

21ST Century Communication

LISTENING, SPEAKING, AND CRITICAL THINKING

Second Edition

JESSICA WILLIAMS

2

Topics and Featured Speakers

1

Human Connection

Q: How can we form closer bonds?

FRANK WARREN
Half a Million Secrets



2

Expectations

Q: How should we manage people's expectations of us?

HANNAH REYES MORALES
Pursuing Your Passion



3

Spending Wisely

Q: How should public money be spent?

HADI ELDEBEK
Why Must Artists Be Poor?



4

Aim Lower, Reach Higher?

Q: How should we set realistic life goals?

CRISTINE CARTER
The 1-minute Secret to Forming a New Habit



5

Global Countdown

Q: How should we respond to environmental problems?

YVONNE AKI-SAWYERR
The City Planting a Million Trees in Two Years



6

Our Digital Life

Q: How can we protect ourselves online?

AMBER CASE
Our Online Selves



7

Less Is More

Q: Does having less make us happier?

GRAHAM HILL
Less Stuff, More Happiness



8

Explore Every Day

Q: How can we make every day an adventure?

DANIELE QUERCIA
Happy Maps



Scope and Sequence

UNIT / THEME		LESSONS		
		 VOCABULARY	 VIEWING	 LANGUAGE
1				
Human Connection <i>Sociology</i> page 2		Words related to social interaction Collocations with <i>connection</i>	▶ A class discussion about a community project Note-taking Skill Note examples Listening Skill Recognize examples	 A conversation about community interactions Agree or disagree on different topics Communication Skill Agree and disagree
2				
Expectations <i>Business</i> page 22		Words related to expectations Collocations with <i>expectations</i>	▶ A video podcast about managing family expectations Note-taking Skill Use a mind map Listening Skill Listen for key ideas	 A conversation about patient expectations Express opinions on societal expectations Communication Skill Express opinions
3				
Spending Wisely <i>Public Policy</i> page 42		Words related to power Noun, verb, and adjective word forms	▶ A lecture about the use of soft power Note-taking Skill Use a chart Listening Skill Listen for evidence	 A conversation about soft power Explain a topic and ask follow-up questions Communication Skill Ask follow-up questions
4				
Aim Lower, Reach Higher? <i>Health</i> page 62		Words related to life goals Collocations with <i>balance</i>	▶ A webinar about curating your life Note-taking Skill Use symbols Listening Skill Make predictions	 Conversations about managing commitments Make recommendations on a chosen topic Communication Skill Make recommendations
5				
Global Countdown <i>Environmental Studies</i> page 82		Words to talk about climate change Noun and verb word forms	▶ A presentation about the impact of climate change Note-taking Skill Make a timeline Listening Skill Listen for time signals	 A talk about the environmental impact of human activities Describe effects of a trend Communication Skill Express cause and effect
6				
Our Digital Life <i>Technology</i> page 102		Words related to cybercrime Suffixes <i>-ful</i> and <i>-less</i>	▶ A video podcast about online fraud Note-taking Skill Take notes using key terms Listening Skill Listen for rhetorical questions	 A talk about cybercrime Use examples to explain a concept Communication Skill Use examples to support ideas
7				
Less Is More <i>Psychology</i> page 122		Words related to making choices Suffixes <i>-ity</i> , <i>-ion</i> , and <i>-hood</i>	▶ A class discussion about <i>The Paradox of Choice</i> Note-taking Skill Record information in a list Listening Skill Listen for signal words and phrases	 A talk about the fear of missing out Organize ideas and give tips on a topic Communication Skill Use signal words to mark transitions
8				
Explore Every Day <i>Psychology</i> page 142		Words related to creativity Collocations with <i>research</i>	▶ A lecture about creativity Note-taking Skill Review and reflect on your notes Listening Skill Make inferences	 A talk about Pixar's creative success Summarize key details to explain a topic Communication Skill Rephrase and summarize

