

Answer Key

LECTURE READY 3 STRATEGIES FOR Academic Listening and Speaking

CHAPTER 1

Trends in Marketing Research

Step 1: Listen and Apply New Strategies

Exercise A (p. 2)

Answers will vary. Possible answers:

1. car (a, b (safety), c, d (looks), e, f); helmet (a, b (safety), c, d (looks), e, f); running shoes (a, b, d (looks), e, f); fruit bar (a, b (health), d (taste), e, f); bath products (a, b (health), c, d (smell), e, f); smartphone (a, c, d (looks), e, f); cleaning products (a, b (health), c, d (smells), e)
2. focus tests, online surveys

Exercise C (p. 4)

1. Companies use information about how people make buying decisions to create advertising and to design (and redesign) products and services.
2. "Open-ended" questions have many possible answers. Focus group discussion leaders ask these types of questions to get more information and hear ideas they might not think to ask about.
3. Sometimes participants in focus groups don't tell the truth to seem more likeable and avoid embarrassment. Also, unconscious emotional needs are the reason for some opinions.

Exercise D (p. 4)

1. f 2. g 3. h 4. e 5. c 6. d 7. i 8. a 9. b

Exercise E (p. 4)

Answers will vary. Encourage free and open discussions.

Exercise F (p. 4)

Answers will vary. Possible answers:

1. Marketers conduct focus groups to find out what customers want.
2. In focus tests, researchers ask questions about brands, attitudes, and cost.
3. Some answers in focus tests are not helpful to marketers.

Exercise G (p. 5) During the first few minutes of a lecture, the professor usually mentions the topic and an overview of the lecture. Without this information, the student will have to guess from context what the lecture is about and what will be covered.

Exercise H (p. 5)

Answers will vary. Possible answers:

Topic Plan Our topic today is . . . We'll discuss several reasons for . . . Today we'll be discussing . . . I'm going to give you a few examples of . . .

Exercise I (p. 6) Hi, everyone. Good morning. Last week, if you remember, we discussed advertising research—the different types, such as motivation research and studies of ad effectiveness. You should have it in your notes. Well, **(Lecture language for topic)** this week, we're going to talk about product research. There are a few different types, and we won't go into them all, but **(Lecture language for plan)** I'll be covering two areas that are the most popular—new product research, to see if people are interested in a new product that's being planned, and competitive product studies, products that compete with the product your company sells. The second one will be really useful for your final class project.

Exercise J (p. 6)

Also see transcript for Chapter 1: Practice Lecture.

1. Topic lecture language: In today's class, we'll focus on Topic: Questions Plan lecture language: I'll be covering two areas Plan: Explain different question types; discuss what types of questions work best with each kind of research
2. Topic lecture language: What I want to discuss today is Topic: the role of product image in advertising. Plan lecture language: first, we'll look at . . . then we'll move on to Plan: Product images in ads; how product image connects to the target market
3. Topic lecture language: I'll give you an overview of Topic: world brands Plan lecture language: We'll start out with . . . and then look at Plan: Reasons for using; examples of successful companies

Step 2: Take Notes

Exercise A (p. 7)

Notes will vary. Example:

Marketing strategies & activities: Product and Pricing

Product/Service/Idea

Determine target market (people who will buy)

Meet target market needs

Pricing

Too expensive—people won't buy

Too cheap—no profit (won't make enough money)

Exercise B (p. 8)

Answers will vary. Possible answers:

1. I expect to learn more about market research.
2. I expect to learn more about focus groups.
3. I expect to learn more about how companies market products.

Exercise C (p. 8)

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

Exercise D (p. 9)

Answers will vary. Encourage students to explain their answers.

Exercise E (p. 9)

1. Neuromarketing is different because it studies the unconscious reactions to products and advertising.
2. Researchers can determine what type of reaction a person is having while looking at an advertisement or product by knowing what part of the brain is affected.
3. In the blind taste test, the results were equal. When the brand names were given, 75% preferred Coke over Pepsi.
4. They worry because neuromarketing could be used to unconsciously influence people.

Step 3: Discuss the Lecture

Exercise A (p. 10)

Answers will vary. Possible answers:

I think . . . I'd like to mention . . . I feel . . . I'd like to add . . .

Exercises B and C (pp. 10–11)

Answers will vary. Encourage open discussion, but remind students to use the strategy for expressing their ideas.

Step 4: Present Your Knowledge

Exercise A (p. 12)

1. He bought sunglasses.
2. Appearance, quality, brand, and cost influenced his buying decision.

Exercise B (p. 12)

Answers will vary. Possible answers:

He looks down at his notes or up at the ceiling quite often. He doesn't always stand still.

Exercise C (p. 12)

Answers will vary. Possible answers:

He speaks louder and clearer. He looks out at the audience, makes eye contact, and smiles.

Exercise D (p. 13)

Answers will vary. Possible answers:

Look around the room and make eye contact with different people. Stand still—don't swing back and forth.

Exercises E and F (p. 13)

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

Step 1: Listen and Apply New Strategies**Exercise A** (p. 14)

Answers will vary. Possible answers:

1. They are most likely to commit fraud such as exaggerating company profits. Some may also launder money from the company or use company money for personal expenses.
2. Business ethics is the moral principles by which a company conducts business.

Exercise C (p. 16)

1. Enron collapsed because the company's executives made bad investments and borrowed millions of dollars to cover their losses. Enron couldn't pay its debts, so the company went bankrupt.
2. Bernie Madoff was running a Ponzi scheme. He paid investors from their own money, not from earnings.
3. Bankers were given bonuses to give loans to unqualified borrowers. The banks failed when people could not pay their loans.

Exercise D (p. 16)

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

Exercise E (p. 16) b**Exercise F** (p. 16)

Answers will vary. Encourage free and open discussion.

Exercise G (p. 16)

Answers will vary. Possible answers:

1. I learned about how Enron committed corruption.
2. I learned about Bernie Madoff's Ponzi scheme.
3. I learned about the bank scandals that caused the economic crisis in 2008.

Exercise H (p. 17)

Answers will vary. Possible answers:

Now that I've told you about . . . I'm going to explain . . . Let me turn to . . .

Exercise I (p. 17) Now that we've discussed some well-known cases of corporate crime, I'd like to discuss a U.S. law that was passed to help prevent it: the Sarbanes-Oxley Act. The aim of this law was to improve accountability of corporations and to prevent future cases of accounting fraud. Let's take a look at some of its requirements. First of all, it requires companies to establish independent audit committees— independent accountants who are required to report honestly about company finances. It also prohibits companies from making loans to their executives. In addition, it holds top executives responsible for any mistakes or false statements on a company's financial records, and it creates strict penalties for committing corporate fraud. Finally, it protects whistleblowers—employees who report fraud within the company. So, what has been the effect of Sarbanes-Oxley? Well, companies complain that the regulations in Sarbanes-Oxley are too expensive to implement, and this hurts business. However, supporters of this law feel that it is necessary for preventing and punishing white-collar crime. Others argue that even more action needs to be taken.

Exercise J (p. 18)

Also see transcript for Chapter 2: Practice Lecture.

