

Step 1: Listen and Apply New Strategies

Exercise A (p. 2)

Answers will vary.

Exercise C (p. 4)

1. Women are buying more electronics. Women want to be part of the decision in buying electronics.
2. Many innovative electronics products are being sold to women. Women are buying more electronics than men.
3. They want to find out how women shop for electronics, what they think about electronics products, and how electronics products make women feel.

Exercise D (p. 4)

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

Exercise E (p.4)

b.

Exercise F (p. 4)

Answers will vary. Encourage open discussion.

Exercise G (p. 5)

Answers will vary. Possible answers:

1. Women are beginning to buy many electronics.
2. The electronics industry normally markets to men.
3. The electronics industry could benefit from marketing to women.

Exercise H (p. 5)

You could ask, “What is the topic of the lecture?”

Exercise I (p. 5)

Answers will vary. Possible answers:

Today we'll talk about . . .

Today's lecture will focus on . . .

Let's look at . . .

Exercise J (p. 6)

Let's get started because the topic today is really interesting. (**Topic**) What I want to talk about is how people spend money. This is a really popular topic because everyone has a personal story about spending money.

All right. Are we ready? I want to look in depth at the chapter you read for homework. I want you to understand more about this topic, so (**Topic**) we're going to look at the impact women have on the electronics market.

Exercise K (p. 6)

Also see transcript for Chapter 1: Practice Lecture.

1. Topic lecture language: Today I'll be discussing...

Topic: some of the most important trends in the area of gender and spending

2. Topic lecture language: what I want to talk about is...

Topic: how new cars are marketed today.

3. Topic lecture language: Let's continue our discussion of...

Topic: market plans

Step 3: Take Notes

Exercise A (p. 7)

Our topic is trends in gender and spending. New trends are in the electronics industry. Marketers and advertisers want to know the kinds of electronics women are buying and the electronic products men are buying.

Exercise B (p. 7)

1. Past, electronics market mostly men

2. Almost third new more innovative electronics sold to women

3. Businesses recently noticed change customer base. Beginning create new strategies try appeal to women

Exercise C (p. 8)

1. The lecture will be about how women and men spend money.

2. The lecture will probably be discuss how men and women buy electronics.

3. The lecture might discuss how industry should market to women.

Exercise D (p. 8)

Students' notes will vary. See transcript for Chapter 1: Lecture.

Exercise E (p. 9)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 9)

1. Women were responsible for buying the things for the daily needs of the family such as the daily food for the family and shoes and clothes for the children.
2. Men were responsible for buying the big-ticket items such as cars, refrigerators, televisions, and electronic equipment.
3. More households are headed by single women, and more women are working outside the home.
4. Lower lights, brighter signs, comfortable waiting rooms, magazines for women in waiting rooms and teaching workers how to explain car repair to women.

Step 3: Discuss the Lecture**Exercise A** (p. 10)

Answers will vary. Possible answers:

Can I add something else here?

May I comment on that?

I've got an idea to add to that.

Exercises B and C (p. 11)

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

Step 4: Present Your Knowledge**Exercise A** (p. 12)

1. Computer stores are not friendly to children, and they are not designed for children.
2. Children like to be active and have something to do all the time.

Exercise B (p. 12)

Answers will vary. Possible answers:

She looks off to the side or at the floor instead of at the audience.

She doesn't acknowledge the audience's presence.

Exercise C (p. 12)

Answers will vary. Possible answers:

1. Student looks at the audience.
2. She looks around at different members of the audience.

Exercise D (p. 13)

Answers will vary. Possible answers:

Don't look out the window.
Don't stare at the floor.

Exercises E and F (p. 13)

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

CHAPTER 2**Ads are Everywhere****Step 1: Listen and Apply New Strategies**

Exercise A (p. 14)*Answers will vary.***Exercise C** (p. 16)

1. The student was surprised that there were so many ads that people see but never notice.
2. He saw a company logo on a coffee cup, an ad on a bench, an electronic ad in the bookstore, and an ad on the screen of the ATM
3. He asked: why the radio station ad was on a coffee cup and whether he had seen it the day before; whether the ATM machine waited for the ad to finish before giving the cash or was the ad made to last the same amount of time as the cash machine took to give the money; why the ads were so high tech and whether advertisers would make these ads if they didn't increase sales.

Exercise D (p. 16)

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

Exercise E (p. 16)

C.

Exercise F (p. 17)*Answers will vary. Encourage free and open discussion.***Exercise G** (p. 17)*Answers will vary. Possible answers:*

1. Ads are very common in our daily lives.
2. We might not even notice some ads around us.
3. Ads can be in print, electronic, or on clothing.

Exercise H (p. 17)*Answers will vary. Possible answers:*

I'm going to cover . . . and then . . .

We'll discuss a few types of . . .

Exercise I (p. 18)**Lecture 1**

Good afternoon. It's nice to see you all. It looks like you are ready to go, so let's get started. **(Topic lecture language)** We'll be talking about techniques that advertisers use to sell movies. So think about the last movie that you saw. Got it? Do you remember what made you go see the movie? OK. Well, this morning, **(Big picture lecture language)** we'll look at several ways that the movie industry advertises to movie-goers.

Lecture 2

Hi everyone. Please take your seats so we can get started. Great. In today's lecture **(Topic lecture language)** we're going to look at how high-tech products are advertised. Now, to help understand how sophisticated these ads are **(Big picture lecture language)** I want to give you some background on the products and the education level of the people who use them.

Exercise J (p. 18)

Also see transcript for Chapter 2: Practice Lecture.

1. Topic: advertising appeals

Big picture lecture language: what I want to do is compare

2. Topic: what influences how people make purchases

Big picture lecture language: I want to give you some background on

3. Topic: brand names

Big picture lecture language: I'm going to look at two aspects of

Step 2: Take Notes**Exercise A** (p. 19)

1. The three ways that advertisers appeal to consumers.

The topic is written from the far left to right.

