



# Contemporary Topics

21<sup>st</sup> Century Skills for Academic Success

2

**FOURTH EDITION**

with **Essential Online Resources**  
access code inside

**Ellen Kisslinger**

**Michael Rost**  
SERIES EDITOR







# 2

# Contemporary Topics

21<sup>st</sup> Century Skills for Academic Success

**FOURTH EDITION**

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SERIES EDITOR



**Contemporary Topics 2, High Intermediate**  
**21<sup>st</sup> Century Skills for Academic Success**  
Fourth Edition

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# Scope and Sequence

UNIT SUBJECT AND TITLE	CORPUS-BASED VOCABULARY	NOTE-TAKING AND LISTENING FOCUS	PRONUNCIATION	DISCUSSION STRATEGY	PRESENTATION
<b>1</b> <b>SOCIOLOGY</b>  Names	assignment classic discrimination gender generation image neutral prime symbol	Main ideas	Syllable stress	<ul style="list-style-type: none"> <li>▪ Asking for clarification or confirmation</li> <li>▪ Asking for opinions or ideas</li> </ul>	Present on names, using an outline
<b>2</b> <b>LINGUISTICS</b>  Global English	acknowledge communicate domain facilitate global nevertheless retain unprecedented	Comparisons	Stressing words to focus the listener	<ul style="list-style-type: none"> <li>▪ Disagreeing</li> <li>▪ Agreeing</li> </ul>	Present on varieties of English, using examples
<b>3</b> <b>PSYCHOLOGY</b>  Phobias	constant duration physical psychologist rational	Key words	Contractions	<ul style="list-style-type: none"> <li>▪ Keeping a discussion on topic</li> <li>▪ Asking for clarification or confirmation</li> <li>▪ Offering a fact or example</li> </ul>	Present on overcoming a fear, using descriptive sensory details
<b>4</b> <b>BUSINESS</b>  Success in the Global Economy	acquire adapt attribute complex consumer diverse illustrate	Topics and subtopics	Reduced vowels	<ul style="list-style-type: none"> <li>▪ Trying to reach a consensus</li> <li>▪ Asking for clarification or confirmation</li> <li>▪ Paraphrasing</li> </ul>	Present on a formula for success after developing an introduction
<b>5</b> <b>EDUCATION</b>  How We Each Learn Best	accurately assess aware demonstrate logic mental notion option	Numbered lists	Final -s and -ed sounds	<ul style="list-style-type: none"> <li>▪ Expressing an opinion</li> <li>▪ Asking for clarification or confirmation</li> <li>▪ Offering a fact or example</li> </ul>	Present on learning strengths, using transitions
<b>6</b> <b>HISTORY</b>  The Silk Road	alternate conflict decade decline network route	Dates and numbers	Thought groups	<ul style="list-style-type: none"> <li>▪ Paraphrasing</li> <li>▪ Asking for opinions or ideas</li> <li>▪ Offering a fact or example</li> </ul>	Present on an impactful person, using a conclusion



UNIT SUBJECT AND TITLE	CORPUS-BASED VOCABULARY	NOTE-TAKING AND LISTENING FOCUS	PRONUNCIATION	DISCUSSION STRATEGY	PRESENTATION
<b>7</b> <b>SOCIAL PSYCHOLOGY</b>  <b>Sports Fans</b>	appreciate bond commitment display integral motivate ongoing reinforce	Enumerating	Linked sounds	<ul style="list-style-type: none"> <li>▪ <b>Agreeing</b></li> <li>▪ Asking for clarification or confirmation</li> <li>▪ Asking for opinions or ideas</li> </ul>	Present on a special passion, using an attention-getting opener
<b>8</b> <b>ARCHITECTURE</b>  <b>Frank Gehry</b>	dynamic foundation objective principle stress utilize	Emphasis	Intonation	<ul style="list-style-type: none"> <li>▪ <b>Acknowledging a point</b></li> <li>▪ Asking for opinions or ideas</li> <li>▪ Disagreeing</li> </ul>	Present on a beautiful building, using visual aids
<b>9</b> <b>PUBLIC HEALTH</b>  <b>Global Epidemic</b>	approximately contribute guidelines implement negative shift	Symbols and abbreviations	Emphasized words	<ul style="list-style-type: none"> <li>▪ <b>Offering a fact or example</b></li> <li>▪ Asking for opinions or ideas</li> <li>▪ Paraphrasing</li> </ul>	Present on healthy changes, using nonverbal communication
<b>10</b> <b>URBAN PLANNING</b>  <b>21<sup>st</sup> Century Cities</b>	ethnic expand fundamental initiate institute monitor project	Connected ideas	Reduced and contracted words	<ul style="list-style-type: none"> <li>▪ <b>Focusing on a topic</b></li> <li>▪ Asking for clarification or confirmation</li> <li>▪ Expressing an opinion</li> </ul>	Present on a great place to live while persuading the audience
<b>11</b> <b>BIOLOGY</b>  <b>DNA Testing</b>	access concentrate extract identical medical reveal statistically	Graphic organizers	Stressing words to make ideas clear	<ul style="list-style-type: none"> <li>▪ <b>Getting a discussion started</b></li> <li>▪ Disagreeing</li> <li>▪ Expressing an opinion</li> </ul>	Present on a scientific advance, using quotations
<b>12</b> <b>PUBLIC ADMINISTRATION</b>  <b>Risk Management</b>	allocate cooperate ignore minimize predict priorities target ultimately widespread	Questions	Key words in thought groups	<ul style="list-style-type: none"> <li>▪ <b>Asking for opinions or ideas</b></li> <li>▪ Agreeing</li> <li>▪ Offering a fact or example</li> </ul>	Present on a survivor's story and answer audience questions

