

Answer Key

LECTURE READY 1 STRATEGIES FOR Academic Listening and Speaking

CHAPTER 1

The First Day in Social Psychology Class

Step 1: Listen and Apply New Strategies

Exercise A (p. 2)

Answers will vary. Possible answers:

1. One photo shows a large lecture hall with students formally listening to a lecture. The second photo shows a classroom discussion.
2. The goals of the students in photo 1 might be to listen and learn. The goals of the students in the second photo are to discuss and show that they understand.
3. *Answers will vary.*

Exercise C (p. 4)

1. The students will learn how people, think, feel, and behave in social situations.
2. Quizzes and tests count for 20% each, the final exam counts for 25%, papers and presentations count for 20%, and attendance counts for 15% of the grade.
3. Attendance includes participation in class discussions.

Exercise D (p. 4)

1. c 2. d 3. e 4. f 5. g 6. h 7. b 8. a

Exercise E (p. 4)

b

Exercise F (p. 5)

Answers will vary. Encourage free discussion.

Exercise G (p. 5)

Answers will vary. Possible answers:

1. Social psychology is about how people think, feel, and behave in social situations.
2. The teacher places a lot of importance on class participation.
3. Grades will be based on exams, papers, presentations, and attendance.

Exercise H (p. 5)

Answers will vary. Possible answer:

The lecture will expand on what you read. It will provide more details such as examples, explanations, facts and data, background information, history, theories, survey results, or research studies. This information will help you remember and connect the ideas in the reading.

Exercise I (p. 6)

1. c 2. a 3. b

Exercise J (p. 6)

pointed out, theory

Step 2: Take Notes

Exercise A (p. 7)

Social psychology is the study of the way people behave and how people feel about social situations. So we will learn about what people think about other people and how they think about society . . . and how they behave together.

Exercise B (p. 7)

1. This class, participate discussions, listen lectures
2. Show importance social psychology

Exercise C (p. 8)

Answers will vary. Possible answers:

1. I expect to learn more about social psychology.
2. I expect to learn more about people's behavior.
3. I expect an introduction to the class.

Exercise D (p. 8)

Students' notes will vary. Also see transcripts for Chapter 1: Lecture.

Exercise E (p. 9)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 9)

1. Students will study people in social situations—how people interact with other people, and the theory and research that explains this.
2. The professor will expand on the ideas in the textbook with explanations and examples and also present new information that isn't in the textbook.
3. The professor expects the students to ask questions, make comments, contribute their ideas, and listen to each other.
4. The two parts of attendance are: 1) come to class and 2) participate

Step 3: Discuss the Lecture

Exercise A (p. 10)

Answers will vary. Possible answers:

Really! Fascinating.
I didn't know that. Cool!

Exercises B and C (p. 11)

Discussions will vary. Encourage open discussion, but remind students to use the expressions for showing interest.

Step 4: Present Your Knowledge

Exercise A (p. 12)

1. The student is from Cairo, Egypt.
2. The reading is going to be difficult for him.

Exercise B (p. 12)

Answers will vary. Possible answers:

1. He slouches.
2. He avoids looking at the audience.

Exercise C (p. 12)

Answers will vary. Possible answers:

Posture: stands straight, doesn't move around, holds head high
Eye contact: looks at the audience, moves his head to make eye contact with everyone

Exercise D (p. 12)

Answers will vary. Possible answers:

Use appropriate hand movements
Don't fidget

Exercise E (p. 13)

Answers will vary. Possible answers:

Look at one person as you give one idea. Move to another person for the next idea.
Don't stare at people.
Show your audience that you see them by mimicking their expressions or by acknowledging when they appear to have questions.

Exercises F and G (p. 13)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus on their posture and eye contact.

CHAPTER 2**The Pace of a Place****Step 1: Listen and Apply New Strategies**

Exercise A (p. 14)

Answers will vary.

Exercise C (p. 16)

1. Time urgency is the effort a person makes to achieve as much as possible in a given amount of time
2. When thinking about pace, people consider their workplace, their personal lives, and the environment around them.
3. It depends on the individual. A pace that is too fast for one person might be boring for another.

Exercise D (p. 16)

1. a 2. a 3. b 4. b 5. b 6. a 7. a 8. b

Exercise E (p. 17)

c.

Exercise F (p. 17)

Answers will vary. Encourage open discussion.

Exercise G (p. 17)

Answers will vary. Possible answers:

1. A place can have a certain pace.
2. People live at different life paces.
3. People have different senses of time urgency.

Exercise H (p. 17)

Answers will vary. Possible answer:

Listening to a lecture is more difficult because it is not directed at you. Also the topic of the lecture and the language is often more academic than a friendly discussion would be.

Exercise I (p. 18)

- a. For instance . . .
- b. Let me define that term . . .
- c. Let's move on . . .
- d. Let's look more at . . .

Step 2: Take Notes

Exercise A (p. 19)

The pace of life in the Czech Republic has become more intense since the government changed in 1989. One reason for this is that before 1989, people were guaranteed a job. This guarantee of a job resulted in some people working and living at a more leisurely pace.

Exercise B (p. 19)

Answers will vary. Possible answer:

Vacation time (away from work) varies different parts world

France: 5-6 weeks paid vacation

Sweden: most vacation time Europe—8 weeks

US: most workers 2 weeks

Japan: 3 weeks offered, reports show only half time used

Example: Japan 1990—15.5 days vacation given, 8.2 days taken

Exercise C (p. 20)

Answers will vary. Possible answers:

1. I expect to learn more about pace of life in different places.
2. I expect to learn more about the pace of both work and personal life.
3. I expect to learn more about why certain places have a faster pace of life.

Exercise D (p. 20)

Students' notes will vary. Also see video transcripts for Chapter 2: Lecture.

Exercise E (p. 20)

Answers will vary. Encourage students to explain their answers.

