

1985

Teacher's Manual SRA Based Listening Course

(KC) Kathleen Ann Cassidy Barnes
SIT Graduate Institute

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

 Part of the [Curriculum and Instruction Commons](#)

Recommended Citation

Barnes, (KC) Kathleen Ann Cassidy, "Teacher's Manual SRA Based Listening Course" (1985). *MA TESOL Collection*. 606.
https://digitalcollections.sit.edu/ipp_collection/606

This Thesis is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

TEACHER'S MANUAL

SRA Based Listening Course

(KC) Kathleen Ann Cassidy Barnes

B.A. University of Northern Iowa, 1973

Submitted in partial fulfillment of the requirements for the
Master of Arts in Teaching at The School for International
Training, Brattleboro, Vermont

August, 1985

Copyright (c) August 1985 by
Kathleen Cassidy (KC) Barnes

This project by KC Barnes is accepted in its present form

Date 8/23/85
Project Adviser Michael Gould
Project Reader Ruth Sparks

Acknowledgments: To Ruth Sparks, who got me going and Harold Barnes who kept me going, thank you.

ABSTRACT

This manual is a guide to using the SRA materials for listening and notetaking. The lectures cover a variety of topics from a low to high intermediate level and become progressively harder. They have also been labeled according to organization function. Therefore a teacher can choose a listening assignment in this manual by level, topic, or function. Specific material is provided for each function to give the teacher background information for the initial presentation. Beyond this, each individual lesson includes vocabulary words and suggested classroom activities. The format is fairly simple and direct. It is intended as a first step in preparation for the lectures students will be hearing in college classrooms.

TABLE OF CONTENTS

SECTION I - INTRODUCTION

Introduction to Manual's Purpose.....	I
General Suggestions.....	1
Present Note Taking Strategies By Function.....	5
Vocabulary By Functions.....	14

SECTION II - LECTURES

Transcripts/Teaching Suggestions/Vocabulary	33
---	----

1. Page 34 Earthworm (General-Specific)
2. Page 36 Islands (Focused Listening)
3. Page 37 Starfish (Description/Definition) (Focused

Listening)

4. Page 38 Telling Time (General-Specific) (Process)
5. Page 40 Coal (Cause-Effect) (Focused Listening)
6. Page 41 Hot - Cold (Cause-Effect) (General-Specific)
7. Page 42 Chimu of Peru (Description/Definition)
8. Page 43 Watches (Description/Definition) (Focused

Listening)

9. Page 45 Diamonds (Description/Definition)

(Classification)

10. Page 47 Afghans (Chronological)
11. Page 49 Louisa May Alcott (Biography)
12. Page 51 Reaper (Compare-Contrast)
13. Page 53 Scapegoat (Description/Definition) (Focused

Listening)

14. Page 55 Icebergs (Description/Definition)
15. Page 57 Dying Land (Cause-Effect)
16. Page 59 Bangkok (Description/Definition) (Focused)

Listening)

17. Page 61 The Black Sea (Cause-Effect) (Focused Listening)
18. Page 63 The Camel (General-Specific)
19. Page 65 The Wasp (Process)
20. Page 67 Inca Indians - Manchu Picchu (Focused Listening)
21. Page 69 Saturn (Focused Listening)
22. Page 71 Coconut Tree (General-Specific)
23. Page 73 Pottery (General-Specific)
24. Page 75 Joke
25. Page 76 Icebox (Compare-Contrast)
26. Page 78 Brushing Hair (Cause-Effect) (Focused Listening)
27. Page 80 Pony Express (Focused Listening)
28. Page 82 Benjaming Banneker (Biography)
29. Page 84 City of the Ocean (Description/Definition)
30. Page 86 Why "Latin" America (Focused Listening)
31. Page 88 Saunders Jackson (Biography)
32. Page 90 Cowboys (Focused Listening)
33. Page 92 Calendars (Compare-Contrast) (Clas)
34. Page 94 Sequoya's Gift (Process)
35. Page 96 Kites (Focused Listening)
36. Page 98 Thunderstorms (Process)
37. Page 100 Rocky Mountains (General-Specific)
38. Page 102 Parthenon (Chronological) (General-Specific)

- 39. Page 104 Origins of the term Bus (Focused Listening)
- 40. Page 106 Lacrosse (Compare-Contrast)
- 41. Page 108 Roman Soldiers (Compare-Contrast)
- 42. Page 110 Pencil (Process)
- 43. Page 112 Waste Disposal (General-Specific)

(Compare-Contrast)

- 44. Page 114 The Amole (General-Specific)
- 45. Page 116 Thai Silk (Process)
- 46. Page 118 The Great Salt Lake (Process)
- 47. Page 120 Lucy Hobbs Taylor (Biography)
- 48. Page 122 Development of Agriculture (Process)
- 49. Page 124 Gliders (Cause-Effect) (Process)
- 50. Page 126 Barbara Jordon (Biography)

SECTION III - SUPPLEMENTARY MATERIALS COMPARE-CONTRAST

COMPARE - CONTRAST

Pat & Mike.....	Page 128
Helicopters & Airplanes	Page 130

CAUSE - EFFECT

Why Sandra Miller is Not Healthy	Page 132
Causes of Famine	Page 134
Causes of Inflation	Page 136

CLASSIFICATION

Contact Sports	Page 138
Cattle	Page 140
Clay	Page 142
Carbohydrates	Pages 144
Languages	Page 146
Monocots & Dicots	Page 148
Classification of Goods	Page 150
Kinds of ants	Page 153
Oriental Architecture	Page 157
Nutrients in Food	Page 160
Types of Buildings Today	Page 167

INTRODUCTION TO MANUAL

This manual is designed to help you use the SRA based Listening Course tapes more effectively. This material was developed to meet the needs of the college bound foreign student. The work was based on three major assumptions:

First, I strongly believe that ESL students need to grasp the organization of formal lectures in order to listen and take notes effectively. Besides the difficulties of grappling with the lexicon and syntax of English, ESL students must see the relationship between ideas. They frequently are at a disadvantage in a lecture situation because they lack an American schema for recognizing the organization of the presentation. In our culture we automatically think of things in linear fashion; we therefore speak and write in that way. We see occurrences as cause-effect, view two items in comparison or contrast, make order out of many items by classifying them, report events in chronological order, and so on. We use these particular organizational pattern of "functions" because our culture has taught us to do so. It is unrealistic to expect our students to automatically do the same without explicit training and practice.

Secondly, it is important that this training and practice begin as soon as possible. ESL students must begin learning skills for listening and note-taking long before they enter a college classroom. Familiarizing students with the varying organization of lectures is a process that takes time. It can begin with very

short, simple lectures to build students' confidence, and gradually move towards longer, more complex lectures. An early beginning in listening and note-taking can make the transition from a sheltered ESL classroom to a college classroom a smoother one.

Finally, a further aid in this transition is the use of more realistic tapes. The majority of ESL lecture tapes has been produced with unnatural perfection. This would be useful if the typical classroom lecture were delivered with the same unerring perfection. Unfortunately, this is rarely the case. Real lectures are sprinkled with pauses, self-corrections and regressions. Constant exposure to only 'perfect' lectures leaves the student ill-equipped to deal with the challenges of most lecture situations.

With these things in mind, I put together this manual for your use.

This manual is simply a guide, not the final word from on high. Some of the ideas might be easily suited to you and your style in the classroom. Some of them may not be good for you. Take out of this manual what works for you. Add to it things that you think would be helpful to the students and comfortable for you. In short, don't be tied to this manual. It was made for you, not you for it.

This is also just a starting off point for your students. The level of every group varies considerably, depending upon its nationality, prior background in English, motivation and class dynamics. You might find that this is far too easy for your

students or far too difficult. If it is far too easy, use the format presented here to introduce more material at a higher level. This is an interesting and rather gratifying challenge. If it is far too difficult, get help immediately. Do not wait weeks in hopes that everything will come together for them. Remember that your students are supposed to be ready to compete with native speakers in a university in a very short time. They don't have time to languish. This material should not be totally beyond their reach.

Feel free to jump around in this book. If students have an interest in a topic presented later in the book, go ahead. When motivated, students can generally work above their level. If the class seems to understand a section easily, you have two options. You can either go ahead to the next unit or seek out lectures that are harder for the students.

All through this semester, be supportive of your students. Let them know how well they are doing. Frequent tests provide the students with a day-to-day idea of their progress. It also gives them a taste of the university world, and helps take the edge off test-paranoia for some.

Don't lose sight of the fact that this is just one approach. It is simplified to help the students organize the information they will be hearing, not only in here, but in the university. Remind the students that these lectures are simpler than what they will be getting later. And most importantly, lectures frequently use two, three or four of the functions they will be studying here at one time. Seldom will their professor contain

himself or herself within a cause-effect frame work. The bulk of his, or her, talk might very well be cause-effect. However, there might be a good deal of description, as well as information given in chronological order. Presenting these functions separately is just the first step.

If your class is highly motivated, you should take them into more realistic lectures, as given in the community, on campus, or in films. This will give them the opportunity to see that several of the functions they studied in this class are combined and used within one lecture. Thus, this fact won't be a shock when they hit the university.

The lectures are labeled by functions to facilitate the students' understanding and organization of spoken English. The section entitled "Presenting Note-Taking Strategies By Function" provides students with key words and phrases that signal the relationship between ideas. It also offers different techniques appropriate to taking notes on different types of lectures. Presenting the functions in small isolated pieces builds confidence while giving the student practical experience. By the end of the course the students are led to not only understand these functions, but also recognize that these functions rarely occur in isolation.

GENERAL SUGGESTIONS

1. Using the vocabulary lists that follow the transcripts of each lecture provided in this manual, study key words with the students before they listen to the lecture for the first time. This can be done the day before, or assigned as homework. Either way, it should be discussed as a class before the tape is played. If the Vocabulary List was assigned as homework, avoid going over every word in detail. Discuss only specific questions that the students might have about the vocabulary. This helps the students experience firsthand the advantage of coming prepared to class. Theoretically, those who have not done this homework will not do as well on the listening task. If the vocabulary listed looks easy, have students guess the meanings of the words and then check their guesses after listening to the tape. Any words missed can then be looked up by the students or corrected by the teacher.

