

Communication Skills for the 21st Century



IELI Level 3 Communication

Term A

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Unit 1: The Power of Reading

Expanding Your Vocabulary through reading and context clues



Reading Is Thinking

Reading Is Knowledge

Reading Is Power

“If you are going to get anywhere in life,
you have to read a lot of books”

Roald Dahl

Why Is It Important to Have Good Reading Skills?

How many times have you been asked by teachers and other people if you like to read?

Do you feel guilty if you say no? If you do not like reading in your first language, do you think you would like it in English?

Despite what you may think, you are not alone, many people do not read for fun. According to a survey conducted by Pew Research only 17% of 13-year-olds in the U.S.A. read for fun, while 29% said they never or rarely read for fun (Schaeffer 2021).

So why do students not like to read?

According to American English teachers there are many reasons why students do not like to read, but most of them do not like to read because of **ability, interest and mindset** (The Relevant Classroom 2021).

Ability is being able to read and understand the material. This is difficult if

you are reading in English when it is not your first language.

Interest is the attitude students have towards reading. Many students would rather be doing something else.

Mindset is the thoughts and ideas students have while reading. Sometimes we tell ourselves that we are reading too slowly, or that we are not a good reader because we do not understand the story. However, there is a solution! Just because you may not like reading at this point in time, does not mean you cannot change your mind. Learning the necessary skills to improve your reading level will definitely be a step in the right direction. Learning reading skills will allow you to be successful in college, university and in your career. There is hardly a job that you will do in the future that does not involve reading.

Reflect:

How do you feel about reading?

What has been your experience with reading in English?

How do you think you will use English in the future? Will you have to do a lot of reading in English?

Communication Level 3 Objectives

In Communication Level 3 you will learn how to:

- Understand main ideas, details, and vocabulary in intermediate-level nonfiction and fiction reading passages ranging from 600 to 800 words in length.
- Make inferences and identify patterns of organization based on information in written text.
- Improve reading comprehension of nonfiction, descriptive texts through identifying main ideas, understanding details, recognizing pronoun references, using context clues to guess new vocabulary, making inferences, and identifying patterns of organization.

By the end of Level 3 you will be able to:

Read nonfiction and fiction passages from a variety of sources &

- identify main ideas
- understand details and recognize supporting details
- recognize pronoun references
- use context clues to guess unknown words
- make inferences
- identify patterns of organization

Not only will you be a better reader, but you will be a better speaker and writer. The articles, readings and videos have been chosen to provide lively discussion, open your mind, and discover ideas and concepts you may have never thought about before.



“ Reading is good for you because it improves your focus, memory, empathy, and communication skills. It can reduce stress, improve your mental health, and help you live longer. Reading also allows you to learn new things to help you succeed in your work and relationships.”

Thomas J. Law

Let's Talk about Reading

With a partner/small group discuss the following questions:

a) Why do people read? List as many reasons as you can think of.

b) What jobs or careers can you think of that involve reading?

Ex: Doctors need to read a lot to keep up with the latest advances in medicine.

c) What are some other things that people read beside books?

Ex: People read newspapers.

d) What does someone have to do in order to be a good reader?

e) Why is it important to be a good reader?

Reading Interest Survey: Ask and answer the questions below about reading

Question	Classmate Name:	Classmate Name:	Classmate Name:
How many books would you say you own?			
How many books have you read in the past year?			
What kinds of books do you like to read?			
What besides books do you like to read?			
Do you have a favorite author or book?			
In general, how do you feel about reading?			

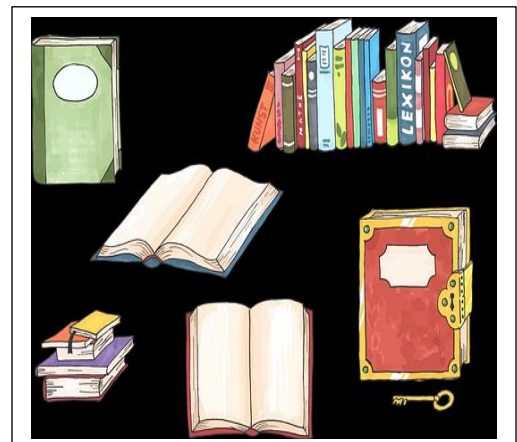
Read Strategically: Retain New Words

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10 Sure-Fire Strategies to Improve Your Vocabulary. **Authored by:** Luciano Passuello. **Provided by:** Litemind. **Project:** <https://litemind.com/10-strategies-improve-vocabulary/>. **License:** *CC BY-NC: Attribution-NonCommercial*

Everyone knows how important learning vocabulary is when it comes to learning a language. How many times do you wish you could express yourself better if you only had the right word? Being able to express your ideas, feelings, and opinions is an important part of communicating in today's world. In order to do this, it is important to **expand your vocabulary**.

There are several proven benefits from improving your vocabulary, but how should you go about learning new words in the most effective way? By using the following vocabulary-building strategies, you are guaranteed to develop a strong vocabulary and keep improving it every day.



Be an Avid Reader

Reading is the most effective way to get new vocabulary. When you read, you see words being used in context – and that’s what makes it much more effective than, for example, only memorizing word lists.

If you’re not able to guess the meaning of new words when reading, it’s probably because there are too many unknown words in the text. This means that it is probably too hard for you. Try reading easier materials. Reading is only enjoyable if you understand what you are reading.

Use it or Lose it

Just reading a new word and looking up the meaning is not enough for you to remember the word. Only by using the word several times will you be able to truly learn it.

Be creative and try to use your newly learned words in as many ways as possible:

- ★ Write them down.
- ★ Say them aloud.
- ★ Create sentences with them, mentally or in writing.
- ★ Try to use them in a conversation.
- ★ Discuss them with friends.

Learn one new word a day

Let’s be clear, using the same words like “nice” “good” “bad” is not going to improve your vocabulary or English level.

If you learn just one new word every day, you’ll soon notice they add up pretty quickly.

Many websites provide free word-of-the-day services. Here are some to try:

[*Merriam-Webster’s Online Word of the Day*](#): this is the website that delivers useful words. It’s also the most feature-rich: it provides audio explanation, pronunciation, and word history.

[*Dictionary Word of the Day*](#): another fine service, perhaps not as complete as Merriam-Webster’s or WordSmart, but still worth checking out.

Vary your interests

Do something different from your daily routine: cycling, fishing, or singing—any activity that isn’t part of your normal life – can become a great way to learn new words,

Every hobby has its own vocabulary and unique ways of communicating.

- ★ Read books and magazines that are different from the ones you’re used to.
- ★ Watch foreign-language movies.
- ★ Hang out with different people.

Maintain a personal dictionary

- By keeping a personalized list of learned words, you'll have a handy reference you can use to review these words later. Keeping them in your own list is much more efficient than going back to the dictionary every time.
- Writing words down at least once will greatly enhance your ability to commit them to your permanent memory.
- Another excellent learning aid is to write an original sentence containing the word
- There are many ways you can keep your personal word list; each has its own advantages and disadvantages, so make sure to pick the format that works best for you.
- You may prefer to keep it as a simple text file in the computer, or in a regular paper notebook, or a computer spreadsheet for its handy features such as searching, sorting, and filtering.

Follow a process

- To make vocabulary improvement a permanent habit in your everyday life, you should make it a habit that is automatically part of your daily routine –otherwise you won't do it when your days get too busy.
- Your process can be as simple as you wish – the key is to specify it beforehand and then follow it. By knowing exactly how and how often to process your inbox, you stay on top of your vocabulary improvement process, even when you have many things to do.

The point is that you're only limited by **your willingness to learn**.

Let **curiosity** be your guide and you will never run out of resources to learn from.

Can you think of any other ways to learn new vocabulary? List them here:

-
-
-
-
-

Discuss and Decide

With a partner, discuss the strategies to learn new vocabulary. Which strategies do you think are useful? Which strategies do you think might not work for you? Share your own ideas on ways to learn new vocabulary.

Now it's time to make a commitment.
What will you do this term to learn more vocabulary?

We will check in periodically to see how much progress you are making.
Progress Check #1: **end of week 2**
Progress Check #2: **beginning of week 4**
Progress Check #3: **end of week 6**



“Great books help you understand, and they help you feel understood”
John Green

Context Clues

With a partner or small group try to guess which word should go in the blank.
Be prepared to explain why you think that is the correct word.

What is it?

1. _____ is a popular winter holiday for people in many parts of the world. Many people send cards and buy presents for friends and family. They celebrate by going to church, gathering with family, and having a big meal.
2. _____ is found in many desserts and drinks. It is made from roasted and ground cacao and can be in a liquid, solid or paste form.
3. A _____ needs a lot of care. It has to be fed many times a day. Unlike an adult, it only sleeps a few hours at a time.
4. One of my favorite activities is _____ in the mountains. It's important to have good shoes and to always take water with you.
5. Mexican food is too _____. It burns my mouth when I eat it and I can't taste anything after I eat it.
6. _____, or baby dogs, are popular pets in America. They are friendly and cute. They are active so they need to be walked every day.

How did you know the answers?

Read Strategically: Context Clues

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Context Clues are things in a sentence or story that help you make a logical guess about the meaning of a word you don't know.

When you see a word, you don't understand, the first thing you should do is **cover the word with your finger** and read the sentence again. Maybe you can understand the sentence well without that word. Read the sentence again with some words that might fit.

Here are some common context clues to help you with new vocabulary words. Notice the key words in **BOLD**.

Definition Clues: Sometimes the sentence (or paragraph) tells you the meaning of the word:

A Jack-O-Lantern is a pumpkin with a face cut into it. Children love to make these for Halloween

The name for a Halloween pumpkin with a face is Jack-O-Lantern.

Halloween pumpkins, **also known as** Jack-O-Lanterns, are fun to make.

Synonym Clues: Sometimes you can find a word that means the **same** thing in the sentence (or the sentence before or after).

I abhor doing housework, **and** my roommate **hates** it too.

Doing housework is my **least favorite** thing to do. In fact, I abhor it.

Antonym Clues: Sometimes you can find a word that means the **opposite** of the word you don't know.

Kira's car is filthy, **but** my car is **very clean**.

Kira's car is filthy! She should **clean** it.

Examples: Sometimes the other words in a group, or the general word that has several examples can help you understand the meaning of a new word.

I like to read different types of genres. **For example**, I enjoy fiction, **like** mysteries, and romance. I also like non-fiction such as biographies.

General Sense: Sometimes you can guess the meaning of a word by thinking about the meaning of the whole paragraph or story. If you understand something about the topic, you can probably guess what some words logically mean:

It was a beautiful, warm, sunny day. Mr. and Mrs. Thompson decided to put their 6-month-old baby into the stroller and go for a long walk in the park.

Using Context Clues

Use context clues to help you with the meaning of the underlined words.

Write the meaning and the type of clue that helped you figure it out.

Example:

Sheila is going to Miami for only two days, so she doesn't need many things. Her valise is small and can fit under the seat on the airplane.

Meaning: carry-on/bag **Type:** Definition

1. Bob got a flat tire on his dirt bike, so he had to clamber over the rocky path on foot to get help. Meaning: _____ Type: _____

2. The torrential rain left the streets flooded with water.

Meaning: _____ Type: _____

3. Lee's grandfather is terminally ill. There is nothing that the doctors can do to cure him.

Meaning: _____ Type: _____

4. During the interview, the movie star was very candid about her new romance. She honestly gave the reporter a lot of personal details!

Meaning: _____ Type: _____

5. Terry wanted to go to college, but his grades were not good, and he didn't have enough money to pay the tuition. These obstacles made his dream very hard to achieve. Meaning:

_____ Type: _____

6. She grappled with the advantages and disadvantages of buying a new car for two weeks before she finally made a decision.

Meaning: _____ Type: _____

7. Although Ben is not rich or handsome, he is witty. With his great sense of humor, he can make anybody laugh. The girls all like him.

Meaning: _____ Type: _____

8. People who are blunt might be considered rude, but others may think that they are just being open and not shy to share their opinion.

Meaning: _____ Type: _____

Practicing Context Clues

Adapted from ereadingworksheets.com

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

Ex. 1. **Confiscate:** The student was unhappy because the teacher had **confiscated** her cell phone.

Definition: picked up /took

What clues in the sentence lead you to your definition?

Student unhappy=cell phone

2. **Obedient:** Unlike her older brother Jerome, who stayed out all hours of the night, Kate **obediently** followed the rules her parents set.

Definition: _____

What clues in the sentence lead you to your definition?

3. **Crumb:** John was so hungry that he didn't leave a single **crumb** of the cookie on the plate.

Definition: _____

What clues in the sentence lead you to your definition?

4. **Consume:** John was so hungry that he **consumed** the whole pizza in less than 10 minutes.

Definition: _____

What clues in the sentence lead you to your definition?

5. **Coax:** After the dog escaped, Chris tried to **coax** it back into the house with treats.

Definition: _____

What clues in the sentence lead you to your definition?

6. **Outcast:** If a wolf doesn't help its pack hunt, it becomes an **outcast** and must go on alone.

Definition: _____

What clues in the sentence lead you to your definition?

7. **Discard:** Dad had no need for the broken chair, so he **discarded** it on the corner by the trash.

Definition: _____

What clues in the sentence lead you to your definition?

8. **Fascinate:** Alvin went to the museum every Saturday because he was so **fascinated** by art.

Definition: _____

What clues in the sentence lead you to your definition?

9. **Yearn:** Even though John had a good job and a nice family, he **yearned** for more.

Definition: _____

What clues in the sentence lead you to your definition?

10. **Seldom:** Since professional athletes have to stay in excellent physical shape, most athletes **seldom** eat junk food.

Definition: _____

What clues in the sentence lead you to your definition?

11. **Delicate:** Tracy held the flower as gently as she could, fearing that the **delicate** stem would break.

Definition: _____

What clues in the sentence lead you to your definition?

More Context Clue Practice

Each word below is followed by a set of sentences. These sentences show the word in different **contexts**.

What is the meaning of the word in each of the sentences?

What **clue(s)** did you find in the sentence to help you understand the meaning of the word?

TABLE:

Let's table the discussion until Mr. Jones arrives. We need his opinion about the plans.

Meaning: _____ Clues: _____

The table on page 33 shows the population numbers for 1997.

Meaning: _____ Clues: _____

The underground water table is falling every year in the great desert in North Africa.

Meaning: _____ Clues: _____

VIEW:

We had a wonderful view of downtown London from our hotel window.

Meaning: _____ Clues: _____

We can view the soccer game from the seats at the top of the stadium.

Meaning: _____ Clues: _____

I always ask for my roommate's views. I value her opinion.

Meaning: _____ Clues: _____

ROLL:

The tennis ball hit the fence and rolled across the court.

Meaning: _____ Clues: _____

The teacher keeps the class roll on the desk so she can check who is present and who is absent every day.

Meaning: _____ Clues: _____

Germans often serve small, hard rolls called brochen for breakfast. They eat them with butter and jam or honey.

Meaning: _____ Clues: _____

Unit 1 Review

What are the best strategies to learn vocabulary in your opinion? Name at least 4.

- 1.
- 2.
- 3.
- 4.

What are context clues?

