

Lecture 1
Chapter 1
Languages and Learning

Focus

By the end of the next lecture you will be expected to write a descriptive composition about "Learning a Language".

Preparing to Write, [page 4](#)

Look at the photos on [page 4](#) and think about how the people in these photos would benefit from learning a foreign **language.**

Airline representative

Businessman

A student

Health care worker

1. Why might these people need to speak more than one language?

They should learn another language because they are most likely to meet people who speak a language other than their own.

2. What are some reasons to learn a second language?

A couple of reasons I think are important are to communicate with more people, and get to know and understand another culture.

3. What are some ways to learn a second language?

One could learn a language on his or her own or he or she could ask someone to teach him or her. A proper way to learn a language though, is to take classes in a school or institute.

[Reading Passage](#)

Want to Learn a Language?

Don't Make It a Mount Everest

Let's read it together

Vocabulary

conjugate foreign language
technique Creole
immersion cabdriver
emphasize bargain
individual Experts
expensive telephone booth
private tutoring proficiency

criterion

advantages

dialogue

likely

opportunity

participate

conversation

Task 1

Respond to the following :

Give four reasons why you want to learn English.

Begin your answer like this

I want to learn English because

(Post your answer on the course forum)

We will stop here.

Go to the next lecture

THANK YOU

Lecture 2

Chapter 1

Languages and Learning

Exercise 1, **page 12** The meaning of some words and expressions in the reading passage.

Exercise 2, **page 13** Using some prepositions.

Lecture 3

Chapter 1

Languages and Learning

Introducing the Essay

In an essay you can:

- expresses an idea or opinion
- analyze, explain, or describe someone or some thing
- show the relationship between two or more things
- solve a problem
- or all of the above

The Academic Essay

An academic essay usually contains four parts:

- An introductory paragraph
- A thesis or main idea statements
- Body paragraph
- A concluding paragraph

See exercise 2 and 3, **page 15**

Have your books ready

Task 2

Do exercise 4 on page 18 as homework.

Remember to post your response on the course forum. Please do not send it as email.

Lecture 4

Chapter 2

Danger and Daring

Focus

In this chapter will try to learn how to write about an explorer.

Preparation

Take a look at the photos on [page 24](#). All of these people are explorers. Notice the information about their names, their achievements, and the date of their achievements are written below each photo.

Annapurna: A Woman's Place

We will read this passage together. See [page 27-28](#).

Task 3

Do exercise 4 on [page 29](#) as homework. Do this exercise as best as you can.

Remember to post your response on the course forum. Please do not send it as email.

Lecture 5

Chapter 2

Danger and Daring

Words and Phrases page 32-33

1. **ardent** passionate; enthusiastic
2. **ascent** climb
3. **endeavor** effort; an attempt
4. **felt the urge** had a very strong desire
5. **summit** the top of a mountain
6. **legendary** famous
7. **notably absent** obviously not present
8. **pioneer** someone who is the first to explore a new place
9. **remote** far away from civilization
10. **rival** person who is competing against another

Describing personalities and achievements

Personalities:

be unafraid of

laugh at (fatigue)

not worry about (her next meal)

figure out a way to

Achievements

travel at high elevations

carry out

make significant contributions to

participate in expeditions

take part in expeditions

reach the summit of

Task 4

Do exercise 2 on page 33 as homework. Do this exercise as best as you can.

Remember to post your response on the course forum. Please do not send it as email.