1. F 2. T 3. F

Exercise K (p. 18)

Also see transcript for Chapter 2: Practice Lecture.

1. Transition lecture language: First we're going to look at . . . New Idea: the behavior of men and women in the workplace
2. Transition lecture language: Let's take a look at . . . New Idea: some statistics
3. Transition lecture language: Next, let's look at . . . New Idea: some statistics involving corporate crimes
4. Transition lecture language: Okay, so what does this all mean? Are women just as corrupt as men? New Idea: Maybe not. Men actually commit more crimes than women in the workplace.
5. Transition lecture language: Now...let's move on to . . . New Idea: some specific cases of corporate corruption involving women

Step 2: Take Notes

Exercise A (p. 19)

Answers will vary. Possible answers:

biz	business	emp'ee	employee employer independent manager
exec	executive	emp ind	
co	company	mgr	
corp	corporation		
UNIT			

1

Agree with Others I agree, and . . . I think you're right that . . .

6

Disagree with Others I'm sorry, but I have to disagree with you on that . . . That's a good point, but it seems to me that . . .

CHAPTER 2

Exercise B (p. 19)

Answers will vary. Possible answers:

1. Whistleblower=sb who reports own co/biz doing sth wrong/illegal.
2. e.g. Jeffrey Wigard + Michael Woodford: 2 execs who exposed corp crime.
3. b/t 2009 and 2011, # of workplace theft cases ↑ by 40%.
4. auditor=sb who officially examines tax records of biz/co. Required give honest + ind report.

Exercise C (p. 20)

Answers will vary. Possible answers:

1. I expect to learn more about corporate corruption.
2. I expect to learn about another case of corporate corruption.
3. I might learn more about gender and corporate corruption.

Exercise D (p. 20)

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

Exercise E (p. 21)

Answers will vary. Encourage students to explain their answers.

Exercise F (p. 21)

1. The goal of business ethics is to give employees a sense of how to behave responsibly.
2. There is the impact on employees and shareholders who lose their jobs and investments when companies go bankrupt. There is also the impact on the whole economy when people are not willing to invest their money.
3. Companies that are known for their integrity attract better employees. Employees who think their companies are ethical are more satisfied in their work, feel more valued, and are more productive at work.
4. Develop an ethics program, including a written code of ethics. Train employees in how to follow their code. Survey employees about how well the company is following the code. Teach ethics in business schools.

Exercise H (p. 21)

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

Step 3: Discuss the Lecture

Exercise A (p. 10)

Answers will vary. Possible answers:

Clarification Elaboration Sorry, could you repeat that? Can you give me an example of that? Could you explain that? Can you describe that for me?

Exercises B and C (p. 23) Answers will vary. Encourage open discussion, but remind students to use the expressions for asking for clarification or elaboration.

Step 4: Present Your Knowledge

Exercise A (p. 24)

1. The Anglo-Irish Bank.
2. It's a bank.

Exercise B (p. 24)

Answers will vary. Possible answers:

She doesn't greet the audience. She doesn't provide a plan of what she will cover.

Exercise C (p. 24)

Answers will vary. Possible answers:

She greets the audience. She asks a question to involve the audience. She provides an overview of what she will cover.

Exercise D (p. 25)

Answers will vary. See page 5 of the student book for more examples.

Topic Plan Today we're going to talk about . . . I'll be covering two areas today . . . What I want to discuss today is . . . We'll start out with . . ., and then look at . . .

Exercises E and F (p. 25)

Presentations will vary. Encourage students to be honest, yet polite in their feedback.

Remind students to focus on catching the audience's attention.

UNIT WRAP-UP

Exercises A and B (p. 26)

Encourage open discussion and student participation. Remind students to express their ideas and to ask for clarification or elaboration if needed during their discussions. Have students introduce their topic and plan and get their audience's attention as they begin their presentations. Remind them, also, to maintain good posture, eye contact, and volume as they speak.

Step 1: Listen and Apply New Strategies**Exercise A** (p. 28)

Answers will vary.

Exercise C (p. 30)

1. F 2. T 3. F

Exercise D (p. 30)

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

Exercise E (p. 30) a**Exercise F** (p. 30)

Answers will vary. Encourage free and open discussion.

Exercise G (p. 30)

Answers will vary. Possible answers:

1. I've learned that media is more participatory than it was in the past.
2. I've learned that people are using more and more electronic devices.
3. I've learned that people are using many electronic devices at the same time.

Exercise H (p. 31) Sometimes the professor will give the generalization first. Other times the professor will give support and then tell the generalization.

Exercise I (p. 31)

Answers will vary. Possible answers:

From this we can infer . . . The conclusion we can draw from this is . . .

Exercise J (p. 31) Excerpt 1 There seems to be a connection between emotions and media use. Young people who are unhappy use media more. Let me back this up with some findings. One study showed that the 18% of young people who scored lowest on the happiness scale, . . . they were the students who reported themselves to be the least happy, . . . they spent more time using media than their happier peers. Excerpt 2 Only 5% of young people said that their parents had rules about the type of video games they could play. Even though there has been a lot of public controversy in

the media about video game content, . . . especially violence in video games, . . . this leads us to believe that this issue is not of great importance to parents.

Exercise K (p. 32)

Also see transcript for Chapter 3: Practice Lecture.

1. T
2. F
3. T

Exercise L (p. 32)

Also see transcript for Chapter 3: Practice Lecture.

1. Lecture language: So, what can we infer from this? Generalization: We are less efficient when we multitask than when we focus on one activity at a time
2. Lecture language: This demonstrates . . . Generalization: that when we multitask, we use our brains less efficiently
3. Lecture language: I hope you can see that . . . Generalization: You need strong multitasking skills to succeed in today's business world.
4. Lecture language: Let me back this up with a story. Support for generalization: Dave arrives at work early before people arrive. The telephone starts ringing and emails start arriving.

Step 2: Take Notes

Exercise A (p. 33)

Summaries will vary.

Exercise B (p. 33)

Students' notes will vary. Have students share their notes in pairs.

Exercise C (p. 34)

Answers will vary. Possible answers:

1. I expect to learn more about how media use is changing.
2. I expect to learn more about media use and multitasking.
3. I expect to learn more about young people and media use.

Exercise D (p. 34)

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

Exercise E (p. 34)

Answers will vary. Encourage students to explain their answers.

Exercise F (pp. 34–35)

1. Media technology is cheaper and more people can own it. Media technology is also more portable. And there are more ways of accessing media and more choices.
2. Because young people have 8.5 hours of total exposure, but only spend 6.5 hours with media, which means they are using more than one type at a time.
3. She will watch more television and she will be less supervised.
4. Negative effects include lower test scores, attention spans, and reading less. Positive effects include better multitasking skills, confidence with media tools, and being more prepared for a media-rich world.

Exercise H (p. 35)

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

Step 3: Discuss the Lecture

Exercise A (p. 36)

Answers will vary. Possible answers:

Giving Opinions Asking for Opinions I believe . . . I'd like to hear what Thuy has to say. I feel . . . Does anyone have an opinion on this?