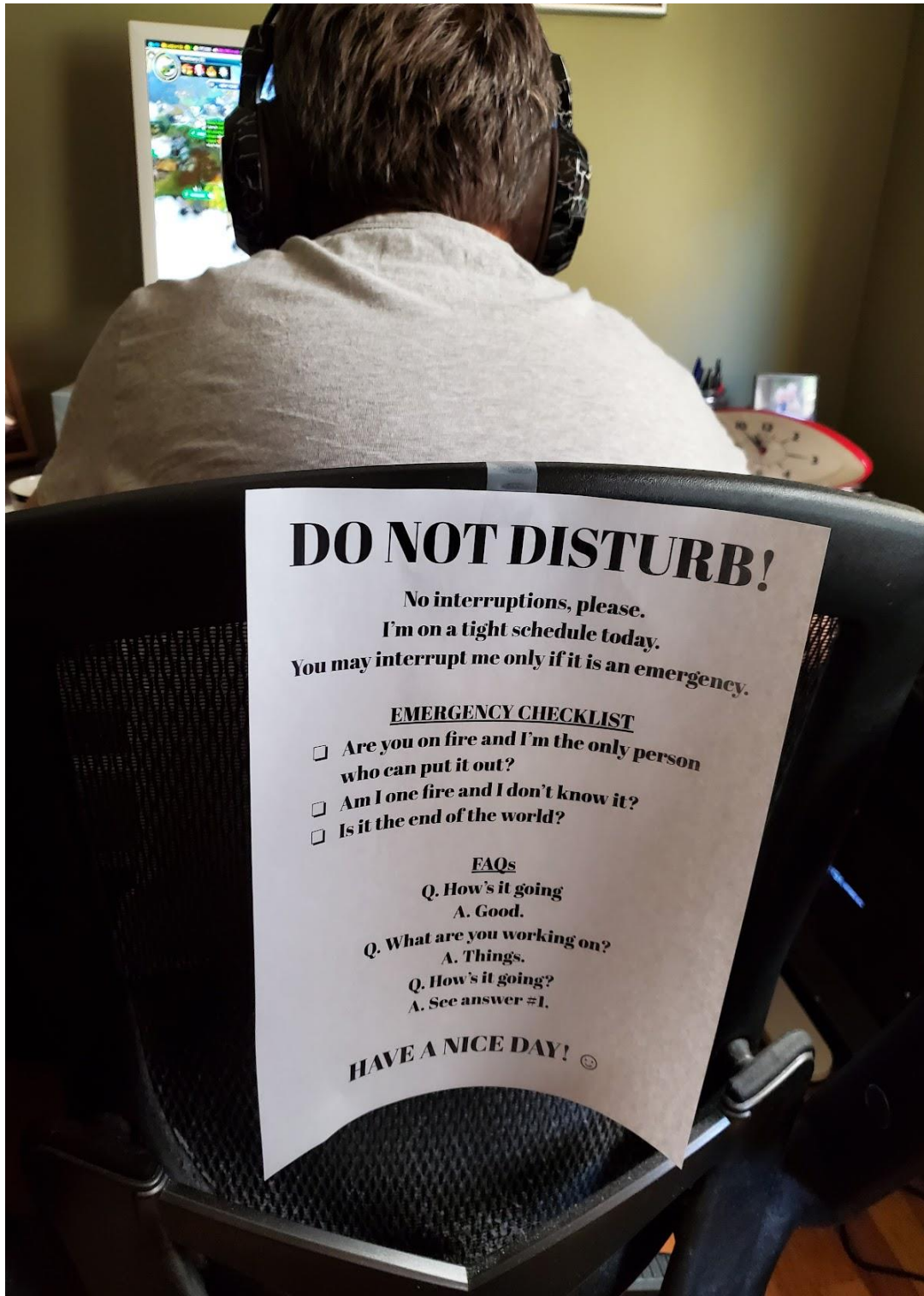
What are the different types of context clues?

- 1.
- 2.
- 3.
- 4.
- 5.

How can context clues make you a better reader?

Why is it so important to learn new vocabulary every day when learning a new language?

UNIT 2: DISTRACTIONS AND INTERRUPTIONS



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Level 3 Speaking Test 1: The Interview

Your first speaking test is based on the content and vocabulary found in your readings from Units 2 and 3 of this coursebook as well as the AWP words we cover in the next two weeks. The topics are from Unit 2 “Distractions and Interruptions” and Unit 3 “Family”.

On the day of the test, you will have approximately 2-3 minutes to answer one multi-part question. The question will ask for your thoughts and opinions supported by details and examples from the reading and listening materials and activities.

You will not know the questions before the test. However, we will be practicing similar questions throughout the units. Therefore, it is important that you prepare and participate fully in each discussion and practice speaking clearly and fluently.

Other ways you can prepare for the speaking test are:

- Understand each reading and listening activity as well as be able to explain main ideas and supporting details.
- Be able to express **your own opinion** about the readings and listening activities and support those ideas with information from the materials in the book. By doing your homework assignments and participating actively in class, you will learn the material. You should also review all of the readings before the test.
- Learn and practice the new vocabulary while discussing the topics. You should use vocabulary presented in the material as well as **AWP words**.
- Speak in complete sentences. This will help you practice your grammar. It is time to move beyond one-word simple answers.
- Use sentence stems to sound more natural and fluent. The more you practice them, the more you will use them outside of class. We will be practicing different sentence stems throughout the course.

You will be given a handout that will help you prepare for the speaking test. Make sure you fill it out and use it as you prepare for the speaking test.

Speaking Strategy #1:

You can use **fillers** while pausing to think about how you want to answer a question. Using fillers will give you time to think of an answer and also lets the listener know that you understand the question, but just need a few seconds to think about what you want to say.

Examples of Filler Words:

- Well...
- Hmm...
- Okay...
- So...
- That's an interesting point
- Let me think about that for a moment
- I'm not sure what to think

Language in Use: Interrupting people politely

Sometimes, when you don't understand what your interlocutors are saying or you don't agree with them, you want to interrupt them to ask for clarification or to disagree with the point they are making. Here are some useful expressions for interrupting people.

Useful expressions to interrupt people

- Excuse me for interrupting, but...
- Do you mind if I interrupt you, ...
- Sorry to butt in, but may I just...
- Before we move on to the next point, may I add...?
- Excuse me, may I add to that...?
- Do you mind if I jump in here?
- I don't mean to intrude, but...
- pardon me , but...
- Excuse me, but...

Prereading Activities

Take a look at the vocabulary below. Try to use the following idioms, synonyms, and expressions throughout the unit, especially during class discussions.

To be distracted/distracting	To be interrupted
Absent-minded	To be disturbed
Lost in thought	To be bothered
Head in the clouds	to get on someone's nerve
Not with it	To drive someone crazy
Not concentrating	To be disrupted
Out to lunch	To intrude
Caught off guard	To cut someone short

Discussion

With a partner discuss the following questions about being distracted and interrupted. Use Speaking Strategy #1 and the phrases and idioms above to answer in COMPLETE SENTENCES.

A) What are some things that you find distracting when you are working or studying?
When I am working, sometimes I am caught off guard when I receive text messages from my friends.

B) How do you feel when you are constantly being interrupted?

C) Is there anyone or anything that drives you crazy while you are trying to work or study?

D) What are some other things that can distract people at work or while studying?

E) How do you feel when someone cut's you short while you are speaking?

F) What do you say when you are working with someone who is lost in thought?

Here's How Long It Takes Most People to Get Back to Work After Getting Distracted

INSTRUCTIONS: Read the excerpt below from a web page. As you read, complete these tasks:

- Find at least one word that you do not know and circle it. Write its definition in the margin.
- Find at least one important piece of information and underline it.
- Highlight the thesis (main idea) of the whole article.
- Use your own words to explain the main idea in one or two complete sentences.

Article Source: *Read UP Strategies for Raising Reading Skills* by Timothy Krause licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License Adapted from Here's How Long It Takes Most People to Get Back to Work After Getting Distracted By Sasha Grutzeck.

When you're at work, it can sometimes be difficult to focus on one task for a long period of time. There are just so many distractions and interruptions! Your coworkers stop by to chat. You get an email that must be answered immediately. You need to run to a meeting. Or you just feel the sudden urge to reorganize the movies on your Netflix queue.

We all get distracted while we're working. That's not surprising. But what is surprising is how long it takes the average person to re-focus on work after being distracted.

A recent study conducted at the University of California, Irvine indicated that most people take 23 minutes and 15 seconds to recover from an interruption. That's actually a pretty long time, and it can really add up over the course of a day.

There are a couple exceptions to this rule:

- If the interruption has to do with the work that you're doing (for instance, if a coworker stops by to ask a question about the project that you're currently working on), it can actually be beneficial and help you to focus.
- If the interruption only requires a very basic, automatic response (for instance, if someone asks you to sign a form), this generally won't cause a significant break in your concentration.

But any sort of significant distraction (like chatting with a coworker about the most recent episode of your favorite TV show) can cause you to lose your train of thought. And you might need to take 23 minutes and 15 seconds to get back on track.

Now this doesn't mean that you shouldn't take breaks! Taking breaks during your workday is a healthy habit and will help you to be more productive in the long run. But if you're really trying to get a project done or meet a tight deadline, do yourself a favor. Help yourself to focus by cutting out as many distractions as you can.

What's the main idea of this story? Write 1 or 2 complete sentences.

Reading Skill: Identifying the Main Idea

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What is the main idea?

The main idea is the author's primary message. It has two parts. The main idea includes both:

- **topic** (general subject of the text)
- **claim** (what the author wants to say about the topic)

Example

You may read an article about sleep. That's the topic. But what does the author want to say about sleep?

- *Short naps may help you stay alert, but they do not help you study.*
- *Everyone needs 8 hours of sleep for good physical health.*
- *Sleep is important to be able to think more clearly.*

All three of these examples share one topic: sleep. But they make very different claims.



How do you identify the main idea?

Authors often state the main idea plainly in a thesis statement near the beginning of the text – but not always. It depends on the type of text that you are reading. Some authors might save their main idea for a dramatic conclusion. Others might only imply the main idea (in other words, they do not state it directly).

1. Identify the topic. **Who or what is the focus of the text?** Look for repeated words. Look for general ideas, not specific details.
2. Identify the claim. **What is the most important thing the author wants to say about the "who" or "what" from question #1?** Look at these parts of the text:
 - a. title of the text
 - b. first paragraph of the text
 - c. last paragraph of the text
 - d. last paragraph of the introduction section

Remember that sometimes the author does not state the claim directly. In this case, you have to think of a single statement that connects all parts of the text.

3. Test your work. **Do all (or most) parts of the text explain or support the main idea (topic+claim)?** Make sure that none of the text contradicts what you think is the main idea. If not everything works well together, then you may need to try again.

Main Idea Practice

Adapted from ereadingworksheets.com

1. Before you put on that skeleton costume and go door-to-door asking for candy, take a minute to reflect on this tradition. Halloween is believed to have come from an ancient Celtic festival dating back some 2,000 years. November 1st was the Celtic New Year and marked the end of summer to the Celts. They celebrated it the night before by wearing costumes made of animal skins and dancing around fires. Over the next two thousand years, this celebration grew to be the candy fueled costume ball that we know today.



Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title for the paragraph: _____

2. It is estimated that over twenty million pounds of candy corn are sold in the US each year. Brach's, the top manufacturer, sells enough candy corn to circle the earth 4.25 times if each piece were laid end to end. That's a lot of candy corn, but that's nothing compared to the production of Tootsie Rolls. Over 64 million Tootsie Rolls are produced every day! But even Tootsie Rolls have got nothing on the candy industry's staple product: chocolate. Candy makers manufacture over twenty billion pounds of chocolate in the United States each year. Now that's a mouthful!



Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title for the paragraph: _____

3. Yellowstone National Park is mainly located in Wyoming, although three percent is located in the state of Montana. The Continental Divide Mountain Range of North America runs diagonally

through the southwestern part of the park. The park sits on the Yellowstone Plateau, which is an average elevation of 8,000 feet above sea level. This plateau is bounded on nearly all sides by mountain ranges. There are 290 waterfalls that are at least fifteen feet in the park, the highest being the Lower Falls of the Yellowstone River, which falls 308 feet.



Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title for the paragraph: _____

4. Remember, if something is worth doing, it is worth doing correctly. That said, the key to making perfect cookies is merely a matter of preparation and precision. To begin with, read your cookie recipe thoroughly before baking. Make sure that you have all the necessary ingredients before you continue. Next, use good tools and utensils. By using good tools, you minimize mistakes and improve the quality of your product. Last, use top quality ingredients. If you use poor quality materials, you'll create inferior products. So, to make perfect cookies you should use the highest quality materials available.



Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title for the paragraph: _____

Making annotations

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As you continue your college education, you will need to read more and more. The texts may be longer and complicated. One way to read efficiently and effectively is to annotate the text as you read.

When you **annotate**, you simply make notes as you read. For example, you might highlight the main idea. You might circle a new word and write its definition or a synonym nearby. Perhaps you add some notes in the margins with questions or reactions. There are many ways to annotate a text. We'll practice a few, and later you can choose the strategies that work best for you.

But why should you practice annotation at all? Whether you are working in your first language or your fifth language, there are many benefits. Here are three:

- 1) **Annotation makes reading an active process.** It requires concentration, so it keeps you awake and engaged as you read.
- 2) **Annotation slows down your reading, which is actually a good thing!** Decreasing your pace can increase your comprehension and information retention.
- 3) **Annotation saves you time when you need to find information later on.** Your notes can guide you to a particular fact, and they can help you to study for a test without having to read the whole text again.

Here are a few tips to remember:

Make your notes your own. Don't worry about writing something that you think the teacher wants. Write your own ideas, questions, and reactions.

Annotation is a skill that takes time to develop. In the beginning, some students might not make many notes because they're not sure what to do. If that's the case for you, then review the list of strategies below. Some beginners do the opposite and fill their page with notes, underlining every topic and circling every word they don't know. When they do this, nothing stands out, and that doesn't help at all.

Finally, think about your reading purpose. Annotations are great for school and work, but you don't need to do it all the time. If you're reading a book for fun, then just relax and read the book. The same is true for a website or magazine.

Annotation Strategies

Before you read

Take five seconds to quickly look at the title and the text you are about to read. What do you know about the topic already? Write "know already" at the top of the text and list a few notes (not sentences) about this.

Create questions that you expect to be able to answer for each section as you read. Here's a hint about how to do this easily: Turn each heading in the text into a question. Write the questions on the text if there is space to do so or on another paper if there is no space on the text.

As you read

Circle unfamiliar words. Try to determine the meaning from context clues or check a dictionary. Write the definition or synonym above the word or in the margin.

Write comments, questions, opinions, definitions, and anything else that might be helpful to understanding in the margins.

Underline important information and comment on it in the margins.

Give each paragraph a short label – just a word or two is enough.

After you read

When you finish reading, highlight the main idea (thesis) of the whole article. (If you are reading a longer text, then write the main idea of each section or chapter, too.)

Go back and answer the questions that you wrote.

Bonus: After you read, ask yourself: How does this information connect to my own life? At the bottom of the text, write "Connect to my life" and answer how it does so. This will also help you with the first speaking test as you will be asked a question about the topic and your own life.

Highlight with care

Highlighting or underlining is the most common way to annotate a text. We all do it! However, it isn't the best way to review material. Highlighting one or two things – such as the main idea or a really important theory – is great! But choose carefully. If you highlight everything, then nothing stands out, which makes everything harder to remember. More importantly, simply highlighting a fact, figure or idea is the least active form of annotating. In other words, you aren't doing anything with that information and, therefore, you won't remember it. Try thinking and interacting with the text in other ways, such as questioning, paraphrasing, and summarizing. Those strategies will help you understand more and remember longer.



What is annotating?

What are some tips that will help you annotate?

-
-
-

What are some strategies that will help you understand the readings and text better?

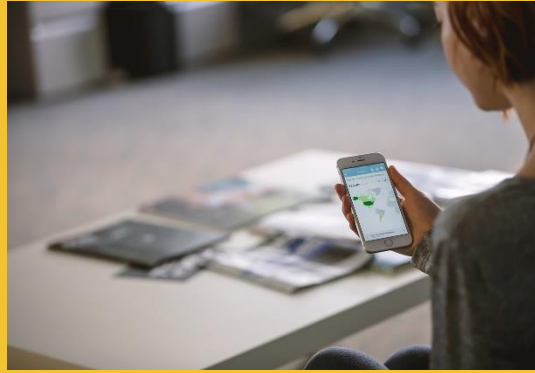
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Vocabulary Preview

Word	Part of speech	Definition	Example Sentence
Participant			
Colleague			
Performance			
Productivity			
Annoyance			
Time sensitive			
Core			
Expert			
circumstances			
To be worthy			
approach			

People are increasingly interrupted at work, but it's not all bad

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[1] An email pops up on your screen. It's a client sharing a project update. A message appears. It's your boss asking a question. A text alert beeps. A colleague wants to know if you will be attending a meeting. Sound familiar?

[2] People are increasingly interrupted at work by interruptions through email, messaging apps, social media and in-person encounters. Interruptions can hurt performance in a number of ways, causing lower productivity, more errors and poorer work quality. Interruptions also often cause negative emotions like annoyance and anxiety. Frequent interruptions may, over time, lead to stressful feelings of irritation and a sense of “**time famine**” – having too much to do and not enough time. **Q1 →**

[3] Yet interruptions are a necessary part of work life, since communication needs are often unpredictable and time sensitive. And responding to interruptions, has become a core responsibility for most jobs.

[4] As an expert on interpersonal interactions and time use in organizations, I

AS YOU READ

Consider the title. Make it a question. Predict: What will it answer? Write your question next to the title. After you finish reading, return to the title, and write your answer to your question.

Do the same for each heading. Predict: What question will they answer? Write your questions next to each heading. As you finish reading each section, return to the heading and write your answer to your question.

Q1 → A **famine** is usually a serious lack of food that continues for a long time. But the author here writes about a **time famine**. Circle the definition.

wanted to understand why interruptions are often so stressful. I designed a study that focused on people's experiences of being interrupted. Our study found that interruptions can actually be positive rather than negative emotions – given the right circumstances.

