

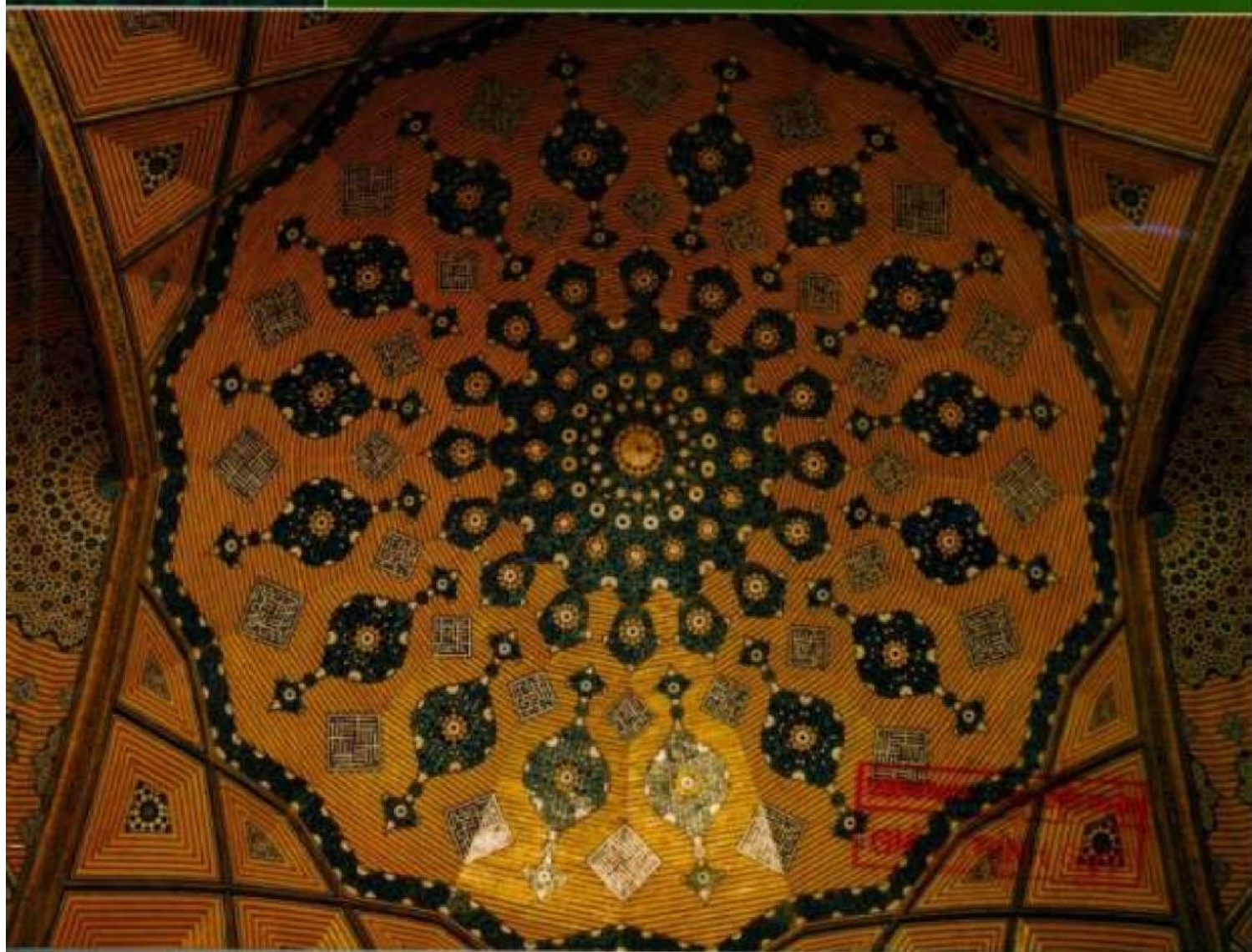


SILVER EDITION

Now with
activities for the
TOEFL® iBT

Mosaic 1

LISTENING/SPEAKING



**Mc
Graw
Hill**

Jami Hanreddy • Elizabeth Whalley

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LISTENING/SPEAKING

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Mosaic 1 Listening/Speaking, Silver Edition

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—Jami Hanreddy











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—Elizabeth Whalley

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Welcome to Interactions/Mosaic Silver Edition

Interactions/Mosaic Silver Edition is a fully-integrated, 18-book academic skills series. Language proficiencies are articulated from the beginning through advanced levels within each of the four language skill strands. Chapter themes articulate across the four skill strands to systematically recycle content, vocabulary, and grammar.

NEW to the Silver Edition:

- **World's most popular and comprehensive academic skills series**—thoroughly updated for today's global learners
- **New design** showcases compelling instructional photos to strengthen the educational experience
- **Enhanced focus on vocabulary building, test taking, and critical thinking skills** promotes academic achievement
- **New strategies and activities for the TOEFL® iBT** build invaluable test taking skills
- **New “Best Practices” approach** promotes excellence in language teaching

NEW to Mosaic 1 Listening/Speaking:

- **All new content:** Chapter 2 Cooperation and Competition
- **Transparent chapter structure**—with consistent activity labeling and clear guidance—strengthens the academic experience
- **New “Student Book with Audio Highlights”** editions allow students to personalize the learning process by listening to dialogs and pronunciation activities multiple times
- **Carefully revised lectures**, broken into manageable parts
- **New speaking activities** build effective discussion skills
- **New vocabulary index** offers students and instructors a chapter-by-chapter list of target words
- **Online Learning Center features MP3 files** from the Student Book audio program for students to download onto portable digital audio players

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Interactions/Mosaic Best Practices

Our Interactions/Mosaic Silver Edition team has produced an edition that focuses on Best Practices, principles that contribute to excellent language teaching and learning. Our team of writers, editors, and teacher consultants has identified the following six interconnected Best Practices:

Making Use of Academic Content

Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss academic topics, and study content-based and thematic materials.

Organizing Information

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

Scaffolding Instruction

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

Activating Prior Knowledge

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

Interacting with Others

Activities that promote human interaction in pair work, small group work, and whole class activities present opportunities for real world contact and real world use of language.

Cultivating Critical Thinking

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

Highlights of Mosaic 1

Listening/Speaking Silver Edition

New design showcases compelling instructional photos to strengthen the educational experience.

Interacting with Others

Questions and topical quotes stimulate interest, activate prior knowledge, and launch the topic of the unit.

Chapter

2

Cooperation and Competition

In This Chapter

Lecture: Penguin Partners at the Pole
Learning Strategy: Distinguishing Main Ideas and Supporting Details
Language Function: Asking for Confirmation of Understanding

“Do not have the delusion that your advancement is accomplished by crushing others.”

—Marcus Tullius Cicero
Roman philosopher (106 B.C. – 43 B.C.)



Connecting to the Topic

- 1 What are the penguins in the photo doing? How does it help them to survive?
- 2 How is this behavior similar to some human behaviors you have observed?
- 3 In what situations might penguins stop cooperating and become competitive?



Scaffolding Instruction

Instruction and practice build gradually to support student in the listening tasks.

Strategy

Making a Basic Outline of Main Ideas and Details

Below is an example of a typical outline. The main points in an outline are always represented by roman numerals (I, II, III, etc.), and major examples and details are represented by capital letters (A, B, C, etc.). Subpoints, or more minor details, are represented by Arabic numerals (1, 2, 3, etc.).

I.	_____
A.	_____
B.	_____
II.	_____
A.	_____
B.	_____
III.	_____
A.	_____
B.	_____
C.	_____
D.	_____

Before You Listen



1. What's Happening? Discuss the following photos in small groups. What do you think these penguins are doing? Why?



2. Predicting Main Ideas and Supporting Information Before you listen to the lecture "Penguin Partners at the Pole," study the following partial outline of information about penguin mating and nesting habits. With a partner, discuss what kind of information each idea or major or minor supporting example or detail is missing from the outline and then what the information might be.

1. Mating habits of penguins

- A. *Need for order leads penguins to build nests in rows.*
- B. *Order often interrupted by small wars between penguins.*
 - 1. _____
 - 2. _____
- C. _____
- D. *Loosers move to edge of nesting ground.*
 - 1. *Steal unguarded eggs.*
 - 2. _____

Listen



2. Listening for Main Ideas and Supporting Information Listen to the first half of the lecture, up to the description of what the "loosers" do at the edge of the nesting ground. Pay special attention to the part about nesting habits. Then with a partner, listen to the first half of the lecture again and together fill in the information missing from the outline in Activity 1.



3. Constructing an Outline Listen to the rest of the lecture. Pay special attention to the parts about nesting, feeding, and taking care of chicks. Then listen to the second half of the lecture again, taking notes to fill in the outline on page 32. Compare and contrast your notes with a partner to improve your outline.



• A happy single penguin

Making Use of Academic Content

Lectures, academic discussions, and conversations among university students explore stimulating topics.

Enhanced focus on vocabulary building promotes academic achievement.

Activating Prior Knowledge

Pre-listening activities place the lecture, academic discussion, or conversation in context and allow the student to listen actively.

Vocabulary Preview

1 Determining Meaning from Context

The underlined words in the following sentences appear in the lecture. Write the letter of the definition beside each sentence.

Definitions

- a. a conversation (in the book)
- b. change the nature of something
- c. an explicit arrangement of a variety of materials and objects placed into a pattern
- d. accept or agree that something is true
- e. a person who studies the nature and structure of human language
- f. something easily forgotten; a feeling of having had an experience before
- g. general or both, mutual
- h. a discussion or situation that presents opposing views or that is the same later
- i. the copying of the behavior or speech of another person
- j. spoken or written effortlessly and reliably

Sentences

1. _____ The professor looked at the cyllage made of paper, wood, leaves, and glue that she hanging on the wall of his office.
2. _____ The old looks so familiar I feel that we've been here before. I guess it must be familiarity.
3. _____ Henry Chomsky, a famous linguist, is interested in the study of language acquisition.
4. _____ Language presents us with a paradox. It helps us communicate, but still can be the cause of misunderstanding even if two people speak the same language.
5. _____ After listening how babies coo, wail, and then coo next these sounds with objects and actions, researchers at first thought we learned language through imitation and association.
6. _____ When we create new material to material we already know, we learn by association.
7. _____ A wonderful thing about studying another language is that if one becomes very good at it and learns to speak this language fluently, one can begin to see the world from a very different point of view.
8. _____ Can you imagine being completely changed by an experience? Learning to speak another's language is an experience that can truly transform us.
9. _____ I hope you just think I'm made for having a different opinion, but I'm not sure I buy that idea.
10. _____ Henry Chomsky suggested that all humans can learn language and that the ability to learn a language is innate.



A famous linguist, Henry Chomsky, suggested that all humans are born with the ability to learn a language.

Sharing Your Experience



1 Considering Lifestyles of the Elderly

Think about the questions in the following chart.

- Make some brief notes about your ideas.
- Share your ideas in small groups (the elderly family members, friends, or people you've heard about as examples in your classroom).



What do you think the government does every day?

	In Their Native Country	In The U.S. or Canada
What is daily life like for the elderly? What do they do? Where do they go?		
Do the elderly live with their children and grandchildren? If not, do they live by themselves in homes or apartments, in retirement communities, with other active elderly people, or in facilities providing services?		
Do the elderly in general live far from or near their children? Do they live close to their group, what distance you consider to and what distance you consider not?		

Cultivating Critical Thinking

Critical thinking strategies and activities equip students with the skills they need for academic achievement.

New strategies and activities for the TOEFL® IBT build invaluable test taking skills.

Part 1 Building Background Knowledge

Did You Know?

- Over the last 40 years, a branch of the World Bank called the International Bank for Reconstruction and Development (IBRD) has lent over \$200 billion to these ten countries in order of total amount borrowed: Mexico, Brazil, India, Indonesia, China, Turkey, Argentina, Korea, the Russian Federation, and the Philippines.
- The International Development Association (IDA), the World Bank's low-cost lending branch, provides funding to the poorer member nations. Since 1960, the IDA has lent over \$140 billion, with over \$100 billion still owed by borrowing nations.
- Most of the money loaned by the World Bank is used for transportation, law, justice, and public administration projects.
- Many people disagree with some of the projects the World Bank helps support. For example, they question the value of building a dam to provide water for crops when it leaves thousands of people homeless and destroys forests along with endangered plants and animals.



1 What Do You Think? Which are more valuable, modern conveniences of natural resources? Imagine you live in a village that will be flooded when a new dam is built to provide electric power to the region. In pairs, discuss and note what you think are the pros and cons, the advantages and disadvantages, of such an action.

Pros	Cons

Part 4 Focus on Testing

TOEFL® IBT

QUESTIONS ABOUT EXPRESSING PREFERENCE

Some of the speaking questions in the speaking section of the TOEFL® IBT ask if you prefer one thing or another. This type of question would be among the first two questions in the speaking section.

Example

Some students wear their clothes with rhinestones or on-campus security items. Others like to take their jewelry to stores or take it off-campus. Which would you prefer, and what? You have 20 seconds to prepare your answer and 45 seconds to speak.

This is a question about likes and dislikes. You like the thing you prefer more than you like the other. You may even dislike the thing you do not prefer.

Some phrases especially useful in expressing preferences are:

- I prefer _____ rather than _____.
- I like _____ more than _____.
- I would rather _____ than _____.






1 Expressing Preferences: Tell a classmate your preferences in response to the prompts that follow. Use the preference expressions above—and other preferences expressions you know—in your responses.

- Listen. A university wants people taking to any other sport. Others people prefer less strenuous sports. Which type of sport do you prefer? Why? You have 20 seconds to prepare your answer and 45 seconds to speak.
- Listen. A university would prefer to have many children rather than just one. How would you feel about that? Would you prefer to have many children or just one? Why? You have 20 seconds to prepare your answer and 45 seconds to speak.
- Some people who are injured stop exercising until they are healed. Others, such as soccer players, quickly resume their activities, even though it might slow their recovery. Which way of dealing with injuries would you prefer? Why? You have 20 seconds to prepare your answer and 45 seconds to speak.
- Where do you admire more, a person who becomes famous as an academic (a professor, a researcher, etc.) or a person who succeeds in business? Why? You have 20 seconds to prepare your answer and 45 seconds to speak.
- Some remarkably talented young people become professional athletes instead of going to college. Others finish their college education before turning professional. Which would you prefer for yourself if you had remarkable athletic talent? Why? You have 20 seconds to prepare your answer and 45 seconds to speak.



Organizing Information

Graphic organizers provide tools for organizing information and ideas.