Exercises B and C (p. 37) Answers will vary. Encourage open discussion, but remind students to use the expressions for giving and asking for opinions.

Step 4: Present Your Knowledge

Exercise A (p. 38) Okay, I told you about how I used media this week . . . what I saw in my journal . . . what I used and for how long. **X** Next, I'd like to discuss how this use of media reflects recent trends in media . . . what we've been reading about in class. I noticed most clearly my habit of multitasking. **X** Let me share an example to illustrate this. Yesterday, I was sitting in a café, writing a report on my computer, and at the same time I had my headphones on, and I was listening to music. While writing, I was looking up some information online. I had two windows open—two sites—a search engine and the online library database at my university. Okay, I wasn't using both things at the same time; I was going back and forth between those sites. And while I was doing this, I was texting a classmate on my phone, asking questions about the assignment, you know, that kind of thing. That's four different types of media on three different mediums. You can see that it's not unusual for me to multitask. This trend we've read about is a trend in my lifestyle. **X** But what about mobile devices? Was that trend reflected?

Well, you know that the whole thing was happening at a café, so it was all mobile . . . my tablet, my phone . . . it was all happening on these devices. . . .

Exercise B (p. 38)

1. multitasking
2. He uses a computer, music device, and a cell phone.

Exercise C (p. 38)

1. Next, I'd like to discuss . . .
2. Let me share an example to illustrate this.
3. But what about mobile devices? Was that trend reflected?

Exercise D (p. 39) Answers will vary. *See page 17 of the student book for more examples.*
Now let's talk about . . . Okay, let's move on to . . . Now that we've talked about . . . Next, I'd like to discuss . . .

Exercises E and F (p. 39)

Presentations will vary. Encourage students to be honest, yet polite in their feedback.
Remind students to focus on using transitions.

Step 1: Listen and Apply New Strategies**Exercise A** (p. 40)

Answers will vary.

Exercise C (p. 42)

1. Copyright law was created for books, paintings, etc. Copyright laws are only beginning to address the issues of new media, and many areas remain very unclear.
2. They feel copyright laws should be strong. They believe anyone who has a copy of a song should pay for it, and they support the use of security to restrict file sharing. This is because they feel they should be able to earn money from the products they create.
3. Strong security devices restrict the flow of information and limit technological development and innovation. High-tech companies support this view.

Exercise D (p. 42)

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

Exercise E (p. 42) b**Exercise F** (p. 42)

Answers will vary. Encourage free and open discussion.

Exercise G (p. 43)

Answers will vary. Possible answers:

1. Copyright laws were developed for books, paintings, and other non-electronic property.
2. Copyright laws have not kept up well with technology.
3. There is a lot of controversy about music sharing.

Exercise H (p. 43)

Answers will vary. Possible answers:

The professor might tell you that he or she is repeating. Or the professor might use an expression to signal a repeated idea.

Exercise I (p. 43)

Answers will vary. Possible answers:

Let me repeat that. Which is to say . . . Let me restate that.

Exercise J (p. 43) There have been many legal battles between media and technology companies. In 1984, the U.S. Supreme Court decided that **(Original phrase)** Sony was not legally responsible for the illegal uses of the video recorder they created. **(Lecture language)** Which is to say, (New phrase) Sony, or any company, is not to blame when people use its inventions to break the law, . . . especially when there are many ways that the invention can be used legally. They said that it was true that many people use the video recorder to tape and distribute video illegally, but they also use it for activities that do not violate copyright law. So, in other words, people will use equipment for legal and illegal purposes, and the equipment maker has no control over that.

Exercise K (p. 44)

Also see transcript for Chapter 4: Practice Lecture.

1. F 2. T 3. F

Exercise L (p. 44)

Also see transcript for Chapter 4: Practice Lecture.

1. Lecture language: In other words, . . . Repeated point: they think creative ideas should be owned and controlled by their creators for less time.
2. Lecture language: what I mean is, . . . Repeated point: copyright was meant to motivate people to create new ideas
3. Lecture language: That is, . . . Repeated point: some people don't think you should be able to have control of music or other intellectual property for that long.
4. Lecture language: What I'm saying is, . . . Repeated point: as soon as you create something, it's protected.
5. Lecture language: Let me say that another way. Repeated point: Too much protection can freeze innovation because people are afraid of legal challenges

Step 2: Take Notes

Exercise A (pp. 45–46)

Answers will vary. Have students work in pairs to compare their notes. Possible questions:

What exactly is copyright? How much has term of U.S. copyright increased? Which types of companies are in a legal battle? What reasons does each side give to support their position?

Exercise B (p. 46)

Answers will vary. Possible answers:

1. I expect to learn more about copyright law.
2. I expect to learn about how government agencies are enforcing copyright laws as regards to music sharing.
3. I expect to learn more about court cases surrounding the music industry and copyright laws.

Exercise C (p. 46)

Students' notes will vary. Remind students to use the split-page format. See also transcript for Chapter 4: Lecture.

Exercise D (p. 46)

Answers will vary. Encourage students to explain their answers.

Exercise E (p. 47)

1. More people have access to tools to make high quality recordings on their computers, and these tools are relatively easy to use. Because of this, musicians no longer need recording contracts with music companies to record their music, so much more music is recorded and available.
2. In the recent past, most people listened to a limited number of radio stations that could be broadcast in an area. Now, because of satellite radio and Internet, you can listen to radio shows from all over the world. It's getting more common to listen to music programs on digital files that can be downloaded, rather than programs broadcast at specific times over the airwaves.
3. Music companies want to restrict the Internet and technology more to reduce copyright infringement so that they can make money from the music they create and own. Technology companies feel you shouldn't force technology and the Internet to use devices that also restrict the legal sharing of music. It's impossible to completely stop file sharing. We should create a new model for paying musicians for their creations.

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:

To Express Interest To Express Surprise Follow-up Questions That's right. That's wild! What . . . ? How . . . ? That's true. No kidding! When . . . ?

Exercises B and C (p. 49) Answers will vary. Encourage free and open discussion, but remind students to use the expressions expressing interest and asking for elaboration.

Step 4: Present Your Knowledge

Exercise A (p. 50)

1. Women are more likely to use social networking sites, and they are more likely to use them actively.
2. She asked people if they used a social networking site yesterday. 83% of women used social networking sites yesterday, but for men it was just 71%.

Exercise B (p. 50)

1. She doesn't ask any questions of the audience.
2. She doesn't seem interested in the audience or their response to her.

Exercise C (p. 50)

1. She acknowledges that the audience understands what she says and agrees.
2. She asks the audience the same question, and connects their responses to those in her survey.

Exercise D (p. 51) Answers will vary. Possible answers: Take a poll: Raise your hands if . . . How many of you have . . .

Exercises E and F (p. 51)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Remind students to use strategies for creating rapport with their audience.

UNIT WRAP-UP

Exercises A and B (p. 52)

Encourage open discussion and student participation. Remind students to give opinions and ask for the opinions of others during their discussions. Have students show interest as they converse. Remind students to use transitions as they present and to create rapport with their audience.