Exercise F (pp. 20–21)

1. Professor Levine wanted to know the answer to this question: What makes a place have a fast or slow pace?
2. The researchers looked at these three factors: walking speed, speed in the workplace, and accurate time on clocks.
3. The fastest paced places are: Switzerland, Ireland, Germany, Japan. The slowest paced places are: Syria, El Salvador, Brazil, Indonesia, Mexico.
4. They have these things in common: vital economies (lots of money changing hands), industrialization (lots of companies), larger populations (many people), cooler climates, cultures that value individualism (versus valuing the group).

Exercise G (p. 21)

Answers will vary. Possible answers:

The lecture was mainly about . . .

The most important ideas in the lecture were . . .

Then the professor talked about . . .

Exercise H (p. 21)

Answers will vary. Encourage students to use the expressions for summarizing.

Step 3: Discuss the Lecture

Exercise A (p. 22)

Answers will vary. Possible answers:

Does anyone else want to comment about that?

Let's move on to the next question.

Exercises B and C (pp. 22–23)

Discussions will vary. Encourage open discussion, but remind discussion leaders to use expressions for leading a discussion.

Step 4: Present Your Knowledge

Exercise A (p. 23)

1. The student observed two neighborhoods in Boston, Massachusetts.
2. The student measured how long it took people to walk from the beginning to the end of one block.

Exercise B (p. 23)

Answers may vary. Possible answers:

Her hand movements didn't match the message.

Jiggling coins was distracting.

Exercise C (p. 23)

Answers may vary. Possible answers:

Her hand gestures supported her message.

She used fewer hand gestures, so they weren't so distracting.

Exercise D (p. 24)

Use gestures that help express emotions.

Use gestures to emphasize ideas.

Use gestures to show that an idea is important.

Exercises E and F (p. 24)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus on their use of hand gestures. Remind students to maintain good posture and eye contact, as well.

UNIT WRAP-UP

Exercise A (p. 25)

Encourage open discussion and student participation. Remind students to show interest during their discussions and to watch their posture, eye contact, and hand gestures.

If students have difficulty finding a course syllabus for a subject such as history, have them search online: “course syllabus” history. Alternatively, provide students with various course syllabi.

Exercise B (p. 25)

Encourage open discussion and student participation. Remind students to show interest during their discussions and to watch their posture, eye contact, and hand gestures when presenting.

CHAPTER 3**Business Innovation****Step 1: Listen and Apply New Strategies**

Exercise A (p. 28)

Answers will vary.

Products shown here: 1) global positioning system (GPS), 2) smartphone and tablet, 3) plug-in electric or hybrid cars

Exercise C (p. 30)

1. Beth Comstock was responsible for the dreaming workshops, ecomagination, and healthymagination.
2. He gives customers an emotional experience when they buy the products he designs.
3. They both try to help companies become more innovative when they design and sell products.

Exercise D (p. 30)

1. g 2. d 3. e 4. h 5. b 6. a 7. f 8. c

Exercise E (p. 30)

b

Exercise F (p. 30)

Answers will vary. Encourage open discussions.

Exercise G (p. 31)

Answers will vary. Possible answers:

1. Innovation requires thinking in new ways.
2. Product innovators should think about what the customer will like.
3. To be innovative, you have to take risks and be creative.

Exercise H (p. 31)

Answers will vary. Possible answer:

The lecture's introduction will probably include the topic and background information. This is important to understanding lectures.

Exercise I (p. 31)

Answers will vary. Possible answers:

Today we're going to look at . . .

I'll be discussing . . .

Let's go back to our discussion of . . .

Exercise J (p. 32)

1. Greetings, everyone. I'm excited about today's lecture. **(Lecture language)**
We're going to discuss innovation. . . . That's right . . . how businesses get new ideas, who thinks of the ideas, and what they do with them. Are you ready?
2. Good morning. Last week, we talked about how important innovation is to our economy. But who are the innovators? Well, **(Lecture language)** today I'm going to focus on the personality characteristics of several famous innovators.

Exercise K (p. 32)

Also see transcripts for Chapter 3: Practice Lecture.

1. Topic lecture language: Our topic today is . . .
Topic: software innovation
2. Topic lecture language: What I want to talk about today is . . .
Topic: product innovation in the world of new cars
3. Topic lecture language: today we're going to discuss . . .
Topic: innovations in the food world

Exercise L (p. 32)

types, In fact

Step 2: Take Notes

Exercise A (p. 33)

1. Innovation in the skin-care business. The student wrote it all the way to the left.
2. The student indented these points under "2 ways."
3. The student indented it under the third point.

Exercise 8 (p. 33)

Answers will vary. Possible answers:

Product innovation—electronics

digital music players

cameras

computer hardware

Focus: Logitech

makes headsets, keyboards, mouse

Exercise C (p. 34)

Answers will vary. Possible answers:

1. I expect to learn more about people who have made innovations.
2. I expect to learn more about innovations in electronics.
3. I expect to learn more about successful innovations.

Exercise D (p. 34)

Students' notes will vary. Also see transcripts for Chapter 3: Lecture.

Exercise E (p. 35)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 35)

1. They got ideas for new products by luck, for example, something happened by accident or surprise.
2. They have courage and they think about their product in a new way.
3. CEO realized his customers needed a reason to buy the iPod, so he asked his people to find a way to use the machine to get music from their computer and the Internet so that they could listen to the music everywhere.
4. They started to think about their store in a new way—as a “third” place where people could spend time and use the Internet.

Exercise H (p. 35)

Summaries will vary. Summaries should focus on the main ideas in the lecture.

Step 3: Discuss the Issues

Exercise A (p. 36)

Answers will vary. Possible answers:

I'd like to comment on that.

I have a question about that.

I'd like to add my two cents.

Exercises B and C (p. 37)

Discussions will vary. Encourage free discussion, but remind students to use the expressions for entering a discussion.

