

GENRE BASED LISTENING

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Chapter 1

The Global Economy

Objectives

- Learn about global economy
- Learn a Listening Strategy: Making inferences about attitudes or feelings, listening for the main points in an introduction, listening for causes and effects
- Learn a Note-taking Strategy: Using a variety graphic organizers

Build Background Knowledge



A remote village in Nepal



Deforestation in the Amazon

Think about the topic

In small groups, discuss these questions.

1. What makes some countries poor and others rich?
2. What challenges do countries with little fuel, water, and other natural resources have? What are some possible solutions to these challenges?
3. What modern technologies might be appropriate in **developing nations** (nations with a low level of industry, productivity, and technology)? Why might they be appropriate?

Vocabulary Preparation

INTERNET TERMS In the next reading, there are some terms related to Internet technology. In small groups, share what you know about the terms in the box. Then write the correct letters on the lines.

- | | | |
|----------------------|-------------------|------------------------|
| a. be connected | c. connectivity | e. virtual whiteboard |
| b. connect virtually | d. digital divide | f. wireless networking |

1. connecting to communication systems without the use of wires
2. a computer application that allows people in different locations to share ideas by writing or and making changes to the same computerized board at the same time
3. the condition of being connected to others by means of computers and/or the Internet
4. the gap between people who have access to technology and people who do not
5. communicate with other people by computer and/or over the Internet; that is, not face-to-face
6. be able to communicate with other computers and/or other computer users

Reading

Read about technologies in developing nations. As you read, think about this question: How is modern technology solving problems in resource-poor nations?

Solar Ovens

For all of his working life, John Roche was a research engineer with a passion for solar technology. When he retired, he thought about where in the world solar energy could be used most effectively. The answer seemed clear: developing nations with a scarcity of wood and an abundance of sunlight. So Roche and two partners founded

trying to transfer U.S. technology to Ethiopia. He dreams that the widespread use of solar ovens could help alleviate droughts.

At first, Limenih was skeptical about solar ovens - that is, he says, "until I ate the rice out of it, and chicken. And it even baked our bread. I tasted it, then I started believing."

In Ethiopia, so many trees have been cut down that the climate has changed and droughts are more frequent, a problem Limenih has seen first-hand. In fact, he has seen rivers dry up and forests disappear in his own lifetime.

Now Limenih's organization is sending Solar Oven Society cookers home to Ethiopia.

Since it first started producing them, the Solar Oven Society has sent over 700 cookers to 25 developing countries. However, cost and other obstacles currently stand in the way of their widespread use.

But Solar Oven Society co-founder Mike Port believes those obstacles will someday be overcome. Says Port: "I like to remind people that it took the paper clip 17 years to be accepted."

Source: "Solar Oven Society Hopes to Make a Difference" (Losure)



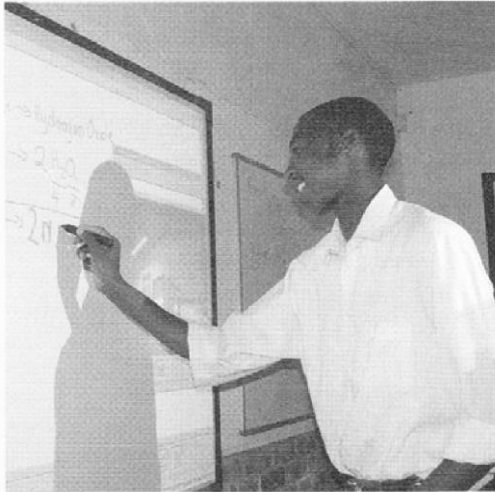
A Cambodian family with their new solar oven

the Solar Oven Society in Minneapolis, MN. Solar ovens use sunlight to heat and cook food.

Limenih, a native of Ethiopia, had been coming to the Solar Oven Society for several months. Limenih belongs to an organization of Ethiopian immigrants who are

Wireless in South Africa

In South Africa, students and teachers in five schools across the country "talk" to each other using virtual



A South African student uses a virtual whiteboard to answer his instructor who is miles away.

whiteboards, microphones, and the World Wide Web, thanks to the Ulwazi e-learning project.

Using just some basic wireless networking equipment and computers, the set-up is cost effective and simple for teachers and students, according to those behind the project.

The project is just one example of how wireless technology is helping bridge the digital divide, giving people in

less affluent or more remote areas a cheaper, more efficient and just as effective way to connect virtually

The growing use of wireless - and the relatively low expense of setting up such a system compared to building fiber-based networks like those used in the United States and other affluent areas - has made it more possible to set up communication systems in previously hard-to-reach places.

And cutting the need to build complex, expensive infrastructure means skipping a big step that had long divided developed and less developed areas, says Dennis Stipati, the director of International Markets for Motorola's Canopy Wireless Broadband group.

"This allows people to stay connected and be involved around the world, and I think that it means a lot to each country to have widespread Internet connectivity," said Stipati. "It is really bringing the whole world closer together, and [wireless technology] is becoming a basic service."

"To do these types of things allows go students everywhere to get a good education, and to be competitive in the modern world," said Stipati. "We're enabling these different parts of the world to be connected."

Source: "Wireless Third World" (Botelho)

Fab Labs

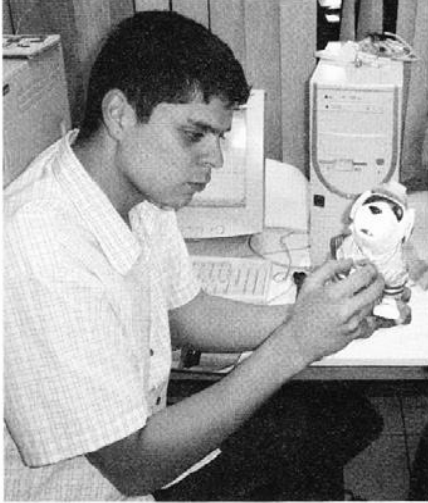
Remember the *Star Trek* Replicator machine? It made a copy of all the molecules of any given object and stored them in what would have to be the universe's biggest database. Whenever Captain Kirk or his crew needed anything, the Replicator would cheerfully spit out a shiny new copy of the desired object.

We'll probably need to wait a couple of centuries for someone to come up with a real world machine that's as capable as the Replicator. Meanwhile,

MIT's Center for Bits and Atoms "Fab Labs" may be the next best thing.

The Fab Lab, first built in 2002, is a hands-on laboratory that provides the technology needed to build just about anything from inexpensive and locally available materials.

Fab Labs have opened up all around the world, from Boston's South End to far above the Arctic Circle. Recently, a team from the MIT center set up a Fab Lab on the campus of the Takoradi Technical Institute in southwestern Ghana.



At a Fab Lab in Costa Rica, a student designs an electronic toy to be manufactured locally.

Like other Fab Labs, the Ghana lab has about \$20,000 dollars worth of equipment ... along with associated

computers, software, small electronics tools, and component parts.

The Ghana lab is working on practical projects, including antennas and radios for wireless Internet networks and solar-powered machinery for cooking, cooling, and cutting. Fab Lab staff developed activities with local users to address unmet needs.

A Fab Lab that opened in August, 2002, near Pabal in the western part of Maharashtra, India, has focused on developing agricultural instruments. Interests there include testing milk for quality and safety, and tuning diesel engines to run more efficiently.

Another Fab Lab, in Bithoor in the Indian state of Uttar Pradesh, is developing 3-D scanning and printing systems for rural artisans to produce the wooden blocks used in local embroidery.

Source: "Ghana Gets a Fab Lab" (Delio)

Vocabulary Check

Look back at the reading on previous pages. Find words or phrases to match the definitions below. Write the correct words and phrases on the lines.

Solar Ovens

1. a strong interest in (1-5)
2. a shortage (5-10)
3. a great deal of (5-10)
4. lessen the effects of (25-30)
5. barriers (45-50)

Wireless in South Africa

6. using the Internet to learn (55-60)
7. inexpensive (55-60)
8. rich (70-75)
9. physical support systems such as roads and wires (75-80)

Fab Labs

10. produce (idiom) (100-105)
11. provide necessary items or services (phrasal verb) (100-105)
12. craft persons; artists who create useful objects (140-145)

Discussion

In small groups, discuss these questions.

1. How does each of the three technologies described in the reading solve problems in developing nations?
2. What other countries might benefit from these technologies?
3. What other technologies might be useful in developing nations?

SOCIAL LANGUAGE Summer Jobs

Before Listening

A. THINKING AHEAD You are going to hear Brandon, Jennifer, and Tanya talk about jobs. In small groups, discuss these questions.

1. What career are you considering? What are you doing to prepare for it?
2. Some students work after school or during school vacations. Do you ever work while going to school? Why or why not? If you work during school vacations, what kind of work do you do?
3. Some students also work during school vacations to get experience in the field they are preparing for. These jobs are sometimes called internships. Have you ever had an internship or any job that was related to your career plans? Explain.

B. PREDICTING In the conversation, Brandon, Jennifer, and Tanya discuss companies that hire workers overseas instead of using workers at home. With a partner, discuss this question:

- What is one possible reason that companies hire overseas workers?

C. VOCABULARY PREPARATION Read the sentences below. The words and phrases in orange are from the conversation. Match the definitions in the box with the words and phrases in orange. Write the correct letters on the lines.

- | | |
|---|-------------------------------|
| a. and everything; and things like that | d. I have to leave rightaway. |
| b. because | e. That sounds great! |
| c. boring; unpleasant, unsatisfying | f. What bad luck! |

1. I don't want some dumb job this summer—I really want to do something interesting.
2. I can't work this summer 'cause I have to go to school.
3. When Bill told me that he got a job at Microsoft, I said, "Cool!"
4. Tell me about your new job. Do you have your own office an' all?
5. I heard you lost your job. What a drag!
6. Class is starting in five minutes. I'm outta here!

Listening

A. LISTENING FOR THE MAIN IDEA Listen to the conversation.

As you listen, think about this question:

- What is Brandon's career goal?

B. LISTENING FOR DETAILS Listen to the conversation again. Take notes to answer these questions. Don't write complete sentences.



1. Why does Jennifer think Brandon is lucky?
2. _____
What kind of job did Brandon have last summer?
3. _____
Why is Brandon's company hiring programmers in Eastern Europe?
4. _____
How long has Brandon been working with computers?
5. _____
Why does Brandon say that he would hire cheap labor overseas?

Now compare your answers with a partner's answers.

Test-Taking Strategy

Making Inferences about Attitudes or Feelings

Standardized tests often ask you to make inferences about conversations that you hear. These test questions may ask you to make an inference about the purpose of the conversation, the location of the conversation, or the attitudes or feelings of the speakers.

To answer questions about attitudes or feelings, listen to both the speakers' tone of voice and the things that they say. For example, if a speaker is speaking quickly or is hesitating and is requesting something from an authority figure (such as a professor), you might infer that the speaker is nervous.

Example: **Kevin:** Uh, um, Professor Jones?

Professor Jones: Yes, Kevin?

Kevin: Uh, I was wondering...

Professor Jones: Go on.

Kevin: Um, I was wondering if I could hand in my paper a day late since I've been sick.

C. MAKING INFERENCES ABOUT ATTITUDES OR FEELINGS

Listen to parts of the conversation again and make inferences. Circle the correct answers.

1. How do you think Tanya feels about the possibility of getting a good job this summer?
 - A. She's optimistic; she thinks she has a good chance.
 - B. She's pessimistic; she doesn't think she has a good chance.
 - C. She's indifferent; she doesn't care.
 - D. She doesn't have any idea of her chances.

2. How do you think Brandon feels about computer programming as a career goal?
 - A. He's excited about it.
 - B. He doesn't really want to do it anymore.
 - C. He thinks he's too good to do it.
 - D. He doesn't have an opinion.
3. How does Brandon's career goal compare to the kind of work that he's been doing since he was 13?
 - A. It's about the same.
 - B. It requires less responsibility.
 - C. It requires more responsibility.
 - D. It's in a totally different field.
4. Why might Jennifer think that Brandon's plan to hire cheap labor overseas for his company is a bad idea?
 - A. The company loses money.
 - B. It's bad for the economy of the country where the workers live.
 - C. It's bad for U.S. citizens who need jobs.
 - D. It makes products cost more.
5. Why might some people think Brandon's plan to hire cheap labor overseas for his company is a good idea?
 - A. People who don't have a lot of money can buy his products.
 - B. U.S. workers will have more jobs.
 - C. He can give jobs to people who need them.
 - D. It will make his products available overseas.

ACADEMIC ENGLISH Emerging Nations

Before Listening

Critical Thinking Strategy: Realizing What You Already Know

Lectures often build on information that you have already studied. Other times, they present information that is entirely new to you. You usually know the topic of a lecture because it is indicated in your syllabus or related to material in your textbook. When you know the topic of a lecture, think about what you already know about the subject. This will also help you realize what you don't know about it. Doing this will help you mentally prepare for the information that you will hear and helps you focus your attention while you listen.

Example:

You know: You are going to listen to a lecture with the title "American Fast-Food Restaurants in Japan: Successes and Failures." You heard a radio program about American-style donut shops in Japan, so you already know a little about one type of successful American-style restaurant in that country.

You don't know: You may not know about other types of restaurants—for example, ice cream shops—and you may not know about some of the failures of American-style restaurants in Japan. Therefore, as you listen to the lecture, you can focus on new examples.

REALIZING WHAT YOU ALREADY KNOW

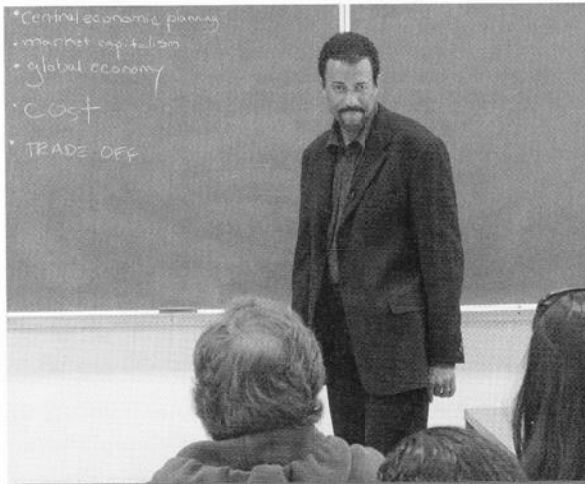
You will hear a lecture about the differences between two economic systems. To prepare, find out what you already know about socialism and market capitalism. Take the following true/false quiz. Circle T if the statement is true or F if the statement is false.

- | | | |
|---|---|---|
| 1. Under market capitalism, government planners decide how resources will be used. | T | F |
| 2. Under market capitalism, workers usually work where the government tells them to work. | T | F |
| 3. One of the pros (advantages) of socialism is an emphasis on free medical care for all. | T | F |
| 4. One of the pros of socialism is the freedom to choose the job that you want. | T | F |
| 5. One of the cons (disadvantages) of market capitalism is unemployment. | T | F |
| 6. One of the cons of market capitalism is constant shortages. | T | F |
| 7. Australia is a socialist country. | T | F |
| 8. The current economic system of Russia is moving toward market capitalism. | T | F |
| 9. China is an example of a country with a socialist economy. | T | F |
| 10. The economic system of France is market capitalism. | T | F |

Taking Notes

ABBREVIATIONS Write your own abbreviations for these words and phrases from the lecture.

- | | |
|------------------------------|-----------------|
| 1. central economic planning | 6. democratic |
| 2. market economies | 7. undemocratic |
| 3. resources | 8. socialism |
| 4. economies | 9. consumers |
| 5. government | 10. shortages |



Listening
A. LISTENING FOR THE MEANINGS OF NEW WORDS AND PHRASES

Listen to sentences with these economics words and phrases from the lecture. Then match the terms on the left with the definitions on the right.

- | | |
|-----------------------|--|
| 1. a trade-off | a. economic planners in socialist government |
| 2. centralize | b. the exchange of one thing for another |
| 3. cost | c. to put power or authority in a central organization |
| 4. decentralized | d. to give power or authority to private citizens |
| 5. technocrats | e. handling money in a smart way |
| 6. the private sector | f. not the government; private citizens |
| 7. scarcity | g. what is given up in order to get something else |
| 8. strategic output | h. materials or products that help a country defend itself |
| 9. fiscally sound | i. power distributed among several groups |
| 10. privatize | j. shortage; lack of |

Listening Strategy
Listening for the Main Points in an Introduction

You can often get the main points of a lecture from its introduction. Professors often list the main topics that they intend to cover at the beginning of a lecture. This helps you think ahead and plan your note-taking. Listen for phrases such as these:

Today, we're going to look at...