Step 1: Listen and Apply New Strategies**Exercise A** (p. 54)

1. Left: A nurse is taking a woman's blood pressure. Right: A doctor is doing acupuncture on a woman's face.
2. *Answers will vary. Have students give reasons for their rankings.*

Exercise C (p. 55)

1. The main theory is that by producing symptoms associated with the illness, the illness itself will eventually be cured.
2. The classic way to make homeopathic remedies is to take one grain of the desired herb or plant and dilute it with milk, sugar, water, or alcohol.
3. Because homeopathic remedies often contain undetectable amounts of active ingredients, most scientists say that it is impossible to create well-designed studies of their effectiveness. So they can't analyze homeopathy or explain how it works.

Exercise D (p. 56)

1. f 2. i 3. b 4. j 5. g 6. c 7. h 8. e 9. d 10. a

Exercise E (p. 56)

Answers will vary. Encourage free and open discussion.

Exercise F (p. 56)

Answers will vary. Possible answers:

1. In homeopathy, you produce the symptoms of an illness to cure the illness.
2. Homeopathy has been around a long time.
3. Homeopathy is popular in the United States, but it is not supported by most traditional doctors.

Exercise G (p. 57)

Answers will vary. Possible answers: X leads to . . . As a result . . .

Exercise H (p. 57)

Answers will vary. Possible answers:

Causes Effects This is produced by . . . This produces . . . Because . . . Therefore . . .

Exercise I (p. 57) Then, there was a doctor named Samuel Hahnemann who began to develop his own theory, which was based on three principles: the “law of similars,” the minimum dose, and the single remedy. The law of similars came as a result of (C) Hahnemann’s observation. He noticed that after taking a strong dose of the malaria treatment quinine, he developed symptoms similar to the symptoms of malaria. This lead Hahnemann to believe (E) that if (C) a large amount of a substance causes symptoms in a healthy person, then (E) smaller amounts of the same substance can treat those same symptoms in an ill person.

Exercise J (p. 58)

Also see transcript for Chapter 5: Practice Lecture.

1. F 2. T 3. F 4. T

Exercise K (p. 58)

Also see transcript for Chapter 5: Practice Lecture.

1. Lecture language: One explanation is that . . . Cause: people are aging
2. Lecture language: This trend also may be due to the fact that . . . Cause: people have become more individualistic
3. Lecture language: Another reason for this rising use of alternative medicine is . . . Cause: immigration of people from non-western cultures
4. Lecture language: So, because of this rising interest in alternative medicine . . . / And it has also led to . . . Effects: there is a huge increase in people practicing alternative medicine / a trend called integrative medicine

Step 2: Take Notes

Exercise A (p. 59)

Answers will vary. Possible answers: Cause: adjusting the spine, Effect: prevent and treat health problems Cause: chiropractic adjustments, Effect: injuries Cause: extensive use of x-rays, Effect: harm patients Cause: chiropractic adjustments can cause injuries; Cause: extensive use of x-rays; Effect: medical doctors and scientists dismiss chiropractic medicine as ineffective and possibly dangerous Cause: ineffective Effect: doesn’t work, Effect: doctors criticize Cause: criticisms, Effect: AMA opposes chiropractic treatment, treatment is controversial

Exercise B (p. 60)

Answers will vary. Possible answers:

1. I expect to learn more about alternative medicine.
2. I expect to learn more about why Americans use alternative medicine even though western doctors don't trust it.
3. I expect to hear more about the controversy surrounding alternative treatments.

Exercise C (p. 60)

Students' notes will vary. See also transcript for Chapter 5: Lecture.

Exercise D (p. 60)

Answers will vary. Encourage students to explain their answers.

Exercise E (p. 61)

1. The placebo effect is the often positive response that patients receive from a placebo; it's an improvement in a person's health due to taking a placebo, not any real treatment. In the past, doctors would sometimes give their patients placebo pills for health problems, but wouldn't tell them that the pills weren't real. Now, placebos are regularly used in clinical trials of new drugs and other treatments.
2. In a blind test, volunteer patients who suffer from the same illness are split into two groups. One group will receive a new drug or treatment. The other group will receive a placebo. None of the volunteers will know who is receiving the drug and who is receiving the placebo. In a double blind test, even the researchers and their assistants don't know who is receiving the drug and who is receiving the placebo.
3. The three possible causes are: 1) An illness or injury may be taking its natural course and improve over time. A placebo might be timed when an illness is improving on its own. 2) Patients may improve because they expect the treatment to help them. 3) Patients may improve because of the process of going through treatment. When a patient is seen by a doctor who seems professional, caring and attentive, a patient may be more likely to feel encouraged and hopeful that they will get better.
4. The depression study at UCLA took 51 patients suffering from depression and gave one group anti-depressants and gave another group placebos. The researchers found that the 52% of those on anti-depressants felt better and 38% of those taking placebos felt better. They were surprised because those who took the placebo and felt better had measured brain activity showing they had improved.

Exercise G (p. 61)

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

Step 3: Discuss the Lecture

biz	business	emp'ee	employee employer independent manager
exec	executive	emp ind	
co	company	mgr	
corp	corporation		
UNIT			
1		6	CHAPTER 2

Exercise A (p. 62)

Answers will vary. Possible answers:

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

Step 4: Present Your Knowledge

Exercise A (p. 38)

Answers will vary. Possible answers:

So what are some common homeopathic remedies? One common treatment is allium cepa, better known as red onion. Have you ever chopped an onion? Yes? What happens to your eyes? That's right. They get watery. And sometimes your nose starts to drip, just like when you have a cold or allergies. So because onion is associated with these symptoms—watery nose and eyes—homeopaths often use it as a treatment for colds and allergies.

Exercise B (p. 38)

1. Homeopathy is used most in Germany, France, the UK, and India.
2. In the 1970s it gained popularity in the U.S.

Exercise C (p. 38)

Answers will vary. Possible answers:

1. He sounds monotone. He doesn't stress important words.
2. He should use proper intonation for his questions.

Exercise D (p. 39)

Answers will vary. Possible answers:

1. He emphasizes important words much better.
2. He uses better intonation for his questions, so it is clear he is asking a question.

Exercises E and F (p. 39)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Remind students to use stress to emphasize their key ideas.

Step 1: Listen and Apply New Strategies**Exercise A** (p. 66)

Answers will vary. Possible answers:

- 1) This is a humanoid robot named ASIMO. It is capable of walking and running. 2) This is a satellite. It might gather weather information or help with GPS. 3) This is a computer. It looks like the software he is using is related to graphic design. 4) This is a medical device. It is probably use for diagnosing or treating disease.
- These machines are intelligent in that they are capable of doing some things that humans cannot on their own.
- The human mind is very complex, so it has been impossible to replicate human abilities.

Exercise C (p. 68)

- It has been a challenge to create natural-sounding voices in machines because of the complex nature of language; To produce a natural-sounding voice, scientists need to simulate not only the individual sounds of a language, but also the volume, pitch, rhythm and tones that help to express meaning.
- Drivers were uncomfortable with a “female” voice giving directions, so BMW gave the cars “male” voices.
- People will react to a computer voice using the same rules and expectations that they would apply to people.

