

UNIT 1 GATHERING

Critical thinking	Inferring a speaker's attitude Applying a theory to other situations
Language development	Binomials Modal verbs and levels of directness
Pronunciation	Intonation and attitude
Speaking	Interrupting

As this is the first lesson, it is worth spending some time making sure that students feel relaxed and comfortable. Ask students if they know what the unit title, *Gathering*, means. Ask for some examples of gatherings and write them on the board (e.g., a family party or a sports event).

Make sure students understand that a gathering is a group of people coming together. Ask students to look at the picture on page 7 and say what they think it portrays. Ask questions to stimulate ideas: *What can you see in the picture? What do you think may be happening or has happened? How do you think the picture is related to the unit title, Gathering?* etc.

Remember that at any stage, either in- or out of class, the students can access the *Skillful* digital component through the access codes in their Student's Books.

Teachers can also access extra items such as tests through the access codes in the Teacher's Book. The activities in the digital component don't have to be done in a fixed order. In the digital component, both students and teachers can also find the Digibook. This is a page-faithful representation of the Student's Book. It could be used to project onto a screen such as an interactive whiteboard.

Discussion point

Ask the students to look at the first question and to complete the task on their own before comparing with a partner. Write any other groups that students think of on the board.

Give students time to discuss questions 2 and 3 with a partner. Afterwards, find out who in the group prefers to be a leader, and who prefers to watch and listen. Ask students what other typical roles or behavior you might find in a group. You could expand the discussion in question 3 to talk about the different roles and behavior people have in these groups.

Vocabulary preview

Cultural awareness

In certain cultures and educational settings, it can be common for the students to lead a seminar, but in others this can be an alien concept. If you are in a multilingual classroom, find out who has led a seminar before. Some people might feel uncomfortable leading a seminar as they see this as the role of the teacher. Keep this in mind when setting up any activity as it could affect how well the task works.

Ask students to work in groups and write definitions of a *seminar*, a *lecture*, and a *meeting*. Next, ask students to think of the different roles and expectations of students and lecturers in seminars and lectures, and get feedback from the class. Then ask students to complete the information with the words in the box.

ANSWERS

- | | |
|---------------|-----------------|
| 1 professor | 5 participation |
| 2 coordinator | 6 objectives |
| 3 handouts | 7 figure out |
| 4 nominated | 8 chaotic |

LISTENING 1 Three meetings

Before you listen

Some of these words might be new to the students. Ask them to discuss the possible differences between the pairs of words without looking at a dictionary if possible. Then get feedback as a class.

POSSIBLE ANSWERS

- A **lecture** is a type of formal presentation that might have one key speaker and is not interactive. It could involve technological support. A **seminar** is a more interactive, less formal discussion in which speakers share ideas on a topic.
- A **summit** is often a formal political conference in which a high-level topic is presented and discussed among key representatives. A **rally** can also be political, but the participants are typically citizens who are protesting about a government or corporate proposal. A rally is often held outdoors, so it does not usually utilize technology, although it could be recorded and broadcast on the Internet.
- An **audio conference** is either Internet- or telephone-based. It is a formal meeting, often in a business setting, to present a proposal or plan. Most of the participants are connected remotely. A **webinar**

also has people connected remotely on the Internet. There is usually one key speaker presenting on a topic, although there are opportunities for the listeners to interact.

- 4 A **get-together** is a kind of informal gathering, often among friends who might want to catch up after not seeing each other for a while. They might have the get-together at someone's house or at a public venue, such as a restaurant. An **interview** is a more formal gathering of people, often in the context of one person being interviewed for a job. The format of the interview might be pre-determined. An interview could either be conducted face-to-face or remotely, online.

Listening

- 1 Make sure students understand what they are listening for. Ask students to discuss with a partner how they might be able to identify which type of interaction is taking place. If students are struggling, give examples: *How many speakers are there? How formal is it? Are they referring to any technology?* Then play the audio.

AUDIO SCRIPT 1.02

Meeting 1

Professor: Good afternoon, everyone. Yes, good afternoon.

Class: Good afternoon.