2. Facts, statistics, and research reports

The student indented to show that these are the ways advertisers appeal to consumers.

3. It is an example of a research report.

Exercise B (p. 20)

Notes will vary. Example:

Emotional appeals in advertising

Emotional appeals are ads that try to create feeling about product.

Make people feel happy

Soft drink add people laughing and having good time

Make people feel wealthy powerful

Well-dressed person in expensive car driving through beautiful scenery
Give feeling about product. Advertisers hope you will want to buy.

Exercise C (p. 20)

Answers will vary. Possible answers:

1. I expect to learn more about different types of advertising.
2. I expect to learn more about the prominence of ads in society.
3. I expect to learn more about emotional appeals in advertising.

Exercise D (p. 20)

Students' notes will vary. See transcript for Chapter 2: Lecture.

Exercise E (p. 21)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 21)

1. One new type is new kinds of ads in public places. Examples: on the outside of a bus, paying people to display an ad on their car; ads in elevators, on park benches, in schools.
Another new type of ad is hidden ads. Examples: a famous movie star or athlete in an interview wearing a product with a company logo; product placement.
2. Consumers will notice the ads; they can't avoid them.
3. The increase in television channels because people can change the channel and watch other programs whenever they see an ad. A second reason is the use of technology.
4. Technology has given advertisers many new opportunities and locations to place ads.

Exercise G (p. 21)

Summaries will vary. Encourage students to use the expressions for summarizing. Summaries should focus on the main ideas in the lecture.

Step 3: Discuss the Lecture**Exercise A** (p. 22)

Answers will vary. Possible answers:

I believe . . .

I feel . . .

I find . . . very interesting because . . .

Exercises B and C (p. 23)

Discussions will vary. Encourage students to use the expressions for contributing to a discussion.

Step 4: Present Your Knowledge

Exercise A (p. 24)

1. The product is an expensive car.
2. Owners wear buttons to show that they own an expensive car.

Exercise B (p. 24)

Answers will vary. Possible answers:

He doesn't greet the audience.
He doesn't share a story.

Exercise C (p. 24)

Answers will vary. Possible answers:

1. He greets the audience at the beginning.
2. He caught the audience's attention by telling a story about his parents.

Exercise D (p. 24)

Answers will vary. Possible answers:

Tell a surprising story.
Tell a humorous story or a joke.

Exercises E and F (p. 25)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus on catching their audience's attention by telling a story at the beginning of their presentations.

UNIT WRAP-UP

Exercises A and B (p. 26)

Encourage open discussion and student participation. Remind students to contribute their ideas to their discussions. Have students catch their audience's attention with a story and maintain eye contact during their presentations.

CHAPTER 3Work Habits in the 21st Century**Step 1: Listen and Apply New Strategies****Exercise A** (p. 28)

Answers will vary. Possible answers:

1. She is talking on the phone, discussing some papers with a colleague, and possibly working on a computer.
2. Yes, people often do more than one thing at a time.
3. *Answers will vary.*
4. *Answers will vary.*

Exercise C (p. 29)

1. They have very little free time: Their income is not enough so they have part-time jobs and they have three children to care for.
2. He has a long commute and works very long hours.
3. All of the people in the article are very busy but they think what they are doing is the right thing.

Exercise D (p. 30)

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

Exercise E (p. 30)

b

Exercise F (p. 30)

Answers will vary. Encourage free and open discussion.

Exercise G (p. 30)

Answers will vary. Possible answers:

1. People seem to be working longer hours than in the past.
2. Koreans seem to work extremely hard.
3. People seem to have a difficult time balancing life and work.

Exercise H (p. 31)

You don't know when the professor is finishing one idea and beginning a new idea.

Exercise I (p. 31)*Answers will vary. Possible answers:*

Let's start with . . .

Next, I'd like to discuss . . .

Now, let's look at . . .

Exercise J (p. 31)

Marriage and work is an interesting topic, so let me start with the point that married couples have reacted in a variety of ways to the pressures they feel when both the husband and wife work. We've seen that it's a struggle for some couples, and somehow other couples can make it work. Let's move on to some of the polling data I collected with my colleagues last summer so that we can discover some of the reasons for these reactions.

Exercise K (p. 32)*Also see transcript for Chapter 3: Practice Lecture.*

1. b 2. c 3. a

Exercise L (p. 32)*Also see transcript for Chapter 3: Practice Lecture.*

1. Transition Lecture Language: First let's look at
New Idea: the family that I used in my study
2. Transition Lecture Language: Let me start with
New Idea: the example of the grandmother
3. Transition Lecture Language: Now, let's move on to talk about
New Idea: the trend that we see these days
4. Transition Lecture Language: Okay, now that we have talked about... let's talk
about
New Idea: the differences in work and leisure between the generations

Step 2: Take Notes

Exercise A (p. 33)*Answers will vary. Possible answers:*

% percent / or
 @ at → causes, leads to

Exercise B (p. 33)

2. 1 Δ is business today is international \neq as 30 years ago.
3. Many  &  employed and care for children.
4. Companies stay competitive 2 ways: \downarrow costs, \uparrow production to \uparrow \$.

Exercise C (p. 34)

Answers will vary. Possible answers:

1. The lecture will explain why people are so busy today.
2. The lecture will talk about how changing gender roles contribute to less time for family life.
3. The lecture will talk about work in different countries.

Exercise D (p. 34)

Students' notes will vary. See transcript for Chapter 3: Lecture.

Exercise E (p. 35)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 35)

1. People think they are working more hours than they actually are.
2. Both men and women are working now, so couples are busy working and sharing household responsibilities. People can work at home so people are doing housework and working at the same time. The workplace has become more efficient, so work is done faster, and this puts pressure on workers.
3. The workplace has become more competitive. Companies try to produce more and spend less.
4. Maybe they want to be busy with their work and in their home.