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New to this fourth edition, **Essential Online Resources** are available at [www.pearsonelt.com/contemporarytopics4e](http://www.pearsonelt.com/contemporarytopics4e), using your access code. These resources include the following:

- **VIDEO:** Watch the Lecture academic lecture videos, with or without Presentation Points, and Talk About the Topic student discussion videos are available.
- **AUDIO:** Audio clips for all audio-based Student Book activities as well as Unit Tests and Proficiency Assessment lectures are available. Audio versions of the unit lectures and student discussion are also provided. (Audio and video icons in the Student Book and Teaching Tips indicate which media is needed for each activity.)
- **STUDENT BOOK PRESENTATION SLIDES:** All units of the Student Book are available as PowerPoint® slides, allowing activities to be viewed as a class.
- **INTERACTIVE TESTS:** Teachers can administer the Unit Tests and Proficiency Assessments online.
- **PRINT RESOURCES:** Transcripts of the videos and lecture-specific Coaching Tips (covering listening, critical thinking, and note-taking) are provided along with Teaching Tips, Answer Keys, Audioscripts, Teacher and Student Evaluations Forms, Unit Tests, and Proficiency Assessments.



# Introduction

The *Contemporary Topics* series provides a comprehensive approach to developing 21<sup>st</sup> century academic skills—including listening, thinking, discussion, presentation, and study skills—in order to prepare students for participation in real-life academic and professional contexts.

The overriding principle of language and skill development in the *Contemporary Topics* series is *engagement*. Activities in each unit are carefully sequenced in a way that gives students increasing involvement and self-direction of their learning. Authentic, stimulating content is introduced and developed throughout each unit so that students experience the value of understanding and exchanging contemporary ideas in a range of academic fields. *Contemporary Topics* is intended to bridge the gap between language-focused and content-focused instruction, to ready students for genuine academic and professional contexts where they will be expected to participate fully.

Each unit centers around a short academic lecture. Realistic preparation activities, focused listening tasks, personalized discussions, challenging tests, and authentic presentation assignments enable students to explore each topic deeply.

The lecture topics are drawn from a range of academic disciplines, and the lectures themselves feature engaging instructors in a variety of settings including offices, lecture halls, and classrooms, many with live student audiences.

In order to achieve the goals of content-based instruction, the *Contemporary Topics* series has developed an engaging nine-part learning methodology:

## Section 1: Connect to the Topic

**Estimated time: 15 minutes**

This opening section invites students to activate what they already know about the unit topic by connecting the topic to their personal experiences and beliefs. Typically, students fill out a short survey and compare answers with a partner. The students then listen to a short interview providing one expert view on the unit topic. The teacher then acts as a facilitator for students to share some of their initial ideas about the topic before they explore it further.

## Section 2: Build Your Vocabulary

**Estimated time: 15 minutes**

This section familiarizes students with some of the key content words and phrases used in the lecture. Each lecture targets 10–15 key words from the Academic Word List to ensure that students learn the core vocabulary needed for academic success.

Students read *and* listen to the target words and phrases in context so that they can better prepare for the upcoming lecture. Students then work individually or with a partner to complete exercises to ensure an initial understanding of the target lexis of the unit. A supplementary pair-work activity enables students to focus on form as they are learning new words and collocations.

## Section 3: Focus Your Attention

**Estimated time: 10 minutes**

In this section, students learn strategies for listening actively and taking clear notes. Because a major part of “active listening” involves a readiness to deal with comprehension difficulties, this section provides specific coaching tips to help students direct their attention and gain more control of how they listen.

Tips include how to use signal words as organization cues, make lists, note definitions, link examples to main ideas, identify causes and effects, and separate points of view. A Try It section, based on a short audio extract, allows students to work on note-taking strategies before they get to the main lecture. Examples of actual notes are usually provided in this section to give students concrete “starter models” they can use in the classroom.