Step 4: Present Your Knowledge

Exercise A (p. 38)

1. The company makes headphones.
2. The company integrated backpacks and headphones so people can control the player by touching the straps of the backpacks.

Exercise B (p. 38)

Answers will vary. Possible answers:

1. Student doesn't greet the audience.

2. Student immediately begins to talk about the innovation without involving the audience.

Exercise C (p. 38)

Answers will vary. Possible answers:

1. Student greets the audience.
2. Student takes a poll to involve the audience.

Exercise D (p. 39)

Answers will vary. Possible answers:

Let's see on a show of hands . . .

Which of you have . . .

Have any of you ever . . .

Exercises E and F (p. 39)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus on catching their audience's attention.

CHAPTER 4**Global Business: The Case of MTV****Step 1: Listen and Apply New Strategies**

Exercise A (p. 40)

Answers will vary. Possible answers:

1. The brands represent many different types of products including banks, food, cars, electronics, and clothing.
2. These products are fairly international. They can be found in many countries.
3. These products are very popular in the United States because people like name brands.
4. There may be some countries where some of the products are not sold because of trade agreements or cultural issues.
5. MTV is successful because people like music and dance.
6. Business people are probably interested in banking. They might also like Armani suits and BMW cars. Women might be more interested in Tiffany jewelry and make-up brands. Men are probably more interested in Harley Davidson motorcycles and Armani suits.

Exercise C (p. 41)

1. A brand must earn over one billion dollars and must get over a third of its profits from outside its home country.
2. Some companies create one image for the brand all over the world.
3. The different names for their products confused people. They improved their quality of their products at the same time that they switched to using just one name on all their products.

Exercise D (p. 42)

1. a 2. a 3. b 4. a 5. b 6. a 7. b 8. a

Exercise E (p. 42)

b

Exercise F (p. 42)

Answers will vary. Encourage free discussion.

Exercise G (p. 43)

Answers will vary. Possible answers:

1. Brands are very important.
2. It can be beneficial for a company to use the same brand for all similar products.
3. Most companies would like their brands to be well known around the world.

Exercise H (p. 43)

Answers will vary. Possible answers:

Today, I'm going to look at two aspects of . . .

I'd like to discuss the causes of . . .

We'll look at several ways to . . .

Exercise I (p. 43)

Hi there, everyone. It's nine o'clock, so let's go ahead and get started. What I want to talk about this morning is the history of global brands. Now, why do I want to talk about the history of global brands? Shouldn't we be talking the future? Maybe, but in business, we can't understand the future until we understand the past. . . . All right. **(Lecture language)** I want to discuss the causes of the failure of some companies that have tried to do business—Novelties and other companies that are no longer around.

Exercise J (p. 44)

Also see transcript on page 00 of this booklet.

1. Topic lecture language: Our topic today is . . .

Topic: a case study of Levi's

Big picture lecture language: Today I'm going to look at several ways that . . .

2. Topic lecture language: We're going to discuss . . .

Topic: the qualities of successful international brands of food today

Big picture lecture language: What I want to do today is compare . . .

Exercise K (p. 44)

result, in general

Step 2: Take Notes

Exercise A (p. 45)

1. Samsung gave all products the same name. Samsung invested in better quality products. These are both bulleted at the same level of importance.
2. The student could add extra information on the blank lines or beside the two brand names.

Exercise B (p. 45)

Notes will vary. Example:

2 ways global brands increase profits

1. have 1 look everywhere

eBay—web site for buy and sell

uses same site in every country they're in

2. use same ads everywhere

Global Banks

value of brand up 20% in 2005

Exercise C (p. 46)

Answers will vary. Possible answers:

1. *I expect to learn more about global brands.*
2. *I expect to learn more about the importance of having the same brand look and ads everywhere.*
3. *I expect to learn more about how brands have made companies successful.*

Exercise D (p. 46)

Students' notes will vary. Also see transcript for Chapter 4: Lecture.

Exercise E (p. 47)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 47)

1. MTV has existed for over 24 years, and it reaches more than one billion people around the world. It is in more than 331 million homes in 164 countries in 18 different languages.
2. MTV's business plan is to expand their network until it is everywhere in the world.
3. The company broadcasts videos of local music and it produces programs that focus on the people and the culture of the country that it's in.
4. MTV hires local people who find the performers who are popular in each country and then creates programs with the local performers.

Exercise G (p. 47)

Summaries will vary. Summaries should focus on the main ideas in the lecture.

Step 3: Discuss the Lecture

Exercise A (p. 48)

Answers will vary. Possible answers:

I believe . . .

It is my opinion that . . .

To me, . . .

Exercises B and C (p. 49)

Discussions will vary. Encourage free discussion, but remind students to use the expressions contributing to the discussion.

Step 4: Present Your Knowledge

Exercise A (p. 50)

1. The product is barefoot-style running shoes.
2. The student would like to market the product in China.

Exercise B (p. 50)

The transitions helped me follow when the speaker was switching to a new idea. For example, he switched from describing the shoe to explaining how it would sell in China.

Exercise C (p. 50)

Next I'd like to cover . . .

Now that I have explained . . . I'd like to discuss . . .

Exercises D and E (p. 51)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus on using transitions to signal a change in ideas.

UNIT WRAP-UP

Exercises A and B (p. 52)

Encourage free discussion and student participation. Remind students to contribute to discussions and to use transitions when presenting.

CHAPTER 5**Celebrities and the Media****Step 1: Listen and Apply New Strategies**

Exercise A (p. 54)

Answers will vary. Possible answers:

1. *Answers will vary.*
2. People find celebrities attractive. Sometimes people feel a personal connection because of a role the person has played.
3. Fame also comes with money, glamour, and respect.
4. Famous people have to hide from the media. They probably feel that their private life is constantly being invaded.
5. *Answers will vary.*

Exercise C (p. 55)

1. James Houran is a psychologist. He interviewed people to find out their views on celebrities.
2. One third of the population has celebrity sickness.
3. People are more interested in celebrities now because there is more media coverage of celebrities.