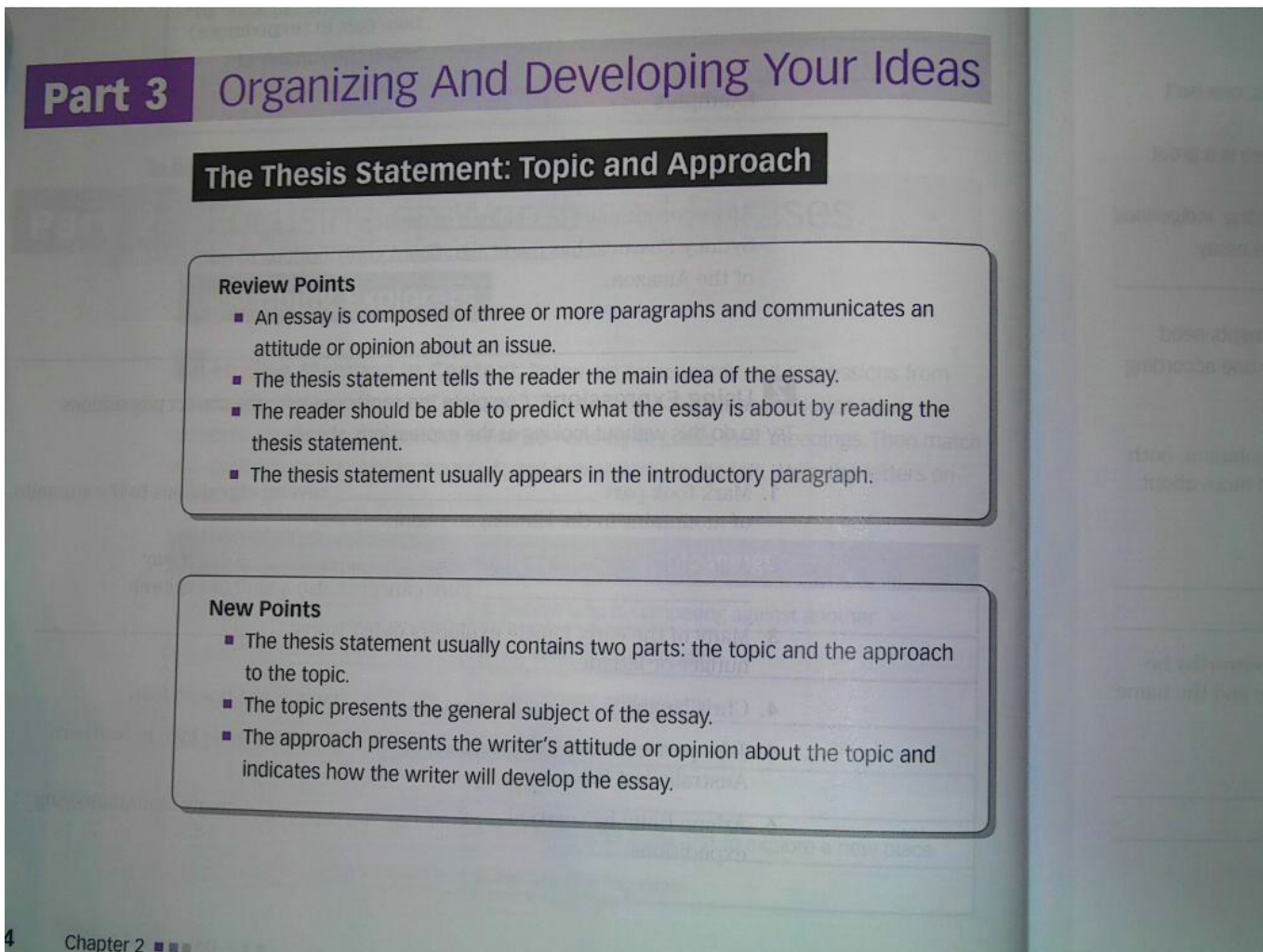
Lecture 6

Chapter 2

Danger and Daring

Thesis Statement and Supporting Ideas

Turn your books to **page 34 – 37**



STUDYING AN EXAMPLE OF A THESIS STATEMENT

Read the following thesis statement:

Sydney Possuelo is a great explorer because he has not only made significant contributions to our knowledge of the Amazon but has also worked to defend the rights of the indigenous people of Brazil.

In this thesis statement, the topic is Sydney Possuelo. The writer's approach is to show why Possuelo is a great explorer. From this thesis statement, the reader can predict that the writer will explain that Possuelo has increased our knowledge of the Amazon while also defending the rights of the indigenous (native) people who live in that region.

1 Analyzing Thesis Statements For the thesis statements that follow, underline the topic and put a dashed line under the approach.

1. Many explorers have the urge to explore due to their own curiosity and a desire to make a contribution to the world.
2. The adventures of medieval travelers such as Marco Polo and Ibn Battuta led to cross-cultural exchange and expanded international trade.
3. Alexander the Great was one of the ancient world's greatest explorers because he solved many mysteries about the earth's geography and weather.