LESSONS				
D COMMUNICATION	E VOCABULARY	F VIEWING	G CRITICAL THINKING	H PRESENTATION
 A conversation about social media Agree or disagree on ways of connecting with people	Words to talk about secrets Collocations with <i>secret</i>	 TED Talk <i>Half a Million Secrets</i> Frank Warren Pronunciation Skill Linking sounds	Analyze an infographic about how personal relationships affect our health Synthesize and evaluate ideas about forming human connection	Group presentation: A community project that connects people Presentation Skill Start strong
 Three ways people managed expectations Give advice on how to manage expectations	Words to talk about career expectations Phrases with <i>living, risk, choice</i>	 NG Explorer <i>Pursuing Your Passion</i> Hannah Reyes Morales Pronunciation Skill Thought groups	Analyze an infographic about career choices Synthesize and evaluate ideas about career expectations	Individual presentation: An interview with someone on how they managed their career expectations Presentation Skill Use repetition for emphasis
 A talk about France's soft power Suggest how a country could improve its soft power	Words related to government spending Noun, verb, and adjective word forms	 TED Talk <i>Why Must Artists Be Poor?</i> Hadi Eldebek Pronunciation Skill Numbers	Analyze an infographic about government spending Synthesize and evaluate ideas about funding for arts and culture	Individual presentation: How public money should be spent Presentation Skill Connect with the audience
 A conversation about a student's commitments Make recommendations on a student's commitments	Words related to habits Noun, verb, and adjective word forms	 TED Talk <i>The 1-Minute Secret to Forming a New Habit</i> Christine Carter Pronunciation Skill Syllables and stress	Analyze an infographic about New Year's resolutions Synthesize and evaluate ideas about setting life goals	Individual presentation: Three recommendations on setting realistic life goals Presentation Skill Emphasize your points
 A conversation about a college's environmental issues Design a campaign on how to raise awareness on an environmental issue	Words to talk about environmental change Noun and verb word forms	 TED Talk <i>The City Planting a Million Trees in Two Years</i> Yvonne Aki-Sawyer Pronunciation Skill Finished and unfinished thoughts	Analyze an infographic about e-waste Synthesize and evaluate approaches to environmental problems	Group presentation: How to address an environmental problem in your community Presentation Skill End strong
 A quiz on online safety Give tips on staying safe online	Words to talk about digital footprints Noun, verb, and adjective word forms	 NG Explorer <i>Our Online Selves</i> Amber Case Pronunciation Skill Contrastive stress	Analyze an infographic about the impact of our digital footprint Synthesize and evaluate advice about managing one's digital footprint	Individual presentation: A case study of a cybercrime and how to stay safe Presentation Skill Define unfamiliar concepts
 A personality quiz Examine the advantages and disadvantages of different personality types	Words to talk about the idea of minimalism Collocations with <i>amount</i>	 TED Talk <i>Less Stuff, More Happiness</i> Graham Hill Pronunciation Skill Intonation in yes/no and choice questions	Analyze an infographic about the Happy Planet Index Synthesize and evaluate ideas about achieving happier lives	Group presentation: Whether having less makes us happier Presentation Skill Connect the ending to the beginning
 Three views on what creativity means Suggest ways to improve creativity	Words related to exploration and adventure Collocations with <i>imagination</i>	 TED Talk <i>Happy Maps</i> Daniele Quercia Pronunciation Skill Schwa sound in articles and prepositions	Analyze an infographic about the daily routines of famous creative people Synthesize and evaluate ideas about creativity in everyday life	Individual presentation: A personal experience of a microadventure Presentation Skill Pace your presentation

Welcome to 21st Century Communication, Second Edition

21st Century Communication Listening, Speaking, and Critical Thinking uses big ideas from TED and National Geographic Explorers to look at one topic from different perspectives, present real and effective communication models, and prepare students to share their ideas confidently in English. Each unit develops students' listening, speaking, and critical thinking skills to achieve their academic and personal goals.



4

Aim Lower, Reach Higher?

Q How should we set realistic life goals?

Everyone makes plans to achieve their goals. Athletes such as Armand Duplantis (pictured at the 2020 World Athletics Indoor Tour), for example, train hard to be the best at their sport. An Olympic champion, Duplantis has broken several world records and aims to continue setting new records in pole vaulting.

What about other goals that we may have in life, such as our career, studies, or health? How can we set ourselves up for success? In this unit, we'll look at different advice and suggestions on how to set achievable goals.

THINK AND DISCUSS

- 1 Look at the photo and read the caption. What is this person trying to achieve?
- 2 Look at the essential question and the unit introduction. What are your personal goals in life?

Each unit opens with an **impactful photograph** to introduce the topic and act as a springboard for classroom discussion.

Q How should we set realistic life goals?

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What about other goals that we may have in life, such as our career, studies, or health? How can we set ourselves up for success? In this unit, we'll look at different advice and suggestions on how to set achievable goals.

NEW The **Essential Question** outlines the central idea of the unit and directs students' focus to the main topic.

UPDATED **Building Vocabulary** uses infographics and readings to introduce vocabulary in context and teach words and phrases needed for academic studies.

UNIT 4

A B C D

Building Vocabulary

LEARNING OBJECTIVES

- Use ten words related to life goals
- Use collocations with balance

LEARN KEY WORDS

A Listen to and read the information below. How similar or different is your week to that of the average student? Discuss with a partner.

How does the average college student spend their week?

Activity	Hours
Sleeping	56
Other/Free time	40
Studying	3
Grooming	7
Attending class	15
Being a job	10
Doing exercise	5
Eating	14
Traveling to college	4
Meeting friends	12
Meeting family	2

Fitting It All In

For a college student, managing time can be **challenging**. Research suggests that the average student has 40 hours of free time each week. This might sound like **plenty**, but many still find it difficult to **achieve** a good **balance** between social life, studies, and other **commitments**. The result is often **stress**.

Time management expert Laura Vanderkam offers some advice. She **suggests** that we **quit** trying to fit all our goals into our calendars. Instead, we should put our time and **energy** into only the things that are most important to us. "When we **focus** on what matters," says Vanderkam, "we can build the lives we really want."

Source: infographickamat.com

Big ideas inspire many viewpoints. What's yours?

UNIT 4

Viewing and Note-taking

BEFORE VIEWING

A Look at the symbols in the box below. Which ones do you usually use? What other symbols do you use? Discuss with a partner.