Scope and Sequence

Chapter	Features	Listening	Speaking
1 New Challenges page 2 	Lecture: Learning to Speak Someone Else's Language Learning Strategy: Making Predictions Language Function: Offering and Requesting Clarification	Critical listening to make predictions about what a speaker will say next Listening for intonation that reveals intentions Listening for expressions that offer clarification	Sharing personal perspectives on language learning Brainstorming and sharing predictions about lecture content and real-world situations Using appropriate expressions to request and offer clarification in formal and informal situations
2 Cooperation and Competition page 24 	Lecture: Penguin Partners at the Pole Learning Strategy: Distinguishing Main Ideas and Supporting Details Language Function: Asking for Confirmation of Understanding	Distinguishing main ideas and details in a lecture Listening for appropriate use of intonation with confirmation of understanding expressions	Sharing personal observations of cooperation and competition Collaborating to brainstorm plans for a scientific expedition Comparing outlining strategies with classmates Sharing predictions of main ideas and details of a lecture Discussing how to reach consensus on a controversial topic Presenting your views on a controversial topic Asking for confirmation of understanding during a lecture or informal presentation Making and challenging excuses in everyday situations
3 Relationships page 42 	Lecture: Family Networks and the Elderly Learning Strategy: Understanding Straw-Man Arguments Language Function: Making Generalizations	Listening for straw-man arguments Listening for data refuting straw-man arguments Listening for words signaling generalizations	Sharing perspectives on family relationships and growing old Comparing and contrasting treatment of the elderly in different countries Critiquing the effectiveness of straw-man arguments to change listeners' assumptions Sharing assumptions about life experiences Refuting others' assumptions Interviewing someone in the community to check assumptions Making generalizations Paraphrasing generalizations



Critical Thinking	Vocabulary Building	Focus on Testing
<p>Analyzing languages and language learning</p> <p>Using a graphic organizer to categorize information</p> <p>Using a graphic organizer to tap prior knowledge and enhance understanding</p> <p>Predicting what an instructor will say next</p> <p>Comparing and contrasting class predictions</p> <p>Analyzing a lecturer's style</p>	<p>Determining meaning from context</p> <p>Categorizing to deepen understanding of concepts</p> <p>Understanding and using new vocabulary in discussions of languages and language learning</p>	<p>Types of pragmatic understanding questions</p> <p>TOEFL® IBT</p>
<p>Speculating about penguin behavior</p> <p>Using a graphic organizer to brainstorm plans for a scientific expedition</p> <p>Predicting main ideas and supporting details</p> <p>Identifying main ideas and supporting details</p> <p>Constructing a basic outline to sort out main ideas and details</p> <p>Using an outline to organize notes on a research topic</p>	<p>Matching vocabulary words to appropriate context</p> <p>Understanding and using new vocabulary words in discussions of cooperation and competition</p>	<p>Pragmatic understanding of a speaker's attitudes, opinions, strategies, and goals</p> <p>TOEFL® IBT</p>
<p>Using a graphic organizer to compare and contrast treatment of the elderly in different countries</p> <p>Distinguishing straw-man arguments from main points</p> <p>Using an anticipatory guide to explore and test assumptions on a topic</p> <p>Predicting straw-man arguments</p> <p>Critiquing the effectiveness of straw-man arguments</p> <p>Constructing effective arguments to refute assumptions</p> <p>Doing research to check assumptions</p> <p>Using adverbs of time to make generalizations</p>	<p>Using definitions and contextual cues to place vocabulary words into sentences</p> <p>Writing about personal opinions and experiences to broaden understanding of new vocabulary concepts</p> <p>Understanding and using new vocabulary words in discussions about family relationships and the elderly</p> <p>Paraphrasing and using synonyms to deepen understanding of vocabulary signaling generalizations</p>	<p>Pragmatic understanding of a speaker's feelings and intentions</p> <p>TOEFL® IBT</p>

Chapter	Features	Listening	Speaking
4 Health and Leisure page 60 	Study Session Conversation: What Makes Us Tick: The Cardiac Muscle Learning Strategy: Understanding and Using Analogies Language Function: Expressing Opinions	Listening for expressions signaling analogies Noting analogies in abbreviated form Completing statements of personal opinion from a study session conversation	Sharing prior knowledge about the heart and other body parts Comparing body parts to mechanical devices Discussing the effectiveness of analogies Brainstorming possible contexts for analogies Sharing analogies that have become common expressions in one's country Expressing personal opinions about health and fitness Role-playing characters involved in situations leading to debates about health issues
5 High Tech, Low Tech page 74 	Field Trip: Spaceflight—A Simulation Learning Strategy: Taking Notes on a Field Trip Language Function: Shifting Between Active and Passive Voice	Listening for information to complete a handout on phases of a space mission Listening for information to label and explain a diagram of a space exploration device Listening to note measurements and amounts of things on a space mission Listening for passive voice in conversations and during a spaceflight simulation	Sharing prior knowledge about space exploration and high-tech versus low-tech solutions Debating the pros and cons of funding a space program Sharing Internet research on space exploration Collaborating to match labels to sequenced pictures of a space mission Saying numbers Describing the phases of a space mission and the use of the RMA Reporting a news event using passive voice
6 Money Matters page 90 	Radio Program: The World Bank Under Fire Learning Strategy: Understanding and Constructing Pro and Con Arguments Language Function: Agreeing and Disagreeing	Listening for pro and con arguments about the World Bank Understanding expressions linking pros and cons Listening for appropriate uses of expressions to agree and disagree	Sharing opinions about the importance of money Exploring relative values of modern conveniences versus preserving natural resources Sharing prior knowledge about and personal experiences with banks Brainstorming challenging questions about the World Bank Brainstorming ways to invest money Presenting ideas on ways to invest money Agreeing and disagreeing with things about the World Bank Supporting or challenging items in the news Simulation game: Planning for the prosperity of a nation

Critical Thinking	Vocabulary Building	Focus on Testing
<p>Using a graphic organizer to build background knowledge</p> <p>Understanding and using analogies</p> <p>Using a graphic organizer to chart analogies and what they mean</p> <p>Evaluating the effectiveness of an analogy</p> <p>Imagining possible contexts for analogies</p> <p>Distinguishing facts from personal opinions</p> <p>Choosing appropriate expressions to introduce opinions</p>	<p>Using definitions and contextual cues to place vocabulary words into sentences</p> <p>Understanding and using new vocabulary in discussions about the heart and health</p>	<p>Pragmatic understanding of opinions</p> <p>Expressing opinions on standardized tests</p> <p>TOEFL® IBT</p>
<p>Analyzing the pros and cons of funding a space program</p> <p>Utilizing specific strategies to get the most out of field trips</p> <p>Researching to build background knowledge</p> <p>Matching labels to sequenced pictures</p> <p>Identifying the parts and functions on a diagram</p> <p>Selecting relevant notes to give a summary</p> <p>Distinguishing uses of the active and passive voice</p>	<p>Using definitions and contextual cues to place vocabulary words into sentences</p> <p>Understanding and using new vocabulary in discussions about space exploration</p>	<p>Note-taking during listening passages</p> <p>TOEFL® IBT</p>
<p>Evaluating the worth of a project</p> <p>Using a sun-ray graphic organizer to tap prior knowledge</p> <p>Identifying the pros and cons of banks</p> <p>Matching pro and con arguments</p> <p>Formulating challenging questions</p> <p>Evaluating whether answers are adequate or not</p> <p>Brainstorming, organizing, and presenting ideas to a group on the best ways to invest money</p> <p>Determining how to agree/disagree confidently, yet politely</p> <p>Supporting or challenging items in the news</p> <p>Speculating about how to make a country more prosperous</p>	<p>Using definitions and contextual clues to complete a crossword puzzle</p> <p>Understanding and using new vocabulary in discussions about money matters</p>	<p>Making inferences when listening to informal conversations and listening passages</p> <p>TOEFL® IBT</p>

Chapter	Features	Listening	Speaking
7 Remarkable Individuals page 108 	Celebrity Profile: Lance Armstrong, Uphill Racer Learning Strategy: Listening for Chronological Order Language Function: Expressing Likes and Dislikes, Pleasure and Displeasure	Listening for time and sequence words as clues to chronological order Listening to sort events in a celebrity's life into general chronological time periods and to complete a timeline Listening for expressions of likes and dislikes, pleasure and displeasure Listening for consequences of choice of expressions of likes and dislikes, pleasure and displeasure, and tone of voice	Sharing opinions about types of remarkable feats Sharing stories about remarkable feats Collaborating to complete a Venn Diagram of remarkable feats Collaborating to put story parts into chronological order Collaborating to complete a timeline of life events Telling a story in chronological order Reaching consensus on ways to express likes and dislikes, pleasure and displeasure in real world situations Discussing likes and dislikes, pleasure and displeasure regarding goals and interests
8 Creativity page 124 	Lecture: Creativity— As Essential to the Engineer as to the Artist Learning Strategy: Listening for Signal Words Language Function: Divulging Information	Listening for the main points in a lecture about creativity Listening for signal words to guide note-taking Listening for tone of voice signals Listening for signal words in classmates' presentations Listening for ways of divulging information Listening for divulged information	Sharing ideas about creative inventions and types of creativity Discussing creative solutions to everyday problems and creative uses for everyday objects Brainstorming inventive analogies about personalities Discussing qualities that affect creativity Sharing creative puzzle and problem solutions Creatively using tone of voice and body language signals to communicate Using signal words in a presentation on creative aspects of communication Completing and role-playing conversations containing divulged information

Critical Thinking	Vocabulary Building	Focus on Testing
<p>Comparing/contrasting and ranking remarkable feats</p> <p>Using a Venn diagram to show things groups have in common</p> <p>Using time and sequence words as clues to chronological order</p> <p>Tuning in to the logic of chronological order</p> <p>Putting story parts into chronological order</p> <p>Using a graphic organizer to sort events into general chronological time periods</p> <p>Using a timeline to sort events into narrow chronological time periods</p> <p>Choosing appropriate ways to express likes and dislikes, pleasure and displeasure</p>	<p>Pooling knowledge with classmates to match words to definitions</p> <p>Using new vocabulary to answer contextualized questions</p>	<p>Expressing preferences on standardized tests</p> <p>TOEFL® IBT</p>
<p>Comparing kinds of creativity</p> <p>Identifying practical uses of creative inventions and creative uses for practical inventions</p> <p>Constructing creative analogies</p> <p>Identifying the main points in a lecture on creativity</p> <p>Solving a brainteaser puzzle and brainstorming to come up with creative solutions to problems</p> <p>Identifying tone of voice and body language signals</p> <p>Comparing creative aspects of types of communication</p> <p>Identifying whether "divulged" information is critical</p> <p>Distinguishing and using appropriate ways to divulge information</p>	<p>Using definitions and contextual cues to place vocabulary words into sentences</p> <p>Using new vocabulary in discussions about creativity</p>	<p>Listening for signal words and other cues to take better notes during listening passages on standardized tests</p> <p>TOEFL® IBT</p>

Chapter	Features	Listening	Speaking
9 Human Behavior page 142 	Lecture: Group Dynamics Learning Strategy: Recognizing Digressions Language Function: Using Tag Questions to Ask for Information or Confirmation, or to Challenge	Listening for expressions introducing digressions and returns to the main topic Listening for and understanding the reasons for digressions Listening for specific information in a lecture Listening for tone conveying intention in tag questions Listening for genuine, rhetorical, and challenging tag questions in conversations and in a lecture	Speculating about behavior Discussing the benefits of volunteerism Sharing preferences regarding time spent alone and time spent with others Sharing prior knowledge about social behaviors Discussing the <i>whys</i> and <i>hows</i> of digressions in informal situations Predicting and discussing digressions in a lecture Reporting to the class about digressions heard outside of class Discussing group dynamics Using tag questions to ask for information or confirmation, or to challenge
10 Crime and Punishment page 164 	Lecture: Human Choice—Predetermination or Free Will? Learning Strategy: Paraphrasing Language Function: Wishes, Hopes, and Desires	Listening to paraphrase portions of a lecture Listening for expressions of wishes, hopes and desires in conversations and lectures Listening to paraphrase wishes, hopes, and desires	Discussing if punishments fit their crimes Discussing whether “unfair” laws should be broken Discussing harsh punishments as deterrents to crime Sharing personal experiences with “wrongdoing” Sharing prior opinions about predetermination and free will Reading paraphrases aloud to classmates Paraphrasing issues/problems for group discussions Paraphrasing a speaker’s wishes, hopes, and desires Sharing hopes and wishes Role-playing characters expressing hopes and wishes

Critical Thinking

Speculating about human behavior
Identifying and analyzing the reasons for digressions and returns to the main topic

Using a graphic organizer to chart predictions about, reasons for, and expressions introducing digressions

Analyzing groups dynamics

Discerning subtle differences between genuine, rhetorical, and challenging tag questions

Using a graphic organizer to chart types and elements of tag questions

Vocabulary Building

Choosing definitions that fit words as they are used in particular contexts

Understanding and using new vocabulary in discussions about human behavior

Focus on Testing

Pragmatic understanding of transition phrases relating to digressions

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Paraphrasing what an instructor says about predetermination and free will

Paraphrasing an instructor's wishes, hopes, and desires

Distinguishing the subtle difference between hopes and wishes

Using graphic organizers such as tables and charts to organize information

Pooling knowledge with classmates to match words to definitions

Understanding and using new vocabulary in discussions about predetermination and free will

Answering idea-connection questions

Answering multiple choice and table format questions

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Chapter

1

New Challenges

In This Chapter

Lecture: Learning to Speak Someone Else's Language

Learning Strategy: Making Predictions

Language Function: Offering and Requesting Clarification

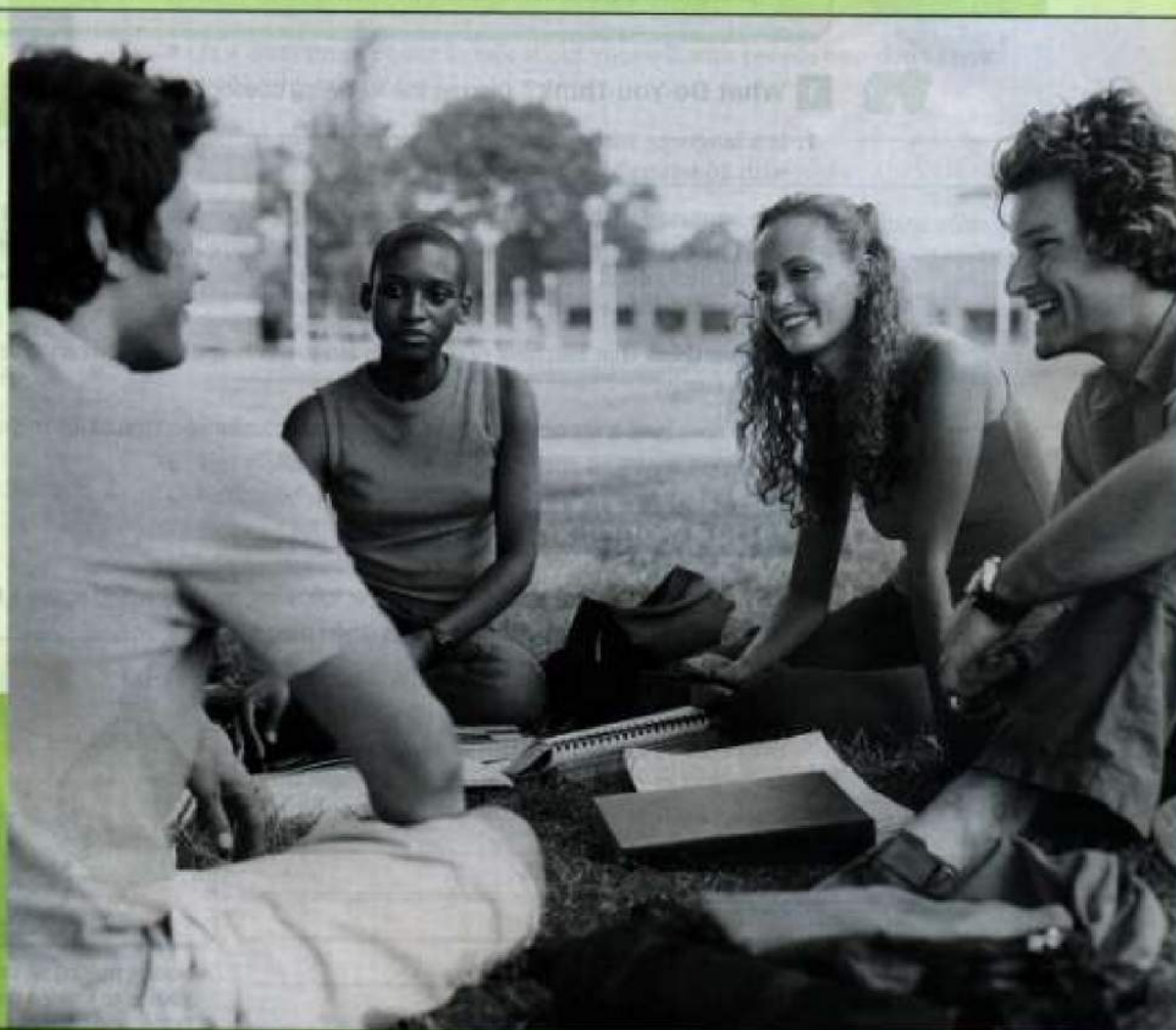
“A different language is a different vision of life.”

—Federico Fellini
Italian filmmaker (1920–1993)



Connecting to the Topic

- 1** What is the most challenging thing about being in a new situation?
- 2** What is the most challenging thing about learning a new language? What is the most rewarding?
- 3** What is the most challenging thing about not speaking a language that others understand?



Part 1 Building Background Knowledge

Did You Know?

- Dr. Harold Williams holds the record for speaking the most languages. He was a journalist from New Zealand who lived from 1876 to 1928. He taught himself to speak 58 languages and many dialects fluently.
- The language with the most letters is Khmer, which used to be called Cambodian. It has 74 letters.
- The Rotokas of Papua New Guinea have the language with the fewest letters. It has only eleven letters (*a, b, e, g, i, k, o, p, r, t, and v*).
- The most complicated language in the world may be the language spoken by the Inuit peoples of North America and Greenland. It has 63 different types of present tense, and some nouns have up to 250 different forms.



1 What Do You Think? Discuss the following questions in pairs.

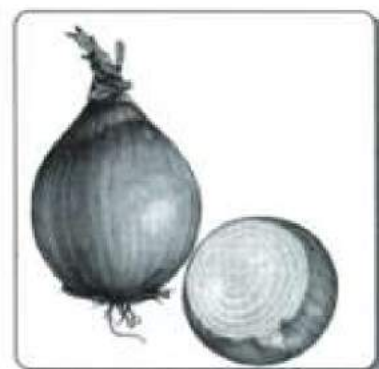
1. Is a language with only eleven letters easier or harder to learn than a language with 26 letters? Why do you think so?
2. Is a language with words that explain tiny differences easier or harder to learn than a language with only one general word for something (for example, 30 words describing different types of snow versus “snow” used for all types of snow)? Why do you think so?
3. Do you think that learning one foreign language helps you learn another one more easily?
4. Does speaking a second language make your communication skills in your first language better or worse? Why do you think so?

Sharing Your Experience



2 Discussing Changes Think about the following questions and make a few brief notes to help you remember your thoughts. Then discuss your answers in small groups.