We'll also examine...

I'm going to cover...

I'll also touch on...

Example: Today, **we're going to look at** health care in Costa Rica, and **I'll also touch on** health care in Thailand.

B. LISTENING FOR THE MAIN POINTS IN AN INTRODUCTION

Listen to the introduction of the lecture. Below, take notes on the main points of the lecture.

The lecture will cover:

1. economic issues that _____
2. two ways that _____
3. transition from _____

C. TAKING NOTES: USING A VARIETY OF GRAPHIC ORGANIZERS

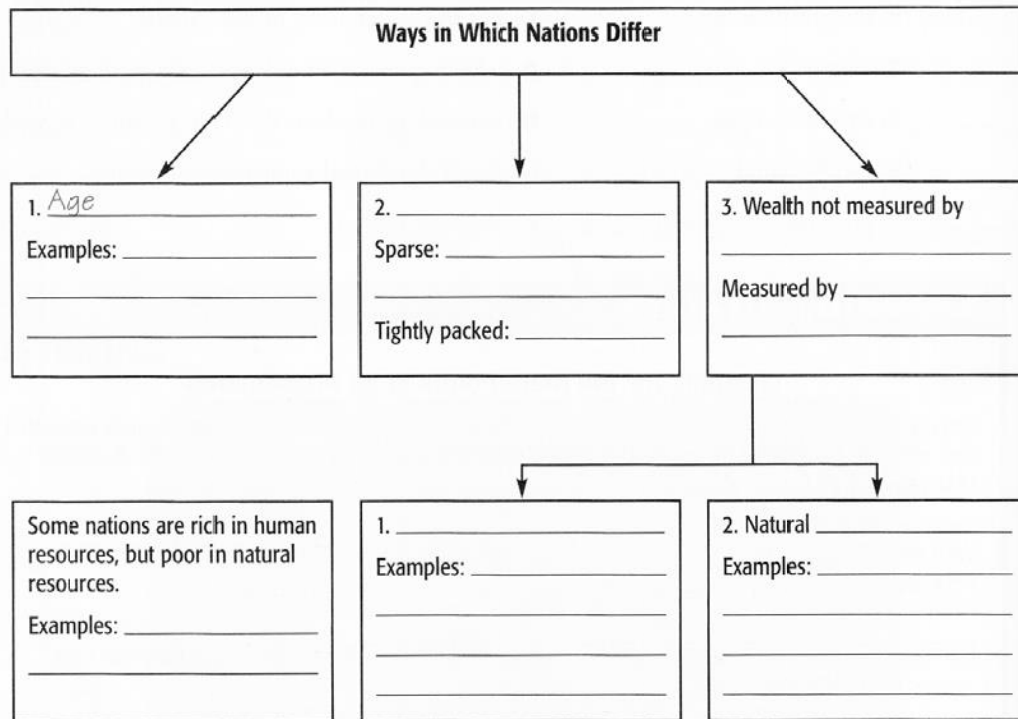
For this lecture, different graphic organizers are used for different sections of the lecture. The organizers reflect the type of information given in the different sections. You will listen to each section twice. Fill in as much as you can. Don't worry if you can't fill in everything. (You'll listen to the whole lecture again later.) Remember to use abbreviations. In this activity, you will listen to Sections 1-3. You will listen to Sections 4 and 5 in Activity D.

Emerging Nations in a Global Economy

Section 1

Economic Issues that Affect All Nations

Number of nations: _____



Section 2 Trade-offs

1. All nations must confront _____

Scarcity of resources:

Cost: every choice involves

Ex:

2. Trade-offs:

Central Economic Planning	Market Capitalism

Section 3

Facts About Economic Planning Under Socialism

1. Technocrats developed plans for: _____

How _____

What _____

For whom _____

2. The plans were plausible because

3. The central plan was not simple because

4. Technocrats' priorities:

5. How planners used the power of the state:

Ex: In the 1960s, one Soviet leader claimed they would "bury" the West, meaning

Therefore, placed emphasis on

Listening Strategy

Listening for Causes and Effects

Professors explain reasons and causes in many different ways. Often they will use cause and effect phrases such as *causes*, *results in*, *leads to*, *as a result*, *because*, and *because of*. Some lecturers may also pose a question and then answer it themselves.

Example: With more consumer-oriented goods sacrificed to produce strategic output, there were *persistent* shortages. **Why? Because consumer demand always exceeded the supply of things consumers wanted.**

You may also hear synonyms for terms such as *caused* and *resulted in*.

Example: So shortages not only **posed** a great hardship on consumers but also **encouraged** corruption and **perpetuated** inequalities in a political system that claimed to believe in fairness.

Another way to say this is: So shortages not only **resulted in** a great hardship on consumers but also **led to** corruption and inequalities in a political system that claimed to believe in fairness.

Here are some other words used to express causes and effects.

Examples: Labor costs around the world **have an impact on** local economies.
One **effect** of sending work overseas is lower costs for companies.
Low-cost labor overseas **impacts** the availability of employment for local workers.

D. TAKING NOTES: SECTIONS 4 AND 5 Listen to Sections 4 and 5 twice and take notes.

Section 4 Results of Socialism

1. Unemployment:

2. Emphasis on strategic production:

3. Wages, banks, and money:

4. Other results:

Section 5

Transition to Market Capitalism

Socialism	Market Capitalism

Results of transition:

Source: Adapted from a lecture by Ryszard D. C. Trainer, Ph.D.

Chapter 2

New Trends in Marketing Research

Objectives

- Learn about marketing research: different types and current trends
- Learn a Listening Strategy: Recognize lecture language that introduces the topic and lecture plan
- Learn a Note-taking Strategy: Organize your notes by outlining
- Learn a Discussion Strategy: Express your ideas during a discussion

Build Background Knowledge

Think about the topic

1. Look at these products. Then answer the questions below in pairs.



1. Look at the list of factors to consider when purchasing a product. Which factors are most important when purchasing the items in the picture?

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

2. Read this chapter from a marketing textbook on focus groups and how they are used in marketing research.

Talking to Your Target Market: Focus Groups

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

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

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

Focus groups usually start with general questions about product type. For example, a focus group for the high school market could be asked, "Which brands of

athletic shoes are the most popular with people at your school? Why?" Later they may be asked more specific questions about a particular brand. Discussion leaders may ask for opinions directly with questions like, "Why do you buy Nike shoes?" Or they may try to get at attitudes and beliefs more indirectly with a question like, "What do you think about people who wear Nike shoes?"

The focus group's answers to these questions tell researchers a lot about a brand's image—the way people think about a brand and the people who use 'the brand. If a lot of kids in a school wear one brand of athletic shoe, this suggests that the brand's image is youthful and popular.

Focus groups allow researchers to talk directly with their target market to find out about their beliefs, attitudes, and feelings;

however, there are some difficulties in trying to find out what motivates buying behavior with this method. Participants may not always tell the truth. They may avoid disagreeing with others in the group to appear more friendly and likable. They may also lie to avoid embarrassment.

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



**Check your
comprehension**
3. Answer the questions about the reading on page 3. Then discuss your answers with a partner.

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

**Expand your
vocabulary**
4. Match the words with their definitions. Look back at the reading on page 3 to check your answers.

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

Discuss the reading
5. Discuss these questions in a small group. Share your answers with the class.

1. What do you think a business should be more concerned with: meeting consumers' needs or making a profit? Why do you think so?
2. Choose a popular brand, for example, a brand of clothing, car, or food product. Discuss the target market, the kind of image the brand has, and how the company creates that image.

**Review what you
know**

To help you get ready to take in new information during the lecture, first think about what you already know about the topic.

6. With a partner, write down three things in your notebook that you have learned so far about marketing research.
Prepare to Listen and Take Notes
1. To help you understand the listening strategy, discuss the situation below and answer the questions.

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

Listening Strategy

Recognize Lecture Language for Topic and Lecture Plan

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

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

2. Read the expressions that signal the topic of a lecture. Can you add others to the list?

Today we're going to talk about .. .

What I want to discuss today is .. .

Today's topic is...

We'll be looking at ...

I'll give you an overview of ...

Last time we discussed . . . , and this week we're going to .. .

In today's class we'll focus on ...

Recognize lecture language

3. Read the expressions that signal the plan of a lecture. Can you add others to the list?

There are a few things we'll be covering today... .

We'll start out with . . . , and then look at .. .

I'll be covering two areas in today's lecture....

First, we'll look at. . . , then and finally we'll move on to ...

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

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

**Listen for the topic
and lecture plan**

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

1. Topic lecture language: _____

Topic: _____

Plan lecture language:

Plan:

2. Topic lecture language: _____

Topic: _____

Plan lecture language:

Plan:

3. Topic lecture language: _____

Topic: _____

Plan lecture language:

Plan:

Note-taking Strategy

Organize Your Notes by Outlining

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

Outline

6. Look at one student's notes from a lecture on marketing research. With a partner, try to summarize the lecture from these notes. What kinds of marketing research did the professor discuss? What support did the professor give?

Kinds of market research

Geographic

Country

Region

e.g. the midwest

Urban area

City/suburb

Demographic

age

sex

income

education

highest level achieved

7. Read this lecture transcript and take notes in outline form in your notebook.

Marketing is a process that involves many strategies and activities. Today, I'm only going to talk about two parts—product and pricing.

The first thing a business needs to decide is exactly what product, service, or idea its customers want to purchase. To do this, businesses need to determine their target market, or in other words, who will buy their product. Once a business understands the target market, it can develop its product to fit what the target market will buy. Second, after a business has developed a product, it must decide how to price it. If a product is too expensive, consumers won't purchase it. If it is too cheap, the business won't make a profit, and it won't make enough money.

Listen and Take Notes

Listening Strategy

Predict

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

Make Predictions

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

1. _____
2. _____
3. _____

Follow the Lecture

2. Now follow the lecture and take notes. Be sure to listen for the lecture language that signals the topic and lecture plan.

Topic: _____

Why it developed:

How it works:

Example:

Future:

**Assess your
comprehension**
3. How well were you able to recognize the lecture language? Check the statement that best describes you. Explain your answer.

_____ I was able to recognize when the lecturer said the topic and plan of the lecture.

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

4. Use your notes to answer these questions.

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

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

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

4. Why are some people concerned about the use of neuromarketing research?

Note-taking Strategy
Assess Your Notes

During a lecture, you can sometimes miss an important idea or piece of information. Compare notes with classmates in a study group after the lecture to check that your notes are complete.

Assess your notes
5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare your notes with a few other students. Discuss the differences and help each other fill in any missing information—words, definitions, ideas. Complete your notes.

Discuss the Issues

Discussion Strategy

Express Your Ideas

Many professors in the U.S. will ask students questions during their lectures or in class discussions. Also, students are often expected to express their ideas and opinions with a partner or in small groups.

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

Express Your Ideas

1. Read the expressions for expressing your ideas. Can you add others to the list?

I think/believe/feel ...

Here are my two cents ...

In my opinion....

What I'd like to say is .. .

Here's what I think . . .

Personally, I think/feel ...

I'd like to say/add/mention ..

Practice Expressing Your Ideas

2. In groups of four, read the questions and discuss them. Keep the conversation going until every student has had the chance to practice expressing his or her ideas. Use your own ideas or the ones given below.

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

Possible Ideas

The ads for this product always use good music.

They are for products that I am interested in.

My favorite celebrity is in the ads.

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

Possible Ideas

good price

nice packaging

celebrity advertising

all my friends have it

better quality than others

Discuss the Ideas in the Lecture

3. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for expressing your ideas.

1. Describe two print or television ads for similar products made by different companies. For example, compare ads for two different clothing stores, two different car insurance companies, or two different brands of shampoo. Based on the ads, what is the target audience for each product? Do you think they have the same target audience? Why or why not? How do the ads appeal to their target audience(s)?

2. As science helps us better understand how people make decisions, this information will most likely be used to sell products. What are the possible benefits of neuromarketing research for consumers? What are the possible negative consequences?
3. Imagine this situation. Your university has received funding from a political organization to conduct a "neuromarketing style" research study among students. Their goal is to see whether the techniques used for product marketing could also be useful in designing political campaigns. This has created a problem in the university community. Many people are opposed to the study because they feel this type of research is dangerous. They think the information gained from the study could be used to control people without them knowing it. Others feel this study is a good opportunity for your university to earn money and for researchers to better understand how the human brain works. What do you think? Why?
4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Chapter 3

Surviving Poetry

Objectives

- Learn about surviving poetry
- ☐ Learn a Listening Strategy: listening for inferences, listening for rhythm and rhymes.
- ☐ Learn a Note-taking Strategy: taking notes while listening

Build Background Knowledge

THINKING AHEAD You are going to listen to a conversation. In the conversation, Victor is having difficulty in his American literature class. In small groups, discuss these questions.

1. What can a student do if he or she is having trouble in class? List the possibilities.
2. Do you prefer **prose** (fiction and nonfiction written in paragraph form) or poetry? Why? Is it possible for a poem to tell a story?
3. In conversation, students often use abbreviations for the names of their classes. What do you think the abbreviations below mean? Do you know any other abbreviations?

anthro
biochem

Brit lit
chem

contemp lit
econ

poll sci
psych

Listening



A. LISTENING FOR THE MAIN IDEA Listen to the conversation. As you listen, think about this question:

- What two things especially worry Victor about the poetry unit?

B. LISTENING FOR INFERENCES Listen to part of the conversation again. Listen to it twice. As you listen, answer the following questions by making inferences. Circle the correct letters.

1. Who is Pam?
 - A. a friend of Victor's
 - B. a professor in the English department
 - C. Victor's American literature professor
 - D. Dr. Sears' T.A. (teaching assistant)
2. If students are afraid that they might fail a class, what can they do?
 - A. find a tutor to help them
 - B. drop the class at anytime
 - C. drop the class before a certain deadline (the latest time to do something)
 - D. drop the class before the final exam
3. What can you infer about Robert Frost and Maya Angelou?
 - A. They are modern poets who write conversational poems.
 - B. They are traditional poets who write poems with rhyme and rhythm.
 - C. They are short stories and other prose.
 - D. They are professors of literature

C. GUESSING, THE MEANING FROM CONTEXT Listen to part of the conversation again. Guess the meanings of the words and phrases in orange from the context. Then complete the sentences.

1. Two examples of **conventions** in poetry are _____

2. Writing that is **concise** has _____

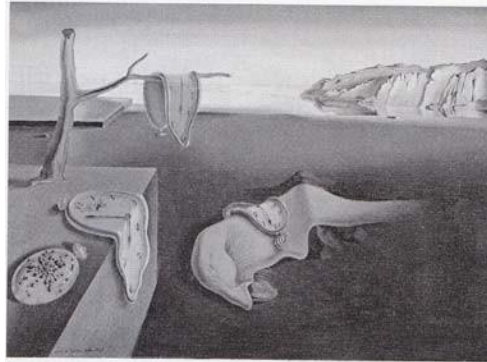
D. LISTENING FOR IMPORTANT DETAILS. Listen to part of the conversation again. Listen for information to complete these sentences.

1. Older or more traditional poetry has _____ and _____. Most contemporary poetry doesn't.
2. Much contemporary poetry is even _____, similar to _____, in some ways.
3. Contemporary poetry may seem difficult because it's more _____ than traditional poetry.

E. LISTENING TO POETRY Listen to these two poems. What images come to you as you listen?

A Sunday Morning After a Saturday Night by LoVerne Brown

She's so happy, this girl,
 she's sending out sparks like a brush fire,
 so lit with life
 her eyes could beam airplanes through fog,
 5 so warm with his loving we
 could blacken our toast on
 her forehead.
 The phone rings
 and she whispers to it
 10 "I love you."
 The cord uncoils
 and leaps to tell
 him she said it,
 the receiver melts in her hand
 15 as if done by Dali,
 the whole room crackles
 and we at the breakfast table
 smile
 but at a safe distance
 20 having learned by living
 that love so without insulation
 can immolate more than the toast.