Symbols

↑ increase, more
↓ decrease, less
→ leads to, results in
= means, is equal to
& and, also

∴ because, so
∴ therefore, as a result
> more than
< less than
- about

B Listen to five sentences. Take notes using symbols and abbreviations. Compare your notes with a partner.

- _____
- _____
- _____
- _____
- _____

C You are going to watch a webinar about curating your life. Read the definition below. What do you think it means to "curate your life"? Discuss with a partner.

curate (v) to select and organize the items in a collection, for example in a museum

Note-taking Skill
Using Symbols

Using symbols can improve your note-taking speed and help make sure you don't miss any important information. There are many standard symbols you can use, but you can also develop your own system.

WHILE VIEWING

D **LISTEN FOR MAIN IDEAS** Watch Segment 1 of the webinar. Take notes using the outline below.

Topic: Managing expectations at uni.
Be a curator = 1.
1. Make list of main 1. _____, & 1. _____
e.g. 1. _____
2. Prioritize, i.e. 1. _____
Put activities into a 1. _____, & 1. _____
Think about 2 things 1. _____, & 1. _____

E **PREDICT** Look at the chart and read the sentences (a-d). Predict which box each sentence might refer to and note them in each section of the chart. Discuss your ideas with a partner.

a. Focus your energy on these activities.
b. It may be a good idea to drop these activities.
c. Consider asking for help with these activities.
d. Be prepared to be just "good enough" at these activities.

	Makes me happy	Doesn't make me happy
Highly important		
Not so important		

F **LISTEN FOR DETAILS** Watch Segment 2 of the webinar. Check your predictions in Exercise E. Add any examples the advisor mentions in each section of the chart.

AFTER VIEWING

G **APPLY** Read the scenarios below. What advice would you give to each person? Discuss with a partner.

Ayako: I visit my grandparents every Sunday. I love them, but I'd rather spend my time with friends. It makes my mom happy, though. What's your advice?

Raul: Playing in my band is the most important thing in my life. But my parents are always telling me to focus on my studies. What should I do?

66 UNIT 4 Am Lower, Reach Higher?

PART 1 67

UNIT 4

Noticing Language

LEARNING OBJECTIVES

- Notice language for recommendations
- Give three recommendations on a topic you know well

LISTEN FOR LANGUAGE Make recommendations

A Read the phrases below. Which phrases do you think are usually used to make stronger recommendations? Which are for less direct recommendations? Discuss with a partner.

a. How about ...	f. Why don't we ...
b. It's important to ...	g. We should ...
c. It's probably a good idea to ...	h. You could consider ...
d. I suggest (that) ...	i. You have to ...
e. Think about ...	j. You must ...

Stronger recommendations: _____
Less direct recommendations: _____

B Listen to the following excerpts from the webinar in Lesson 8. Complete the sentences below with the phrases the speaker used for making recommendations.

- "_____ you start by making a list."
- "_____ prioritize."
- "_____ drop them."
- "_____ joining a reading group."
- "_____ how you might curate your life."

C Use suitable expressions from Exercise A to complete the recommendations. Read your recommendations to a partner.

- _____ form good habits and keep them.
- _____ focus on what really matters.
- _____ listing out everything we need?
- _____ going jogging twice a week?
- _____ manage your energy levels.
- _____ reducing the amount of time spent on your social commitments.

Communication Skill
Making Recommendations

When making recommendations, it's important to consider carefully the language you use. Some phrases can be used to make strong recommendations while others are less direct.

COMMUNICATE

F Choose a topic from the box below. Think of three recommendations and make notes.

How to choose a new phone	How to study for exams	How to remember new words
How to sing better	How to get in shape	How to save money

Topic: _____

- _____
- _____
- _____

G Work in a group. Take turns speaking for one minute. Explain your topic and make your recommendations using the phrases in Exercise A. Add extra details.

Here are three recommendations for how to save money. First, you might want to think about what you spend most on ...

68 UNIT 4 Am Lower, Reach Higher?

PART 1 69

NEW Noticing Language provides students with useful language structures and communication skills to share their ideas confidently.

NEW Communicating Ideas encourages students to express their opinions, make decisions, and explore solutions to problems through collaboration.

UNIT 4

Communicating Ideas

LEARNING OBJECTIVES

- Use appropriate language for making recommendations
- Collaborate to give recommendations

ASSIGNMENT

Task: You are going to collaborate with a partner to learn about a person and advise on how they might "curate" their life.

LISTEN FOR INFORMATION

A **LISTEN FOR MAIN IDEAS** Listen to a conversation between two students, Sofia and Paulo. Check (✓) the statements that are true about Sofia.

- ☐ Her major is Music. She also studies Business.
- ☐ She plays the violin and takes lessons, but she doesn't enjoy it.
- ☐ She has a pet dog and volunteers at a rescue center.
- ☐ She wants to quit her basketball team.
- ☐ She wants to look for a part-time job.
- ☐ She doesn't enjoy socializing and rarely hangs out with her friends.

B **LISTEN FOR DETAILS** How does Sofia feel about the commitments and activities in Exercise A? Listen again and complete the outline below.