1. Someone once said that getting to know a person over time is like peeling the layers of an onion. Have you ever peeled an onion? How might this be like getting to know a person better and better over time?



- ▲ How is peeling an onion like getting to know a person better and better?

2. Have you ever traveled to a new place or participated in an event such as a meeting or a party where you didn't know anyone? Did you find yourself behaving differently than normal? Try to recall an experience like this or try to imagine yourself in this situation. Include answers to the following questions.

■ Where were you?

■ What did you do?

■ Why did you do it?

■ Is it sometimes easier to talk about yourself with people who don't know you? Why or why not?

3. Has your study of English changed you in any way? If so, how? Share your answers to the following questions and give specific examples.

■ Has it made you more or less friendly? Curious? Willing to take risks? In what ways?

■ Has it made you more or less critical of how people speak your native language? In what ways?

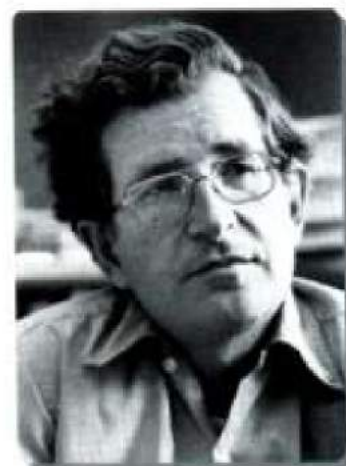
■ Has it made you more or less tolerant of other cultures? In what ways?

■ Has it changed your understanding or opinion of human nature or the ways that people typically behave? In what ways?

Vocabulary Preview

3 Determining Meaning from Context

The underlined words in the following sentences appear in the lecture. Write the letter of the definition beside each sentence.



▲ Noam Chomsky, a famous linguist, suggested that all babies are born with the ability to learn a language.

Definitions

- a. a connection (in the mind)
- b. change the nature of something
- c. an artistic arrangement of a variety of materials and objects glued onto a surface
- d. accept or agree that something is true
- e. a person who studies the nature and structure of human language
- f. something overly familiar; a feeling of having had an experience before
- g. present at birth; natural
- h. a statement/situation that presents opposing views as true at the same time
- i. the copying of the behavior or speech of another person
- j. spoken or written effortlessly and naturally

Sentences

1. ____ The professor looked at the collage made of paper, wood, leaves, and glue that was hanging on the wall of his office.
2. ____ This all looks so familiar. I feel that we've been here before. I guess it must be déjà vu.
3. ____ Noam Chomsky, a famous linguist, is interested in the study of language acquisition.
4. ____ Language presents us with a paradox; it helps us communicate, but still can be the cause of misunderstanding even if two people speak the same language.
5. ____ After observing how babies copy sounds and then connect these sounds with objects and actions, researchers at first thought we learned language through imitation and association.
6. ____ When we relate new material to material we already know, we learn by association.
7. ____ A wonderful thing about studying another language is that if you become very good at it and learn to speak this language fluently, you can begin to see the world from a very different point of view.
8. ____ Can you imagine being completely changed by an experience? Learning to speak someone else's language is an experience that can truly transform us.
9. ____ I hope you don't think I'm rude for having a different opinion, but I'm not sure I buy that idea.
10. ____ Noam Chomsky suggested that all babies can learn languages and that the ability to learn a language is innate.



4 Categorizing Fill in the following chart with a partner. Then share your answers with your classmates.

Things that might be used in a collage	Things that are innate abilities of dogs	Things that are innate abilities of humans	Things associated with learning to speak a language fluently	Things that can be transformed
<i>a photo</i>	<i>chasing rabbits</i>	<i>learning to speak</i>	<i>having fun, taking chances</i>	<i>a caterpillar into a butterfly</i>

Part 2 Making Predictions

Strategy

Predicting What an Instructor Will Say Next

Surprises can be nice in everyday life, but if they occur frequently in a lecture, the lecture may be difficult to understand. In order not to be surprised too often, it is useful to be ready for or anticipate what the instructor will say next. Here are two guidelines to help you make predictions.

1. Before you listen to the lecture, think about what you already know and what you want to learn about the topic. You can use a graphic organizer to brainstorm your ideas. (See page 9 for an example of a graphic organizer.)
2. As you listen to the lecture, predict what the speaker will say. When the lecturer makes a statement:
 - a. Predict what she or he will say next.
 - b. Judge quickly whether you were right or wrong.
 - c. If you were right, move on to your next prediction.
 - d. If you were wrong, don't worry about it, or you'll miss the next part of the lecture. Just put a question mark in your notes for clarification later and move on to the next prediction.

When you focus your listening in this way, you are less likely to be distracted by thoughts of things such as lunch, your soccer game, or the party you and your friend went to on Saturday night.

Before You Listen



- 1 **Considering the Topic** Brainstorm answers to the following questions in small groups. Share one idea each time it is your turn and keep taking turns until your instructor says "stop." Write down your group's answers in the small circles below so they can be shared later with the whole class.

1. What do you already know about the topic "Learning to Speak Someone Else's Language"?



2. What do you think the speaker will discuss?



3. What questions do you have on the topic?



Listen



2 Listening to Make Predictions Listen to the lecture one section at a time. After each section, try to predict what will happen next. Share your predictions with a partner. Then continue listening to see if your predictions were correct. If your prediction was not correct, write down what actually happened next.

Stop 1 *Just call out your questions.*

What questions do you think the students will ask?

Stop 2 *Then let's begin with that last question. Can we ever really learn to speak another person's language?*

What do you think the professor's answer will be to the question? Why?

Stop 3 *Now this brings us back to the first question on our list: Where does language come from? And how does it develop?*

What do you think the professor's answer will be to this question?

Stop 4 *Chomsky suggested that this accomplishment is possible because human babies have an innate ability to learn any language in the world.*

What does this mean? What will the professor discuss next?

Stop 5 *... our native language actually determines the way we see the world.*

What does this statement mean? What kind of examples do you think the professor might give?

Stop 6 *English sometimes uses words from other languages to express a thought or name a thing in a better way.*

What are some words that the professor might use as examples here?

After You Listen



3 Comparing Predictions Listen to the lecture again. This time, at each of the stops, share your predictions and what clues you used to make them with the whole class. What did you learn from your classmates' predictions and their reasons for making them?

Talk It Over



4 Making Predictions Read the descriptions of characters and their situations. Then, write what you think will happen in each situation. Predict whether the characters will communicate well or whether they will have a misunderstanding. Share your predictions in small groups.

1.

Characters

Character 1: John, a short man, about 65 years old

Character 2: Emma, a tall woman, about 75 years old

Situation

John and Emma are standing in front of the only empty seat on a crowded New York City subway. If the man sits down, he is being impolite. If he remains standing, he may fall because he is too short to reach the strap.

Your prediction:

Example 1 *Emma convinces the man to sit down. They start talking.*

Both of them miss their stops. They communicate well and agree to get off the subway at the next stop and have coffee together.

Example 2 *John gives the seat to Emma. When the subway starts suddenly, he falls into her lap. They communicate well, and they laugh and say that there should be more subways during rush hour.*

Example 3 *Emma and John try to take the seat at the same time. They do not communicate well and while they are arguing, someone else comes along and takes the seat.*

2.

Characters

Character 1: Eddie, a 16-year-old boy who wants to be a rock musician. He is kind and loves his mother. His father died when he was a small boy.

Character 2: Rosa, Eddie's loving but very conservative mother

Situation

Eddie wants to have his nose pierced and wear a silver nose ring, but he only wants to do it with his mother's permission. Eddie and his mother are sitting in the living room discussing the pros and cons, the positive and negative sides, of piercing.

Your prediction:



▲ Who will bring up the topic of marriage first?

3.

Characters

Character 1: A shy young man, 26 years old

Character 2: A confident young woman, 25 years old

Situation

The young man and young woman met a year and a half ago. She would like to marry him. He would like to marry her. They're finishing a romantic dinner at a very nice restaurant. Both the young man and the young woman are trying to figure out a way to bring up the topic of marriage.

Your prediction:

4.

Characters

Character 1: Haroum, a 22-year-old man with two tickets to a soccer match

Character 2: Bob, a 22-year-old man who loves soccer but has a chemistry midterm exam tomorrow

Situation

Bob and Haroum are in a coffee shop at 3:00 P.M. Haroum is trying to convince Bob to go to the soccer match.

Your prediction:

5.

Characters

Character 1: Dani, a 20-year-old student who is buying food for a party

Character 2: Gerry, grocery store clerk who is also a student and a friend of Dani's

Situation

Dani goes to the checkout counter of the store to pay for \$83 worth of drinks and food for a party. She looks in her wallet and discovers that she has only \$64 cash with her. The store will not accept checks or credit cards. The clerk at the store is a close personal friend of Dani's but has not yet been invited to the party.

Your prediction:

6.

Characters

Character 1: Tony Ling, a father living
in Hong Kong

Character 2: Martin, his 15-year-old son

Situation

The father has been offered a good job with higher pay in Toronto and wants to move. His son does not want to leave Hong Kong, his high school, and all his friends. They are discussing this problem at breakfast.

Your prediction:



▲ How will they settle their disagreement?

7.

Characters

Character 1: Sandy, an “A” student who has just gotten an “F” grade for the first time on a midterm exam

Character 2: Professor Hayuda, who is tough but usually fair

Situation

Sandy is in the professor’s office explaining why he or she failed the exam. Sandy tells the professor about a personal problem and asks to take the exam again.

Your prediction:

8.

Characters

Character 1: Al, the father of a three-day-old baby

Character 2: Bess, the mother of the baby

Situation

There is a law in their state that requires parents to choose a name for their baby within three days after it is born. The mother wants to name the baby Sunshine; the father hates that name and wants to name the baby Hester, after his mother.

Your prediction:

9.

Characters

Character 1: Maria, a young art student who has just moved into a new apartment

Character 2: Rob, a business major in his 20s and a good friend of Maria's

Situation

Maria is in her new apartment, hanging pictures on the wall. The doorbell rings and Rob walks in with a gift—a picture for Maria's apartment. Maria thinks it is the ugliest picture she has ever seen.

Your prediction:



5 Role Plays With a partner, choose one of the previous nine situations to act out. You may either use a prediction that one of you wrote, or write a new one together.

1. Take ten to twelve minutes to prepare your role-play.
2. Present your role-play to the class.
3. After you present your role-play, the class should share the predictions they wrote about that situation and answer the following questions.
 - Did anyone in the class predict what happened in the role-play?
 - Were your predictions similar, or were they different? If there were similarities, why do you think they happened?
 - If there were different predictions, do you think your individual perspectives or points of view (your personal languages) account for the differences? Discuss why or why not.

Strategy

Ways to Offer Clarification

We have all noticed that sometimes people don't seem to be following what we are saying. They might look confused, uncomfortable, nervous, or even tense as they try to understand. One way to make sure that people understand what we are saying is to offer clarification when it is needed. To do this, we can either repeat the information exactly or say it again in another way using different words.

Expressions to Offer Clarification

Appropriate for most situations:

Are you following me?

Are you with me?

Did you get that?

Do you understand so far?

Does that make sense to you?

Is that clear?

OK so far?

Right?

Appropriate only in informal situations:

Did you catch that?

Got it?

NOTE: Listeners are usually appreciative when you use these expressions to check whether or not they need clarification. But be careful with your tone of voice. You don't want to sound as if you were angry because they weren't listening.



1 Listening for Intonation In both conversations, the speakers use the same expression to try to offer clarification. Listen for the difference in tone between a helpful question and an angry, critical, or scolding one in each conversation. Then answer the questions.

Conversation 1

Ms. Garcia is talking to a group of employees.

1. Which of the expressions from the strategy box does Ms. Garcia use?

2. What is her intention when she uses this expression?

Conversation 2

Mrs. Smith is talking to her son.

Mrs. Smith uses the same expression as Ms. Garcia did in Conversation 1. What is Mrs. Smith's intention when she uses this expression?

Strategy

Understanding a Lecturer's Style of Offering Clarification

When you listened to the lecture earlier, did you notice that the lecturer used several expressions for offering clarification? Using the same expressions repeatedly is part of a lecturer's style. Being familiar with a lecturer's style can help you understand the content of the lecture.



2 Listening for Expressions that Offer Clarification Listen to the lecture again. This time, notice which expressions the lecturer uses to offer clarification. Each time the lecturer uses an expression, put a check next to it.

- _____ Are you following me?
- _____ Are you with me?
- _____ Did you get that?
- _____ Did you catch that?
- _____ Do you understand so far?
- _____ Does that make sense to you?
- _____ Got it?
- _____ Is that clear?
- _____ OK so far?
- _____ Right?

3 Sharing Your Data Discuss these questions with your classmates.

1. Which expressions seem to be the professor's favorite ones?
2. Which ones doesn't he use?
3. Did you need clarification when the professor offered it?
4. Were there times when you needed clarification and the professor did not offer it?

Strategy

Ways to Request Clarification

When you are the speaker and you notice that the listener isn't following you, it is easy to be polite and offer clarification. When you are the listener, however, you cannot be certain that the speaker will know when you need clarification. Therefore, when you don't understand what someone is saying, don't wait for offers of clarification. Request information when you need it. You may have to politely interrupt the speaker.



▲ Politely interrupt when you need clarification.

Polite Expressions for Interrupting to Request Clarification

One of these:

Could/Can/May I interrupt?
Excuse me.
Pardon me.
I beg your pardon.
I'm sorry.

Followed by one of these:

Would you mind repeating that?
Could/Would you repeat that, please?
Could/Would you say that again, please?
I didn't get the last part/word.
What was that again?

Informal Expressions for Requesting Clarification

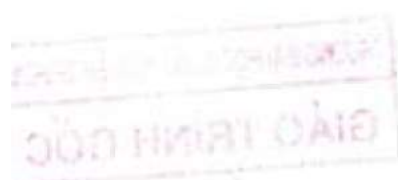
Huh? (very informal)
I didn't get the last part/word.
I didn't catch that.

What?
What did you say?
You lost me.



4 Requesting Clarification During a Lecture Listen to the lecture again.

- If you are listening to the lecture during class, raise your hand when you do not understand something. Your instructor will stop the recording and you may request clarification from the instructor or from a classmate. Practice using a variety of new expressions. Try not to use only the ones you are already familiar with. Be ready to help your classmates when they request clarification.
- If you are listening to the lecture by yourself, stop the recording whenever you do not understand something and practice requesting clarification. Practice using a variety of expressions. Put a check next to each expression as you practice it.



Talk It Over



5 Brain Teasers Work with a partner. Take turns being the speaker and the listener for the following challenging problems. Some of them are riddles (questions with unexpected answers) and others are “brain teasers” (problems that make your brain work very hard). When you have done all the problems with your partner, compare your answers with those of your classmates. (The answers are on page 235.)

1. Speaker: Read the problem silently, and then read the problem aloud to your partner as quickly as you can. Do not pause at all.

Listener: Keep your book closed. Do not read along with your partner. If you do not understand something, ask for clarification. Use one of the expressions for requesting clarification.

2. Speaker: Read the problem again. This time, slow down a little and frequently use expressions to check if your partner needs clarification.

Listener: Tell your partner if you still need clarification.

3. Speaker: Read the problem once more. Slow down even more if necessary.

Listener: Try to solve the problem.

Problems

1. How much is 1 times 2 times 3 times 4 times 5 times 6 times 7 times 8 times 9 times zero?
2. Write down this eight-digit number: 12,345,679. Multiply this number by any *one* of the eight numbers. Now multiply by 9. What did you get? Try it again, but this time multiply by another of the eight digits before you multiply by 9. What did you get this time?
3. Marcy lives on the 12th floor of her apartment building. When she wants to go out, she gets into the elevator and pushes the button for the first floor lobby. However, when she wants to go back to her apartment, she gets into the elevator in the lobby and pushes the button for the sixth floor. When the elevator arrives at the sixth floor, she gets off and walks up the stairs to the 12th floor. Marcy prefers to ride in the elevator, so why does she get off and walk up the stairs?



- ▲ Why does Marcy walk up the stairs if she prefers to use the elevator?

4. Farmer Higg owns three red hens, four brown hens, and one black hen. How many of Higg's hens can say that they are the same color as another hen on Higg's farm?



▲ Can you solve the riddle of Farmer Higg's hens?

5. What is it that occurs once in a minute, twice in a moment, yet not at all in a week?
6. Think of a number from 1 to 20. Add 1 to this number. Multiply by 2. Add 3. Multiply by 2. Subtract 10. Tell me the answer and I'll tell you the number you started with. (Speaker should see page 235 to find out how to do this math trick.)
7. A man wants to cross a river. He has a lion, a sheep, and a bale of hay that he must take with him. He has a boat, but it will carry only him and one other thing. So the trouble is, if he leaves the lion alone with the sheep, the lion might eat the sheep. If he leaves the sheep alone with the hay, the sheep might eat the hay. How does he get himself, the lion, the sheep, and the hay to the other side of the river?



▲ How will the lion and the sheep get to the other side?