Exercise H (p. 35)

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

Step 3: Discuss the Lecture**Exercise A** (p. 36)

Answers will vary. Possible answers:

Could you say that again?

Sorry, I didn't catch that. Would you please repeat it?

What do you mean by . . . ?

Exercises B and C (pp. 36–37)

Discussions will vary. Encourage free and open discussions. Remind students to use expressions for interrupting and asking for clarification.

Step 4: Present Your Knowledge

Exercise A (p. 38)

1. Indonesia
2. energy, textiles, mining

Exercise B (p. 38)

Answers will vary. Possible answers:

1. He avoids eye contact with the audience.
2. He doesn't smile or ask the audience if they understand.

Exercise C (p. 38)

Answers will vary. Possible answers:

1. He smiles and has good eye contact.
2. He asks questions of his audience.

Exercise D (p. 39)

Answers will vary. Possible answers:

I know what you are thinking. . . .
You might have experienced this. . . .
I see you are nodding. So, you know what I mean.

Exercises E and F (p. 39)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Students should focus their attention on creating rapport with their audience.

CHAPTER 4**Leisure Time in the 21st Century****Step 1: Listen and Apply New Strategies****Exercise A** (p. 40)

Answers will vary. Explain the information in the graphs as necessary.

Exercise C (p. 41)

1. She multi-tasks. She exercises, reads emails, and listens to news on the radio all at the same time.
2. He prefers no-brainer activities. He hangs out at the beach with friends, goes fishing, or gardens in the backyard.

Exercise D (p. 42)

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

Exercise E (p. 42)

b

Exercise F (p. 42)

Answers will vary. Encourage free and open discussion.

Exercise G (p. 42)

Answers will vary. Possible answers:

1. Some people like to multitask during their leisure time.
2. Some people like no-brainer activities that don't require much thought.
3. People work hard so they don't have much leisure time.

Exercise H (p. 43)

Students should understand that professors often give definitions of important words during the lecture. They should be prepared to write the definitions down.

Exercise I (p. 43)

Answers will vary. Possible answers:

X, or . . .

X is the term for . . .

What I mean when I say X is . . .

Exercise J (p. 43)

People who take the no-brainer approach to leisure time like to spend time on things that are **(Phrase)** a piece of cake, **(Lecture language)** that is, **(Definition)** things that are not too challenging. These kinds of activities, like watching TV and fishing allow them to spend time in a restful way.

People who multitask spend their time doing many things at once. They think that this is an efficient way to spend the little free time that they have. These people really do not like to **(Phrase)** fritter away their time. **(Lecture language)** What I mean by fritter away their time is **(Definition)** waste their time. The idea of wasting time is not a relaxing concept for them.

In fact, one of the things that we notice about multitaskers is that they are very **(Phrase)** thrifty, . . . thrifty in how they use their time. **(Lecture language)** By thrifty, I mean that **(Definition)** they use their time carefully without wasting it.

Exercise K (p. 44)

Also see transcript for Chapter 4: Practice Lecture.

1. c 2. d 3. b 4. a

Exercise L (p. 44)

Also see transcript for Chapter 4: Practice Lecture.

1. Lecture language: or
Definition: the results
2. Lecture language: by charisma I mean
Definition: the ability to attract other people and make them admire you
3. Lecture language: What's bungee jumping?
Definition: It's a sport in which you jump off something very high with a rope that stretches tied to your legs so you go up again without touching the ground
4. Lecture language: What I mean by fakie is
Definition: standing on the skateboard facing forward when the skateboard is moving backward
5. Lecture language: Zilch is the informal term for the word
Definition: nothing

Step 2: Take Notes

Exercise A (p. 45)

Answers will vary. Possible answers:

sb somebody, someone
sth something
yr year

Exercise B (p. 45)

Answers will vary. Possible answers:

2. Leisure survey focus=people w/ avg 25. Help i.d. imp trends.
3. Experts research how Am pop spend leisure vs. work time.

Exercise C (p. 46)

1. I expect to learn more about different ways that people spend leisure time.
2. I expect to learn more about why people multitask during leisure time.
3. I expect to learn more about which type of leisure time activity is most effective or relaxing.

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. People organize their leisure time by trying to make it more efficient.
People spend their leisure time in low-energy choices.
2. They watch television while browsing the Internet.
3. Watching TV, resting, and reading are all examples of no-brainer activities.
4. They are tired from working and multitasking, so they want to escape that busy schedule.

Step 3: Discuss the Lecture

Exercise A (p. 48)

Answers will vary. Possible answers:

Why is that . . . ?

You mentioned . . . Can you explain that a bit more?

Could you tell me what kinds of . . . ?

Exercises B and C (p. 48)

Discussions will vary. Encourage free and open discussions. Remind students to use the expressions for asking for more information.

Step 4: Present Your Knowledge

Exercise A (p. 50)

1. watching movies
2. They learned that all but one of their classmates likes to watch movies. They learned that students watch movies at home much more often than they go to the theater.

Exercise B (p. 50)

Answers will vary. Possible answers:

The students' don't introduce the following speakers.
The students don't introduce the topic of the next speaker.

Exercise C (p. 50)

Answers will vary. Possible answers:

Each speaker introduces the next speaker by name.
Each speaker tells what the next speaker will discuss.

Exercise D (p. 51)

Answers will vary. Possible answers:

Finally, Ahmed will conclude with . . .
Next, I'll turn it over to Rita who will . . .
The next speaker in our group is Raul. He will talk about . . .

Exercises E and F (p. 51)

Presentations will vary. Encourage students to give honest, yet polite feedback. Remind students to introduce the next speaker and the speaker's topic.

UNIT WRAP-UP

Exercises A, B and C (p. 52)

Encourage open discussion and student participation. Remind students to use the strategies for asking for clarification and more information. For their presentations, remind students to create rapport with the audience. If students are doing a group presentation, have them use practice effective transitions between speakers.

