote	4	restore	8	statistic (5a)	4	topic	7
proportion	3	restrain	9	status	4	trace	6
prospect	8	restrict	2	straightforward	10	tradition (2b, 5b)	2
protocol	9	retain	4	strategy	2	transfer (4a)	2
psychology	5	reveal	6	stress	4	transform	6
publication	7	revenue	5	structure (1a)	1	transit	5
publish	3	reverse	7	style	5	transmit	7
purchase (5b)	2	revise	8	submit	7	transport	6
pursue	5	revolution	9	subordinate	9	trend	5
qualitative	9	rigid	9	subsequent	4	trigger	9
quote	7	role	1	subsidy	6	ultimate	7
radical	8	route	9	substitute	5	undergo	10
random	8	scenario	9	successor	7	underlie	6
range	2	schedule	8	sufficient	3	undertake	4
ratio	5	scheme	3	sum	4	uniform	8
rational	6	scope	6	summary	4	unify	9
react	3	section	1	supplement	9	unique	7
recover	6	sector	1	survey	2	utilize	6
refine	9	secure	2	survive	7	valid	3
regime	4	seek	2	suspend	9	vary (4b)	1
region	2	select (3a)	2	sustain	5	vehicle	8
register	3	sequence	3	symbol	5	version	5
regulate (3b)	2	series	4	tape	6	via	8
reinforce	8	sex	3	target	5	violate	9
reject (2a)	5	shift	3	task	3	virtual	8
relax	9	significant (1a)	1	team	9	visible	7
release	7	similar (2a)	1	technical	3	vision	9
relevant	2	simulate	7	technique	3	visual	8
reluctance	10	site	2	technology	3	volume	3
rely	3	so-called	10	temporary	9	voluntary	7
remove	3	sole	7	tense	8	welfare	5
require (5a)	1	somewhat	7	terminate	8	whereas	5
research (1a)	1	source (2b)	1	text	2	whereby	10
reside	2	specific	1	theme	8	widespread	8
resolve	4	specify	3	theory	1		
resource (4b)	2	sphere	9	thereby	8		



APPENDIX B: affix charts

Learning the meanings of affixes can help you identify unfamiliar words that you read or hear. A *prefix* is a letter or group of letters at the beginning of a word. It usually changes the meaning. A *suffix* is a letter or group of letters at the end of a word. It usually changes the part of speech.

The charts below and on page 97 contain common prefixes and suffixes. Refer to the charts as you use this book.

Prefixes

PREFIX	MEANING	EXAMPLE
a-, ab-, il-, im-, in-, ir-, un-	not, without	atypical, abnormal, illegal, impossible, inconvenient, irregular, unfair
anti-	opposed to, against	antisocial, antiseptic
co-, col-, com-, con-, cor-	with, together	coexist, collect, commune, connect, correct
de-	give something the opposite quality	decriminalize
dis-	not, remove	disapprove, disarm
ex-	no longer, former	ex-wife, ex-president
ex-	out, from	export, exit
extra-	outside, beyond	extracurricular, extraordinary
im-, in-	in, into	import, incoming
inter-	between, among	international
post-	later than, after	postgraduate
pro-	in favor of	pro-education
semi-	half, partly	semicircle, semi-literate
sub-	under, below, less important	subway, submarine, subordinate
super-	larger, greater, stronger	supermarket, supervisor