Professor: Thank you, and welcome to Sociology 101. My name is Professor Chiu. It's very nice to meet you all. Can you all ... umm ... can you all hear me well? Yes? Even at the back? Good. So, welcome again to Sociology 101. This course will introduce you to the study of one of the most important aspects of the human race—the social group. If you think about it, everything that we do is influenced by the society in which we live. All our achievements are the product of human groups, of gatherings of people together. The aims and objectives of this course are ... That sounds like someone's phone ringing. Or it's a text message ... or an email. I forgot to say before, there are some dos and don'ts in this class. Phones making noises count as a "don't," So, can I ask everyone to please turn off their phones or put them in silent mode? I guess I'd better do the same. ... Yes. Yes. ... Where were we? Yes, the aims and objectives of the course. In Sociology 101, we will examine the various skills and techniques sociologists use when they are studying groups of people. We will also examine a wide variety of groups and the behaviors that characterize them.

Meeting 2

Woman 1: Hello, everyone. Are we all ready to get this meeting started? ... Well. This term we've been given a project that we have to do as a team. Professor Baker nominated me as the group leader so ... Now, sooner or later we need to figure out how we're going to work on this. I thought we could start now.

Woman 2: When is the project due?

Woman 1: The information is on the first page of the handout that the professor gave us.

Woman 2: What handout? I don't have the handout.

Woman 1: OK. Does anyone have an extra handout for ... sorry what's your name?

Woman 2: Susan.

Woman 3: Yes. Here you are.

Woman 2: Thanks very much. Sorry about that. I wasn't in the class when we were given the handouts for this project.

Woman 1: That's OK.

Woman 2: And I had to call a friend to find out which group I was in, and she told me ...

Woman 1: OK. So first we need to decide how ...

Woman 4: I'm sorry, I think I'm in the wrong group. I can't see my name on the list.

Woman 1: Oh. OK.

Woman 4: Sorry, I'll just leave now. Excuse me. Excuse me.

Woman 1: So. Are we ready to start? Does everyone have the handout?

All: Yes.

Woman 1: Everyone in the right group?

All: Yes.

Woman 1: So. How do we want to start this project? I mean, should we divide it into sections? ... There are six of us, so I think the work might go quicker if we divide it into three sections and two people take a section each.

Woman 2: How about two of us do the initial research, two of us interview some professors, and the other two put the PowerPoint together?

Woman 3: Maybe we can have a fourth group write the script for the whole project when we present it.

Woman 1: Exactly. Although perhaps we can all write the script together. Do you think we need a coordinator? Someone who can take minutes and distribute meeting information to the group?

All: Sure. OK. Mmm.

Woman 4: You should be the coordinator!

Woman 1: I don't mind. What ... what do other people think?

All: OK. Whatever. Sure.

Woman 1: Right, so I will coordinate the project. Who wants to do the initial research?

Meeting 3

Man 1: Gentlemen, let's get started. Wow. It's good to see so many new faces. We have been going strong now for over 80 years on campus, and it's really only because we get so many new members arriving every year. It's really great to be part of something with so much history. I think all our former members will agree that being in the university debating society is

a great way to integrate into campus life, make new friends, and meet other people with similar interests. But not only that, it's also great for your future. Taking an active role here really can help your speaking and presentation skills, help you to think critically and analytically, and build your résumé. First of all is that, as members, you can ask me, or one of the other people up here, anything you need to know about the debating society. We have an "open door" policy, so we encourage you to drop by anytime.

Man 2: Excuse me?

Man 1: Yes?

Man 2: Can I ask a question now?

Man 1: Sure, go ahead.

Man 2: You have an office? I don't know where the office is.

Man 1: I was just getting to that. It's on the third floor of Smith Hall. Room 305. We share it with the chess club and the accountants' association. Actually, if everyone can just wait for the end of the meeting for questions. We've got a lot to tell you, and maybe your questions will be answered.

Man 2: OK.

Man 1: Great. Let's get started then. What have I talked about? Ummm ... getting involved. Check. Open door policy. Check. Next ... oh yeah. The most important thing! Our first debate is next week!