Exercise D (p. 68)

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

Exercise E (p. 68) b**Exercise F** (p. 68)

Answers will vary. Encourage free and open discussion.

Exercise G (p. 69)

Answers will vary. Possible answers:

- Human voice is difficult in machines, but I think it is getting easier.
- People associate simulated voice with stereotypes they have of people.
- Voice recognition technology must have been very difficult to develop.

Exercise H (p. 69) Excerpt 1: Scientists have developed machines that can not only speak, but also listen and recognize human speech. This has led to... (E) *Predictions will vary.*
Possible prediction: The professor might tell about some robotic doctors that treat patients in places where there are no doctors.

Excerpt 2: But because cars can interact with drivers, scientists must consider... (C)
Predictions will vary. *Possible prediction:* The professor might discuss some safety considerations associated with leaving less driving responsibility to humans.

Exercise J (p. 70)

Answers will vary. Also see transcript for Chapter 6: Practice Lecture. [DES: Place words in bf in HW circle]

1. Lecture language: As a result . . .
Cause / Effect: *Answers will vary. Possible answer:* They try to make the voices sound pleasant or friendly Actual cause/effect: BMW chose a voice that sounded friendly, competent, and knowledgeable.
2. Lecture language: The reason for this was . . .
Cause / Effect: *Answers will vary. Possible answer:* They wanted to be clear that the car cannot think and wasn't human. Actual cause/effect: They didn't want the car to sound bossy or in charge
3. Lecture language: because of . . .
Cause / Effect: *Answers will vary. Possible answer:* It is difficult to hear the voices Actual cause/effect: the computer has difficulty understanding the driver.
4. Lecture language: consequently . . .
Cause / Effect: *Answers will vary. Possible answer:* They had to be very careful of how they phrased the request. Actual cause/effect: They chose language that did not include any blame.

Step 2: Take Notes

Exercise A (p. 71)

Answers will vary. Possible answers:

1. People expect voice in car to match expectations of voice's personality → BMW chose voice that was friendly but competent
2. One prob. w/using voices in a car is noisy environ. of car → computer will have difficulty understanding driver.
3. Researchers found drivers weren't happy when voice in car accepted blame/ blamed driver for misunderstandings → chose lang. that didn't include blame

Exercise B (p. 72)

Answers will vary. Possible answers:

1. I expect to learn more about voice recognition technologies.
2. I expect to learn more about human reactions to artificial intelligence.
3. I expect to learn more about the difficulties of developing artificial intelligence.

Exercise C (p. 72)

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

Exercise D (p. 73)

Answers will vary. Encourage students to explain their answers.

Exercise E (p. 73)

1. One approach is to create machines that think or act rationally, but not necessarily like a human. Examples are machines that can come up with the ideal solutions to problems, or machines that can perform physical tasks, such as robotic vacuum cleaners or other robots. Another approach is to create machines that can actually think or act like humans. Examples are machines that can carry on conversations.
2. The Turing Test is a test used to judge whether a computer has human-like intelligence. In the test, a human judge engages in a 5- minute conversation with a computer through typed messages. The judge asks the computer questions and tries to decide if the conversation is with a person or a computer. If the program can fool the judge it passes the test. The Total Turing Test requires both a visual and a physical interface. The computer would have to possess vision and be able to handle objects.
3. A machine would need natural language processing skills (the ability to communicate naturally in a language), knowledge representation (the ability to store what it knows or hears), the ability to reason like a human being, and the ability to learn and adapt to new situations based on what it experienced in the past.
4. Robots do many physical tasks such as dangerous tasks. Robodocs can care for patients in remote places where there are no human doctors. AI can play games. Cell phones use AI to respond to humans.

Exercise G (p. 73)

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

Step 3: Discuss the Lecture

Exercise A (p. 74)

Answers will vary. Possible answers:

What do all our ideas have in common? So, is everyone satisfied with . . .? We're going to have to compromise. Adolfo, how strongly do you feel about . . .?

Exercises B and C (pp. 74–75) Answers will vary. Encourage free and open discussion, but remind students to use the expressions for bringing their groups to a consensus.

Step 4: Present Your Knowledge

Exercise A (p. 76)

Students will return to this excerpt while listening to the revised presentation.

So now you know what Packbots look like. // Next, / I'd like to talk about / how Packbots are used. // Packbots are usually used / by the military / to handle tasks / that are too dangerous / for humans. // For example, / Packbots are able to travel into war zones, / identify explosive devices, / and dispose of / or disengage them. //

Exercise B (p. 76)

1. Packbot use remote controlled cameras to gather information.
2. Packbots explored the Fukushima Nuclear Power Plant in Japan to assess the temperature, radiation, and chemicals in the air.

Exercise C (p. 76) Answers will vary. Possible answers:

1. Her speech is choppy with too many false starts.
2. She relies too much on fillers such as *um*, and *uh*.

Exercise D (p. 76) Answers will vary. Possible answers:

1. She pauses in natural places, such as after thought groups and transitions.
2. She speaks much more clearly.

See answers for Exercise A for positions of slashes.

Exercises E, F, and G (p. 77)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Remind students to focus on pauses when pacing their speech.

UNIT WRAP-UP

Exercises A and B (p. 78)

Encourage open discussion and student participation. Remind students to agree and disagree politely and to use the strategies for coming to a consensus. Remind students to use stress to emphasize key ideas and to pace their speech during their presentations.

Step 1: Listen and Apply New Strategies**Exercise A** (p. 80)

Answers will vary. Possible answers:

1. There are probably many similarities. All children play, go to school, and learn. The differences may be cultural. Maybe they grew up in countries with very different cultures and had to follow those cultural norms.
2. *Answers will vary. Later in the chapter students will learn that only children or the firstborn are more likely to be successful.*
3. *Answers will vary.*

Exercise C (p. 82)

1. They hope to learn how much we are influenced by our home environment and how much we are influenced by our genes. Studies at the University of Minnesota indicate that genes have about a 50% influence on our personalities, while our environment accounts for the other 50%.
2. Neither genes nor upbringing is a good predictor of the spouse we choose. Researchers found that the spouses of identical twins were not much more similar to each other than random pairs of people and two-thirds of the twins were “indifferent” to their twin’s mate or “actively disliked” him or her.
3. Critics question some of the assumptions made by twin researchers, such as the assumption that identical twins and fraternal twins have similar environments, or that identical twins raised apart are raised in very different environments.

Exercise D (p. 82)

1. d 2. h 3. a 4. j 5. i 6. g 7. b 8. f 9. c 10. e

Exercise E (p. 82)

Answers will vary. Encourage free and open discussions.

Exercise F (p. 82)

Answers will vary. Possible answers:

1. Researchers have studied identical and fraternal twins to find how much they are influenced by genes vs. their environment.
2. Researchers found that even when the twins were very similar, they chose very different spouses.
3. Identical twins become more alike in their abilities when as they age. Fraternal twins become less alike in abilities as they age.