CHAPTER 5**Science and Pleasure: What We Eat****Step 1: Listen and Apply New Strategies****Exercise A** (p. 54)

Answers will vary. Possible answers:

1. The food she is pretending to order is more healthy than the food she actually wants to eat.
2. *Answers will vary.*

Exercise C (p. 56)

1. The food guide diagrams share the food and nutrition recommendations of each country.
2. Some people thought the guide should say more about foods to avoid.
3. All include food groups such as grains, proteins, fruits, and vegetables.

Exercise D (p. 56)

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

Exercise E (p. 56)

a

Exercise F (p. 56)

Discussions will vary. Encourage free and open discussion.

Exercise G (p. 56)

Answers will vary. Possible answers:

1. Every country recommends certain foods for its citizens.
2. Sometimes a country's recommendations are controversial.
3. Many people don't follow food recommendations.

Exercise H (p. 57)

The quickest way to help them understand the meaning is to give an example of a carbohydrate.

Exercise I (p. 57)

Answers will vary. Possible answers:

Let's look at a couple of examples of . . .

Let me give you an example of what I mean. . . .

Let me describe several instances of this . . .

Exercise J (p. 57)

On a recent food pyramid, we saw something new. Each person could get personalized recommendations about diet and exercise. Let's look at what they recommended. For moderate exercise, **(Lecture language)** here are some examples of the kind of physical activity that was recommended: **(Examples)** walking quickly (about 3 1/2 miles per hour), hiking, gardening or yard work, dancing, golf, or bicycling.

But, some physical activities are not intense enough to help you meet the recommendations. These are **(Lecture language)** activities like these— **(Examples)** the walking that you do while grocery shopping, and doing light household chores. Although you are moving, these activities do not increase your heart rate.

Exercise K (p. 58)

See transcript for Chapter 5: Practice Lecture.

1. c
2. a
3. b
4. d

Exercise L (p. 58)

See transcript for Chapter 5: Practice Lecture.

1. Idea: grains
Example lecture language: things like
Example: bread, cereal, rice and pasta
2. Idea: vegetables
Example lecture language: Let's look at a few typical examples
Example: lettuce, carrots, peppers, potatoes, and onions
3. Idea: fruit
Example lecture language: Let's look at some examples
Example: apples, bananas, melons and fruit juices—apple juice and orange juice
4. Idea: oils/fats
Example lecture language: Let me give you a couple of examples
Example: butter and chicken fat
5. Idea: milk
Example lecture language: like
Example: cheese, milk, yogurt, ice cream
6. Idea: meat and beans
Example lecture language: like
Example: meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds.

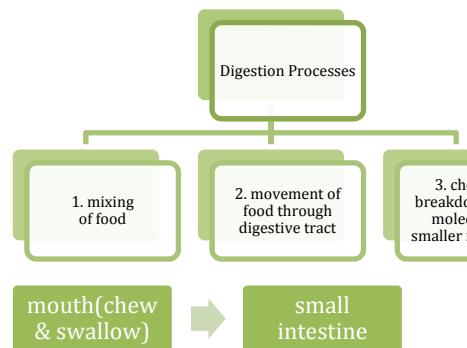
Step 2: Take Notes

Exercise A (p. 59)

1. Organs for digestions; It is written at the top of the page in the center.
2. They are put in a column.
3. They are written in order and connected with arrows.
4. The tasks are shown in order from the left side to the right side of the page and connected with arrows.

Exercise B (p. 60)

Answers will vary. Possible visual:



Exercise C (p. 60)

Answers will vary. Possible answers:

1. I expect to learn more about how food is digested.
2. I expect to learn more about governmental diet recommendations.
3. I expect to learn more eating habits in different countries.

Exercise D (p. 60)

Students' notes will vary. Encourage student to use a visual format. See the transcript for Chapter 5: Lecture.

Exercise E (p. 61)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 61)

1. Nourishment and pleasure
2. Nutritional advice can be confusing.
3. When faced with so many choices, nutritional advice can be complex, confusing, and hard to make sense of.
4. French food choices are more influenced by pleasure and social rules.
American food choices are more influenced by guilt and less by social rules.
There are also differences in attitude toward portion size, second helpings, and snacking.

Exercise H (p. 61)

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

Step 3: Discuss the Lecture

Exercise A (p. 62)

Answers will vary. Possible answers:

Yes, that's true . . .

I totally agree . . .

I see what you mean, but I think . . .

Maybe that's true, but . . .

Exercises B and C (p. 63)

Discussions will vary. Encourage free and open discussions. Remind students to use the expressions for agreeing and disagreeing.

Step 4: Present Your Knowledge

Exercise A (p. 64)

1. goulash

2. The student believes it is both healthy and delicious.

Exercise B (p. 64)

Answers will vary. Possible answers:

The conclusion is too short.

The conclusion doesn't summarize the main points of the presentation.

Exercise C (p. 64)

Answers will vary. Possible answers:

The student gives a longer conclusion.

The student summarizes the main points in her conclusion.

Exercise D (p. 65)

Answers will vary. Possible answers:

As I explained before . . .

Finally, I'd like to review these ideas . . .

Exercises E and F (p. 65)

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

Students should focus on summarizing their main points in their conclusions.

CHAPTER 6**Unique Solutions to Pollution****Step 1: Listen and Apply New Strategies****Exercise A** (p. 66)

Answers will vary. Possible answers:

1. air pollution, noise pollution, water pollution, soil pollution, radioactive pollution, thermal pollution, visual pollution, personal pollution, light pollution. Most urban areas have all these types of pollution because there are so many people creating pollution.
2. Both factories and individuals are responsible.
3. Governments can regulate emissions.
4. *Answers will vary.*

Exercise C (p. 68)

1. Children are more active than adults; therefore, they breathe more rapidly and take air more deeply into their lungs. Children breath through their mouths not their noses. Children spend 50 percent more time outdoors than adults, so they are exposed to more air pollution.
2. The new laws target air quality on a personal scale.
3. Many countries have passed laws that prohibit smoking either in enclosed areas or outdoors in places visited regularly by children.

