

Listen and talk -10

Part 2

Lecture: Changes in the American Family

Before You Listen

This lecture is about changes in the American family and how some businesses are responding to those changes.



1 Prelistening Discussion Discuss these questions in small groups.

1. Look at the photos of the two families. Describe the family members and their lifestyles. When do you think each photo was taken?
2. Based on the photos, how do you think the "typical" American family has changed since the 1950s?
3. How are families changing in your community? Why?

التغيرات في العوائل الامريكيه ... نشاهد في الصورة التي على اليسار العائلة التقليدية وفي الصورة التي على اليمين العائلة المتحضرة ونشاهد فيها الام تذهب للعمل تاركة الطفل مع الاب



2 Previewing Vocabulary Listen to these words and phrases from the lecture. Check (✓) the ones you think you know. Discuss their meanings with a partner. Check the other words and phrases later as you learn them.

Nouns

- cost of living
- day care center
- flexibility
- homemaker

- maternity leave
- opportunity
- policy

Verbs

- benefit
- can/can't afford
- transfer
- volunteer

Adjective

- flexible

Listen

Strategy

Taking Notes on Examples

In English there are many expressions to signal examples. Here are a few:

- For example, ...
- For instance, ...
- As an example, ...
- ... such as ...
- To give (one) example, ...

In notes, people often use the abbreviation e.g. to indicate an example.



3 Taking Notes on Examples You will hear statements supported by examples. Notes for the statements are below. Listen and take notes on the missing examples. Be sure to indent the examples and use abbreviations, symbols, and key words. You will hear each item twice.

1. Today women are wrking in profs. not open 30-40 yrs. ago

e.g. by med students = women

2. Now most Am. homes no full-time homemaker → new probs

e.g. who care babies & old people who shop, cook, & clean

3. Some co's. give new parents pd. vacation

e.g. Canada not U.S

Exchange notes with a classmate. Use your partner's notes to try to restate the information you heard.

vocabulary هنا مجموعة من ال

في الأسفل تدريب على أخذ ورقة وكتابة أهم النقاط التي سمعتها ليس علينا كتابة كل شيء لأن ذلك يمثل إضاعة للوقت مثلا : e.g. هي اختصار لكلمة for example نكتبها e.g. اختصار للوقت والجهد



4 Taking Notes (Part I) Listen to the first part of the lecture and take notes in the best way you can. Use your own paper. Listen specifically for this information:

1. How has the American family changed? What is the biggest change?
2. What's the main reason for this change?



5 Outlining the Lecture

Here is a sample outline of the first part of the lecture. Use your notes from Activities 3 and 4 to fill in the missing information. Remember to use abbreviations and symbols. Listen again if necessary.



▲ Children having lunch at a day care center

Topic: Changes in the American Family

I. "Typical" Am fam

A. 1950s: father → work
 mother at home 2-3 children

B. Changes today:

1. smaller — fewer children
2. more single parent 1 father 1 mother
3. married mother

Stats: 1950 — 11%

2002 — 70%

Reasons: money needed (2 salaries)

more opportunities — new professions — open 2 ways

New problems: who take care of babies, grand parents
 who shop, cook, clean, etc.

هنا تدريب على اخذ مفكرة وكتابة التغيرات في العائلات الأمريكية .. مثلا في عام 1950 الأب يذهب للعمل



9 Taking Notes (Part II) Listen to the second part of the lecture. Continue taking notes on your own paper. After listening, use your notes to fill in the missing information below.

II. *Company policies/programs:*

A. _____

B. *If co. transfers worker, co. finds job for husb/wife*

C. _____

D. _____

E. _____

Concl: _____

After You Listen



7 Discussing the Lecture Discuss the following questions about the lecture and your own experiences. Refer to your notes as necessary.

1. In the U.S., why are more and more mothers in two-parent families working these days? (Give two reasons.) How does this compare with what is happening in your home country?
2. With both mothers and fathers working, what new problems do families in the U.S. have?
3. Review the five programs and policies that some U.S. businesses have introduced to help working parents. For each program or policy, talk about the advantages and disadvantages (a) to workers, (b) to employers.
4. Why don't *all* U.S. companies offer these programs to their employees?
5. Of the five programs and policies, which one would be the most useful for you and your family?



8 Reviewing Vocabulary Work in small groups. Look back at the vocabulary list in Activity 2 on page 109. Quiz each other on the terms and their meanings.