2. After studying the vocabulary and discussing it, have the students predict the subject or title of the lecture. Have each student write his, or her, prediction on the line provided on the vocabulary worksheet. Ask students if they would change their prediction after the first listening. If they would, try to get them to give specific examples from the lecture that changed their

minds.

3. Note that lectures in the beginning of the series are shorter and easier than the later lectures. If the beginning lectures seem too simple for the students, just move ahead in the book.

4. Do only one lecture at a time. Probably no more than one should be started in any one class period. If a country, state, or other geographical feature is mentioned, these should be discussed, spelled out on the board and located on a map or globe. Likewise, any proper name should be spelled out on the board before expecting students to listen to the lecture.

5. Listen to the lecture, all the way through, without stopping, no matter how difficult it may seem to the students. There is no set number of times for students to listen to any given tape. However, it is best to repeat the tape until the students can get a general idea of the topic.

6. If absolutely necessary, stop after each sentence or two. Have the students paraphrase what they hear until someone gets it accurately. If even this doesn't seem to work, take the sentences apart phrase by phrase. If it is the first week or two of class, keep in mind that the students have not yet had a lot of time to adjust to being surrounded by English, and may be suffering a kind of 'listening shock.'

7. Be sure students understand that they are expected to take notes on every lecture. The form of the notes will vary from lecture to lecture (see suggestions for note-taking strategies by

category) but students should always feel responsible for recording the major points of each lecture.

8. An alternate plan to add variety to the listening task is to divide the class into two groups. Use the headsets available or ask half the class to leave the room for a short period. The first group listens to the lecture, then the second group must guess the topic of the lecture and its major points by asking the first group questions. After they have asked enough questions to get the general idea of the lecture, the second group can then give a summary of the lecture to the class, with the first group checking for accuracy. The questioning and answering can be done as a group or in pairs. If this seems too difficult, have the first group summarize the lecture to the second group, then ask the second group to summarize the lecture for the class.

9. Another possibility is to have the entire class listen to the lecture. Half the class will ask questions about it. The other half will answer. Again, divide the students into pairs for this activity or supervise it as a group activity.

10. Yet another option is to divide the class into sections, having each section focus on finding the answer to a particular question, or finding particular information requested by the teacher beforehand.

11. A good way to focus listening is to have the students listen for one piece of information. This can be a name, date, place, main idea, etc. The tape can be played repeatedly with each listening focusing on a different piece of information.

12. There will be times when no one wants to listen, let alone answer. To pep up the class, you can divide them into teams and ask them questions over the lecture material. Or have them focus on particular information beforehand as in #11. Competition, handled very carefully can be a real boost. Make it clear that the contest is for fun, not for blood. If you try this technique and students seem depressed or upset, Stop. That's counterproductive. We want everybody to feel like a winner in class.

13. Another motivator is to ask students to suggest topics for lectures. At this level, it is fairly easy to find materials in any encyclopedia. Read the material directly to the students, or tape it yourself. Make up some questions to go along with the new information. Don't forget newspapers and magazines for more current additions to the class.

14. Use available resources! If several students seem interested in a particular topic, check any AV library in your area. They have documentary films on a variety of topics. Even though these films contain a lot of new vocabulary and possible new concepts for the students, the visual aid can frequently compensate for the difficulty.

15. Keep your eyes open for real live lectures! Call in your markers. You probably know several people capable of giving a 15-20 minute lecture or presentation. Most local newspapers have announcements of lectures available in the community.

PRESENT NOTE-TAKING STRATEGIES BY FUNCTIONS

DAY 1

GETTING THEM STARTED RIGHT

Some students have a great deal of experience in taking notes; however, some have never had any experience at all. Because of this, it will be necessary to spend the first day preparing the students for what they will be doing and learning during the semester. For those who have already had experience in taking notes, this will be a time to fine-tune their skills and learn some tricks for picking up key ideas and important details by listening to lectures on numerous tapes. For those with no experience, this will be an opportunity to learn how to organize as well as improve their listening skills.

I can not overemphasize the importance of getting organized. Make it clear on the first day that the students are responsible for keeping their notes together in an orderly fashion. To aid in this goal, I suggest that you require all students to have a separate notebook with a pocket for handouts for just this class. If the teacher does not put significance on this notebook, the students won't either.

Experienced students will probably have their own way of organizing notes, but if you are dealing with inexperienced students, providing them with a format would be helpful. On the following page is one format that could be copied and given to each student. This is one way for the student to organize his notes on a daily basis. Every page should have the same organization. Consistency is helpful. Every page should be titled and dated to ease finding the notes for tests. As an incentive, give timed open notebook tests. The outside of the notebook should be titled and indicate the teacher's name and the room in which the class is held. The inside cover should list the student's name, address and telephone number.

It might be a good idea to check these notebooks daily until the students get used to using them and the format required. It is vital that every student bring it to class every day. Good study habits will hopefully transfer to the university.

NEW VOCABULARY

Word	Definition	Word	Definition
1	_____	5	_____
2	_____	6	_____
3	_____	7	_____
4	_____	8	_____

PRESENTING NOTE-TAKING STRATEGIES BY FUNCTION

The lectures in this text have been categorized by functions for two reasons. First, they can be easily correlated with a reading/writing course. When taught in conjunction, they offer very positive reinforcement. Of course, the materials can be used separately. If this is done, the teacher must take more time to acquaint the students with the vocabulary and sentence structures common to each function.

Even if this class is taught in tandem with the reading/writing class as anticipated, it is still useful for the student to have a list of common vocabulary for the listening task at hand. Such lists are included, to use if deemed helpful. Some of the words and phrases on these lists will not actually be heard on the tapes. The students should be familiar with them nonetheless because they will be used by speakers at a higher level. To be sure the students have the most experience possible with this vocabulary, you might want to give these lists to guest speakers and ask that they try to use several of them within their speech.

The second reason for organizing by functions is the hope that it will make the listening task seem a little less insurmountable. By focusing on one function at a time, the student has the opportunity to become familiar with the words and phrases used to indicate specific relationships between ideas. Using

functions is only a means to an end and not an end in itself. By the end of this course, it is assumed that the student will be listening to and recognizing lectures that combine several functions. The suggestions presented here by functions are only a starting point.

DESCRIPTIONS / DEFINITIONS

Good speakers will generally describe or define the terms they are using in a lecture, particularly if these terms are new or unusual to the audience. It is important that the students be aware of this helpful practice. If they know how to listen for this information, it can save them time and energy, as well as make listening much easier.

Generally, speakers use a variety of ways to make new terms clear to the listeners. Context clues are perhaps the most commonly used. Frequently the position alone tells the listener whether the word is a noun, verb or adjective. There is generally further information that surrounds the unknown word. Speakers sometimes use two or three expressions to mean the same thing.

The ballet company's performance was so magnificent that the audience gave a ten minute ovation. They didn't stop clapping until the dancers came back on stage. The ballet company was pleased, knowing the applause was well deserved.

If the student doesn't know the meaning of ovation, at least he, or she, knows that it is a noun because of its position in the sentence after the article. He, or she, should also know that it is something that an audience gives. That piece of information further limits its meaning. And if the student can relax enough to listen to the following sentences, he, or she,

could guess that it also might mean something like clapping or applause.

A second trick is to listen for clauses. Words like WHICH, THAT, WHOSE, WHOM, WHO, and WHERE mark the beginning of a clause. A clause offers further information on the word it follows.

Jonathan Maccomb's progeny, WHO became the original settlers of this part of Illinois, quickly discovered that the soil here was perfect for raising corn and soybeans.

Listening to the clause following progeny, the listener should automatically know that progeny can be settlers, and therefore must be people. Obviously, the use of the word WHO clues in the listener that progeny are some sort of people. Giving the students numerous examples of clauses will help them understand how this clue works.

Sometimes unknown words are defined in appositives. These are just short repetitions that provide the listener with a phrase of explanation.

John Wilkes Booth, the man deemed responsible for the assassination of President Lincoln, was supposedly shot shortly after his crime.

If the students keep alert, they can easily pick up these bits of information. It would be a good idea to have a list of appositives to read to the students. See if they can tell you what the unknown word means simply by listening for the appositive.

Descriptions often involve a discussion of the process of a particular mechanism. A review of the key words involved in

process might be helpful. Frequently, descriptions include explanations of the function of the article as well as its location in relationship to its surroundings.

The laser, an electronic device that emits an intense beam of energy in the form of light rays, is found in modern labs throughout the world. It has tremendous potential in science, medicine and space.

The larch, a cone bearing tree, is native to North America and Canada.

Be sure to tell the students that an entire speech will not be a description. This is generally used as the introduction to provide the audience with the background to understand the rest of the speech. It is also used throughout the speech to explain new terms. Notes on the description part of a speech should probably make use of the equal sign (=) or any other method they already use to show this. If the lecturer gives an outright definition, the equal sign will take the place of the verb BE or MEANS.

The mob started committing acts of defenestration. Defenestration means throwing something out of the window.

Eyeglasses are a necessary aid to vision for many.

Remind the students that being alert to all of these clues will save them time, one of their most valuable commodities in

university life. Tell them that if they don't catch the word the first time, just relax. It will be back. The key word here is RELAX!! Knowing approximately what something means is often sufficient. If students panic because they don't know one word, they'll miss everything that follows, helpful clues included.

See following list for Description/Definition Vocabulary.

DESCRIPTION / DEFINITION VOCABULARY

who

which

that

whom

whose

where

BE

LOCATIONS (phrases that explain WHERE something is, beginning with such words as on, in, next to, between, behind, in front of, above, below, etc.)

FUNCTIONS (Phrases that explain WHAT something does, what its purpose is, why it does it, etc.)

this (sometimes signals that a definition of sorts will follow - "The dancers were pleased by the OVATION. THIS applause was well deserved.")