Surprisingly positive interruptions

[5] In our study, we asked 35 participants to keep track of their interruptions over the course of an entire workday. The participants were from different industries. They all worked full-time and used electronic devices regularly as part of their jobs. Participants recorded details such as what happened during each interruption, who interrupted them and how long each interruption lasted. They also noted the emotions they experienced and wrote down an explanation for those feelings. **Q2 →**

[6] As we expected, most participants were interrupted frequently during the day. Collectively, they reported a total of 256 interruptions. The day after they logged their interruptions, we interviewed the participants. We asked for more information about each interruption to clarify and understand why it had caused the emotions the participant had recorded. For instance, we probed further about the task the participant was interrupted to do and what else was going on at the time of the interruption.

[7] Given that prior research has overwhelmingly emphasized the negative aspects of interruptions, we were surprised

Q2 → What is the main idea of this paragraph?

- A. To describe the reasons for the experiment
- B. To describe the results of the experiment
- C. To describe the data that came from the experiment
- D. To describe who was studied in the experiment

when our study revealed that many interruptions were experienced positively. Approximately 30% of the interruptions we analyzed were associated with feelings such as excitement and happiness. More than 75% of our participants logged at least one positive interruption. **Q3 →**



Research shows that some interruptions can be seen as positive interruptions

[8] Intrigued by these unexpected findings, we used our data to figure out what makes an interruption experience good instead of bad.

Time and timing

[9] It turns out that differences in interruption experiences can be explained in large part by people's beliefs about time. Just as many of us in Western cultures think of time as a limited, and valuable, people who are interrupted at work consider the ways in which an interruption forces them to change how they use their time.

[10] For instance, the participants in our study judged interruptions in terms of their "time worthiness." Interruptions seen as

Q3 → What's special about this study? What makes it different when compared with previous research?

“time worthy” are more likely to cause positive emotions. Interruptions are “time worthy” if they involve work that is considered high priority. Employees considered something time worthy if it is making progress and meaningful.

[11] We also learned that interruption *timing* plays a big role in people’s emotional responses. Interruptions are generally associated with positive feelings if they are well-timed. Well-timed interruptions are those that arise when employees are not deeply absorbed in another task or need a break from their current task. Our findings echo previous studies, which have found that ill-timed disruptions are more likely to **hinder** work performance. **Q4 →**

[12] Finally, shorter interruptions generally cause positive rather than negative emotions. Longer interruptions take up more of the time that people had mentally given to planned tasks.

Relationships and workload matter too

[13] Another finding that came from our study was the importance of people’s relationships. Although this may not seem all that surprising, researchers have not yet explored the interpersonal aspects of interruptions.

[14] Individuals feel positive emotions if they like or respect the person who interrupted them. In some cases, personal liking can start a good experience even if an interruption is seen as “time wasting,” poorly timed or overly long. Conversely, if individuals dislike or lack respect for the person who

Q4 → Based on context clues in the text, what do you think the word **hinder** means?

- A. to make it possible or easier for something to happen
- B. to make something or someone different
- C. to stop someone or something from making progress or developing
- D. to not consider something important, or to not pay any attention to it

interrupting them. In some cases, personal liking can spark a good experience even if an interruption is seen as “time wasting,” poorly timed or overly long. Conversely, if individuals dislike or lack respect for the person interrupting them, interruptions are more likely to generate negative feelings. This is particularly true if the interrupter has a history of intruding frequently about unimportant questions or tasks.

[15] We also found that employees’ overall workloads influence interruption experiences. If interruptions occur when they do not have a lot to do, they find it less stressful to work on something unexpected. They can return planned tasks in the future without fear of missing a deadline or working additional hours. However, when employees have heavier **workloads**, they feel strong feelings of time pressure, which means that any interruption will be more likely to cause negative emotions. **Q5 →**

What organizations and employees can do

[16] My research on interruptions has made me much more optimistic about the plight of those who face frequent work interruptions. I believe there are ways to make interruptions better for those on the receiving end. Other management researchers have suggested creating periods of interruption-free time or offering employees a “quota” of uninterrupted time that they can use flexibly.

Q5 → Based on context clues in this paragraph, what does the word **workload** mean?

- A. when work is done
- B. how much work is done
- C. why work is done
- D. where work is done

[17] Our research suggests some additional potentially useful approaches. For instance, organizational training programs could teach employees to be more mindful about how, when, and why they interrupt others. Managers can also model “healthy” interruption behavior. If they reserve interruptions for worthy tasks and provide positive feedback to **subordinates** who do the same, they can slowly change the culture of their work groups. **Q6 →**

[18] Employees themselves can turn off communication alerts, put on headphones and silence their phones when they are focused on a task or facing a tight deadline. However, unless leaders and managers openly support this behavior, it will be difficult for individual employees to do so. ♣

Q6 → Based on context clues in the paragraph, what do you think the word **subordinates** means here?

- A. someone in charge of the whole company, such as the owner
- B. someone who has the same job as the managers
- C. someone who has less power or authority than someone else
- D. clients and customers of the company



Many of the suggestions in this article are good for office workers. But what if you don't work in an office? What can you do?

Verifying the facts

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INSTRUCTIONS: Reach each statement. If the statement is true, then mark it T. If the statement is false, then mark it F and rewrite the statement to be true.

_____ 1. Interruptions at work can cause stress and reduce productivity.

_____ 2. Interruptions at work are unnecessary and can be avoided.

_____ 3. The research study in this article talked to 35 people who all did the same work at the same company.

_____ 4. Each person in this research study reported a total of 256 interruptions.

_____ 5. Exactly three out of four participants reported at least one positive interruption.

_____ 6. Interruptions are generally associated with positive feelings if the person is not already busy with something else that is more important.

_____ 7. The author suggests offering employees a specific amount of uninterrupted time that they can use as they wish.

Checking your comprehension

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INSTRUCTIONS: Use information from the article to choose the best answer to each question below.

- Which of the following statements best describes the main idea of this article?
 - Interruptions consistently decrease productivity at work.
 - Interruptions at work can be a good thing under the right circumstances.
 - The author does not believe there are ways to improve interruptions.
 - Interruptions at work can lower blood pressure and decrease heart attacks.
- Which sentence from the article best supports your answer to Question #1?
 - "Interruptions can actually spark positive rather than negative emotions – given the right circumstances" (paragraph 4)
 - "Interruptions can impair performance in a number of ways, causing lower productivity, more errors and poorer work quality"(para 2)
 - "However, unless leaders and managers openly support this behavior, it will be difficult for individual employees to do so" (para 18)
 - "Interruptions are generally associated with positive feelings if they are assessed as well-timed" (paragraph 11)
- The author asked participants of her research study to keep a diary. What details did the participants write about?
 - what happened during interruptions
 - how long interruptions lasted
 - an explanation of their feelings
 - the weather outside on that day
 - who interrupted them
 - what they ate for lunch
 - how much sleep they received
 - emotions they experienced
 - their salaries
- What were the results of this research study?
 - 256 participants experienced 35 interruptions each during one day
 - 75% of participants experienced interruptions during one day
 - 30% of the participants experienced interruptions over two days
 - 35 participants experienced a total of 256 interruptions during one day
- The author was surprised because participants reported _____ compared with previous work.
 - more positive interruptions
 - more negative interruptions
 - more neutral interruptions
 - no change in interruptions
- One section is titled "Time and timing." What is the difference between these two words?
 - "Time" is when the interruption happens, and
 - "timing" is how long the interruption lasts
 - "Timing" is when the interruption happens, and
 - "time" is how long the interruption lasts
- Read the following statements. Which do you think the author would agree with?
 - Different cultures measure time in different ways.
 - Everybody shares the same sense of "time worthiness."
 - This research study may not have the same results in another country because different cultures think of time in different ways.
 - This research study will probably have the same results in another country because it was conducted according to science.

Expanding your vocabulary

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INSTRUCTIONS: Search the text for these useful vocabulary words.

1. In paragraph 2, find a noun that means the rate at which goods are produced, especially in relation to the time, money, and workers needed to produce them:

2. In paragraph 5, find a synonym for "covered" or "included":

3. In paragraph 6, find an antonym of the verb "to confuse":

4. In paragraph 9, find a noun that means something that can be bought and sold:

5. In paragraph 12, find a synonym of "distributed":

6. In paragraph 13, find the plural noun that means particular parts, features, or qualities of something:

INSTRUCTIONS: **Collocations** are two or more words that we very often see together, such as *cell phone* or *community college*. Use the words below to make collocations that were used in the text.

research
alert
social
time
high
media
study
priority
sensitive
text

Websites like Facebook and Instagram: _____

A type of scientific investigation: _____

More important than other things: _____

Having an important deadline: _____

News that you read on your smartphone: _____



Speaking Strategy #2: Making Sure Others Understand You

When answering a question or giving an opinion, it's important to check if you are being understood. This is something everyone does, including your teachers.

After you speak you can say:

- You know what I mean?
- Do you see what I mean?
- Does that make sense?

The other person will confirm understanding or ask for clarification:

- Yes, I see what you mean.
- Okay, I see what you are saying.
- Yes, I think so.
- No, sorry could you say that again?
- Could you repeat what you said?
- Could you say that a little more slowly/loudly?

Here is an example:

Kyoka: How do you feel when you get interrupted?

Roberto: Well, usually I get annoyed because I want to finish my work as fast as I can and when people interrupt me it takes me longer to finish. Does that make sense?

Kyoka: Yes, I see what you are saying. / I'm sorry, can you repeat what you said?

Group Discussions

Throughout this session we will be working in small groups to practice our speaking skills. It is important to have guidelines and rules.

Group Etiquette:

- Always participate (even if it's a short answer.)
- Don't dominate the conversation (talk too much). Everyone should speak for equal time.
- Listen carefully (don't be thinking about what you are going to say)
- Respond to the person speaking (That's interesting, I agree, you make an interesting point, etc.)
- Give your classmates time to think and respond.

You will now get into groups of 3 or 4 and discuss the following questions based on the reading. "People are increasingly interrupted at work, but it's not all bad"

1. What are some examples of interruptions at work? Do you have the same interruptions at school or when you are studying? How do you deal with these interruptions?
2. How do interruptions affect performance at work?
3. How do people feel when they are frequently interrupted? How do you feel when you are interrupted?
4. What was the purpose of the study? Were they surprised by the results?
5. What two factors influence whether a person thinks the interruption is positive or negative?
6. How does time affect whether the interruption is positive? What do they mean by "time worthy"?
7. What determines a positive interruption versus a negative one in regard to in the individual interrupting them?
8. How does an employee's workload influence affect their attitude to interruptions?
9. What can organizations do to help employees with interruptions?

Practicing critical thinking

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Can You Control Workplace Interruptions?

Do you have trouble concentrating on important tasks at work because of frequent interruptions? If so, knowing how to control and avoid them can increase your productivity. Here is a quiz to help you assess your knowledge of how to deal with interruptions. Answer each question True or False. Then compare your answers with those of experts on the next page.

- 1) _____ It's efficient to check your e-mail every time you get a message.
- 2) _____ You should always work with your office door open.
- 3) _____ If part of your job involves frequent consultation with your staff or coworkers, schedule a specific time on your calendar for those meetings each day.
- 4) _____ Stand up to talk when someone comes into your workspace uninvited.
- 5) _____ If someone comes into your office or workspace with something important to discuss, ask the person to give you a few minutes, then go to him or her.
- 6) _____ Arrange your desk and chair so you're not in full view of casual passersby.
- 7) _____ Have a comfortable chair for visitors in your workspace.
- 8) _____ If someone with a problem or a question walks into your workspace uninvited, ignore them.
- 9) _____ Always answer your phone, even if you're working on an important project

Speaking Strategy #3 Agreeing and Disagreeing

<p><u>Agree</u> Yes, that's true. That's a good point. I agree with ____. Because.... I totally agree.</p>	<p><u>Disagree politely</u> Maybe, but ____. Okay, but what about ____? But don't you think that ____? I'm not sure if I agree with ____</p>
--	---

Do you agree or disagree? Practice giving asking and giving an opinion. Use the information from the chart to help you.

Compare your answers with advice from experts and then discuss.
<p>1. It's efficient to check your e-mail every time you get a message. False. It's more efficient to open your email only twice a day, unless you're expecting a crucial message.</p>	<p>Can you think of a situation when you <i>should</i> answer each email as it comes in?</p>
<p>2. Stand up to talk when someone comes into your workspace uninvited. True. You're in for a long interruption if you let your visitor sit comfortably in a chair.</p>	<p>Standing up when someone enters is often polite. But is it rude to force them to remain standing? Why or why not?</p>
<p>3. If someone comes into your office or workspace with something important to discuss, ask the person to give you a few minutes, then go to him or her. True. That way, you can control the length of the conversation.</p>	<p>Do you think this is a good idea? Why or why not?</p>
<p>4. If someone with a problem or a question walks into your workspace uninvited, ignore them. False. Instead, say, "I'm tied up at the moment. Can you come back at (suggest a specific time), and we can talk about it then?"</p>	<p>What might happen if you simply ignore them?</p>
<p>5. Always answer your phone, even if you're working on an important project. False. Let voicemail or the receptionist pick it up. Then, at the 60- to 90-minute mark, check your messages and return your calls.</p>	<p>What would happen if you returned calls only once a day?</p>

It's True: Internet surfing during class is not so good for grades: Practicing the Main Idea and Supporting Details

Preview the vocabulary

- a) Surfing the internet:
- b) Log in:
- c) Tempting:
- d) Multitasking:

While You Read

As you read the article. Write the main idea for the paragraphs below.

EX. What's the main idea of paragraph 1: Universities want students to have laptops even though they might be distracting.

1) What's the main idea of paragraph 2:

2) What's the main idea of paragraph 4:

3) What's the main idea of paragraph 7:

4) What's the main idea of paragraph 12:

5) What's the main idea of paragraph 14:

6) What's the main idea of paragraph 15:

7) What would be a good title for this article?

It's true: Internet surfing during class is not so good for grades

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INSTRUCTIONS: As you read the article below think about the main idea of each paragraph. Use the annotation tips and strategies you have learned.

[1] Many universities encourage students to purchase laptops that they can bring to class. There is no doubt that having a desktop computer or laptop in school is useful for writing papers, gathering information, and learning how to program and use software. However, surfing the internet during class – and connecting with friends, shopping, or streaming movies – could also prove to be a source of distraction and hinder learning.

[2] I am professor of psychology at Michigan State University. Over the past few years, I have noticed an increasing number of students who bring laptops to class. So, I decided to do some research and investigate: How do students use their laptops in class? How does it relate to their learning of class material? Here's what I found.



It is difficult to tell what students are doing on a laptop. Image from Kevin Tostad, Flickr. [CC BY]

Multitasking in the classroom

[3] Certainly, there have always been distractions in the classroom. Typical distractions such as passing notes, drawing or reading the newspaper can be easily noticed. Even smartphone use is easy to tell, as students look down on their phones.

[4] In contrast, it is difficult to tell what students are doing on a laptop. Studies have shown that laptops are a source of distraction in the classroom – not only for the students themselves, but also for those sitting near them. Even if a student did not

bring a laptop to class, the laptop screen of other students could be a source of distraction for those sitting close.

[5] However, a good question to ask: Could surfing the internet for academic reasons lead to better learning? Are some students smart enough to multitask in class? We sought to answer these questions, among others, in a recent study in which we tracked internet use in a large introductory psychology course.

Our classroom internet study

[6] For our study, we used a proxy server to follow internet use. Out of a class of 507 students, 127 agreed to participate. The proxy server recorded all internet requests that students made during class so that we would know what websites students were visiting.

[7] We were surprised by how much these students used the internet for nonacademic purposes. On average, over a third of the class time was spent on the internet in activities not related to the class. We then calculated each student's internet use and compared it to their final exam grade. We found that students who surfed the internet more during class were also more likely to have lower scores on the final exam.

[8] To make sure that this relationship between internet use and exam scores wasn't related to students' lack of interest in the class, motivation, or intelligence, we conducted some further analyses. Interest, motivation, and intelligence are big indicators of exam scores – the largest being intelligence. We measured intelligence by gathering students' entrance exam scores that were used for college admission, as they are highly related to intelligence.

[9] As can be expected, our results show students' class time surfing the internet for nonacademic purposes is related to lower grades. This is so even after accounting for all these other factors.

Benefits of browsing?

[10] What if students used the internet in class to browse academic material related to the class? Would it be beneficial to their grades?

[11] Some students browsed the class website and searched for materials being discussed in the classroom on Wikipedia. For example, some students searched for more information about the lecture topic being presented in class. We wanted to see whether this type of internet browsing would be beneficial for exam scores.

[12] We found even when internet browsing was about such academic content, it was not associated with higher exam scores. In other words, even when students

were browsing for class-related information, there was no related benefit to the final exam. It's way too tempting for students.



Are students distracted even when surfing class-related materials? Image from EdTech Stanford University School of Medicine. [CC BY-NC-ND]

[13] Nonacademic internet use predicted lower exam scores, and this was regardless of motivation, interest, or intelligence. In other words, these factors did not explain why students surfed the internet during class. When a laptop is being used to take notes or download a PowerPoint, it may become tempting to check email, catch up on homework for another class or see who won the game the night before.