Studies

Likes/Doesn't like: _____

Important/Not important: _____

Other details: _____

Hobbies

Likes/Doesn't like: _____

Important/Not important: _____

Other details: _____

Other Commitments

Likes/Doesn't like: _____

Important/Not important: _____

Other details: _____

70 UNIT 4 Am I Lower, Reach Higher?

PART 1 71

COLLABORATE

C Work with a partner. Use your notes from Exercise B to complete the chart below.

	Makes Sofia happy	Doesn't make Sofia happy
Highly important		
Not so important		

D Think of some recommendations you would make to Sofia about how she can "curate" her life. Note them below.

E Share your recommendations with another pair. Explain the reasons for your ideas.

I think Sofia should quit the basketball team. Although she enjoys it, there are other things that are more important to her, such as spending time with her friends.

Checkpoint

Reflect on what you have learned. Check your progress.

I can ... understand and use words related to life goals.

achieve	balance	challenging	commitment	energy
focus	plenty	quit	stress	suggest

- ☐ use collocations with balance.
- ☐ watch and understand a webinar about curating your life.
- ☐ use symbols for taking notes.
- ☐ predict content before listening.
- ☐ notice language for making recommendations.
- ☐ use language for making recommendations.
- ☐ collaborate and communicate effectively to give recommendations.

UNIT 4

Viewing and Note-taking

LEARNING OBJECTIVES

- Watch and understand a talk about how to start a new habit
- Notice the use of syllable stress

TED TALKS

Sociologist **Christine Carter** is the author of *The Sweet Spot: How to Accomplish More by Doing Less*. In her TED Talk, *The 1-Minute Secret to Forming a New Habit*, she shares a simple step to help keep you on track to achieving your goals.

BEFORE VIEWING

A Think about what you learned about Carter in the previous lesson. Predict what you think her 1-minute secret might be. Discuss with a partner.

“Take only one step, but take that step every day.”

70 UNIT 4 Am I Lower, Reach Higher?

PART 2 75

UPDATED Viewing and Note-taking uses big ideas from TED and National Geographic Explorers to present another aspect of the unit theme and help students improve their academic listening, note-taking skills, and pronunciation.

NEW Thinking Critically gives students a chance to synthesize, analyze, and evaluate the unit's ideas and find their voice in English.

LEARNING OBJECTIVES

- Interpret an infographic about New Year's resolutions
- Synthesize and evaluate ideas about setting life goals

UNIT 4
Thinking Critically

LEARNING OBJECTIVES

- Interpret an infographic about New Year's resolutions
- Synthesize and evaluate ideas about setting life goals

ANALYZE INFORMATION

A Look at the infographic below and answer the questions. Discuss your ideas with a partner.

- Look at the top five resolutions. What are they basically about? _____ and _____
- Which of the resolutions do you think would be the easiest—and the hardest—for people to keep for a long period? Why?

Easiest: _____

Why? _____

Hardest: _____

Why? _____

A New Year – A New Me!

Many people make new life goals, or resolutions, at New Year's—but in most cases, we fail to keep to our plans. Here are the most common resolutions, and how long they are likely to last.

THE MOST POPULAR RESOLUTIONS

PERCENTAGE OF PEOPLE KEEPING TO THEIR RESOLUTION

75% Past the first week

71% Past two weeks

64% After one month

46% After six months

Source: The Harris Poll Data refers to % of people interviewed who set this resolution in January 2017.

B Read the statements below. Then listen to a talk about Reggie Rivers's ideas for goal-setting. Check (✓) two statements that best summarize the talk.

- ☐ We worry about our resolutions too much.
- ☐ We should focus on our behaviors to help achieve our goals.
- ☐ More than 50% of people give up on their resolutions after six months.
- ☐ Our to-do lists should be planned in the short term to keep ourselves motivated.
- ☐ Learning a language is one example of a New Year's resolution.

C Think of something in your life you would like to change or improve. What are some things you could do (1) today, (2) tomorrow, and (3) this week, to help achieve that goal? Discuss your ideas with a partner.

COMMUNICATE Synthesize and evaluate ideas

D Work with a partner. How do Reggie Rivers's ideas compare with Christine Carter's? Complete the Venn diagram.

Christine Carter

Reggie Rivers

E Look at the opinions about Carter's and Rivers's ideas in the chart below. Do you agree with the opinions? Check (✓) your responses and discuss your reasons with a partner.

	Agree	Disagree	Not sure
1. I think Carter's goal of one minute is too short. It's more realistic to aim for five minutes a day if you want to improve.			
2. I like Rivers's idea of focusing on things I can do today and tomorrow. It keeps me motivated especially if I have a long-term goal.			
3. I think we should focus on big, ambitious goals. If we only focus on small changes, we'll only achieve small goals!			

UPDATED Putting It Together has students prepare, plan, and present their ideas clearly and creatively in a final assignment.

UNIT 4
Putting It Together

LEARNING OBJECTIVES

- Research, plan, and present on the topic of setting realistic life goals
- Use evidence to emphasize key points

ASSIGNMENT

Individual presentation: You are going to give a presentation about three recommendations to answer the question "How can we set life goals that are realistic?"

PREPARE

A Review the unit. How would each of the experts below answer the question "How can we set life goals that are realistic?" Discuss with a partner.