Suffixes

SUFFIX	MEANING	EXAMPLE
-able, -ible	having the quality of, capable of (<i>adj</i>)	comfortable, responsible
-al, -ial	relating to (<i>adj</i>)	professional, ceremonial
-ance, -ence, -ancy, -ency	the act, state, or quality of (<i>n</i>)	performance, intelligence, conservancy, competency
-ation, -tion, -ion	the act, state, or result of (<i>n</i>)	examination, selection, facilitation
-ar, -er, -or, -ist	someone who does a particular thing (<i>n</i>)	beggar, photographer, editor, psychologist
-ful	full of (<i>adj</i>)	beautiful, harmful, fearful
-ify, -ize	give something a particular quality (<i>v</i>)	clarify, modernize <small>irLanguage.com</small>
-ility	the quality of (<i>n</i>)	affordability, responsibility, humility
-ism	a political or religious belief system (<i>n</i>)	atheism, capitalism
-ist	relating to (or someone who has) a political or religious belief (<i>adj, n</i>)	Buddhist, socialist
-ive, -ous, -ious	having a particular quality (<i>adj</i>)	creative, dangerous, mysterious
-ity	a particular quality (<i>n</i>)	popularity, creativity
-less	without (<i>adj</i>)	careless, worthless
-ly	in a particular way (<i>adj., adv.</i>)	briefly, fluently
-ment	conditions that result from something (<i>n</i>)	government, development
-ness	quality of (<i>n</i>)	happiness, seriousness



CD: tracking guide

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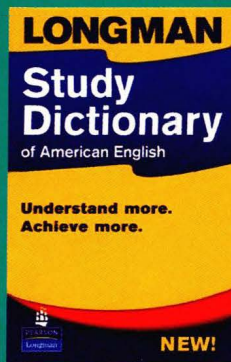
DVD: tracking guide

UNIT	FEATURE	STUDENT BOOK ACTIVITY
1a	Lecture Coaching Tips Presentation Points Student Discussion	Listen for Main Ideas and Listen for Details, pages 6–7 Talk About the Topic, Parts A and B, page 8
1b	Lecture Coaching Tips Presentation Points Student Discussion	Listen for Main Ideas and Listen for Details, pages 14–15 Talk About the Topic, Parts A and B, page 16
2a	Lecture Coaching Tips Presentation Points Student Discussion	Listen for Main Ideas and Listen for Details, pages 24–25 <small>irLanguage.com</small> Talk About the Topic, Parts A and B, page 26
2b	Lecture Coaching Tips Presentation Points Student Discussion	Listen for Main Ideas and Listen for Details, pages 32–33 Talk About the Topic, Parts A and B, page 34
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UNIT	FEATURE	STUDENT BOOK ACTIVITY
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5a	Lecture Coaching Tips Presentation Points Student Discussion	Listen for Main Ideas and Listen for Details, pages 78–79 Talk About the Topic, Parts A and B, page 80
5b	Lecture Coaching Tips Presentation Points Student Discussion	Listen for Main Ideas and Listen for Details, pages 86–87 Talk About the Topic, Parts A and B, page 88

These are the **discussion strategies** that you will hear the students in the Student Discussion videos using. Consider starting a list of the expressions you learn for each one.

- Asking for opinions or ideas
- Expressing an opinion
- Agreeing
- Disagreeing
- Offering a fact or example
- Asking for clarification or confirmation



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Jeanette Clement / Cynthia Lennox

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How has microcredit changed people's lives?*

You'll find the answers to these and other questions in *Contemporary Topics Introductory*, which features college lectures from several academic disciplines, including archaeology, anthropology, and economics. *Contemporary Topics Introductory* prepares students for the challenge of college lectures with practice in a wide range of listening, speaking, and note-taking skills and strategies. The lectures (available on CD and DVD) were filmed in realistic academic settings before live student audiences.

DVD Features

- Realistic college lectures from a range of academic disciplines (also on audio CDs)
- Student discussions of the lectures (also on audio CDs)
- Instructors' Presentation Points
- Coaching Tips that guide students as they take notes
- Subtitles for lectures and student discussions

Course Features

- Corpus-based vocabulary drawn from the Academic Word List
- Practical listening and note-taking strategies
- Note-review practice that allows students to analyze their note-taking skills and consolidate their understanding of the lecture
- Academic research and speaking tasks: presentations, discussions, and role plays
- A Teacher's Pack for busy instructors with:
 - Suggested bonus activities
 - Teaching notes
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