Exercise D (p. 68)

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

Exercise E (p. 68)

b

Exercise F (p. 68)

Answers will vary. Encourage free and open discussion.

Exercise G (p. 69)

b

Exercise H (p. 69)

Answers will vary. Possible answers:

So I hope you can see how this explains . . .
Let me clarify how this works. . . .
Let me explain what I'm saying. . . .

Exercise I (p. 69)

Your lungs are complex organs. **(Lecture language)** Let me explain what they do. **(Explanation)** They take a gas that your body needs to get rid of—carbon dioxide—and exchange it for a gas that your body can use—oxygen. In today's lecture we will take a close look at how your lungs work and how they keep your body's cells supplied with oxygen.

Your lungs' main job is to make oxygen available to your body and to remove other gases, such as carbon dioxide. This process is done 12 to 20 times per minute. **(Lecture language)** Let me clarify how this process works.

(Explanation) When you inhale air through your nose or mouth, air travels down the back of your throat (pharynx), passes through your voice box (larynx), and into your windpipe (trachea).

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.

1. Idea: They change their personal worlds.

Explanation lecture language: Let me spell this out for you

Explanation: They recycle. They ride a bike or take public transportation to work. They buy washers and dryers and other household appliances that are energy efficient. They make a personal effort to change things.

2. Idea: They become involved in environmental organizations.

Explanation lecture language: How does this work?

Explanation: Well, perhaps they just send money on a regular basis to environmental organizations, to make sure that an organization has money to do its work. Some people even join in and work with the organization.

3. Idea: Businesses are concerned.

Explanation lecture language: Let me explain how

Explanation: Some businesses that use cars and trucks are now purchasing cars and trucks that use less gasoline. By this I mean electric cars and hybrid cars. Businesses are also purchasing office supplies that are more environmentally friendly.

4. Idea: The purchase office supplies that are more environmentally friendly.

Explanation lecture language: Let me explain what this means

Explanation: They choose paper for the copy machine that has a high amount of recycled content, or they buy ink for their printers that has reduced amounts of toxic substances.

Step 2: Take Notes

Exercise A (p. 71)

Answers will vary. Possible answers:

1. It is somewhat complex, but probably wouldn't take too long to draw.
2. windpipe; bronchial tubes & (airways). I think these labels are enough.
3. Yes, the drawing is quite complete, but it doesn't cover the inset of alveoli in the professor's visual.

Exercise B (p. 71)

Students' notes and drawings will vary.

Exercise C (p. 72)

1. I expect to learn more about different types of pollution.
2. I expect to learn more about new anti-smoking laws.
3. I expect to learn more about breathing and the organs humans use to breathe.

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. Sulfur dioxide is formed when fuels containing sulfur are burned. The sulfur is released into the air and mixes with oxygen in the air.
2. Fuel that is burned to supply heat and power
3.

| <u>People</u> | <u>Environment</u> |
|-------------------------|-------------------------------------|
| breathing | damage to forests, changes the soil |
| watering eyes | increases acid in water |
| burning nose and throat | fish cannot live in water |
4. Trees absorb polluting gases through their leaves. Trees help cities stay cooler by providing shade and thus reducing high temperatures. Trees help cities save money by reducing the need for electricity for cooling and heating.

Exercise H (p. 73)

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

Step 3: Discuss the Lecture

Exercise A (p. 74)

Answers will vary. Possible answers:

Let me explain why I believe . . .

It is my opinion that . . . because

To me, . . . for these reasons . . .

Exercises B and C (p. 75)

Discussions will vary. Encourage free and open discussions. Remind students to use expressions for supporting their opinions.

Step 4: Present Your Knowledge

Exercise A (p. 76)

1. stormwater runoff
2. It pollutes the water and kills the fish.

Exercise B (p. 76)

Answers will vary. Possible answers:

The student doesn't use an effective expression to open the floor to questions.

The student looks down when he asks for questions rather than looking at the audience to actually see if they have questions.

Exercise C (p. 76)

Answers will vary. Possible answers:

He looks at the audience and says, "I'm happy to answer your questions."

He clarifies the student's questions before answering them.

Exercise D (p. 77)

Answers will vary. Possible answers:

Opening the Floor to Questions

I'll take your questions now.

Please feel free to ask questions.

Checking Understanding

Let me restate your questions to be sure I

got it right. You are asking . . .

I think your are asking . . . Is that correct?

Exercises E and F (p. 77)

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

Remind students to use the strategy for opening the floor to questions.

UNIT WRAP-UP

Exercises A, B, and C (p. 78)

Encourage open discussion and student participation. Remind students to use the strategies for agreeing and disagreeing and supporting opinions. Focus students' attention on the end of their presentations. Remind them to summarize their main ideas in their conclusions, and to open the floor to questions.

CHAPTER 7**Getting the News in the High-Tech Age****Step 1: Listen and Apply New Strategies****Exercise A** (p. 80)

Answers will vary. Possible answers:

1. Traditionally people got news from newspapers or radio.
2. Today people get news from the Internet.
3. *Answers will vary.*
4. *Answers will vary.*
5. *Answers will vary.*

Exercise C (p. 81)

1. News about people's own needs and concerns
2. People depend on the news to find out how events affect their world, their work, and their lives.
3. Reporters search for news about trends. One example is stores that offer childcare.

Exercise D (p. 82)

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

Exercise E (p. 82)

b

Exercise F (p. 82)

Answers will vary. Encourage free and open discussions.

Exercise G (p. 82)

Answers will vary. Possible answers:

1. News is changing rapidly.
2. People are interested in news that affects their lives more than global news.
3. More and more people are getting their news from the Internet.

Exercise H (p. 83)

b

Exercise I (p. 83)

Answers will vary. Possible answers:

This is key.

I want to stress that . . .

It is crucial that you understand . . .