## **Section 4: Watch the Lecture**

**Estimated time: 20–30 minutes**

As the central section of each unit, Watch the Lecture allows for two full listening cycles, one to focus on “top-down listening” strategies (Listen for Main Ideas) and one to focus on “bottom-up listening” strategies (Listen for Details).

In keeping with the principles of content-based instruction, students are provided with several layers of support. In the Think About It section, students are guided to activate concepts and vocabulary they have studied earlier in the unit.

The lecture can be viewed as a video or just listened to on audio. The video version includes the speaker’s Presentation Points.

## **Section 5: Hear the Language**

**Estimated time: 10 minutes**

This section focuses on “bottom-up” listening strategies and pronunciation. In this section, students hear ten short extracts taken from the actual lecture and perform a noticing task. The task helps students perceive sound reductions and assimilations, learn to hear language as “thought groups” and pauses, and tune in to function of stress and intonation.

Students then work in pairs to practice their pronunciation, adapting the phonology point that was learned in the listening task.

## **Section 6: Talk About the Topic**

**Estimated time: 15 minutes**

Here students gain valuable discussion skills as they talk about the content of the lectures. Discussion skills are an important part of academic success, and most students benefit from structured practice with these skills. In this activity, students first listen to a short “model discussion” involving native and nonnative speakers, and identify the speaking strategies and gambits that are used. They then attempt to use some of those strategies in their own discussion groups.

The discussion strategies modeled and explained across the units include the following:

- Agreeing
- Asking for clarification or confirmation
- Asking for opinions or ideas
- Disagreeing
- Expressing an opinion
- Keeping a discussion on topic
- Offering a fact or example
- Trying to reach a consensus
- Paraphrasing



## Section 7: Review Your Notes

**Estimated time: 10 minutes**

Using notes for review and discussion is an important study skill that is developed in this section. Research has shown that the value of note-taking for memory building is realized primarily when note-takers review their notes and attempt to reconstruct the content.

In this activity, students are guided in reviewing the content of the unit, clarifying concepts, and preparing for the Unit Test. Abbreviated examples of actual notes are provided to help students compare and improve their own note-taking skills.

## Section 8: Take the Unit Test and Proficiency Assessment

**Estimated time: 15 minutes each**

Taking the **Unit Test** completes the study cycle of the unit: preparation for the lecture, listening to the lecture, review of the content, and assessment.

The Unit Test, contained only in the Teacher's Pack, is administered by the teacher and then completed in class, using the accompanying audio. The tests in *Contemporary Topics* are intended to be challenging—to motivate students to learn the material thoroughly. The format features an answer sheet with choices. The question “stem” is provided on audio only. Test-taking skills include verbatim recall, paraphrasing, inferencing, and synthesizing information from different parts of the lecture.

The **Proficiency Assessment** is an audio lecture and ten multiple-choice questions designed to give students practice listening and taking standardized tests. It, too, is found only in the Teacher's Pack and should be administered by the teacher and completed in class using the accompanying audio.

## Section 9: Express Your Ideas

**Estimated time: Will vary by class size**

This final section creates a natural extension of the unit topic to areas that are relevant to students. Students go through a guided process of preparing, practicing, and presenting on a topic of personal interest. Students are also given guidance in listening to other students' presentations and providing helpful feedback.

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A supplementary Teacher's Pack (TP) contains teaching tips, transcripts, answer keys, tests, and teacher evaluation forms.

We hope you will enjoy using this course. While the *Contemporary Topics* series provides an abundance of learning activities and media, the key to making the course work in your classroom is student engagement and commitment. For content-based learning to be effective, students need to become active learners. This involves thinking critically, guessing, interacting, offering ideas, collaborating, questioning, and responding. The authors and editors of *Contemporary Topics* have created a rich framework for encouraging students to become active, successful learners. We hope that we have also provided you, the teacher, with tools for becoming an active guide to the students in their learning.

Michael Rost  
SERIES EDITOR



## ACTIVATION SECTIONS 1 / 2 / 3

SECTIONS 1 / 2 / 3

[illegible]

## EXPRESSION SECTION 9


## SECTION 9

### EXERCISES

**What's in a Name?**

1) Read the following names and think carefully. Do you know who they are? Write down the names of the people you know. Write down the names of the people you don't know. Write down the names of the people you don't know.

2) Write down the names of the people you know. Write down the names of the people you don't know. Write down the names of the people you don't know.



### APPENDIX C

#### Student Presentation Evaluation Forms for Express Your Ideas

For use with the Student Presentation Evaluation Forms for Express Your Ideas

**UNIT 1**

**EXERCISES**

1) Read the following names and think carefully. Do you know who they are? Write down the names of the people you know. Write down the names of the people you don't know. Write down the names of the people you don't know.