2 Making Predictions from Thesis Statements Look at the thesis statements in Activity 1. Predict how each writer will develop an essay based on the information in the thesis statement.

Thesis Statement 1: The writer will explain how curiosity and the desire to make a contribution motivate many explorers.

Supporting Ideas

New Points

- The approach may include two or more supporting ideas about the topic.
- The writer will generally develop these ideas in separate paragraphs.
- Each supporting idea should have the same degree of generality or specificity.
- Each supporting idea should have the same degree of importance in relation to the topic.
- Each supporting idea should be distinct.

ANALYZING SUPPORTING IDEAS

In the thesis statement about Sydney Possuelo on page 35, the supporting ideas are (1) he has made significant contributions to our knowledge of the Amazon, and (2) he has worked to defend the rights of the indigenous people of Brazil.

Note the following:

- Making *contributions* and *defending rights* are equally general topics; one isn't more specific than the other.
- Both have the same degree of importance in relation to why Possuelo is a great explorer.
- They don't overlap; *making contributions* is different from *defending indigenous people's rights*. They can each be discussed in their own parts of the essay.



3 **Revising Thesis Statements** The following three thesis statements need rewriting. Working with a partner, decide what's wrong and rewrite each one according to the guidelines above.

1. Space exploration and undersea exploration have two things in common: both are motivated by the thirst for knowledge and the desire to learn more about the world.
What's wrong?

4 Identifying Topic and Supporting Ideas Read each of the following thesis statements. Underline the topic and put a dashed line under the supporting ideas. If the thesis statement is good, circle *good*. If it is not good, circle *needs work* and rewrite it according to what you learned in this section.

1. The Brazilian explorer Sydney Possuelo risked his life when he tried to protect the Korubo Indians of the Amazon.

good *needs work*

Rewrite: _____

2. From earliest times, humans have been driven by a desire to know the unknown and to find food.

good *needs work*

Rewrite: _____

3. Ferdinand Magellan and Christopher Columbus, two fifteenth-century sailors, were similar because they believed they could find a westward passage to India and because they received no support for their beliefs.

good *needs work*

Rewrite: _____

4. Great strides in space exploration were made in 1984, when two American astronauts floated free in space: They gathered some important information about humans' ability to live in space and returned to the spacecraft on their own.

good *needs work*

Rewrite: _____

5. Amelia Earhart was the first woman to fly a plane across the Atlantic.

good *needs work*

Rewrite: _____

Lecture 7

Chapter 3

Gender and Relationship

Focus

In this chapter, you will learn to write about communication style differences between men and women.

The Photos on Page 46

1. **Man:** Will you please go to the store for some eggs.
2. **Woman:** I really need a few things from the store, but I'm so tired.
3. **Man:** It's a nice day.
4. **Woman:** It's a nice day, isn't it.

The reading passage on [page 48-49](#)

Read the reading passage on page 48-49 before you continue with this lecture.

Gender Differences in Communication

A All of us have different styles of communicating with other people. Our style depends on a lot of things: where we're from, how and where we were raised, our educational background, and our age. It also can depend on our gender. Generally speaking, men and women talk differently, although there are varying degrees of masculine and feminine speech characteristics in each of us. But women do speak in very particular ways that are associated with gender. 5

B Some researchers describe the styles that men and women use to communicate as "debate vs. relate," "report vs. rapport," or "competitive vs. cooperative" (with the first term in each pair describing men). In other words, men often seek direct solutions to problems and useful advice, whereas women tend to try to establish intimacy by discussing problems and showing concern and empathy. 10

C In her book *Women, Men and Language* (New York: Longman Inc., 1986), Jennifer Coates studied men-only and women-only discussion groups. She found that when women talk to each other, they reveal a lot about their private lives. They also stick to one topic for a long time, let all speakers finish their sentences, and try to have everyone participate. Men, on the other hand, rarely talk about their personal relationships and feelings, but "compete to prove themselves better informed about current affairs, travel, and sports." They change topics often and try to dominate the conversation. 15