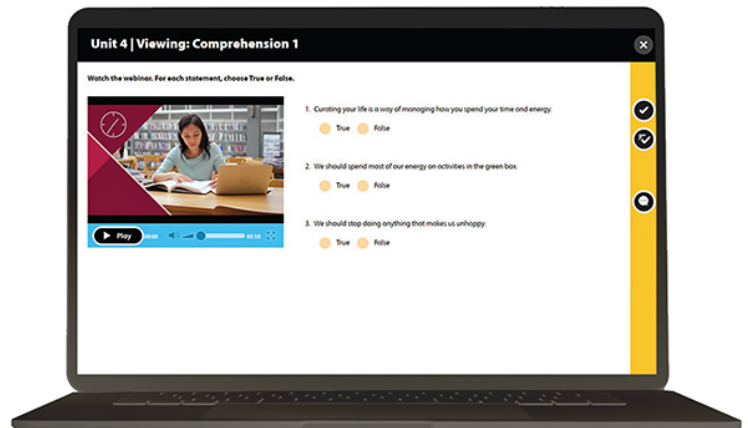
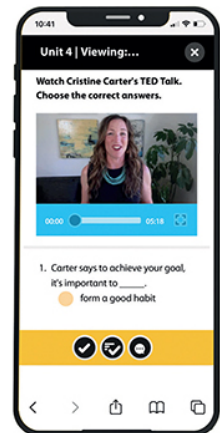
Dr. Gail Golden (Lesson B) Christine Carter (Lesson F) Reggie Rivers (Lesson G)

B Search online for other expert opinions on setting life goals. Note any useful ideas below.

C Plan your presentation. First, decide what you think are the three best recommendations. You can use advice from any of the people above or your own ideas. Include details and examples to make the advice clear. Make notes in the chart below.

Topic: How should we set realistic life goals?	Recommendation	Source/Expert	Details & Examples
1.			
2.			
3.			

The **Spark** platform delivers your digital tools for every stage of teaching and learning, including auto-graded Online Practice activities, customizable Assessment Suite tests and quizzes, Student's eBook, Classroom Presentation Tool, and downloadable Teacher's Resources.



TikTok user Marissa Meizz at a “No More Lonely Friends” event at Central Park in New York, U.S.A. A few hundred people came to her event.





1

Human Connection

Q How can we form closer bonds?

We communicate with a lot of people every day, but how strong are our relationships with one another? One TikTok user, Marissa Meizz (pictured), used the power of social media to organize events that help people online make friends in real life. Her “No More Lonely Friends” events have helped hundreds of people connect and make new friends. In this unit, we’ll look at some projects that aim to bring people closer together.

THINK and DISCUSS

- 1 Look at the photo and read the caption. What are the people doing? What kinds of interaction can you see?
- 2 Look at the essential question and the unit introduction. How do you usually communicate with other people?

B Match the correct form of each word in **bold** in Exercise A with its meaning.

- | | |
|--|--|
| 1. _____ answers | 6. _____ relationships |
| 2. _____ personal, for just one person | 7. _____ to think about |
| 3. _____ to make | 8. _____ unknown people |
| 4. _____ almost the same | 9. _____ ideas |
| 5. _____ worry | 10. _____ all of the people in one group or area |

C The words in the box collocate with the noun **connection**. Complete the sentences with the correct words.

build	direct	emotional	with
--------------	---------------	------------------	-------------

- There is a(n) _____ connection between the amount of exercise you do and your health.
- The police arrested a few people in connection _____ the robbery.
- Through organizing local events, the city committee is finding ways to _____ stronger connections among people in the community.
- A great movie is one that allows people to form a(n) _____ connection with the story and its characters.

D Complete the passage using the correct form of the words in **bold** from Exercise A.

Maintaining social ¹_____ with people in your ²_____ used to be straightforward. You might have a chat with a ³_____ in your neighborhood, or join a club and get to know people with ⁴_____ interests to yours. Ever since the 2020 pandemic, more people have started to connect online. A 2021 survey showed that group messaging apps, voice and video calls, and social media were the most common ways people connected with others. However, not everyone may feel comfortable talking about their ⁵_____ and feelings online, even in ⁶_____ conversations. Although these communication tools allow immediate ⁷_____, 68 percent of people who interacted online felt it still wasn't as good as face-to-face communication. And among those who used video calls, 40 percent said they often felt tired from spending time on calls.

COMMUNICATE

E Work with a partner. Discuss the questions below.

- Which two topics were the responses on the wall most frequently about? Why do you think so many of the responses are about these two topics?
- How would you complete Candy Chang's sentence on the wall?

Viewing and Note-taking

LEARNING OBJECTIVES

- Watch a class discussion about a community project
- Note examples
- Recognize examples

BEFORE VIEWING

- A**  Listen and complete the notes about Candy Chang's "Before I Die" project with the examples for each topic.

1. Travel

e.g., I want to ride _____ to South America.

I want to travel _____ with my friends.

2. Family

e.g., I want to take good care of my _____.

I want to be a good _____.