Part 4 Focus on Testing

TOEFL® iBT

QUESTIONS ABOUT PRAGMATIC UNDERSTANDING

The TOEFL® iBT* places a lot of emphasis on pragmatic understanding. This is an ability to understand a speaker's attitudes, opinions, strategies, and goals. When you learned in this chapter about making predictions and listening for intonation, you were developing some skills for pragmatic understanding.

The TOEFL® iBT approaches pragmatic understanding in a few basic ways. Here are three formats for pragmatic-understanding questions.

Sample Prompt 1:

Listen again to part of the lecture.

(part of lecture plays again)

Why does the professor mention changes in the brain at puberty?

Sample Prompt 2:

Which of the following best describes the professor's attitudes toward accent-reduction programs?

Sample Prompt 3:

Listen again to part of the lecture.

(part of lecture plays again)

What does the professor's remark imply about "telephone English"?

Notice that many TOEFL® iBT listening questions replay a part of the listening passage.



1 Pragmatic Understanding: Lecture Listen again to the lecture "Learning to Speak Someone Else's Language" from Part 2 of this chapter. Close your books and take more notes as you listen. Then open your books and answer the following pragmatic-understanding questions.

1. Listen again to part of the lecture.

Why does the professor say, "Any more? No?"

- (A) so students will name as many languages as they can
- (B) to find out if all students are present
- (C) to find out if anyone else has a question
- (D) so he can complete a list of languages

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2. Listen again to part of the lecture.

What is the professor's opinion about learning languages through imitation and association?

- ☐ (A) He supports Chomsky's theory that it happens in English but not in most languages.
- ☐ (B) He disagrees with Chomsky's theory about children inventing new sentences.
- ☐ (C) He agrees with Chomsky that it is a weak explanation for most language-learning.
- ☐ (D) He disagrees with Chomsky about such learning having only a small role in language-learning.

3. How would the professor answer the student's question, "Can we ever really learn to speak someone else's language?"

- ☐ (A) Yes, but not very well.
- ☐ (B) Yes, even though the process is mysterious.
- ☐ (C) No. We can only try.
- ☐ (D) No. Humans really learn only one language.

4. Listen again to part of the lecture.

Why does the professor mention three French words?

- ☐ (A) to show that English borrows words from other languages
- ☐ (B) to show that there is not always an English word to express a concept
- ☐ (C) to show that giving French names to things make them more attractive
- ☐ (D) to show that he learned French by observing things in daily life

5. Listen again to part of the lecture.

What is the professor implying in this statement?

- ☐ (A) that he believes languages can shape the way humans think
- ☐ (B) that he believes every language is equally good at expressing every concept
- ☐ (C) that he believes learning languages improves one's ability to learn math or science
- ☐ (D) that he believes thought processes can shape languages

Self-Assessment Log

Check the words in this chapter you have acquired and can use in your daily life.

Nouns

- ☐ association
- ☐ collage
- ☐ déjà vu
- ☐ imitation
- ☐ linguist
- ☐ paradox

Verbs

- ☐ buy (into)
- ☐ transform

Adjectives

- ☐ innate

Adverbs

- ☐ fluently

Check your level of accomplishment for the skills introduced in this chapter. How comfortable do you feel using these skills?

	Very comfortable	Somewhat comfortable	Not at all comfortable
Listening to make predictions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding expressions such as <i>Are you with me?</i> and <i>OK so far?</i> when used to offer clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using expressions such as <i>Are you with me?</i> and <i>OK so far?</i> to offer clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using expressions such as <i>Would you mind repeating that?</i> and <i>What was that again?</i> to request clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about the topics and activities in this chapter and complete the statements.

In this chapter, I learned something new about _____

I especially liked (topic or activity) _____

I would like to know more about _____

Cooperation and Competition

In This Chapter

- Lecture:** Penguin Partners at the Pole
Learning Strategy: Distinguishing Main Ideas and Supporting Details
Language Function: Asking for Confirmation of Understanding

“Do not have the delusion that your advancement is accomplished by crushing others.”

—Marcus Tullius Cicero
Roman philosopher (106 B.C.–43 A.D.)



Connecting to the Topic

- 1 What are the penguins in the photo doing? How does it help them to survive?
- 2 How is this behavior similar to some human behaviors you have observed?
- 3 In what situations might penguins stop cooperating and become competitive?



Did You Know?

- Antarctica, the continent that surrounds the South Pole, is the coldest region of the world. It is entirely covered by an icecap and the warmest it ever gets is 32 degrees Fahrenheit (0 degrees Celsius). Most of the animals in this region live in the surrounding ocean, because only birds and a few insects and animals can survive exposed to the wind in this cold land. In fact, several species of insects live only in the fur or feathers of animals and birds to avoid freezing to death.



▲ Paradise Bay, Antarctica

- Emperor penguins need to be social and cooperative to survive the hardship of winter in Antarctica. During the coldest and windiest winter nights, they stand shoulder to shoulder in a tight pack called a *turtie*. After a while, when the penguins in the middle of the pack get warm, they exchange positions with those on the outside.
- There are 17 species of penguins in Antarctica but none in the Arctic. This is probably because there are no land predators in Antarctica such as the bears, wolves, and foxes that are found in the Arctic. There are, however, the skuas, predatory birds that will steal eggs and even baby penguins if adult penguins do not cooperate to protect them.



1 What Do You Think? Discuss the following questions in pairs.

1. In general, do you think the basic nature of animals, birds, and insects tends to be more cooperative or more competitive? Give examples of cooperation and competition that you've observed.
2. What about people? Do you think humans are instinctively more cooperative or competitive? Give examples of human cooperation and competition that you've observed among your own family members and friends.

- Work cooperatively with your team to reach consensus—decisions you all agree on—then write your ideas on the chart.
- Copy your chart onto poster paper.
- When you are finished hang your chart on the wall. Compare your team's chart with the charts of the other "teams of scientists."



Preparation for Expedition to Antarctica

Preparation for Expedition to Antarctica							
Facts about penguins that we want to learn	Who we will take with us and why	Supplies we will need to take and why	How we will travel (by bus, train, plane, boat, sled?)	Where we will have to stop on the way	How much time we will stay at each location	Dangers we will face	When, where, and how we will observe penguins
			by bus	the airport			

Vocabulary Preview

3 Vocabulary in Context The following words will be used in the lecture. Complete the sentences with the appropriate words. Then compare your answers with a partner.

awkward	catastrophic	disposition	to fast	to teem
battle	Celsius	ecosystem	ferocious	
beachfront	desolate	Fahrenheit	migratory	

1. My friends say that since I like _____, empty places with no people, I should move to Antarctica.
2. The _____ property along the coast of Antarctica would probably not be the best place to have a summer home, unless you were a penguin, of course.
3. _____ floods that destroy plant and animal life in a large area could change the biological patterns of the world.
4. Penguins are _____ birds that travel great distances every year, but they cannot fly.
5. The word _____ refers to a network of interdependent relationships among organisms, including both plants and animals.
6. A temperature of 32 degrees _____ is 0 degrees _____.
7. Some birds eat a lot to store fat in preparation for when they have _____ during times when they cannot get food.
8. Once the dark winter is over and the baby penguins break out of their shells, the activity level increases and the penguin colonies or "towns" begin _____ with life.
9. The penguin's usual _____ is playful and curious, but if you attack one of their babies, watch out! Then they can become angry and ready to fight a _____ with you.
10. A _____ attack by a sea leopard might kill a penguin.
11. On land, penguins seem very _____, but in the water, they move very gracefully.

Part 2

Distinguishing Main Ideas and Supporting Details

- Most lectures have a single overall main idea. It is the one idea that you can state briefly when a classmate asks you, "What was the lecture about?" In most cases, there are several other main ideas in addition to the overall one. These main ideas are the messages that the lecturer wants you to remember.
- Lecturers present examples and details to support the main ideas. Facts and illustrations may come before or after the main idea that they support. It is easier to pick out main ideas and understand the lecture as a whole if you can identify the order in which the speaker is presenting the main ideas and details.

Strategy

Identifying Main Ideas and Supporting Details

If you can identify whether the lecturer is using the deductive or inductive method of presenting ideas it will be easier to sort out the main ideas from the details. The deductive method starts with a main idea, followed by several examples or details that support it. The inductive method starts with the details and builds up to the main ideas.

Deductive	Inductive
Main Idea 1	Examples or Details 1
Examples or Details 1	Main Idea 1
Main Idea 2	Examples or Details 2
Examples or Details 2	Main Idea 2

Lecturers sometimes mix these two ways of presenting information, which can be confusing. If an instructor does this, it is a good idea to rewrite your notes as soon as possible after class. Rewriting helps you identify the main ideas, distinguish them from supporting details, and clarify anything that is confusing to you.

A good way to keep track of which examples and supporting details go with which main ideas is to use an outline. Basic outlines can help you briefly and clearly organize the information from a lecture (or a reading). Outlines are also very useful tools for reviewing before tests.

Strategy

Making a Basic Outline of Main Ideas and Details

Below is an example of a typical outline. The main points in an outline are always represented by roman numerals (I, II, III, etc.), and major examples and details are represented by capital letters (A, B, C, etc.). Subpoints, or more minor details, are represented by Arabic numerals (1, 2, 3, etc.).

I. _____
A. _____
B. _____

II. _____
A. _____
B. _____

III. _____
A. _____
1. _____
2. _____
B. _____

Before You Listen



1 What's Happening? Discuss the following photos in small groups. What do you think these penguins are doing? Why?





2 Predicting Main Ideas and Supporting Information Before you listen to the lecture "Penguin Partners at the Pole," study the following partial outline of information about penguin mating and nesting habits. With a partner, discuss what kind of information (main idea or major or minor supporting example or detail) is missing from the outline and then what the information might be.

I. Mating habits of penguins

A. Need for order leads penguins to build nests in rows

B. Order often interrupted by small wars between penguins

1. _____

2. _____

C. _____

D. Losers move to edge of nesting ground

1. *Steal unguarded eggs*

2. _____

Listen



3 Listening for Main Ideas and Supporting Information

Listen to the first half of the lecture, up to the description of what the "losers" do at the edge of the nesting ground. Pay special attention to the part about mating habits. Then with a partner, listen to the first half of the lecture again and together, fill in the information missing from the outline in Activity 2.



4 Constructing an Outline

Listen to the rest of the lecture. Pay special attention to the parts about nesting, feeding, and taking care of chicks. Then listen to the second half of the lecture again, taking notes to fill in the outline on page 32. Compare and combine your notes with a partner to improve your outline.



▲ A happy penguin couple

II. Penguin nesting

III. Penguin feeding

A. Long marches

B. Danger of predators

IV. Care of orphaned chicks

After You Listen

5 Comparing Outlines Share your outlines with the whole class. Transfer the outline that you and your partner created to large pieces of paper so that you can easily share them with the rest of your classmates. Discuss similarities and differences in the ways the outlines are constructed and in the information that each pair considered important.

Talk It Over



6 Sharing Prior Knowledge of a Topic In this section, you will have an opportunity to present your views on a topic. To expand on what you already know about the topic, first discuss it in small groups using the following questions to guide your discussion.

Topic: In the ecosystem discussed in the lecture, Adelie penguins have one main enemy—the sea leopard. But many animals are hunted by people, who can use the dangerous power of technology as a weapon. For example, the use of technology to kill whales has caused a worldwide controversy.

1. Why are whales hunted?
2. What parts of the whale are used and for what purposes?
3. What methods are used to hunt whales?



▲ Due to whaling, the practice of hunting whales, there are only 20,000 humpback whales left in the world.

4. What is Greenpeace? What does it do?
5. Should whales and other endangered species be protected?
6. Some people want to cooperate to find a solution to this problem; others are more competitive and do not care to consider another view. How could people reach a consensus on this issue?



7 Choosing a Position In your group, come to a consensus on the following issues concerning whales. If your group prefers, you may choose another endangered animal to research and discuss.

1. Are the methods used to hunt whales (or another animal) acceptable or not? Why?
2. Should governments control the way in which whales (or another animal) are hunted? The way in which all creatures are hunted? Why and how?
3. Which groups are concerned with this issue? Why?
4. What would be the best way to reach a consensus on this issue?



8 Researching a Topic of Study For homework, do an Internet search to find information to further your own ideas about hunting whales or another endangered species. Use the following keywords: *Greenpeace*, *whale hunting*, *whaling*, *endangered species*. If your group has chosen a different endangered animal, simply change your search keywords to include this animal along with the term *endangered species*.



▲ A protester tries to change consumer habits.

9 Making an Outline to Discuss Your Views Make a brief outline of your views on hunting whales or another endangered species and why you feel this way. Your position on each issue is a main idea and should be listed after a Roman numeral. Under the Roman numerals, list your supporting information after capital letters and Arabic numerals. Remember: It is your clearly stated supporting information that often will persuade people of your point of view.

10 Presenting Your Views to a Group Using only your outline as notes, present your views to your classmates and explain your reasons for your point of view.

Part 3

Asking for Confirmation of Understanding

Strategy

Using Appropriate Intonation and Expressions when Asking for Confirmation of Understanding

Even when you have heard and understood every word, it is still sometimes difficult to know exactly what a speaker means. In this case, you should ask the speaker for confirmation of your understanding. A good way to do this is to state what you heard in your own words and then ask if you understood correctly. To confirm that you have understood without insulting the speaker, you must ask your questions carefully. Your intonation can make you sound either cooperative or competitive, polite or insulting. When you are sincere and are asking a genuine question, your tone will sound cooperative and polite to the listener. However, if you are feeling angry and use a sarcastic tone, you will sound competitive or even insulting.

Expressions for Asking for Confirmation of Understanding

Use one of these expressions:

I'm not sure I understand.
Professor, am I/is this right?
I'm not sure I'm getting this.
I don't know exactly what you mean.

Followed by one of these:

Do you mean that ... ?
Are you saying ... ?
Is it ... ?
Do you mean to say/imply that ... ?

With friends or family, you can confirm something less formally by omitting the first sentence and using only one of the second sentences listed. Or you may simply ask, "You mean ... ?"



1 Listening for Appropriate Expressions and Intonation Listen to the following conversations and answer the questions. Make sure to consider the speakers' tone of voice. Then discuss them with your classmates.

Conversation 1

At the side of the road, a lost driver is asking a police officer for directions.

Did the lost driver ask for confirmation appropriately? _____ Why or why not?

Conversation 2

Here is a conversation between a professor and a student.

Did the student respond appropriately? _____ Why or why not?

Conversation 3

Here is a similar conversation between the same professor and student.

How do you feel about this student's confirmation strategy?

Conversation 4

In this conversation, a student is talking to an administrative assistant about the preregistration procedure.

How would you react if you were this administrative assistant?

Conversation 5

Here is another conversation between the administrative assistant and the student.

What is the main difference between Conversations 4 and 5?



2 Asking for Confirmation During a Lecture Listen to the lecture again. This time, your instructor will stop the lecture after each of the sentences below. With a partner, practice using the expressions on page 35 to ask for confirmation of your understanding of each of the sentences.

Stop 1 *It seems strange that this hard land could be the spring and summer home of a migratory bird—the penguin.*

Example Are you saying that they live there only half the year?

Stop 2 *It is here, to this little bit of beachfront, that the penguin comes to mate and raise babies. It would be a little cold for us at this beach, though.*

Stop 3 *Because of this need for order, penguins build nests in perfect rows and the nesting area looks very much like the streets of a city.*

Stop 4 *They steal unguarded eggs, disturb nests, and play jokes on the happy couples.*

Stop 5 *... and, of course, there are the skuas—the predatory birds that come down from the sky to eat the eggs and even baby penguins.*



▲ Parental protection is crucial for these penguin twins.

- Stop 6** *In the water, they play various water sports that they've invented while they fill themselves up with krill and other small sea animals.*
- Stop 7** *Oh, yes. Penguins share everything. And they love to visit with neighbors, explore nearby ice floes or islands, and even climb mountains, following the leader in long lines up the mountainside.*
- Stop 8** *When it is given, they begin their swim back to their winter home on another part of the continent.*



3 Asking for Confirmation of Understanding During a Presentation

Work in small cooperative groups for this activity. Imagine that you and your group members have jobs developing new technology. You have just invented a new product that you think will make everyone's life easier. Decide as a group what that product is, what it does, and how it works. For example:

- A TV with a mouse that allows you to click on a speaker's mouth and get an instant translation. This device also interprets bird and animal languages, such as penguin chirps and whale songs.
- An electromagnetic device that can be attached to your tongue to help you speak animal languages (or pronounce English correctly; or never say an angry, sarcastic thing again).
- A brain wave adjuster that will reduce competition and aggression in all species, including humans.

Next, take turns with the other groups presenting your unusual products. Imagine that you are trying to convince your boss that making and selling this product will be profitable. Make sure that everyone in your group participates and is responsible for a part of the presentation.

- When you are listening, interrupt politely in order to clarify the descriptions the other groups are giving.
- When your group is speaking, be ready to answer any and all questions about your invention.