Exercise J (p. 83)

Excerpt 1

All right. So far, we've been saying that people depend on the news to get informed about how events happen. (**Lecture language**) I want to point out that (**Important information**) the kind of news they look for is news that affects their lives directly. They want to know what's happening, but they also want to know what it means for their lives.

Excerpt 2

So, earlier I mentioned the role of reporters in gathering the news. And we said this discussion can apply to print, television, radio, and even Internet news.

(**Lecture language**) It's important to note that (**Important information**) reporters are now looking for trends to report as news in all kinds of places—in stores, in the workplace, and even in schools.

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. Important information lecture language: I want to point out that
Important information: these are the most recent so these are the most accurate findings we have.
2. Important information lecture language: I'll say that again.
Important information: Internet users are going online twelve and a half hours a week.
3. Important information lecture language: this is important
Important information: One thing they found was that getting the news was the third most popular activity among all the Internet users they surveyed
4. Important information lecture language: I want you to notice
Important information: the increase in the number of people who are using the Internet—sixty percent.
5. Important information lecture language: listen to this
Important information: 28% get customized news focused on their interests
6. Important information lecture language: So the bottom line is
Important information: the Internet is going to remain a source of information for big, current news stories.

Step 2: Take Notes

Exercise A (p. 85)

The student underlined, used stars, capital letters, and an arrow to highlight important information.

Exercise B (p. 86)

Students' notes will vary. Look for highlighting of the important points.

Exercise C (p. 86)

Answers will vary. Possible answers:

1. I expect to learn more about the history of news media.
2. I expect to learn more about news on the Internet.
3. I expect to learn more about how news sources cater to people's wishes.

Exercise D (p. 86)

Students' notes will vary. 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. The number of people getting their news from print is declining and the Internet is becoming an important source of news.
2. More and more young people are using the Internet for many things, including news, and they are using newspapers less.
3. The news is current. The news is more in-depth, and the news is interactive.
4. Reporters can make mistakes because they must work quickly. Internet users will limit their news if they control what news they get, and on the Internet, it's not always possible to know which news is important.

Exercise H (p. 87)

Summaries will vary. Summaries should focus on the most important ideas in the lecture.

Step 3: Discuss the Lecture

Exercise A (p. 88)

Answers will vary. Possible answers:

My idea is a lot like Fatima's.

I agree with what Fatima said.

I'd like to go back to what Fatima said. I think . . .

Exercises B and C (p. 89)

Discussions will vary. Encourage free and open discussions. Remind students to use expressions to connect their ideas to other students' ideas.

Step 4: Present Your Knowledge

Exercise A (p. 90)

1. The student asked, "What types of digital media do you use to get the news?"
2. Almost everyone uses Internet newspapers. Only young people use blogs and Twitter for news.

Exercise B (p. 90)

Answers will vary. Possible answers:

Student never refers to the graph.

Student doesn't explain how the graph is organized.

Exercise C (p. 90)

Answers will vary. Possible answers:

Student points to the graph.

She describes the different parts of the graph.

Exercise D (p. 90)

Answers will vary. Possible answers:

Use gestures to point out different parts of the chart or graph.

Explain exactly what is being compared and what the bars and colors represent.

Exercises E and F (p. 91)

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

Remind students to use the strategy for referring to visuals effectively.

CHAPTER 8**Who's on TV?****Step 1: Listen and Apply New Strategies****Exercise A** (p. 92)*Answers will vary.*

The photo is from a popular hospital program called House.

Exercise C (p. 94)

| Common Themes on Television | Examples or Details |
|---|--|
| 1. Having a lot of nice things. | Many programs have rich people/people living in homes/driving cars they can't pay for. |
| 2. The world is dangerous. | Police dramas have a lot of violence and crime. |
| 3. Professional people deserve more respect than workers. | They get more respect than people with service or manual jobs such as waitresses or factory workers. |
| 4. Businesspeople are not honest. | Businesspeople cheat, lie, or use other people. |
| 5. People have a strong desire for fantasy. | People like unknown worlds, life on other planets, or life after death. |
| 6. People are only interested in themselves. | For example, one man tricks another man to take his job. |

Exercise D (p. 94)1. a 2. b 3. b 4. b 5. b 6. a 7. b 8. a**Exercise E** (p. 95)

a

Exercise F (p. 95)*Answers will vary. Encourage free and open discussions.***Exercise G** (p. 95)*Answers will vary. Possible answers:*

1. Television focuses on a few favorite themes.
2. TV doesn't necessarily reflect true life.
3. TV themes are usually stereotypical.

Exercise H (p. 95)

b

Exercise I (p. 95)

Answers will vary. Possible answers:

The professor projects the information on an overhead projector.

The professor makes a facial expression that shows that the information is very serious or important.

Exercise J (p. 96)

1. a 2. c 3. b

Exercise K (p. 96)

See transcript for Chapter 8: Practice Lecture.

1. b 2. a 3. c

Exercise L (p. 96)

See transcript for Chapter 8: Practice Lecture.

1. Non-verbal importance signal: pound on the podium
Important idea: We rarely see people in pain or people suffering.
2. Non-verbal importance signal: emphasizes an action with hands
Important idea: They rarely get into accidents.
3. Non-verbal importance signal: writes information on the board
Important idea: They're eating really bad foods.
4. Non-verbal importance signal: count on fingers
Important idea: They eat a lot of candy or drink too much coffee.

Step 2: Take Notes**Exercise A** (p. 97)

1. The student uses a reminder to look up the word *media*.
2. The student uses question marks where she doesn't understand something.
3. The student writes a note to re-read information in the textbook.
4. The student writes a question that is going through her mind.

Exercise B (p. 98)

Answers will vary. Possible answers:

1. The lecture might be about stereotypes on TV.
2. The lecture might discuss the types of things TV audiences like to see on TV.
3. The lecture might cover common themes on TV.