Man 3: What is the topic?

Man 4: What day is it?

Man 5: Will there be time to practise?

Man 6: How do you choose the teams?

Man 1: Please everyone. PLEASE. Just wait until the end of the meeting before asking the questions. We have a LOT to explain! So ... as I was saying ...

POSSIBLE ANSWERS

Meeting 1—a lecture

The purpose is for a professor to give students an overview of the Sociology 101 course. We can assume that this is the first meeting between the professor and the students, and that the students are not fully aware of the lecture protocols. The interaction level is fairly formal, with the professor leading the meeting.

Meeting 2—a seminar (or a semi-formal, academic get-together)

This meeting occurs in an academic setting in a classroom or similar interior space. There is a lead speaker who monitors the pattern of discussion. The purpose is to set up a group project, delegating roles to the participants.

Meeting 3—a seminar (or a semi-formal, academic get-together)

This meeting appears to be the initial meeting for students new to a university debating society. The

speaker introduces the purpose of the debating society and formally covers a list of points.

- Before playing the audio again, ask students to discuss how they identified what type of gathering each one was. Try to extract references to specific examples from the audio. Once you have done this, play the audio again and ask them to answer the questions.

POSSIBLE ANSWERS

- Sociology
- one don't—phones making noises
- One woman queries the project due date. One woman doesn't have a handout. One woman is in the wrong group and leaves.
- She suggests dividing the work into three sections and that two people take a section each.
- It's a great way to integrate into campus life, make new friends, and meet other people with similar interests. In addition, taking an active role in the debating society can help your speaking and presentation skills, help you think critically and analytically, and build your résumé.
- an open door policy

Critical thinking skill

Write *attitude* on the board and elicit a definition from students. If students are unclear, explain that it is related to how someone feels about something. Then read the following sentences aloud to students. Use your intonation to show the emotion in parentheses.

What happened? (concerned)

What happened? (angry)

Ask students how they would describe your attitude and emotion each time. Then ask them to read the *Inferring a speaker's attitude* box.

- Check that students understand the meaning of the adjectives in 1–3. You could get the students to say a short sentence using the intonation of the adjectives to prepare for the listening. Then play the audio and ask students to do the exercise.

ANSWERS

1 c 2 b 3 b

- When checking the answers, you could project the audio script onto the screen or provide copies. Students can then highlight words that showed the speaker's attitude or places where they thought the intonation demonstrated the speaker's attitude. You might want to play the audio again to highlight the use of intonation.

Developing critical thinking

These questions do not specifically develop the skill in the previous section, but rather they get students to think critically about the content of the discussions they have just heard. To reinforce the critical thinking skill of inferring a speaker's attitude, you could ask students to discuss the questions once. After this, put students into new groups and explain that the aim this time is to practice the use of intonation to emphasize their attitude. Students should take turns to state their answer to one of the questions and should try to use different intonation patterns to convey their attitude. If students are struggling, this could be done as a role play. You could prepare cards with opinions and attitudes on them, and students could role-play the discussion. Once students have done this, ask one or two to demonstrate their answer, and drill as necessary to emphasize the attitude of the speaker.

LISTENING 2 Getting from you and me, to we

Before you listen

Cultural awareness

The ideas in this section are based on an individualistic culture. In some cultures, the idea of "we" is very much at the heart of the culture. To a collectivist culture, where the group is more important than the individual, the ideas presented here might seem a little strange. Western Europe and the United States are typically individualistic cultures, whereas countries such as China, Korea, and Japan tend to be more collectivist. You might want to find out the dominant approach for any nationalities in your class as this could lead to an interesting pre-listening discussion.

- 1 Ask students to explain the meaning of the expression. Then ask them to discuss any similar expressions students have in their own language.

POSSIBLE ANSWER

It means that the bigger picture, or the final outcome, carries more weight or is more important than the parts that made it.

- 2 Put students into pairs to do the task. Then write *successful* and *unsuccessful* at the top of the board. Write up any ideas students have for what makes a group successful or unsuccessful.

Listening

- 1 Remind students of the different kinds of meetings from *Listening 1* and then play the audio.