Source: "A Sunday Morning After a Saturday Night" (Brown)

Without Stopping by Cherry Jean Vasconcellos

In the dream
 I can't stop crying.
 Neighbors drop in.
 They whisper while I
 5 straighten pillows
 on the couch,
 my face wet
 and silent as porcelain.
 Later, my picture shows up
 10 in supermarkets
 nationwide: *Woman
 Never Quits Weeping.*
 In the real world,
 He's gone two years
 15 and I hardly ever cry.
 Crude and shameless,
 life has filled in the spaces
 as it does with everyone.
 Now, for example, I remember
 20 how he touched me,
 but I don't feel his hand
 cup my hip the way I used to
 in the first, bitter
 euphoria after his death
 25 when he rose up around me
 like incense burning.

Source: "Without Stopping" (Vasconcellos)

A. COMPREHENSION CHECK Write your answers to these questions on the lines.

1. Which poem above is about new love? _____
2. Which poem is about lost love? _____
3. Are these two poems traditional or contemporary? Explain your answer. _____

Compare your answer with a partner's answers.

Poet Maya Angelou

Before Listening



Maya Angelou

A. THINKING AHEAD You're going to hear part of a radio program with Maya Angelou, a writer of poetry and prose. In the program, she talks about an extraordinary incident that happened when she was seven, growing up in the African-American section of a town in the southern United States. In small groups, discuss these questions.

1. Sometimes a child **stands out from the crowd** - is special or different in some way. What might be some reasons for this? Is it good or bad to stand out?
2. Some people have unhappy childhoods due to poverty, serious illness, lack of love, loss of parents, or other reasons. However, most are able to survive, and many become healthy, happy, successful adults. What are some possible reasons for this? In other words, how are they able to rise above tragedy?
3. The interviewer says, "Words *do* have enormous power." Has someone ever said something that made a big change in your life? If so, was it a good change or a bad change?

B. VOCABULARY PREPARATION Read the sentences below.

The words and phrases in orange are from the radio program.
Match the definitions in the box with the words and phrases in orange. Write the correct letters on the lines.

- | | |
|--|---|
| a. ability to live through a bad situation | g. outsider; person thrown out of society |
| b. actively attracted | h. prejudice; treatment against a person or group of people |
| c. after that | i. a serious test or trial |
| d. appropriate | j. sexually attacked |
| e. believed to be the result of | |
| f. move on hands and knees | |

- _____ 1. Alexa was very different from the others in the group. They didn't include her in their activities, so she began to feel like a **pariah**.
- _____ 2. In many countries, people of minority racial or religious groups suffer from **discrimination** from the rest of society.
- _____ 3. Martin's success can be **credited to** his education.
- _____ 4. The woman was **raped** by a man in the neighborhood. She was so traumatized by this that she refused to name the man. Finally, she decided she had to tell the police who the man was.
- _____ 5. Allen committed a crime. **Subsequently**, the police found him and arrested him.
- _____ 6. Years and years of reading is **apt** preparation for someone who wants to become a writer.
- _____ 7. When José saw hatred and injustice all around him, he had to stop himself with difficulty from committing violence. This was a terrible **crucible** for him.
- _____ 8. When I was a child, I used to put a blanket over the kitchen table and then **crawl** under the table. It was great like a cave, my own secret place.
- _____ 9. With a bit of food, I **lured** the frightened cat from its hiding place.
- _____ 10. People in the village depended on each other for their **survival** during the long war.

Listening Strategy**Listening for Rhyme and Rhythm**

Rhyme and *rhythm* are two conventions in poetry. Rhyme refers to the sound of two or more words when stressed vowels (a, e, i, o, u) and the consonants after them are the same.

Examples: **cost** **lost** **pain** **stain**

Rhythm is the order of stressed and unstressed syllables. In some poems, it is regular and predictable; in others, it is not. The rhythm of a poem can be shown with stress marks (') over stressed syllables and rounded marks (˘) over unstressed syllables.

Example: The breezes taste

Of apple peel.

The air is full


Of smells to feel.

A. LISTENING FOR RHYME AND RHYTHM Before listening to the interview with Maya Angelou, listen to one of her poems as you read along. Listen for the poem's rhyme and rhythm.

Caged Bird by Maya Angelou

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
5 and dips his wing
in the orange sun rays
and dares to claim the sky.
But a bird that stalks
down his narrow cage
10 can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.
15 The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
20 on the distant
hill for the caged
bird sings of
freedom.
The free bird thinks of another breeze
and the trade winds soft through the sighing trees
25 and the fat worms waiting on a dawn-bright lawn
and he names the sky his own.
But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
30 so he opens his throat to sing.
The caged bird sings
with a fearful trill
of things unknown
but longed for still
35 and his tune is heard
on the distant hill
for the caged bird
sings of freedom.



 With a partner, underline the words that rhyme in the poem. Then read the second stanza aloud. Mark the syllables that are stressed.

Test-Taking Strategy

Taking Notes While Listening

In the listening sections of some standardized tests, you can take notes as you listen to a selection. Sometimes you will read the questions before you listen; other times, you will listen and then hear the questions. Taking notes while listening will help you answer the test questions afterwards. When listening to a short lecture or interview, take notes on the main ideas, key points, and important names, dates, and places. Use abbreviations to save time.

B. LISTENING FOR MAIN IDEAS Listen to the radio program. In the program, Stephen Banker interviews Maya Angelou. As you listen, think about the questions below. Take notes.

- Why did Maya Angelou stop speaking?
- How did this indirectly lead to her becoming a poet?

Test-Taking Strategy

Understanding the Passive Voice

The passive voice is used for a variety of reasons.

1. The speaker doesn't know who did an action.

Example: Someone hurt Catherine. (Active voice)
Catherine **was hurt** (Passive voice)

2. The speaker knows who did an action but doesn't want to say who it was.

Example: My brother committed a crime. (Active voice)
A crime **was committed** (Passive voices)

3. It isn't important for the listener to know who did an action.


Example: Several people encouraged Rosa to read. (active voice)
Rosa **was encouraged** to read. (Passive voice)

4. Less common is the use of passive gerunds. Like gerunds, which are used as nouns, passive gerunds are used as noun phrases.

Examples: **Being introduced** to poetry changed Britney's entire life.
(= Britney was introduced to poetry, and this changed her entire life.)
Kevin's parents were upset about his **being expelled** from school.
Kevin was expelled from school, and his parents were upset about this.)

C. UNDERSTANDING THE PASSIVE VOICE Listen again to the central part of Angelou's story. As you listen, write the passive voice verbs on the lines.

Well, um, I at seven and a half, I _____ 1 _____
and, uh, I said so. I mean, I, after pressure from my brother,
who I loved a lot, I named the man. Um, the man _____ 2 _____
subsequently _____ 2 _____ I mean, almost
immediately. And, uh, I believed that because I had spoken,
ah, the man was dead. And it _____ 3 _____ that he
_____ 4 _____ to death. Um, I thought that my saying
his name caused directly his _____ 5 _____ and I
guess it is so.

 Compare your answers with a partner's answers. Then discuss this question:

- In your opinion, why is Angelou careful to use the passive voice five times in this short passage?


D. LISTENING FOR INFERENCES Listen to a section of the program. This time, listen for names. Fill in the blanks with the names you hear. Write your answers on the lines.

Angelou: Well, that same Mrs. Flowers, um, used to read to me, and she read poetry, and I had memorized by then large sections of _____ I _____ Paul Lawrence Dunbar, Countee Cullen, Langston Hughes. Uh, I had memorized portions of _____ 2 _____ because I had nothing else to do, and I loved to memorize things.

Uh, and Mrs. Flowers told me that poetry was music written for the human voice and that I must speak it. To really understand it, I must put it on my tongue and use my lips to form the words.

Banker: So they weren't your words.

Angelou: No, they weren't mine, but I loved them, and I began, um, under the bed we had a high country bed, you know and I used to crawl under the bed and sit way back against the wall and read Poe and I loved Edgar Allen Poe. My brother and I called him "Eap." And, uh, so I, I, started reading _____ 3 _____ aloud and _____ 4 _____ aloud. And then would try with my brother, and finally, it was poetry alone that, um, that lured my voice out of its hidden place.

 Compare your answers with a partner's answers. Then discuss this question:

- What can you infer about the people whose names you wrote down?

After Listening

A. DISCUSSION In small groups, discuss these questions.

1. What two things "almost directly" helped Angelou to survive a difficult childhood?
2. What can you infer about society in Angelou's "little town"?
3. What is a "volunteer mute"?
4. Why did Angelou become a volunteer mute?
5. Why wasn't she afraid to speak to her brother?
6. Why did Mrs. Flowers say Angelou "must speak" poetry read it aloud?
7. How did Angelou begin to speak again?

Chapter 4

American Poets

Objectives

- Learn about American Poets.
- Learn a Listening Strategy: listening main idea in lecture.
- Learn a Note-taking Strategy: making out line from a lecture.

Build Background Knowledge

Think About the Topic

A. THINKING AHEAD You're going to hear a lecture about American poets. Before you listen, discuss these questions in small groups.

1. It often takes many years for a poet to find his or her **voice** a specific, unique style of expression. What poets in your native language have a unique voice? How would you describe the poet's voice or style of expression?
2. The lecturer explains three of the creative impulses in American poetry three reasons that people write poetry. In your opinion, why do people write poetry? Brainstorm possible impulses that lead people to create poetry.

B. GUESSING THE MEANING FROM CONTEXT Read the sentences below. The words in orange are from the lecture. Guess their meanings from the context. Write your guesses on the lines.

1. I can't give you an example of a "typical" American poet because these poets are a very **diverse** group.
Guess: _____
2. Although Ethan now writes mostly prose both fiction and nonfiction he began by writing **verse**.
Guess: _____
3. Nobody knew much about Emily Dickinson because she had withdrawn from society and become a **recluse**. She led a solitary life for many years.
Guess: _____
4. William Saroyan's short stories have an **idiosyncratic** use of punctuation. For example, he never uses quotation marks at all. This is highly unusual, and Saroyan is the only writer I know who does this.
Guess: _____
5. Even if you don't understand the language, you can identify Saroyan's poems at a **glance** because of the way they look on the page.
Guess: _____
6. Since the **advent** of the Internet, people have had far greater access to information that was difficult to find before.
Guess: _____

7. Olivia had very strong **convictions** about the importance of freedom and **egalitarianism**. It was her belief that people couldn't really be free if they didn't also have equality with everyone else in society.
 Guess (convictions): _____
 Guess (egalitarianism): _____
8. In Langston Hughes' poetry, he **incorporated** the rhythms of jazz, gospel music, and the blues.
 Guess: _____
9. For many years, David went through **psychoanalysis**. His therapist helped him to grapple with his personal psychological demons, but it was a long, hard struggle.
 Guess (psychoanalysis): _____
 Guess (grapple): _____

Now compare your answers with a partner's answers.

C. TAKING NOTES: ABBREVIATIONS Write your own abbreviations for these words from the lecture.

1. American
2. Poetry
3. Impulse
4. conviction
5. rhythm

Listening

A. RECOGNIZING NAMES Listen to the pronunciation of these names of poets mentioned in the lecture. Notice the spelling so that you'll be able to take notes more easily. Write the initials for each name. You can use initials as your abbreviations.

1. John Berryman _____
2. E.E. Cummings _____
3. Emily Dickinson _____
4. Langston Hughes _____
5. Anne Sexton _____
6. Walt Whitman _____

B. VOCABULARY PREPARATION Listen to one part of the lecture.

What does the lecturer mean by the term *wordplay*?

Wordplay means _____

Listening Strategy

Listening for the Main Ideas in a Lecture

A well-organized professor often makes the main ideas clear by repeating them, in somewhat different words, several times during a lecture: in the introduction, at the end of each major section, and again in the conclusion. Read these examples from the lecture you are about to hear.

Example: you hear in the introduction: The second creative impulse is the desire to represent the common dramas of a multi-ethnic society

You hear at the end of a section: These two poets, Walt Whitman and Langston Hughes, are examples of American poets whose creative impulses led them to portray the culture, the society.

- C. TAKING NOTES: USING AN OUTLINE** Listen to the lecture. It's in four sections. You will listen to each section twice. Fill in as much of the outline as you can. Don't worry if you can't fill in everything. You'll listen to the whole lecture again later. There are three main ideas. You'll hear each one three times—once in the introduction, once in the middle, and again in the conclusion.

American Poets

Section I

I. Introduction: Three Impulses that Create Voice in American Poetry

- A. _____
- B. _____
- C. _____

Section 2

II. Creative Impulse: _____

A. Poet: _____

- 1. Background info. abt. her:
 - a. woman, 19th century, recluse
 - b. _____
- 2. Use of punctuation
 - a. _____
 - b. _____



Emily Dickinson

B. Poet: _____

- 1. Background info. abt. him:

- a. _____
- b. _____
- 2. Use of punctuation (possible because of the typewriter)
 - a. _
 - b. squeezed, stretched, separated words, phrases, and lines in the manner of a _____

Section 3

III. Creative Impulse: _____

A. Poet: _____

1. Background info. Abt. Him:

- a. _____
- b. _____
- c. _____

2. Wanted his poem to voice _____

3. Masterpiece: "Song of Myself"

- a. _____
- b. _____
- c. _____

B. Poet: _____

1. Background info. Abt. Him:

- a. Mem. Of the Harlem Renaissance (a literary movement), which celebrated _____
- b. _____

2. Created _____

3. In his poems, you can hear _____



Walt Whitman



Langston Hughes

Section 4

IV. Creative Impulse: _____

A. Poet: _____

1. Background info. Abt. Him:

- a. _____
- b. _____
- 2. His poetry
 - a. Wrote in the voice of “Henry”
 - b. Book *Dream Song*—an attempt to help him with _____

- B. Poet: _____
- 1. Reason for writing poetry: _____
- 2. Her poetry: _____

Section 5

V. Conclusion

- A. Primary creative impulse
- B. But _____

Source: Adapted from a lecture by Jill Hanifan, Ph.D.

D. CHECKING YOUR NOTES Listen to the whole lecture again. As you listen, review your notes and fill in any missing information.

After Listening

- A. USING YOUR NOTES** With a partner, use your notes to answer these questions.
 1. Which two poets wrote for highly personal and psychological reasons?
 2. Which two poets are known for their unique and challenging use of punctuation?
 3. Which two poets represented the diversity of American society?
- B. MAKING CONNECTIONS** Look back at the three poems in Part 1. In small groups, discuss these questions.
 1. Which two poems make use of wordplay?
 2. Which two poems represent ethnic diversity in the society?
 3. How are all three poems also personal expressions?

Folk Heroes

Before Listening

A. THINKING AHEAD You're going to hear a lecture about the characteristics of the hero in folktales. Before you listen, discuss these questions in small groups.

1. What are the characteristics of the hero in the hero's journey story? (This type of hero is also called the archetypal hero, a hero who is a model for all heroes.)
2. Who are some heroes in the folklore of your culture? Why are these heroes important in your culture? In other words, what do they represent or explain about your culture?
3. Make a prediction: Is the hero in a folktale similar to or different from the hero in the hero's journey-type story?

B. BACKGROUND READING Before listening to the lecture, read these two folktales. One is the American tale of "Pecos Bill," and the other is the Japanese folktale "Momotaro, or The Peach Boy." Read for the main idea you don't need to understand every word. As you read, think about these questions:

- What is the theme of each story?
- What are the characteristics of the heroes?

Pecos Bill

Any creature living near the Pecos River can tell you that the best cowboy who ever lived was Pecos Bill.

When Bill was a little baby, he was already as tough as nails. His family was living on their ranch in east Texas when another family moved in 50 miles away. Well, Bill's pa decided that the neighborhood was getting just too crowded, so the whole family packed up and started moving west.

One day, while the family was crossing the wide desert of west Texas, little Bill fell out of the back of the wagon. Nobody noticed he wasn't there until it was too late. Bill was sitting there in the dirt when a coyote came along. This creature decided that Bill must be a lost little coyote, so she picked him up by the scruff of his neck¹ and took him back to her den².

So it was that Pecos Bill grew up among coyotes. He learned the ways of nature, and he learned to talk with the creatures. It was a fine life. Then one day, 17 years later, a cowboy was riding through the desert when he saw Pecos Bill. It's hard to say who was more surprised.