Exercise G (p. 83)

Answers will vary. Possible answers:

biz	business	emp'ee	employee employer independent manager
exec	executive	emp ind	
co	company	mgr	
corp	corporation		
UNIT			

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6

CHAPTER 2

Agree with Others I agree, Disagree with Others I'm sorry, but I have to disagree
and . . . I think you're right with you on that . . . That's a good point, but it seems
that You could make a chart. You could listen for language signals.

Exercise H (p. 83)

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

Exercise J (p. 84)

Also see transcript for Chapter 7: Practice Lecture.

1. b 2. c 3. a

Exercise K (p. 84)

Also see transcript for Chapter 7: Practice Lecture.

1. Lecture language: Both . . .

Compared/contrasted: Bill and Roger grew up together in Hope, Arkansas.

Said to be close to each other and their mother.

2. Lecture language: Both . . . Compared/contrasted: were musicians

3. Lecture language: Roger, On the other hand. . . Compared/contrasted: Roger dropped out of college three times.

4. Lecture language: While Bill became a successful politician

Compared/contrasted: Roger began playing with rock bands and he started to get into trouble with the law. He was arrested.

5. Lecture language: Unlike Bill . . .

Compared/contrasted: Roger never developed much of a career.

Step 2: Take Notes

Exercise A (p. 85)

Answers will vary. Possible answers:

I prefer the first one because it doesn't require extra work to make a chart. / I prefer the chart because it is easier to read and study.

Exercise B (p. 86)

Answers will vary. Have students share what they liked about each other's notes.

Exercise C (p. 86)

Answers will vary. Possible answers:

1. *I expect to learn more about siblings.*
2. *I expect to learn what environmental influences would make some siblings successful and others not.*
3. *I expect to hear more comparisons of different siblings.*

Exercise D (p. 86)

Students' notes will vary. See the transcript for Chapter 7: Lecture.

Exercise E (p. 87) *Answers will vary. Encourage students to explain their answers.*

Exercise F (p. 87)

1. First-born and only children tend to be the most successful. Younger siblings, especially middle-born kids tend to be less successful.
2. Middle children are less likely to receive financial support for their education, and they are less likely to do well in school. Later in life, they earn less pay are more likely to find only part-time work.
3. First-borns typically weigh more at birth than their younger siblings, and heavier birth weight is a good predictor of educational success. Oldest and only children receive more time alone with their parents. Middle children grow up in an environment in which they are surrounded by other children. They have to compete with for their parents' attention and economic resources. Parents tend to have higher expectations of first-born and only children. First born children learn from teaching their younger siblings
4. Gender: Boys and girls are treated differently. Parents tend to allow their sons more independence, assign them fewer household chores and criticize them less than their daughters. Fathers spend more time with their sons. Genes: Some children will be smarter or inherit traits that will contribute to later success in life. Family size: disparities are more likely to exist between children in large families. Unexpected difficulties such as divorce, economic hardship, or events such as a death in the family.

Exercise H (p. 87)

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

Step 3: Discuss the Lecture

Exercise A (p. 88)

Answers will vary. Possible answers:

About my earlier point, . . . About what I said earlier, . . . I'd like to take my earlier point one step further . . .

Exercises B and C (p. 89)

Answers will vary. Encourage open discussion, but remind students to use the expressions for expanding on their own ideas.

Step 4: Present Your Knowledge

Exercise A (p. 90)

- 1) In general, what do you think is the ideal number of children (none, one or two, three or more), 2) What is your ideal number of children?, 3) Why do you favor a smaller number of children (one or two) or a larger family (three or more)?
2. She spoke to ten people.

Exercise B (p. 90) Answers will vary. Possible answers:

1. The text in the first visual is too small and the colors are too difficult to read.
2. There is too much information on the chart. It should be simplified to make the information easier to follow.

Exercise C (p. 90) Answers will vary. Possible answers:

1. The visual is very simple and clear.
2. The graph gives a much clearer visual to show the result at a glance while listening to the presenter.

Exercise D (p. 91) Answers will vary. *Possible answers:* Limit the number of colors you use. Be simple. Avoid animations unless they are important in demonstrating a concept.

Exercises E and F (p. 91)

Visuals and presentations will vary. Encourage students to be honest, yet polite in their feedback. Remind students to use the strategies for making effective visuals.

Step 1: Listen and Apply New Strategies**Exercise A** (p. 92)

Answers will vary. Possible answers:

1. Children are gaining hand-eye coordination skills. Children are learning to draw, write, use technology, play music. Children are learning to count. Some of these children are learning about competition.
2. Children will have an appreciation for art and music. They will use computers and writing skills as they mature. Children will have to know how to compete with others.
3. The girl on the computer, the boy writing on a chalkboard, and the girl playing music appear to be more intelligent because they are doing activities that are serious and associated with higher learning.

Exercise C (p. 94)

1. Intelligence tests follow a bell curve: most students score in the middle range and a few score at the upper and lower ends of the scale. When these results are plotted on a graph, the shape resembles a bell.
2. IQ tests are designed to measure general knowledge, reasoning ability, mathematical skill, memory, vocabulary, and spatial perception.
3. Children develop at different rates depending on their biology, family, school, and environment. IQ tests can reflect acquired knowledge, not just aptitude. A child's performance can be affected by attention problems, illness or emotional stress.

Exercise D (p. 94)

1. h 2. d 3. b 4. f 5. i 6. a 7. e 8. g 9. c

Exercise E (p. 94)

Answers will vary. Encourage free and open discussion.

Exercise F (p. 94)

Answers will vary. Possible answers:

1. I learned that IQ tests test general knowledge, reasoning, math, memory, vocabulary, and spatial patterns.
2. I learned that IQ tests are controversial.
3. I learned that many different factors can influence a child's score on intelligence tests.

Exercise G (p. 94)

Answers will vary. Possible answers:

Speakers use their arms to make gestures that help listeners understand the ideas. They write important words on the board.

Exercise H (p. 95) *Answers will vary. Possible answers:* The professor projects slides for students to follow. The professor holds arms out wide to show a wide range of opinions.

Exercise I (p. 95)

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

Exercise J (p. 96)

See also transcript for Chapter 8: Practice Lecture.

1. T 2. F 3. F 4. T

Exercise E (p. 96)

See also transcript for Chapter 8: Practice Lecture.

1. Non-verbal signal: wide gesture with arms Important idea: Intelligence as a single quality
2. Non-verbal signal: brings hands together Important idea: distinct capabilities that work together
3. Non-verbal signal: holds up two fingers and counts with fingers Important idea: Two categories: Fluid intelligence and crystallized intelligence
4. Non-verbal signal: Points to screen Important idea: All information on board
5. Non-verbal signal: Points a finger down Important idea: Fluid intelligence decreases over time
6. Non-verbal signal: Points a finger up Important idea: Crystallized intelligence increases over time.

Step 2: Take Notes

Exercise A (p. 97)

Notes will vary. Have students share what they liked in their partner's notes.

Exercise B (p. 98)

Answers will vary. Possible answers:

1. I expect to learn about another way to measure intelligence.
2. I expect to learn more about the controversies around measuring intelligence.
3. I expect to learn about different types of intelligence.