Exercise D (p. 56)

1. c 2. d 3. g 4. b 5. f 6. e 7. h 8. a

Exercise E (p. 56)

a

Exercise F (p. 56)

Answers will vary. Encourage open discussion.

Exercise G (p. 57)

Answers will vary. Examples:

1. Most people are interested in celebrities.
2. Some people have celebrity sickness and are too interested in celebrities.
3. There is too much celebrity news today.

Exercise H (p. 57)

Let's start by . . .

Now I want to discuss . . .

Next, I'd like to discuss . . .

Exercise I (p. 57)

Now, let me start with an interesting statistic: about 20 percent of people closely follow celebrities in the media. These people like to talk about celebrities with their friends, maybe with their husband or wife. Let's move on to talk about the category of people who believe they have a special relationship with a celebrity.

Exercise J (p. 58)

Also see transcript for Chapter 5: Practice Lecture.

1. c, 2. A, 3. b

Exercise K (p. 58)

Also see transcript for Chapter 5: Practice Lecture.

1. Transition lecture language: Let me start with . . .
New idea: a discussion of beauty
2. Transition lecture language: Next, let's talk about . . .
New idea: another thing that happens in the brain
3. Transition lecture language: Now that we've talked about . . . , let's talk about . . .
New idea: how this relates to the past and today

Exercise L (p. 58)

According to, kinds

Step 2: Take Notes

Exercise A (p. 59)

Answers will vary. Examples:

/	or	"	same as above
≠	not equal, not the same	@	at
!	important	w/	with

Exercise B (p. 59)

2. Small # of people feel have special relationship w/ celebrities
3. What = beautiful always Δ
4. 33% research group have celebrity sickness.
5. Researches spoke to □ 100 people with celebrity sickness.

Exercise C (p. 60)

Answers will vary. Examples:

1. I expect to learn more about celebrity sickness.
2. I expect to learn more about how the brain reacts to seeing celebrities.
3. I expect to learn more about the increase of celebrity coverage in the news.

Exercise D (p. 60)

Students' notes will vary. Also see transcript for Chapter 5: Lecture.

Exercise E (p. 61)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 61)

1. News coverage has gone down by about 10%. This is because the media has more coverage of celebrity news and there is less space for real news.
2. Newspapers discovered that celebrity news helps them sell more papers, and there are more sources for news now, which need appealing content.
3. Children know much less about world and local events. Children are losing touch with their friends and families.

Exercise H (p. 61)

Summaries will vary but should focus on the main points of the lecture.

Step 3: Discuss the Lecture

Exercise A (p. 62)

Answers will vary. Possible answers:

Sorry, I didn't catch that. Please repeat it.

Would you mind saying that more slowly.

I didn't catch what you mean by . . .

Exercises B and C (p. 63)

Discussions will vary. Encourage free discussion, but remind students to use the expressions for interrupting and asking for clarification.

Step 4: Present Your Knowledge

Exercise A (p. 64)

1. The celebrity is Angelina Jolie.
2. The speaker believes that this celebrity gets an appropriate amount of coverage because she does more than act. She helps people around the world and has many children.

Exercise B (p. 64)

Answers will vary. Possible answers:

The speaker looks bored, and doesn't smile at the audience.

The speaker doesn't make eye contact with the audience.

Exercise C (p. 64)

Answers will vary. Possible answers:

The speaker smiles and makes eye contact.

The speaker greets the audience and takes a poll.

The speaker connects experience with the audience, saying “We have all heard of her.”

Exercise D (p. 65)

Answers will vary. Possible answers:

We have all heard . . .

We are all . . .

I know what you are thinking. . . .

Exercises D and E (p. 65)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus on using expressions that create rapport with the audience.

CHAPTER 6**Communication Revolutions****Step 1: Listen and Apply New Strategies**

Exercise A (p. 66)

Answers will vary. Examples:

Pictured here: 1) file cabinet, 2) computer, 3) iPod 4) ancient cuneiform tablets

1. The tablets take up the most space. The iPod takes up the least space.
2. The iPod may hold the most information, although the computer would hold more if it were newer. The cuneiform tablet holds the least information.
3. *Answers will vary.*
4. *Answers will vary.*

Exercise C (p. 67)

1. A writing system was developed to keep track of weighing and measuring animals and foods. It was also a way to store and transmit information.
2. A pictographic system is a writing system based on pictures not sounds.
3. Portable information can be moved or carried.

Exercise D (p. 68)

1. b 2. a 3. b 4. a 5. b 6. b 7. a 8. b

Exercise E (p. 68)

b

Exercise F (p. 68)

Answers will vary. Encourage open discussion.

Exercise G (p. 69)

Using a dictionary while listening to a lecture creates two problems: the listener stops listening and does not follow the lecture, and the listener might miss the definition given by the lecturer.

Exercise H (p. 69)

Answers will vary. Examples:

This is called . . .

What I mean by X is . . .

The term for this is . . .

Exercise I (p. 69)

Defined words are in bold here. Students will circle these words.

Now that we know a little bit about the invention of writing, let's look at the tools that early writers wrote with. When people were writing on clay tablets, they were using bone tools. As the medium moved from clay to early paper, people began to use reed brushes and pens. Now, by reeds, I mean grasses that usually grow by a river. These were writing tools. When pens were first invented, they were made out of quills, . . . **quills**, meaning the end of a bird feather. But by 1850, quill pens were less common because the quality of the steel **nibs**, . . . let me define that: the metal points of pens were called steel nibs, . . . these nibs were now very good quality and replaced quills.

Exercise J (p. 70)

Also see transcript for Chapter 6: Practice Lecture.

1. c, 2. a, 3. b

Exercise K (p. 70)

Also see transcript for Chapter 6: Practice Lecture.