GENERAL - SPECIFIC LECTURES

Explain the Roman numeral outline form to the students. Many foreign students use a different system, based solely on numbers. Be sure to tell them that this form is equally good. When organizing the outline for themselves, they can use either their own outline form or the Roman outline.

Do an outline in class on the board to demonstrate the outline. Use a few simple paragraphs to give an example. It would be far better to use information about your own family or a student's family. Remember to try to make the students feel as involved as possible in the class.

There are six people in my family. They include my mother, Maria, and my father, Andrew. Besides my parents, there is my oldest brother John. He is 23. I have another brother named Anthony, who is 21. I am 19 and my sister Lea is 18. We live all across the U.S. My folks live in New York, John lives in Colorado. Anthony lives in Texas. I live here and Lea lives in Maryland. We also have a wide variety of occupations. My father is a dentist. My mother is a welder. John is an acrobat in the circus. Anthony is a teacher. I'm an apprentice plumber and Lea is a student.

See if the students can put this information into outline form on the blackboard. If not, then guide them as unobtrusively as possible. If absolutely necessary, put the outline on the board

for them. If this happens, be sure to do at least two more examples so that the students can have the experience of outlining it themselves.

For the first two lectures, it would be a good idea to give the students an outline with the general or major points provided. Then the student can listen only for the specific details to back up the major points.

The next few lectures can be accompanied by only a skeleton outline, that is, one with the Roman numerals on it but no information written in. This design will provide the students with the correct number of major points and supporting details to listen for.

The last few lectures can be given with no outline provided, requiring students to discern not only WHAT the general and specific points are, but also HOW MANY of them there are. If it is necessary to play the tape five or six times the first few weeks of class, don't hesitate or despair.

Although some professors provide a blank outline and/or wonderfully organized lectures, keep in mind that the standard outline form is close to impossible to use in most real listening situations, but quite useful when the student rewrites his, or her, notes after class. Be sure to let the students know this so they don't get discouraged. See the following list for General-Specific Vocabulary.

GENERAL - SPECIFIC VOCABULARY

generally, ...

for example, ...

in addition, ...

..., also ...

..., too, ...

similarly, ...

... such as ...

one ..., another ...

besides these, there are ...

for instance ...

for one thing ...

to illustrate ...

in one instance ...

in other words, ...

on the whole

every

always

all

never

as follows

let me illustrate

let me cite as proof

in substantiation

as an illustration

in one instance, in this instance

as an example

take for example

consider for example

in practice

according to statistics

according to statistical evidence

generally speaking

CHRONOLOGICAL LECTURES

These lectures can sometimes be taken in standard outline form, but are more likely to be taken in a list-type outline. This lecture pivots around dates, places, events, and time. Therefore, students must practice focused listening.

Biographical lectures are almost always given in chronological order. Thus if a student is going to be told about the life of an individual, the student can almost certainly prepare for this kind of lecture.

Chronological order is frequently used in history lectures, also. And as any student of history knows, the correct names, dates, and order of events can be vital to the understanding of a lecture.

There are many common words and phrases used in this type of lecture. See the following list for Chronological Order Vocabulary.

CHRONOLOGICAL VOCABULARY

now, nowadays

when

before, after, while, during

between and

in(year).....

since

later, earlier, formerly, etc.

every (NUMBER YEARS, MONTHS, DAYS, etc.)

at the turn of the century

in the first half of the century, etc.

in the 1900's, etc.

at birth, in infancy, in childhood, in adolescence, as an adult,

in adulthood, in old age, at death

simultaneously, simultaneous with, at the same time as

former, later

previous, previously, prior to

first, second, etc.

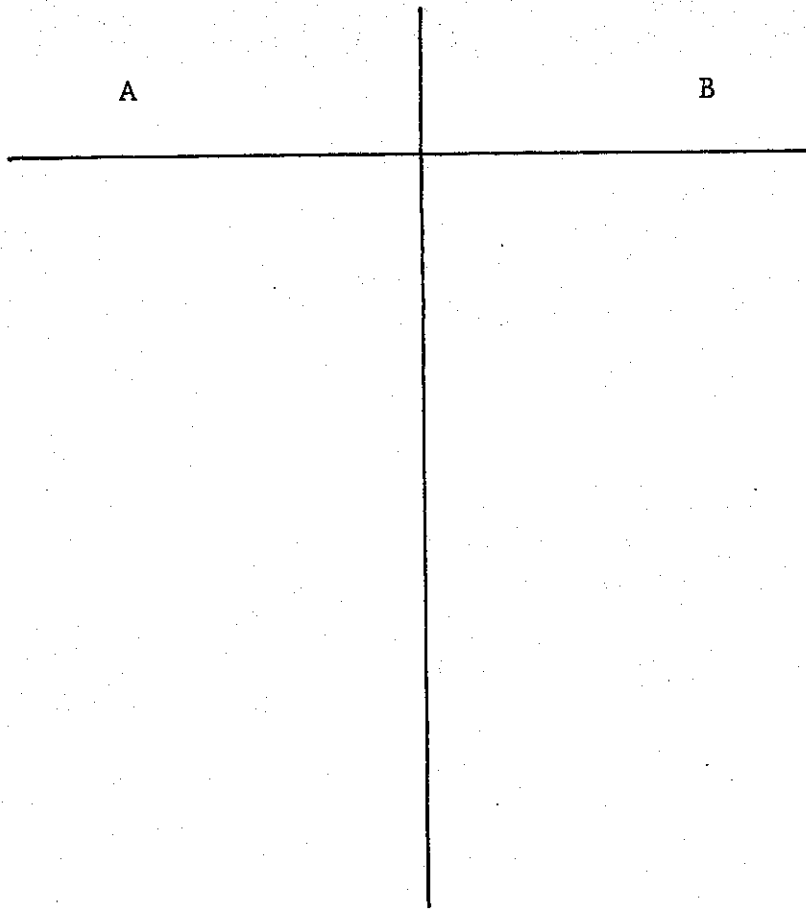
in the first place, in the second place, etc., to begin with

next, then, subsequently, in the next place

at last, in conclusion, finally

COMPARE - CONTRAST LECTURES

Explain the "T" diagram to the students



Go through at least two or three examples on the board, comparing two people, two things, or two places which are familiar to the students. For example, compare two teachers, students, governments, etc. Be sure to point out that American lectures tend to tell about "A" and then all about "B," or tell one fact about "A" and then one corresponding fact about "B." As you put the comparisons on the board, be sure to use both approaches. Also list all the clues that help student to know a comparison is coming.

Using the headings "This Town" and "My Hometown," ask each student to give a short presentation comparing his hometown with their present location. Assign this as homework in order to give students the necessary time for preparation. As each speaker presents his comparison, the class can take notes on the major points of comparison. If desired, a test could follow. See the following list for Compare-Contrast Vocabulary.

COMPARE - CONTRAST VOCABULARY

TO COMPARE:

similar to	at the same rate as
similarly	as
like, alike	just as
likewise	in like manner
correspond to	in the same way

correspondingly
 common
 resemble
 resemblance
 almost the same as

to have in

common characteristics

in parallel

both/neither

TO CONTRAST:

differ from
 however
 otherwise
 still
 nevertheless
 even so
 dissimilarly
 different from
 less than
 more than
 faster than, etc.
 but

unlike

in contrast (to)

in opposition (to)

on the contrary

on the opposite side

on the other hand

a larger percentage than

a smaller percentage than

at a different rate from

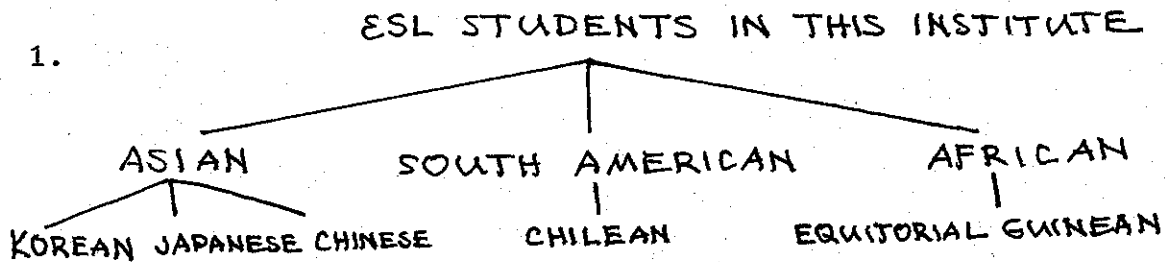
although

while

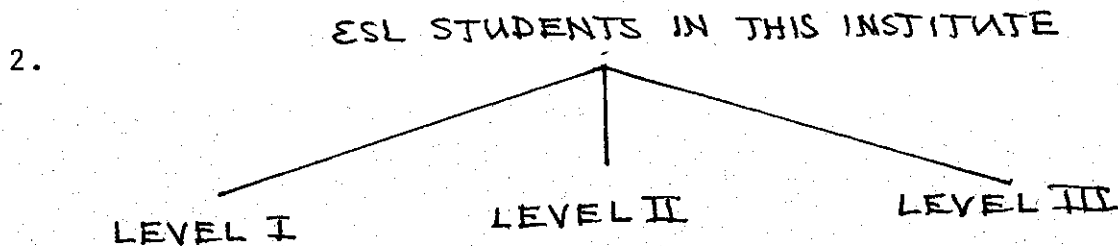
CLASSIFICATION LECTURES

Classifying is similar to comparing and contrasting, in that it shows relationships. Whereas in Compare-Contrast we deal with only two things, in Classification we show a relationship among a number of things with similar characteristics.

The following chart is not only useful in illustrating this organization but can also be used in actual note-taking situations. Fill it in using the real class composition.



Then, demonstrate that the same information can be organized in numerous ways, such as:



ESL STUDENTS IN THIS INSTITUTE

3.

WITH NO PLANS
TO ATTEND
ANY
UNIVERSITY

WITH PLANS TO
ATTEND A
UNIVERSITY AS
AN UNDERGRADUATE

WITH PLANS TO
ATTEND A
UNIVERSITY AS
A GRADUATE

WITH PLANS TO
ATTEND A
UNIVERSITY AS
A POST GRADUATE

ESL STUDENTS IN THIS INSTITUTE

4.