"Who are you?" the cowboy asked.

"Coyote," said Bill.

"No you ain, t³, said the cowboy. "You're a cowboy, just like me."

Pecos Bill considered this. He had sometimes suspected that he was a little different from the other coyotes. Maybe this was the reason.

Sadly, he said goodbye to his coyote family and friends and rode off to be

¹ scruff of his neck: skin at the back of his neck

² den: home of a coyote

³ ain't: nonstandard form of am/is/are not

with the cowboys. He had to learn how to wear clothes, take an occasional bath, and be a regular cowboy. Bill learned most things very quickly. It was certainly easier than learning to be a coyote except for the baths.

25 One night he heard some of the cowboys talking about a dangerous gang of outlaws⁴, the Hell's Gate Gang, which was creating all sorts of trouble in west Texas. Pecos Bill decided to do something about this. He jumped on his horse and set out to find them. He figured he could tame⁵ these outlaws the same way he tamed a wild horse.

30 On his way to find the outlaws, his horse broke her ankle, so Bill had to sling the poor creature around his shoulders and carry her. After walking a few hundred miles, he ran into a deadly rattlesnake. It was at least 50 feet long, and it wanted to have Bill for dinner. It wrapped itself around Bill and squeezed and squeezed. But Bill just squeezed back even harder until all the poison was
35 squeezed right out of that rattler. Then he made a neat coil⁶ of the rattlesnake and put it over his arm. So it was that Pecos Bill invented the first lariat the rope that became as important to all cowboys as their horse or gun.

After a few hundred more miles of walking, Pecos Bill neared the camp of the Hell's Gate Gang. Now, the outlaws didn't even notice him at first because
40 they were staring at something else that was coming their way-fast-the biggest, meanest tornado that had ever hit Texas. Well, Pecos Bill looked up into the sky and saw this terrible black funnel cloud. He took the rattlesnake, made a careful loop with it, and began to swing it in huge circles over his head. Yelling the loudest war whoop⁷ that anyone had ever heard, he swung that lariat and
45 grabbed the tornado. The tornado pulled him up into the sky, but he held on and rode it just like a wild horse. He rode and rode and pulled the lariat tighter and tighter until all the rain was squeezed out.

That day it rained over Texas, Oklahoma, New Mexico, and
50 Arizona. They sure did need that rain it hadn't rained a drop of water in years. Finally, the tornado was all tired out. Pecos Bill slipped off the tornado over California. He fell so
55 hard that the ground level sank and created Death Valley, which, as everyone knows, is 200 feet below sea level.

The outlaws were astonished.
60 They decided right then that Pecos Bill would be their boss and that they would give up the outlaw life. They learned from him how to swing a rope to capture wild longhorn cattle, and that was the beginning of cattle ranches.

65 But Pecos Bill's coyote family missed him terribly. To this day, whenever



⁴ Outlaws: criminals hiding from authorities

⁵ Tame: to train to be gentle, harmless

⁶ Coil: something wound up into a round shape

⁷ Whoop: a loud shout

you hear a coyote howling at the moon, you know that it's calling sadly for Bill to return.

Momotaro, or The Peach Boy

If you'll believe me, there was a time when the fairies were not as shy as they are now. That was the time when beasts talked to men, when there were spells and enchantments and magic every day, when there was hidden treasure to be dug up and adventures for the asking.

At that time, you must know, an old man and an old woman lived alone by themselves. They were good and they were poor and they had no children at all.

On one fine day, the old woman asks, "What are you doing this morning, good man?"

"Oh," says the old man, "I'm off to the mountains to gather sticks for our fire. And what are you doing, good wife?"

"Oh," says the old woman, "I'm off to the stream to wash clothes. It's my washing day," she adds.

So the old man went to the mountains, and the old woman went to the stream.

Now, while she was washing the clothes, what should she see but a fine ripe peach that came floating down the stream. The peach was big and rosy red on both sides.

"I'm in luck this morning," says the old woman, and she pulls the peach to shore with a bamboo stick.

By and by, when her husband came home from the hills, she set the peach before him. "Eat, good man," she said. "This is a lucky peach I found in the stream and brought home for you."

But the old man never got a taste of the peach. And why did he riot?

All of a sudden the peach burst in two, and there was no pit to it, but a fine baby boy where the pit should have been.

"Mercy me!" the old woman.

"Mercy me!" says the old man.

The baby boy first ate up one half of the peach, and then he ate up the other half. After he had done this he was finer and stronger than ever.

"Momotaro! Momotaro!" cries the old man. "The eldest son of the peach."

"That is true," says the old woman. "He was born in a peach."

Both of them took such good care of Momotaro that soon he was the biggest and bravest boy in the countryside. He made his parents proud, you may believe. The neighbors nodded their heads and they said, "Momotaro is a fine young man!"

"Mother," says Momotaro one day to the old woman, "make me a good store of kimi-dango" (which is what that they call millet dumplings' in those



parts).

“Why do you want kimi-dango?” says his mother.

50 “Why,” says Momotaro, “I’m going on a journey, or as you may say, an adventure, and I shall be needing the kimi-dango on the way”

“Where are you going. Momotaro?” says his mother.

“I’m off to the Ogres’ Island,” says Momotaro, “to get their treasure, and I would appreciate it if you’d let me have the kimi-dango as soon as possible,” he says.

55 So his mother made him the kimi-dango, and he put them in a pouchy, and he tied it to his belt and off he went.

“Sayonora, and good luck to you. Momotaro!” cried the old man and the old woman.

“Sayonora! Sayonora!” cried Momotaro.

60 He hadn’t gone far when he met a monkey.

“Kia! Kia!” says the monkey. “Where are you going, Momotaro?” Says Momotaro, “I’m off to the Ogres’ Island for an adventure.” “What do you have in the pouch hanging on your belt?”

Says Momotaro, “I’ve some of the best kimi-dango in all Japan.”

65 “Give me one,” says the monkey, “and I will go with you.”

So Momotaro gave a kimi-dango to the monkey, and the two them jogged on together. They hadn’t gone far when they met a pheasant.

“Ken! Ken!” said the pheasant. “Where are you off to, Momotaro?”

70 Says Momotaro, “I’m off to the Ogres’ Island for an adventure.” “What do you have in the pouch hanging on your belt, Momotaro?” “I’ve got some of the best kimi-dango in all Japan.”

“Give me one,” says the pheasant, “and I will go with you.”

So Momotaro gave a kimi-dango to the pheasant, and the three of them walked on together. They hadn’t gone far when they met a dog.

75 “Bow! Wow! Wow!” says the dog. “Where are you going, Momotaro?” Says Momotaro, “I’m off to the Ogres’ Island.”

“What have you got in your pouch, Momotaro?”

“I’ve got some of the best kimi-dango in all Japan.”

“Give me one,” says the dog, “and I will go with you.”

80 So Momotaro gave a kimi-dango to the dog, and the four of them walked on together. Soon they came to the Ogres’ Island.

“Now, brothers,” says Momotaro, “listen to my plan. The pheasant must fly over the castle gate and peck the Ogres. The monkey must climb over the castle wall and pinch the Ogres. The dog and I will break the gate’s bolts and bars. He will bite the Ogres, and I will fight the Ogres.”

Then there was a great battle.

The pheasant flew over the castle gate: “Ken! Ken! Ken!”

Momotaro broke the bolts and bars, and the dog leaped into the castle courtyard. “Bow! Wow! Wow!”

90 The brave companions fought till sundown and overcame the Ogres. Those that were left alive they took prisoner and bound with cords a wicked lots they were.

“Now, brothers,” says Momotaro, “bring out the Ogres’ treasure.” So they did.

95 The treasure was worth having, indeed. There were magic jewels there, and capes and coats to make you invisible. There was gold and silver, and jade and coral, and amber and tortoise-shell and mother-of-pearl.

“Here’s riches for all,” says Momotaro. “Choose, brothers, and take your fill.” “Kia! Kia!” says the monkey. “Thanks, my Lord Momotaro.”

100 “Ken! Ken!” says the pheasant. “Thanks, my Lord Momotaro.”

“Bow! Wow! Wow!” says the dog. “Thanks, my dear Lord Momotaro.”

Source: *Japanese Fairy Tales* (Hearn)

C. GUESSING THE MEANING FROM CONTEXT Read the sentences below. The words and phrases in range are from the lecture. Guess their meanings from the context. Write your guesses on the lines.

1. The archetypal hero does not represent a real person; rather, it is an **idealized** human with special powers.
Guess: _____
2. In many Greek legends, the hero gets **supernatural** help from a god or goddess.
Guess: _____
3. In some stories, a male hero **seeks revenge** for his father; for example, he might try to kill his father’s murderer.
Guess: _____
4. In Star Wars, Luke has to **prove himself**. He needs to show that he can become a Jedi warrior.
Guess: _____
5. At the end of some stories, the hero is rewarded **spiritually**, but at the end of “Momotaro, or The Peach Boy,” the hero is rewarded with great riches.
Guess: _____
6. Momotaro’s quest ends in **prosperity** for him and for all his helpers. We imagine that the treasure they win allows them all to live happily ever after.
Guess: _____
7. Studying folklore lets you **tap into** the concerns of all humans. It gives you a picture of the wishes and desires of humanity as a whole.
Guess: _____
8. Campbell’s analysis of the archetypal hero is **compelling**. Most folklorists find it very persuasive.
Guess: _____

 Now compare your answers with a partner’s answers.

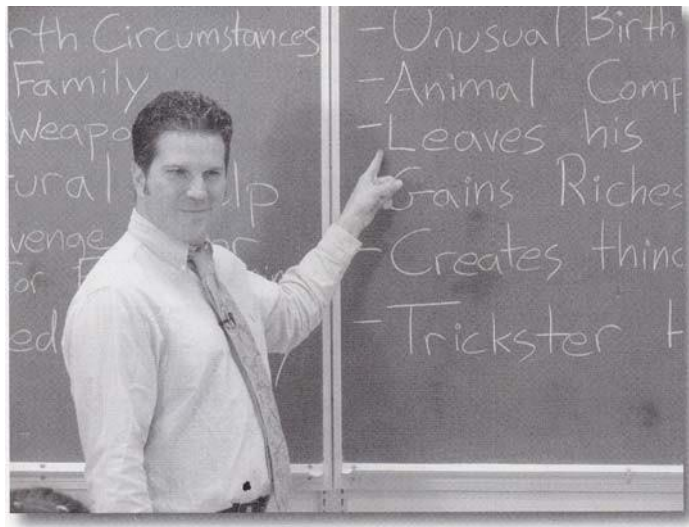
D. HAVING QUESTIONS IN MIND Look at the outline for the lecture on pages 193-194 and think about the two folktales you read. What would you like to know about folk heroes? On a separate piece of paper, write three questions.

E. TAKING NOTES: ABBREVIATIONS Write your own abbreviations for these words and phrases from the lecture.

- | | | | |
|---------------------------|-------|--------------------------|-------|
| 1. hero(es) | _____ | 7. universal | _____ |
| 2. mythology | _____ | 8. folktales | _____ |
| 3. religion | _____ | 9. geological formations | _____ |
| 4. collective unconscious | _____ | 10. symbol | _____ |
| 5. archetypal hero | _____ | 11. symbolizes | _____ |
| 6. characteristics | _____ | 12. technological | _____ |

 in small groups, compare your abbreviations.

Listening



A. GUESSING THE MEANING FROM CONTEXT Listen to the following words and phrases in the context of sentences. Then match the words and phrases with the definitions on the right. Write the correct letters on the lines.

- | | |
|---------------------------------|---|
| _____ 1. collective unconscious | a. a long adventure story with a hero |
| _____ 2. saga | b. monsters |
| _____ 3. prowess | c. upsetting |
| _____ 4. traumatic | d. kind |
| _____ 5. humble | e. uses his intelligence |
| _____ 6. simpleton | f. superior skills; also, personal power |
| _____ 7. uses his wits | g. plain; simple; ordinary |
| _____ 8. benevolent | h. unconscious thoughts that all people share |
| _____ 9. ogres | i. a person who isn't very smart |

Listening Strategy

Listening for Topic Signals

Professors often use topic signals in lectures. These words and phrases can help you to organize your notes because they often signal when the speaker is going to introduce the next subtopic of the lecture.

Examples: Let's take a look at the reason for ...

Let's turn our attention to why ...

This brings us to the topic of ...

When you hear a topic signal, prepare for a transition to the next subtopic or important point in a lecture.

- B. TAKING NOTES: LISTENING FOR TOPIC SIGNALS** Listen to the lecture. It's in five sections. Listen to each section twice. Notice that the note-taking organizer is much less structured than in previous chapters. There are only a few headings and notes given for each section, such as the section topics and a few key terms. Use them as a guide but remember to take notes on all the important information in the lecture. In addition, listen carefully for topic signals. You'll hear a few of them in this lecture.

Characteristics of the Folk Hero

Section 1: Definition of "Hero"

Archetypal hero: _____

Folk Hero: _____

Section 2: The Archetypal Hero

Campbell's characteristics: _____

How folk heroes differ: _____

What they give us: _____

Section 3: The Folk Hero

Folk heroes: _____

Characteristics: _____

What the folk hero reflects: _____

Section 4: Two folk Heroes: Pecos Bill & Momotaro

What Pecos Bill represents/reflects: _____

What the story explains: _____

What Momotaro symbolizes: _____

What the other characters symbolize: _____

Section 5: Conclusion

What folk help us understand:

Source: Adapted from a lecture by Alf H. Walle, Ph.D

**Listening
Strategy**

Understanding a Summary in the Conclusion to a Lecture

A well-organized speaker often gives students a summary of the speech or lecture in its conclusion. In other words, the lecturer uses the conclusion to restate, or to review, the main ideas. This gives you the opportunity to hear the main points again, in slightly different words.

For example, you are listening to a lecture that compares the hero in folktales from two different cultures. At the end of the lecture, the speaker summarizes by saying: "As you have seen, the heroes in these two stories share many of the same characteristics, even though they come from vastly different cultures." When you hear this, you are reminded of the main idea of the lecture.

- C. UNDERSTANDING A SUMMARY IN THE CONCLUSION TO A LECTURE** Review the notes you took on the conclusion on previous section. Listen again to Section 5 and add to your notes if necessary.
- D. CHECKING YOUR NOTES** Listen to the whole lecture again. As you listen, review your notes and fill in any missing information.

After Listening**Listening
Strategy****Comparing Lecture Notes**

Most students find it helpful to form a study group with classmates. With a study group, you can compare your lecture notes with those of your classmates, fill in any information that you missed, and correct anything that you misunderstood.

Example: Student A wrote these notes about Section 3:

Characteristics

Unusual birth circumstances

????

Sometimes an animal with human characteristics

Accomplishes a heroic deed

????

Student B has these notes:

Characteristics

Unusual birth circumstances

Animal companions

Sometime an animal with human characteristics

????

Gains riches or wisdom

By comparing notes, Students A and B can fill in the missing characteristics of the folk hero.

Chapter 5 Endangered Species

Objectives

- ☐ Learn about Endangered species.
- ☐ Learn a Listening Strategy: listening for signals.
- ☐ Learn a Note-taking Strategy: making out line from a lecture.

Build Background Knowledge

Think about the Topic



Flamingos at the Jersey Wildlife Preservation Trust on the Island of Jersey, United Kingdom

A. THINKING AHEAD In small groups, discuss these questions.

1. What are the purposes of zoos?
2. What zoos have you visited? Describe them. If you have never been to a zoo, which animal would you be most interested in seeing?
3. Zoos vary in their quality. How do old-fashioned zoos compare to modern, state-of-the art ones? Give some examples of the two types.
4. Gerald Durrell has been called a "modern Noah." Who was Noah? What was he known for? What does the comparison to Noah suggest about Durrell?

B. HAVING QUESTIONS IN MIND Look over the main headings of the lecture outline. What questions do you expect (or want) the professor to answer? Is there anything that you're curious about? What would you like to know about Durrell's life? Write your questions on the lines.

Question 1: _____

Question 2: _____

Question 3: _____

C. GUESSING THE MEANING FROM CONTEXT Read the sentences below. The words and phrases in orange are from the lecture. Guess their meanings from the context. Write your guesses on the lines.