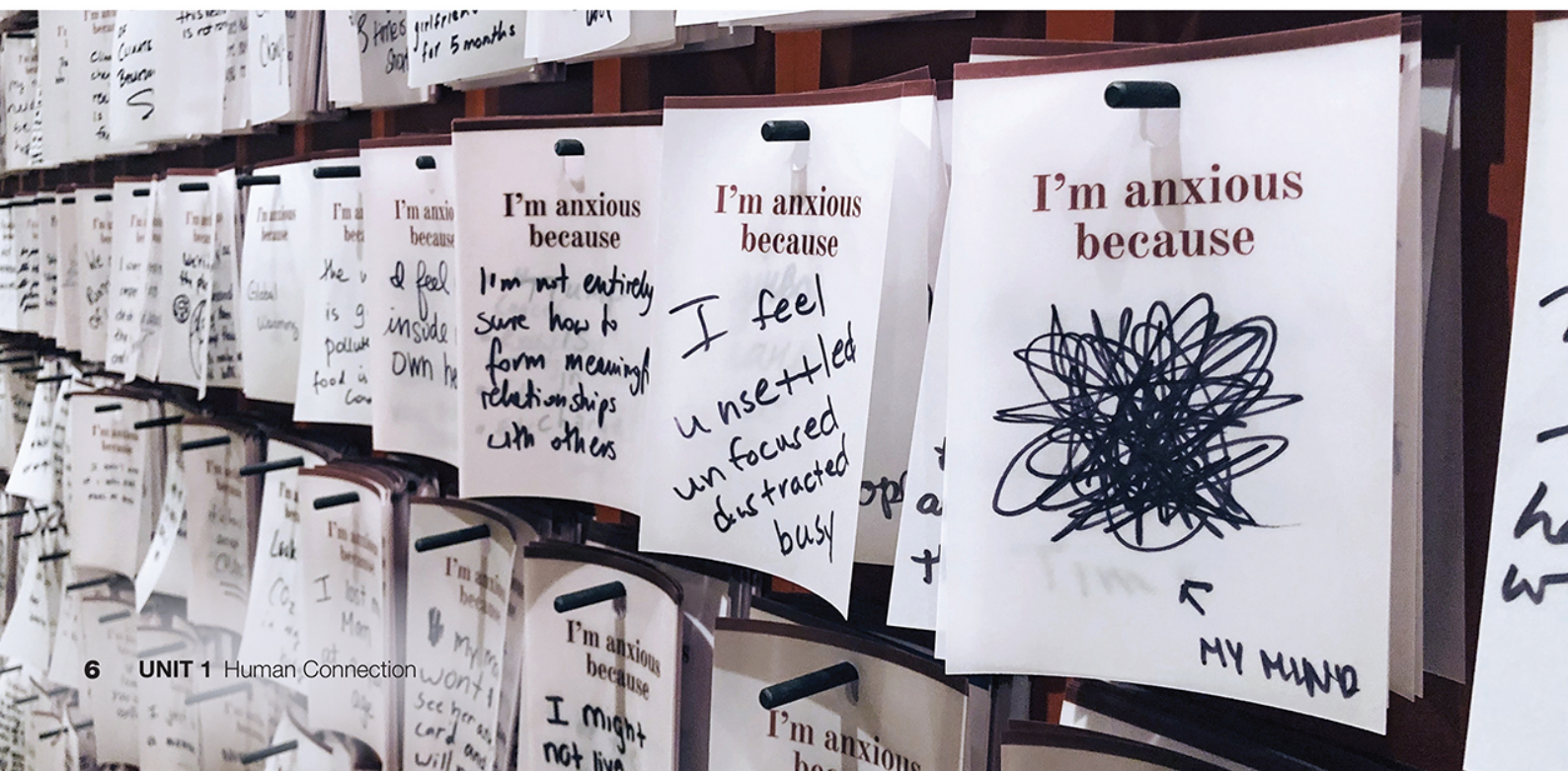
Note-taking Skill

Noting Examples

Speakers often give examples to support their main ideas. When taking notes, list and indent the examples underneath the topic they describe. You can use the short form "e.g." to mean "for example."

- B** You are going to watch a class discussion about another project by Candy Chang in which she gets people to share their hopes and anxieties. What kinds of responses do you think Chang received? Note your ideas and discuss them with a partner.

What people are hopeful about	What people are anxious about



WHILE VIEWING

- C**  **LISTEN FOR EXAMPLES** Watch Segment 1 of the class discussion. Complete the notes with the main ideas and examples for each.

I'm hopeful because ...	Topics: ¹ _____ and ² _____ <i>e.g., 1: ... I have a wonderful spouse and great friends who ³ _____.</i> <i>2: ... my mother is becoming more ⁴ _____.</i> <i>3: ... of ⁵ _____.</i> <i>4: ... of ⁶ _____.</i>
I'm anxious because ...	Topic: ⁷ _____ <i>e.g., 1: ... people are addicted to ⁸ _____.</i> <i>2: ... of ⁹ _____.</i> Topic: ¹⁰ _____ <i>e.g., 1: ... ¹¹ _____ are dying.</i> <i>2: ... ¹² _____ is real and is happening fast.</i>

Listening Skill

Recognizing Examples

Speakers often include examples to illustrate their ideas. Listen for the following phrases to help you identify examples: *for example ...*, *for instance ...*, *such as ...*, *like ...*, *an example of ...*

- D**  **LISTEN FOR DETAILS** Watch Segment 2 of the class discussion. Match each speaker (1–3) to the most suitable description (a–c).