HERE ON
SCHOLARSHIP

HERE ON
OWN FUNDING

HERE ON
FAMILY FUNDING

After you've demonstrated several ways of organizing information, go into further detail, as in #1. See how much further the students can take it. Be SURE to point out that information on the same line is in the same category and of the same importance. Turn the chart on its side to demonstrate how it could easily be turned into a standard outline. Notes from a classification lecture can be done in two forms. See the following list for Classification Vocabulary.

CLASSIFICATION VOCABULARY

main kinds of

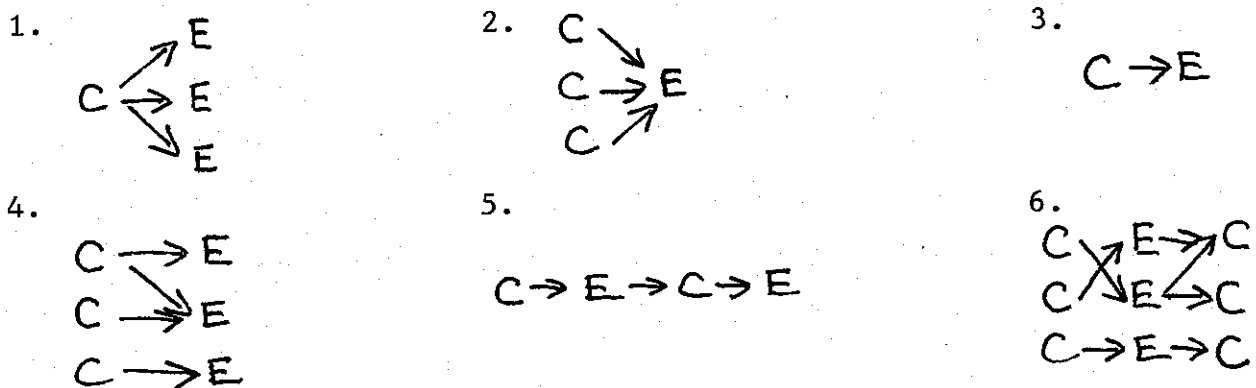
unimportant

clearly distinguishable	major kinds of
insignificant	easily distinguished
basic kinds of	similar
uncontestable differences	fundamental
dissimilar	uncontestable similarities
significant	contradictory
classify	important
opposing	divide
primary, secondary	opposite
minor	contrasting
kinds	types
attributes	methods
sources	characteristics
parts	regions
factors	divisions
eras	origins
categories	bases
times	
classes	qualities
classifications	aspects
mutually exclusive	according to
with respect to falls into
categories	
..... can be divided into	classes

CAUSE - EFFECT LECTURES

This kind of lecture lends itself to the standard outline, listing the cause as the major point and the effects as the specific details, or the effect as the major point and the causes as the specific details.

However, in real life, there are often several causes with numerous effects and vice versa. These relationships are generally much more complex than a simple one cause = one effect. Therefore, showing the student the following diagrams might be helpful:



Elicit examples from students to fit each chart. For example, in chart one you could say that rain causes the plants to grow, the streets to look cleaner and people to get wet. In chart two, you could say that sun, rain and the correct balance of nutrients cause plants to grow.

These charts are helpful for the students' understanding of the cause-effect relationships possible, but almost useless in taking notes. During a lecture, the student has no way of

predicting how many causes or effects will be discussed. The use of arrows, however, to illustrate relationships of information in the students' notes can be helpful.

Be sure to remind the students of important cue words for this type of lecture. See the following list for Cause-Effect Vocabulary.

CAUSE - EFFECT VOCABULARY

so	hence
thus	because
consequently	because of
therefore	owing to
accordingly	since
for this reason	due to
as a result	... is due to ...
... is the result of results in ...
have an effect on	the reason for ...
the reason is that causes ...
... is the cause of follows from ...
If ..., then ... follows	...; consequently
...; therefore ...	the consequence of ... is ...
as a consequence	so ... that
such a ... that	one effect of ... is that ...
... make(s) ... possible by	
reversible	irreversible

If ... is true, then ... follows

PROCESS LECTURES

Explain that a process is steps taken in a special sequence. As such, these lectures frequently use markers such as "first, then, next, second, third, last, finally, etc." Thus, these lectures lend themselves nicely to simple numerical listing instead of the standard outline.

To make it come alive for the students, you might request a volunteer from the class. Ask a student to explain how to do something such as make a traditional dish, put on a special garment, use judo to throw someone, etc. List the steps on the board as the student speaks. Pay special attention to be sure to include every step the student says. Do not add anything to help make the process clearer. If anything has been left out, see if the students can fill it in. This should help make it clear for the students how important it is to include every step of a process. If the class is shy to start with, be sure to have the students all prepare a "how-to" explanation for homework the night before. If they are prepared, they might be more anxious to volunteer. But be sure to be prepared yourself to present a process lecture, just in case volunteers are not forthcoming. See the prior lists for Chronological and Cause-Effect Vocabulary.

FOCUSED LISTENING

This, obviously, is not a function. It is, however, a useful technique in improving students' listening skills. When you use a lecture marked (Focused Listening) tell the students that they are not responsible for all the information given in the lecture. Tell them that they are to focus on one particular thing that you want them to hear. They are not to even take notes on anything that does not relate to what they are listening for. Then, provide them with the question which they are to answer. Their notes should be probably taken in a list form and should not be nearly as detailed as other notes they take.

As the instructor, you must go through the lecture ahead of time and decide what you want to work on. This should be determined by the needs of your students. If they are having trouble finding the major points in a lecture, ask them to listen just for the X number of important points that they will hear. If your students are having difficulty hearing exact details, ask them to listen for particular facts given in the lecture. If your class lacks confidence and tends to clutch, ask them to relax, listen, and tell you just one thing they heard. Or ask them to tell you what the lecture was about in general terms. Use your creativity and knowledge of what the students need.

Any of the activities above should be suitable for this level. These lectures can be used together as a group to give the

students intense practice in one skill area. They can be used individually throughout the semester to work on particular problem areas as they come up. Or they can be used several times with the focus being changed for each listening. Be creative.

There is no special vocabulary that goes with this section. As the instructor, however, you can preview the tape or read the transcript to find some key words or phrases that would be helpful clues for the students.

TRANSCRIPTS / TEACHING SUGGESTIONS / VOCABULARY

The following section contains the transcripts from the fifty lectures, with teaching suggestions and vocabulary lists for each. As you will notice, the transcripts are exact duplicates of the lectures, containing 'uma,' and 'uhs,' and repetitions. These lectures were intentionally made to duplicate 'real' speech instead of a perfect 'reading.' It is hoped that this more natural speech will make the transition from an ESL class to a university class a little easier for the students. The transcripts are provided for the teacher to quickly preview material. They are not intended for student use.

The activities, listed in the teaching suggestions following the text of each lecture, are intended to provide specific tasks and ideas for the beginning teacher or graduate assistant. These suggestions, such as guessing the topic of the lecture by studying the accompanying vocabulary, will help the student to invest in the listening task.

The vocabulary words which follow the suggestions were ones that students had difficulty with, or had known in a different context. These words were essential to the understanding of the lectures. Adjust these lists to the needs of your students. If a copying machine is available, these lists can be taken directly from the book and given to the students.

#1

TRANSCRIPT - Earthworms

TEACHING SUGGESTIONS - Earthworms

VOCABULARY - Earthworms

TRANSCRIPT:

Today's topic is the common earthworm. We've all seen earthworms, fishermen put them on the end of hooks and fish with them. But their life is very interesting besides that. They live underground. They move through even very hard earth by literally eating their way through. They make tunnels in this way. These tunnels are also called a burrow. The earthworm eats little bits of grass and leaves that are mulched underground. At night, the earthworm comes out of his burrow and hunts for food. He'll find little bits and pieces of grass or leaves and then he returns to the burrow with this food.

1 Don H. Parker, SRA Reading Laboratory 3b
(Chicago: Science Research Associates, Inc., 1963) n.pag. (See pp. 57 & 73 in MLA)

TEACHING SUGGESTIONS:

1. Earthworms: Have the students outline the procedure the earthworm follows for obtaining food. Or concentrate on the general idea and the specific details.

NAME _____

#1 - VOCABULARY WORKSHEET

VOCABULARY:

earthworm

mulch (verb)

hook (noun)

gobble

literally

grab

tunnel (noun)

bit

burrow

POSSIBLE TITLE: _____

#2

TRANSCRIPT - Islands

TEACHING SUGGESTIONS - Islands

VOCABULARY - Islands

TRANSCRIPT:

Although islands look like dots of land in the sea and appear to float, they don't really. Actually islands are just the tops of mountains. If you dug down, you'd never, ever reach the bottom of an island. Just their tops are in the air, that's the part we see. Sometimes high waters will totally cover an island and it's lost. And other times, new islands can be found when the water level drops. But regardless, all islands are simply part of the surface of the earth.

TEACHING SUGGESTIONS:

This lecture tells us what an island actually is. It is a good one for focused listening. Have students listen for two definitions given in this lecture.

NAME _____

#2 VOCABULARY WORKSHEET

VOCABULARY:

islands

water level

dots

regardless

float

surface

cover

POSSIBLE TITLE: _____

#3

TRANSCRIPT - Starfish

TEACHING SUGGESTIONS - Starfish

VOCABULARY - Starfish

TRANSCRIPT:

Starfish are sea animals. But they aren't really fish. There are many kinds of starfish. Most of them have five arms. They look like a five-pointed star. Other kinds of starfish have a lot of arms. These are called sun stars. All starfish crawl along the bottom of the sea. That's how it sees. It sees with those little spots on the tip of each arm. If one of its arms breaks off, believe it or not, it can grow a new one. If a starfish is cut in two, each piece grows into a whole new starfish. They're truly remarkable creatures.