D Dr. Lillian Glass's book *He Says, She Says: Closing the Communication Gap Between the Sexes* (The Putnam Berkeley Group) presents her findings on the many differences in the way men and women communicate, both verbally and nonverbally. For example, she found among other things that men speak more loudly than women do, that they interrupt more often than women do, and that they use fewer intensifiers ("really," "much," "quite") than women. She also found that while men make more declarative statements, women make statements sound like questions by using tags and question intonation ("It's a nice day, isn't it?") at the end of statements. 25

E What about online communication? Can one determine another person's gender just by reading their written words? Susan Herring thinks so. In a 1994 talk at a panel called "Making the Net *Work*," she said that men and women have recognizably different styles on the Internet. Her research showed that on Internet discussion boards, men tended to be more assertive than women. Women, in contrast, tended to hedge (be unsure), apologize, and ask questions. Men also appeared to enjoy, or at least tolerate, "flaming" (insulting others online), whereas women disliked and avoided it. 35 40

Chapter 3

Questions on **page 49**

1. According to the reading passage, what are some differences in face-to-face communication styles between men and women?
2. According to the reading passage, what are some differences in the online communication styles of men and women?
3. Give an example from your own experience of each of these communication style differences:
and (c) “competitive vs. cooperative.” (a) “debate vs. relate,” (b) “report vs. rapport,”
4. What does Gladys We mean when she says that online communication “is potentially liberating”? Do you agree?

Task 5

Try to answer the previous questions on your own. Try to write correct grammatical sentences as best as you can.

Remember to post your response on the course forum. Please do not send it as email.

Lecture 8

Chapter 3

Gender and Relationship

Vocabulary

Today we will try to do the vocabulary exercise on page 51 together.

Discussing Communication Differences

1 Finding Meaning in Context Here are some words and expressions from "Gender Differences in Communication" on pages 48–49. Find them in the passage. Notice their contexts—how they are used in a sentence—and try to guess their meanings. Then match the meanings on the right to the words and expressions on the left. Write the letters on the lines.

Words and Expressions	Meanings
____ 1. anonymous (Line 49)	a. different
____ 2. assertive (Line 38)	b. ways of speaking
____ 3. associated with (Line 7)	c. related to or caused by
____ 4. dominate (Line 22)	d. connect with; interact with another person
____ 5. empathy (Line 13)	e. having an understanding with another person; mutual understanding
____ 6. findings (Line 25)	f. closeness
____ 7. intimacy (Line 12)	g. feeling what another person feels
____ 8. liberating (Line 49)	h. stay with
____ 9. rapport (Line 9)	i. have control or power over
____ 10. relate (Line 9)	j. results of research
____ 11. speech characteristics (Line 6)	k. speaking with confidence
____ 12. stick to (Line 17)	l. freeing
____ 13. varying (Line 5)	m. unknown; not named

P:51

- 1-m
- 2-k
- 3-c
- 4-i
- 5-g
- 6-j
- 7-f
- 8-l
- 9-d
- 10-e
- 11-b
- 12-h
- 13-a

Lecture 9

Chapter 3

Gender and Relationship

Exercise 2 on page 52.