Strategy

Asking for Confirmation to Challenge Excuses

Have you ever given an excuse that was not the truth for something you forgot or did not want to do? Did the other person believe you? Or did the other person question what you said, trying to confirm their understanding?

Consider these examples:

Conversation 1

Student: I'm sorry. I don't have my homework because my partner didn't cooperate and do his share of the work.

Teacher: I'm not sure I understand. Do you mean to say that you didn't attempt to do your work because he didn't do his work?

Conversation 2

Woman: No, I can't go to the movies with you because I have to help my friend with her homework.

Man: I don't get it. That's what you said last night. You mean you help her every night?

Notice how the teacher challenges the student in the first example and the man challenges the woman in the second example. They don't actually say the other person is lying, but it is clear that they suspect this. However, even by challenging a speaker, you may not get the truth. By asking for confirmation in a gentle tone of voice, however, you may be able to politely get the truth.

Talk It Over



- 4 Making and Challenging Excuses** In pairs, practice the following pattern. Then role-play your conversation for the class.

Pattern

- You:** Make an excuse for something you don't want to do.
Your partner: Ask for confirmation, questioning the truth of the excuse.
You: Make another excuse.
Your partner: Ask for confirmation again, questioning the truth of the excuse.

Example

Student: I'm sorry. I don't have my homework because my dog ate it.

Teacher: I'm not sure I understand. Do you mean to say that your dog likes to eat paper?

Student: Well, yes he does, actually. He has some sort of vitamin deficiency, I think.

Teacher: I'm not following this. Are you telling me that paper has nutritional value?

Student: You see, when he was a puppy he was taken away from his mother too soon and . . .

Teacher: Wait, am I right? Do you mean to tell me that you don't have your homework because your dog had an unhappy childhood?



▲ "Are you saying that the dog ate your homework?"

Part 4 Focus on Testing

TOEFL® iBT

DEVELOPING YOUR PRAGMATIC-UNDERSTANDING SKILLS

Pragmatic understanding of a speaker's attitudes, opinions, strategies, and goals is important in informal situations as well as on formal tests such as the TOEFL® iBT. When you learned in this chapter about ways people ask for confirmation of understanding and how intonation can reveal attitudes, you were developing your pragmatic-understanding skills.



1 Pragmatic Understanding: Brief Conversations Listen to the brief conversations and answer the questions that follow.

Conversation 1

What is the speaker implying?

- (A) Frank is not strong enough.
- (B) Frank is taking too many courses for his first semester.
- (C) First-year students usually take this many courses.
- (D) Frank has a lot of different interests.

Conversation 2

How is this student feeling and why?

- (A) She is feeling sick because she is tired and hungry.
- (B) She is happy because she doesn't have to use the meal plan on weekends.
- (C) She is unhappy because she thinks the meal plan is too expensive for what she is getting.
- (D) She is very angry because she can't buy food on Sundays.



2 Pragmatic Understanding: Lecture Listen again to the lecture “Penguin Partners at the Pole” from Part 2 of this chapter. Close your books and take more notes as you listen. Then open your books and answer the following pragmatic-understanding questions.

1. Listen again to part of the lecture.
Why does the professor say, “Did I say bird?”
 - (A) because he thinks he made a mistake in the pronunciation of the word
 - (B) because he wants to make sure that the students understand this word
 - (C) because he is calling attention to the fact that the penguin is a very unusual bird
 - (D) because penguins are not really birds
2. Listen again to part of the lecture.
What is the professor’s opinion about the penguins’ choice of a home site?
 - (A) He thinks that they will not survive because it is too cold.
 - (B) He thinks it is amusing that they nest on “beachfront property” that might be very attractive to people if only it wasn’t so cold.
 - (C) He thinks that mating and raising babies on an ice dome is dangerous.
 - (D) He thinks that the domestic life of penguins is strange.
3. Listen again to part of the lecture.
What is the student implying by saying, “I think we have a few of those hooligan types in this class?”
 - (A) Some students are causing trouble in the class.
 - (B) Some students have been stealing things.
 - (C) Some students are losers and will never find a mate.
 - (D) Some students that don’t have mates like to tease the ones that do.
4. Why does the professor mention the movie *Jaws*?
 - (A) to take a break from the main topic
 - (B) to explain how the sea leopard kills penguins
 - (C) to explain the similarities between sharks and sea leopards
 - (D) to help them picture the sea leopard by comparing it to something else they may already know about
5. Listen again to part of the lecture.
Why does the student say, “Hear that, you guys?” (Choose two answers.)
 - (A) to point out that male penguins help their mates more with the children than some men do
 - (B) to point out that some of the students are not listening and may be missing something important
 - (C) to make sure that the men in the class have understood the point of this exchange between the student and the professor
 - (D) to make sure that everyone can hear the professor

Self-Assessment Log

Check the words in this chapter you have acquired and can use in your daily life.

Nouns

- ☐ battle
- ☐ disposition
- ☐ ecosystem

Verbs

- ☐ fast
- ☐ teem

Adjectives

- ☐ awkward
- ☐ beachfront
- ☐ catastrophic
- ☐ Celsius
- ☐ desolate
- ☐ Fahrenheit
- ☐ ferocious
- ☐ migratory

Check your level of accomplishment for the skills introduced in this chapter. How comfortable do you feel using these skills?

	Very comfortable	Somewhat comfortable	Not at all comfortable
Listening for main ideas and supporting information to construct an outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using expressions such as <i>I'm not sure I'm getting this</i> and <i>Do you mean to imply . . .</i> to ask for confirmation of understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about the topics and activities in this chapter and complete the statements.

In this chapter, I learned something new about _____

I especially liked (topic or activity) _____

I would like to know more about _____

Relationships

In This Chapter

- Lecture:** Family Networks and the Elderly
Learning Strategy: Understanding Straw-Man Arguments
Language Function: Making Generalizations

“No matter what you’ve done for yourself or for humanity, if you can’t look back on having given love and attention to your own family, what have you really accomplished?”

—Elbert Hubbard
U.S. writer, editor, and printer (1856–1915)



Connecting to the Topic

- 1 What do you think are the relationships of the people in the picture?
- 2 What do you think the responsibilities should be of each family member?
- 3 How much time do you think they should all be together each day? Each week? Each month? Each year?



Did You Know?

- The longest marriage on record lasted 86 years. It was between Sir Temulji Bhicaji Nariman and Lady Nariman, who were wed in 1853 when they were five years old.
- Adam Borntrager of Medford, Wisconsin, had 675 living descendants. They were: 11 children, 115 grandchildren, 529 great-grandchildren, and 20 great-great-grandchildren.
- The life expectancies for both men and women are greatest in Japan.

Life Expectancies

Country	Men	Women
Japan	77.02	83.35
United States	72.5	79.87
Mexico	68.98	75.17
Russia	68.83	71.72
China	68.57	71.48



1 What Do You Think? Discuss the following questions in pairs.

1. Would you like to be married to someone for 86 years? Why or why not? If you answered *no*, would it change your mind if you knew that people who are married usually live longer?
2. Is it better to live with your parents after you are married or on your own? Why? If you answered *live on your own*, would it change your mind if you knew that people who live with their parents usually live longer?
3. What do you think are some of the reasons that the five countries listed above have some of the longest life expectancies in the world?



▲ Getting married could help you live longer.

Sharing Your Experience



2 Considering Lifestyles of the Elderly Think about the questions in the following chart.

- Make some brief notes about your ideas.
- Share your ideas in small groups. Use elderly family members, friends, or people you've heard about as examples in your discussion.



▲ What do you think this gentleman does every day?

	In Your Native Country	In the U.S. or Canada
What is daily life like for the elderly? What do they do? Where do they go?		
Do the elderly live with their children and grandchildren? If not, do they live by themselves in homes or apartments, in retirement communities with other active elderly people, or in facilities or nursing homes that provide assistance?		
Do the elderly, in general, live far from or near their children? Be sure to discuss with your group what distance you consider far and what distance you consider near.		

Vocabulary Preview

3 Vocabulary in Context The following words are some key terms used in the lecture. Complete the sentences with the correct forms of the vocabulary words. Then compare your answers with your classmates.

Words	Definitions
assumption	<i>something someone believes, which may or may not be true</i>
data	<i>information (which could include facts and statistics)</i>
disjointed	<i>not closely connected</i>
extended family	<i>a family group consisting of parent(s), children, and other close relatives living either together or near each other</i>
household	<i>people living under one roof, often a family living together</i>
isolated	<i>alone; separated from other people</i>
siblings	<i>brothers and sisters</i>
statistics	<i>a collection of numerical data</i>

1. Chang has two brothers and two sisters, so he has four _____.
2. There are five people, including a grandparent, in the Sato _____.
3. The Bureau of Vital _____ keeps track of the number of marriages, births, and deaths in the United States.
4. The results of the experiment provided interesting _____; the biologist was able to use the information to solve a problem.
5. I made the _____ that you were married because you were wearing a ring on your left ring finger.
6. An _____ may include children, parents, uncles, aunts, and grandparents.
7. Sometimes when parents divorce and the family breaks up, the family can become _____.
8. When people are _____ and living alone with no friends or family nearby, they may become very depressed.



4 Using Vocabulary Make some brief notes to answer each question. Then share your answers in small groups.

Vocabulary Word	Notes
1. Do you have any <u>siblings</u> ? What are their ages?	
2. How many people live in your <u>household</u> ? Who are they?	
3. Who is in your <u>extended family</u> ?	
4. Have you ever made <u>assumptions</u> that turned out to be wrong? Give an example.	
5. Do you think that <u>statistics</u> always lead to correct assumptions?	

Part 2 Understanding Straw-Man Arguments

Strategy

Distinguishing Straw-Man Arguments from Main Points

If you were to fight with someone made of straw, you would probably win. Thus, a “straw-man” argument is an argument that can be defeated easily. Many straw-man arguments are based on false assumptions, or beliefs people have that are not true.

Many professors feel that part of their job is to help students examine their assumptions. Therefore, instructors will often use straw-man arguments in their lectures. For example, they will make a statement from one point of view (the straw-man argument), and later they will demonstrate why this point of view is not accurate (defeat the argument).

Therefore, it is very important for students to distinguish between the straw-man argument and the main point the professor is trying to make opposing the straw-man argument. One way to get a headstart on this is to try to anticipate straw-man arguments by brainstorming your own assumptions about the topic and then “testing” these assumptions as you listen.

Before You Listen

Strategy

Using an Anticipatory Guide to Test Assumptions and Predict Straw-Man Arguments

The lecturer is going to speak about the elderly in the United States. The chart in the following activity is an “anticipatory guide.” In the second two columns you will write down your assumptions about the questions in the first column. Organizing your thoughts in this way will help you to test your assumptions about this topic and to focus on the speaker’s main points as you listen to the lecture.



- 1 Considering Your Assumptions** Write brief answers to the following questions about the elderly and families. Then discuss your answers in small groups.

	In Your Community	In the United States
How often do the elderly who do not live with their family see their children?		
How often do the elderly see their siblings?		
What assumptions do you think people make about the elderly?	1. 2. 3. 4. 5.	



▲ How often do these siblings get together?



2 Predicting Straw-Man Arguments Based on the assumptions you've made about the elderly in the United States, what straw-man arguments do you think the lecturer might discuss? Share your ideas in small groups and then share your group's list with the whole class.

Straw-Man Arguments the Lecturer Might Discuss

1.

2.

3.

4.

5.

Listen



3 Listening for Straw-Man Arguments Listen to the sociology lecture once all the way through. Don't worry if you cannot understand every word.

- Listen particularly for the straw-man arguments and why they are untrue.
- As you listen, look at the following handout on "The Elderly in the United States" to guide your listening.
- Jot down any questions you have, so that you can note the answers after listening a second time.

Handout

Sociology Seminar 270

The Elderly in the United States

Table 1 Elderly Living with Children or within Ten Minutes by Car: The United States and Selected European Countries

Poland	70%
Great Britain	66%
United States	61%
Denmark	52%

Table 2 Frequency of Elderly Persons' Visits with Their Children

Within 24 Hours	Last Week
Poland 64%	Denmark 80%
Denmark 53%	United States 78%
United States 52%	Great Britain 77%
Great Britain 47%	Poland 77%

Table 3 Percentage of Elderly Who Saw a Sibling within the Past Week

Women	Men
Denmark 58%	United States 34%
United States 43%	Poland 33%
Great Britain 41%	Denmark 32%
Poland 37%	Great Britain 28%

Adapted from Ethel Shanas, "Family-Kin Networks and Aging in Cross-Cultural Perspective," *Journal of Marriage and the Family*, August 1973, pp. 508–509. Copyrighted 1973 by the National Council on Family Relations, 3989 Central Ave, NE, Suite 550, Minneapolis, MN 55421. Reprinted by permission.



4 Listening for Data Refuting Straw-Man Arguments Listen to the lecture again. This time listen for some specific numbers or data. Answer Questions 1–3. Then continue listening and fill in the information about some of the straw-man arguments.

1. When was the cross-cultural study on the elderly that the professor will speak about done?
☐ A in the 90s
☐ B in 1917
☐ C in the 1970s
☐ D in 1997
2. Currently, at what age is a person generally considered to be elderly in the U.S.?
☐ A 69
☐ B 75
☐ C 55
☐ D 60
3. What percent of U.S. households (whole families) moved last year?
☐ A 8%
☐ B 19%
☐ C 80%
☐ D 18%

Straw-man argument 1: Americans move a great deal, so the elderly typically live far away from their children.

Information the professor uses to defeat argument 1: _____

Straw-man argument 2: _____

Information the professor uses to defeat argument 2: _____

Straw-man argument 3: _____

Information the professor uses to defeat argument 3: _____

After You Listen



5 Examining Ways to Defeat Straw-Man Arguments In small groups, discuss the information the professor used to defeat the straw-man arguments. Consider the following questions in your discussions. Then fill in the chart below.

- Was any of this information surprising to you?
- Was the professor successful in changing some of your assumptions? Why or why not?

Information that was surprising to me	Assumptions I changed my mind about

Talk It Over



6 Sharing Ideas Based on Assumptions Work in small groups. Each person in the group should choose one of the following situations. It's all right if more than one person chooses the same situation.

Also, it may be more interesting or fun if you choose a situation that you have not experienced yet.

- An elderly person living alone
- A child of a single parent
- A parent of a teenager
- A person living with in-laws (spouse's parents)
- A married person who has small children and works full time
- A young person living alone
- A person who is married with no children



▲ This family man is very fond of living with his in-laws.

Take two minutes to think about the situation you have chosen. What is daily life like for the person in this situation? If you have not had the experience you've chosen, make guesses about the person's daily life. Take five minutes to list as many assumptions as you can. Then share your ideas with the rest of your group. Did anyone in your group disagree with your ideas? Could anyone convince you that your assumptions were not accurate? How?

<i>My guesses or assumptions</i>	<i>Classmates' arguments that made me change my mind</i>

Strategy

Doing Research to Check Assumptions

When making guesses or assumptions about something, it is best to find a source (a book, an article, a person) that can confirm that the assumptions are true and not false.

7 Checking Your Assumptions If possible, interview someone in the community who is currently in the situation you chose for the previous activity. If you can't find someone in that situation, select someone in a different situation. Ask about this person's daily life. Remember to ask about some of the guesses or assumptions that you and your group members have made.

Share the results of your interview with the class. Did any of your guesses turn out to be false assumptions that could be used as "straw-man arguments"? Discuss which ones were false, and why.

Part 3 Making Generalizations

Strategy

Generalizing with Adverbs of Time

When making statements about things that can be counted, try to be accurate.

Example

Of the 100 elderly people who were interviewed, 15 preferred to live with their children and grandchildren, 80 preferred to live alone, and five did not have a preference.

However, sometimes you don't know exact numbers. You cannot be accurate but you will have some general ideas or opinions. In these cases, describe what you think happens most of the time by making a generalization. Generalizations often contain adverbs of time. The chart below shows adverbs of time in generalizations.

Adverbs of Time in Generalizations

When things happen frequently, use:

by and large
for the most part
generally
generally speaking
in general
normally
typically

When things happen infrequently, use:

hardly ever
rarely
seldom



1 Paraphrasing Generalizations Work in small groups. Discuss the meaning of each sentence. Then, using another expression from the box on page 54, write a sentence that means the same thing.

Example

By and large, elderly people in the United States prefer to live alone.

Typically, the elderly in the United States enjoy living alone.

1. Rock concerts are hardly ever performed in homes for the elderly.

2. We generally don't think of the elderly playing in a rock and roll band.

3. In the 1950s, elderly women rarely competed in races.

4. In general, married men live longer than single men.



▲ Nowadays many senior women compete in athletic events.



2 Listening for Generalizations Read the statements below. Then listen to the lecture again, paying close attention to how the instructor uses adverbs of time to make generalizations. Mark the statements *T* (true) or *F* (false) as you listen. Listen to the lecture once more, if necessary. When you are finished, compare your answers with a partner.

1. ____ Generally, people over age 65 are called elderly.
2. ____ Normally, Americans move once every year.
3. ____ In the United States, for the most part, marriages end in divorce.
4. ____ Since Americans move a great deal, the elderly typically live far away from their children.