1. In the past, animals that survived the trip from their natural habitat to zoos in Europe usually **perished** within a few months of their arrival.

Guess: _____

2. Durrell wanted to be certain that the animals he collected would be well taken care of, so to **ensure** their safety, he paid his hunters more than other collectors did.

Guess: _____

3. Durrell captured animals **humanely**. He was careful not to injure or stress them.

Guess: _____

4. First and foremost, Durrell was a **keen** observer of wildlife. He noticed things about animal behavior that most other scientists didn't.

Guess: _____

5. Jason wanted to understand the **plight** of the gorillas. He wanted to learn why their numbers had dropped so dramatically in recent years and why they may soon become extinct. He spent a month in the Republic of the Congo, studying and volunteering with primatologists there.

Guess: _____

6. In Africa, many game preserves have been established as **safe havens** for endangered species. In these places, animals are safe from hunters and poachers.

Guess: _____

7. The zoo's board of directors' decision was **unanimous**. Everyone agreed that the zoo should be redesigned in order to provide a better environment for the animals.

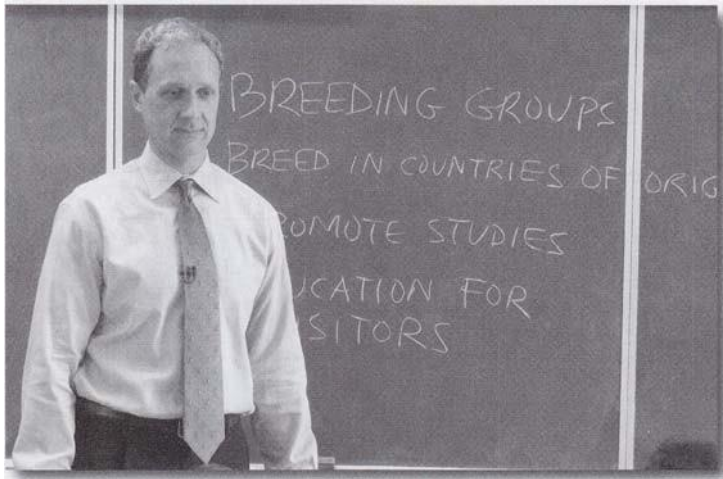
Guess: _____

8. Jean spent all of her money to start a new business; the result is that she can't pay her bills and is now **bankrupt**.

Guess: _____

9. Dr. Hanson left much more than money when he died; his **legacy** includes important research that changed the way scientists do research on endangered species.

Guess: _____



- A. TAKING NOTES: USING AN OUTLINE** Listen to the entire lecture without stopping. This lecture is very similar to a university-level lecture. Fill in as much of the outline as you can. Don't worry if you can't fill in everything. (You'll listen to the whole lecture again later.)

Gerald Darrell: Designer of the Modern Zoo

I. Introduction

A. Zoos before Darrell: _____

B. Zoos after Darrell: _____

II. Durrell's Early Years

A. Birth: _____

B. Childhood: _____

C. Job as a zookeeper: _____

III. Zoo Professionals

A. Other zoo professionals

1. _____
 - a. _____
 - b. _____
2. _____



Gerald Durrell founded (started) the Jersey Wildlife Preservation Trust. A "trust" is a non-profit organization.

B. Durrell's approach

1. _____
2. _____

C. Durrell's qualities

1. _____
2. _____
3. _____

IV. Durrell's Dream

A. How he solved the money problems: _____

B. Traditional zoos

1. _____

2. _____

3. _____

4. _____

5. _____

C. The problem of extinction

1. causes (from human activity)

a. _____

b. _____

2. how zoos can help to solve the problem

a. _____

b. _____

D. Durrell's plan (four principles)

1. _____

2. _____

3. _____

4. _____

E. The modern zoo

1. _____

2. _____

3. _____

4. _____

5. _____

F. What others thought: _____

V. Jersey Wildlife Preservation Trust

A. What Durrell did: _____

B. The first years: _____

C. How he maintained the trust: _____

VI. Durrell's Legacy

- A. Died: _____
- B. His greatest legacy
1. _____
 2. _____

Source: Adapted from a lecture by Jeff Schaefer, Ph.D

**Test-taking
Strategy**
Listening for Signals

Professors often use signals to help students follow and pay attention to a lecture. Listening to these signals will help you take better notes and know what is important. During the listening portion of a standardized test, listening for signals will help you notice what is important. Signals can also help you predict what questions may be asked about a lecture.

1. One kind of signal indicates when the professor is starting a new topic or moving on to the next subtopic of the lecture.

New Topic Signals

(Now) Let's take a look at ...

Let's turn our attention to ...

This brings us to the topic of ...

2. Professors sometimes use signals to get your attention in order to make you more interested in their topic. One signal is to ask a rhetorical question a question to which the speaker does not expect an answer.

Example: Why was Durrell so interested in the problem of extinction?

3. Another signal is to suggest a question that the audience may have.

Example: You may very well wonder how Durrell funded his dream.

4. Professors also use topic cues when they list items. These can be ordinal numbers or simply ordering signals.

Ordinal Signals

First,

Second,

Third, Finally./Lastly./Last, but not least,

Ordering Signals

Next,

Then

B. LISTENING FOR SIGNALS This lecture is longer than the previous ones, but it is easier to understand because it deals with a person's life and accomplishments. Therefore, the formal outline for this lecture is less detailed. The main topics are indicated with Roman numerals (I, II, III), and cues for the main subtopics are given after capital letters. However, some supporting details are missing.

Listen to the whole lecture again and fill in any information missing from your outline. Let the various signals help you.

After Listening

A. USING YOUR NOTES With a partner, use your notes to discuss these questions about the lecture.

1. What was Durrell's approach to capturing animals successfully?
2. What special qualities made Durrell good at what he did?
3. How did Durrell earn money to start his zoo?
4. What were zoos like before Durrell founded his own?
5. What should the modern zoo be like, according to Durrell's vision?
6. What is Durrell's legacy?

B. DISCUSSION In small groups, discuss these questions.

1. According to Durrell, what should the main purpose of zoos be?
2. How well do most zoos today care for animal welfare?
3. Do you enjoy going to zoos? Why or why not?
4. What are some other ways to observe animals? How do these ways compare with zoos?

C. MAKING CONNECTIONS Think about the article in Part 1, the radio program in Part 4, and the lecture you just heard. In small groups, discuss these questions. Write your answers in the T-charts.

1. What are advantages and disadvantages of leaving animals in their natural habitat?

Advantages of the Natural Habitat	Disadvantages of the Natural Habitat

2. What are advantages and disadvantages of bringing animals to zoos?

Advantages of Zoos	Disadvantages of Zoos

Chapter 6 The Green Movement

Objectives

- ☐ Learn about green movement.
- ☐ Learn a Listening Strategy: listening to accented English, memorizing.
- ☐ Learn a Note-taking Strategy: Critical thinking strategy.

Build Background Knowledge

Think about the Topic




A demonstrator in a Green Party parade

A. REALIZING WHAT YOU KNOW In Part 5, you are going to listen to a discussion instead of a lecture. Discussions are an important part of academic studies. In many colleges, teaching assistants (T.A.s) conduct discussion sections so students can talk about a professor's lecture and the accompanying reading material. T.A.s also give assignments and quizzes and generally help students understand difficult material.

The discussion that you will hear is about the Green Movement, a general term for Green political parties concerned with environmental and social issues. Before you listen, think about what you already know about the Green Movement (also known as Greens, or the Green Party in some countries). Read each statement below. If you think the statement is true, circle *T*, if you think it's false, circle *F*.

1. The Green Movement is concerned only with environmental issues. T F
2. The Green Movement is mainly active in the United States. T F
3. The Green Movement believes that every member of a society should participate in decision-making. T F
4. According to the Green Movement, it is mainly the government's responsibility to reduce waste and conserve natural resources. T F
5. Nonviolence is an important part of the Green philosophy. T F
6. Feminism and racial equality are not part of the Green Movement's key values. T F
7. The Green Party agrees with the practices of most modern industrialized societies. T F
8. The Greens believe in global responsibility, the idea that all actions must be evaluated for impact on the world environment. T F
9. The Greens believe in sustainability, which means using current resources while keeping future generations in mind. T F
10. Gaviotas is an example of a society that the Green Party would support. T F

 Now discuss your answers in small groups.

4. **HAVING QUESTIONS IN MIND** The outline on previous unit reflects the lecture that the students heard before attending the discussion section. Looking at the outline, what questions might students have about the lecture? Write questions on the lines.

Question 1: _____

Question 2: _____

Question 3: _____

5. **GUESSING THE MEANING FROM CONTEXT** Read the sentences below. The words and phrases in orange are from the discussion you will hear. Guess their meanings from the context. Write your guesses on the lines.

1. Bianca said that today she is **going over** the material we read in Chapter 10. She'll begin by explaining the chart on page 125.

Guess: _____

2. Instead of just analyzing one department in the organization, let's take **a holistic view**; that way we can see how each department interacts with the organization as a whole.

Guess: _____

3. Instead of telling you the whole story, I'll just give it to you **in a nutshell**: I had a problem with my car, and that's why I'm late.

Guess: _____

4. No one knows where that strange custom came from; it must **be rooted in** some ancient ritual that no one remembers anymore.

Guess: _____

5. Jason has some **wacky** idea about going to live on a commune in Colombia, but I think he's crazy!

Guess: _____

6. That school is a good place for kids who are **misfits** you know, the ones who just don't fit in anywhere.

Guess: _____

 Now compare your answers with a partner's answers.

Listening Strategy

Listening to Accented English

Many T.A.s in the United States and Canada are non-native English speakers. Sometimes you may not understand them because, like many people, you are most familiar with standard English accents. When you can't understand a word or expression that you hear in a different accent, follow these steps:

1. Decide if knowing the word or expression is necessary for the overall meaning of what you are listening to. If it isn't, forget about it. If it is, go to Suggestion
2. Supply the missing word, expression, or idea with the most logical possibility, based on the context.

Example: You hear : "The considerable recent gains in health and longevity, first in westernized countries and subsequently in others, have resulted primarily from the reduction in early-childhood (unintelligible expression)."

You guess: The missing part has something to do with death or disease because that's the obvious reason that people would be living longer. (The hints are longevity and reduction.)

If you don't understand the overall meaning and can't guess the missing word or expression, check with the person after the lecture or ask a classmate.

A. TAKING NOTES: LISTENING TO ACCENTED ENGLISH

Listen to the discussion. The outline is skeletal, so it is missing many details. Listen carefully to the T.A. and to the students' questions. Notice that the T.A. is a non-native English speaker. Use the strategy in the box above to guess words and phrases that you don't understand. There are three sections. You will listen to each section twice. Fill in as much of the outline as you can. Don't worry if you can't fill in everything. (You'll listen to the whole discussion again later.) Remember to use abbreviations.

The Green Movement

Section 1

1. Ecotopia: Origins of the Concept

- A. Utopia _____

- B. Ecology _____

- C. Ecotopia _____

Section 2

2. The Green Movement

- A. Philosophy _____

- B. Ten key values of the U.S. Green Movement
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____

Section 3

3. Conclusion _____
- _____
- _____
- _____
- _____

6. **USING YOUR NOTES** Before listening to the discussion again, look at Activity A on the previous page. Use your notes to help you check your answers. For any question that you cannot answer, you will need to fill in your notes when you listen again.
7. **CHECKING YOUR NOTES** Listen to the whole discussion again. As you listen, review your notes and fill in any missing information. Make sure that the definitions for the 10 key values are complete.

Critical Thinking Strategy**Memorizing**

In academic settings, you often have to memorize lists of concepts or definitions. Everyone has his or her favorite memory tricks, such as associating a word with something it reminds you of.

A good way to memorize a group of concepts or words and their definitions is to make flashcards using index cards. Write the word or concept on one side of the card and the definition on the back. Show yourself the word, define it, and then flip it over to see if you're right. Mix the cards up every time you study.

Example: **Front of flashcard:**

Back

sustainability

Not continuing a
“throwaway” culture:
thinking ahead to eliminate
waste and pollution in the
future

8. **MEMORIZING** Memorize the 10 key values from the outline on page 57. Use index cards to make flashcards. With a partner, quiz each other using flashcards. Then discuss any other memory tricks that you have used to help you learn new material.

After Listening

A. USING YOUR NOTES Use your notes to write your answers to these questions.

1. What's an *Ecotopia*?

2. What is the book *Ecotopia* about?

Chapter 7 Sibling Relationships

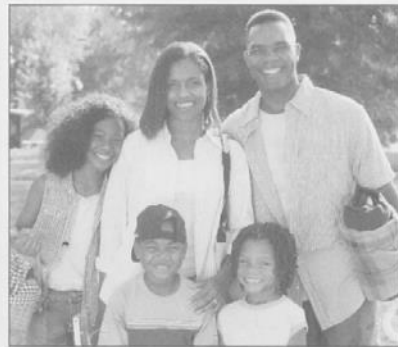
Objectives

- Learn about sibling relationships and their possible effect on human development
- Learn a Listening Strategy: Recognize lecture language that signals comparisons and contrasts
- Learn a Note-taking Strategy: Note comparisons and contrasts
- Learn a Discussion Strategy: Expand on your own ideas during a discussion

Build Background Knowledge

Think about the Topic

1. Look at the pictures. Then discuss the questions below in pairs.



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

2. Read this newspaper article about studies done with twins to determine just how similar they really are.

Twin Studies

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

Psychologists from the University of Minnesota have conducted several



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

accounts for the other 50%.

Researchers in this study have also tried to test the theory that we each develop a set of criteria for choosing a mate based on our genes and our unique experiences growing up. To do this, researchers compared the spouses of male identical twins who were raised together. They found that the spouses of these identical twins were not much more similar to each other than random pairs of people. They also found that two-thirds of the twins were "indifferent" to their twin's mate or "actively disliked" her. These results indicate that neither our genes nor our upbringing is a good predictor of the spouse we choose. Instead, researchers believe this choice appears to be random, and based more on whom we are near when we are ready to fall in love.

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

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

Check your comprehension

3. Answer the questions about the reading on page 47. Then discuss your answers with a partner.

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

Expand your vocabulary

4. Match the words with their definitions. Look back at the article on page 69 to check your answers

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

Discuss the reading

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

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

Review what you know

6. With a partner, write down three things in your notebook that you have learned so far about similarities among siblings

Prepare to Listen and Take Notes

1. To help you understand the listening strategy, discuss the situation below and answer the question.

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

Listening Strategy

Recognize Lecture Language that Signals Comparisons and Contrasts

Professors often compare and contrast different people, things, or ideas. Listen for the words and expressions that professors use to signal similarities and differences.

2. Read the expressions that signal comparison (similarity) and contrast difference). Can you add others to the list?

Comparison

Similarly.....
Likewise.
In the same way/fashion,.....
Both X and Y.....
Like X, Y is
Also.
What do X and Y have in common?.....

Contrast

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

Recognize lecture language

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

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

Listen

4. Listen to an excerpt from a lecture on sibling relationships about Clinton and his brother Roger Clinton. Match the first part of each sentence with the correct second part.

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

5. Listen to the excerpt again. As you listen, write down at least four Listen for causes instances of lecture language that signals comparison or contrast. and effects Then listen once more and write down what is being compared or contrasted. Circle the correct label.

1. Lecture language: _____
Compared/contrasted: _____

2. Lecture language: _____
Compared/contrasted: _____

3. Lecture language: _____
 Compared/contrasted: _____

4. Lecture language: _____
 Compared/contrasted: _____

Note-taking Strategy

Note Comparisons and Contrasts

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

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

Bill Clinton	Roger Clinton
- Born 1946	- born 1956
- Father died before born	- father Roger Clinton
- Mother married Roger Clinton aged 4	
- Difficult childhood	
- Close to brother, mother	
- Good student	- drug problems; dropped out of college
- Successful politician	- arrested, unsuccessful music career

	Bill Clinton	Roger Clinton
childhood	Born 1946 Father died Abusive step-father	1956 Father
school	Excellent student Yale Law School	Dropped out of college
career	Gov of AK US Pres	Arrested for selling drugs Played in rock bands; many jobs Not much of a career

Assess your comprehension

3. How well were you able to recognize the lecture language? Circle the statement that best describes you. Explain your answer.