Exercise C (p. 98)

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

Exercise D (p. 98)

Answers will vary. Encourage students to explain their answers.

Exercise E (pp. 98–99)

1. There are more men than women on TV, but more women than men in the real world. There are many more wealthy people on TV than in the real world. More people on TV have professional jobs than in the real world.
2. Men can do more things than women, and they can solve many problems.
3. Women are all about relationships.
4. If television programming is mostly fantasy, people will believe that the fantasy world is the real world. Also, if people see many stereotypes, they will believe the stereotype is true in the real world.

Exercise G (p. 99)

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

Step 3: Discuss the Lecture**Exercise A** (p. 100)

Answers will vary. Possible answers:

I think we are getting off the topic.

Let's return to the subject of . . .

Exercises B and C (pp. 100–101)

Discussions will vary. Encourage free and open discussions. Remind students to use the expressions to keep the discussion focused.

Step 4: Present Your Knowledge**Exercise A** (p. 102)

1. The student discusses TV stereotypes of fathers.
2. He thinks it is negative and unrealistic.

Exercise B (p. 102)

Answers will vary. Possible answers:

1. The student's hand gestures are confusing.
2. The hand gestures don't enhance the presentation.

Exercise C (p. 102)

Answers will vary. Possible answers:

1. The student's hand gestures match what he is saying.
2. The hand gestures look natural and enhance the presentation.

Exercise D (p. 103)

Answers will vary. Possible answers:

Count on fingers to emphasize the key points of the presentation.

Hold hands apart to show that there is wide differences in opinions on a topic.

Exercises E and F (p. 103)

Presentations will vary. Encourage student to be honest, yet polite in their feedback. Remind students to use effective hand gestures.

UNIT WRAP-UP**Exercises A, B, and C** (p. 104)

Encourage open discussion and student participation. Remind students to connect their ideas to others' in their groups and to keep their discussions on focused. If students use a chart or graph, remind them of the strategies for referring to the visual. Students should also focus on their hand gestures when presenting.

CHAPTER 9**What's Up with Slang****Step 1: Listen and Apply New Strategies****Exercise A** (p. 106)*Answers will vary.***Exercise C** (p. 108)

1. Teenagers use slang to identify with their age group and show their independence from adults. It gives them an identity.
2. They wear the same popular styles of clothes. They travel in packs, listen to the same music, and do the same activities.

Exercise D (p. 108)

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

Exercise D (p. 108)

c

Exercise E (p. 108)*Answers will vary. Encourage free and open discussions.***Exercise G** (p. 108)*Answers will vary. Possible answers:*

1. Teenagers use slang to identify with their peers.
2. Slang seems to be common in many languages.
3. Each generation seems to have its own slang.

Exercise H (p. 109)

b

Exercise I (p. 109)*Answers will vary. Possible answers:*

Professors whisper the word.

Professors ask a student in class to say the word.

Professors pause before saying a word.

Exercise J (p. 109)*See the transcript for Chapter 9: Practice Lecture.*

1. c 2. a 3. b

Exercise K (p. 110)

Also see *transcript for Chapter 9: Practice Lecture*.

1. Word or group of words: Young people
Pronunciation signal: L
2. Word or group of words: Today's teenagers have the most creative slang we have ever seen in the English language
Pronunciation signal: S
3. Word or group of words: They know when to use slang and when not to use it
Pronunciation signal: H
4. Word or group of words: informal
Pronunciation signal: L
5. Word or group of words: I share their view
Pronunciation signal: S
6. Word or group of words: Slang is their special way of playing with the language.
Pronunciation signal: P

Step 2: Take Notes**Exercise A** (p. 111)

1. He completed words she had abbreviated.
2. He added in words or parts of words she had omitted.
3. He added in examples she had omitted.
4. He crossed out words that were incorrect.
5. He completed ideas that were incomplete.

Exercise B (p. 112)

Edits will vary.

Exercise C (p. 112)

Answers will vary. Possible answers:

1. I expect to learn about the history of English slang.
2. I expect to learn about the drawbacks or consequences of using too much slang.
3. I expect to learn about why people use slang.

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. *Answers will vary.*
2. People use slang to feel connected to each other, to be friendly or casual.
3. Old words are given new meaning. New words are created that didn't exist before and words are borrowed from other languages.
4. Some slang is not grammatically correct, so some people fear that too much slang will ruin the language.

Exercise H (p. 113)

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

Step 3: Discuss the Lecture

Exercise A (p. 114)

Answers will vary. Possible answers:

Leticia, how do you feel about . . .

Leticia, in your experience, . . .

Leticia, what's your take on this?

Exercises B and C (p. 115)

Discussions will vary. Encourage free and open discussions. Remind students to use expressions to encourage other students to participate.

Step 4: Present Your Knowledge

Exercise A (p. 116)

Answers will vary. Possible answers:

1. The visual has too many words, so it is difficult to read.
2. The picture isn't very helpful.

Exercise B (p. 116)

Answers will vary. Possible answers:

1. The slides have a limited number of words, so they are easy to read.
2. The pictures are very helpful. The first one shows people using the slang, and the second one uses an arrow to show how the word was borrowed from English.

Exercise C (p. 117)

Answers will vary. Possible answers:

Avoid using too many colors or a font color that is difficult to read.

Avoid a lot of animations unless they clarify the ideas. Keep the visuals simple.

Exercise D (p. 117)

Visuals will vary. Encourage students to give honest and constructive feedback.

Exercise E (p. 103)

Presentations will vary. Remind students to use the strategies for making effective visuals.