Exercise C (p. 98)

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

Exercise D (p. 98)

Answers will vary. Encourage students to explain their answers.

Exercise E (p. 99)

- 1) Linguistic Intelligence is the ability to learn languages and the ability to use language effectively. 2) Logical mathematical intelligence is the ability to detect patterns, think logically and analyze and solve mathematical problems. 3) Spatial intelligence involves the ability to recognize and use patterns in space. 4) Musical intelligence includes the ability to recognize and compose musical pitches, tones and rhythms. 5) Bodily kinesthetic intelligence refers to the ability of a person to move and coordinate their body or parts of their body. 6) Interpersonal intelligence is social intelligence and reflects a person's ability to understand other people. 7) Intrapersonal intelligence reflects the ability to understand one's own feelings and motivations and control one's own actions.
- Critics have argued that Gardner is just using the word *intelligence* to describe talents or interests. In addition, this theory doesn't provide a reliable way to test intelligence and there is no clear way of comparing the intelligence of one person and another.
- This theory has encouraged teachers to value all types of students and recognize that students learn in different ways. As a result, there has been a movement in education for teachers to present their material in ways that include all the seven intelligences.

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:

Maybe we could talk about that later, but for now I think we should . . . Let's remember our purpose here. . . . Let's stay focused.

Exercises B and C (p. 101)

Answers will vary. Encourage free and open discussion, but remind students to use the expressions for keeping the discussion on topic.

Step 4: Present Your Knowledge

Exercise A (p. 102)

1. practical intelligence, interpersonal intelligence, analytical intelligence
2. She worked hard to support family, cared for home, worked, paid bills, raised four children. She was organized, yet flexible and able to solve unexpected problems.

Exercise B (p. 102)

Answers will vary. Possible answers:

1. He uses almost no gestures or facial expressions.
2. He seems very stiff.

Exercise C (p. 102)

Answers will vary. Possible answers:

1. He uses effective hand gestures—counts on fingers, holds hand over chest, uses fingers to indicate a quotation.
2. He uses facial expressions to show his appreciation for his mom.

Exercise D (p. 103) *Answers will vary. See page 95 of the student book for more examples.*

Write on a board. Emphasize an idea with your hands Use two hands to compare two ideas The student counts on his fingers. He holds his hand over his chest to show his pride for his mother. He uses his fingers to indicate that he is quoting a source.

Exercises E and F (p. 103)

Presentations and non-visual signals will vary. Encourage students to be honest, yet polite in their feedback. Remind students to use non-verbal signals to enhance their presentation, but not to distract from their ideas.

UNIT WRAP-UP

Exercises A, B and C (p. 104)

Encourage open discussion and student participation. Remind students to keep on topic and expand on their own ideas as needed. Encourage students to use visuals and non-verbal signals in their presentations, and remind them of the strategies for their use.

Step 1: Listen and Apply New Strategies**Exercise A** (p. 106)

Answers will vary. Possible answers:

1. I don't see much of this type of graffiti where I live. The police crack down on it, so it isn't a problem.
2. I think graffiti is mostly negative. It makes communities look unsafe because much of the graffiti is gang related.
3. I have seen graffiti in a museum, but I thought it was odd because I don't think of graffiti as an art.

Exercise C (p. 108)

1. Marco: Because it's mostly done without permission and it damages someone else's property. It's a political statement, but not art. It can make an area look ugly, especially when it gets old. It costs cities lot of money to remove it. Shannon: Graffiti that is just the writing someone's name or profanity is not art.
2. Jesse: Having permission to create is not a requirement for art. Shannon: Graffiti can have a positive effect on the appearance of the community. Lee: Better than the ads we have to see every day. Graffiti art is a way to take control of public space. Jesse: Graffiti art can be a response to commercial messages in a community. The graffiti art can be a way community members engage with each other.

Exercise D (p. 108)

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

Exercise E (p. 108) a**Exercise F** (p. 108)

Answers will vary. Encourage free and open discussion.

Exercise G (p. 108)

Answers will vary. Possible answers:

1. I have learned that some people consider graffiti to be an art.
2. I have learned that some graffiti might not be vandalism.
3. I've learned that graffiti can have positive messages.

Exercise H (p. 109)

Answers will vary. Possible answers:

What is X? X is . . . What I mean when I say X is . . . X, meaning . . .

Exercise I (p. 109) Excerpt 1 In the subways of New York in the early 1970s, writers, . . .

(Lecture language)

what I mean by writers **(Definition)** is graffiti artists, . . . started doing something new. They started tagging their work. Tag **(Lecture language)** is the term for **(Definition)** a writer's signature. Before then, no one focused on who was making the graffiti. A New York writer named Taki 183, . . . Taki 183 was his pseudonym, **(Lecture language)** meaning **(Definition)** the nickname he chose to sign his work, . . . he was the first to get fame and media attention for tagging trains. He traveled all over New York and tagged everywhere.

Excerpt 2

Pop Art was a big influence on artist Keith Haring. Pop Art **(Lecture language)** is the term we use for (Definition) the style of art created by artists like Andy Warhol, artists who used themes and techniques taken from mass culture. **(Lecture language)** What do I mean when I say mass culture? **(Lecture language)** I mean (Definition) things like advertising, popular movies, fashion magazines, comic books, . . . things like that. Pop Art used popular culture as a guide instead of the culture of the "high art" world. In this way, it was able to engage a much larger public.

Exercise J (p. 110)

See also transcript for Chapter 9: Practice Lecture.

1. F 2. F 3. F

Exercise K (p. 110)

See also transcript for Chapter 9: Practice Lecture.

1. Word: genre Lecture language: What I mean when I say . . . is . . . Definition: Type
2. Word: get up Lecture language: What do I mean by . . . ? Definition: To leave a tag on as many subway cars as possible
3. Word: making a burner Lecture language: This was called . . . Definition: To make something stylistically new
4. Word: contradictory Lecture language: meaning Definition: They kind of worked against each other
5. Word: buffing Lecture language: Is the slang term for . . . Definition: Removing graffiti from trains

Step 2: Take Notes

Exercises A and B (pp. 111–112) Highlighting, underscoring, stars, numbering and ordering with letters, adding notes, arrows

Exercise C (p. 112)

Annotations will vary. Have students share some of the more effective annotations from their partner's notes.

Exercise D (p. 112)

Answers will vary. Possible answers:

1. I will learn more about graffiti artists.
2. I will learn more about the graffiti culture.
3. I will learn about a specific type of graffiti.

Exercise E (p. 112)

Students' notes will vary. See also transcript for Chapter 9: Lecture.

Exercise F (p. 113)

Answers will vary. Encourage students to explain their answers.

Exercise G (p. 113)

1. Many New Yorkers feel it's mostly vandalism, it's ugly, it makes a place appear abandoned, and it attracts crime.
2. A theory of signs. Symbols act like words. Haring used symbols like barking dogs and crawling babies to communicate in a kind of visual language.
3. Simple, bold lines, and using the same symbols over and over (semiotics), colorful
4. They felt he was "selling out" and that he was too focused on commercializing his artwork and making money.