هنا مثال آخر على أخذ مذكره وكتابة اهم المعلومات عن الشركات

On the Spot!



9 What Would You Do? Read the following story from the *Los Angeles Times* newspaper. In small groups, discuss the questions that follow.

Husband Sues Wife over Housework

Tokyo—A 33-year-old Japanese woman divorced her husband after he demanded that every day she cook him breakfast, iron his pants, and clean the house. The woman worked full time, but the husband said it was the wife's job to do all the housework.

The husband, a 35-year-old public servant, filed a lawsuit demanding that the wife pay him about \$38,000 because she did not live up to her end of the marriage arrangement.¹

1. If you were the judge in this case, what would you decide? Do you agree with the wife or the husband? Why? (To find out what really happened, turn to page 261.)

The newspaper article continues:

Increasingly, young [Japanese] women delay marriage or even refuse to get married because of the long-established expectations that women alone should raise the children and take care of the housework. Surveys show the average age at which Japanese women marry has risen to 27, with an increasing number now deciding not to tie the knot² at all.

Source: *Los Angeles Times*

¹ She did not do the things that her husband expected her to do.

² to get married

2. Compare the situation of Japanese women and women in other countries. Are women in other countries getting married later? Why?
3. In your opinion, whose job is it to take care of children and do housework? Why?



هنا برقراف عن نمط حياة اليابانيين

Part 3

Strategies for Better Listening and Speaking

✓ Focused Listening



LINKING

In writing, words are separated by spaces. In speech, words are usually separated by pauses. However, sometimes words don't have pauses between them. The words are *linked*, or connected.

Example Please put it in a box. → Please **puddinabox**.

Words are linked according to the following rules:

1. In a phrase, when a word ends in a consonant sound and the next word starts with a vowel sound, the two words are linked. For example:

an eye where are run out of put it in a box

2. If a word ends in the vowel sounds /iy/ as in *me*, /ey/ as in *say*, /ay/ as in *eye*, or /oy/ as in *boy*, and the next word starts with a vowel, the words are linked with the sound /y/. For example:

the end of say it my aunt enjoy it

3. If a word ends in the vowel sounds /uw/ as in *you*, /ow/ as in *show*, or /aw/ as in *how*, and the next word starts with a vowel, the words are linked with the sound /w/. For example:

you are late show us how are you

Note: Don't try to memorize these rules. If you practice listening to English a lot, you will learn the rules naturally.

هنا امثلة على الكلمات التي تستخدم في الاتصال (linking) التي لا يمكن تجزئتها... مثل :
put it in the boxplease put it in the box
بمعنى آخر هي تركيب تعبيرى لا يصح تقطيعه في النطق كأن تقول put ثم it ثم in ثم the
بالتنطق كل المقطع كجمله واحده بسرعه



1 Pronouncing Linked Phrases Listen and repeat the linked phrases.

Rule 1: Consonant sound + vowel

1. fifty dollars a month
2. the check is late
3. care about
4. in an apartment
5. get a job

Rule 2: Vowel + vowel

6. the end of (the month)
7. people my own age
8. come see us
9. no way out
10. the toy is broken

Rule 3: Vowel /uw/, /ow/, or /aw/ + vowel

11. grow up
12. go on
13. who is it
14. now it's ready
15. new art



2 Pronouncing Sentences Listen and repeat these sentences. Notice the stress, intonation, linking, reductions, and pauses.

1. I usually get up at 7 A.M., but today my alarm clock didn't go off.
2. At 8 A.M., I woke up in a panic. My first class was at 8:30! I couldn't be absent because we were having a test.
3. I jumped out of bed and got dressed in two minutes.
4. Then I ran out of the house, jumped in my car, and drove off.
5. Luckily, I found a parking spot and made it to class by 8:40.
6. I was out of breath and sweating.
7. A few people looked at me curiously.
8. Luckily, no one noticed that I wasn't wearing any shoes.

With a partner, take turns reading the sentences again. Pay attention to stress, intonation, linking, reductions, and pauses.

هنا استمع للكلمات وجرب نطقها بكلمات ال (link) ثم اقرأ الجمل التالية

Getting Meaning from Context

TOEFL® IBT



Focus on Testing

Using Context Clues Many tests such as the TOEFL® IBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic conversation skills, and provide a foundation for success on a variety of standardized tests. You're going to hear several people talking about their lifestyles.