2) Write down the names of the people you know. Write down the names of the people you don't know. Write down the names of the people you don't know.

**offers tips for presenting**

**allows opportunity to assess presentations**

**gives speaking practice**

**UNIT 2**

**EXERCISES**

1) Read the following names and think carefully. Do you know who they are? Write down the names of the people you know. Write down the names of the people you don't know. Write down the names of the people you don't know.

2) Write down the names of the people you know. Write down the names of the people you don't know. Write down the names of the people you don't know.

# PROCESSING

## SECTIONS 4 / 5 / 6

encourages anticipation of lecture topic

features an academic lecture and requires gist and intensive listening, and active note-taking

features lecture extracts that demonstrate phonology points

prompts pronunciation practice

### WATCH the lecture

1. Watch the lecture. The lecture is about the importance of listening in the workplace.

2. Listen to the lecture. The lecture is about the importance of listening in the workplace.

3. Listen to the lecture. The lecture is about the importance of listening in the workplace.

4. Listen to the lecture. The lecture is about the importance of listening in the workplace.

5. Listen to the lecture. The lecture is about the importance of listening in the workplace.

6. Listen to the lecture. The lecture is about the importance of listening in the workplace.

7. Listen to the lecture. The lecture is about the importance of listening in the workplace.

8. Listen to the lecture. The lecture is about the importance of listening in the workplace.

9. Listen to the lecture. The lecture is about the importance of listening in the workplace.

10. Listen to the lecture. The lecture is about the importance of listening in the workplace.

11. Listen to the lecture. The lecture is about the importance of listening in the workplace.

12. Listen to the lecture. The lecture is about the importance of listening in the workplace.

### READ the language

1. Read the text. The text is about the importance of listening in the workplace.

2. Read the text. The text is about the importance of listening in the workplace.

3. Read the text. The text is about the importance of listening in the workplace.

4. Read the text. The text is about the importance of listening in the workplace.

5. Read the text. The text is about the importance of listening in the workplace.

6. Read the text. The text is about the importance of listening in the workplace.

7. Read the text. The text is about the importance of listening in the workplace.

8. Read the text. The text is about the importance of listening in the workplace.

9. Read the text. The text is about the importance of listening in the workplace.

10. Read the text. The text is about the importance of listening in the workplace.

11. Read the text. The text is about the importance of listening in the workplace.

12. Read the text. The text is about the importance of listening in the workplace.

### TAKE notes on the topic

1. Take notes on the topic. The topic is about the importance of listening in the workplace.

2. Take notes on the topic. The topic is about the importance of listening in the workplace.

3. Take notes on the topic. The topic is about the importance of listening in the workplace.

4. Take notes on the topic. The topic is about the importance of listening in the workplace.

5. Take notes on the topic. The topic is about the importance of listening in the workplace.

6. Take notes on the topic. The topic is about the importance of listening in the workplace.

7. Take notes on the topic. The topic is about the importance of listening in the workplace.

8. Take notes on the topic. The topic is about the importance of listening in the workplace.

9. Take notes on the topic. The topic is about the importance of listening in the workplace.

10. Take notes on the topic. The topic is about the importance of listening in the workplace.

11. Take notes on the topic. The topic is about the importance of listening in the workplace.

12. Take notes on the topic. The topic is about the importance of listening in the workplace.

features model discussion and listening target

provides tips for participating in a discussion

provides speaking and listening practice

# ASSESSMENT

## SECTIONS 7 / 8

provides opportunity to revise notes

allows demonstration of content mastery

features a short academic lecture and offers assessment within a high-stakes listening environment