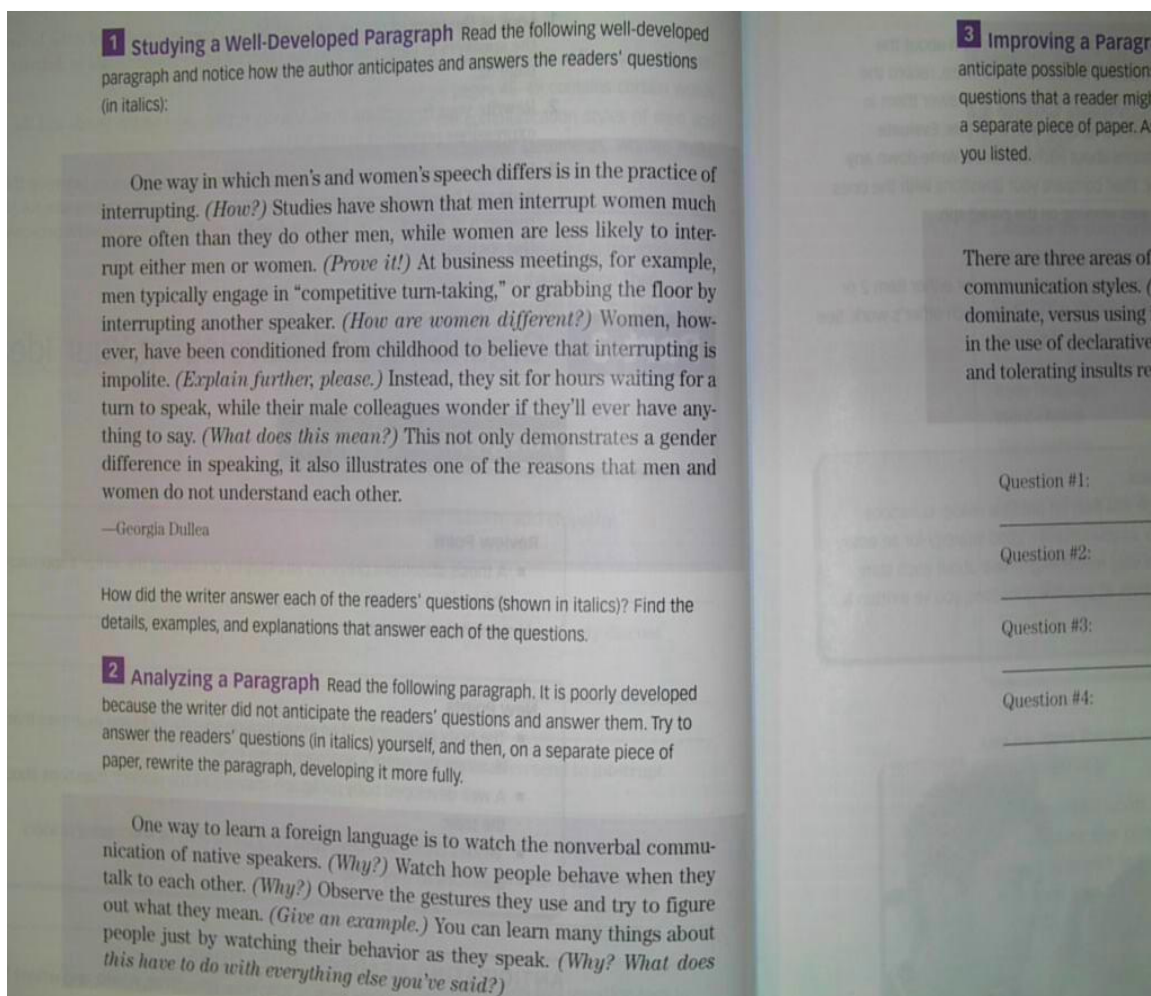
Turn your textbook to page 52 and follow the lecture.

Studying a well-developed paragraph

Consider exercise 1 on page 54

Analyzing a Paragraph

Consider exercise 2 on page 54



Lecture 10

Chapter 4

Beauty and Aesthetics

Focus

This chapter will focus on *cause* and *effect*. You will learn to write about personal aesthetics such as *clothing, body paint, body piercing, tattoos ...etc.*

The photos on page 62

Take a look at the photos on page 62 for examples of personal aesthetics.

Think about more examples.

Why do people change their natural appearance?

- To enhance beauty
- To hide flaws
- To indicate one's place in a group or in society
- To indicate certain age (child or adult)
- To indicate wealth
- To disguise oneself or to become someone else
- To protect oneself from the environment

The Reading Passage page 64-66

We will read the passage on **page 64-66** together, and try to explain some of the ideas presented in it.

Try to follow, and then try to read it on your own.

Lecture 11

Chapter 4

Beauty and Aesthetics

Understanding the reading

1. How old is the practice of tattooing?
2. Where did the word *tattoo* come from?
3. Why did the Britons wear tattoos?
4. How did the Romans change their minds about tattoos?
5. What is the purpose of *moko*?

Using a time line page 69

Consider the chart on page 69. We will try to do this exercise together.

Lecture 12

Chapter 4

Beauty and Aesthetics

Vocabulary

We will consider two exercises in this lecture.

Exercise 1 page 70. and Exercise 2 page 71.

Lecture 13

Chapter 4

Beauty and Aesthetics

Supporting Material

We will consider the example on page 73 as an example of supporting ideas in a paragraph.