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

1. all of the time b. some of the time c. none of the time d. not sure

4. Use your notes to answer these questions.

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

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

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

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

Assess your notes

5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare your notes with a few other students. Discuss the differences and help each other fill in any missing information. Complete your notes.

Summarize the lecture

6. Work with a partner and take turns. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Talk for 2-3 minutes only.

Discuss the Issues

Discussion Strategy

Expand on Your Own Ideas

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



Expand on your own ideas

1. Read the expressions for expanding on your own ideas. Can you add others to the list?

What I meant before was . . .
 I'd like to go back to what I was saying earlier . . .
 Let me add something to what I said before. . .
 What I was trying to say was. . .
 About my earlier point, . . .
 About what I said earlier, . . .
 I'd like to take my earlier point a step further. . .

Practice expanding on your idea

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

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

**Discuss the ideas in
the lecture**

3. Discuss these ideas from the lecture with your classmates.

Remember to use the phrases for expanding on your own ideas.

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

Chapter 8

Multiple Intelligences

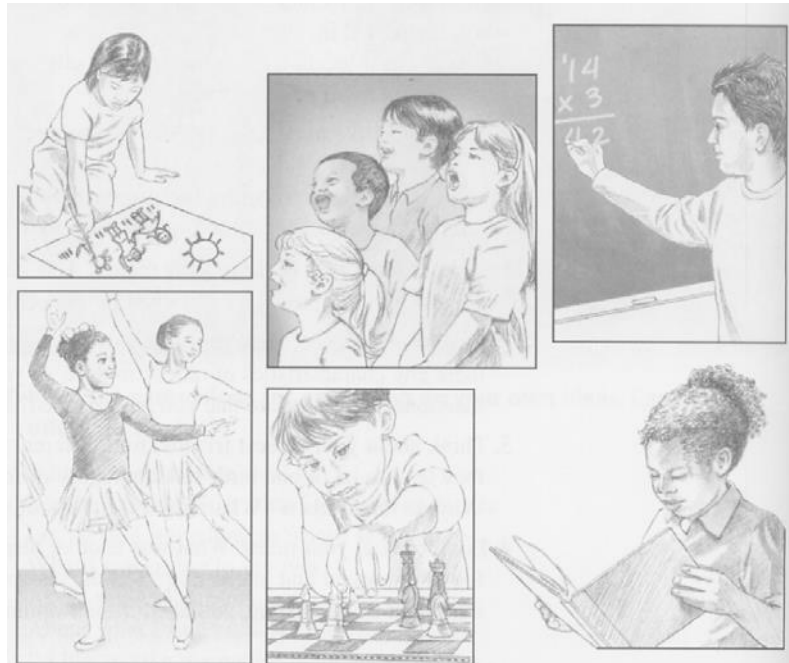
Objectives

- Learn about intelligence tests and the theory of multiple intelligences
- Learn a Listening Strategy: Recognize non-verbal signals that indicate when information is important
- Learn a Note-taking Strategy: Use numbered lists to organize information
- Learn a Discussion Strategy: Keep the discussion on topic

Build Background Knowledge

Think about the topic

1. Look at the pictures. Then discuss the questions below in pairs.

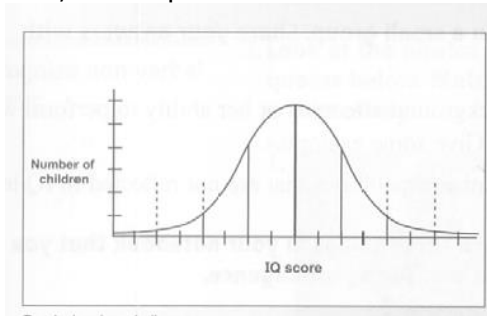


1. What sorts of skills are these children learning from their various activities?
2. How will each of those skills help them in their adult lives?
3. Which children appear more intelligent? Why?

2. Read this article from a parenting magazine presenting some of the controversy around intelligence tests for children.

Intelligence Tests

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



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

Graph showing a bell curve.

IQ tests are reliable in predicting a child's success in school, but many psychologists caution against relying too heavily on these scores as a measure of a child's capabilities.

In fact, some critics dispute the validity of using IQ tests at all, citing many factors that can affect a child's ability to perform well on them.

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

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

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

**Check your
comprehension**
3. Answer the questions about the article on page 79. Then discuss your answers with a partner.

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

**Expand Your
Vocabulary**
4. Match the words with their definitions. Look back at the article on page 79 to check your answers.

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

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

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

**Review what you
know**
6. With a partner, write down three things in your notebook that you have learned so far about measuring intelligence.
Prepare to Listen and Take Notes
1. To help you understand the listening strategy, discuss the situation below and answer the questions.

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

Recognize Non-Verbal Signals for Important Information

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

Non-verbal signals

2. Read the list of non-verbal signals for indicating that something is important. Can you add others to the list?

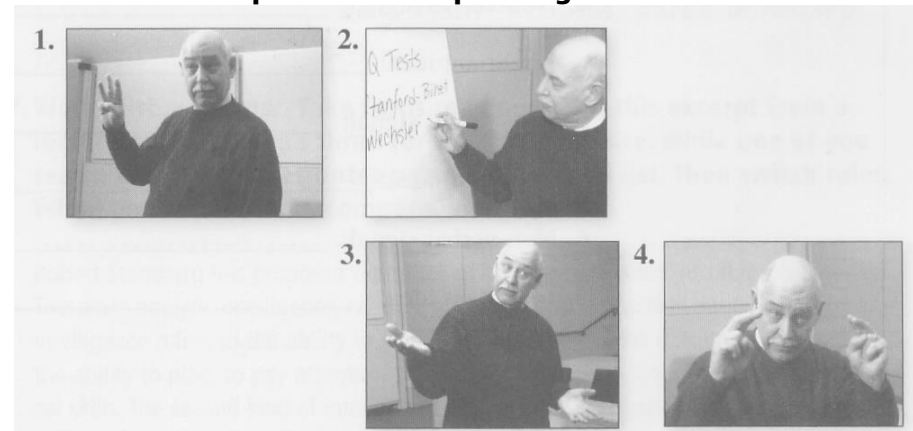
The professor writes or points to information on the board.
The professor writes or presents something as a projection.
The professor pauses and looks at students intently or moves toward students.

The professor uses gestures:

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

Recognize non-verbal signals

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



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

4. Listen to this short lecture on measuring intelligence in adults. Then Listen write 1 for True or F for False next to each statement.

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

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

- 1. Non-verbal signal: _____
Important idea: _____
- 2. Non-verbal signal: _____
Important idea: _____
- 3. Non-verbal signal: _____
Important idea: _____
- 4. Non-verbal signal: _____
Important idea: _____
- 5. Non-verbal signal: _____
Important idea: _____
- 6. Non-verbal signal: _____
Important idea: _____

Note-taking Strategy

Use Numbered Lists to Organize Information

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

6. Look at a section of one student's notes on the short lecture about measuring intelligence. Discuss with a partner how the student has shown the relationship between pieces of information.

1. Fluid Intelligence

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

2. Crystallized Intelligence

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

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

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

Chapter 9

Trends in Children's Media Use

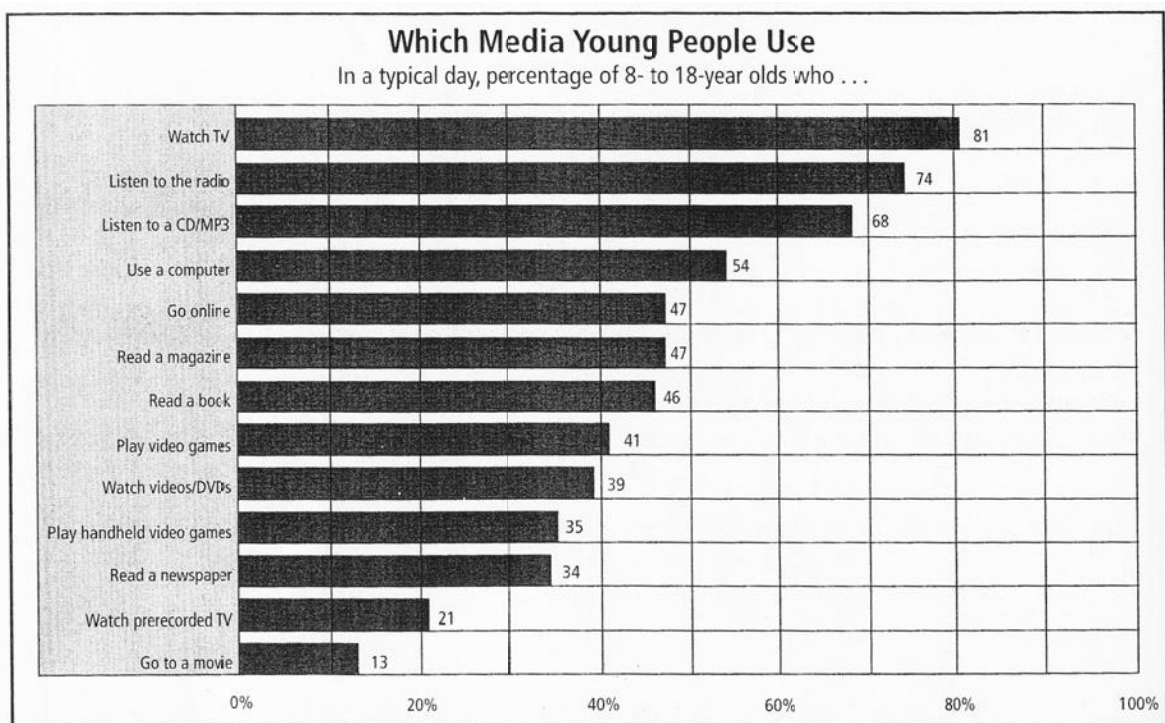
Objectives

- Learn about changes in media use in society
- Learn a Listening Strategy: Recognize lecture language for generalizations and support
- Learn a Note-taking Strategy: Practice noting key words in a lecture
- Learn a Discussion Strategy: Give your opinion and ask for the opinions of others

Build Background Knowledge

Think about the topic

1. Read the results of this survey about media use among young people. Think about the topic. Then discuss the questions below in pairs.



1. How does your use of media compare to that of 8- to 18-year-olds in the study?
2. How has your use of media changed in the last five years? Why?

Read**2. Read this report from a consumer survey organization on the characteristics of today's children.****REPORT**

The generation of children growing up today has the greatest variety of and access to media than any generation before it. This has made it fundamentally different from past generations in many ways. Here are a few of the key differences:

Today's children understand and use visual images extremely effectively, but are less skilled at reading and writing texts.

Because today's children have more exposure and access to a greater variety of visual media, they spend less time acquiring knowledge by reading long texts. The constant presence of images (pictures and videos) have created students who are dependent on pictures and moving images to help them learn. Though their text reading and writing ability may be underdeveloped, they are very good at understanding image-based visual information—an important skill in our increasingly image-based world.

Today's children can quickly shift their attention from one task to another and do several tasks at one time.

Children today are not at all afraid of technology. They use it with ease and confidence. They are also comfortable with "multitasking" - doing many tasks or using two or more types of media concurrently. They can shift their focus from one area to another quickly. Some experts infer that these characteristics are having a negative effect on today's children. Others believe these characteristics are natural adaptations to the requirements of their world. A short attention span may just show their ability to monitor and control an intensely media-rich environment.

Today's children are connected.

Communication technology today is oriented toward making social connections convenient for users, and today's children are heavy users of this technology. They use text messaging, voice messaging, e-mail, and other electronic means to create strong social connections through constant communication. Consequently, when learning, kids today prefer socially oriented activities where they can work in teams or with classmates and friends.

Today's children like to learn by experience.

The current generation of schoolchildren would rather learn by discovering new things for themselves. For example, they are more likely to learn a new software program from experimenting and working with peers than from taking a formal class or reading an instruction book. They approach new technology confidently because they have had so much exposure to different types of new technology in their lifetime.

The quickly changing face of technology in the modern world has resulted in big changes. One change is the decrease in some of the abilities that people once thought were extremely important to a child's educational experience. It has also meant a huge increase in others. Some time is needed to understand the effect these changing abilities will have on society and future generations.

**Check your
Comprehension**

- 3. Read these statements about the report on page 77. Then write T for true or F for false next to each statement. Discuss your answers with a partner.**
1. Young people today require more picture-based information to learn effectively.
 2. Children spend less time interacting with other children because of increased use of media technology.
 3. The multitasking behavior of children probably only has negative effects.

**Expand your
Vocabulary**

- 4. Match the words with their definitions. Look back at the report on page 25 to check your answers.**

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

- 5. Circle the best definition of the underlined phrase.**

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

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

- 6. Discuss these questions in a small group. Share your answers with the class.**

1. Do you think dependence on images and pictures will have a negative impact on future generations?
2. Do you think multitasking makes you work more or less efficiently? Why?

- 7. With a partner, write down three things in your notebook that you have learned so far about children's media use.**

Prepare to Listen and Take Notes

- 1. To help you understand the listening strategy, discuss the situation below and answer the question.**

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

**Listening
Strategy**
Recognize Lecture Language for Generalizations and Support

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

2. Read the expressions that signal a generalization or support for the generalization. Can you add others to the list?

This leads us to believe ...

I hope you can see ...

We can infer from this that ...

What can we infer from this? ...

What can we conclude from this? ...

This shows/proves/demonstrates that

Let me back this up with a story/some findings....

3. Read these excerpts from a lecture about multitasking. Underline the lecture language that signals a generalization or supporting information.
Excerpt 1

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

Excerpt 2

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

4. Listen to the lecture about multitasking. Then write T for true or F for false next to each statement.

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

5. Listen to the lecture again. As you listen, write down the lecture language that signals a generalization or support. Then listen once more and write down the generalization or the support.

1. Lecture language: _____

Generalization:

2. Lecture language: _____

Generalization:

3. Lecture language: _____

Generalization:

4. Lecture language: _____

Support for generalization:

Note Key Words

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

6. Read this excerpt from the transcript of the practice lecture and look at one student's notes. Then, with a partner, use the student's notes to summarize the excerpt without looking at the transcript.

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

u Michigan - study w/ math problems.

Found: if Ss switch b/t 1 diff types probs, took > time
if focus / type - faster

Infer?

multitask = we < efficient

focus / activity / time = we > efficient

7. Read these sentences from the transcript of a lecture about communication and technology. Take notes in your notebook using key words.

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

Listen and Take Notes

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

1. _____
2. _____
3. _____

- 2. Now follow the lecture and take notes, focusing on the most important words. Remember to listen for the lecture language that signals a generalization or support.**

3. When a young person has access to media in her bedroom, how does that change her media use?
4. What are some of the negative effects of increased media use? What are some of the positive effects?

5. Were you able to answer the questions in Exercise 4 using the information in your notes? Were the key words enough to remind you of the main ideas? Compare your notes with a few other students. Discuss the differences and help each other fill in any missing information. Complete your notes.

6. Work with a partner and take turns. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Talk for 2-3 minutes only.

Discuss the Issues

Give Your Opinion and Ask for the Opinions of Others

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

1. Read the expressions for giving and asking for opinions. Can you add others to the list?

Giving your opinion

I think/feel ...

In my opinion... . It seems to me ... Tome,...

In my experience, .. .

Asking for opinions

What do you think about ?

Alex, how do you feel about ?

I'd like to hear what Alex has to say.

Does anyone have an opinion on this?

In your experience, [question]

What's your take on this?

2. In groups of four, read the questions and discuss them. Keep the conversation going until every student has had a chance to practice giving and/or asking for an opinion.

1. Are strong reading skills as important today as they were for you or your parents? Why or why not?
2. Consider the following media activities:
 - watching video (television, DVD, satellite/cable)
 - listening to music (radio, CDs, MP3s)
 - Internet use (Web surfing, Noggin, -, e-mail)
 - reading (books, magazines, newspapers)

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

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

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

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

Chapter 10

The Changing Music Industry

Objectives

- Learn about how modern technology is changing the music industry
- Learn a Listening Strategy: Recognize lecture language that signals repetition of information for clarification or emphasis
- Learn a Note-taking Strategy: Use a split-page format to organize your notes
- Learn a Discussion Strategy: Express interest and ask for elaboration during a discussion

Build Background Knowledge

Think about the topic

1. **Are you familiar with these sites? What do you do usually when you visit them? How do you like them?**



2. **Look at the picture of someone using current technology to listen to music. Then discuss the questions below in pairs.**



1. Where do you get the music you listen to? How do you listen to it?
2. Decide whether you agree or disagree with the following statement: Downloading music off the Internet without paying for it is no different from buying a used CD or copying a friend's CD. Explain your answer.