### REVIEW your notes

1. Review your notes. The notes are about the importance of listening in the workplace.

2. Review your notes. The notes are about the importance of listening in the workplace.

3. Review your notes. The notes are about the importance of listening in the workplace.

4. Review your notes. The notes are about the importance of listening in the workplace.

5. Review your notes. The notes are about the importance of listening in the workplace.

6. Review your notes. The notes are about the importance of listening in the workplace.

7. Review your notes. The notes are about the importance of listening in the workplace.

8. Review your notes. The notes are about the importance of listening in the workplace.

9. Review your notes. The notes are about the importance of listening in the workplace.

10. Review your notes. The notes are about the importance of listening in the workplace.

### UNIT 1 Unit Test

1. Unit Test. The test is about the importance of listening in the workplace.

2. Unit Test. The test is about the importance of listening in the workplace.

3. Unit Test. The test is about the importance of listening in the workplace.

4. Unit Test. The test is about the importance of listening in the workplace.

5. Unit Test. The test is about the importance of listening in the workplace.

6. Unit Test. The test is about the importance of listening in the workplace.

7. Unit Test. The test is about the importance of listening in the workplace.

8. Unit Test. The test is about the importance of listening in the workplace.

9. Unit Test. The test is about the importance of listening in the workplace.

10. Unit Test. The test is about the importance of listening in the workplace.

### UNIT 2 Proficiency Assessment

1. Proficiency Assessment. The assessment is about the importance of listening in the workplace.

2. Proficiency Assessment. The assessment is about the importance of listening in the workplace.

3. Proficiency Assessment. The assessment is about the importance of listening in the workplace.

4. Proficiency Assessment. The assessment is about the importance of listening in the workplace.

5. Proficiency Assessment. The assessment is about the importance of listening in the workplace.

6. Proficiency Assessment. The assessment is about the importance of listening in the workplace.

7. Proficiency Assessment. The assessment is about the importance of listening in the workplace.

8. Proficiency Assessment. The assessment is about the importance of listening in the workplace.

9. Proficiency Assessment. The assessment is about the importance of listening in the workplace.

10. Proficiency Assessment. The assessment is about the importance of listening in the workplace.



## CONNECT to the topic

Names are what we call a cultural universal. This means that all people have names regardless of their culture. Some people say that choosing a child's name is a major responsibility. How important is a name to you?

**A THINK ABOUT IT** Take this survey about names. Check (✓) your responses. Then compare responses with a partner. Give reasons.

	Agree	Disagree
• My name is part of my identity; it makes me special.	<input type="checkbox"/>	<input type="checkbox"/>
• The meaning of my name is very important to me.	<input type="checkbox"/>	<input type="checkbox"/>
• I would like to change my name.	<input type="checkbox"/>	<input type="checkbox"/>
• Parents should be able to choose any name they want for their child.	<input type="checkbox"/>	<input type="checkbox"/>

**B TUNE IN** Listen to a research interview with a parent, Lucinda Adler. Then work with a partner to answer the questions, based on the interview.

1 How did Lucinda Adler and her husband choose their son's name?

---

2 Why did the parents consider "Mason" and "Quinn" for their daughter?

---

3 Adler says her daughter "prefers the nickname 'Fieffie' ... . Go figure!" What does she mean?

---

**C PAIR WORK** Work with a partner. Ask: *What's your name? Do you know what your name means? Do you have a nickname? Who uses the nickname?*





## BUILD your vocabulary

**A LISTEN** The boldfaced words are from the unit lecture on names. Listen to each sentence. Then guess the meaning of the boldfaced word.

- 1 Some parents **admire** famous athletes as strong role models, so they name their children after them.
- 2 Taylor had so many homework **assignments** that she had no time to watch TV.
- 3 A **classic** name is one that was popular years ago and is still common today.
- 4 In some families, it's the **custom** to give the firstborn boy the same name as his father and add "Junior."
- 5 Some parents are concerned about **discrimination**. They don't want their children treated unfairly because of their names.
- 6 A name like "Hunter" is **gender** neutral; it can be used for a boy or girl.
- 7 Women in three **generations** of my family have had the name "Sarah"—my grandmother, my mother, and my sister.
- 8 When I hear the name "Barbie," I see an **image** of a tall, blond girl. Fair or not, it's the picture that comes into my mind.
- 9 "John" is a **prime** example of a classic name. It's been used for many years.
- 10 A name can be a **symbol** of identity, especially for celebrities.

**B TRY IT** Complete each sentence with the correct word.

admire	classic	discrimination	generations	prime
assignments	custom	gender	image	symbol

- 1 A \_\_\_\_\_ name like Robert has been used for a long time.
- 2 Luis forgot the woman's name although the \_\_\_\_\_ of her face was easy to remember.
- 3 The couple didn't want to know the \_\_\_\_\_ of their baby before it was born. Either a boy or a girl was fine.

- 4 In my opinion, a(n) \_\_\_\_\_ example of a bad name is a name that's hard to pronounce.
- 5 Mr. Lee gave his students three \_\_\_\_\_ for the weekend.
- 6 Because the Martins were worried about gender \_\_\_\_\_, they gave their daughter a name used by both boys and girls.
- 7 The \_\_\_\_\_ in our family is to name a baby after a relative who has recently died.
- 8 Basketball star LeBron James is called "The King" because of his \_\_\_\_\_ as the best player in the world.
- 9 In Robert's family, four \_\_\_\_\_ have the name "Robert," including Robert's great-grandfather.
- 10 For their new baby, my neighbors chose the name of a politician they \_\_\_\_\_ in hopes that their daughter will also be successful.