AUDIO SCRIPT 1.03

Professor: So, are we ready? Our first topic is group dynamics in the online environment. Does anyone want to start us off? ... Well, you've all come across Bruce Tuckman's work on group dynamics theory? Yes? If you remember, he talks about stages of group formation. Can anyone remember what these are?

Sam: I can.

Professor: Go ahead.

Sam: Tuckman's theory tells us that when a group forms, it goes through several distinctive stages. These are forming, storming, norming, performing, and closing.

Jane: I read adjourning. Forming, storming, norming, performing, and adjourning.

Sam: I think closing is like adjourning. Anyway, there were five stages.

Professor: So. Forming, storming, norming, performing, and adjourning. Now, this theory was written in 1965. Before the Internet came into our lives. The question is, do people form groups in the same way online? Let's go through Tuckman's stages one by one to make sure we're all on the same page. Stage one is forming. What happens?

Rachael: In this stage, the members of the group first come together.

Professor: Exactly. Now, can you think of examples where online groups might form, even though the members are distributed?

Sam: Online game communities?

Jane: Groups of bloggers communicating? Or groups within social media?

Rachael: People working on a wiki?

Sam: I read that in this stage, the forming stage, it's important that there is clear leadership and direction from the team leader.

Professor: Yes, and that's of particular relevance to the area of online education, where there needs to be a skilled facilitator. So what about stage two?

Jane: Stage two is storming. Individual members may begin to voice their differences. There may be splits of opinion, or disagreements as to how the group should work.

Professor: Right, and depending on cultural factors, this may result in open conflict within the group. You could say this is a make or break stage. For some groups, they never get past stage two, they break up as a group there—but once the storm has passed, the group moves into stage three, norming. Sam?

Sam: This is when the group agrees on how to behave and how their goals can be achieved.

Jane: A bit like the calm after the storm.

Sam: The members of the group understand each other and can move forward.

Professor: And then? Stage four?

Rachael: Performing. I have it here. In this stage, the team is working effectively and efficiently towards a goal. It is during this stage that the team leader can take more of a back seat. Individual members take more responsibility in the group process, and their

participation is stronger. The group's energy is strong, and it can achieve a lot during this stage.

Professor: And finally stage five?

Jane: Is the last one, closing or adjourning. It's about closing and moving on, this stage.

Professor: So, those are the stages, but the question is, do groups online go through the same stages?

Rachael: I think so, yes. In fact, according to Forsyth in his ... just a second, OK yes, here it is. According to Forsyth in his 2009 text *Group Dynamics*, members in online groups are as likely to conform to group behaviour as those in face-to-face groups.

Professor: Yes, exactly. And this is what's interesting, given that originally many experts thought that online groups would be chaotic and unstructured since nobody could really see each other. And of course, it's interesting to note that—in the area of online education—online classes, when moderated by a teacher successfully, reproduce many of the stages of group dynamics that Tuckman outlined.

ANSWERS

- 1 a seminar (or academic discussion group)
- 2 The speakers consist of a professor, who is leading the topic, and students, who are making contributions to the topic.
- 3 Group dynamics is about the way speakers interact in a group.

- 2 Ask students to discuss the question in pairs and feed back to the class. Ask them to explain why they chose their answer and why the others are incorrect.

ANSWER
b

Critical thinking skill

Ask students to read the information in the *Applying a theory to other situations* box. Explain any unknown words and check understanding by asking: *Why is a theory useful? How can we show we understand a theory?* etc.

- 1 Before playing the audio again, ask students to explain any of the terms in the box they can remember to a partner. After listening, students should compare their answers, then feed back as a class.

ANSWERS

- | | |
|--------------|--------------|
| 1 forming | 5 norming |
| 2 storming | 6 norming |
| 3 performing | 7 performing |
| 4 storming | 8 adjourning |

- 2 Set the task in the book. If you have a particularly strong group, you could ask them to write another example such as these. They should then read out

their example to the class, who can guess what stage is being exemplified.