[14] In fact, avoiding nonacademic internet use might require a great deal of behavioral control. A recent study found people who find it difficult to control impulsive behaviors engaged more heavily with mobile devices. The ability to avoid the temptation for a 100-minute class was extremely difficult for many students.

[15] There are other downsides as well of laptop use in class: Taking notes on a computer has even been shown to be less effective for learning than writing them by hand. Researchers have found that writing notes by hand forces students to think more deeply about the material because they have to paraphrase what has been said. Students are more likely to type information word for word without paraphrasing when they use a laptop.

[16] Professors may want to rethink allowing students to use laptops in class if it is not a necessary component for the class. The students may thank you when they get higher exam scores. 🍀

Checking your comprehension

INSTRUCTIONS: Use information from the article to choose the best answer to each question below.

1. Which of the following statements best describes the main idea of this article?

- A. Some students, but not all, benefit from internet use in the classroom.
- B. Students who surf the internet during class typically have less interest in the course material.
- C. Internet access in the classroom may actually hinder, not help, students.
- D. The use of the internet in class is unfair to students who cannot afford a smartphone or laptop computer.

2. Which sentence from the article best supports your answer to Question #1?

- A. "Even if a student did not bring a laptop to class, the laptop screen of other students could be a source of distraction for those sitting in near proximity" (paragraph 4)
- B. "Interest, motivation and intelligence are big predictors of exam scores – the largest being intelligence" (paragraph 8)
- C. "Even when students were browsing for class-related information, there was no related benefit to the final exam" (paragraph 12)
- D. "... surfing the internet during class – and connecting with friends, shopping, or streaming movies – could also prove to be a source of distraction and hinder learning" (paragraph 1)

3. **Surfing** and **browsing the internet** are synonyms that mean to look at information on the internet by moving one from page to another.

- A. True
- B. False

4. What relationship did this study observe?

- A. Less internet use in class = lower grades on exams
- B. Less internet use in class = higher grades on exams
- C. More internet use in class = lower grades on exams
- D. More internet use in class = higher grades on exams

5. This study examined internet use on laptop computers. Could the results also apply to smartphones?

- A. Yes, because students access the internet on smartphones, too.
- B. No, because students use smartphones differently.

6. What is the main idea of paragraph 15?

- A. You will learn more if you write notes by hand instead of typing notes on a computer. This is because you will have to paraphrase what you write, and that requires you to think about the information, not just write what you hear.
- B. You will learn more if you take notes by computer instead of writing by hand. Typing is faster, so you can type everything that you hear exactly as the instructor says.
- C. Typing notes and writing notes by hand are equally effective – no difference.

Speaking Strategy #4- Expressing your opinion

Give your opinion

- It seems to me...
- In my experience...
- ...that's what I think.
- (Personally,) I believe
- I feel (like)...
- In my opinion / My opinion is

Ask for others' opinions

- What do you think about ____? / What do you think?
- How do you feel about ____?
- I'd like to hear what ... has to say.
- _____, you've been kind of quiet. What do you think?

Example: Do you think it's efficient to check your phone every time you get a message?

In my experience it is not efficient to check my phone every time I get a message. **I think** you should only do this if you are expecting some important news. Laura, **what do you think?**

Discussion Practice

In pairs or small groups, discuss the following questions. Remember to speak in complete sentences and to use the speaking strategies we have learned.

- 1) According to the study does the use of laptops in class help students make better grades? What else did the study find?
- 2) Do you agree that laptops can be a distraction in class? Why or why not?
- 3) Why do you think writing notes by hand is more beneficial for students?
- 4) Were you surprised by the results of the study? Why or why not?
- 5) What else did you find interesting from the article?



“How Smart Phones Sabotage Your Brain’s Ability to Focus”

<https://www.youtube.com/watch?v=lg6l3prnlnE>

Vocabulary:

Sabotage- to destroy, disrupt, weaken

Notification- when your phone tells you have a message or email

Frontal cortex- the part of the brain that helps you stay focused

Parietal cortex- the part of your brain that responds to distractions

Cognitive effort- is the thinking effort or mental power you put in to achieve a complicated task. For instance, you exert *cognitive effort* when studying.

Social bonds – social connections

Switching back and forth- to go from one task to another; changing where you focus

Multi-tasking: doing more than one task at a time (talking on the phone while answering an email)

What do you think the following expressions mean?

1) “Attention much like money is a limited resource”

2) “9 to 5 is out 24/7 is in”

Before you Watch: Discussion:

1. How many hours a day are you on your phone using social media/messaging/using Apps/emails?
2. Do you ever take a break from your phone? For how long?
3. How often do you check your phone for messages?
4. Do you often switch back and forth from one task to another?
5. Do you feel you are good at multi-tasking? Why or why not?
6. How do you think technology in particular smartphones affects our brains?

Questions from the video

1. **T/F** Two parts of our brains are fighting for attention when we are working and receiving notifications.
2. Fill in the correct numbers:
We receive _____ notifications a day. We get _____ emails a day and send _____ emails a day. On average we switch tasks every _____ minutes.
3. **T/F** The man's study found that the more times someone checks their email throughout the day, the less stressed they are.
4. **T/F** Switching back and forth from your phone to another task requires more effort which makes you more tired.
5. The video mentions two ways to stay more focused. Name one:
- 6.. When we think about new technologies, we need to think about two things. What is one of them?
7. Another study looked at how using apps affected people. The people who didn't use their phones were happier and _____.
- 8.. **T/F** Causal conversations at work make us feel unhappy because it is an interruption.

Discussion Questions:

1. What are some things that make us lose focus while we are trying to work or study? What happens when you have to switch back and forth from one task to another? Do you agree that you feel more tired when you have had a lot of screen time during the day?
2. The video mentions two ways to stay more focused. What are they? Can you think of any other ways to stay more focused? Have you tried any of them?
3. The video talks about how we are losing the social bonds that connect us and make us feel a part of a community because we depend on our phones too much. Do you Agree or Disagree? Can you give an example to support your answer?

Reading Skill: Identifying Supporting Details

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Adapted from Palm Beach State

What are supporting details?

Supporting details explain the main idea. They help you to understand the author's claim about the topic. Supporting details can include:

- reasons
- examples
- definitions
- descriptions
- steps
- facts
- statistics

There are two types of supporting details:

- **major details** explain the main idea
- **minor details** explain a major detail

How do you identify supporting details?

Look for specific individual ideas, not general ideas or ideas that are repeated. Often you will notice keywords like these that signal supporting details:

- for example, for instance
- in addition
- another
- furthermore
- in fact
- moreover
- first, second, third, next, then, last, finally

Example

Dreams are what a person sees and hears in their mind when they are sleeping. They are often similar to real life in some ways, but can also be very strange. Two special types of dreams are interesting to study. First, a lucid dream is when a person realizes during a dream that they are dreaming, but keeps having the dream. Although these types of dreams are not very common, most people have experienced a lucid dream at some time in their lives, and between 19% and 37% of the population report lucid dreaming more than once a month. Another type of dream is nightmares, which are very common. In fact, as many as 85% of adults say they have an occasional nightmare, though they become less frequent with age. They are usually caused by anxiety and stress. Another reason for nightmares might be unresolved conflict with others when they are awake.

Topic: *Dreams*

Main idea: *Two special types of dreams are interesting to study.*

Major detail: *lucid dreams*

Minor detail: *you think you are awake*

Minor detail: *19-37% >1 per month*

Major detail: *nightmares*

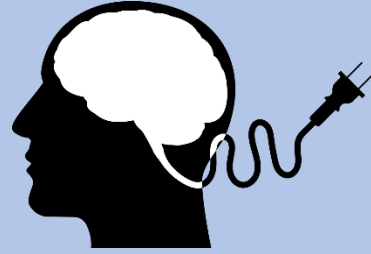
Minor detail: *85% occasionally*

Minor detail: *less frequent with age*

Minor detail: *caused by anxiety, stress, & conflict in life*

5 Reasons to Unplug from Technology

Adapted from: *Read UP Strategies for Raising Reading Skills* by Timothy Krause licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International adapted from an article by Jane Claire Hervey.



[1] We love our smartphones. We take them everywhere, from concerts to dinner – even the bathroom! When we do not have our phones in our hands, we feel uncomfortable. We do not know what to do. It's often an addiction. And like other addictions, it's healthy to break the habit.

[2] “But wait!” you say. “I need to stay in contact with my friends and family. I need to use my phone to find information and translate new words. I use apps and play games and listen to music and watch movies. Why should I give up all those things?”

[3] We don't have to give up all those things, but it might be a good idea to take a break once in a while and unplug. Why? Well, we already know these devices cause interruptions that can be extremely distracting for ourselves and others around us. But here are five more reasons – proven by science – that you may not have thought about. **Q1 →**

We might be more efficient.

[4] That's right – less is more here. Multitasking is a myth. We can't check email, text friends, eat dinner, and finish our homework all at the same time. We might think we are being productive. However, according to an article in *The New York Times*, research shows otherwise. Instead, scientists say that we have trouble focusing. We can't filter irrelevant information. We have more stress. And we continue to experience these problems after we put our phones away. **Q2 →**

AS YOU READ

Q1 → Look back at the first sentence of this paragraph. In this context, what does it mean to **unplug**?

- A. to separate a piece of equipment from a power supply by taking its plug out of an electric socket
- B. remove an obstacle or blockage from something, such as a water pipe
- C. to stop using electronic devices and, especially, the internet

Q2 → In this paragraph, **multitasking** means doing more than one thing at the same time, such as talking on the phone while you are working on a computer. How does the author help you to understand that?

- A. example
- B. definition
- C. synonym
- D. antonym

We could feel more creative.

[5] We rely on the internet a lot for ideas and information. But there are better ways to find inspiration. For example, recent research published in the journal *PLOS One* shows that spending four days in nature – away from our phones and laptops – is linked with 50% higher scores on a test for creativity. **Q3 →**

We might be less rude.

[6] A study from the University of Maryland found that frequent social media users have fewer social activities offline. That means that we can easily forget our manners and be jerks. *Time* magazine also reported that research has made a connection between frequent cell phone use and selfishness. **Q4 →**

We will have better relationships with our coworkers.

[7] There's an idiom in English: "It's not what you say, it's how you say it." In fact, an article on *Forbes.com* says that as much as 93% of our communication with other people depends on body language. This includes facial expressions and hand gestures. We don't see these things when we text or post online – and those fun emoji can sometimes make things worse! **Q5 →**

We'll boost our attention span.

[8] How much time do we spend checking and rechecking our email? According to the McKinsey Global Institute, the average worker spends 28% of their work week – 13 hours – reading and responding to messages. Think about it! Are all those emails really that urgent? Or can they wait just a little bit longer while we have coffee with an old friend. After all, what's really more important?



Q3 → In this context, what is NOT an example of **nature**?

- A. hiking in the forest
- B. walking on the beach
- C. visiting an art museum
- D. swimming in a lake

Q4 → A **jerk** is slang for a person who is _____.

- A. polite
- B. inconsiderate
- C. happy
- D. responsible

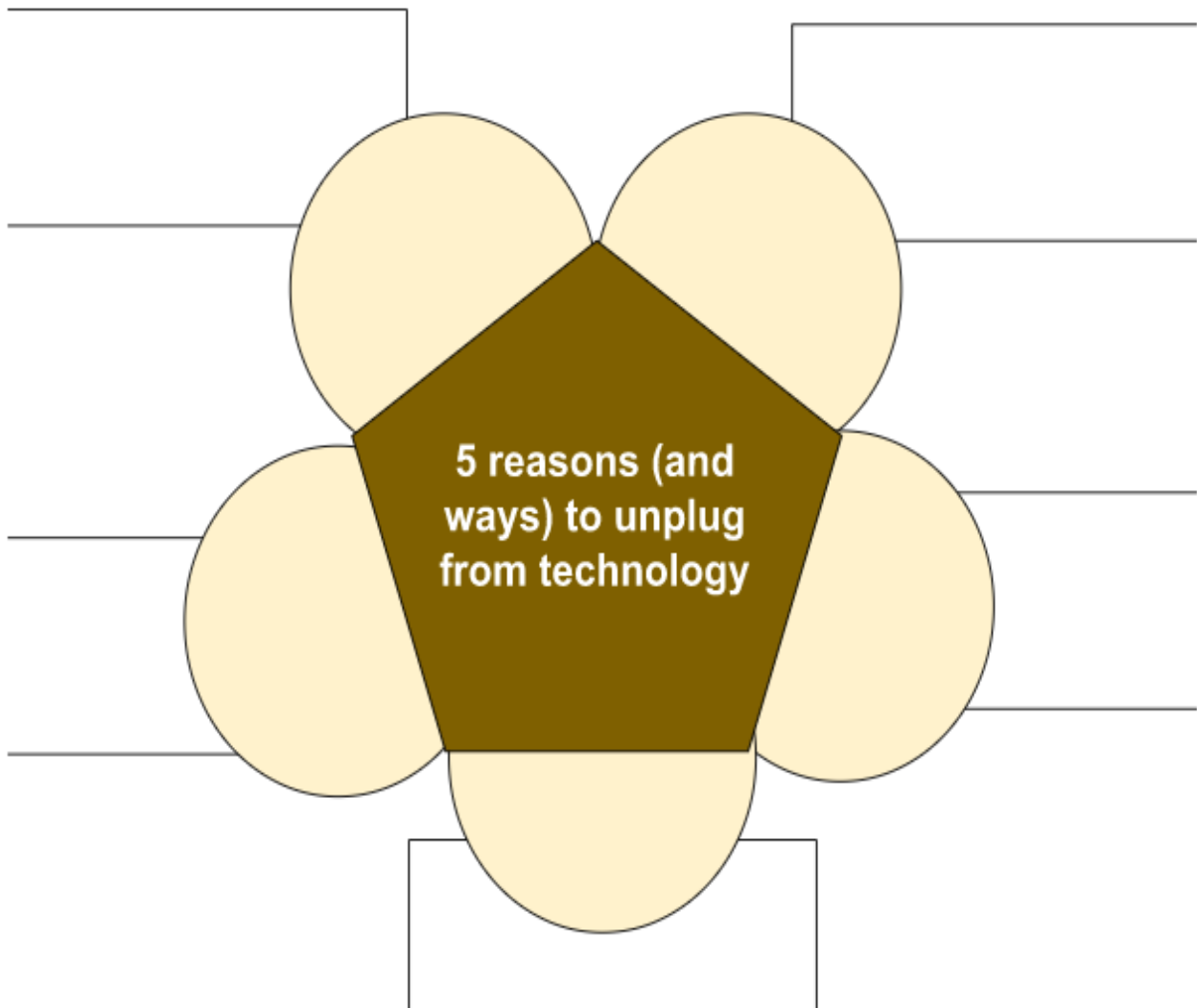
Q5 → What is NOT an example of **body language**?

- A. smiling
- B. pronunciation
- C. pointing
- D. eye contact

Reorganizing the text

INSTRUCTIONS:

1. In the circles, write the reasons from the article. These are the major details.
2. In the space next to each circle, write a minor detail.



MINI CHALLENGE

Can you go for a day without your phone? If not, how long do you think you could go without your phone? Take the challenge and see how long you can disconnect.

_____ Yes! I put away my phone. I did not use it for the whole day.

_____ Yes, I was able to go _____ hours without using my phone.

_____ I do not use a smartphone, so this is not a problem for me.

Discussion Time

1) Do you think it's good for you to be on your phone all day every day and everywhere? Why or why not?

2) When do you think it is a good idea to disconnect from technology? When was the last time you disconnected from technology? How long were you disconnected?

3) What are 3 reasons why it is good to take a break and unplug every once in a while? Do you agree with the article's reasons? Why or why not? Can you think of another reason why it is good to unplug?



Unit 2 Review: Putting It All Together

What did you learn about distractions and interruptions in this unit?

What did you learn about the main idea?

What did you learn about supporting details?

What opinions do you have about the information you learned?

What connections can you make to the material? Think about your personal life, work, studies, friends, and family.



Unit 3: Family

Making Inferences and Recognizing Patterns of Organization



Different Types of Families

There are many different types of families in the United States. Let's see how many of these types of family you know. Work with a partner and see if you can match the type of family with its definition.

1. nuclear family _____	a. a family consisting of a couple and their children from this and all previous relationships.
2. extended family _____	b. a family where at least one parent has children that are not biologically related to the spouse.
3. multigenerational family _____	c. a family where the one or two grandparents is raising their grandchildren without the children's parents.
4. blended family _____	d. a family that consists of two parents and their biological children.
5. single-parent family _____	e. a family that consist of only one parent and children.
6. Adoptive/Foster Families _____	f. a family with all its relatives including grandparents, aunts, uncles, nieces, nephews, and cousins.
7. Never-Married Families _____	g. A family that has children that are not related biologically to either parent.
8. Grandparents as Parents _____	h. A family that consists of a parent, child and grandparent living in the same household.
9. Same-Sex Parent Families _____	i. A family that consists of parents and their children. However, the parents are not married.
10. Stepfamily _____	j. A family where the couple is of the same sex and their adoptive or biological children.