**C PAIR WORK** Read the sentences with a partner. Notice the boldfaced words. Then choose a particle to complete each sentence.

after	as	by	of	to
-------	----	----	----	----

- 1 An **example** \_\_\_\_\_ an unusual name is "Sky."
- 2 Unfortunately, people are **judged** \_\_\_\_\_ the names they have.
- 3 Steven was **named** \_\_\_\_\_ his dad's college coach, Mr. Stevens.
- 4 "Emily" **qualifies** \_\_\_\_\_ a classic name because it's always been popular.
- 5 Sociologists study how people **respond** \_\_\_\_\_ each other's names.

down	on	out of	to	with
------	----	--------	----	------

- 6 Stereotypes are **associated** \_\_\_\_\_ some names. For example, some people expect a "Jennifer" to be pretty.
- 7 Some couples choose a name in hopes it will provide some social **benefit** \_\_\_\_\_ their child—for example, their child will be popular or respected.
- 8 The name "Anna" was **passed** \_\_\_\_\_ from one generation to the next in the girl's family.
- 9 Some parents don't **rely** \_\_\_\_\_ custom. Instead, they choose a name they like.
- 10 A classic name never goes \_\_\_\_\_ **style**. It's always popular.

## FOCUS your attention

### Main Ideas

There are two basic reasons for taking lecture notes:

- to help you focus on the **main ideas** of a lecture
- to help you review the information later

A speaker usually introduces main ideas with **signal phrases**.

#### SIGNAL PHRASES

*In the first half, you'll hear about ...*

*In the second half, we'll discuss ...*

*Today's lecture will focus on ...*

*This afternoon we'll look at ...*

*I'd like to begin with the first category ...*

*Today's lecture will be divided into two parts: ...*

Paying attention to the introduction can help you organize your notes. For example:

Part 1

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Part 2



**A TRY IT** Listen to an excerpt from a sociology lecture. What signal phrases do you hear? What two topics will the lecturer be discussing? Take notes.

**B PAIR WORK** Compare notes with a partner. Use your notes to answer the questions in Part A.



## WATCH the lecture

- A THINK ABOUT IT** You are about to watch the unit lecture on names. How does a person's name influence your opinion of him or her? Give reasons.

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- B LISTEN FOR MAIN IDEAS** Close your book. Watch the lecture and take notes.

- C CHECK YOUR UNDERSTANDING** Use your notes. Answer the questions, based on the lecture. Circle *a*, *b*, or *c*.

- 1 What does calling the professor "Alex" versus "Dr. Shaw" show?
  - a how names can influence how we respond to people
  - b how we can change our names
  - c which name the speaker prefers students use with her
- 2 What is the most common way parents choose a name?
  - a They follow family customs.
  - b They choose what's popular.
  - c They choose a name they like.
- 3 How is a classic name defined?
  - a as a name that has a good sound
  - b as a name that doesn't go out of style
  - c as a name that has a nice feeling
- 4 Does an unusual name make someone successful?
  - a Yes, the research shows this.
  - b Yes, sociologists agree on this.
  - c No, the research doesn't show this.
- 5 What does the example about the names "Michael" and "Hubert" tell us?
  - a that there are stereotypes associated with names
  - b that Michael is a classic name
  - c that other people aren't affected by our names



**D LISTEN FOR DETAILS** Close your book. Watch the lecture again. Add details to your notes and correct any mistakes.

**E CHECK YOUR UNDERSTANDING** Use your notes. Decide if the statements are *T* (true) or *F* (false), based on the lecture. Correct any false statements.

- \_\_\_ 1 A cultural universal is defined as a practice we all share.
- \_\_\_ 2 A first name is also referred to as a *given name*.
- \_\_\_ 3 In some families, it's custom to name the first son after the grandmother.
- \_\_\_ 4 "Taylor" is an example of a name that works for either gender.
- \_\_\_ 5 Some parents believe a name can give their child social benefit.
- \_\_\_ 6 "Alex" and "Emily" are examples of classic names.
- \_\_\_ 7 Sociologists agree that it is better to have a classic than an unusual name.
- \_\_\_ 8 The name "Hubert" was on all of the homework assignments.
- \_\_\_ 9 The teachers were given the same homework assignment.
- \_\_\_ 10 Parents who want their son to be considered smart should name him "Hubert."

# HEAR the language

## Syllable Stress

When you learn vocabulary, it is important to know which syllable is **stressed**. Paying attention to stress will help your pronunciation and your listening.