Exercise I (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:

Pausing Collecting Thoughts Ummmm, . . . Humm, That's an interesting thought. Let's see, . . . Well, that's an good point.

Exercises B and C (pp. 114–115)

Answers will vary. Encourage open discussion, but remind students to use the strategies for pausing to collect their thoughts.

Step 4: Present Your Knowledge

Exercise A (p. 116)

1. It's located in a community in the Favela of Rio de Janeiro, Brazil.
2. Represents emotions of the women who lost family members to violence. The women support the community.

Exercise B (p. 116)

Answers will vary. Possible answers:

1. The student ends abruptly.
2. She doesn't open the floor to questions.

Exercise C (p. 116)

Answers will vary. Possible answers:

1. She thanks the students for listening.
2. She asks for questions, and she repeats the question before answering.

Exercise D (p. 117)

Answers will vary. Possible answers:

Opening the Floor Clarifying Audience Questions I'll take your questions now. Let me restate your questions to be sure I Please feel free to ask questions. got it right.

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

Exercises E and F (p. 117)

Presentations will vary. Encourage students to be honest, yet polite in their feedback.

Remind students to open the floor to questions at the end of their presentations.

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

Answers will vary. Possible answers:

1. Both are living rooms with dining rooms in the back. One is very contemporary while the other is more traditional.
2. *Answers will vary.*

Exercise C (p. 120)

1. Shapes of furniture and other design elements, such as staircases and windows.
2. Horizontal lines: feel stable and secure, can make a small room look longer or wider than it is, make smooth transitions between rooms Vertical lines: feel stable, make a room taller than it really is, strong psychological impact—make building feel important, create a formal feeling Diagonal lines: give the impression of movement, stimulating
3. Horizontal: can be boring Vertical: can feel restricting Diagonal: can make you feel uncomfortable and nervous

Exercise D (p. 120)

1. i 2. c 3. d 4. e 5. f 6. g 7. a 8. h 9. b

Exercise E (p. 120) a**Exercise F** (p. 120)

Answers will vary. Encourage free and open discussion.

Exercise G (p. 120)

Answers will vary. Possible answers:

1. The lines in a room's design can affect a person's emotions.
2. A room's lines are important to its aesthetics.
3. Horizontal lines can make you feel secure, but they can also be boring.

Exercise H (p. 121)

Answers will vary. Possible answers:

You can listen carefully for lecture language that tells where the information is from.

Exercise I (p. 121)

Answers will vary. Possible answers:

Paraphrasing Quoting [Source] suggests that . . . This is what [source] calls “. . .” To paraphrase [source], . . . [Source] says, “. . .” (Use fingers to In [title], [source] argues . . . gesture quotation marks.)

Exercise J (p. 102) When designing a room, sure that it is not too overstimulating or understimulating. In the book *Color and Light in Man-made Environments*, Mahnke says that (P) you need to have some sameness in color, shapes, and line, but you also need some variety. According to Mahnke, (P) overstimulation can cause physical stress—for example increased breathing rate, heart rate, and muscle tension. But understimulation can also be a problem. He states that (P) people in understimulating environments often feel restless, have trouble concentrating, and feel irritated. However, as color researcher Faber Birren says, and I quote, (Q) “people expect all of their senses to be moderately stimulated at all times.”

Exercise K (p. 122)

See also transcript for Chapter 10: Practice Lecture.

1. c 2. a 3. b

Exercise L (p. 94)

See also transcript for Chapter 10: Practice Lecture.

1. Lecture language: the author says, and I quote . . .

Paraphrase / Quotation

Main idea: Color can make a room seem warmer or colder.

2. Lecture language: According to a Norwegian study . . .

Paraphrase / Quotation

Main idea: People generally feel warmer in a room with warm colors.

3. Lecture language: Frank Mahnke, in . . ., says that . . .

Paraphrase / Quotation

Main idea: White is a bad choice because the contrast causes eye fatigue.

4. Lecture language: Mahnke says, quote . . .

Paraphrase / Quotation

Main idea: White is thought to be a “safe” color because it doesn’t get a strong positive or negative reaction.

Step 2: Take Notes

Exercise A (pp. 123–124)

Answers will vary. Possible answers:

Outlining: Indenting of notes Split-page format: Two columns: Review/study questions or summaries and Notes from class Using key words: Color placement, effect, etc.

Abbreviations: txtbk, diff., Fir (if nat.), atmos Symbols: =, +, /, <, “, ⑩ Cause and effects: Yellow – indoors = +/-happy atmosphere, ⑩

Exercise B (p. 124)

Answers will vary. Possible answers:

1. I expect to learn more about interior design.
2. I expect to learn more about line and color in rooms.
3. I expect to learn more about how interior design affects moods.

Exercise C (p. 124)

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

Exercise D (p. 125)

Answers will vary. Encourage students to explain their answers.

Exercise E (p. 125)

1. A physical response to color is when the human body responds in a universal way (not a personal or cultural way) to color. Color can stimulate activity, change a person's heart rate or temperature. Learned responses are based on associations we make with colors based on our culture and/or personal experiences. This information can be used in businesses to affect buying behavior or service satisfaction.
2. Value is the lightness or darkness of a color. They can change the appearance of a room. Dark values seem closer. Light and dark values together (highcontrast) create a dramatic effect. Colors close in value create a calm environment.
3. Warm colors are stimulating and dynamic. They make a room feel physically warmer and make people feel happier. Cool colors can be calming and relaxing—but also depressing. They make a room feel physically cooler.
4. Most colors are not pure colors. They are a combination of a dominant color and a small amount of another color. The undertone is the color of the less dominant color. Different colors with the same, or similar, undertones usually harmonize the best.

Exercise G (p. 125)

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

Step 3: Discuss the Lecture

Exercise A (p. 126)

Answers will vary. Possible answers:

Here's what I hear you saying . . . Is this correct? Let me restate that, and you can tell me if I've got it right.

Exercise C (p. 127)

Discussions will vary. Encourage free and open discussion, but remind students to use the expressions paraphrasing to check comprehension.

Step 4: Present Your Knowledge

Exercise A (p. 128)

1. It's a page from a children's book.
2. He was impressed with his cousin's engagement with the book, and he found the images to be simple, but the design to be complex.

Exercise B (p. 128) Answers will vary. Possible answers:

1. He doesn't highlight his key ideas.
2. He doesn't leave a take-home message.

Exercise C (p. 128) Answers will vary. Possible answers:

1. He highlights the key ideas of color and composition.
2. He invites students to notice the ideas he presents in their lives.

Exercise D (p. 129) Answers will vary. *Possible answers:* I hope you will go way from class today with this in mind . . . As you leave class today, consider this . . .

Exercises E and F (p. 129)

Presentations will vary. Encourage students to be honest, yet polite in their feedback. Remind students conclude their presentations with a summary of key ideas and a take-home message.

UNIT WRAP-UP

Exercises A and B (p. 130)

Encourage open discussion and student participation. Remind students to indicate when they are preparing to speak and to check comprehension by paraphrasing others in their discussions. Before their presentations, remind students to focus on the conclusions and opening the floor to questions.