TEACHING SUGGESTIONS:

This lecture is a good exercise for listening for details. Have the students list all the facts. This is not well enough organized for outlining.

NAME _____

#3 VOCABULARY WORKSHEET

VOCABULARY:

starfish

spot

five pointed

remarkable creatures

crawl

POSSIBLE TITLE: _____

#4

TRANSCRIPT - Telling Time
TEACHING SUGGESTIONS - Telling Time
VOCABULARY - Telling Time

TRANSCRIPT:

Today I'd like to talk to you about ways of telling time. Nowadays people have their watches and clocks on the wall wherever they go. But long ago, telling time wasn't that easy. Different methods have been used through the ages to tell time. Early man used the sun (the position of the sun in the sky) or he would read the shadows (how long the shadow was as to how late the day was). Another early method of telling time was the water clock. The water clock is a rather clever item. It consists of a glass jar with marks on the side and a small hole in the bottom. A person would fill the water clock with water and that water would run out very slowly. To tell the time on a water clock, you simply needed to check the marks on the side of the glass jar. It was really a very clever and unique method for telling time.

TEACHING SUGGESTIONS:

This lecture describes a process, or how the water clock works, so have the students outline the process. You might even have them try drawing a picture or simple illustration of the water clock, to see if they can truly picture it. This could also be used to work on finding the general idea and specific details.

NAME _____

#4 VOCABULARY WORKSHEET

VOCABULARY:

watches

marks

clocks

position

shadow

clever

unique

POSSIBLE TITLE: _____

#5

TRANSCRIPT - Coal

TEACHING SUGGESTIONS - Coal

VOCABULARY - Coal

TRANSCRIPT:

Coal is just a rock, but it is a very useful rock. It can be used to heat buildings and make electricity. When you burn it, it does that. But, in England a long time ago, smoke from the coal was considered to be very bad and some people would not even eat food if it had been cooked over coal. They thought that food cooked over coal would make them sick. They wouldn't even go into a house where coal was being burned for heat. The homes back then didn't have chimneys and so the smoke filled the rooms and they thought that this coal smoke was going to be bad for them. King Edward I actually killed people during that period for burning coal.

TEACHING SUGGESTIONS:

This lecture is useful for listening for cause-effect information. Or you could ask students to focus their listening on answering: 1) What did people think about coal in England? 2) What two things would people NOT do? 3) Why were homes filled with smoke?

NAME _____

#5 VOCABULARY WORKSHEET

VOCABULARY:

coal

smoke

electricity

chimney

period

POSSIBLE TITLE: _____

#6

TRANSCRIPT - Hot and Cold
 TEACHING SUGGESTIONS - Hot and Cold
 VOCABULARY - Hot and Cold

TRANSCRIPT:

When hot things and cold things are mixed together, the heat from the hot thing moves into the cool thing. Ice cubes placed in a glass of hot tea will melt. Even in a glass of warm tea they will melt. Why? Because the heat out of the tea moves into the ice. The tea will cool down as some of its heat moves into the ice cubes. When some things get hot, they get bigger in size, they expand. Bridges, for example, get longer in the summer because the heat of the sun during the summer makes the metal in those bridges expand. Metal buildings expand too. They actually get taller. Of course, we can't see this difference in height. But it's really there.

TEACHING SUGGESTIONS:

This lecture states two facts and gives specific examples to illustrate them. Divide the class into two groups. Ask one group to listen for the facts and the other to listen for the examples. Let students work together to check their answers.

NAME _____

#6 VOCABULARY WORKSHEET

VOCABULARY:

ice cubes

bridge

cool down

metal

expand

height

POSSIBLE TITLE: _____

#7

TRANSCRIPT - Chimu of Peru
 TEACHING SUGGESTIONS - Chimu of Peru
 VOCABULARY - Chimu of Peru

TRANSCRIPT:

Today I'd like to talk to you about the Chimu of Peru. The Chimu were a people that lived in Peru over one thousand years ago. The land where they lived was very hot and dry with a few scattered rivers. The Chimu planted beans and corn near these few scattered rivers. They also built a city that was eight square miles in area, or 120 square kilometers. They built homes in this city, all of it being far away from the rivers. The homes they built were made out of brick and these bricks had pictures cut into them. Then, the Chimu painted these brick homes in very, very bright colors.

TEACHING SUGGESTIONS:

This lecture describes the houses of this particular group of people. See if they can outline the different features of their houses, as well as other features of their culture.

NAME _____

#7 VOCABULARY WORKSHEET

VOCABULARY:

Chimus

pictures

scattered

bright

brick

POSSIBLE TITLE: _____

#8

TRANSCRIPT - Watches

TEACHING SUGGESTIONS - Watches

VOCABULARY - Watches

TRANSCRIPT:

The oldest watches made in the world were made in Germany. Some of them are four hundred years old. Watches today are really very thin. But the old watches from long ago were very fat and they were all round. For these reasons they were called turnips and they didn't even keep very good time. The great English doctor, Dr. William Harvey, checked his watch by the beat of his heart. When watches first come out, they were so expensive that only the very, very rich people could own them and they were made to be put into your pocket. That's why they are called pocket watches. But some people liked to hang their watch on their belt as a sign of how much money they had.

TEACHING SUGGESTIONS:

This lecture describes the original watches and explains their value as status symbols. Allowing only half the class to listen and the other half to question them afterwards on the topic and details might be useful.

NAME _____

#8 VOCABULARY WORKSHEET

VOCABULARY:

watches

pocket

turnip

hang

expensive

belt

POSSIBLE TITLE: _____

#9

TRANSCRIPT - Diamonds

TEACHING SUGGESTIONS - Diamonds

VOCABULARY - Diamonds

TRANSCRIPT:

Today I'd like to talk to you about the diamond. You know that diamonds are beautiful and you know that most of them are clear as ice. Did you also know though that some are blue, some are red, brown, green? Some diamonds are even black. The beauty and the value of the diamond depends on the shade, the color that it is and how it is cut. An uncut diamond doesn't even shine, so the diamond cutter must cut it very carefully to make it shine. It's usually cut with 58 sides. These little sides of cuts, cuttings, make the light catch and sparkle. Diamonds are the hardest material found in nature. There is nothing harder than the diamond. A diamond is so hard that only another diamond can cut it. And because these diamonds are so hard they are used to make tools that cut, grind and bore.

TEACHING SUGGESTIONS:

This lecture describes diamonds, their value, and their uses. You might assign different groups to focus on listening for different details such as color, value, cut and uses. Have students compare notes and then fill in details of notes that they missed.

NAME _____

#9 VOCABULARY WORKSHEET

VOCABULARY:

diamond

sparkle

clear

material

shade

grind

catch

bore

gems

uncut

POSSIBLE TITLE: _____

#10

TRANSCRIPT - Afghans

TEACHING SUGGESTIONS - Afghans

VOCABULARY - Afghans

TRANSCRIPT:

The topic today is Afghans. Afghans were people from what area is now called Pakistan. And these people, called the Afghans, went to Australia in the early 1800's as camel drivers. These Afghans and their beasts, the camel, were of great help in settling Australia. The reasons were several. Camels can go farther than horses without water. Therefore, the Afghans and their camels could haul goods a long, long distance. The Afghans and the camels took mail and supplies to those who were very far from big towns. The Afghans and the camels explored the land of Australia. Afghans even bred and reared their own camels. However, this didn't last forever. Even though by 1900 there were 6,000 camels in use, within a short time cars and trains replaced the camels. Cars and trains could do what the camels did and therefore the camels and their drivers, the Afghans, became less useful in Australia.

TEACHING SUGGESTIONS:

This is a particularly good one for guessing the topic just by looking at the vocabulary listed. Be sure to locate Afghanistan, Pakistan, and Australia on the map.

NAME _____

#10 VOCABULARY WORKSHEET

VOCABULARY:

Afghan

mail

Pakistan

rear (verb)

camel

replace

haul

Australia

goods

beast

explore

camel driver

bred

POSSIBLE TITLE: _____

#11

TRANSCRIPT - Louisa Mae Alcott

TEACHING SUGGESTIONS - Louisa Mae Alcott

VOCABULARY - Louisa Mae Alcott

TRANSCRIPT:

I'd like to talk to you today a little bit about Louisa Mae Alcott. She's famous in American literature because she was one of the very first Americans to write books just for children. Before Louisa Mae Alcott, the books that were written were almost all written for adults. Louisa Mae Alcott was born in 1832. When she was a little girl she and her sisters used to act out fairy tales in their barn. Pretty soon, she started writing plays and having her sisters act them out for her. When she was an adult, she had two very famous friends. One was Henry David Thoreau. He loved nature very much and taught her to appreciate it too. Her other friend was Ralph Waldo Emerson. He is the man who taught her about books. In 1869, Louisa Mae Alcott wrote Little Women. It was the story of her family's life. Later she wrote a book called Little Men, Joe's Boys, and a lot of others. But Little Women was her most famous book and the one that people remember her for the best.

TEACHING SUGGESTIONS:

Before listening, ask students WHAT facts they expect to hear about in a lecture titled "Louisa Mae Alcott." Write these points on the board. After listening to the lecture, have students fill in the data on the board from their notes. Listen repeatedly until the students can provide all the major points given in the lecture. There will probably still be gaps in the information because this is not an in depth lecture. Add any unexpected additional information the students might have.

NAME _____

#11 VOCABULARY WORKSHEET

VOCABULARY:

fairy tales

play

base (verb)

adult

literature

appreciate

POSSIBLE TITLE: _____

#12

TRANSCRIPT - Reaper

TEACHING SUGGESTIONS - Reaper

VOCABULARY - Reaper

TRANSCRIPT:

Today I'd like to talk to you about the, uh, reaper. And to tell you about it, I need to tell you a little bit about what the reaper did in the past and why it was needed. In the 1830's, there was a great deal of land in the United States to raise grain on. But there was not enough grain. There couldn't be enough grain because it took too long for the farmers to reap, or cut it, and it had to be done by hand. It also had to be done in a very, very short time -- in a matter of days before the ripe grains, grainheads, dropped their seeds. So, some grains had to be brought into the United States from other countries. But in 19, pardon me, 1834, a reaper was made by Cyrus H. McCormick and this reaper was a fantastic invention for the American farmer because it totally ended the hard, slow work of reaping by hand. By 1848, just 14 years, he was selling reapers all over the world. Today, the modern reaper cuts, cleans, and sacks grain in record time. The reaper has taken a lot of the hard, slow labor out of farming.