### EXAMPLE

*SociOlogy is the SCIENCE of STUdying soCIety.*



**A LISTEN** Listen to the statements and questions from the lecture. Circle the syllable stress you hear.

- 1 In **SO**ciology / soci**OL**ogy, we study social groups and how people in**TER**act / inter**ACT** and respond to each other.
- 2 For example, **DE**pendent / de**PEN**ding on if I say my name is "Alex," or "Alexandra," or "Dr. Shaw," you might **RE**spond / re**SPON**D differently to me.
- 3 However, we would take a **SIM**ilar / simi**LAR** approach to **AN**alyzing / an**AL**izing how parents choose names in any other language.
- 4 So, without a doubt, our names are important **SYM**bols / sym**BOL**s of **iDEN**tity / iden**TIT**y.
- 5 The second way parents choose names is to name a child after someone the parents **ADM**ire / ad**MIRE**, such as a **FA**vorite / favor**ITE** teacher, a family friend, or even a famous athlete or movie star.
- 6 For example, if they are **CON**cerned / con**CERN**ed about gender dis**CRIM**ination / discrimi**NATION**, they may choose a name that works for either a boy or a girl.
- 7 Now what **QUAL**ifies / qual**IF**ies as "classic"? Well, **CLAS**sic / class**IC** means the name never goes out of style.
- 8 Now I want to **CON**sider / consi**D**er these questions: Does someone's name **IN**fluence / in**FLU**ence how other people respond to them?
- 9 Does a person's name **AF**fect / af**FE**CT their chances for **SUC**cess / suc**CESS** in life?
- 10 **SPE**cifically / spe**CIF**ically, researchers have explored whether it's better to have a classic name, such as "Robert," or an **UN**usual / un**US**ual name, like "Darvlin."

**B PAIR WORK** Work with a partner. Take turns saying the sentences. Pay attention to syllable stress.



# TALK about the topic

## Asking for Clarification or Confirmation

- A FOLLOW THE DISCUSSION** Watch as the students talk about names. Read each comment. Then check (✓) the student who makes the comment.



	Mia	Manny	Hannah	River
1 "(My name) was just a name my parents liked. Pretty simple!"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 "Well, in my case, I got my name from the first way that the lecturer mentioned, which was custom."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 "I was named after my mom's high school teacher. I guess my mom really admired this woman."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 "I'm not really sure where my name comes from. I doubt my parents chose it to help me socially."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B LEARN THE STRATEGIES** Watch the discussion again. Listen closely for the comments. Then check (✓) the discussion strategy the student uses.

	Asking for clarification or confirmation	Asking for opinions or ideas
1 <b>Mia:</b> "So you must think names really <i>do</i> matter?"	<input type="checkbox"/>	<input type="checkbox"/>
2 <b>Hannah:</b> "This lecture has made me realize it's a big responsibility for a parent to choose. ... Don't you think?"	<input type="checkbox"/>	<input type="checkbox"/>
3 <b>Mia:</b> "You mean, it's the parents' responsibility to give good names?"	<input type="checkbox"/>	<input type="checkbox"/>

**Discussion Strategy** To **clarify** means to make clearer. To **confirm** is to remove doubt. You can clarify or confirm by restating what you understood: *You mean ...* or *Do you mean ...* ? Or you can ask open-ended questions like *What do you mean?* and *Could you clarify ...* ?

- C TRY IT** In a small group, discuss one or more of these topics. Try to use the discussion strategies you have learned.

- Do you know people with unusual names? What are their names? What do you think of their names?
- In your experience, are stereotypes associated with names? Give examples.
- There are many websites to help parents choose a name for their baby. Is this a good way to choose a name?

## REVIEW your notes

**REVIEW** With a partner, take turns explaining the main ideas from the lecture. Use your notes. Then complete the notes below.

Name:	Ex. of:
Alex /	how different names change what
Alexandra /	we think of people
Dr. Shaw	
Sarah	
Robert or Anna	
Darvlin	
Taylor	
Hubert	

**TIP!**

Remember: There are two reasons for taking notes:

- to help you focus on the ideas of a lecture
- to help you review information later

**TIP!**

**Remember:** There are two basic reasons for taking notes:

- to help you focus on the main ideas of a lecture
- to help you review information later



**Now you are ready to take the Unit Test and the Proficiency Assessment.**



# EXPRESS your ideas

## What's in a Name?

In the unit lecture, you learned about ways parents choose their child's name. Naming practices differ across cultures. Practices include naming a child after an important religious figure, based on the child's birth order, according to the day of the week the child was born on, and after a constellation in the sky.

**TASK** Research your name and two classmates' names. Then give a short presentation about your findings. Use an outline to help you organize your ideas.



### Prepare

- 1 Think about your own name. How did your parents choose your name? Do you know the meaning of your name? What name would you give your own child? Why? Write down your answers.
- 2 Interview two classmates about their names. Ask: *How and why did your family choose your name? What is the meaning of your name? Do you like your name? If you had a child, what name would you give him or her? Why would you choose this name?* Reminder: Take clear notes during the interviews. You can also do online research to check the meanings of names. You can search "meaning of names."
- 3 Organize the information from your notes into an outline. (Use the example outline to help you.) Do not write sentences on your outline. Use key words and phrases only.
- 4 Work with a partner. Compare your outlines. Ask each other questions about the information. Make changes to your outline as needed.