1. Listen to the beginning of each passage.
2. Listen to an incomplete statement. Stop the recording and choose the best way to complete the statement.
3. In the **Clues** column, write the words that helped you choose your answer.
4. Listen to the last part of each passage to hear the correct answer.

Answers

Clues

- | | |
|---|--|
| 1. <input type="radio"/> A a factory worker
<input type="radio"/> B a retired person
<input type="radio"/> C a landlord
<input type="radio"/> D a fashion model | |
| 2. <input type="radio"/> A the police
<input type="radio"/> B her teachers
<input type="radio"/> C her friends
<input type="radio"/> D her parents | |
| 3. <input type="radio"/> A with his parents
<input type="radio"/> B in a college dormitory
<input type="radio"/> C alone
<input type="radio"/> D with roommates | |
| 4. <input type="radio"/> A a retirement home
<input type="radio"/> B a house with friends
<input type="radio"/> C an apartment
<input type="radio"/> D her son's house | |

استمع للمحادثة الصوتية واحزر عن ماذا يتحدث أولئك الأشخاص ثم اختر الإجابة الصحيحة

١ - الجواب الصحيح هو b

٢ - الجواب الصحيح هو d

٣ - الجواب الصحيح هو a

٤ - الجواب الصحيح هو a



3 Discussing Lifestyles Do you know any people like those in the recording? If yes, tell about their lifestyles and their problems or difficulties. Tell about the following and answer the questions below.

- a retired man living on Social Security (money that retired people receive each month from the U.S. government)
- a teenage girl who feels that her parents treat her like a baby
- a young man who lost his job and moved back into his parents' house
- an elderly person living in a retirement home

1. As a teenager, how is/was your relationship with your parents? Do/Did you ever feel that your parents treat/treated you like a baby?
2. In your opinion, is it the government's responsibility to take care of people when they retire? If not, whose responsibility is it?



▲ Senior citizens in a retirement home.

هذه الصورة تمثل دار المسنين أو بتعبير آخر مركز لرعاية الوالدين... ويذكر بعض الحالات التي يستقبلها هذا المركز

1 - As a teenager how is or was your relationship with your parents ?
did you ever feel that your parents treated you like a baby ?

Don't know but i hope not>>

2 - In your opinion is it the government s Responsibility to take care of -
people when they retire ? if not whose Responsibility it is ?

No its Responsibility of family

1 - عندما كان مرافقا كيفية أو كانت علاقتك مع والديك؟ هل شعرت يوما أن والديك التعامل معك وكأنه طفل؟
لا أعرف ولكن أأمل أن لا <<

2 - في رأيك هل هي مسؤولية الحكومة و لرعاية الناس عندما يتقاعد؟ إن لم يكن يتحمل المسؤولية هو؟
لا مسؤوليتها الأسرة

Part 4

Real-World Task: Using Numbers, Percentages, Graphs

In this section you are going to compare lifestyles in different countries. In Chapter 2, page 38, you practiced taking notes on statistics. Review the vocabulary from that page. In this section you will continue learning how to talk about numbers and percentages.

Before You Listen

NUMBERS AND PERCENTAGES

Read the following sentences with numbers and percentages. Pay close attention to prepositions.

1. Seventy-five percent **of** U.S. women are married by age 30.
2. By age 30, 75 percent **of** women in the United States have been married.
3. By 2020, the percentage **of** elderly people in Japan will grow **from** 19 percent **to** 25 percent.
4. The number **of** unmarried Korean women in their 30s rose **from** 0.5 percent **to** 10.7 percent.
5. China's divorce rate went up **by** 21.2 percent in 2004.
6. The number **of** children declined **to** 1.6 (pronounced "one point six") **per** family.

1 **Prelisting Discussion** Discuss the following questions about *your* community.

1. In the last 50 years, has the number of working women increased, decreased, or stayed the same?
2. Is the divorce rate increasing or decreasing?
3. With whom do older people usually live?

هنا سوف تقييم الحياة المختلفة للمجتمع الأمريكي على مدار سنوات مختلفة ومثلها بيانيا

Listen

Strategy

Graphic Organizer: Line Graph

A line graph can help you understand change or growth. For example, it can show changes in things like divorce rates or salaries over a period of time.