- Lecture language: What do I mean by technology? Well, I mean . . .
Definition: the use and knowledge of any tool that humans have invented
- Lecture language: the technical definition is . . .
Definition: system for sending out and receiving moving pictures and sound over a distance
- Lecture language: by radio I mean . . .
Definition: a system for sending out signals without wires

Exercise L (p. 70)

focus on, major

Step 2: Take Notes**Exercise A** (p. 71)

Answers will vary. Examples:

adv	advantage	sb	somebody
pg.	page	sth	something

Exercise B (p. 71)

Answers will vary. Possible answers:

- Sum writing = cuneiform, i.e. wedge shaped, like piece of cake
- Info used symbols; symbols = wedges
- Diff's betw early picture writing:
e.g. cun vs. Egyption hieroglyphics
cun = more abstract i.e. like shapes
hierog = more like pics

Exercise C (p. 72)

Answers will vary. Possible answers:

1. I expect to learn more about the history of communication.
2. I expect to learn more about different writing systems.
3. I expect to learn more about how technology has changed communication.

Exercise D (p. 72)

Students' notes will vary. Also see transcript for Chapter 6: Lecture.

Exercise E (p. 73)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 73)

1. Mass communication is communication from one person or group of people, through a medium, to many different people at once.
2. There were two problems with early written communication: 1) information was written on heavy clay tablets so it wasn't portable and 2) information wasn't available for everyone because not everyone could read.
3. The three communication revolutions are 1) the development of phonetic writing, 2) the invention of printing and the printing press, and 3) the invention of computers.
4. The three ideas key to mass communication are 1) the ability to store information, 2) the ability to transport information, 3) the ability to have easy access to information.

Exercise H (p. 73)

Summaries will vary but should focus on the main points of the lecture.

Step 3: Discuss the Issues

Exercise A (p. 74)

Answers will vary. Possible answers:

Could you explain why that is?

Would you mind telling me a little more about that?

Could you please say a little more about . . . ?

Exercises B and C (p. 75)

Discussions will vary. Encourage free discussion, but remind students to use the expressions for asking for more information.

Step 4: Present Your Knowledge

Exercise A (p. 76)

1. He compares his use of radio and television.
2. He prefers getting information from television.

Exercise B (p. 76)

Answers will vary. Possible answers:

He doesn't thank the audience for listening.

He looks down when he says "questions?" It looks like he doesn't really want anyone to ask questions.

Exercise C (p. 76)

Answers will vary. Possible answers:

He thanks the audience for listening.

He asks for questions twice, and looks eager to answer them.

Exercise D (p. 77)

Answers will vary. Possible answers:

Now I'll take your questions.

If you have questions, I'll take them now.

Thank you for your attention. Feel free to ask questions.

Exercises E and F (p. 77)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus on the end of their presentations and opening the floor to questions.

UNIT WRAP-UP

Exercise A (p. 78)

Encourage open discussion and student participation. Remind students to ask for clarification as necessary during their discussions and to open the floor to questions when they present.

Provide newspapers or magazines for the students as needed.

Exercise B (p. 78)

Encourage open discussion and student participation. Remind students to ask for more information as necessary during their discussions and to use the strategies for creating rapport when they present.

CHAPTER 7**How Sleep Affects Thinking****Step 1: Listen and Apply New Strategies**

Exercise A (p. 80)

Answers will vary.

Exercise C (p. 81)

1. Accept any of the following: day time drowsiness, inability to cope with stress, weight gain, poor health, low energy
2. College students need 8.5 to 9.25, but they get 6.8 per night.
3. They lose 1.7 to 2.45, or approximately 2 hours, per night.
4. Academic studies; social life; part-time or full-time jobs; relationships

Exercise D (p. 82)

1. b 2. d 3. a 4. h 5. f 6. c 7. e 8. g

Exercise E (p. 82)

c

Exercise F (p. 82)

Answers will vary. Encourage free discussion.

Exercise G (p. 82)

Answers will vary. Possible answers:

1. Sleep is very important for college students.
2. College students need more sleep than older adults.
3. Even though we stay up to study, we might do better on tests if we get more sleep.

Exercise H (p. 83)

Give an example.

Exercise I (p. 83)

Answers will vary. Possible answers:

An example of this is . . .

Here is an example of what I'm saying. . . .

Like . . .

Exercise J (p. 83)

Lack of sleep causes many problems. For example, it hurts the body's ability to stay healthy. Usually, this is the result of the fact that the immune system—the part of the body that protects us from infection—is weakened without sleep. Let me give you an example of what happens. It is easier to get infections, such as

colds and flu. Another problem that occurs is weight gain. This happens because the body loses the ability to handle sugar; for instance, it turns sugar into fat rather than burning it as energy.

Exercise K (p. 84)

Also see transcript for Chapter 7: Practice Lecture.

1. b, 2. c, 3. a

Exercise L (p. 84)

Also see transcript for Chapter 7: Practice Lecture.

1. Example lecture language: For example . . .
Example: turn the radio up, open the car window to hear the traffic
2. Example lecture language: Here are some examples . . .
Example: coffee, tea, soft drinks with caffeine, chocolate
3. Example lecture language: For instance . . .
Example: pull the car over and take a nap

Exercise M (p. 84)

area, evidence

Step 2: Take Notes

Exercise A (p. 85)

1. The topic is sleep advice. The student indicates this by putting the topic in the center with a circle around it and writing it in capital letters.
2. The three areas to consider are psychological, physical, and environment. The student wrote these below the topic and used arrows to point to each area.
3. The student sets examples in parentheses below each point.

Exercise B (p. 85)

Students' notes will vary. Encourage volunteers to show their examples on the board.

Exercise C (p. 86)

Answers will vary. Possible answers:

1. I expect to learn more about sleep.
2. I expect to learn more about sleep deprivation.
3. I expect to learn more about why sleep is necessary.

Exercise D (p. 86)

Answers will vary. Encourage students to use visuals in their notes.