Speaking Strategy #5:

Showing you are paying attention by responding to others

In English when another person makes a comment, answers a question, or says something, it is important for the listener to respond when the speaker is finished.

This signals to the speaker that they are listening, and they have understood what was said. If you do not say anything then the speaker may think you do not understand.

<u>Common Expressions</u>		
● I see your point	● Oh yeah?	● I see.
● I see what you are saying	● You're kidding?	● Wow
● That's interesting. / That's an interesting point.	● Uh-huh	
	● Really?	
	● M-hm	
	● No way	

Example:

Abdul: Family is extremely important to me. In my country it is expected that everyone gets married and has children.

Sara: Yes, I see your point.

(This shows the speaker that you are listening and understand what s/he has said.)

Practice

Now discuss the following questions with a partner or in a small group. Remember to give **complete sentences** and to use your **speaking strategies**.

1. Looking back at the pictures on page 58, describe the different types of families.
2. What types of families do you have in your home country? Which type of family would you say is the most common?
3. Are multigenerational families common in your home country? What advantages are there to living in a multigenerational family? What disadvantages are there?
4. Describe your family. Do you have siblings? Do you have any relatives who live with your family? How many children do most people have in your home country?

Making Inferences/Drawing Conclusions

When you make an inference, you use your critical thinking skills. You use your own knowledge to come to logical conclusions. You do this every day.

- What can you infer from the following situations?
- Discuss the following situations with a partner.

Use the following words and expressions: **Probably, It appears, It seems, You can conclude, You can assume** when you answer the questions.

- 1) A student is 20 minutes late to class.
- 2) A student is crying in the hall after a test.
- 3) Your cat comes home with a bloody ear.
- 4) There is a line of people at the door of the local bakery.
- 5) You watch someone answer a cell phone and smile and laugh and leave the room with the phone.
- 6) You see a man with a sign saying, "will work for food."
- 7) An older person asks you to repeat what you said.

Now let's watch a video about making inferences.

Inferences-Reading between the lines

<https://www.youtube.com/watch?v=ZXJdgLiyNgM>

Watch this short video about inferences. After watching it, take some notes of things you want to remember.

Making Inferences

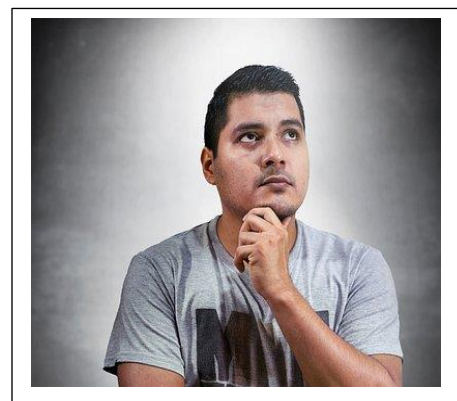


Remember these points when making inferences:

- An inference must be related to and supported by information in the reading. It is not a 50/50 guess.
- An inference is probably true (80-99%), NOT only possibly true (less than 70% sure), based on the information given in the reading.
- An inference must be logical, based on the information given and our own experience.
- An inference is not a restatement of information given in the reading. It is not directly stated in the reading. If it is stated, it is a FACT (detail), not an inference. Facts are 100% true, so they cannot be the answer to an inference question.

Learn these words and expressions that are often used when speaking about inferences:

- The writer implies...suggests...probably...
- The reader infers....concludes....assumes...
- It seems....
- It appears...
- Probably/Apparently...
- You can understand that...
- We can suppose/tell that...



Inferences Practice

Adapted from eReadingworksheets.com

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max started crying loudly. His mother comforted him, “There, there, Max. We’ll just find something else to do.” She began to unpack the picnic basket and offered him a sandwich. Max answered, “I don’t wanna sand-mich!” A flash from the sky lit up the living room. *Boom!* Mom sighed.

1. Why is Max upset? _____

How do you know this?

2. What was Mom planning on doing today? _____

What in the text supports your description?

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help. There was still no reply. Mom walked into the kitchen to put the bags down when she noticed shattered glass from the window all over the living room floor and a baseball not far from there. “I’m going to kill you, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

3. What happened to the window? _____

How do you know this?

4. Why did Tommy leave? _____

What in the text supports your description?

More Inference Practice

Adapted from eReadingworksheets.com

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Anastasia sat by the fountain in the park with her head in her hands. She was crying loudly. In between gasps and sobs, Anastasia cried out a name: "Oh... John..." And then her cell phone beeped. Her hand ran into her purse and her heart jumped. The text message was from John. She opened up the message and read it, "*I need to get my jacket back from you.*" Anastasia threw her head into her arms and continued sobbing.

1.. What relationship do John and Anastasia have? _____

Why do you feel this way?

2.. Why is Anastasia sad? _____

How do you know this?

Cassie rolled over in her bed as she felt the sunlight hit her face. The beams were warming the back of her neck when she slowly realized that it was a Thursday, and she felt a little too good for a Thursday. Struggling to open her eyes, she looked up at the clock. "9:48," she shouted, "Holy cow!" Cassie jumped out of bed, got dressed, brushed her teeth in less than a minute, threw her books into her backpack, and then ran out the door.

6. What problem is Cassie having? _____

How do you know this?

7. Where is Cassie going? _____

How do you know this?

Kevin was waiting in front of the corner store at 3:56. His muscles were tense, and he was sweating a bit more than usual. The other kids gathered in front of the little store were much more relaxed, even playful. They joked back and forth lightly to each other but for Kelvin, time slowed. 3:57. "Don't worry, Kevin. He ain't even gonna show up." Kevin hoped that he wouldn't. A black four-door car pulled up and parked across the street. Kevin gulped. 3:58. A group of teenagers got out of the car. James was in the front. "Hi-ya, Kevin. Glad you could make it," James said. Kevin felt smaller.

8. Why is Kevin waiting at the corner store? _____

How do you know this?

9. Are James and Kevin friends? _____

What in the text supports your idea?

10. Why is Kelvin so nervous? _____

What in the text supports your idea?

Tony walked out of the shopping mall with his arms full of bags and the sun shining on him. As he approached his car, he started awkwardly feeling around his pockets with his arm full of bags. Tony had a lot of bags on one arm. He still couldn't find what he was looking for. Now he dropped the bags and put both hands desperately into all of the pockets on his jeans. With a look of despair, Tony ran to his car. He tried to open the door, but it was locked. Then he saw something on the passenger seat of the car. He stopped looking and pulled his phone out of his pocket.

8. Why does Tony get so frantic? _____

How do you know this?

9. What does Tony see on the passenger seat? _____

How do you know this?

10. Why is Tony getting on the phone? _____

How do you know this?

Prereading Vocabulary

Word	Part of Speech	Definition	Example Sentence
worth			
trend			
aim			
colleague			
To be rooted in			
recession			
expand			
negotiate			
perspective			

What's behind the dramatic rise in 3-generation households?

Adapted from: *Read Up: Strategies for Raising Reading Skills*, author Timothy Krause licensed under a Creative Commons Attribution-Noncommercial ShareAlike 4.0 International License. Written by Natasha Pilkauskas



[1] In a recent study, I discovered that the number of kids living with their parents and grandparents – in what demographers call a three-generation household – has nearly doubled over the past two decades. Why has this been happening? And is it a good thing or a bad thing?

Q1 →

[2] The answers are complex. The reasons for the trend are many – like a decline in marriage rates – to unique family circumstances, like the loss of a parent's job. The trend is worth studying because by better understanding who children live with, we can design better policies aimed at helping kids. Programs focusing on kids usually don't look at these other people living under the same roof. But odds are that if grandma's there, she matters, too. **Q2** →

AS YOU READ

Q1 → Look in this paragraph for the definition of a three-generation household. Underline it.

Q2 → There is an easy and clear answer to the question in the title of this article.

- True
- False

The flexible family unit

[3] A three-generation household is just one type of a living arrangement that is what demographers call a “shared household” or a “doubled-up household.” In a shared household, a child lives with at least one adult who isn’t a sibling, parent,



A household with three generations might include a child, her mother, and her grandmother. Image from Eden, Janine and Jim, Flickr. [CC BY]

or parent’s partner. It could include a cousin, aunt, uncle, grandparent, or family friend. In 2010, about 1 in 5 children were living in a shared household, a 3 percentage-point increase from 2007. In a 2014 study, I tracked the same kids over time and found that by age 10, nearly half of children in large U.S. cities had lived in a shared household at some point in their lives. **Q3** →

[4] Then, to investigate further, my *colleague* and I used two large census data sets to study trends by the type of shared living arrangements. We found that, overall, the percentage of children in shared households had increased since 1996. But the rise was nearly entirely driven by an increase in just one type of household: three-generation households – sometimes called

Q3 → From 2007 to 2010, the number of kids who live in a shared household has ...

- A. increased
- B. decreased
- C. stayed the same
- D. fluctuated

multigenerational households – in which children live with at least one grandparent and one or both parents.

[5] We also found that the share of children living in three-generation households has risen from 5.7 percent in 1996 to 9.8 percent in 2016. In other words, roughly 1 in 10, or 7.1 million, kids’ lives in a multigenerational household. At birth, about 15 percent of U.S. kids now live with a parent and grandparent – a rate that’s double that of countries like the U.K. and Australia. **Q4**

[6] Meanwhile, there was no real change in the percent of children living with aunts and uncles, other relatives, or non-relatives. Nor did we find any evidence of an increase in “grandfamilies,” also known as “skipped-generation households.” These are homes in which a grandparent is raising a grandchild without the child’s parents living with them. Counter to some media reports, the share of children living in grandfamilies has held steady at roughly 2 percent since 1996.

A trend rooted in more than the recession

[7] What started the rise in multigenerational households? We found that shared living arrangements did increase during the *recession*, but it wasn’t just because of the recession. Research on unemployment during the Great Recession has found that the economic downturn didn’t have much of an effect on whether parents *expanded* their household. In fact, the share of multigenerational households was rising before the Great Recession – it actually started in the 1980s. Furthermore, these shared living arrangements continued to increase even as the economy recovered. All of this suggests there are other, more deeply *rooted*, reasons for the increase. **Q5**

Q4 → About how many kids in the U.K. or Australia live with a parent and a grandparent?

- A. 5.7%
- B. 7.5%
- C. 9.8%
- D. 15%

Q5 → This paragraph suggests that financial problems from the Great Recession was the main cause of multigenerational households.

- True
- False

FIGURE 1

Three-generation households

More than 7 million children in the U.S. now live in three-generation households – homes with at least one child, parent and grandparent. Such living arrangements have become more common over the past two decades.

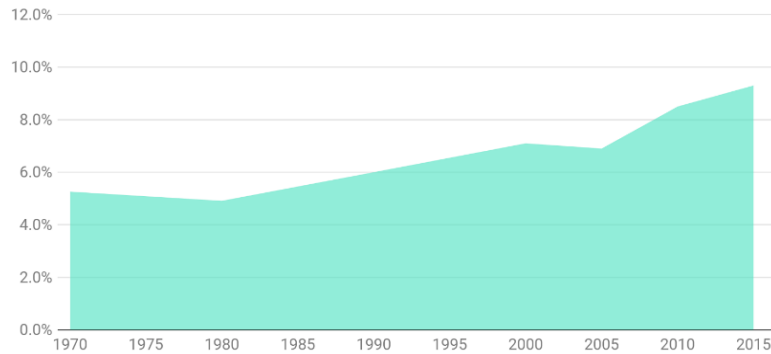


Chart: The Conversation, CC-BY-ND • Source: Population Association of America (2018) • [Get the data](#)

[8] My study identified three possible factors.

Declines in marriage and increases in single parenthood mean more moms and dads are living with their parents, who can help with childcare and paying the bills. Next, a growing share of U.S. children are non-white. Because minority families are much more likely to share households, this population shift seems to explain some of the increase. And finally, there's the fact that more people are receiving Social Security. Because Social Security gives grandparents a steady source of income, it could be that these grandparents are stepping in to help their grandchildren if their own children's incomes are too low.

[9] But this only explains some of the increase. There may well be a range of other factors at play: rising housing costs, growing inequality, increased longevity, or even just an increase in the number of grandparents and step-grandparents. We also know that low-income parents, younger parents, and parents with less education are more likely to live in a three-generation household. At the same time, some of the fastest growth in these households has been among more traditionally advantaged groups – children with married mothers, higher income mothers and older mothers. More research is needed to really understand

What are the factors that might explain why there are more three-generational households?

-
-
-
-
-
-
-

why these households have increased and the extent to which public policies, like reduced welfare availability or declines in the real minimum wage, are driving this *trend*.

Not an ideal arrangement

[10] While the exact reasons for the trend are still unclear, the fact remains that more kids are living in three-generation households. What should we make of it?

[11] Studies have found positive, negative and no effects of three-generation households on children. For example, sharing a household has shown economic benefits, like rental savings. But it can also make households crowded, which isn't the best environment for kids. The findings are mixed because living arrangements are a complex topic. Motivation is difficult to understand. Sometimes people live together by choice – say, to be closer to family. Other times it's by necessity – prompted by a crisis like a divorce, health problem or job loss. **Q6 →**

[12] From a policy *perspective*, who is in the household will likely impact the effectiveness of programs designed to help parents and kids. For example, programs that seek to improve the parenting skills of low-income moms generally focus only on moms. They'll teach mothers to use positive parenting skills, like avoiding spanking their kids. But what if grandma still uses corporal punishment?

[13] We also know that, in general, people would prefer to live independently and that it can be challenging to *negotiate* responsibilities when living with others. In other words, it's a situation that most families would probably avoid if they could, so the fact that more people are living together suggests other larger societal and policy shifts are driving this trend. ▀

Q6 → What is the main idea of paragraph 11?

A. Research shows that money isn't the only reason people live together, but it is the most important.

B. Research shows that divorce, health problems, and job loss drive family members apart.

C. Research shows a variety of consequences of multigenerational households with no one clear cause.

D. Research shows that more people choose to live in multi-generational Households

Three-generation households, by demographics

Between 1996 and 2009, rates of three-generation households grew across almost all education levels, socioeconomic levels and races/ethnicities. (For Asian families, there was no change.)

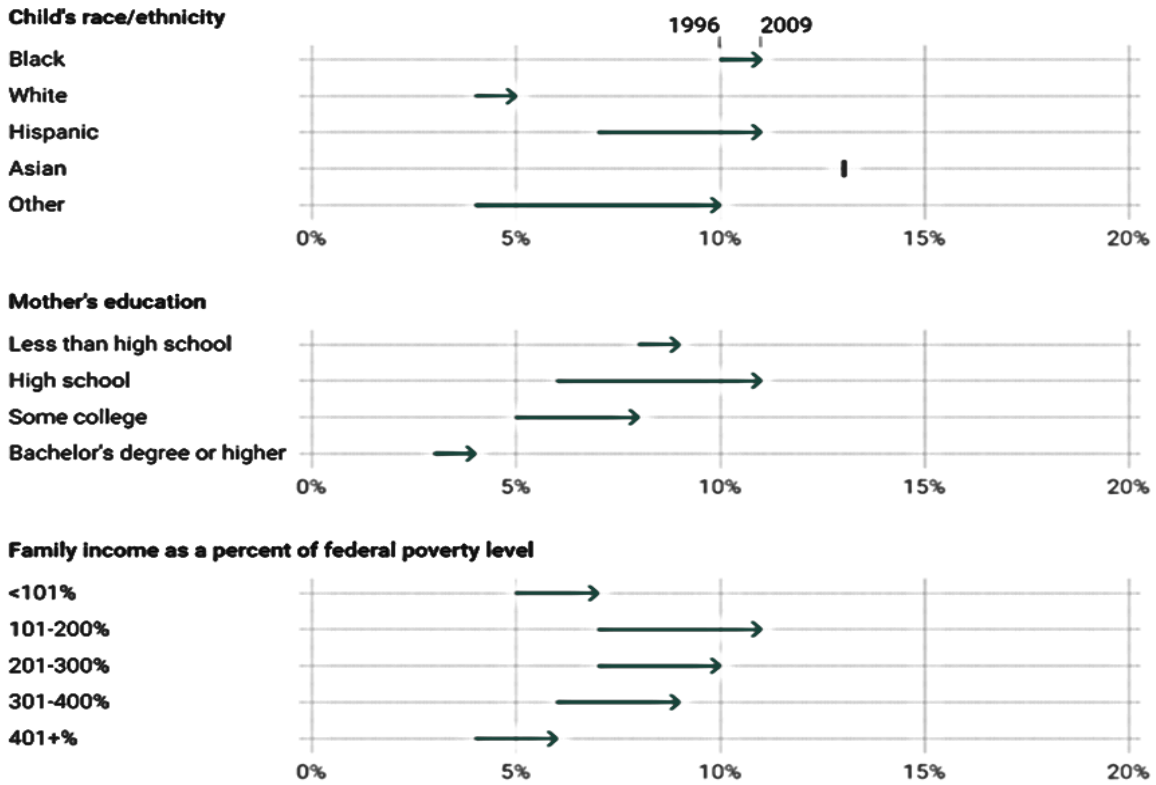


FIGURE 2

VERIFYING THE FACTS

Source: *Read Up: Strategies for Raising Reading Skills*, author Timothy Krause licensed under a Creative Commons Attribution-Noncommercial ShareAlike 4.0 International License

INSTRUCTIONS: Read each statement. If the statement is true, then mark it T. If the statement is false, then mark it F and rewrite the statement to be true.