TEACHING SUGGESTIONS:

This is a good compare/contrast lecture. Have students take notes using the "T" diagram. Help them figure out the headings (before 1834/after 1834) as a group after the first reading.

NAME _____

#12 VOCABULARY WORKSHEET

VOCABULARY:

reaper

grain

reap

ripe

grainheads

labor

seed

fantastic

invention

sack (verb)

record (adjective)

POSSIBLE TITLE: _____

#13

TRANSCRIPT - Scapegoat

TEACHING SUGGESTIONS - Scapegoat

VOCABULARY - Scapegoat

TRANSCRIPT:

How many of you have ever heard the term 'scapegoat'? Well, it comes from a very long, long past. Long, long ago in Israel, there was a very special religious event that took place once a year. On this special occasion, the Israelites took two goats. One goat was an offering to the gods. The second goat was allowed to go free into the wilderness. He was called the scapegoat. This scapegoat carried away the sins and the wrong doings of the people. He took these sins and wrong doings to the rocks and wilds and in that way he freed the people of their sins. Today, the scapegoat in an expression used to refer to people, not to goats at all. The modern scapegoat is a person who bears the blame for faults of others.

TEACHING SUGGESTIONS:

This is also a particularly good lecture for guessing the topic after discussing the list of vocabulary. Outlining would not be a particularly good activity, but maybe dividing the class would be, focusing their attention on discovering the meaning of "scapegoat."

NAME _____

#13 VOCABULARY WORKSHEET

VOCABULARY:

scapegoat

term

Israel

take place

wilderness

blame

sins

wrong doings

wilds

refer

bear (verb)

fault (noun)

POSSIBLE TITLE: _____

#14

TRANSCRIPT - Icebergs

TEACHING SUGGESTIONS - Icebergs

VOCABULARY - Icebergs

TRANSCRIPT:

Icebergs are fascinating mountains of ice. They look just like a little chunk of ice sticking out in the open seas. But in fact they are large, huge pieces of ice that have broken off of a glacier and moved into open seas. Believe it or not, some icebergs are so large that an entire city could be built on them. Some icebergs have peaks that are higher than most buildings. When you look at an iceberg in the ocean, the only part that you see is a small part. Generally there will be ten times as much ice below the water surface. As an iceberg moves out of the cold seas into warm water and warmer weather, it begins to melt. As it melts, little pools of water will form in its hollows. Sometimes birds will swoop down to drink water out of those little pools. Soon large chunks of ice will break off and float away. In awhile, the entire iceberg, the island of ice, simply melts away.

TEACHING SUGGESTIONS:

This is a descriptive lecture. It might be useful for listening for particular information such as what is an iceberg and what does it do. Or have students draw a picture of an iceberg.

NAME _____

#14 VOCABULARY WORKSHEET

VOCABULARY:

iceberg

glacier

fascinate

peak

chunk

melt

stick out (verb)

pool

huge

hollow

chunk

swoop

float

POSSIBLE TITLE: _____

#15

TRANSCRIPT - Dying Land

TEACHING SUGGESTIONS - Dying Land

VOCABULARY - Dying Land

TRANSCRIPT:

A big problem around the entire world today is land. Good land seems to be dying. Almost 43 percent of the world's land is now desert or very, very close to it. And these deserts are spreading. They're getting bigger every year and new deserts are forming. Why is this happening after thousands of years? Why is the earth changing like this? Well, for one thing, too many forests have been cut down. People want wood to build homes and other things and so they cut down more and more forests. A second reason for the dying land is livestock. Livestock eats too much grass. Another reason is that farmers don't plow the land properly. Also, water brought in by the farmers to grow crops sometimes leaves behind salt and this salt will poison the land, so it turns into desert eventually. Another reason though, and a very important one, is that too many people and animals try to live off land that just can't support them. All of these reasons combined together have caused this impending disaster. Some scientists say that if it keeps up, within 25 years one third of the land that now grows food will be lost and meanwhile in that same 25 years the world's food supply will need to be doubled to feed the people of the earth.

TEACHING SUGGESTIONS:

This lecture lends itself nicely to listening for cause-effect. Divide the class into two groups. Have one group listen for causes, the other for effects. Compare notes after the final listening.

NAME _____

#15 VOCABULARY WORKSHEET

VOCABULARY:

percent (%)

desert

form (verb)

spread

livestock

properly

poison (verb)

support (verb)

plow (verb)

POSSIBLE TITLE: _____

#16

TRANSCRIPT - Bangkok
TEACHING SUGGESTIONS - Bangkok
VOCABULARY - Bangkok

TRANSCRIPT:

Today I'd like to tell you a little bit about Bangkok. Actually a little bit about some interesting fact. Bangkok, Thailand, is a city that shines brightly in the sunlight. And it does so for a good reason. Early kings covered the domes of the city with goldleaf. Goldleaf is made by pounding a lump of gold until it is paper-thin. This goldleaf was attached to the buildings and thus the buildings of Bangkok, Thailand, shine. Statues were also covered with gold leaf. One statue that was found looked like it was made of cement. It weighed six metric tons. Workers were moving it and it accidentally fell and cracked. After this cement statue cracked, gold could be seen inside of these cracks. It turns out that there was an outer coat of cement. Once this outer cement coat was removed, inside was discovered a beautiful gold statue. No one knows for sure why this beautiful gold statue was covered with cement. But a good guess is that it was probably to hide the gold.

TEACHING SUGGESTIONS:

This is a description. It is also useful as an exercise in listening for a specific detail. Example: What was the secret about the statue?

NAME _____

#16 VOCABULARY WORKSHEET

VOCABULARY:

shine

dome

goldleaf

attach

statue

cement

accidentally

crack (verb)

outercoat

remove

Thailand

POSSIBLE TITLE: _____

#17

TRANSCRIPT - The Black Sea
TEACHING SUGGESTIONS - The Black Sea
VOCABULARY - The Black Sea

TRANSCRIPT:

Did you ever wonder why the Black Sea is called the Black Sea? Well, if you wondered, I'll tell you the answer. It's called the Black Sea because the water is very, very dark. In the winter the sea looks black. It looks black because fogs settle low over the sea and cut out the sunlight. The Black Sea is connected to the Mediterranean Sea. It's bordered by four countries: Russia, Romania, Bulgaria, and Turkey. The Black Sea is not as salty as the Mediterranean because there are many, many rivers that flow into it. A few of the rivers flowing into the Black Sea are the Danube, the Don and the Bug. Many ports line the Black Sea. Grain, timber, sugar and many other things are the main exports that pass through these ports. Fishing is really good in the Black Sea and it supports many, many of the people that live along its coasts.

TEACHING SUGGESTIONS:

Have students locate on a map the seas, countries and rivers mentioned in this lecture BEFORE listening. Ask if any students have seen the Black Sea. If so, ask them to describe it for the class. Also, focus students by asking them: 1) Why is the Black Sea called the Black Sea and 2) Why is it not as salty as the Mediterranean?

NAME _____

#17 VOCABULARY WORKSHEET

VOCABULARY:

Black Sea	Russia
fog	Romania
settle	Bulgaria
bordered	Turkey
Mediterranean	flow
Danube	Don
Bug	ports
line (verb)	export
coast	

POSSIBLE TITLE: _____

#18

TRANSCRIPT - The Camel

TEACHING SUGGESTIONS - The Camel

VOCABULARY - The Camel

TRANSCRIPT:

The camel is a funny looking animal. But none the less, for ten thousand years some desert people have depended on it. The camel has given them many goods: wool for clothing and tents, milk to drink and meat for food. But the camel has been best known for carrying people and goods across the deserts. The camel is a strong animal. It can carry .45 metric tons, almost half a ton and travel over a hundred and sixty kilometers a day. Camels, though, are well suited for doing this, for carrying large loads and going over long distances in the desert. They have very soft feet that spread in the sand. It keeps them from sinking down into it. They also have double rows of eyelashes and these eyelashes guard their eyes from the sand that blows in the desert and the sun that beats down. And they eat almost anything. They'll eat shrubs, they'll eat poor grasses that even goats won't eat. And most importantly they can go without water for a very long period of time. Sometimes they won't drink for as long as 17 days. So you can see why the camel is so well suited to the desert.

TEACHING SUGGESTIONS:

This lecture lends itself nicely to outlining general and specific. Give students a skeleton outline with the three general ideas filled in; or, if the class has had experience outlining general and specific, give them the chance to fill in the general ideas too.

NAME _____

#18 VOCABULARY WORKSHEET

VOCABULARY:

camel

goods

wool

tents

sink (verb)

row (noun)

shrub

suited

spread (verb)

POSSIBLE TITLE: _____

#19

TRANSCRIPT - The Wasp

TEACHING SUGGESTIONS - The Wasp

VOCABULARY - The Wasp

TRANSCRIPT:

Wasps are very interesting little creatures. If we watch the wasp very carefully, we can discover the secret of making paper. The wasp discovered this secret all on its own and can make paper from wood pulp. How do they do this with no factories, no unions, no labor? Well, the wasp chews wood and tough plant parts. He grinds it and grinds it until it's formed into a very fine powder, much like flour that we use to make bread. The wasp takes this powder and he mixes it with a sticky substance that's manufactured in its own body. And from this mixture of the powder and the sticky substance the wasp makes a very fine pulp. Then the wasp transforms this fine pulp into paper and builds its nest. The paper made by a wasp is dark grey in color, it has a very good quality, light texture, quite tough and resists water. If you stop and consider that today 90 percent of all paper that we use, probably the paper in front of you on your desks this very minute, is made from wood. We must realize that we owe a great debt to the wasp.