### Practice

- 5 Practice with your partner. Did you follow your outline? Did you practice syllable stress with new words? Use the Unit 1 Presentation Evaluation Form (in Appendix C) to give each other suggestions to improve your presentations.
- 6 Practice by yourself. Record your presentation or practice in front of a mirror until you feel comfortable and remember your main points. Use the Evaluation Form to evaluate your presentation.

### Present

- 7 Deliver your presentation to the class. Glance at your outline occasionally—for example, to remind yourself of the main ideas—and then look at your audience as you speak. Don't read your presentation. Try to speak naturally and confidently.
- 8 When you finish, ask for audience questions: *Are there any questions? Is there anything that wasn't clear?*
- 9 Listen to your classmates' presentations.

### Evaluate

- 10 Use the Evaluation Form to evaluate your and your classmates' presentations. Be supportive: Give comments that will encourage your classmates to improve!

#### Presentation Strategy: Using an outline

Making an outline helps you to organize ideas. By structuring the information, you also help your listeners follow your ideas more easily. The example outline below shows a basic outline structure. This unit focuses on organizing your main ideas.

#### TOPIC: WHAT'S IN A NAME?

- I Introduction: 3 main ideas
- II Main idea #1: My name
  - A Supporting detail: How / why name chosen
  - B Supporting detail: Meaning of name
  - C Supporting detail: Name for child / why
- III Main idea #2: Name of first person interviewed
  - A Supporting detail: How / why name chosen
  - B Supporting detail: Meaning of name
  - C Supporting detail: Name for child / why
- IV Main idea #3: Name of second person interviewed
  - A Supporting detail: How / why name chosen
  - B Supporting detail: Meaning of name
  - C Supporting detail: Name for child / why
- V Conclusion: Review of 3 main ideas



## 2

## Global English



## CONNECT to the topic

Most people would agree that English is the current *lingua franca* of the world—that is, the most commonly used language. On the Internet and in face-to-face situations—at airports, hotels, and business meetings—English is the international language of choice.

**A THINK ABOUT IT** Consider these questions about using English. Then compare responses with a partner.

- In what situations do you use English now?
- In what future situations might you need English?
- What jobs in your home country require English?
- How often do you speak English with someone whose first language is not English?

**B TUNE IN** Listen to a job interview with applicant Brian Fisher. Then work with a partner to answer the questions, based on the interview.

1 What position is Brian Fisher interviewing for?

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2 What work experience has prepared Fisher for this job?

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3 Why does Fisher want this job?

---

4 Why does the interviewer ask Fisher about challenging situations?

---

5 Why does Fisher say, "English was valuable for communicating with the guests"?

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**C PAIR WORK** Work with a partner. Ask: *Why do you think English has become the common language globally? Do you ever use English words as you are speaking your first language? If so, in what situations?*



## LEARNING OUTCOMES

In this unit, you will:

- listen for phrases that signal comparisons
- note main ideas from a linguistics lecture
- fact-check statements from a linguistics lecture
- identify and practice stressing words to focus the listener
- recognize and practice strategies for disagreeing
- review with a partner to prepare for the unit test
- give a presentation on a variety of English, using examples

## BUILD your vocabulary

**A LISTEN** The boldfaced words are from the unit lecture on English as a global language. Listen to each sentence. Then guess the meaning of the boldfaced word.

- 1 Most people **acknowledge** that English is used all over the world. There is very little disagreement about that.
- 2 In many international situations, people **communicate** in English.
- 3 English is used widely in certain **domains**, such as business and science.
- 4 The Portuguese taxi driver and the German tourist used English to **facilitate** communication because it was the only language they both knew.
- 5 English is considered a **global** language because it's used on every continent.
- 6 Many people in Japan can speak some English. **Nevertheless**, this doesn't mean English is their primary language; Japanese is.
- 7 English is one of the **official** languages of the European Union. It's used among EU representatives in major meetings.
- 8 Because the flight attendant was **proficient** in English, French, and Spanish, he could speak with almost all of the passengers.
- 9 The hotel employees in Beijing learned English, but of course, **retained** their ability to speak Chinese. Now they use both languages at work.
- 10 The number of people who currently speak some English is **unprecedented**. More people speak it now than ever before.

**B TRY IT** Circle the best definition for each boldfaced word.

- 1 Most people **acknowledge** ...

wish

prefer

accept as true

- 2 the language used to **communicate** in

share information

call

present