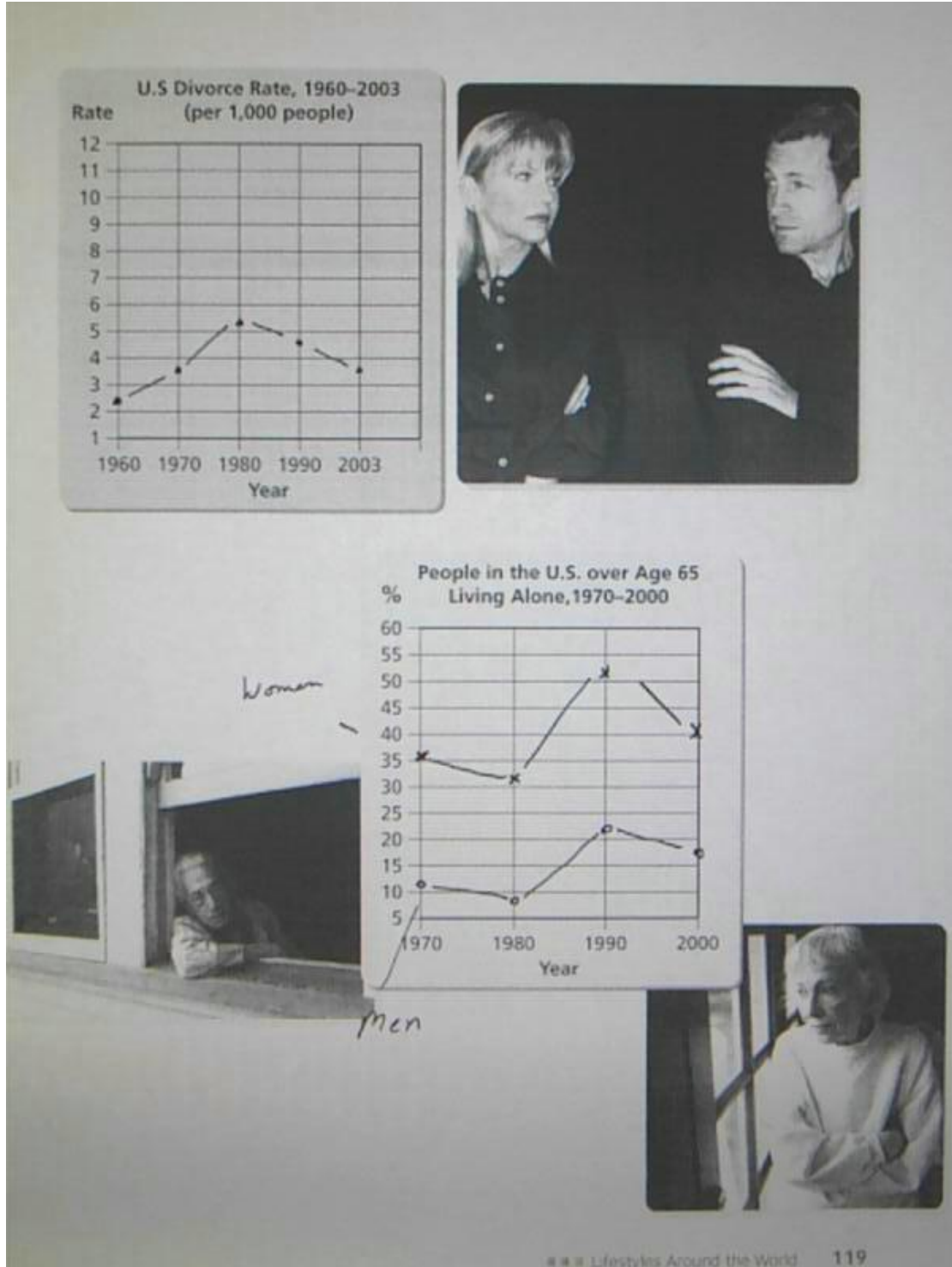


2 Completing Line Graphs

1. Here are three incomplete line graphs. Listen to the information and complete the graphs. The first item is done for you.
2. Work with a partner and compare graphs.



هنا مثل بيانيا نسبة عمل النساء في أمريكا من عام 1960 - إلى عام 2003 من خلال النص المسموع



الرسم البياني الأول يوضح نسبة الطلاق في أميركا من عام 1960 إلى 2003
 أما الرسم البياني الثاني فيوضح نسبة كبار السن الذين يعيشون لوحدهم من نساء ورجال من
 عام 1960 إلى 2003

After You Listen



3 Talking About Statistics Write five true or false statements based on the information in the graphs. Then take turns saying your statements to one or more partners. If a statement is false, your classmate(s) should correct it.