5. ____ For the most part, the elderly in the United States prefer to live in their own homes rather than with their children.
6. ____ Generally speaking, Americans live in small households.
7. ____ Because of the high number of divorces and single-parent homes in the United States, the elderly rarely see their children.
8. ____ Because elderly people don't live with their extended families, they hardly ever see their siblings.
9. ____ By and large, the elderly see their children frequently.



▲ How often does this man see his daughter?



3 Correcting False Statements Work with a partner to correct the false statements from Activity 2 and add appropriate supporting facts.

Example

A false statement: F For the most part, Americans live in large extended families.

Changed to a true statement:

For the most part, Americans do not live in large extended families.

Supporting facts:

In fact, in the 20th century, the number of people in each household declined.

True Statements	Supporting Facts
1.	
2.	
3.	
4.	

Talk It Over



4 Using Generalizations Work in groups of four. Use the prompts below to discuss family life in your community. Use appropriate expressions for making generalizations as you discuss the following topics. Try to use a variety of the expressions and not just your “favorites.”

Example By and large, the average number of people in a household is . . .

- the number of people in a household
- the number of children in the average family
- the divorce rate
- the number of single-parent families
- the person responsible for earning money
- the person responsible for household chores such as vacuuming
- the person responsible for preparing meals
- the person responsible for shopping
- the person who makes the major decisions such as where to live
- the person who makes the smaller daily decisions such as what to eat for dinner
- the person who gets the children ready for school
- the person who takes care of the children after school

Part 4

Focus on Testing

TOEFL® iBT

PRAGMATIC-UNDERSTANDING QUESTIONS IN CONVERSATIONS

When you listen for straw-man arguments (as you did in this chapter), you try to accomplish a type of pragmatic understanding. You try to decide whether a speaker's statements are sincere or not. You also developed your pragmatic language skills by listening for and making generalizations. On the TOEFL® iBT, pragmatic-understanding questions are asked not only about lectures but about conversations as well.



1 Pragmatic Understanding: Brief Informal Speeches Listen to the brief informal speeches containing generalizations and answer the following pragmatic-understanding questions.

1. Speaker 1: What is the speaker's main point?

- (A) Dad has to help Grandpa and Grandma move this week.
- (B) Ruth and James have to do all of the housework this week.
- (C) Ruth and James need to practice pitching out the trash.
- (D) Ruth and James need to help around the house more than usual.

2. Speaker 2: What is the father trying to say to the family?

- ☐ A He's explaining why he wants to take the dog along on vacation.
- ☐ B He's explaining why they have to leave the dog home this year.
- ☐ C He's trying to convince them to visit the Grand Canyon.
- ☐ D He's saying that they have to stay home to take care of the dog this summer.



2 Pragmatic Understanding: A Conversation Listen to the conversation between two family studies students. Close your books and take more notes as you listen. Then open your books and answer the following pragmatic-understanding questions.

1. Listen again to part of the conversation.

What does the man mean by saying, "No, no."?

- ☐ A "It didn't really happen."
- ☐ B "You're not sorry."
- ☐ C "I don't mind saying."
- ☐ D "Nothing happened."

2. Why does the man mention his family emergency?

- ☐ A to explain why he wasn't at band practice
- ☐ B to explain why he doesn't want to see the woman
- ☐ C because he has nothing else to say
- ☐ D because the woman is also having a family emergency

3. Listen again to part of the conversation.

Why does the man think the woman is being hard-hearted (unconcerned about his feelings)?

- ☐ A She's insulting the man's grandfather.
- ☐ B She's criticizing the man for not caring about his grandfather.
- ☐ C She believes the grandfather belongs in a nursing home.
- ☐ D She's challenging the man's decision.

4. Listen again to part of the conversation.

Why does the woman mention a lack of other people to care for the grandfather?

- ☐ A to make the man think again about possible care-giving arrangements
- ☐ B to tell the man that he does not have time to give care to his grandfather
- ☐ C to criticize other members of his family for not helping out
- ☐ D to remind him that he has no other family members to provide care

5. Why did the woman use straw-man arguments throughout the conversation?

- ☐ A to make the man feel better about putting his grandfather in a nursing home
- ☐ B to volunteer some help providing care to the grandfather, if he stays at home
- ☐ C to help the man see that nursing homes are bad places
- ☐ D to suggest that home care might be better for his grandfather

Self-Assessment Log

Check the words in this chapter you have acquired and can use in your daily life.

Nouns

- ☐ assumption
- ☐ data
- ☐ extended family
- ☐ household
- ☐ siblings
- ☐ statistics

Adjectives

- ☐ disjointed
- ☐ isolated

Check your level of accomplishment for the skills introduced in this chapter. How comfortable do you feel using these skills?

	Very comfortable	Somewhat comfortable	Not at all comfortable
Listening for straw-man arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing research to check assumptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding expressions such as <i>for the most part</i> and <i>hardly ever</i> when used to make generalizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using expressions such as <i>for the most part</i> and <i>hardly ever</i> to make generalizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about the topics and activities in this chapter and complete the statements.

In this chapter, I learned something new about _____

I especially liked (topic or activity) _____

I would like to know more about _____

Chapter

4

Health and Leisure

In This Chapter

Study Session Conversation: What Makes Us Tick: The Cardiac Muscle
Learning Strategy: Understanding and Using Analogies
Language Function: Expressing Opinions

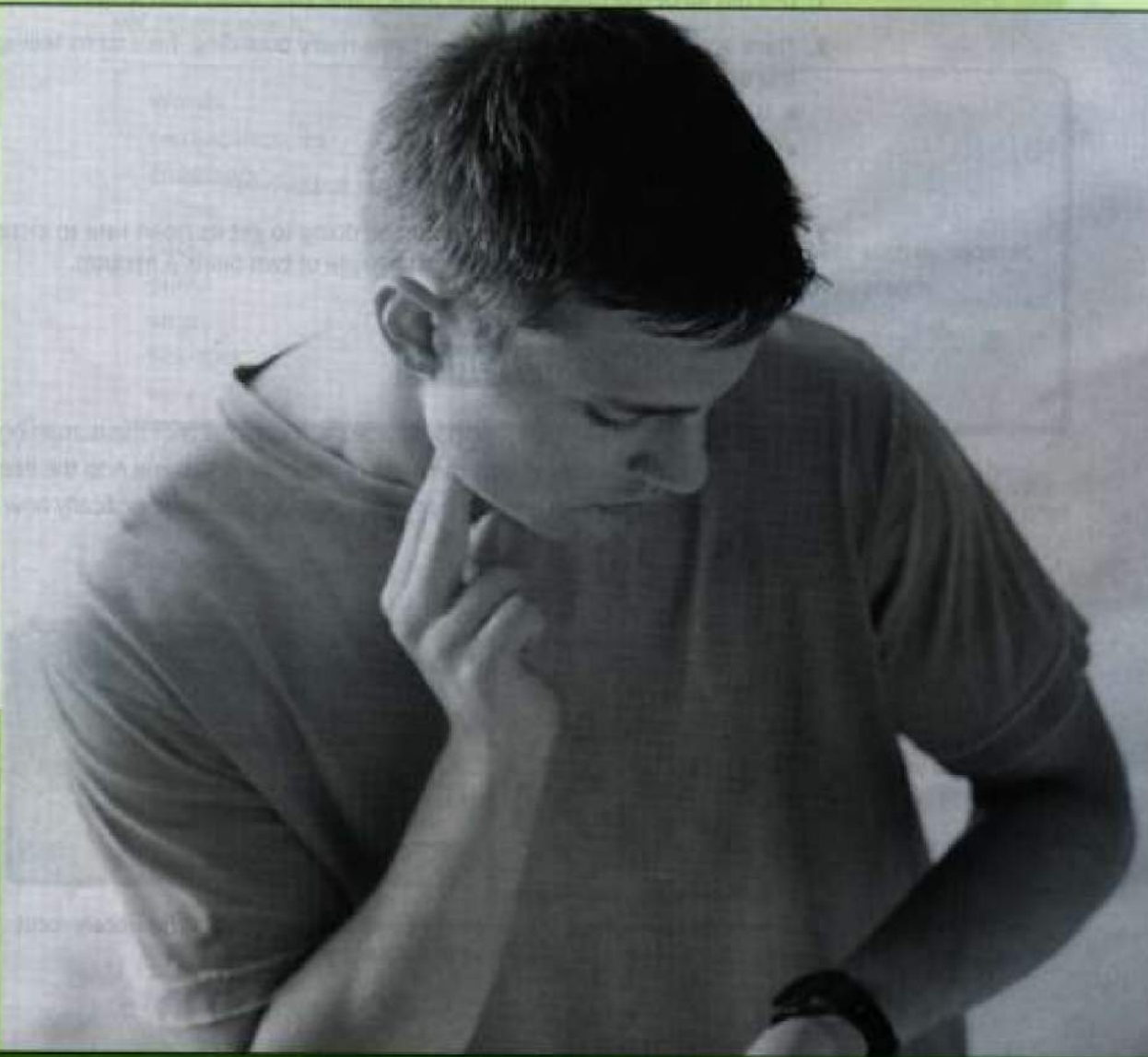
“A man too busy to take care of his health is like a mechanic too busy to take care of his tools.”

—Spanish proverb



Connecting to the Topic

- 1** What do people do during leisure time to keep their hearts healthy? List as many activities as you can.
- 2** Which of these activities do you do regularly? Once in a while?
- 3** Are there “downsides,” or negative aspects, to any of these activities? What might they be?



Part 1

Building Background Knowledge

Did You Know?

- An elephant's heart beats about 25 times per minute.
- The heart rate of a canary is about 1,000 beats per minute.
- Most people's hearts beat about 75 times a minute. However, this rate can go to over 175 beats a minute for a short time when the body is working hard.
- A clam's heart rate varies from two to 20 beats per minute.



1 What Do You Think? With a partner, do the following:

1. Discuss all of the things that you think make your heart beat faster.
2. Think about a time when your heart was really pounding. Take turns telling about this experience.
 - Where were you?
 - Who else was there?
 - Why was your heart pounding? What happened?
3. Discuss what you think a clam would be doing to get its heart rate to increase to 20 beats a minute (10 times the resting rate of two beats a minute).

Sharing Your Experience



2 Making Some Comparisons In what ways are parts of the human body like other things? With a partner, match the parts of the body in Column A to the items in Column B. Then pair up with another pair of students to discuss specifically how each body part is like the matched item.



- ▲ The eye could be compared to a camera because both automatically focus for short and long distances and adjust for lighting conditions.

A

- _____ 1. brain
f _____ 2. eye
 _____ 3. liver
 _____ 4. nervous system
 _____ 5. teeth
 _____ 6. arm
 _____ 7. heart

B

- a. scissors
 b. computer
 c. crane
 d. pump
 e. water filter
 f. camera
 g. electrical circuits

Vocabulary Preview

3 Vocabulary in Context The speakers in this chapter use the following words as they describe the heart. Complete the sentences with the correct forms of the vocabulary words.

Words

cardiac muscles
 chambers
 hollow
 peel
 pump
 strip
 tick-tock
 vary

Definitions

muscles of the heart
compartments
having an empty space inside
the outside covering of some fruits, such as bananas
to push or move a liquid through a system
long, narrow piece
the sound a clock makes
to change, differ

- The _____ in the heart fill with blood and empty over and over again as the heart works.
- The _____ of the clock reminded Diana of her own heartbeat.
- The doctor was concerned about the strength of Sue's _____ after her recent heart attack. He thought her heart might be weak.
- The heart _____ blood through the entire body. The blood is continuously pulled in and pushed out of the heart.
- Did you know that the _____ of an orange contains more vitamin C than the rest of the orange?
- Francis used a _____ of cloth to make a bandage for his injured leg.
- The size of an animal's heart _____ according to the size of the rest of its body. Large animals have large hearts while small animals have small hearts.

8. When the doctor tapped on the patient's stomach, it sounded _____, as if there were nothing inside. The patient confirmed that he had not eaten anything at all in the last 24 hours.

Part 2 Understanding and Using Analogies

Strategy

Listening for Analogies

When instructors explain a new concept, they will often compare the new idea to something that is already familiar to students. For example, the action of the heart might be compared to the action of a water pump. These kinds of comparisons are called *analogies*. Analogies that include the words *like* or *as* are called *similes*. A good analogy helps you to picture and remember a concept easily.

Expressions Used to Make Analogies

Expressions:

as _____ as
(just) like
similar to

Examples:

The heart is as big as a fist.
The heart works just like a pump.
The heartbeat is similar to a ticking clock.

Before You Listen



- 1 Considering the Topic** Before listening to the lecture, confirm and expand on what you know about the human heart.

- First, write down everything you already know about the heart in the chart below.
- In small groups, compare your notes with your classmates' notes and add any new information you hear in the column labeled "What I learned from my classmates."
- Then take turns visiting other groups to gather more information to write in the "What I learned . . ." column.

What I already know about the heart	What I learned from my classmates

--	--

Listen



2 Listening for the "Gist" or Main Ideas The students you will hear in the study session are reviewing their notes from a lecture on the heart. Listen to the study session once all the way through to get the "gist," or the main ideas of the conversation and to become accustomed to the voices of the speakers. Answer the following questions and then compare your answers with a classmate. Listen to the lecture again, if necessary.

1. Why are the students studying together? _____

2. What does one student do to settle a disagreement about the walls of the heart? _____

3. The rate of the heartbeat varies in relation to what? _____

4. What happens to a piece of the muscle of the heart when you cut it off and put it in a dish? What do the students say about why this happens? _____

5. What is the job of the heart? _____



3 Listening for Analogies Listen to the session again and complete the following chart.

- Write down all the analogies you hear. You can write them in a short form by using the = sign.

Example

You hear: The eye is similar to a camera.

You write: *eye = camera*

- Note which expressions the students use to make these analogies.
- When you are finished listening and have noted the analogies and which expressions the students use to make them, draw a simple picture or symbol to represent the analogy. It shouldn't be a detailed drawing, just something very simple that will help you to remember the analogy.

Item	Analogy	Expression Used	Drawing
shape of the heart	<i>heart = pear</i>	<i>similar to</i>	
walls of the heart			
strips of muscle at the bottom of the heart			
size of the heart			
beat of the heart			
action of the heart			

After You Listen



4 Comparing Analogies Share your list of analogies and expressions with your classmates. Discuss why these are or are not good analogies in your opinion. Remember: A good analogy helps you to picture and remember a concept easily. If necessary, listen to the study session again to hear the analogies your classmates had on their lists but that you missed.

Talk It Over



5 Setting Contexts for Analogies In small groups, discuss the analogies below. Brainstorm together to come up with four or five situations in which each analogy could be used. When you are finished, share your list with the rest of the class.

Example His hand is shaking like a leaf.

Possible situations

He is at the dentist's office.

He is going to give a public talk for the first time.

He is trying to ask his girlfriend to marry him.

He is trying to explain to his girlfriend's father why he brought her home so late.

1. Her face is as white as a sheet.

2. He is as quiet as a mouse.

3. He is giving orders like an army general.

4. Her eyes are calm like a lake on a windless day.



6 Discussing Analogies Look at the list of analogies below. In small groups, discuss what these analogies might possibly mean. If you have absolutely no idea, use a dictionary or the Internet to discover how this particular analogy originated. Do you know of similar expressions in other languages? If so, explain them to your group in English and add them to the list. Share your results with the class.



▲ As free as a bird

as cool as a cucumber	as solid as a rock
as hard as a rock	as gentle as a lamb
as nice as pie	as happy as a clam
as white as a ghost	as pretty as a picture
as dumb as a post	as silent as the grave

Part 3 Expressing Opinions

Strategy

Introducing Your Opinion Appropriately

In the study session in this chapter, the speakers present a lot of factual information. In addition to these facts, the speakers express personal opinions. In general, when we express personal opinions, we don't want to seem like a "know-it-all" (a person who thinks he/she knows everything). We want to qualify, or soften, our remarks by using specific expressions to introduce them. These expressions also help the listener distinguish the facts from opinions.

Expressions Used to Introduce Personal Opinions

I'm convinced ...
 I'm (almost) positive ...
 I'm fairly certain ...
 I'm pretty sure ...
 I (strongly) believe ...
 I bet ...
 I imagine ...
 I suspect ...
 I think I'd say ...
 In my opinion ...
 Not everyone will agree with me, but ...



1 Recognizing a Know-It-All Listen to the following conversations in which Kenji and Paul express their opinions. Then answer the questions.



▲ When expressing personal opinions it's important not to sound like a know-it-all.

Conversation 1

1. Does Kenji express an opinion? _____
2. Does Paul express an opinion? _____
3. Does Paul indicate that his is a personal opinion?