2. Read this excerpt from a textbook on business law.

Intellectual Property and the Music Business

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

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

With the general public, there is a lot of confusion about what is and is not allowed under copyright law. Recording a television program for later viewing is very common, and most of us have loaned a DVD or a CD to a friend at one time or another. Most people think this is a perfectly legal activity if you are not earning money from it, but some argue the opposite. People are confused, in part, because copyright laws related to new media technologies are unclear. Indeed, today there are many **gray areas** about what is actually legal and what would be considered copyright **infringement**.

In the music industry, one of the more recent issues is related to **distribution**. Sending and receiving music via the Internet, also known as file sharing, is a very common practice today, especially with teenagers and young adults. Most of this activity, however, **violates** U.S. and other international agreements regarding intellectual property.

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

Most musicians, and the music companies that produce and **promote** their music, however, argue for stronger copyright laws. Music is a business, and they believe that they should be able to earn money from the products they create. They believe that every person who has a copy of the product—on a computer (MP3 files), on DVD, on CD, or any other format—should pay for it.

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

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

More on Reading

3. **Answer the questions about the reading on page 86. Then discuss your answers with a partner.**

1. Why are copyright laws unclear?
2. How does the music industry in general feel about downloading and file sharing? Why?
3. What are some of the arguments against restricting downloading? Who supports them?

Expand your Vocabulary

4. **Match the word with its definition. Look back at the reading on page 35 to check your answers.**

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

Discuss the Reading

5. **Circle the phrase with a similar meaning to the underlined idiom.**

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

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

6. **Discuss these questions in a small group. Share your answers with the class.**

1. Some people think that if the cost of buying music (on CDs or downloading) were lower, fewer people would download music without paying for it. Do you agree or disagree? Why?
2. How common is it for people you know (yourself, friends, family) to download music without paying for it? Do you feel it is okay to:
 - borrow a CD from a friend and listen to it?
 - borrow a CD from a friend and copy it?
 - listen to music on the Internet?
 - download music off the Internet without paying for it?

7. **With a partner, write down three things in your notebook that you have learned so far about the way technology is changing the music industry.**

Prepare to Listen and Take Notes

1. **To help you understand the listening strategy, discuss the situation below and answer the question.**

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

Listening Strategy

Recognize Lecture Language that Signals Repetition

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

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

Listening Strategy

2. **Read the expressions that signal repetition for clarification or emphasis. Can you add others to the list?**

In other words,
What I mean is ...
So, what I'm saying is ...
That is....

Which is to say,
As I said....
Let me restate that: ...
Let me say that another way: ...

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

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

Listen

4. **Listen to the lecture about copyright law. Then choose T for true or F for false next to each statement.**
 1. Everyone agrees strong copyright laws are good for society. (T/F)
 2. Copyright law was created so innovators would be financially motivated to create new things. (T/F)
 3. Today, copyright protection ends when the creator dies. (T/F)

5. **Listen to the lecture again. As you listen, write down the lecture language that signals repetition for clarification or emphasis. Then listen once more and write down the new way the professor makes the point.**

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

Note Taking Strategy

Use a Split-Page Format

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

Use a split-page
format

6. **Read the transcript from a lecture about some of the problems of copyright. Then look at one student's notes below. Write questions, comments, or anything you feel would be valuable later, on the right. Compare your work with a partner.**

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

Make Predictions

1. _____
2. _____
3. _____

2. **Now follow the lecture and take notes using the split page method. Remember to listen for the lecture language that signals repetition for clarification and emphasis. After listening and taking notes on the right, review your notes and write study questions, comments, or summaries of the information on the left.**

[illegible]

Assess Your Comprehension

3. **How well were you able to recognize the lecture language? Circle the answer that best describes you. Explain your answer.**

I was able to recognize the lecture language

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

4. **Use your notes to answer these questions.**

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

2. How has promotion changed in recent years'?

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

Assess your Notes

5. **Were you able to answer the questions in Exercise 4 using the information in your notes? Compare your notes with a few other students. Discuss the differences and help each other fill in any missing information. Complete your notes.**

Summarize the Lecture

6. **Work with a partner and take turns. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Talk for 2-3 minutes only.**

Discussion Strategy

Discuss the Issues**Express Interest and Ask for Elaboration**

The goal of a discussion is to explore a topic deeply by having participants share their ideas, opinions, and experiences related to a topic. You can show that you are listening to their ideas by offering a response (rejoinder) that shows your feelings about the ideas being expressed. Also, an active participant will encourage others to elaborate on their ideas by asking follow-up questions related to their ideas. These can be general questions (who?, what?, when?, etc.) or more detailed questions that reference their original ideas. Follow-up questions help you learn more about other people's ideas and experiences and keep a discussion going.

Express interest and ask for elaboration**1. Read the expressions for responding and for asking follow-up questions. Can you add others to the list?****Responses (Rejoinders)****Interested**

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

Surprised

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

Follow-up questions

Who...?
What...?
Where ?
When...?
How...?
Why?
What kind of . ?
Can you tell me more about ... ?
You mentioned_____. What/where/etc....?

Practice asking follow-up questions

2. In groups of four, read the questions below and discuss them. State your ideas briefly so that the other members can ask you to elaborate. Be sure to use rejoinders as you listen to keep the conversation going.

Example

Student A: I bought the new Alicia Keys CD last week.
Student B: I don't know much about her. What kind of music does she sing?
Student A: This CD is really nice soul music.
Student C: Really? Do you like this CD more than her pop music CDs?

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

**Discuss the Ideas in
the Lecture**

**3. Discuss these ideas from the lecture with your classmates.
Remember to ask follow-up questions and respond to their ideas.**

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

Chapter 11

The Placebo Effects

- Learn about alternative medicine and the use of placebos in medical research and practice
- Learn a Listening Strategy: Recognize lecture language that signals causes and effects
- Learn a Note-taking Strategy: Note causes and effects
- Learn a Discussion Strategy: Politely agree and disagree during a discussion

Build Background Knowledge**Think about the topic****1. Look at the pictures. Then discuss the questions below in pairs.**

1. What is happening in each of these pictures? How are the activities the same? How are they different?
2. Which qualities in a medical doctor or other health care provider are most important to you? Rank the following qualities in order of importance, with 1 as most important.

- _____ honesty
- _____ intelligence
- _____ compassion
- _____ training or schooling
- _____ years of experience
- _____ knowledge of scientific research
- _____ knowledge of a variety of medicines and treatments
- _____ other:

2. Read this brochure from a student health center about homeopathy

Read

What Is Homeopathy?

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

The world "homeopathy" actually comes from the Greek words *homolos* (similar) and *pathos* (suffering).

This approach involves prescribing drugs that copy the symptoms of an illness. For example, if a patient is complaining of headache and nausea, the homeopath will find a drug, often made from plants, herbs, or other natural substances, that is associated with causing the same symptoms in healthy people. The theory is that by producing symptoms associated with the illness, the illness itself will eventually be cured. This is in contrast to

conventional, or allopathic, medicine, which seeks to produce effects that are different from the symptoms of the disease or illness.

The classic way to make homeopathic remedies is to take one grain of the desired herb or plant and grind it up with ninety-nine

grains of milk sugar. The solution is further diluted with more milk sugar until the thirtieth dilution is reached. Similarly, liquid remedies are diluted with water or sometimes alcohol. In the final mixture, it is not possible to detect even a single molecule of the starting remedy.

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

Since scientists cannot analyze or explain how it works, most have rejected homeopathy as sham treatment. Still, clinical trials of homeopathic remedies have provided some empirical evidence that homeopathy can produce positive results in patients.

Supporters of homeopathy tend not to be concerned with the physiological mechanisms behind this phenomenon; they only care that it works for them.

Homeopathy is popular throughout the world. It is most common in Europe and Asia, especially India. In the United States, homeopathy was quite popular in the 19th and early 20th centuries. Since then, most Americans have become biased towards

allopathic medicine, and most trained doctors do not prescribe or recommend homeopathic remedies. Even so, homeopathy has been again increasing in popularity in recent years. The number of homeopaths in the U.S. increased from fewer than 200 in the 1970s to approximately 3,000 in 1990 and it is continuing to rise.



**Check your
comprehension**
3. Answer the questions about the reading on page 47. Then discuss your answers with a partner.

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

**Expand your
vocabulary**
4. Match the words with their definitions. Look back at the reading page 47 to check on your answers.

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

Discuss the reading
5. Discuss these questions in a small group. Share your answers with the class.

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

**Review what you
know**
6. With a partner, write down three things in your notebook that you have learned so far about homeopathy.

Prepare to Listen and Take Notes

1. To help you understand the listening strategy, discuss the situation below and answer the question.

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

Listening Strategy

Recognize Lecture Language for Cause and Effect

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

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

Cause and effect lecture language

2. Read the words and expressions that signal causes and effects.

Can you add others to the lists?

Causes

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

Effects

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

Recognize lecture language

3. Read the excerpt from a lecture on homeopathy. Underline and label the lecture language that signals cause and effect with C for cause or F for effect.

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

Listen**4. Listen to a lecture on alternative medicine. Then write T for True or F for False next to each statement.**

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

Listen for causes and effects**5. Listen to the lecture again. As you listen, write down the lecture language that signals cause or effect. Then listen once more and write down the actual cause or effect. Circle the correct label.**

1. Lecture language: _____
Cause/effect: _____
2. Lecture language: _____
Cause/effect: _____
3. Lecture language: _____
Cause/effect: _____
4. Lecture language: _____
Cause/effect: _____
Cause/effect: _____

Note-taking Strategy**Note Causes and Effects**

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

Note causes and effects**6. Look at one student's notes from the practice lecture on alternative medicine. Then answer the questions below.**

Possible causes:

- People aging : looking for ways to deal w/long term health probs.
- Recent trend € natural products "safer than chemicals"
- People more individualistic not accept MDs more educated want to make own decisions.
- Immigration : East to West (e.g. China) bring traditional med.

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

Listen and Take Notes

1. _____
2. _____
3. _____

2. Now follow the lecture and take notes. Remember to listen for the lecture language that signals causes and effects.

[illegible]

Assess your comprehension

3. How well were you able to recognize the lecture language? Circle the statement that best describes you. Explain your answer.

I was able to recognize when the professor discussed causes or effects_____

- a. all of the time b. some of the time
c. none of the time d. not sure

4. Use your notes to answer these questions.

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

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

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

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

Assess your notes

5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare your notes with a few other students. Discuss the differences and help each other fill in any missing information. Complete your notes.

Summarize the lecture

6. Work with a partner and take turns. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Talk for 2-3 minutes only.

Discuss the Issues

Discussion Strategy

Agreeing and Disagreeing

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

Agree and disagree

1. Read the expressions for agreeing and disagreeing. Can you add others to the list?

To agree with others

Yes, yes. that's true ...
 That's a good point...
 I agree with _____
 I agree, and ...
 I totally agree ...
 I see your point ...
 She/he is right ...
 I think you re right that ...

To disagree with others

I see your point, but . . .
 I see what you mean, but I think. . .
 That's a good point, but it seems to me that. . .
 I'm sorry. but I have to disagree with you on that. . .
 Yes, but I see it a different way. . .
 Okay, but what about . . .?
 But don't you think . . .?

Practice agreeing and disagreeing

2. In groups of four, read the question and discuss it. Keep the conversation going until every student has had a chance to practice using the language for agreeing and disagreeing.

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

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

Discuss the ideas in the lecture

3. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for agreeing and disagreeing.

1. What do you think causes the placebo effect? Why?
2. Do you think it is ethical for doctors to prescribe placebos to their patients? Why or why not? How would you feel if you found out later that your doctor had given you a placebo?

3. The study mentioned in the lecture demonstrated that some people suffering from depression experienced physiological changes when given a placebo to treat their condition. Why do you think that happened? What do you think is the best treatment for depression?
4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Chapter 12

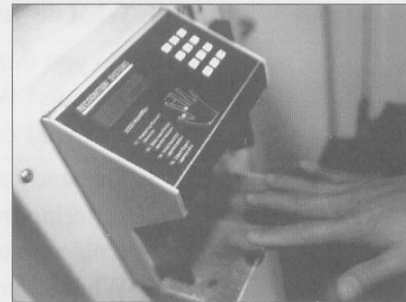
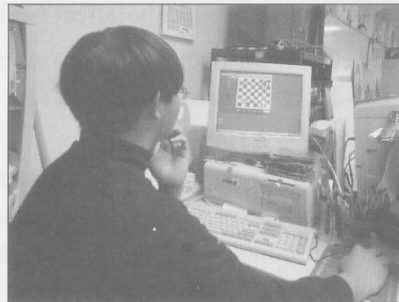
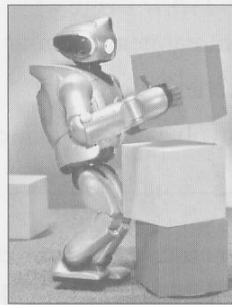
Intelligent Machines

- Learn about artificial intelligence
- Learn a Listening Strategy: Recognize lecture language that helps you predict causes and effects
- Learn a Note-taking Strategy: Use arrows to indicate causes and effects
- Learn a Discussion Strategy: Compromise and reach a consensus during a discussion

Build Background Knowledge

Think about the topic

1. Look at the pictures. Then discuss the questions below in pairs.



1. Describe the different machines. What do you think each is capable of doing? What do you think makes each one "intelligent"?
2. What do you think are the biggest challenges in developing intelligent machines?

2. Read this article from a science magazine about the development of artificial voices and how human psychology is now driving research.

Artificial Voices

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

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

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

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



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

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

**Check your
comprehension**
3. Answer the questions about the article on page 57. Then discuss your answers with a partner.

1. Why has it been challenging to create natural-sounding voices in machines?
2. What happened when BMW used a "female" voice to give directions in its cars?
3. What did scientists discover about how people react to computer voices?

**Expand Your
Vocabulary**
4. Match the words to their definitions. Look back at the article on page 57 to check your answers.

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

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

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

- a. understand b. create c. advance

Discuss the reading**6. Discuss these questions in a small group. Share your answers with the class.**

1. The reading mentions that German drivers preferred to get directions from a "male" artificial voice. What other types of information do you think people would prefer to receive from a male voice? What types of information would people prefer to get from a female voice?
2. What are some of the benefits of using computer-generated voices? What are some of the drawbacks? Do you think computer voices should be made to sound exactly like human voices? Why or why not?

Review what you know**7. With a partner, write down three things in your notebook that you have learned so far about artificial intelligence.****Listening Strategy****Recognize Lecture Language for Cause and Effect****Predict Causes and Effects**

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

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

Predict Cause and effect

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

Excerpt 1

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

Prediction: _____

Excerpt 2

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

Prediction: _____

2. Read the second part of the excerpts above in the Answer Key. Did your predictions match the actual causes or effects? If not, were your predictions logical possibilities? Share your predictions with the class.

Listen for causes and effects
3. Listen to four excerpts from a lecture on computer voices in cars. Follow these steps for each excerpt:

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

1. Lecture language: _____

Cause/effect: _____

2. Lecture language: _____

Cause/effect: _____

3. Lecture language: _____

Cause/effect: _____

4. Lecture language: _____

Cause/effect: _____

Cause/effect: _____

Note causes and effects

Note-taking Strategy
Use Arrows to Show the Relationship between Causes and Effects

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

Use Arrows
4. Read these sentences from the lecture on computer voices in cars. Take notes using arrows to show causes and effects.

1. The designers of the voice for BMW avoided having the car voice use the word "I," as in "I think you should slow down." The reason for this was that they didn't want the car to sound like it was in charge.

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

3. One problem with using voices in a car is that, due to the

Follow the lecture

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

- 2. Now follow the lecture and take notes. Remember to listen for the lecture language that signals causes and effects.**

This image shows a full page of primary-ruled paper. It features multiple horizontal rows, each defined by two parallel dashed lines. The rows are evenly spaced across the entire page, providing a guide for handwriting practice. There are no margins, text, or other markings present.