Example

A: In 2000, 20 percent of elderly women lived alone.

B: That's false. In 2000, 40 percent of elderly women lived alone.

Discuss your answers to the following questions with a partner.

1. Are you surprised by the information you learned from the graphs? Why or why not?
2. What are some possible reasons for the decrease in divorce rates since the 1990s?
3. Why do you think more elderly women than men live alone?

Talk It Over



4 Comparing Lifestyles in Different Countries The charts on page 121 and 122 are from *The World Factbook*. They contain information about lifestyles in different countries. However, the charts are not complete. Work in groups of three. Each student should look at one chart. Take turns asking and answering questions about the information in your chart. Fill in the missing information as your group members answer your questions.

Examples

Q: What was the average life expectancy in France?

A: The life expectancy in France was 79.44 years. (or "almost 80 years.")

Q: What was the GDP in Russia?

A: The GDP in Russia was \$8,900.

Q: How many children did the average woman have in Mexico?

A: The average woman had 2.49 children (or "between 2 and 3 children").

قارن بين تطورات الحياة في مجموعة من الدول من خلال الجدول الذي في الأسفل

Chart A				
Country	# Children per Woman	Life Expectancy	TV Sets per Person	Per Capita GDP ¹
Korea	1.5	75.5	.4	\$17,800
United States	2.07	77.43		37,800
Argentina	2.24	75.7	.3	11,200
France	1.84	79.44	.6	27,600
Senegal		56.56	.08	1,600
Thailand	1.89	71.41	.5	7,400
Mexico	2.49	74.94	.3	9,000
Italy	1.27	79.54	.5	26,700
Saudi Arabia	4.11	75.23	.3	11,800
China (PRC)	1.69	71.96	.3	5,000
Egypt	2.95	62.39	.2	4,000
Iran	2.45	69.76	.1	7,000
Russia		66.39	.5	8,900
Japan	1.38		.8	28,200
Turkey	1.98	72.08	.4	

Chart B				
Country	# Children per Woman	Life Expectancy	TV Sets per Person	Per Capita GDP ¹
Korea	1.5	75.5	.4	
United States	2.07		1.00	\$37,800
Argentina	2.24	75.7	.3	11,200
France	1.84	79.44	.6	27,600
Senegal	4.84		.08	1,600
Thailand	1.89	71.41	.5	7,400
Mexico	2.49	74.94	.3	9,000
Italy	1.27	79.54	.5	26,700
Saudi Arabia	4.11	75.23	.3	11,800
China (PRC)		71.96	.3	5,000
Egypt	2.95	62.39	.2	4,000
Iran	2.45	69.76		7,000
Russia	1.26	65.12	.5	8,900
Japan	1.38	81.04	.8	28,200
Turkey	1.98	72.08	.4	6,700

¹ *GDP* means "gross domestic product." This number refers to the total value of goods and services produced by a country over a certain period of time. *Per capita GDP* is this number divided by the number of people living in the country.

Chart C				
Country	# Children per Woman	Life Expectancy	TV Sets per Person	Per Capita GDP
Korea	1.5	75.5	.4	\$17,800
United States	2.07	77.43	1.00	37,800
Argentina	2.24	75.7	.3	
France	1.84	79.44	.6	27,600
Senegal	4.84	56.56	.08	1,600
Thailand	1.89		.5	7,400
Mexico	2.49	74.94	.3	9,000
Italy	1.27	79.54	.5	
Saudi Arabia	4.11	75.23	.3	11,800
China (PRC)	1.69	71.96	.3	5,000
Egypt		62.39	.2	4,000
Iran	2.45	69.76	.1	7,000
Russia	1.26	65.12		8,900
Japan	1.38	81.04	.8	28,200
Turkey	1.98	72.08	.4	6,700

Source: *The World Factbook*



5 Discussion Discuss the questions below with your group.

1. Based on the information in the charts, which five countries have the highest GDP?
2. Which five countries have the lowest GDP?
3. Compare the number of the children per woman, the life expectancy, and the TV sets per person for the countries you named in questions 1 and 2. What general statements can you make, based on this information? Make complete sentences.

Example

The countries with the lowest GDPs usually have the largest number of children per woman, and the countries with the highest GDPs have the smallest number. For example, in Japan, the average woman has 1.38 children, but in Senegal, the average woman has more than 4 children.