Also see transcript for Chapter 7: Lecture.

Exercise E (p. 87)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 87)

1. Sleep helps the body recover from physical activities, and sleep is important for learning.
2. Not getting enough sleep can cause students to lose a lot of information that they learned. In-class work and tests require students to have the ability to speak clearly and come up with creative answers, both of which can be hurt by sleep deprivation.
3. Sleep deprivation impairs thinking ability, physical abilities, and moods.
4. People are less able to speak clearly. Speech may be slurred. They may stutter or speak in a monotone voice. They also speak at a slower pace than usual.

Exercise H (p. 87)

Summaries will vary. Summaries should focus on the main points in the lecture.

Step 3: Discuss the Issues

Exercise A (p. 88)

Answers will vary. Possible answers:

Agree

I think Miguel is right about . . .

It's true that . . .

Disagree

I see your point, but . . .

OK, but what about . . .

Exercises B and C (p. 89)

Discussions will vary. Encourage free discussion, but remind students to use the expressions for agreeing and disagreeing.

Step 4: Present Your Knowledge

Exercise A (p. 90)

Answers will vary. Possible answers:

There are too many words.

The font is too small.

The font colors are difficult to read on the blue background.

Exercise B (p. 90)

Answers will vary. Possible answers:

The visuals are very clear and simple.

The speaker keeps the text to a minimal and uses her presentation to convey most of the message.

Exercise C (p. 91)

Answers will vary. Possible answers:

Don't use too many colors.

Use simple fonts that can be read easily from the back of the room.

Exercise D (p. 91)

Visuals will vary. Encourage students to give honest, yet polite feedback.

Exercise E (p. 91)

Presentations will vary. Students should focus on their visuals, but should also consider the other presentation strategies from prior chapters.

CHAPTER 8**The Influence of Geography on Culture****Step 1: Listen and Apply New Strategies**

Exercise A (p. 92)

- 1) ocean; 2) mountains, river, forest; 3) desert; 4) badlands, buttes
2. *Answers will vary. Possible answers:* lakes, rainforest, prairie
3. *Answers will vary.*
4. *Answers will vary.*

Exercise C (p. 93)

1. Silicon Valley is the nickname for the southern part of the San Francisco Bay Area and surrounding communities, located in northern California in the United States.
2. Pleasant climate, lots of open space, proximity to markets across the Pacific Ocean
3. They make it easier to exchange goods.

Exercise D (p. 94)

1. b 2. a 3. a 4. b 5. a 6. b 7. b 8. b

Exercise E (p. 94)

c

Exercise F (p. 94)

Answers will vary. Encourage free discussion.

Exercise G (p. 95)

b

Exercise H (p. 95)

Answers will vary. Possible answers:

Let me clarify.

Let me show you what I mean.

Exercise I (p. 95)

Today we are going to discuss one geographical feature that has been important to the development of cities. We'll look specifically at waterways. Let me explain what I mean by waterways. By waterways, I mean rivers, lakes, ocean bays— water that is deep and wide enough for ships to travel on, to transport . . . move products back and forth.

So, let me show you why waterways have been so important. In the time before railroads, and before road systems and trucks and airplanes, waterways were the

main way, and the least expensive way, to exchange products. So you can see that, when a city was close to a waterway, it could have more exchange of products, and as a result, more economic development.

Exercise J (p. 96)

Also see transcript for Chapter 8: Practice Lecture.

1. c, 2. b, 3. a

Exercise K (p. 96)

Also see transcript for Chapter 8: Practice Lecture.

1. Explanation lecture language: Let me show you what I mean.
Explanation: people learned about the world through contact with other people
2. Explanation lecture language: Let's look at how this worked.
Explanation: the closer to waterways people lived, the more opportunity they had to exchange ideas about the world
3. Explanation lecture language: Let me explain.
Explanation: cultures not near waterways usually developed more slowly than cultures near waterways because waterways help people exchange ideas

Exercise L (p. 96)

end up, classic example

Step 2: Take Notes

Exercise A (p. 98)

1. Rivers; the student writes it at the top of the chart
2. The student wrote "Physical features" and "Climate" in the left column of the chart.
3. The student wrote the information in line with each aspect on the left (so the physical features of both regions align with "Physical features" on the left, and the climate information for each region aligns with "Climate" on the left) and the region on the top (so the physical features and climate information for Western Europe align under the "Western Europe" heading, and the physical features and climate of Africa align under the "Africa" heading)

Exercise B (p. 98)

Answers will vary. Possible answers:

1. I expect to learn more about the role physical geography plays in the success of a place.
2. I expect to learn more about waterways.
3. I expect to learn more about how culture differs based on the physical geography of a place.

Exercise C (p. 98)

Students' notes will vary. Also see transcript for Chapter 8: Lecture.

Exercise D (p. 99)

Answers will vary. Encourage students to explain their answers.

Exercise E (p. 99)

1. It's the study of the way that the physical environment of the Earth interacts with the people and cultures of the Earth.
2. *Barrier effects* refers to the influence that geographical features can have on cultures.
3. Isolation can prevent cultures from exchanging information, ideas, or goods. It also causes cultures to develop separate languages and prevents or limits cultures from changing.
4. Oceans, forests, mountains, deserts, and tundra all create barriers because they can be difficult to get around or through.

Exercise G (p. 99)

Summaries will vary but should focus on the main ideas in the lecture.

Step 3: Discuss the Issues

Exercise A (p. 100)

Answers will vary. Possible answers:

That's an interesting point, but I'm not sure it works in all instances.

That may be true in some cases, but I think that most of the time . . .

Exercises B and C (p. 101)

Discussions will vary. Encourage free discussion, but remind students to use the expressions for showing respect for others' opinions.