TEACHING SUGGESTIONS:

This describes a process: how the wasp makes paper. Have the students outline the process, and compare to our process of making paper.

NAME _____

#19 VOCABULARY WORKSHEET

VOCABULARY:

wasp

secret

grind

substance

texture

debt

flour

creatures

pulp

sticky

transform

resist

powder

chew

POSSIBLE TITLE: _____

#20

TRANSCRIPT - Inca Indians - Machu Picchu

TEACHING SUGGESTIONS - Inca Indians - Machu Picchu

VOCABULARY - Inca Indians - Machu Picchu

TRANSCRIPT:

Today I'd like to talk to you about the Inca Indians and a town they lived in called Machu Picchu. If you aren't familiar with the Inca Indians, they lived in South America for more than 300 years. During that period of time, they became extremely gifted and talented architects. And this is extremely surprising when you consider that they built with stone and simple tools. One of their most famous cities, Machu Picchu, was built high up in the Andes Mountains. This city was built of huge slabs of stone and these stones were hauled up by ropes and pulleys to this high place in the mountains. The city was designed very much like a fort. It was built on numerous levels. Each level was hooked up with other levels by stone stairways. There were also stone aqueducts that carried water to pools outside their homes. The walls of each house were, were, made of stone blocks and the roofs of each house, we guess, were probably made of grass, although we aren't certain. Around the homes, each family had a garden in which they grew potatoes. The Incas should have been very proud of Machu Picchu. Even in today's, by today's, standards it would be considered a beautiful city.

TEACHING SUGGESTIONS:

This lecture lends itself nicely to who, what, where, when and how questions. Have students list these question words on their papers, filling in the answers as they listen.

NAME _____

#20 VOCABULARY WORKSHEET

VOCABULARY:

Inca Indians

gifted

architect

haul

fort

roof

Machu Picchu

talented

slab

pulley

aqueducts

garden

POSSIBLE TITLE: _____

#21

TRANSCRIPT - Saturn

TEACHING SUGGESTIONS - Saturn

VOCABULARY - Saturn

TRANSCRIPT:

Did you ever wonder where the word Saturn came from? Well, long ago during the days of the Roman Empire, the Romans at that time believed in a god of farming and this god's name was Saturn. He was very, very important to their society. Romans believed that Saturn could make the weather good if he was angry, could make the weather bad ... They believed that he decided how much rain would fall, when the sun would come out. Before a Roman farmer would even think about planting his fields, he would first try to get Saturn to give him good weather. The farmer thought that if he killed an animal for Saturn, in other words, make an offering to Saturn, that the god would be on his side. The Romans not only named a planet after Saturn, but, they also named a day of the week after him. They call this 'day' Saturni dies. These are Latin words and they mean the day of Saturn. And in English as you might have already guessed, it is translated into Saturday. And we all know how good a day Saturday is.

TEACHING SUGGESTIONS:

This lecture might be useful as a 'Guess the Topic' activity. Or divide the class, allowing only half to hear and take notes. Then pair up students from the first group with students in the second group who did not hear the lecture. Let pairs rotate so as to talk to at least 2-3 people. Through questions and answers, the second group must find out all that the first group knows. Follow with a test.

NAME _____

#21 VOCABULARY WORKSHEET

VOCABULARY:

Roman Empire

society

translate

Saturn

offering

POSSIBLE TITLE: _____

#22

TRANSCRIPT - The Coconut Tree

TEACHING SUGGESTIONS - The Coconut Tree

VOCABULARY - The Coconut Tree

TRANSCRIPT:

Do you realize the many things that a coconut tree can do? It's called 'the tree of life' and if you pay attention for a minute here, you'll realize exactly why. The coconut tree can provide material to build a house with, it can provide us with food, drink, clothing, medicine, dyes, soaps, fuels, even furniture. The coconut tree is very unique. It differs from other trees because it has no bark, the sap in a coconut tree rises through the trunk. A coconut tree is unique for another reason. It has crops at all times at all 12 stages. Anytime you look at a coconut tree, you can find an opening flower, or you can find a fully ripened nut. And of course you can find the coconut at all of its stages in between the flower and the nut. The coconut tree is somewhat like man. It matures at 13. It continues to produce until the age of 60 and it dies somewhere between 80 or 90 years. The coconut tree needs two things. It needs tropical sunshine and lots of water. The Philipines presently exports the most coconuts of any country in the world. As a matter of fact, the Philipines alone provides two coconuts for every man, woman, and child on the face of the earth.

TEACHING SUGGESTIONS:

This describes the uses and stages of growth of this tree. It's excellent for practicing outlining the general idea and specific details. It might be a good idea to provide them with an outline with the general headings filled in. Also, the list of vocabulary would be good for guessing the topic.

NAME _____

#22 VOCABULARY WORKSHEET

VOCABULARY:

coconut

realize

dye

fuel

bark

sap

trunk

ripe

mature

tropical

Philippines

bear (verb)

require

export

POSSIBLE TITLE: _____

#23

TRANSCRIPT - Pottery
TEACHING SUGGESTIONS - Pottery
VOCABULARY - Pottery

TRANSCRIPT:

Have you ever looked at a piece of pottery and admired it and thought, "Gee, how do they do that?" Well, there are several methods used in making pottery. One method is to shape the wet clay with the fingers forming it into the desired shape. After the pottery has dried for awhile, it's then fired, or baked, in an oven which is called a kiln. Another way to make pottery is called slab building. This is done with flat slabs of clay that are rolled out like a piece of pie dough. Then a person will cut the slabs into the desired shape and join them together to form whatever shape they want it to form. A third method is called coil building. In this method, the potter will roll long thin ropes or coils, then these coils are laid one on top of each other. After the pottery piece is structured or shaped, then the coils are carefully smoothed all together so that you can't even see them any more. The fourth, and more modern method of potters, is the pottery wheel and this is a round platform that turns. As the platform spins around, the potter shapes a piece of clay by hand, working it upward to form it.

TEACHING SUGGESTIONS:

This lecture is a very ample example of general-specific information. Provide students with a blank outline. See general-specific notetaking. As a follow-up activity, have students listen to the Happy Potter tape. Ask them which method he used. Be sure to ask them to focus ONLY on finding that piece of information.

NAME _____

#23 VOCABULARY WORKSHEET

VOCABULARY:

pottery

method

clay

kiln

fire (verb)

slab

coil

wheel

platform

dough

join

smooth

spin

admire

POSSIBLE TITLE: _____

#24

TRANSCRIPT - Joke

TEACHING SUGGESTIONS - Joke

VOCABULARY - Joke

TRANSCRIPT:

I'd like to tell you about something very strange that happened right here in town a few weeks ago. A woman I know owns a restaurant and I saw her yesterday and she told me the strangest thing happened there. She was working at a restaurant and a horse came in and the horse sat down and ordered a cheeseburger. Well, the restaurant owner was really surprised and she didn't know what to say so she gave this cheeseburger to the horse. "That will be five dollars," she said. And the horse looked at her very strangely but paid the money and the restaurant owner still kept staring. Finally the horse finished eating and as he got up to leave he said, "You've been staring me, staring at me all this time. Do you always stare at your customers?" And my friend said to him, she said, "Well excuse me, it isn't often that a horse comes in and orders a cheeseburger." And the horse turned to her and said, "Well it's no wonder, with the prices you charge."

TEACHING SUGGESTIONS:

This is just for fun. After listening, discuss the humor, or lack of it, in this story. It might elicit a joke from a volunteer, or a comparison of American humor vs. their own.

NAME _____

#24 VOCABULARY WORKSHEET

VOCABULARY:

owner

stare

change (verb)

POSSIBLE TITLE: _____

#25

TRANSCRIPT - Icebox

TEACHING SUGGESTIONS - Icebox

VOCABULARY - Icebox

TRANSCRIPT:

Have you ever thought where the refrigerator came from? Well, it didn't drop out of the sky. The refrigerator had a very humble start in the early 1900's. It was actually an ice box. It was called an ice box for the simple reason that it was a box. It was a square cabinet with two parts. The upper part was a compartment that held ice. The lower part was a compartment that held food. Now below the ice box was a metal tray that was inserted and left there to catch the water as the ice in the upper cabinet melted. As you might imagine, ice had to be delivered two or three times a week by an iceman. The iceman would pile big blocks of ice into a cart and he would ride his little horse up and down the streets, come to the houses that he serviced. He'd get out of his little cart, take huge tongs, hook them into the ice, swing the block of ice onto his back and carry it into each and every house that was a customer of his. Now, there were things that were wrong with the ice box. The major thing was that it was not as cold as a modern refrigerator and therefore food just didn't keep as well. Long ago, frequently, at dinner tables all across the world there would be long and lengthy debates as to whether the butter had gone bad or the milk had soured. Because, just because it was in the ice box, didn't mean it was going to be kept fresh.

TEACHING SUGGESTIONS:

This describes in quite a bit of detail the forerunner of the modern refrigerator, the ice box. Have the students draw a picture of it based on what they hear. Or use it as a compare-contrast activity, filling in information on a "T" diagram about the ice box vs. the modern refrigerator.

NAME _____

#25 VOCABULARY WORKSHEET

VOCABULARY:

cabinet

compartment

tray

deliver

tongs

sour

cart

debate

insert

service (verb)

block

metal

"go bad"

POSSIBLE TITLE: _____

#26

TRANSCRIPT - Brushing Hair
TEACHING SUGGESTIONS - Brushing Hair
VOCABULARY - Brushing Hair

TRANSCRIPT:

There is something I bet each of you do every day, and it might not be so good for you, and that's brushing your hair. Is it good? Well, not necessarily, one student discovered. A student collected samples of hair from his sister and from his brother. Then he looked at these samples of hair under a microscope. Normally, every hair is covered with a small, hair set of scales. But, one of the student's hair samples had lost these scales. As a result, the inside core of the hair was uncovered. What happens when that core becomes uncovered is that the hair kinks up and looks frizzy. The student discovered why. When he brushed hair that was still wet, most of the scales were ripped off. When he brushed dry hair with a stiff brush, the scales were also destroyed. But dry hair brushed with a soft brush was not harmed. So, his conclusions? Brushing wet hair with a stiff brush is a sure way to injure it and brushing dry hair with a stiff brush will also injure it. The only safe thing to do is to brush dry hair with a soft brush.