Assess your comprehension

3. How well were you able to predict causes and effects? Circle the statement that best describes you. Explain your answer.

I was able to predict causes and effects

- a. all of the time
- b. some of the time
- c. none of the time
- d. not sure

4. Use your notes to answer these questions.

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

What is the Turing test? What is the Total Turing Test?

2. What human-like skills would a machine have to have in order to pass the Turing test?

3. What are some of the ways that AI is currently in use?

Discuss the Issues

Discussion Strategy

Compromise and Reach a Consensus

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

Reach a compromise

1. Read the expressions for compromising and reaching a consensus. Can you add others to the list?
What's one idea we can all agree on?
What do all our ideas have in common?
So, can we all agree on ...?
Can you live with this?
So, it sounds like we've decided ...
-
-
-

Practice Reaching a compromise

2. In groups of four, read the questions and discuss them. Keep the conversation going until every student has had a chance to practice using the language for reaching a compromise.
 1. Imagine you are designing an intelligent machine for your own use. What would your machine be like? Consider these questions:
 - What would it look like?
 - What would it sound like?
 - What would it be able to do?
 - Who would use it?
 - How much would it cost?
 2. What do you think is the greatest benefit and the greatest risk associated with developing intelligent machines? Use your own ideas and opinions or the ones given below. Give examples for your choices.

Possible benefits:

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

Possible risks:

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

Practice Reaching a compromise

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

Chapter 13

The New Global Super Culture

Objectives

- Learn about the global super culture
- Learn a Listening Strategy: Recognize lecture language that signals examples, details.
- Learn a Note-taking Strategy: noting example



Think about the
Topic

A. Work in the small groups. Discuss the question below

1. What do you think the expression *global super culture* means?
2. What symbols, products or idea represent a *global super culture*?
3. Do you agree or disagree with the following statements? Write A (agree) or D (disagree). Compare and explain your answers.
 - the world is becoming a smaller place.
 - individual cultural tradition will eventually disappear.
 - the media have a strong influence on the global super culture.
 - most people don't care about cultural traditions.
 - people today are accepting more ideas from other cultures.



B. VOCABULARY PREVIEW

A. The boldfaced words below are from a lecture about a global superculture.

Read the sentences and the definitions that follow.

Match each sentence with the correct definition of the boldfaced word.

- _____ 1. Some societies have a very **homogeneous** population. Almost everybody has the same appearance and belief system.
- _____ 2. The influence of some cultural traditions is **diminishing**. One day these traditions may disappear completely.
- _____ 3. Advertising is the most effective way of selling **commodities**, such as food and clothes, worldwide.
- _____ 4. The internet **disseminates** news and ideas around the world very quickly.
- _____ 5. The speaker **highlighted** the problem existing in today's society. Then she gave several examples.
- _____ 6. It is **inevitable** that people's life styles will become increasingly similar as the world become smaller.
- _____ 7. In the big city like New York, life styles are **converging** as immigrants introduce foods, languages, and the other elements of their home cultures.
- _____ 8. In some parts of the world, there is **prejudice** against people because of their races, nationality, religion, or political beliefs.
- _____ 9. Frank is fascinated by politics; in particular he is interested in how **ideologies** differ from culture to culture.
- _____ 10. Although Irene couldn't speak Spanish, she **conveyed** her meaning successfully by using body language and gestures.
- _____ 11. Travel can give us great **insight** into foreign cultures.
- _____ 12. We need to **preserve** cultural traditions that are in danger of disappearing.
 - a. Consisting of the same parts or members
 - b. Stop from being destroyed or changed
 - c. Knowledge; understanding
 - d. Coming together from different places
 - e. Communicated
 - f. Certain to happen, unavoidable

- g. Set of beliefs or ideas
- h. Spreads information or ideas
- i. Becoming smaller or less important
- j. Products that are bought or sold
- k. Unfair dislike based on religion, race, etc
- l. Emphasized; made noticeable

C. Taking Better Notes

Noting Examples

When giving lecture, speaker often provide examples to clarify or make their points more interesting and real. The two words or phrases below are used to signal examples.

...for instance...

...for example...

Such as...

An example of this is...

Just look at...

...as an example

One way to make that include examples is to list them underneath the point they exemplify. Another way is to list them next to the points.

Take a look at the example of a lecture below.

UNITY IN DIVERSITY- common world view,

but _____

Individ, cults survive _____

_e.g, Mex,U.S.

Common Beliefs

_humans rights

_educ. For all

_stop prejudice

Common Fashions

_e.g., computers, cell phones, TV, fast food, sport

heroes _____

**Listening to the
Lecture**

You will hear a lecture about a global super culture. Cross out three topics you think the speaker is least likely to mention.

1. How ideas spread around the world
2. World-famous sport cars
3. How to do business in foreign countries
4. Why people's life styles are becoming increasingly similar
5. How the media promote celebrities
6. The world's best-loved food.

Listening for Main Ideas

A. Close your book. Listen to the lecture and take notes.

B. Use your notes to complete the sentences below. Circle a, b, or c

1. The first part of the lecture focuses on _____ of the new global super culture.
 - a. causes
 - b. effects
 - c. characteristics
2. The second part of the lecture focuses on _____ the new global super culture.
 - a. research about
 - b. history of
 - c. disadvantages of
3. According to the speaker, _____ have contributed most to the development of a global super culture.
 - a. air travel, the media, and English
 - b. advertising, politics, and technology
 - c. fads, fashion and pop music
4. According to the speaker, the main advantages of the new global super culture is _____.
 - a. increased unity
 - b. higher standards of living
 - c. better governments

5. According to the speaker, the main disadvantages of the new global super culture is_____.
- a. increased prejudice
 - b. environmental problem
 - c. loss of cultural diversity

Listening for Details

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

B. Use your notes to answers the questions below. Compare your answers in small groups.

1. According to the speaker, what is the best measure of cultural diversity?

2. What two types of revolution did the airplane cause?

3. What fads and fashion have become international phenomena?

4. Why do many movies and TV shows have universal appeal?

5. How has advertising caused peoples' habits and lifestyles to converge?

6. How have political circumstances influenced the global super culture?

7. How has immigration influenced the global super culture?

8. Where do the Ainu, the Chipaya, and The Penan come from?

After Listening**Using Your Notes**

A. Work with a partner. Exchange notes. Try to find example of the following in your partner's notes:

1. Products that have spread globally
2. Products that American commercials advertise
3. Food from other countries that Americans eat
4. Pop stars and groups that media have promoted
5. Aspects of their culture immigrants bring into their new communities

Note-Taking Tips

Check your notes against the Note-Taking Tips below. Did you use any of the tips when you took notes? Which were most helpful? How can you improve your notes the next time you listen to a lecture?

Note-Taking Tips

- Organize main-ideas and supporting details
- Note numbers and statistics
- List and number items
- Use abbreviation and symbols
- Make charts
- Draw sketches
- Note descriptions
- Note comparisons and contrasts
- Listen for definitions
- Note processes
- Note examples

Chapter 14

Fashion: Rise and Fall

Objectives

- Learn about how fashion creates trend
- ☐ Learn a Listening Strategy: Recognize lecture language that signals repetition of information for clarification or emphasis
- ☐ Learn a Note-taking Strategy: Use a split-page format to organize your notes
- ☐ Learn a Discussion Strategy: Express interest and ask for elaboration during a discussion

Build Background Knowledge

Think about the Topic

1. Look at the picture and answer the questions.



1. What can you say about the people's characters and lifestyles? Write five words to describe each person.
2. Can you judge people by the clothes they wear or the tattoos they have? If so, how? If not, why not?
3. Do you think that fashion and status are connected? If so, how?

Read

2. Read the excerpt of an article about fashion.

Clothes to Die for

'Put fashion first and your health first, because your legs have got to last you all your life, whereas a fashion will disappear in five minutes.' This was said by an orthopedic specialist, after a British headmaster banned his pupils from wearing platform trainers. He was worried that they would break their ankles.

The problem is that in many cases, the more fashionable something is, the more uncomfortable or even dangerous it is to wear. Perhaps the earliest fashions 'to die for' (literally) were conceived in post-revolutionary France. Women then wore thin linen dresses which they had to wet to make them take on the shape of their bodies. They then went out in all kinds of weather with the wet clothes on. The result of this fashion was a new illness, linen flu, which led to many premature deaths. In Victorian times, women's clothes could also prove fatal. Their corsets were so tight that most women had severe digestive problems, while the incredibly wide dresses regularly caused the death of fashionable young women. As they walked past open fireplaces, their dresses frequently caught fire, and nobody could get close enough to them to put the fire out.

It is not just women who have suffered for fashion. Men have had to put up with their share of discomfort too. Think of the 17th century men in Europe with their heavy wigs (still worn by lawyers today), tight corset (yes, men too) and high-heeled shoes walking, or trying to walk, around St James Palace and Versailles. But little can compare with heavy ruffs worn at the time; moving the neck needed

serious planning if you didn't want it to be cut into pieces. In the 18th century the zinc-based make-up used to whiten the faces of both men and women left their skin destroyed by the time they were 30. And at this time women wore their hair so dangerously high that they had to kneel down to get into a coach or carriage.

In the 1920s men's trousers, called 'Oxford bags', were so wide that men frequently tripped over in them, just like hippies in their flares 50 years later. To try to cycle in them was to risk serious injury. But cyclist didn't usually suffer as much as the dancer, Isadora Duncan, whose beautiful long scarf, high fashion at the time, caught in the wheel of her sports car and



strangled her.

Probably the part of the body that has suffered most through history are the feet. For centuries nobody knew how to shape shoes to the foot. Shoes were straight, and to be worn on either foot. They were agony. It was not until 1865 that shoes were designed for right and left feet!

So the discomforts and dangers we put up with today are nothing compared to some of the killers from the past. And anyway, as a famous French designer once said: 'Real fashion – it's agony, ma chérie, but it's always worth it.'

(Adapted from the Sunday Times, taken from English File)

Check your comprehension

3. Read the text again carefully. Find words or phrases which mean:

Paragraph 1
on the other hand _____
didn't allow _____

Paragraph 2
caused _____
extinguished _____

Paragraph 3
endure/tolerate _____
cut many times _____

Paragraph 4
go down on one or both knees _____

Paragraph 5
catch your foot and fall _____
kill by squeezing the neck _____

Paragraph 7
good to do even if it means extra effort _____

4. Which of the clothes mentioned?
1. have you worn yourself
 2. do you think must have been the most uncomfortable

Vocabulary Preview

The boldfaced words below are from a lecture about fashion and status. Read the sentences and the definitions that follow. Match each sentence with the correct definition of the boldfaced word.

Expand your vocabulary

1. Sylvie **abandoned** her plan to buy an expensive evening gown because she didn't have enough money. (_____)
2. Many people think wearing expensive jewelry gives them **prestige**. (_____)
3. Linda never wears more than two colors **simultaneously**. Today she's dressed in black and red. (_____)
4. Examples of tenth-century clothing are very **scarce**. Only a few can be found in the best museums. (_____)
5. Richard wore his new vest for three days **consecutively**. On the fourth day, he finally wore something different. (_____)

6. In **hierarchical** societies, the wealthy tend to wear more expensive clothes than the middle and lower classes. (_____)
 7. Clothes made from **inferior** materials usually don't last very long. (_____)
 8. Her pink jacket and orange hair made her very **conspicuous** in the crowd. (_____)
 9. Clothing style are frequently used as **vehicles** for expressing one's personality. (_____)
 10. Conservative rather than **radical** clothes are the best choice for job interview. (_____)
 11. In most private schools, students must **conform** to a strict dress code. (_____)
 12. Young people often have very **definite** ideas about what clothes are fashionable. (_____)
- a. at the same time
 - b. stopped doing or using
 - c. easy to notice
 - d. having different ranks or levels
 - e. one after another
 - f. clear and certain
 - g. means of doing or showing
 - h. status or respect
 - i. lower-quality
 - j. extreme or very different
 - k. rare or uncommon
 - l. follow an established pattern

Prepare to Listen and Take Notes

Listening Strategy

Noting Definitions

When giving lectures, speakers may use key words that have special or limited meanings. They sometimes give brief definitions of these keywords to help you better understand the lecture.

Sometimes key words are followed by their definitions. The phrases below are used to introduce definitions.

- X is/are
- X focuses on
- X means
- X, which is
- X, where

Sometimes definitions precede the key words. In this case, the phrases below may be used.

- called X,
- We call this X.
- referred to as X,
- This is (what's) known as X.

When noting definitions, it may be helpful to write the key word or expression in large letter on the left-hand side of the page and write the definition beside or underneath it. Look at the example below.

MADE-TO-ORDER = *made for one customer*

DESIGNER CLOTHES

- *famous label – e.g., Dior, Gucci*
- *expensive*
- *exclusive*

Find definitions for two words related to fashion or clothing (for example, a garment or fabric) and write them down. Then work with a partner. Student A, explain the meanings of the two words. Student B, take notes. Compare the notes with the explanation. Then change roles.

When you listen to a lecture, try to include some definitions in your notes.

Listening to the Lecture

Make Predictions

Before you listen

You will hear a lecture about fashion and status. Cross out three topics you think the speaker is least likely to mention.

1. Where people buy their clothes.
2. Why people buy the clothes they do.
3. How people show their wealth through the things they buy.
4. How to dress better for work.
5. The history of Gucci.
6. What makes clothes high status.

Listening for Main Ideas**Follow the lecture**

- A. Close your book. Listen to the lecture and take notes.
 B. Use your notes to complete the outline below.

I. Sumptuary laws

Definition: _____

II. Conspicuous Consumption – 8 types.

A. _____

Definition: _____

B. _____

Definition: _____

C. _____

Definition: _____

D. _____

Definition: _____

E. _____

Definition: _____

F. _____

Definition: _____

G. _____

Definition: _____

H. _____

Definition: _____

Listening for Details

- A. Close your book. Listen to the lecture again. Add supporting details to your notes and correct any mistakes.
 B. Use your notes to answer the questions below.

1. Why did sumptuary laws become difficult to enforce?

2. Give an example of conspicuous addition at the beach.

3. Give an example of conspicuous multiplication among very wealthy men.

4. What materials were prestigious in the past? Why?

5. What materials are prestigious today? Why?

6. Why are clothes with designer labels expensive?

7. Why do some designer garments have labels on the outside?

8. Give an example of conspicuous outrage.

Practice

Practice making details from the passage provided. You can use the outline on the previous section.

Stupid Things I Did to be Cool



How far would you go to be "in"? We asked people what they did during their school years to be cool. Here are some of their answers.

Shaved my head to impress older wrestlers

When I was 13, I went out for the wrestling team. I shaved my head bald so the older wrestler would think I was cool. I was cool. It didn't work. They laughed at me, and so did the kids at my age. LR

Cuffed my pants

When I was in middle school, the “cool” kids cuffed their pants. I wanted to be like them even though most of my pants were a little short anyway. When I cuffed them, they barely covered my calves. I looked goofy, but at least I had cuffs! TS

Permed my hair

Perms were all the rage in high school, so I got my long, thick, beautiful hair transformed into a short, layered, curly bob. The results were terrible. I looked like a 16-year-old with 60-year-old hair. LR



Filled my closet with brand name clothes

In junior high, I bought only expensive brand-name clothes – THE clothes to wear. I wanted to be “in”, to impress the popular crowd. It made no difference. The cool kids didn’t admit members based on clothes. It was stupid to spend so much money for nothing. SD

Discuss these questions based on the article above.

1. Why was it important for the writers to be cool? Why did they think their actions were stupid?
2. Have you – or has anyone you know – done any of the things mentioned in the article?
3. What are some other stupid things people do to be cool?

Projects

1. How do people in your culture traditionally use clothes to indicate social status? Has this changed in recent years? If so, how? Give a five-minute presentation about this topic to the class.
2. Find two pictures of clothing styles – one that you think indicates high status and one that you think indicates low status. Bring them to class. In a small group, explain your choices and reasons for them.
3. Read an article from the library or the Internet about one of the topics below.

sumptuary laws	a famous designer
conspicuous consumption	a type of fabric
current fashions	fashion marketing techniques

 Write a one-paragraph summary of the article.