Step 4: Present Your Knowledge

Exercise A (p. 102)

1. The city is Naples, Italy.
2. The city is on the Bay of Naples and is near a volcano called Mr. Vesuvius.

Exercise B (p. 102)

Answers will vary. Possible answers:

The student forgets to put the visual up for his audience to see.

The student doesn't notice that he has forgotten the visual because he never looks at it.

Exercise C (p. 102)

Answers will vary. Possible answers:

The speaker looks at the visual as he speaks.

The speaker points out several features in the visual.

Exercise D (p. 103)

Answers will vary. Possible answers:

On the right you can see.

Now, look at the X on the left.

Exercises E and F (p. 103)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus how they refer to visuals in their presentations.

UNIT WRAP-UP

Exercises A and B (p. 78)

Encourage open discussion and student participation. Remind students to show respect for others' opinions during their discussions. Have students look back at the strategies for making and presenting word visuals.

CHAPTER 9**The Story of Fairy Tales****Step 1: Listen and Apply New Strategies**

Exercise A (p. 106)

Answers will vary. Possible answers:

1. *Answers will vary.*
2. 1) "Sleeping Beauty:" A spell puts a young girl into a deep sleep. Only the kiss of a prince can wake her. 2) "Little Red Riding Hood:" A little girl meets up with a wolf when she goes to visit her grandmother. 3) "Jack and the Beanstalk:" Jack climbs a beanstalk to a land where a dangerous giant lives. There Jack finds gold, a hen that lays gold, and a harp that plays beautiful music. 4) "Peach Boy:" A childless couple find a baby boy in a peach. The boy grows up to be a warrior who wins a battle against the ogres.
3. *Answers will vary.*

Exercise C (p. 108)

1. A fairy tale is a story that has wonderful people, animals, or creatures in it.
2. Two popular themes are 1) a common person rises above his or her low position in life and 2) caution—a person suffers the consequences of not paying attention to a warning.
3. Children learn that, if you ignore a warning, you will pay a penalty.

Exercise D (p. 108)

1. c 2. d 3. b 4. g 5. f 6. e 7. a

Exercise E (p. 108)

a

Exercise F (p. 108)

Answers will vary. Encourage free dialogue.

Exercise G (p. 108)

Answers will vary. Possible answers:

1. Fairy tales teach children about consequences.
2. Most fairy tales are about common people who rise from their low social position.
3. Characters in fairy tales often meet mysterious creatures.

Exercise H (p. 109)

b

Exercise I (p. 109)

Answers will vary. Possible answers:

Listen carefully.

Take note of this.

Exercise J (p. 109)

Today we'll discuss a fairy tale that some say is the best-known fairy tale in the world. Take a minute and guess which one that is . . . Did you guess "Cinderella"? If you did, you are correct. I want to point out that there are over 700 variations of the story . . . Let me repeat that, . . . 700 variations of the story from many countries. Italy, Denmark, Vietnam, Russia, France, to name a few.

Next class, we're having a quiz. I will include names and dates on the quiz, so it is important to write these in your notes now. The oldest version of "Cinderella" is "Yeh-Shen" from China. The Chinese version of "Cinderella" dates back at least 1,000 years . . . from the 9th century.

Exercise K (p. 110)

Also see transcript for Chapter 9: Practice Lecture.

1. b, 2. c, 3. a

Exercise L (p. 110)

Also see video transcript for Chapter 9: Practice Lecture.

1. Important information lecture language: it is important to note that
Important information: The themes in older stories like Cinderella still have meaning today.
2. Important information lecture language: Write these down.
Important information: similarities between Cinderella and Beth
 - both characters have been treated unkindly
 - both live in terrible homes
 - both have a relative their own age
3. Important information lecture language: I'll say it again.
Important information: They both wish for a different life, and it is this wish that makes many of the events in the story occur.

Exercise M (p. 110)

assume, purpose

Step 2: Take Notes

Exercise A (p. 111)

1. Stars next to ideas; capital letters; underline; labeling ideas as important with the word “KEY” written in capital letters
2. The two most important points are highlighted by marking them with capital letters. The points are 1) the most common theme is that characters are treated unkindly and 2) the unkind treatment helps the character look for change.

Exercise B (p. 112)

Students' notes will vary, but should include strategies for highlighting important content.

Exercise C (p. 112)

Answers will vary. Possible answers:

1. I expect to learn more about fairy tales.
2. I expect to learn more about themes in fairy tales.
3. I expect to learn more about what children learn from fairy tales.

Exercise D (p. 112)

Students' notes will vary. Also see transcript for Chapter 9: Lecture.

Exercise E (p. 113)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 113)

1. People change into animals; for example, a boy becomes a bird. A princess may sleep for a hundred years. Objects can be enchanted; for example, mirrors talk, pumpkins become carriages, and a genie lives in a lamp.
2. Some people assume that fairy tales were created for children, but this is not true; fairy tales are stories that adults told other adults.
3. The purposes are 1) they help people wonder about the workings of the universe; 2) they entertained people and helped people escape from the routine of their lives; 3) they civilize people by teaching them how to be good citizens.
4. Fairy tales are actually very deep. They are stories about who we are and how we believe, but they come in the form of entertainment, so they are easy to understand.

Exercise H (p. 113)

Summaries will vary. Students should focus on the main ideas in the lecture.

Step 3: Discuss the Issues

Exercise A (p. 114)

Answers will vary. Possible answers:

In my opinion . . . because . . .

It seems to me . . . Let me explain.

In my experience . . . because . . .

Exercises B and C (p. 114–115)

Discussions will vary. Encourage free discussion, but remind students to use the expressions for supporting an opinion.

Step 4: Present Your Knowledge

Exercise B (p. 116)

1. The characters are a woodcutter and his wife.
2. The woodcutter becomes younger. The wife drinks too much and becomes a baby.

Exercise C (p. 116)

Answers will vary. Possible answers:

The speaker doesn't stress the key words.

The speaker doesn't seem to use any difference in voice for any particular words.