1. Ana



2. Mateo



3. Mika



- thinks sharing our feelings can help build human connections.
- probably would not write a response.
- believes the project helps people have hope for the future.

AFTER VIEWING

- E** **APPLY** What do you feel hopeful for and anxious about? Do a class survey. Follow the steps below.

- On two pieces of paper, complete the sentences “I’m hopeful because ...” and “I’m anxious because ...”. Don’t write your name on them.
- Choose two classmates to collect the papers and group them into those expressing “hope” and those expressing “anxiety.” They will then read out the responses from the class.
- Discuss the results as a class. What are the most common topics?

Noticing Language

LEARNING OBJECTIVES

- Notice language for agreeing and disagreeing
- Agree or disagree with another speaker on a topic

LISTEN FOR LANGUAGE *Agree and disagree*

- A** Read the expressions below. Write “A” when they are used to agree and “D” when they are used to disagree. Discuss your answers with a partner.

- | | |
|-------------------------------------|--|
| 1. _____ I disagree. | 6. _____ Exactly. |
| 2. _____ Good point. | 7. _____ I agree. |
| 3. _____ I don't think so. | 8. _____ I was just about to say that. |
| 4. _____ Absolutely. | 9. _____ I don't know. |
| 5. _____ I'm not sure (about that). | |

Communication Skill

Agreeing and Disagreeing

Speakers can use different phrases to show how strongly they agree or disagree with another speaker during a discussion.

- B**  Listen to the following excerpts from the class discussion in Lesson B. For each statement, choose whether the other speaker agrees or disagrees. Then write the phrase that the speaker used.

- Mateo: “I think sharing our feelings with someone else makes us feel better.”
Mika **agrees / disagrees** using the phrase “_____.”
- Mika: “People reconnect with their values by sharing their feelings about the future.”
Thomas **agrees / disagrees** using the phrase “_____.”
- Mateo: “Sharing our feelings with others makes us feel better and builds human connections.”
Ana **agrees / disagrees** using the phrase “_____.”
- Mateo: “Sometimes it is easier to share our feelings in public with strangers.”
Thomas **agrees / disagrees** using the word “_____.”

- C** Use suitable expressions from Exercise A to complete the responses. Take turns reading your responses aloud to a partner.

- “Giving a speech in front of many people makes me nervous and anxious.”
_____. I remember the last time when I gave a speech I couldn't sleep well the night before.
- “Traveling helps take my mind off stressful situations.”
_____. I prefer staying home and reading when I feel stressed.
- “It's hard to start a conversation with a stranger.”
_____. I find it easier to talk to strangers because I don't have to worry what they might think of me. I won't see them again!



Harvard Square in Massachusetts, U.S.A., is a lively area with shops and restaurants. It's a popular hangout for local residents and students of nearby Harvard University.

D Listen to a conversation between two friends. Circle the correct answers.

1. Eric **agrees** / **disagrees** that Janice's neighborhood is a pleasant place to live.
2. Eric **agrees** / **disagrees** with Janice that neighbors have few interactions with one another nowadays.
3. Janice **agrees** / **disagrees** with Eric that she should try to start conversations with her neighbors more often.

COMMUNICATE

E Read the following statements and check (✓) the ones that you agree with. Then tell a partner which statements you agree with and why.

1. ☐ It's easier to share your feelings with someone you don't know very well.
2. ☐ Projects like the one by Candy Chang are a great way to connect people in a community.
3. ☐ I would prefer to have just a few close friends than a big group of friends.

I agree that it's better to have just a few friends that I'm close to rather than have many friends.

Really? Why?

Because these friends are more likely to know me well and support me whenever I need help.

Communicating Ideas

LEARNING OBJECTIVES

- Use appropriate language for agreeing and disagreeing
- Collaborate and explore different ways of connecting with people

ASSIGNMENT

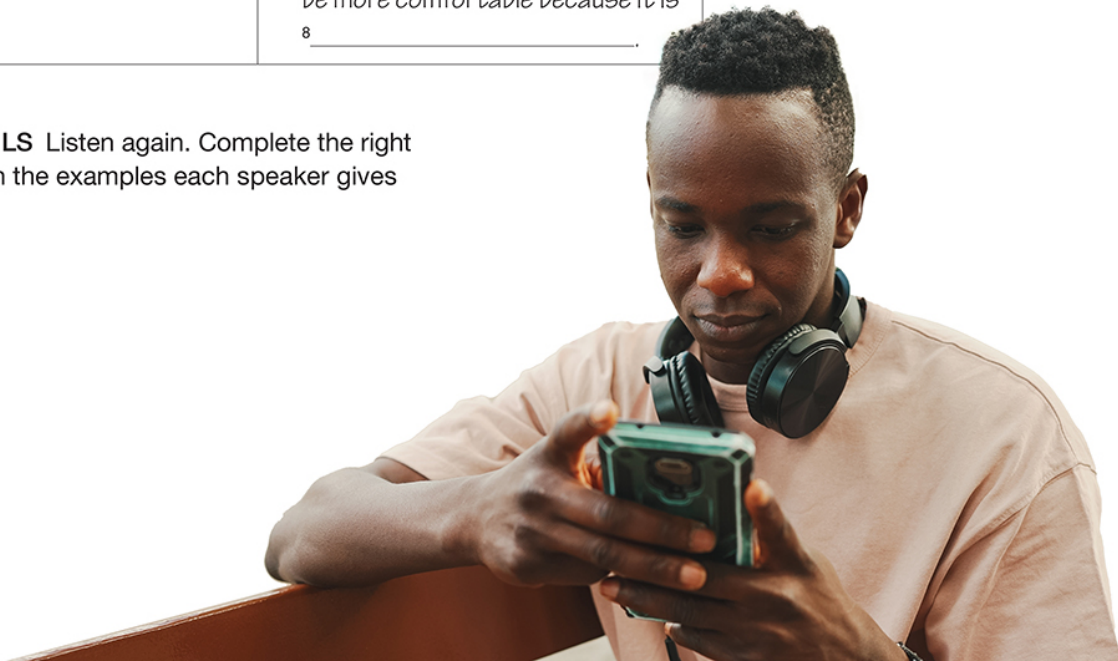
Task: You are going to collaborate in a group to discuss different ways of connecting with people.