_____ 1. A three-generation household has a kid living with a parent and a grandparent.

_____ 2. If we understand this topic better, we can design better policies aimed to help grandparents.

_____ 3. The percentage of children in shared households has increased since 1996, and that rise was mostly in one type of household: single-parent households.

_____ 4. The research did not see any increase in households where children lived with only their grandparents.

_____ 5. According to this article, minority families more often have multigenerational households than a typical white family in the U.S.

_____ 6. Studies have found only positive effects on children of three-generation households.

COMPREHENSION CHECK

Source: Read Up: Strategies for Raising Reading Skills, author Timothy Krause licensed under a Creative Commons Attribution-Noncommercial ShareAlike 4.0 International License

1. Which of the following statements best describes the main idea of this article?
 - A. Shared households are nothing new.
 - B. People like to live alone but are often forced to live with extended family.
 - C. A recession can change the way families work and live together.
 - D. There are a variety of reasons for 3-generation households, both public and private.

2. Which sentence from the article best supports your answer to Question #1?
 - A. "... people would prefer to live independently and that it can be challenging to negotiate responsibilities when living with others." (paragraph 13)
 - B. "We found that, overall, the percentage of children in shared households had increased since 1996" (paragraph 4)
 - C. "The reasons for the trend are as broad as social forces – like a decline in marriage rates – to unique family circumstances, like the loss of a parent's job" (paragraph 2)
 - D. "We found that shared living arrangements did increase during the recession, but it wasn't just because of the recession." (paragraph 7)

3. According to Figure 1, the percentage of children living in three-generation households _____ since 1970.
 - A. has remained flat
 - B. has fluctuated a great deal
 - C. has decreased slightly

4. According to Figure 2, three-generation households _____ in almost all demographics.
 - A. increased
 - B. decreased
 - C. fell sharply
 - D. fluctuated rapidly

5. According to Figure 2, which race/ethnicity group had the lowest number of three-generation households in 2009?
 - A. Black
 - B. White
 - C. Hispanic
 - D. Asian
 - E. Other

6. According to the article, which were NOT reasons for the recent increase in shared households? (**choose three**)
 - A. health problems
 - B. desire to be closer to family
 - C. anger and bad feelings toward siblings
 - D. recession and loss of job
 - E. single parenthood and divorce
 - F. growing number of non-white households
 - G. winning the lottery
 - H. more people receive Social Security
 - I. rising housing costs
 - J. growing inequality
 - K. people are living longer
 - L. lack of cooking skills

7. In paragraph 13, the author says "We also know that, in general, people would prefer to live independently." What evidence in the figures might she use to support her claim?

Review of Making Inferences

What are four important points that you should remember when answering an inference question?

- _____
- _____
- _____
- _____

Now answer these inference questions about the article “What’s behind the dramatic rise in 3-generation households?”

1) The author probably wrote this article because:

- a) she was curious to find out why there has been an increase in three-generation households.
- b) she wanted to better understand who children are living with
- c) she wanted to have better policies aimed at helping kids

2) One possible reason that there has been an increase in three-generation households is:

- a) people prefer to live with their extended family
- b) people find it helpful to share responsibilities
- c) people are living longer and need their families support as they get older.

3) It seems that low-income, younger, less educated parents are more likely to live in a three-generation household because:

- a) they like living with their parents (the grandparents)
- b) they are not able to have a high paying job which would allow them to live independently
- c) the children want to live with their grandparents.

Speaking Strategy #6: Making sure you understand what someone else is saying

This is a very important skill to have. You use these expressions when you think you understand what someone has said, but you just want to make sure so there isn't any confusion or misunderstanding. We all know how frustrating it is when there is a misunderstanding and often it delays or even stops the conversation.

These are some common expressions you can use:

- When you say ... do you mean ... ?
- So, what I'm hearing is ...
- So, what you are saying is ... right?
- So, you're saying ...?
- You mean like ...?
- So are you saying/asking

Example:

Javi: It's difficult for me to decide if multi-generational households are a good or bad thing.

Rin: So, what you are saying is that you think that multi-generational households are both good and bad, right?

Javi: Exactly! First, they are good because there are more people to help around the house, but they are bad because the house can be really crowded. What do you think?

Now practice ALL of your speaking strategy as you discuss the following questions:

Discussion Questions "What's Behind the dramatic rise in 3-Generation households"

1. Why do you think there are more people living in multi-generational households? Do you think this is a good or a bad thing? Why? Is this something common in your home country? Why or why not?

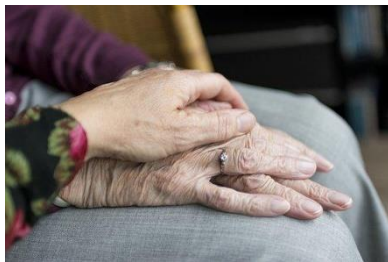
2. The article mentions two possible reasons why this trend is happening. What are they? Do you agree that these are good reasons for families to live in multigenerational homes? Can you think of another reason why this trend is happening?

3. What are some examples of a shared household? Do many children live in a shared household in the U.S.? Have you ever lived in a shared household? Describe the experience.

4. What are some of the advantages of living in multi-generational household? What are some disadvantages? Which one do you prefer and why?

5. The study indicated that it was not the Great Recession that caused more people to live in multigenerational households, but 3 possible factors. What were two of them? Do you agree that these are the causes of more people to live in multigenerational households? Why or why not?

6. In general people prefer to live independently according to the article. What are some reasons that people might prefer to live independently? Do you agree with the reasons from the article? Can you think of any others?



Referents/Referencing

Writers often use pronouns to refer to someone or something mentioned previously. They do this so that they do not have to keep repeating the same noun. For example, Brian likes to drink coffee. Brian drinks coffee every day. Instead, it is more natural to say Brian likes to drink coffee. He drinks it every day. We know that **he** is **Brian**, and **it** is **coffee**. **He** and **it** are referents because they refer to the nouns previously mentioned.

It is important to know the different kinds of pronouns that can be used as referents.

Subject pronouns	Object Pronouns	Possessive Adjectives
I	Me	My
You	You	Your
He	Him	His
She	Her	Her
It	It	Its
we	Us	Our
they	them	their

Demonstrative Pronouns/Adjectives	Relative Pronouns
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> This That These Those </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> Who Which That where </div>

More Examples:

I believe **your friend** is late. Why don't you call **him**? Him=your friend

I lived in **Japan** for 3 years. Have you ever been **there** before? There=Japan

Do you like the **Beatles**? I don't know who **they** are? They=the Beatles

- Sometimes a sentence can have more than one referent

I was playing a game with my brothers. When it was over, they left.

It=gave they=my brothers

- Sometimes you will get asked a question about what the referent word refers to or the meaning.

These questions are often asked on reading tests:

1. What does “it” refer to in paragraph 1?
2. In sentence 6 in paragraph 7, “them” refers to?

Try these together:

- a) Nearly 85% of forest fires are caused by humans. They are often started by campfires being left unattended. What does they refer to? _____
- b) Lightning is one of the two natural causes of fire. However, this doesn’t happen very often. What does this refer to? _____

Practice 1: Now work with a partner and see if you can see what the referent is referring to in each sentence. Write your answer below.

“Friendship is the only cement that will ever hold the world together.” – Woodrow Wilson

Having friends is an important part of life. Friendships are valuable and when family is not nearby, they can be even more important. Some people even feel closer to their friends than to their families. There is an expression (1) that says you cannot choose your family, but you can choose your friends. Friends are there for you in the good times and the bad. If it is a bad day, (2) they can turn (3) it into a good day. The support provided by friends is invaluable. (4) This will help you through tough times. It is always important to take care of (5) them.

1. that =
2. they =
3. it =
4. this =
5. them =

Referent's practice

Practice 2: Now go back the article “What’s Behind the Dramatic Increase in 3 Generational Households?” and answer the following questions.

- 1) What does “it” refer to in paragraph 11 line 4 “But it can also..”
- 2) Who does “they” refer to in paragraph 12 line 6 “They’ll teach mothers..”
- 3) What does “it’s” refer to in paragraph 13 line 4 “it’s a situation..”
- 4) What does “they” refer to in paragraph 13 line 5 “ “if they could”

Marriage and Weddings discussion

Discuss the following questions with a partner

- At what age do most people in your country get married?
- At what age do you want to get married?
 - At what age did you get married?
- Do you know anyone who has had an arranged marriage?
- Do you think it is okay for a couple to live together before getting married? Why or Why not?
- Would you marry someone from another country? Why or why not?



Vocabulary Preview

Word	Part of speech	Definition	Example Sentence
To kick off			
astounding			
To peak			
Barely			
To plummet			
To shoot up			
To get hitched			
To blame			
boosted			
To outweigh			

Listening Activity

Can you hear the difference between 15 and 50? Stressing the correct syllable will make it clear which number you are saying.

fifTEEN FIFty

With a partner practice these sets of numbers.

The partner will raise a finger to indicate which number you are saying.

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) 15 | 1) 16 | 1) 17 | 1) 18 | 1) 19 |
| 2) 50 | 2) 60 | 2) 70 | 2) 80 | 2) 90 |

Listen as I read out some statistics about what the current situation of families in America is. Fill in the blank with the number you hear.

- 1) In 1960, _____% of children were living with two parents in their first marriages. But in the years that followed, divorce rates climbed.
- 2) In 2000, _____ out of every _____ marriages ended in divorce.
- 3) Interracial marriage was illegal until _____. That year, ____% of new marriages were between people of different races or ethnicities. This number rose to _____ percent in _____. _____& of infants were multiracial or multiethnic in 2015.
- 4) As same-sex marriage has become legal and normalized, it's also become more common for these couples to start families of their own. LGBTQ couples are _____ times more likely to adopt and _____ times more like to foster children than non-LGBTQ couples.
- 5) About _____ children are adopted each year. Parents may be heterosexual, single, LGBTQ, and of different races or ethnicities.
- 6) Households with multiple generations – such as parents, grandparents, and children – all under one roof are rising. A record _____ people or _____% of the U.S., lived with multiple generations in 2016.

NUMBERS

Writers often share data using numbers. It is important that you can recognize these numbers, but it is also important to be able to say them as words. For example:

0.15	zero point one five; fifteen tenths
0	zero
1.5	one point five; one and one half; one and a half
1.58	one point five eight; one and fifty-eight tenths
15%	fifteen percent
150	one hundred (and) fifty; a hundred (and) fifty
1,000	one thousand; a thousand
1,500	one thousand five hundred; a thousand five hundred; fifteen hundred
1,580	one thousand five hundred (and) eighty; a thousand five hundred eighty
15,000	fifteen thousand
15,808	fifteen thousand (and) eight hundred (and) eight
150,000	one hundred (and) fifty thousand; a hundred (and) fifty thousand
1,500,000	one million (and) five hundred thousand; one and a half million
15,000,000	fifteen million
15,888,880	fifteen million eight hundred eighty-eight thousand, eight hundred (and) eighty

PRACTICE

- The population in Oregon in 2018 was 4.19 million.
[say: two thousand eighteen (or: twenty eighteen) was four point one nine million]
- Approximately 60% of Oregon's 4.19 million residents live in the Portland metropolitan area.
[say: *sixty percent of Oregon's four point one nine million*]
- The number of homeless people in Oregon increased by 6%, from 13,176 in 2015 to 13,953 in 2017.
[say: six percent from thirteen thousand, one hundred (and) seventy-six in two thousand fifteen (or: twenty fifteen) to thirteen thousand, nine hundred (and) fifty three in two thousand seventeen (or: twenty seventeen).]

5 Facts about the modern American family

<https://www.pewresearch.org/fact-tank/2014/04/30/5-facts-about-the-modern-american-family/>

- Baby boomers are anyone born from 1946 to 1964.
- Generation X is anyone born from 1965 to 1980.
- Millennials are anyone born from 1981 to 1996.
- Generation Z is anyone born from 1997 to 2012.

tie the knot – to get married

obsolete – no longer produced or used, out of date (VCR)

median – average

the norm – the usual, typical, standard.

1. Getting married and starting a family back in the 60's was very popular. _____ out of _____ Americans between the ages of _____ and _____ tied the knot.

2. People are getting married less frequently. In fact, _____ % of Millennials and _____ % of all Americans now say that marriage is becoming obsolete.

3. If you go back half a century _____ % of adults over the age of _____ were married. Today, _____ % of all adults are married.

4. Since the _____ median age at first marriage has risen by _____ years for women and _____ years for men.

5. T/F Because less people are getting married, less children are being born.

6. In _____ 4 out of _____ babies were born to unmarried mothers. That's up from about ____% in 1960.

7. What demographic population has the most unwed mothers? What percentage is it?

8. T/F The traditional nuclear family (mother, father raising their own children) in America is not the norm anymore.

9. Fewer than ____ in _____ look like the traditional nuclear family.

10. What are some of the different living arrangements in America now? (Name 1)

Marriage and weddings discussion

With your partner discuss the following Questions:

- 1) What are some of the traditions in your home country regarding marriages?
- 2) How long is the marriage ceremony in your country?
- 3) What does the bride wear?
- 4) What does the groom wear?
- 5) Does the marriage ceremony take place in a special place?
- 6) What happens after the ceremony?
- 7) Do you agree that fewer people are getting married? Why or why not?

Why are fewer people getting married?

Adapted from: *Read Up: Strategies for Raising Reading Skills*, author Timothy Krause licensed under a Creative Commons Attribution-Noncommercial ShareAlike 4.0 International License. Written by Jay L. Zagorsky

[1] June **kicks off** the U.S. wedding season. Whether you love or hate them, an **astounding** trend is occurring: fewer couples are tying the knot. The number of U.S. marriage ceremonies **peaked** in the early 1980s, when almost 2.5 million marriages were recorded each year. Since then, however, the total number of people getting married has fallen steadily. Now only about 2 million marriages happen a year, a drop of almost half a million from their **peak**. As a result, **barely** more than half of adults in the U.S. say they're living with a spouse. It is the lowest share on record, and down from 70 percent in 1967. What's behind this trend? Is marriage becoming obsolete? Why should we care?

Q1 → Based on the topic of the article, we can guess that “tying the knot” is an idiom that means:

- A. to get divorced
- B. to stay single
- C. to have kids
- D. to get married

Marriage rates are dropping, too

[2] The drop in marriages is even more dramatic when the rapid growth in the U.S. population is taken into account. In fact, the marriage rate is the lowest in at least 150 years.

[3] In the late 1800s, about 9 out of every 1,000 people got married each year. After rising in the early 1900s through World War I, the marriage rate **plummeted** during the Great Depression, when fewer people were able to afford starting a family. The rate **shot up** again at the end of World War II as servicemen returned home, eager **to get hitched** and have babies. But since the early 1980s, the marriage rate has dropped until it leveled off in 2009 at about 7 per 1,000.

Q3 → This paragraph says that the marriage rate “leveled off” in 2009. What does “leveled off” mean?

- A. started to rise again
- B. started to fall again
- C. started to change fast
- D. stayed the same

A global trend

[4] It's not just the U.S. where this is happening. The United Nations gathered data for roughly 100 countries, showing how marriage rates changed from 1970 to 2005. Marriage rates fell in four-fifths of them. Australia's marriage rate, for example, fell from 9.3 marriages per 1,000 people in 1970 to 5.6 in 2005. Egypt's declined from 9.3 to 7.2. In Poland, it dropped from 8.6 to 6.5.

[5] The drop occurred in all types of countries, poor and rich. And it clearly wasn't based on geography, since one of the biggest declines occurred in Cuba (13.4 to 5), while one of the biggest increases occurred in the neighboring island of Jamaica (4.9 to 8.7). Among countries that experienced a reduction, the average rate

fell from 8.2 marriages per 1,000 to just 5.2, which is an even lower rate than what the U.S. is now experiencing.

Why has the drop occurred?