4. Which person sounds like a "know-it-all"? Why?

Conversation 2

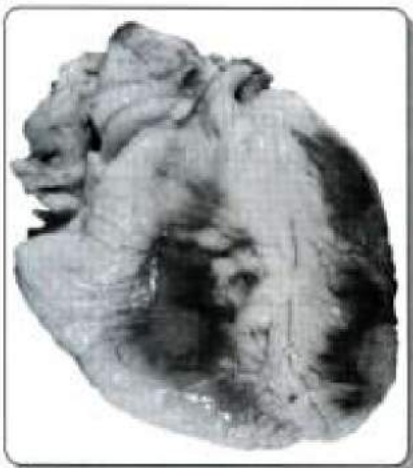
What expressions does Paul use to introduce his personal opinions this time?



2 Listening for Personal Opinions Listen to the study session again. Before you listen, read the numbered items below. Each item relates to an opinion. While you listen, focus on the expressions used to express opinions and add the missing information to each item, using your own words if you wish.

Example One student is convinced that the cardiac muscles are the most amazing muscles in the human body.

1. Professor Miller is convinced that it is the action of the cardiac muscles that



▲ The human heart

-
2. In Fred's opinion, the heart looks like _____
3. Fred does not agree with the professor's analogy that the walls at the bottom of the heart are _____
4. Greta is fairly certain that _____

5. Ali is positive that Fred _____

6. Ali bets that scientists _____
_____ in ten or fifteen years.
7. Fred is pretty sure that Ali's heart _____
8. Fred thinks that Ali will _____

Talk It Over



3 Expressing Personal Opinions In small groups of at least five, discuss the following three situations. Use the expressions to introduce your personal opinions that you learned on page 68. If you wish, discuss other situations related to health as well.

Situation 1

The office workers in an insurance company did not do well on the yearly physical examination. They must decide what can be done to improve their physical fitness. They hold a meeting to discuss this.

Situation 2

Should health education be taught in school? If so, at what age (elementary, secondary, college) and in what class (biology, physical education)? A school meeting is held to discuss this issue.



▲ In many U.S. cities, smoking is now prohibited in all public places.

Situation 3

In the United States, smoking is not allowed in classrooms, courthouses, and other public buildings. In fact, most American cities have passed laws banning smoking in places such as restaurants, bars, and shopping malls, and many companies have chosen to ban smoking in the workplace. A company is holding a meeting between the managers and employees to discuss whether to ban smoking in their workplace.



4 Role-Play In the same groups, role-play the situations from Activity 3. Divide up the roles for each situation. Stay in character as you express the opinions of the character that you are role-playing. You may add, delete, or change characters as necessary to fit the size of your group. Choose one of the situations and perform it for the class.

Situation 1

Characters

- the owner of the company
- an extremely overweight accountant
- the company doctor, a smoker
- the company nurse, a vegetarian who eats healthy food
- a young executive, a cyclist who rides her bike to work everyday

Situation 2

Characters

- a conservative parent
- a broad-minded or liberal parent
- a school principal
- a high school senior
- a counselor

Situation 3

Characters

- an office worker who doesn't smoke but must work in a room with smokers
- a college student who enjoys smoking
- a pregnant woman
- a person with lung disease
- an elderly person who has smoked since the age of 15

TOEFL® iBT

OPINION QUESTIONS

Some of the speaking questions on the TOEFL® iBT ask your opinion about an issue. The expressions you studied in Part 3 of this chapter will be especially useful when answering this type of question.

**1 Pragmatic Understanding of Opinions: Brief Informal Speeches**

Listen to these brief informal speeches and answer the following questions involving pragmatic understanding of opinions.

1. Speaker 1: What is the speaker implying?

- (A) We should pass more laws on smoking.
- (B) People have a right to smoke if they want to.
- (C) People dying of cancer should be allowed to eat where they want to.
- (D) People should quit smoking at home and smoke in restaurants instead.

2. Speaker 2: What does the speaker think?

- (A) She could win a bet on how much weight she can lose.
- (B) She is overweight, like most Americans.
- (C) She should lose 16 pounds.
- (D) Most people in America read newspapers.



2 Expressing Opinions Listen again to the study session conversation about the heart from Part 2 of this chapter. As you listen, close your books and take notes about the opinions expressed by the students. Then open your books and answer the following questions by speaking to another student. Use a variety of expressions to express your opinions. The audio gives you 30 seconds after each question to speak your answer.

1. Fred agrees with Professor Miller in some ways and disagrees in others in regards to what the heart looks like. Explain what each person thinks and then give your own opinion about the appearance of the heart.
2. What do the students agree to do to clarify a point they didn't understand from the lecture? Do you think this is the best way to handle this or do you have a better suggestion?
3. What does Ali think scientists will be able to tell us about the heart in the future? Do you think this is realistic? Why or why not?
4. What does Fred tease Ali about? Do you think that this is proper behavior among friends? Why or why not?

Self-Assessment Log

Check the words in this chapter you have acquired and can use in your daily life.

Nouns

- ☐ cardiac muscles
- ☐ chambers
- ☐ peel
- ☐ strip

Verbs

- ☐ pump
- ☐ vary

Adjectives

- ☐ hollow

Idioms and Expressions

- ☐ tick-tock

Check your level of accomplishment for the skills introduced in this chapter. How comfortable do you feel using these skills?

	Very comfortable	Somewhat comfortable	Not at all comfortable
Understanding expressions such as <i>similar to</i> when used to make analogies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using expressions such as <i>similar to</i> to make analogies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding expressions such as <i>I'm fairly certain</i> , <i>I bet</i> , and <i>I imagine</i> when used to express opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using expressions such as <i>I'm fairly certain</i> , <i>I bet</i> , and <i>I imagine</i> to express opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about the topics and activities in this chapter and complete the statements.

In this chapter, I learned something new about _____

I especially liked (topic or activity) _____

I would like to know more about _____

High Tech, Low Tech

In This Chapter

- Field Trip:** Spaceflight—A Simulation
Learning Strategy: Taking Notes on a Field Trip
Language Function: Shifting Between Active and Passive Voice

“Space isn’t remote at all. It’s only an hour’s drive away if your car could go straight upwards.”

—Fred Hoyle
British astronomer (1915–2001)



Connecting to the Topic

- 1 If you were a member of this space station crew, what would you ask your project supervisor about your duties?
- 2 What would you ask the project dietician about meals?
- 3 What would you ask the project doctor about health and hygiene?



Did You Know?

- The success of high-tech projects sometimes depends on low-tech solutions. During a space mission to close the doors on the Hubble Space Telescope, all the astronauts' high-tech repair tools failed. They finally just gave up on the high-tech tools and forced the doors closed by hand.
- Astronauts F. Story Musgrave and Jeffrey Hoffman needed to replace Hubble's outdated camera with a new one. To protect the camera from damage by the sunlight, they did the job at night. For light they used the two flashlights on their helmets while the other astronauts on the shuttle shined their flashlights out the window.
- Often billions of dollars of equipment cannot do a job that a simple walk by two astronauts can accomplish. In one instance, space walks were used to replace a failed gyroscope and to restore power to another gyroscope on the international space station. The gyroscopes control the orientation, or position in space, of the station. After the astronauts completed their work by hand, all four of the station's gyroscopes were running simultaneously for the first time in three years.



▲ Making repairs in space can be both high-tech and low-tech.



1 What Do You Think? Take turns speaking about the following with a partner.

1. What do the three situations above have in common? Why are they both amazing and amusing?
2. Share any other situations you know about where low-tech solutions came to the rescue and "saved the day."
3. Are you familiar with the international space station? What about a gyroscope, or the Hubble Space Telescope? Share your knowledge about these high-tech instruments.

Sharing Your Experience



2 Debating the Issue The space program is very expensive and not everyone agrees that the government should spend so much money on it. In this activity, you will participate in a debate on this issue.

1. First, your instructor will split the class into two groups—Positions A and B. People for Position A will support the funding of the space program. People for Position B will oppose the funding. For the purposes of this activity, it doesn't matter what you actually believe about this issue.

- **Position A (support funding):** Work in groups of four to eight. Think of as many reasons as you can why the space program is important. To get started you might think of other fields of study that have benefited from space exploration. Help each other prepare to speak clearly about this side of the issue. Be sure to take notes.

- **Position B (oppose funding):** Work in groups of four to eight. Think of reasons why the space program shouldn't receive funding. To get started you might think of more important projects that need funding and list as many as you can. Help each other prepare to speak clearly about this side of the issue. Be sure to take notes.



▲ The cost of space exploration is a very controversial issue.

Notes

2. When you are finished working in your groups, your teacher will put you in groups of four. Each group will have two people for Position A and two for Position B. In these new groups, debate the issue until your instructor calls, "Time's up!"
3. Share how the debates went in each group with the whole class.

Vocabulary Preview

3 Vocabulary in Context The words in the following list are used in the guided simulation of a spaceflight in this chapter. Complete the sentences with the correct forms of the vocabulary words. Note: not all of the words are used.

Words	Definitions
acceleration	<i>the process of increasing speed</i>
altitude	<i>the distance above sea level</i>
astronaut	<i>a person who is trained to fly or be a crew member on a spacecraft</i>
atmosphere	<i>the air surrounding the Earth</i>
cargo bay	<i>an area in an airplane or spaceship used to keep cargo, special goods, or materials</i>
friction	<i>the rubbing of one thing against another; resistance to motion by two surfaces that are touching</i>
manipulate	<i>to control</i>
mission	<i>a special job or assignment given to a person or group</i>
orbit	<i>the circular path one body makes around another body in space (such as the moon around the Earth)</i>
orbiter	<i>a vehicle or thing that orbits</i>
remote	<i>distant, far</i>
satellite	<i>an object or vehicle that orbits the Earth or another body in space</i>
shuttle (n.)	<i>a vehicle used to shuttle</i>
shuttle (v.)	<i>to travel back and forth frequently</i>
simulate	<i>to copy the appearance or effect of something</i>
solar	<i>of or about the sun</i>

1. _____ need a lot of training before they can go on a flight in space.
2. Although the scientist was on Earth and the spaceship was 690 miles above Earth, it was his _____ to repair the ship by _____ control.
3. In their training, astronauts use devices and instruments that _____ spaceflights. This training helps astronauts learn what a real spaceflight will be like.
4. The horrified pilot found it was impossible to _____ the navigational instruments in order to steer the plane.
5. The suitcases were held in the _____ of the plane.

6. As a space shuttle falls toward the Earth and enters the Earth's _____ at an _____ of 400,000 feet, a great deal of resistance, or _____, builds up between the shuttle and the atmosphere.
7. They launched a communication _____ into _____ around the moon.
8. There is a bus that will _____ passengers from the airport parking lot to the terminals.
9. On the outside of the spacecraft, there are _____ panels, which collect the energy from the sun.
10. As the rockets fired, the space shuttle sped faster and faster toward the sky. The _____ of the shuttle pushed the pilots into their seats.

Part 2 Taking Notes on a Field Trip

FYI

Field trips are real-world educational experiences designed by an instructor. It is often very difficult to take good notes on a field trip because so much information is presented while you are also dealing with the distractions (noise and movement) of a real-world setting.

Strategy

Hints for Taking Notes on Field Trips

1. Before the field trip, get as much information as possible about the place you are going to visit. The more you already know, the easier it will be for you to understand your guide. You can read a book, do an online search, look in an encyclopedia, or talk to other students who have been on a similar field trip.
2. During the field trip, write down important numbers such as measurements, years, and amounts of things. If you don't have time to write down all the information concerning the numbers, you can ask the guide or your instructor to help you fill in the missing information later.
3. After the field trip, share notes with a classmate. You probably won't be able to write down every important thing, and each of you may have written down different important facts.

Before You Listen



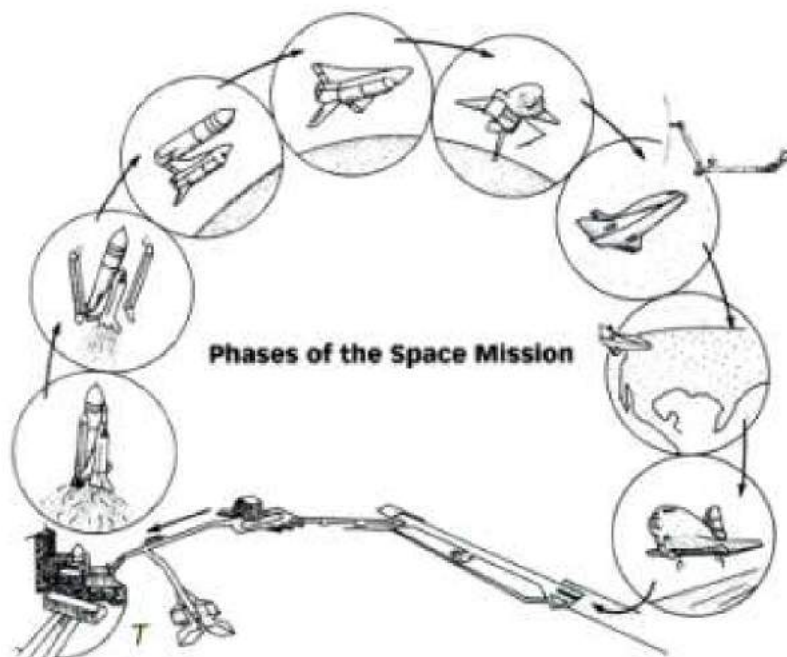
1 Using the Internet Before listening to the spaceflight simulation from a field trip to the Lyndon B. Johnson Space Center, use the Internet to find information about this center.

- Write down at least five facts and share them in class in small groups.
- See which group found the most information (no repetitions) and the most interesting or surprising information.



2 Discussing the Handout Before the spaceflight simulation, the guide at the Johnson Space Center hands out a diagram of the phases of the space mission. Look at the following diagram and the list of coded headings. With a partner, discuss which code might match each picture in the diagram.

T = Tower
 OCB = Opening
 Cargo Bay
 D = Deorbit
 EF = Engines Fire
 BR = Booster
 Rockets Drop
 Away
 EO = Enter Orbit
 (altitude 690
 miles)
 ET = External Tank
 Drops Away
 L = Landing
 RMA = Using Remote
 Manipulation
 Arm

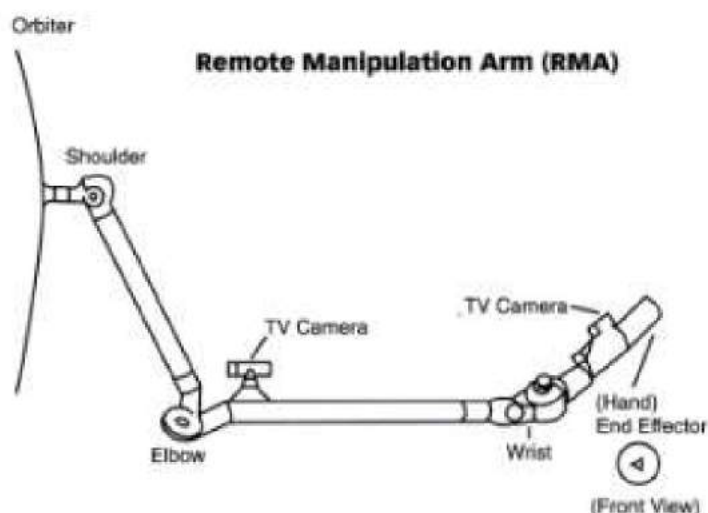


Listen



3 Taking Notes

1. Listen to the simulation. Listen for the major points about the phases of the mission. As you hear about each phase of the mission in space, confirm or correct your code for each picture in the diagram above in Activity 2.
2. Listen again to the simulation. Take notes about the Remote Manipulation Arm. Draw or write notes on the following diagram of the arm.



4 Listening for Measurements and Amounts Now that you have a clearer idea of the technical vocabulary used in the simulation, it will be easier to concentrate on the numbers and statistics.



1. Practice saying the following numbers aloud with a partner. Make sure you can each identify the numbers spoken.

10	=	ten
100	=	one hundred
1,000	=	one thousand
10,000	=	ten thousand
100,000	=	one hundred thousand
1,000,000	=	one million
10,000,000	=	ten million
100,000,000	=	one hundred million
1,000,000,000	=	one billion
1/2	=	one-half
1/3	=	one-third
1/4	=	one-fourth
1/10	=	one-tenth



2. Read the following items. Listen to the simulation again and complete the sentences. When you are finished, review your answers with a partner or in small groups.
 1. The spaceship's acceleration builds up to four times the speed of sound, or _____ feet per second as we move away from the Earth.
 2. The booster rockets use up their fuel and drop into the sea about _____ minutes after takeoff.
 3. As the spaceship heads into orbit, its speed is _____ times the speed of sound.
 4. When the spaceship is in orbit, it flies at an altitude of _____ miles.
 5. The _____-foot mechanical arm attached to the orbiter is called the RMA.
 6. The hand, or what is called the *end effector* of the RMA, has _____ wires inside.
 7. The shuttle enters the Earth's atmosphere at an altitude of _____ feet.
 8. When the shuttle enters the Earth's atmosphere, it is _____ miles from its landing site.

9. As the orbiter reaches the Earth's atmosphere, its surface temperature can reach _____ degrees Fahrenheit.
10. As the engines shut off, the orbiter continues to come down to Earth at _____ feet per minute.