LISTEN FOR INFORMATION

- A**  **LISTEN FOR MAIN IDEAS** Listen to two people discussing whether social media really connects people. Complete the left column of the chart with the reasons they give.

Topic: Social media isn't actually connecting people.		
	Reasons	Examples
Agree	• It is difficult to know if people are 1 _____. • We spend less time with people who are 2 _____.	• People often share 5 _____ online, but nobody knows if they really feel that way. • Friends were occupied with 6 _____ during dinner.
Disagree	• Social media gives us a way to express 3 _____, which keeps us 4 _____.	• Talking about one's problems in person can make some people 7 _____. • Sharing one's feelings online may be more comfortable because it is 8 _____.

- B**  **LISTEN FOR DETAILS** Listen again. Complete the right column of the chart with the examples each speaker gives for their view.



COLLABORATE

- C** “Spending time alone is more relaxing than interacting with others.” Do you agree or disagree with this statement? Write down reasons and examples for your opinion.

- D** Work in a group. Do the majority of your group members agree or disagree with the statement? Share your reasons and examples and note the most common ideas.

Topic: Spending time alone is more relaxing than interacting with others.		
	Reasons	Examples
Agree / Disagree		

- E** Work with a group that has a different view from your group. Take turns sharing your group’s ideas.

Our group agrees with the statement because when we’re alone, we can be ourselves and do whatever we want. We don’t have to worry about what other people think. For example ...

Checkpoint

Reflect on what you have learned. Check your progress.

- I can ...** ☐ understand and use words related to social interaction.

anxiety

community

connections

private

create

reflect

responses

similar

strangers

thoughts

- ☐ use collocations with the word *connection*.
- ☐ watch and understand a class discussion about a community project.
- ☐ note and organize supporting examples.
- ☐ recognize examples.
- ☐ notice language for agreeing and disagreeing.
- ☐ use language for agreeing and disagreeing.
- ☐ collaborate and communicate effectively to explore different sides of a topic.



A high school student makes a wish at the Kitano Tenmangu shrine in Kyoto, Japan. Many students visit this shrine to pray for luck and success in their studies.

Building Vocabulary

LEARNING OBJECTIVES

- Use ten words to talk about secrets
- Use collocations with *secret*

LEARN KEY WORDS

- A**  Listen to and read the conversation between two friends who are discussing the PostSecret Exhibit. What's the exhibition about? Discuss with a partner.

Secret Sharing

- A:** Do you know about the PostSecret exhibition at the Museum of Us?
- B:** No, what's that?
- A:** It's an exhibition displaying a **collection** of postcards with people's **secrets** on them. There are secrets posted **anonymously** from all over the world.
- B:** What are those secrets like?
- A:** Some are **shocking**, some are **silly**, and some are deep.
- B:** I'm not sure I understand why people do that. I don't really mind sharing my secrets with my family and friends, but with a stranger? I don't think so.
- A:** I felt the same until I read the different secrets people shared on their postcards. Maybe sharing secrets with strangers makes them feel more comfortable because it doesn't matter if the secrets are **spread** around.
- B:** Fair enough. I see where you're coming from.
- A:** You know what? I read a secret about how someone would save their voicemails, and it **reminded** me of myself because I take many videos of my family. I see it as a way to **preserve** memories. So, although my dad passed away years ago, the videos I took of him help keep his **spirit alive**.
- B:** It's interesting that you felt connected with someone you didn't know. I guess shared life experiences can bring people closer.

- B** Work with a partner. Discuss the questions below.

1. What do you think about sharing secrets with strangers? Do you agree more with Speaker A or B?
2. The photo on the previous page shows a student making a wish at the Kitano Tenmangu shrine in Kyoto, Japan. In Japan, people often write their wishes on wooden blocks called *ema*, and display them in temples and shrines. What other wishing traditions do you know about?

- C** Match the correct form of each word in **bold** from Exercise A with its meaning.

1. _____ not dead
2. _____ the characteristics of a person
3. _____ something known to only a few people
4. _____ to share information with many people
5. _____ embarrassing; not serious
6. _____ a group of things of the same type