Step 1: Listen and Apply New Strategies**Exercise A** p. 118)

Answers will vary. Possible answers:

1. About 375 million people speak English as a first language. There are about 1 billion total speakers of English.
2. Canada and South Africa have English as one of several native languages. For Canada, the other official language is French. For South Africa, the other official languages are Afrikaans, Ndebele, Northern Sotho, Sotho, Swazi, Tswana, Tsonga, Venda, Xhosa, and Zulu.
3. International business might require a knowledge of English. Tourism might require a knowledge of English.
4. *Answers will vary.*
5. *Answers will vary.*

Exercise C (p. 119)

1. The North American Free Trade Agreement (NAFTA) and the European Union (EU)
2. Together they have more powerful economies than they do individually.
3. There are so many different language speakers in the EU that they need to conduct meetings in a language that most people have in common and can already speak fluently. That is English.

Exercise D (p. 120)

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

Exercise E (p. 120)

a

Exercise F (p. 120)

Answers will vary. Encourage free and open discussions.

Exercise G (p. 120)

Answers will vary. Possible answers:

1. Many countries have trade agreements that break down economic barriers.
2. Because of international trade agreements, more business is done in English.
3. The European Union is based in Brussels, but still most people use English to communicate.

Exercise H (p. 121)

Answers will vary. Encourage students to discuss their answers with a partner.

Exercise I (p. 121)

Answers will vary. Possible answers:

1. Topic: Our topic today is . . . / What I want to talk about today is . . .
2. Big picture: First, we'll look at . . ., and then we'll move on to look at . . . / We'll look at several ways that . . .
3. Transitions: Let me start with . . . / Let's move on to . . . / Now that we've talked about . . . let's talk about . . .
4. Definitions: What I mean by X is . . . / that is, . . . / by X, I mean . . .
5. Examples: For example, . . . / For instance, . . . / To illustrate, let's look at . . .
6. Explanations: Let me explain. . . . / Let me clarify. . . . / Let's look at how this works. . . .
7. Important information: Listen to this: . . . / It's important to note that . . . / Let me repeat that. . . .

Exercise J (p. 122)

See transcript for Chapter 10: Practice Lecture.

1. c 2. a 3. b

Exercise K (p. 122)

See transcript for Chapter 10: Practice Lecture.

1. Topic lecture language: Today, we'll talk about . . .
Topic: the business of teaching English around the world
2. Big picture lecture language: we'll cover
3. Transition lecture language: So, let me begin with . . .
New idea: where English is taught
4. Definition lecture language: by *bilingual*, I mean . . .
Definition: able to speak both languages equally well
5. Example lecture language: for instance . . .
Example: telephone skills and English for meetings and presentations
6. Explanation lecture language: Let me explain a little bit about . . .
Explanation: students are exposed to English in the classroom, but more importantly out of the classroom in the real world. So they focus on learning English grammar and vocabulary in class, then after class they get to hear, read, and practice speaking the language in all kinds of settings—clerks and signs in stores, traffic signs, movies, restaurants.
7. Importance lecture language: It's important to note . . .
Important information: going abroad to study English is not for everyone

Step 2: Take Notes**Exercise A** (pp. 123–124)

Decision making for trade groups

ex. North Am. Free Trade Agreement (NAFTA)

European Union (EU)

Abbreviations

Policy meetings:

make decisions about:

Informal outline

agriculture

consumer affairs

business competition

Edit notes

environment + policy energy

Highlight important ideas

transportation + trade

Symbols

* Language plays imp. role @ policy meetings

Symbols

of countries @ meetings = 27

of diff languages > 20 languages for translation

Annotate notes

—check what these are

Exercise B (p. 124)

Answers will vary. Possible answers:

1. I expect to learn about the role of English in the world.
2. I expect to learn about how English became the international language.
3. I expect to learn about English in international business.

Exercise C (p. 124)

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

Exercise D (p. 124)

Answers will vary. Encourage students to explain their answers.

Exercise E (p. 125)

1. 375 million people are native speakers of English; one billion people speak some English
2. globalization and technology, specifically information technology
3. 1)The spread of English is good because English is a superior language.
2)The spread of English is beneficial because it is a neutral language that can exist with other languages. 3)The spread of English is harmful and dangerous because English changes local languages. 4)English is spread to further political and economic goals.
4. 1) They fear that it will be easy for governments and corporations to influence and control people, and 2) that individual countries will lose their special and unique qualities.

Exercise G (p. 125)

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

Step 3: Discuss the Lecture**Exercise A** (p. 126)

Answers will vary. Possible answers:

What's one idea we can all agree on?
What do all our ideas have in common?
So, it sounds like we've decided . . .

Exercises B and C (p. 127)

Discussions will vary. Encourage free and open discussions. Remind students to use the expressions for coming to a consensus.

Step 4: Present Your Knowledge**Exercise A** (p. 128)

1. Mexico
2. It is used in business and education.

Exercise B (p. 102)

Answers will vary. Possible answers:

1. The student speaks too quickly at first.
2. Later she pauses too much.

Exercise C (p. 102)

Good afternoon, everyone. // I grew up in Mexico / so that's the country / I want to tell you about. // Here is Mexico on a map. // You know / when I was growing up, / I started to learn English / even before / my first grade of elementary. // Which was great. // All my friends and I / would learn English words / and use them / while we were playing. //

So today / I'd like to tell you about / English in Mexico. // English is used in two different ways: // education / and in business. // Children begin learning English / when they're very young, / And many classes / in private colleges / are taught in English. // English is also used in business / well, because Mexico does a lot of / international business / in the United States / and in Canada. // So, / it is necessary to know English / if you work for a company / that does business / outside of Mexico. //

She uses effective pauses as she talks.

She pauses to allow the audience to look at the map.

Exercise D (p. 103)

Answers will vary. Possible answers:

Pause to get feedback from the audience.

Pause to emphasize ideas.

Exercises E and F (p. 129)

Presentations will vary. Encourage student to be honest, yet polite in their feedback. Remind students to use the strategies for pacing their speech.

UNIT WRAP-UP**Exercises A, B, and C** (p. 130)

Encourage open discussion and student participation. Remind students to use the strategies for coming to a consensus and encouraging participation. Remind students of the strategies for creating effective word and picture visuals. Before students present, have them mark their notes for pauses.