▲ Takeoffs and landings are notoriously the most dangerous parts of spaceflights.

After You Listen



- 5 Using Notes to Recall Information** Working in small groups, take turns using your notes on the diagrams of the mission phases and the Remote Manipulation Arm to describe the phases of the mission and the use of the RMA.

Talk It Over



6 Taking Notes on Other Topics

1. Work with a partner. Think of a city or town that you are very familiar with and enjoy visiting. Give your partner a talking “mini-tour” of this city or town while he or she takes careful notes and asks questions as needed for clarification. (As an alternative, you may take your partner on a “mini-tour” of someplace other than a town—for example, a college, a factory, vacation spot, or another place that you know well.) Here are some types of information you might want to include in your tour:
 - points of historical interest
 - shopping areas
 - museums
 - city or town hall
 - tourist attractions, such as amusement parks, zoos, and theaters
 - schools and universities
 - geographical attractions (lakes, rivers, mountains)
 - transit systems

2. Now switch places. Listen and take notes while your partner gives you a talking "mini-tour" of his or her chosen town or place. Take careful notes and ask questions for clarification.
3. Using the notes you took during your partner's mini-tour as a guide, present a two- or three-minute report to the class about your partner's town or place.

Part 3

Shifting Between Active and Passive Voice

Strategy

Distinguishing Between Active and Passive Voice

As you have heard in the listening selections, instructors often use "academic English," which is impersonal and formal. To create a feeling of objectivity, they may use the passive voice. Here are some hints to help you recognize the passive voice and to help you compare it with the active voice.

- A verb in the passive voice consists of a form of the verb *to be* plus a past participle.

Example The shuttle **was flown**.

- Sometimes in sentences using the passive voice, the doer of the action is mentioned, but is not as important as the subject of the sentence.

S V doer

Example The shuttle was flown by a pilot.

Notice the use of the word *by* and the impersonal tone of the sentence.

- In contrast, in sentences using the active voice, the doer is the subject of the sentence and the focus of attention.

S = doer V O

Example My aunt flew the shuttle.

Notice that the sentence contains a personal reference. It does not have the same neutral, impersonal tone of a passive voice sentence. In fact, in this example the speaker could even be bragging a little.



1 Contrasting the Passive and Active Voice In the following pairs of conversations, the active voice is contrasted with the passive voice, and the personal is contrasted with the impersonal. Listen to each pair of conversations and answer the questions.

Conversation 1

Two astronauts are discussing the effects of a hurricane.

Conversation 2

Two astronauts are discussing how they feel about launch delays.

1. Which conversation (1 or 2) contains the passive voice? _____
2. Why do you think the passive voice was used in this situation?

Conversation 3

A NASA project engineer and a NASA project supervisor are discussing a problem.

Conversation 4

The NASA project supervisor is telling a news reporter what happened.

1. Which conversation (3 or 4) contains the passive voice? _____
2. Why do you think the passive voice was used in this situation?



▲ NASA's Mission Control, Houston, Texas

Conversation 5

A husband and wife are in their living room talking.

Conversation 6

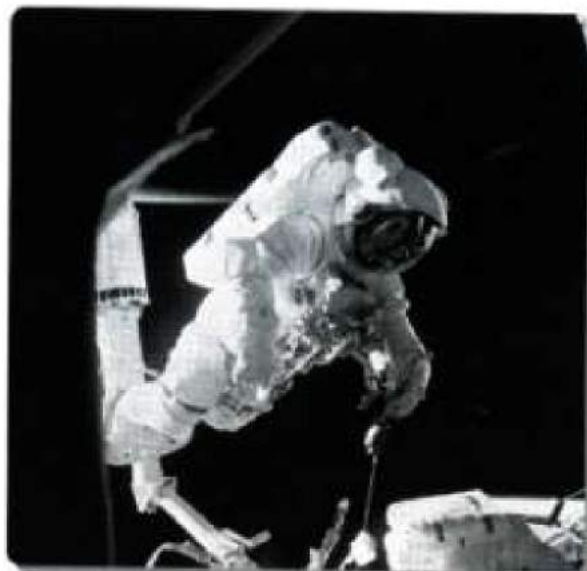
A woman is on the phone with an electric company employee.

1. Which conversation (5 or 6) contains the passive voice? _____
2. Why do you think the passive voice was used in this situation?



2 Listening for the Passive Voice Read the following incomplete sentences. The sentences are all in the passive voice and appear in the order in which they occur in the space flight simulation. Listen to the simulation once more. Complete the sentences with the correct forms of the verbs in parentheses.

1. At T minus zero, the two booster rockets fire, and three seconds later we _____ (lift) off the ground by the combined energy of the five engines.
2. Two minutes after takeoff, the fuel in the booster rockets _____ (use up).
3. Since the failure of its control system, the satellite has been moving through space without guidance—moving so fast that it cannot _____ (reach) directly by the Remote Manipulation Arm.
4. The hand, or what _____ (call) the *end effector*, _____ (fit) with three inside wires.
5. A short arm of the satellite _____ (catch) by these wires.



▲ Sometimes just doing it by hand is the only solution.

6. Remember, we said that the satellite was moving too quickly _____ (pick up) directly by the RMA.
7. *Enterprise*, this is Mission Control. Congratulations! Your mission _____ (accomplish).
8. We _____ (protect) from surface temperatures of 2,750 degrees Fahrenheit by the thermal tiles covering the ship.
9. The heat is so great that radio communications _____ (cut off) for 12 minutes on our descent.

Talk It Over



- 3 Using the Passive Voice to Report the News** Here are some “facts” about an imaginary accident at a space base. In small groups, take turns completing sentences 1–14 of the report, using the passive voice and the cues provided. Note that the events are in chronological order and occurred in the past as indicated in sentences A and B. You may add additional items.

FYI

Radio and TV announcers try to remain impersonal and detached from the stories they report; therefore, the passive voice is often used in news reporting.

- A. Yesterday there was a tragic fire after a liftoff on launch pad number 2.
 1. the astronauts / give
 2. the countdown / begin
 3. the astronauts / ask
 4. the controls / check
 5. all systems / test
 6. the signal / give
- B. Suddenly a fire broke out in the booster rockets before the spaceship took off.
 7. the astronauts' cabin / fill
 8. the fire / put out
 9. the pilots / kill
 10. two mechanics / injure
 11. Mission Control / shock
 12. burned pieces / find
 13. the public / inform
 14. the next mission / cancel

4 Role-Playing a News Reporter Consider an event that you have experienced or witnessed (or you may listen to a radio or TV news report and take notes). Present this event to the class in the style of a news report. You may make this report either humorous or serious, but be sure to use the passive voice to create an impersonal tone.

Part 4 Focus on Testing

TOEFL® iBT

NOTE-TAKING FOR STANDARDIZED TESTS

When you take notes on listening passages for the TOEFL® iBT, you have to organize them as efficiently as you can right from the start. You will have no chance to organize them later or to ask other students about points you may have missed.

One good strategy is to guess from the beginning about possible relationships of ideas in the listening passage. A good guess can help you organize sections in your notes to make those relationships clear.

For example, a lecture that starts, "Today we're going to look at some low-tech forms of weather damage control and why they work" is likely to (1) list some weather damage-control methods and (2) describe the operation of each one. If your notes have a column on the left for listing methods and a column on the right to make notes about the operation of each one, your job will be a lot easier. It would also be smart to leave an open column on the left or the right for any extra details about each method.

Another good strategy is to take advantage of TOEFL® iBT questions that replay part of the lecture or conversation. This gives you a chance to quickly check part of your notes and make changes if necessary.



1 Note-Taking Practice Listen to the following conversation between a guide at a science museum and some visiting students. Be ready to take notes in two columns (main ideas and explanations or details). Listen for organization clues at the beginning of the passage. After you've finished taking notes, use them to answer the following questions.

1. Listen again to part of the exchange.
Which of the following does the tour guide most strongly imply about low-tech solutions?
 - (A) They are humorous.
 - (B) They cause problems.
 - (C) They are simple.
 - (D) They are complicated.

2. According to the tour guide, what item in the exhibit was fixed by using aluminum foil?
- ☐ A part of a car
 - ☐ B a sound system
 - ☐ C part of a pot
 - ☐ D a satellite dish
3. Listen again to part of the exchange.
Why, according to the tour guide, was the solution involving gum especially helpful to the clarinetist?
- ☐ A It was more permanent than other repair methods.
 - ☐ B It was less expensive than other repair methods.
 - ☐ C It was more highly sophisticated than other repair methods.
 - ☐ D It could be used more quickly than other repair methods.
4. Listen again to part of the exchange.
Which of the following is most likely to come next in the tour?
- ☐ A an exhibit about butter knives
 - ☐ B an exhibit about shaking things
 - ☐ C an exhibit that plays a DVD
 - ☐ D an exhibit about electricity

Self-Assessment Log

Check the words in this chapter you have acquired and can use in your daily life.

Nouns

- ☐ acceleration
- ☐ altitude
- ☐ astronaut
- ☐ atmosphere
- ☐ cargo bay
- ☐ friction
- ☐ mission
- ☐ orbit
- ☐ orbiter
- ☐ satellite
- ☐ shuttle

Verbs

- ☐ manipulate
- ☐ shuttle
- ☐ simulate

Adjectives

- ☐ remote
- ☐ solar

Check your level of accomplishment for the skills introduced in this chapter. How comfortable do you feel using these skills?

	Very comfortable	Somewhat comfortable	Not at all comfortable
Taking notes on a field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for active and passive voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shifting between active and passive voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about the topics and activities in this chapter and complete the statements.

In this chapter, I learned something new about _____

I especially liked (topic or activity) _____

I would like to know more about _____

Part 2

Understanding and Constructing Pro and Con Arguments

Strategy

Expressing Pros and Cons

Speakers often state arguments for (pros) and arguments against (cons) the points they are making. To call attention to both the pro and the con arguments, a speaker uses words that indicate a switch from one point of view to the other. For example:

"Now is definitely the time to buy into this company. It's just beginning to grow so you can buy shares at a very good price. However, the company could grow too quickly and not be able to manage this growth well. In that case, you could lose some money."

After telling why it's a good idea to invest in the company (giving a pro argument), the speaker uses the word *however* to introduce some negative information (a con argument). Following are some linking expressions you can use when you want to express both a pro and a con argument for something.

Expressions Used to Link Pros and Cons

although	however	nonetheless	on the other hand
but	instead	on the contrary	

Before You Listen

1 Matching Up Pro and Con Arguments Match the "pro" argument on the left with the appropriate "con" argument on the right.

Pros

1. Borrowing money from a bank can help you start a new business.
2. Working while in school may help you avoid student loan debt.
3. Some people buy whatever new technological "toy" they want, such as video cameras and plasma TVs.
4. It's tempting to sign up for every credit card offer in the mail when you have a lot of bills to pay.
5. Some economists predict that stock prices will go up this year.

Cons

- _____ Instead, it would be much better if they saved some of their money for retirement.
- _____ On the contrary, they could just as easily go down.
- _____ On the other hand, this might leave very little time to study.
- _____ However, it can also put you into debt if the business fails.
- _____ Nonetheless, you will be better off having only one credit card in the long run.

Vocabulary Preview



3 Sharing Definitions The definitions of these words correspond to how the words are used in the “celebrity profile” you will hear in this chapter. Work with a partner to write the letter of the correct definition beside each word. Join another pair of students to check your work. Try not to use a dictionary. If your group of four is uncertain about some of the definitions, see if another group can help.

Words

- _____ 1. battle
- _____ 2. bull
- _____ 3. chemotherapy
- _____ 4. endure
- _____ 5. fluke
- _____ 6. from scratch
- _____ 7. highlight
- _____ 8. hit-and-run
- _____ 9. keep up with
- _____ 10. be riding high
- _____ 11. undisciplined
- _____ 12. vertebra

Definitions

- a. the most important or best part
- b. a fight
- c. a section of the spine or backbone
- d. to stay equal with
- e. a male animal of some species that is strong and aggressive and mates with many females
- f. a happy accident; a lucky surprise
- g. lacking self-discipline; not following rules
- h. from the beginning, starting with nothing
- i. be feeling very happy and confident because of a success
- j. involving a car accident in which a driver doesn't stop after hitting someone or something
- k. to go through something very difficult and survive
- l. a medical treatment for cancer involving the use of drugs



4 Using Vocabulary Discuss the following topics and questions with a partner.

1. Describe a personal battle that you have faced. (For example, some students are undisciplined about going to bed and must face the battle of getting out of bed and getting ready for class every morning.) Did you succeed?
2. Describe the qualities of a bull.
3. Have you or has anyone you know ever endured a difficult situation? Describe it.
4. These days it is remarkable to be able to cook anything from scratch. What can you (or your friends or family) make from scratch?
5. What has been the highlight of your successes so far this year? Are you still riding high on it?
6. How many vertebrae do you have? Count them.

FYI

Vertebrae is the plural form of the word *vertebra*.

Vocabulary Preview

5 Vocabulary in Context These words are used in the lecture on creativity that you will hear in this chapter. Read the definitions and then complete the sentences with the correct forms of the vocabulary words.

Words	Definitions
analytical	<i>examining things closely, considering all details in order to understand something</i>
circumnavigate	<i>to go completely around something</i>
fragmentary	<i>broken into parts</i>
fuse	<i>to join together into a single thing</i>
inhibit	<i>to block or frustrate</i>
original	<i>unique, the first or only one of its kind</i>
solution	<i>an answer to a problem</i>

- He couldn't find a _____ to the problem because his knowledge of the subject was incomplete and _____.
- Ferdinand Magellan was the first man to _____ the Earth.
- Even though I had practiced the speech for many weeks, as soon as I saw the huge audience, I became _____ and couldn't say anything at all.
- Intense heat may _____ two pieces of glass together.
- If you have a very _____ mind, you will tend to examine both objects and issues very closely.
- To develop your own identity, you can't always imitate others; you have to be _____.



▲ Explorers, such as Magellan, collaborated with cartographers to create maps of their voyages.

Vocabulary Preview

3 Vocabulary in Context The underlined words and phrases in the passages below are used in the lecture on group dynamics that you will hear in this chapter. Read the three possible definitions for each underlined word or phrase. Then choose the definition that best fits the word or phrase as it is used in the sentence.

Example

Many international students already have chosen a particular field of interest before they arrive at school. For example, some want to study science, others want to study art, and others want to study literature.

- ☐ A a piece of land with no trees
- ☒ B a division of academic study
- ☐ C a place where oil is found

1. Joe feels his position as president of a political group on campus is an important part of his identity and he cannot imagine giving up this job. Who would he be if he weren't president?
 - ☐ A individuality, the condition of being oneself
 - ☐ B intellect, intelligence
 - ☐ C innocence, lack of experience
2. A number of random, unrelated events contributed to Joe's joining the group.
 - ☐ A chance
 - ☐ B well-planned
 - ☐ C cheap
3. Joe can pretty much do whatever he wants because he has plenty of money; that's why he can volunteer so many hours for the group's project.
 - ☐ A never
 - ☐ B hardly ever
 - ☐ C mostly
4. Joe has good communication skills and is aware that in some cultures, eye contact is important when speaking to someone.
 - ☐ A looking directly into someone's eyes
 - ☐ B agreeing with someone
 - ☐ C knowing someone's eye color
5. When Joe's friend Yoshiko is concentrating hard on what Joe is telling the group, she winds her hair around her finger over and over.
 - ☐ A blows
 - ☐ B plants
 - ☐ C wraps

Sharing Your Experience



2 Wrongs You've Done or Considered Doing Answer these questions in small groups. Then share one or two stories from your group with the whole class.

1. Have you ever done or considered doing something you knew was wrong in order to get something you wanted? For example, have you ever pretended to be sick in order to get a day off, or taken something from a store without paying for it? What was the wrong that you did or considered doing? If you did the wrong, what was the result? If you didn't do it, why didn't you do it?
2. Have you ever considered doing something that was against the law or rules because it felt "right" to you (as Rosa Park did)? What was the result?

Vocabulary Preview



3 Guessing Definitions You will hear these words in the lecture on human behavior. Try to figure out their definitions in small groups. Share your knowledge of words or parts of words with your group. Write the letter of the correct definition beside each word.

Words

- _____ 1. free will
- _____ 2. karma
- _____ 3. life-and-death
- _____ 4. predetermination
- _____ 5. programmed
- _____ 6. reincarnation
- _____ 7. remorse
- _____ 8. violation

Definitions

- a. the rebirth of spirits or souls into new bodies or forms of life
- b. controlled to do a certain thing or behave a certain way automatically and without thinking
- c. a wrongdoing, a serious mistake or something illegal
- d. the regret or bad feeling you have for doing something wrong
- e. the freedom that humans have to make choices and guide their own fates or destinies
- f. the belief that all events in a person's life have already been decided
- g. the philosophy that the good and bad things we do determine what will happen to us in the future and in our next lives
- h. very important, as if your life depends on it