ANSWERS

- | | |
|--------------|--------------|
| 1 performing | 3 forming |
| 2 norming | 4 performing |

Developing critical thinking

- 1 Once students have discussed the questions in groups, open this up for a class discussion.
- 2 Considering a range of perspectives will make both students' participation in seminars and their writing more balanced. Ask students to discuss the questions in groups followed by whole-class feedback.

This is a good place to use the video resource *No man is an island*. It is located in the Video resources section of the digital component.

Language development: Binomials

- 1 Write the following sentence on the board:
The thing to do, foremost and first, is arrange an appropriate meeting venue.

Ask students what is wrong with this sentence. Elicit the idea of binomials. Tell students to read the *Binomials* box and to complete exercise 1.

ANSWERS

- | | |
|----------------|-----------------|
| all or nothing | pure and simple |
| cut and dried | show and tell |
| give or take | time and effort |
| loud and clear | ups and downs |

- 2 Set the task in the book and check as a whole class. To extend the task, ask students to write sentences using three of the binomials.

ANSWERS

- | | |
|-------------------|-------------------|
| 1 time and effort | 5 ups and downs |
| 2 show and tell | 6 cut and dried |
| 3 loud and clear | 7 pure and simple |
| 4 all or nothing | 8 give or take |

Language development: Modal verbs and levels of directness

- 1 Write the following statement onto the board: *We must go to the library to do our research.* Ask students to rewrite the sentence so that it's a suggestion, a request, and an indirect statement. Once they have done this, ask the students to compare their sentences with the ones in the *Modal verbs and levels of directness* box. Then ask students to do the exercise.

POSSIBLE ANSWERS

- 1 4 2 5 3 2 4 2 5 5 6 4 7 4 8 5

- 2 Discuss this question as a whole class.

POSSIBLE ANSWERS

- 1 an interview
 - 2 friends at home accessing the Internet
 - 3 two friends studying together at a library
 - 4 a seminar
 - 5 a classroom
 - 6 a private meeting
 - 7 a lecture
 - 8 a union rally
- 3 Students can make the sentences either more or less direct. A number of alternatives are possible. Write one example for each onto the board and check to see if other students have anything particularly different.
- 4 Ask students to work individually first and then compare their answers with a partner.

SPEAKING Planning a study group

Pronunciation skill

Cultural awareness

The use of pitch and intonation can vary between languages. In English, intonation is frequently used to convey meaning. However, in Mandarin Chinese, pitch helps distinguish words with the same vowels and consonants. Understanding some of these differences can help make learners better speakers and listeners of a language.

- 1 Ask students to read the *Intonation and attitude* box. Play the audio once and ask students to match a speaker with an attitude. Then play the audio again and ask the students to mark the words where the intonation changes to show a different attitude.

AUDIO SCRIPT 1.04

1

A: I'm sorry, but I can't come to the meeting today.

B: Oh, OK. We'll have the meeting next week then.

2

A: I'm sorry, but I can't come to the meeting today.

B: Oh, OK. We'll have the meeting next week then.

3

A: I'm sorry, but I can't come to the meeting today.

B: Oh, OK. We'll have the meeting next week then.

ANSWERS

- 1 A: worry B: suspicion
2 A: surprise B: indifference
3 A: anger B: sarcasm

- 2 After you have played the audio again and students have practiced the dialogues, ask them to write another sentence to demonstrate the different emotions. Each student should say their sentence and their partner should try to guess their emotion. Remind students that sarcasm involves heavy intonation on key words. If they are angry, they should speak quickly, possibly with a raised voice. The intonation to convey suspicion and worry will be similar, but students can make use of body language to assist meaning (frowning for suspicion, or a raised eyebrow for worry).

Speaking skill

Cultural awareness

In some cultures, it can be much more common to talk over people without causing any offence. Such cultures can appear quite loud to some people, as everyone appears to be talking at the same time. Ask students how they feel when people talk over them or interrupt them, or whether one approach is more common than the other in their culture.

- 1 Ask students to complete the phrases individually.

ANSWERS

- 1 Sorry to interrupt, but ...
 - 2 May I say something here?
 - 3 Do you mind if I say something here?
- 2 Ask students to work with a partner to practice interrupting each other.