[6] The range of reasons is quite large. Some blame widening U.S. income and wealth inequality. Others blame at the fall in people being religious or say it is the increase in education and income of women, making women choosier about whom to marry. Still others focus on rising student debt and rising housing costs, forcing people to put off marriage. Finally, some believe marriage is simply an old, outdated tradition that is no longer necessary. But given that this is a trend happening across the globe in a wide variety of countries with very different income, religious beliefs, education, and social factors, it's hard to blame on just a single **culprit**.

Q4 → Which dictionary meaning explains the word **culprit** in this paragraph?

- A. Someone who is responsible for doing something bad or illegal
- B. the cause of something bad happening

Don't blame the government

[7] Moreover, this drop in marriages is not occurring because of legal or public policy changes. Governments across the globe continue to provide incentives and legal protections that encourage marriage. For example, the U.S. federal government has over 1,000 laws that make special adjustments based on marital status. Many of these changes allow married couples to get preferential tax treatment and more retirement benefits. Moreover, government legalization of same-sex marriages around the world has **boosted** the number of individuals able to enter into legally into marriage. While legalizing same-sex marriages has boosted the number of marriages, this increase has not been enough to reverse the declining trend.

Q5 What is an example of a **same-sex marriage**?

- A. man and man
- B. man and woman
- C. older and younger
- D. Asian and Latino

Is it a switch to cohabiting?

[8] Another popular explanation for why fewer people are getting married is that more couples prefer to live together informally, known as **cohabitation**. It is true that the percentage of people living with a partner instead of marrying has risen over time. In 1970 just half-of-one percent of all adults were cohabiting in the U.S. Today the figure is 7.5 percent.

[9] However, this trend fails to explain the whole story of falling marriage rates. Even when we combine the share of adults who are married with those who are cohabiting, the picture still reveals a strong downward trend. In the late 1960s, over 70 percent of all U.S. adults were either married or cohabiting. The most recent data show less than 60 percent of adults are living together in either a marriage or cohabiting relationship.

[10] This means over time; a smaller percentage of people are living as a couple. The number of people living alone, without a spouse, partner, children or roommates has almost doubled. The number of people living by themselves in the U.S. was less than 8 percent in the late 1960s. Today's it's almost 15 percent.

Q6 → According to this paragraph, the number of people living by themselves in the U.S. in the late 1960s was _____ the number today.

- A. about half
- B. about twice
- C. more
- D. the same as

Costs and benefits of marriage

[11] So why have marriage rates declined around the world, while the number of people living on their own has exploded? In my mind, the simple answer is that for more people, the current costs of marriage **outweigh** the benefits.

[12] The benefits of marriage are numerous and well-known. Researchers have linked marriage to better outcomes for children, less crime, an increase in longevity and happier lives, among many factors. My own research revealed that marriage is associated with more wealth.

[13] Nevertheless, as Gary Becker pointed out in his widely used theory of marriage, these benefits don't come for free. Marriage is hard work. Living with someone means considering another person's feelings, moods, needs and desires instead of focusing just on your own. This extra work has large time, emotional and financial costs.

[14] While decades ago many people believed the benefits of marriage outweighed these costs, the data around the world are clearly showing that more people are viewing the benefits of being married, or even cohabiting, as much smaller than the costs.

Q7 → If marriage “outweighed” the costs, that means marriage was worth the extra work.

- A. True
- B. False

Why do we care?

[15] As the wedding season takes hold, I have already been invited to a few nuptials, so it is clear marriage is not actually becoming obsolete. Society today is geared toward couples. However, if the trends continue, then the growing number of single people will presumably begin to exert political pressure to eliminate the laws that favor and reward marriage and implicitly discriminate against them. The question is: how large will this policy shift be and how soon until it occurs? ▼

Patterns of Organization

Adapted from ereadingworksheets.com

Writers often organize information in predictable ways. These patterns of organization are the structure of a text. Recognizing these patterns can help you in several ways:

- You understand information better because you see connections among supporting details and their relationship to the main idea.
- You remember information more easily because your brain completes them like puzzles.
- You read faster because you can predict what is coming and later find it again quickly.

However, identifying a pattern is not your only goal. You want to be able to use the pattern to help you to read faster and understand more. Here are four common patterns of organization:

<p>Cause and Effect The writer describes an event and the reasons (causes) for that event, or the writer describes an action and the results (effects) of that action.</p> <p><i>Example:</i> The dodo bird used to roam in large flocks across America. Interestingly, the dodo was not startled by gunshots. Because of this, men sometimes killed entire flocks at a time. As a result, the dodo was hunted to extinction and none are alive today.</p> <p><i>Signal words:</i> consequently, therefore, as a result, thereby, leads to, therefore, because of, in order to, for these reasons, due to ...</p>	<p>Compare and Contrast The writer describes how two or more things are the same (compare) or different (contrast).</p> <p><i>Example:</i> Linux and Windows are both operating systems. Computers use them to run programs. Linux is totally free and open source, so users can improve or modify the source code. However, Windows is proprietary, so it costs money to use and users are prohibited from altering the code.</p> <p><i>Signal words:</i> however, unlike, like, by contrast, yet, in comparison, although, similar to, different from, whereas, while, although, nonetheless</p>
<p>Problem and Solution The writer describes a situation that is a problem and then explains how the problem is fixed. Often the writer also describes the pros and cons of different solutions.</p> <p><i>Example:</i> Thousands of people die each year in car accidents involving drugs or alcohol. Lives could be saved if our town adopts a free public taxi service. If we provided such a service, then we could prevent intoxicated drivers from endangering themselves or others.</p> <p><i>Signal words:</i> the problem is, the difficulty is, it is possible to, if-then, one challenge is, therefore ...</p>	<p>Time or Sequence The writer describes what happens in order of time or steps in a process.</p> <p><i>Example:</i> Registering for classes involves several steps. First, students must apply to the college and receive a student identification number. Then students choose a class and complete an online form. Finally, the student must pay the tuition and purchase their books and materials.</p> <p><i>Signal words:</i> first, next, then, before, after, later, eventually ...</p>

PRACTICING TEXT STRUCTURE

Directions: Read the passages and determine how each is mainly structured. On a sheet of paper, **put the information from each passage into an appropriate graphic organizer.** Underline/highlight key words

1. When you spend your hard-earned savings on a pair of shoes, you want to get the most for your money. One way to do this is to clean your shoes. When you get done, they'll almost look brand new. First, get out a toothbrush and some cleaning spray. Spray the shoes over a sink with no dishes in it and gently scrub the shoes with a toothbrush. Wash the dirt off of the toothbrush repeatedly while you are scrubbing. When you finish scrubbing the foot covering, it is time to clean the soles. Get out some steel wool or an SOS pad, wet it, and then scrub the soles of your shoes clean. You may need to use a paperclip to free any pebbles stuck in the treading. Lastly, scrub the shoes off with a paper towel or clean rag. If you did a good job, your shoes should look almost as nice as when you first got them.

2. When playing some sports, athletes are required to wear special shoes. Two such sports are golf and bowling. Golf shoes have sharp metal spikes called cleats. These cleats help golfers keep their footing while swinging the club. On the other end of the spectrum are bowling shoes, which are very smooth and have almost no traction at all. Bowling shoes help bowlers slide down the lane while throwing the ball. While both of these types of shoes help athletes perform, I wouldn't wear either of them outside of games. Aside from looking ridiculous, golf shoes and bowling shoes do not have soles that are fit for street use.

3. If you're planning on dressing up for a wedding, dance, or other formal event, you'll need to wear some dress shoes. While your feet may look great in dress shoes, they will probably feel horrible. Wearing dress shoes for more than a few minutes can be extremely painful. This pain may prevent you from having a good time. One thing that you can do to protect yourself is to bring a box of band-aids with you. As the dress shoes tear up the skin on your feet, put those band-aids on the wounds to ease the pain and prevent further damage. The band-aids will create a protective layer that will reduce the amount of pain that your dress shoes may inflict. Don't let foot pain ruin your fun; come to the party prepared.

4. One of the most popular, sought-after, and expensive shoes ever marketed are the Air Jordan shoes. The first Air Jordan shoes were released in 1985. These shoes were not legal to wear on the court since they did not have any white on them, but Jordan wore them to every game anyway, getting fined \$5000 for each appearance. The next Air Jordan shoes came out in 1986. These shoes were unique for basketball shoes, because they were made in Italy, which gave them a luxury feel. Two years later, the third Air Jordan shoes were released. These were the first shoes with the visible air pocket in the back and were the inspiration for many later shoe designs. The Air Jordan shoe line has had a long history of successful and noteworthy releases.

5. Look down at your feet. Are you wearing shoes? Why? People wear shoes many reasons. The first and most important reason is to protect their feet. Shoes keep people from hurting their feet while walking on rough surfaces, but this isn't the only reason why people wear shoes. Some people wear special shoes that are designed to help them play a game, like bowling shoes or soccer cleats. Some people wear expensive designer shoes so that they appear fashionable and feel good about themselves. And a lot of other people like my dad wear shoes so that their feet won't stink up the room.

COMPREHENSION CHECK

1. Which of the following statements best describes the main idea of this article?
 - A. Fewer people today believe marriage is worth the effort, and so the number of marriages is decreasing.
 - B. Fewer people today are tying the knot because they prefer to just live together informally.
 - C. Government laws are affecting the rate of marriage, which is declining in the U.S. and around the world.
 - D. While the marriage rate is falling, the total number of marriages continues to climb.

2. Which sentence from the article best supports your answer to Question #1?
 - A. "So why have marriage rates declined around the world, while the number of people living on their own has exploded? In my mind, the simple answer is that for more people, the current costs of marriage outweigh the benefits." (Paragraph 11)
 - B. "It is clear marriage is not actually becoming obsolete." (Paragraph 15)
 - C. "Moreover, this drop in marriages is not occurring because of adverse legal or public policy changes. Governments across the globe continue to provide incentives and legal protections that encourage marriage." (Paragraph 7)
 - D. "Some believe marriage is simply an old, outdated tradition that is no longer necessary." (Paragraph 6)

3. What is the primary pattern of organization of paragraph 3?
 - A. Cause and effect
 - B. Problem and solution
 - C. Time or sequence
 - D. Compare and contrast

4. What is the primary pattern of organization for paragraphs 11-14?
 - A. Cause and effect
 - B. Problem and solution
 - C. Time or sequence
 - D. Compare and contrast

5. What is the larger pattern of organization for the whole article?
 - A. Cause and effect
 - B. Problem and solution
 - C. Time or sequence
 - D. Compare and contrast

6. What is the main idea of paragraph 15?
 - A. Fewer marriages may affect public policies that currently benefit married couples.
 - B. More marriages will reduce discrimination against single people.
 - C. Although there are fewer marriages today, there will be more in the future because of laws that reward couples.
 - D. Political pressure will eliminate marriages in the future.

7. By looking at Figures 2a and 2b, we can say all of the following are true except:
 - A. The total number of Americans living with a spouse grew by more than 37,000, but that number now represents a smaller part of the overall population.
 - B. Between 1967 and 2015, the number of Americans living alone nearly doubled.
 - C. There were twice as many people in the U.S. in 2015 as in 1967.
 - D. The census reported the number of people who lived with their parents in 1967 and in 2015.

Unit 3 Review: Putting It All Together

1. What did you learn about family and marriage in this unit?

2. What did you learn about making inferences?

3. What did you learn about patterns of organization?

4. What opinions do you have about the information you learned?

5. What connections can you make to the material? Think about your personal life, work, studies, friends, and family.

Unit 4 THE WORLD CUP



PREREADING ACTIVITIES

Discuss: How much do you know about soccer and the world cup?

How many players are on each side in a football (soccer) match?

When was the World Cup first played?

What are the different positions on a soccer team?

What kind of equipment is needed to play soccer?

Who is famous for "bending" a football?

Who do you think is/was the most famous soccer player ever?

How long does a football (soccer) match last, in minutes?

How often is the World Cup held, in years?

Watch and Learn

Discover the history behind the FIFA World Cup

Learn more about the history of the FIFA World Cup.

<https://www.britannica.com/sports/World-Cup-football/images-videos>

Watch the following short video about the world cup. Take notes. Many of the answers to the questions above can be answered if you listen closely.

WORLD CUP

Adapted from *New World Encyclopedia* "World Cup" licensed under Creative Commons CC-by-sa 3.0 License (CC-by-sa).

[1]The **World Cup**, sometimes called the FIFA World Cup, is an international soccer competition played by the men's national soccer teams of the member nations of Fédération Internationale de Football Association (FIFA), the sport's world governing body. The championship has been awarded every four years since the first event in 1930, except in 1942 and 1946, due to World War II.

Tournament Origins

[2] The tournament's final phase is often called the World Cup Finals. The current format of the Finals involves thirty-two national teams competing at venues within the host nation (or nations) over a period of about a month. To determine the participating teams, qualifying rounds take place over the three years before the Finals.

[3] Only eight nations have won the title. Brazil is the most successful World Cup team, having won the tournament five times. Italy and Germany follow with four titles. The other former champions are Uruguay (who won the inaugural tournament), Argentina, and France with two titles each, and England and Spain with one title each.

[4] Soccer, or football as most the world calls it, officially began in 1862 when J.C. Thring, an Englishman, published the first set of rules for what he called "The Simplest Game." As the British traveled the world, so did the simple game of soccer. By the end of World War I, soccer had already become a world sport. And when 22 teams from as far away as Egypt and Uruguay competed in the 1924 Olympics in Paris, it was clear that the sport needed its own tournament. Soccer was fast becoming a professional sport and in conflict with the amateurism of the Olympics.

[5] Two Frenchman, Jules Rimet and Henri Delaunay, proposed the idea of a World Cup to be held every four years. Uruguay, Olympic gold medalists in 1924 and 1928, volunteered to host the first tournament to be held in 1930.

Format

[6] In the tournaments between 1934 and 1978, 16 teams competed at the Finals, The Finals were expanded to 24 teams in 1982, then to 32 in 1998, allowing more teams from Africa, Asia, and North America to take part. In 2026, 48 teams take part in the World Cup -- 45 qualifying nations plus the three host countries.

Qualification

[7] Since the second World Cup in 1934, qualifying tournaments have been held to thin out the field for the final tournament. These games are held within the six FIFA continental zones (Africa, Asia, North and Central America and Caribbean, South America, Oceania, and Europe). For each tournament, FIFA decides the number of places awarded to each of the continental zones beforehand, generally based on the relative strength of the confederations' teams.

Media Coverage

[8] The World Cup was first televised in 1954 and is now the most widely-viewed and followed sporting event in the world, exceeding even the Olympic Games. The cumulative audience of the 2002 World Cup – including all of the matches – is estimated to be 28.8 billion. Over 1.1 billion individuals watched the final match of this tournament (a sixth of the entire population of the planet).

Selection of hosts

[9] After the 1958 World Cup, FIFA began a pattern of alternating the hosts between the Americas and Europe, which continued until the 1998 World Cup. The 2002 World Cup, hosted jointly by Japan and South Korea, was the first one held in Asia (and the only tournament with multiple hosts). In 2010, South Africa will become the first African nation to host the World Cup.

[10] The host country is now chosen in a vote by FIFA's executive committee. The national football association of the country who desires to host the event makes a bid. It also receives a guide called "Hosting Agreement" from FIFA, which explains the steps and requirements that need to be met to offer a strong bid. After this, a FIFA-designated group of inspectors visits the country to identify that the country meets the requirements needed to host the event, and a report on the country is produced. Then an electronic vote by the FIFA Congress, made up of 211 member countries, determines who will be the next host country.

[11] The decision on who will host the Cup is currently made six or seven years in advance of the tournament. However, there have been occasions where the hosts of multiple future tournaments were announced at the same time, as was the case for the 2018 and 2022 World Cups, which were awarded to Russia and Qatar, with Qatar becoming the first Middle Eastern country to host the tournament.

Vocabulary Preview

Word	Part of speech	Definition	Example Sentence
counterfeit			
elite			
guidelines			
innovations			
criteria			
aesthetic			
heritage			
Expert			
merchant			
To ban			
authentic			

What Do You Think?

Discuss the following quotes with a partner. What does each quote mean? Do you agree with the quote? Why or why not?

The World Cup is a very important way to measure the good players, and the great ones. It is a test of a great player. Pele

We have a great sense of togetherness. It is our team spirit that has taken us to this world cup. Robbie Keane

Every player dreams of winning the World Cup, and there are very few who are fortunate enough to actually do it. Carlos Puyol

When there is a World Cup the world stops, the country stops, everyone is hugging each other, whether old or young, everyone stops just to enjoy the football. Hulk

You have to show up in the World Cup, and in the World Cup anything can happen. Lionel Messi

The World Cup is not just a great global sporting event, it is also inscribed with much deeper cultural and political importance. Martin Jacques

Which quote do you like the best? Why?

What's involved in designing World Cup jerseys?

Article Source: "Read Up Strategies for Raising Reading Skills" by Timothy Krause licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. Written by Susan J.Sokolowski.