Exercise D (p. 117)

Answers will vary. Possible answers:

The student changes his voice to stress important information.

The student uses different loudness and pitch.

Exercise E (p. 117)

Answers will vary. Examples:

Write important words on a whiteboard.

Use gestures to stress important words or ideas.

Exercises F and G (p. 117)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus on varying their voice to emphasize important ideas.

CHAPTER 10**Architecture: Form or Function?****Step 1: Listen and Apply New Strategies**

Exercise A (p. 118)

Answers will vary.

Actual name, use, and location of buildings: 1) Burj al Arab Hotel, hotel, Dubai, United Arab Emirates; 2) The Pompidou Center, museum, Paris, France; 3) Chiat/Day Office Building, garage entrance to office building, Venice, California, US; 4) Oriental Pearl Tower, communications tower, Shanghai, China

Exercise C (p. 120)

1. People should be able to understand the purpose of a building (function) by its appearance (form).
2. They wanted to know whether people could guess the purpose of each building from its appearance. People guessed correctly only 32% of the time.
3. Researchers believe that when a building's form is clear, visitors can find their way and city life is more comfortable and understandable.

Exercise D (p. 120)

1. b 2. a 3. b 4. b 5. a 6. b 7. a

Exercise E (p. 120)

Answers will vary. Encourage open discussion.

Exercise F (p. 120)

Answers will vary. Possible answers:

1. Many architects believe that a building's form, or shape should suggest its function, or purpose.
2. Many people cannot look at a building and guess its function from its shape.
3. People might be able to find their way around easier if the form of buildings suggested their function better.

Exercise G (p. 121)

Answers will vary. Encourage students to share the listening strategies they are most familiar with and give examples. Post examples on the board as a review.

Exercise H (p. 121)

Answers will vary. Have students skim the book for examples. If useful, post some examples on the board.

Exercise I (p. 122)

Also see transcript for Chapter 10: Practice Lecture.

1. c, 2. a, 3. b

Exercise J (p. 122)

Also see audio transcript for Chapter 10: Practice Lecture.

1. Topic lecture language: This morning I want to talk about . . .
Topic: a very important person who really influenced modern architecture
2. Big picture lecture language: I'm going to cover . . .
3. Transition lecture language: Let me start with . . .
New idea: a little background
4. Definition lecture language: By (visionary), I mean . . .
Definition: someone who has the ability to imagine things for the future
5. Example lecture language: for example, . . .
Example: about the way to design skyscrapers
6. Explanation lecture language: what I mean is . . .
Explanation: the skyscraper, for Sullivan, should be tall and also be decorated with lots of attractive shapes, like plant shapes, and other pretty decorations
7. Important information lecture language: Let me repeat that . . .
Important information: Form follows function

Exercise K (p. 122)

point, concept

Step 2: Take Notes

Exercise A (p. 123)

1. Write the most important words
2. Use an informal outline (indentation)
3. Use symbols to represent words (=, +)
4. Use abbreviations instead of full words (w/, LS)
5. Highlight key ideas (*, underlining, all caps)

Exercise B (p. 124)

Answers will vary. Possible answers:

1. *I expect to learn more about architecture.*
2. *I expect to learn more about the concept of form follows function.*
3. *I expect to learn more about skyscrapers.*

Exercise C (p. 124)

Students' notes will vary. Also see transcript for Chapter 10: Lecture.

Exercise D (p. 125)

Answers will vary. Encourage students to explain their answers.

Exercise E (p. 125)

1. Louis Sullivan said that form follows function.
2. He doesn't believe that form needs to follow function. He makes of game of the whole idea.
3. It has many curves and round shapes. It has no corners. It has no straight lines. . . .shiny curves, the reflection of water.
4. It does not reflect the idea that form follows function. It's a beautiful and interesting building, but it doesn't communicate the traditional idea of a museum.

Exercise G (p. 125)

Summaries will vary. Students should focus on the main ideas in the lecture.

Step 3: Discuss the Issues

Exercise A (p. 126)

Answers will vary. Possible answers:

I'd like to add to Anne's comment.

My opinion is like Anne's, but I'd add . . .

Returning to Anne's comment about . . . I'd simply add . . .

Exercises B and C (p. 127)

Discussions will vary. Encourage open discussion, but remind students to use the expressions for connecting to other students' ideas.

Step 4: Present Your Knowledge

Exercise A (p. 128)

1. The architect's name is Jacques Herzog.
2. His buildings are in America, China, Japan, and Spain.

Exercise B (p. 128)

Answers will vary. Possible answers:

At first she talks too quickly.

At some points, she pauses too long.

Exercise C (p. 128)

Good afternoon, everybody. // How many of you have seen this building? // It was designed / by an architect named / Jacques Herzog. // He is the famous architect / I want to tell you about today. // So / let me give you / some background on him. //

Jacques Herzog / was born in 1950 / in Switzerland, / and that is the country where he works now. // His architecture firm / is in Switzerland, / but he's designed buildings / all around the world. // For example, / he's designed

museums, / stadiums, / concert halls, / and stores / in America, / Japan, / China, / and Spain. //

Now that I've told you / about the architect's background, / let me tell you / about the interesting building / I showed you that / he designed / that's in the United States. //

This building / is the De Young Art Museum in San Francisco, California. //

Exercise D (p. 77)

Answers will vary. Possible answers:

Pause at the end of each sentence.

Pause after transitions.

Avoid pausing in the middle of a thought group.

Avoid excessive use of fillers such as uh, um, OK, or like.

Exercises D and E (p. 77)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus their pace of speech.

UNIT WRAP-UP

Exercise A (p. 130)

Encourage open discussion and student participation. Remind students to support their opinions during their discussions and to speak clearly and pace their speech during their presentations.

Exercise B (p. 130)

Encourage open discussion and student participation. Remind students to use the strategies for connecting their ideas to other students' ideas during their discussions and to emphasize important words during their presentations.