SPEAKING TASK

Many teachers encourage students to form a study group to help them at university. Depending on each student's preference and educational background, this might be something they are happy to do and are familiar with, but for others, this can seem a daunting concept. Some students worry that others will take their ideas. Others might be concerned about their language skills in a group.

Brainstorm

After discussing the questions with a partner, have students share ideas together as a whole class.

Plan

- 1 Ask students to listen and answer the questions.

ANSWERS

- 1 three
- 2 a study hall (next to the cafeteria)
- 3 90 minutes, once a week

AUDIO SCRIPT 1.05

A: So, shall we get started?

All: Yes, sure, OK.

A: OK, then. So. A study group. First thing to decide is if we have enough people here for a study group, I mean, there are only four of us ...

B: Sorry. Three of us. Chris can't do the study group. Right, Chris?

C: Yeah. But I'll stay for this first meeting.

A: Should we try to get another group together with us for this?

B: No, I don't think so. I think three is fine.

D: Me, too.

A: OK. Three people then. What next?

B: What about a meeting place? We can't meet here ...

A: I know. It's a little noisy and not very comfortable.

D: Can I say something here?

A: Sure, go ahead.

D: There's a study hall next to the cafeteria. It's almost always empty. Could we meet there?

A: Sounds good to me.

B: Yeah. I've never been there but ...

A: So. We should decide how long to meet for, and how often.

D: I read somewhere that you should make the meeting at the same time every week. Like a class. That way we'd take it more seriously.

B: We may as well make it for this time since we're all here. Is this time OK?

D: Works for me.

A: Me, too.

C: Hang on just a minute. I know I'm not going to be in this group, but aren't we supposed to have a seminar at this time every other week?

A: Umm. No. That's on Thursday.

C: Sorry. Forget I said anything.

A: Don't worry about it.

B: So everyone agrees that this time is fine? Every week?

A: How long should we make it?

B: An hour?

D: Two hours?

A: Two hours seems like ... too much. At least to start with.

B: Ninety minutes? Compromise?

A: Is that OK with you, Jeff?

D: Fine by me.

A: OK, so I guess all we have left to decide is exactly what we will do when we meet. I actually have a list of dos and don'ts that I got off the Internet. We could use these as a starting point ...

- 2 Play the audio again and ask students to do the exercise with a partner. You might need to project the conversation onto the board in order for students to identify the modals, intonation patterns, and interruptions.

- 3 If you would like students to set up study groups for your class, tailor this task to that purpose.

Speak and share

You could make the *Speak* task more interactive and competitive by giving groups cards with the words *interrupt*, *suggest*, *offer*, and *request*. Each time a student does one of these functions, they take a card. The winning individual is the one to gain most cards.

During this stage, monitor and take language notes. Use the photocopyable *Unit assignment checklist* on page 88 to assess the students' speaking. If you have set the *Share* task up so that they will form study groups for your class, you can tell students that in the following weeks you will be asking for feedback on how their study group is doing. Make sure that you set a regular feedback time to help this work.

STUDY SKILLS Speaking in groups

Getting started

Ask the students to discuss the questions with a partner. Ask them if they agree with the last question or whether they would choose a different skill, and if so, why.

Scenario

Scenarios are often useful as they can present the student with ideas that might mirror their own situations and work as valuable starting points for making connections from external to personal. Ask students to read the scenario.

POSSIBLE ANSWER

Jemal should build his confidence in speaking in groups. To build confidence, he could start by expressing interest in the other speakers' ideas, using phrases such as "Really? ... That sounds good." He could also practice more with one partner outside of class. He could take things that he likes about the way other speakers speak and try to use them next time.

Consider it

Once students have done the task, ask them to add more phrases to the examples for each tip.

Over to you

Ask students to discuss these questions with a partner. Afterwards, ask students to choose their favorite tip to practice in the next week.

Extra research task

Ask students to research other teamwork theories such as the one in *Listening 2* about Tuckman's teamwork theory. Tell students to look for similarities and differences between the theories.