[1] Nearly 3.5 billion people watched the 2018 FIFA World Cup Russia. Estimates of the World Cup in Qatar put viewership at 5 billion people or around 222.27 million per day. They'll all see players wearing a fresh batch of national jerseys, designed by the major sport product manufacturers. Millions of authentic tops are made for fans to buy. Even more are counterfeited.

[2] Before I became a professor of sports product design at the University of Oregon, I spent about 20 years working for a major sports manufacturer on innovative products, for events like the World Cup and the Champions League Final. Sport manufacturers such as Adidas, Nike, New Balance, Puma, Uhlsport, Umbro and Under Armour start research and product development two to three years before a World Cup begins. Jerseys must represent teams' countries, perform for elite athletes and be desirable for fans. They must also prevent counterfeiting, which threatens the only real way jersey manufacturers can get back the money they used for their design and production investments.



Designers make many decisions, from the style of the neckline to the length of the sleeve. Here are players from Iran and Portugal at the 2018 FIFA World Cup. [Image from Fars News Agency. [CC BY 4.0]

AS YOU READ

Write a one-sentence summary of each paragraph.

[1] _____

[2] _____

Following the rules

[3] The jerseys must first obey *guidelines* set by FIFA, soccer's international governing body. Some are pretty basic – like making sure players' jerseys aren't easily confused with referees' shirts, and that they have sleeves; soccer jerseys can't be tank tops. Other rules are more detailed, like *banning* jerseys that have more than four colors, unless they're striped or checkered in two equal colors – in which case the jersey can use five colors.

[4] There are also specific rules about the size and placement of logos – including the manufacturer's own, and stars indicating how many World Cups a team has won – and player names and numbers. FIFA even specifies that both sleeves must be free of logos, to make room for its own event badges.

Satisfying the customer

[5] Following FIFA's rules is a must, but the ultimate approval of each nation's jersey designs comes from its national soccer governing federation. The manufacturer has the ideas, but the federation officials need to be convinced to go along with their new design and performance *innovations*. Often the sports product manufacturer will ask the soccer federations for a list of criteria upfront. Some countries have really detailed lists, perhaps because of tradition or superstition. Others are more open to new ideas – like Nigeria, which approved striking designs by Nike for World Cup 2018.

[6] Typically a jersey manufacturer will come up with a few ideas for each home and away jersey. Often, they'll include designs that look a lot like the team's last World Cup jersey, others that are very different and still others somewhere in between the old design and a brand new one. The company usually hopes it'll be allowed to create something at least relatively new, rather than just remaking a design from the past.

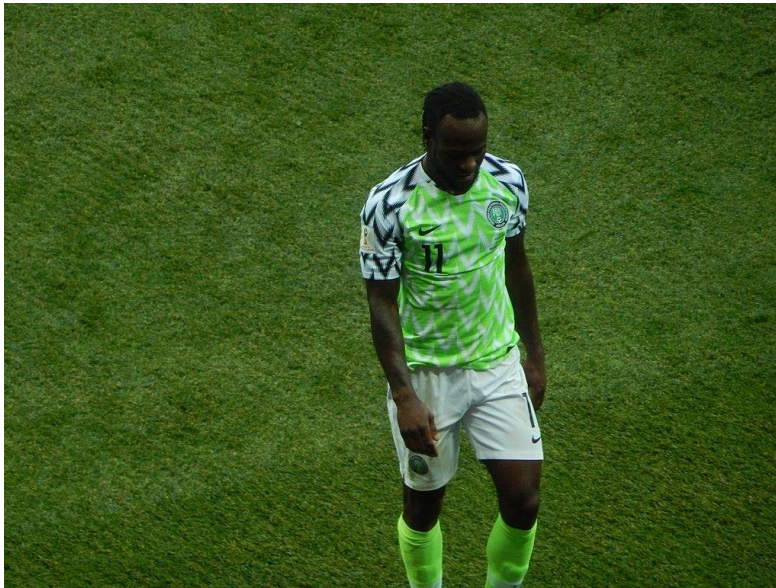


[3] _____

[4] _____

[5] _____

[6] _____



The Nigerian team's home jersey was an instant hit among fans worldwide. Image from Oleg Bkhambri (Volmetro). [CC BY-SA 3.0]

The manufacturer's design touch

[7] The company making the jersey can add some design elements, too – but of course they must be approved by FIFA and the national federation. Some of these – like the neckline – are *aesthetic* features that may be linked historically to each nation's heritage. Other elements can combine appearance and function, like the cut and fit of the jersey, ventilation or how its materials handle sweat. There are also aspects of the design intended to prevent counterfeiting; for the 2018 World Cup, many of the major sport manufacturers developed engineered knit jersey materials that help with keeping the body's internal temperature and fit, while providing a unique appearance that is difficult to copy. The manufacturers will lab-test the materials, and then let elite players confidentially test the physical designs, during training sessions.

Protecting the design

[8] To reduce counterfeiting, some manufacturers will put electronic tags in their *authentic* jerseys, making it easy to check whether a merchant is selling real or fake products. Many large manufacturers will have teams of inspectors shopping international markets, online and at shipping ports, looking for counterfeits and working with local police to shut down sales.

[7] _____

[8] _____

[9] Total prevention is impossible, though – and it's made harder when supplies of the real thing sell out. The Nigeria jersey sold out, making Nike a fair profit, but now it's making Chinese and Thai counterfeiters millions of dollars too because there are no more authentic versions available. When FIFA guidelines, federation and manufacturer desires come together, new World Cup jersey designs can be an exciting part of the tournament experience for fans around the world. ♣

[9] _____



CHECKING YOUR COMPREHENSION

Source: *Read Up: Strategies for Raising Reading Skills*, author Timothy Krause licensed under a Creative Commons Attribution-Noncommercial ShareAlike 4.0 International License

1. Which of the following statements best describes the main idea of this article?
 - A. Jersey designers use special technology to prevent illegal copies.
 - B. Jersey designers must pay attention to cultural designs and make tops that reflect individual countries.
 - C. Jersey designers must think about not only how a jersey looks and works, but also about preventing illegal copies.
 - D. World Cup jerseys are not only used in sports, but they are also very popular fashion items.
2. Which text from the article best supports your answer to Question #1?
 - A. "To curtail counterfeiting, some manufacturers will embed electronic tags in their authentic jerseys, making it easy to check whether a merchant is selling real or fake products."(paragraph 8)
 - B. "Some of these – like the neckline – are aesthetic features that may have a historical nod to each nation's heritage." (paragraph 7)
 - C. "Jerseys must represent teams' countries, perform for elite athletes, and be desirable for fans. They must also deter counterfeiting..." (paragraph 2)
 - D. "They'll all see players wearing a fresh batch of national jerseys, designed by the major sport product manufacturers. Millions of authentic tops are made for fans to buy." (paragraph 1)
3. In paragraph 5, what does the word **aesthetic** mean?
 - A. related to sports
 - B. related to stopping pain
 - C. related to religion or spirituality
 - D. related to how something looks
4. According to the article, jersey designers usually want to make something new and different instead of repeating old designs.
 - A. True
 - B. False
5. Only FIFA approves jersey designs.
 - A. True
 - B. False
6. According to the article, sports clothing manufacturers have found ways to stop all counterfeiting of World Cup jerseys.
 - A. True
 - B. False
7. Where was the 2018 FIFA World Cup soccer tournament held?
 - A. Nigeria
 - B. Russia
 - C. Portugal
 - D. Nike

Did you know?

The next FIFA World Cup soccer tournament is scheduled to take place in the U.S.A., Mexico, and Canada in 2026. Dallas will be one of the host cities. YEAH!

EXPANDING YOUR VOCABULARY

Source: *Read Up: Strategies for Raising Reading Skills*, author Timothy Krause licensed under a Creative Commons Attribution-Noncommercial ShareAlike 4.0 International License

1. Look in paragraph 1 for a plural noun that is a synonym for “shirts” or “jerseys”:

2. Look in paragraph 2 for a verb that means “to get something back (usually money) that you spent or lost”:

3. Look in paragraph 3 for a verb that means “to follow the rules”:

4. Look in paragraph 5 for a noun that refers to a company that makes a product (such as jerseys):

5. Look in paragraph 6 for a gerund that means “creating something again but in the same way as in the past”:

6. Look in paragraph 7 for the phrasal verb **knock-off**. Which dictionary meaning fits this context?

- to stop working
- to murder someone
- to reduce a price or amount
- to make a fake or counterfeit

7. Look in paragraph 9 for a phrasal verb that means “to have no product left”:

FINAL PRESENTATION

- In class we have been reading about the World Cup. This worldwide event captures the attention of millions of people across the globe. As we have learned, becoming the host city is not easy. Not only do the representatives of each country have to demonstrate that their country has the ability to host, but also to promote the country's positive aspects.
- You will work with a partner to research your country and to present the information to the class. Each person will receive an **individual grade** for their presentation skills and the content of the presentation.
- You will create a digital poster using Canva to show to the class the day of your presentation.
- You will work with someone whose first language is different than yours. This will promote collaboration and enable you to practice your English-speaking skills while completing the project.

Your poster must include:

- Country's name
- Facts about the country (you will have to do some research on the internet to find these facts).
- Original text – use your own words. **Do not copy anything from the Internet!**
- Pictures and/or video. It can also include a sound file or video (maximum 1 minute in length).

Your presentation should be 6 minutes long/ 3 minutes per person. Think about these questions when you are planning your presentation:

- ✓ How are you going to catch your audience's attention? (the hook)
- ✓ What are you going to say in the introduction? (main idea)
- ✓ What are you going to talk about in the body of the presentation? You should present the information that you include in your poster. **You should also describe the pictures/video clip.** You can play up to 1 minute of the video during your presentation (but this doesn't count in the speaking time).
- ✓ What are you going to say in the conclusion?

Presentation tips:

- You can use 3" by 5" cards for notes, but do not read your presentation to the audience.
- Make eye contact with the audience throughout your presentation.
- Practice giving your presentation several times.

The Bidding Process

In 2026, the FIFA World Cup will be bigger than ever. More countries will participate – a total of 48 – and many, many more around the world will begin to dream of qualifying. Now is your country's chance to win the bid to host the World Cup in 2030.

- You will present your chosen country to the class and explain why your country should win the bid.
- Each person on your team will speak for 3 minutes. Each person will be graded individually.
- After all of the presentations, the class will vote on which city will host the 2030 World Cup.
- What information will each team need to present?

Partner A: Background Information about the country:

- a) Location
- b) population
- c) Government
- d) Economy
- e) Society: Aspects that are unique to the country

Partner B: Infrastructure:

- a) Stadiums
- b) Accommodations/hotels
- c) Transportation including airports
- d) Proposed Fan Zones
- e) Other interesting facts

Giving a Presentation

All of us have given a presentation and watched presentations. What makes a good presentation? What makes a bad presentation? Brainstorm ideas with your small group.

<u>Good Presentations</u>	<u>Bad Presentations</u>

Let us watch this video about good and bad presentations. Add any information to your chart above. Presentation Good/Bad Presentation
<https://www.youtube.com/watch?v=S5c1susCPAE>

Important Things To Remember:

- Volume:
- Speed/fluency/pauses:
- Eye Contact:
- Body Language and facial expressions:
- Pronunciation and word stress:

Tomorrow you will give a mini speech about your favorite food, hobby, or music. It should only be 1 minute long. This will help you practice speaking loudly and clearly. Using eye contact and body language. You will need to introduce yourself. Say your first and last name, where you are from and how long you have been in the U.S. Then talk about the topic you have chosen. You CANNOT read your mini speech.

Parts of a presentation

Your presentation should be 6 minutes long/ 3 minutes per person. Think about these questions when you are planning your presentation:

I. Introduction

- How are you going to catch your audience's attention? (the hook)
- What are you going to say in the introduction? (main idea)

II. Body

- What are you going to talk about in the body of the presentation?

III. Conclusion

- What are you going to say to end your presentation?

Getting Your Audience's Attention

As you are learning in your writing class, every composition must have a _____ at the beginning of the introduction. It is the same for your presentation. What are some ways to “hook” your audience’s attention?

- 1.
- 2.
- 3.

What else should be included in your introduction?

Improving Pronunciation and speaking clearly

Tip #1: Use Stress to Emphasize Key Ideas

- English is a **stress-timed language**. Meaning that we don’t stress all the words the same. Some words we say stronger and others we say softer.
- “function words” are not stressed and are linked to other words. These are words like for, and them, at, to, can, are, was, that, your, at
- To speak English clearly, it's important that you stress the key/content words in your presentation.
- Key words are usually content words, such as nouns, adjectives, and main verbs.
- Stressing key words will help your audience hear the words that mean the most.
- You can stress a word by making the stressed syllable in that word longer, louder, and higher than the other syllables.
- At the same time, reducing or shortening the function, or grammar words in the sentence will help your audience focus only on your most important ideas.


Notice the stressed words in this sentence:

- a) The **students** are studying **PRONUNCIATION**.
- b) **Social media** is **good** for the **economy**.
- c) **Social media** doesn't **cancel** **hate** and **racist** groups.

Practice 1: Work with a partner and decide which words should be stressed. Underline the content words.

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. Because onions are associated with these symptoms-watery nose and eyes-homeopaths often use it as a treatment for colds and allergies.

Tip #2: Improving pronunciation and fluency with linking and thought groups.

- **Linking**= when you connect words together with no pause or break.
How are you? Sounds like Howrya

- **Thought groups**- short group of words with one main idea that forms a logical unit. There are usually several in one sentence. Sometimes they are separated by punctuation.

Example: And it's important to know, native speakers don't think about this at all when speaking.

Practice 2: Mark the linking, key words and thought groups.

But in any given thought group, every sound, every word, should be linked together.

After writing your speech on Monday you will mark the thought groups, linking words and linking.

Appendix – Book Club and Reports

Adapted from Beth Einsphar "Book Club" <https://www.oercommons.org/courseware/lesson/70272>
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A book club is a reading group that consists of a few people who read the same book and then meet together to discuss it. You and your classmates will be having a mini-book club. I will place you in groups of 3 or 4 and your group will decide on a book together.

Step 1: Choose a book. As a group decide on a book that interests everyone.

Step 2: Divide the book into sections and write the page numbers below.

Book Club Timeline

Name of book _____

Author _____

Today's Date: _____ **Due Date:** _____

Meeting 1 - Read through page _____

Group Member Name	Role
_____	_____
_____	_____
_____	_____
_____	_____

Meeting 2 - Read through page _____

Group Member Name	Role
_____	_____
_____	_____
_____	_____
_____	_____

Meeting 3 - Read through page _____

Group Member Name	Role
_____	_____
_____	_____
_____	_____
_____	_____

At each book club meeting, each member will have a specific role. You will switch roles for each meeting. **These are the roles:**

Word Wizard

Your job is to search for **four** special words in the story to share and explain to the group. These words can be words that are *new, interesting, funny, different, important, or exciting*. When you find a word, write it down along with the page number you found it on – sticky notes might help mark them. Then use your book, a dictionary or thesaurus, or the internet to help you find the meaning of the word. Be prepared to share and explain with your group.

Word Page #	Meaning	Example Sentence
Word Page #	Meaning	Example Sentence
Word Page #	Meaning	Example Sentence
Word Page #	Meaning	Example Sentence

The Questioner

You think of questions to ask your group when you meet. Your questions should be questions you can discuss to add to your understanding or share your opinions and feelings, not questions you can find in the book. You should write **AT LEAST 3** questions your group can discuss when you meet. You should also write **YOUR ANSWERS**. These questions and answers should be finished before you meet.

Good questions might be "Would you have chosen to escape the hospital instead of being treated by the doctor, and why or why not? Ask for opinions or predictions - things you can't answer by looking directly in the book.

Question 1: _____

Question 2: _____

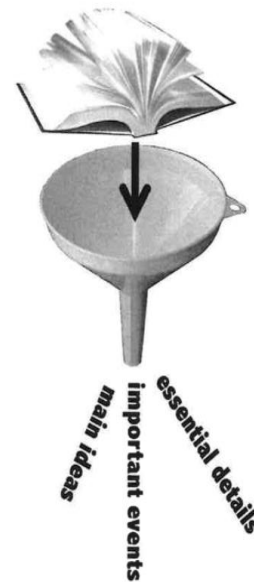
Question 3: _____

The Summarizer

- The Summarizer's job is to give a one or two minute statement that covers the most important text.
- The other members of your group will be counting on you to give a **summary** that will remind them of the key points, the main ideas, the action that occurs in the story.
- You may need to read the story (or section) more than once to give a good summary.

Think about...

- ✓ What is absolutely essential for everyone in the group to know about the reading?
- ✓ What are the most important events in the passage?
- ✓ What are the key points to remember about the selection?
(facts/plot summary)



Created by Mirka Rombola and Chris Hupp, Benjamin Franklin International School 2010