TEACHING SUGGESTIONS:

This lecture can be used to listen for causes and effects. There are several throughout the lecture. It might also be used to have students focus on the conclusion of the study.

NAME _____

#26 VOCABULARY WORKSHEET

VOCABULARY:

brush (verb)

collect

samples (noun)

kinks

stiff

injure

microscope

scale

core

frizzy

conclusion

POSSIBLE TITLE: _____

#27

TRANSCRIPT - The Pony Express

TEACHING SUGGESTIONS - The Pony Express

VOCABULARY - The Pony Express

TRANSCRIPT:

Have you ever heard of the pony express? It's a very famous part of American history, of the folk lore of the wild west, even though it didn't last very long. The pony express began in 1860. Its purpose was to provide a very, very fast mail service to and from the west coast of the United States. A rider on horseback would ride with 9 kilograms or 20 pounds of mail in leather pouches strapped to his saddle. At each station a fresh horse was waiting all saddled up and ready to be ridden for the next 24 kilometers or 15 miles to the next station. In two minutes, the rider changed horses, transferred the mail and was on his way again and that's very fast. If you've ever got on or off a horse you'll realize it. But the riders back then earned a very high pay for those days. Somewhere between 100 and 150 dollars a month. They earned this much money because it was dangerous work. Each rider carried 2 pistols and a knife for self defense. They rode all day and night through floods and storms. In all of this they only lost the mail one time. Unfortunately though, the pony express lasted only 17 months. Samuel Morse, the inventor, invented the telegraph and people started sending news by this newer, faster way.

TEACHING SUGGESTIONS:

This lecture has many details. Have students take notes and then compare in pairs.

NAME _____

#27 VOCABULARY WORKSHEET

VOCABULARY:

provide	service (noun)
coast	leather
pouch	strap (verb)
saddle	station
transfer	dangerous
defense	flood
invent	telegraph
folk lore	wild west
pistol	

POSSIBLE TITLE: _____

#28

TRANSCRIPT - Benjamin Banneker
TEACHING SUGGESTIONS - Benjamin Banneker
VOCABULARY - Benjamin Banneker

TRANSCRIPT:

Today's topic is Benjamin Banneker, a very accomplished if not well known American. Benjamin Banneker was born a free man during a time when most blacks in America were born as slaves. His grandmother was an English woman who taught him how to read. He was very skilled in science and math and because of his skill he could teach himself. A rich friend lent him many books which he read very carefully. Because of his gifted abilities, he became a well known and respected astronomer and mathematician. Benjamin Banneker built the first clock ever made in America. It kept time right up until the time he died. He was also an expert surveyor. Thomas Jefferson hired him to lay out the site of the new national capitol. Benjamin Banneker worked with the Frenchman, Pierre L'Enfant. Unfortunately, in 1792, Pierre L'Enfant and George Washington had a rather angry quarrel and L'Enfant went back to France with all the plans that he had already made to lay out the new national capitol. Fortunately for Americans today, Benjamin Banneker was able to redraw all those plans from his memory alone. Benjamin Banneker made Washington, D.C. possible. If it hadn't been for this black man in our history, we would not have the capitol that we have today.

TEACHING SUGGESTIONS:

This is sort of a biography. Have the students list major facts about him, including dates, etc. This would be good for summarizing.

NAME _____

#28 VOCABULARY WORKSHEET

VOCABULARY:

accomplished

slave

lend

memory

dismiss

astronomer

surveyor

quarrel

expert

POSSIBLE TITLE: _____

#29

TRANSCRIPT - City on the Ocean

TEACHING SUGGESTIONS - City on the Ocean

VOCABULARY - City on the Ocean

TRANSCRIPT:

Have you ever thought about building a city? It's a pretty big thought to have and no one today ever thinks about building a new city the size of New York or London or Sidney. But city planners are thinking about building smaller cities with populations between 50 and 100 thousand. One idea that city planners are playing with these days is to float a new city on the ocean. This idea grew out of an invention called a flip ship. The flip ship is a specially designed hollow cylinder that stands upright in the water. Its top can support a enormous weight and it will stay steady in the water even in the very roughest of storms. If you put three flip ships together, they'd support a platform as big as a city block. Apartment houses and office buildings could be built right on the platform. And if enough platforms were all linked together, an entire city could be built. The city could be set up outside any port in the world. It could even be towed from one place to another, sort of like a moveable tow. It has a lot of possibilities and a lot of advantages.

TEACHING SUGGESTIONS:

This lecture briefly describes the process of building a city on the ocean. Have students take notes on how it is done, focusing on the order of events.

NAME _____

#29 VOCABULARY WORKSHEET

VOCABULARY:

float

flip

hollow

cylinder

upright

platform

link

tow

advantages

support

POSSIBLE TITLE: _____

#30

TRANSCRIPT - Latin America
TEACHING SUGGESTIONS - Latin America
VOCABULARY - Latin America

TRANSCRIPT:

Have you ever wondered why Latin America is called Latin America? It's a reasonable question. Latin America is a name given to all the countries that are south of the Rio Grande River. This river flows right between the United States and Mexico. It's on the border. Latin America extends south from the river to the tip of South America and it also includes some of the islands in the Carribean Sea. But why is that part of the world called Latin America? There are several reasons. Here's the one that most people consider the best. There were three countries that explored and settled most of the land. These three countries are Spain, Portugal, and France. All the people from those countries speak what are called Latin languages. Their speech came from the same language and that language was Latin. Many of the people that just came to what's now called the United States and Canada spoke English. English is not a Latin language. That's why the United States and Canada are not considered part of Latin America.

TEACHING SUGGESTIONS:

This lecture centers around one question and its answer.
Have students listen for both.

NAME _____

#30 VOCABULARY WORKSHEET

VOCABULARY:

Latin America

reasonable

flow

extend

include

Carribean Sea

explore

settle

Spain

Portugal

France

Rio Grande

POSSIBLE TITLE: _____

#31

TRANSCRIPT - Saunders Jackson
TEACHING SUGGESTIONS - Saunders Jackson
VOCABULARY - Saunders Jackson

TRANSCRIPT:

I'd like to discuss with you today a very interesting man out of the pages of American history. His name: Saunders Jackson. Saunders Jackson was responsible for mapping the way from Wyoming to California. He went with Capt. John C. Fremont to discover the easiest, safest way. The reason Saunders Jackson wanted to do this, was so that he could earn \$1700 to buy his family out of slavery. Therefore, he was willing to risk his life to find a path through the Rocky Mountains. Saunders Jackson, Capt. Fremont and their exploration party worked very hard trying to find this path. They thought they were just about there when they got lost in the Rocky Mountains. They decided that they had to turn back because the weather was getting very bad. Unfortunately before they could make their way back, a snow storm caught them. They were buried in this snow storm for a long time. Many of the men in this exploration party died. In 1849, Saunders Jackson and Capt. Fremont tried again. This time they tried a southern route. When they did arrive in California, they found that gold had been discovered there. Saunders Jackson dug for the gold. In a few days, he had found \$1700 worth of gold. He immediately returned to Missouri where his family was kept as slaves. He bought their freedom. He moved them away from that slave place and he disappeared. No one has ever heard from him since.

TEACHING SUGGESTIONS:

This lecture discusses a period in Jackson's life. Have students take notes and summarize.

NAME _____

#31 VOCABULARY WORKSHEET

VOCABULARY:

responsible

path

route

railway

slavery

exploration

disappear

blinding

POSSIBLE TITLE: _____

#32

TRANSCRIPT - The Original Cowboys
TEACHING SUGGESTIONS - The Original Cowboys
VOCABULARY - The Original Cowboys

TRANSCRIPT:

Hah, Cowboys, that's a funny word. In fact it comes from a very strange source. The first cows in America were brought here from Spain by Christopher Columbus. The first horses in America also came from Spain. But, the first cowboys were Indian slaves in Mexico. Many of these cowboys were branded on the cheek by their masters. They were marked even before the masters started branding cattle. These Indian cowboys were called vaqueros. Vaquero is Spanish for cowboy. Spaniards brought cowboys from Mexico to California and New Mexico to take care of their herds of cattle. Almost everything that cowboys wear today or do today came from the vaqueros. The big hats, the chaps, the high-heeled boots, all of these were originally Mexican. The cowboy learned from the Mexicans to brand the cattle. The broad saddle with its horn was also Spanish. His very talk, even in America, the modern American cowboy, his speech is filled with words that came from Spain or Mexico. Corral and bronco, lariat and rodeo, canyon, mesa, and mesquite and many more words. America owes much to the Mexican cowboy.

TEACHING SUGGESTIONS:

This lecture is filled with details. Have students test themselves to see how many they can catch the first time. Put them on the board. Let students listen again and add to the list on the board.

NAME _____

#32 VOCABULARY WORKSHEET

VOCABULARY:

original

source

branded

herd

boots

broad

saddle

horn

tend

POSSIBLE TITLE: _____

#33

TRANSCRIPT - Calendars

TEACHING SUGGESTIONS - Calendars

VOCABULARY - Calendars

TRANSCRIPT:

The Sumerians and the Egyptians had calendars which are very similiar to the ones we have today. The Sumerian calendar had twelve months with 29 or 30 day months each and they had one or two feast days at the end of each month. After awhile when their calendars didn't agree with the seasons, the Sumerians would simply add an extra month. The Egyptians on the other hand, wanted to be much more exact, and they needed to be exact, so that they could predict the annual flooding of the Nile. To make, to know the exact length of the year, their calendars had 12 months of 30 days each and it also had 5 leap days. These leap days were also called 'unlucky days'. The Mayan Indians, on the other hand, in the New World, also invented a calendar. It was as accurate as ours, but it was much more complicated. Listen carefully and follow along with this. The Mayans actually had two different calendars. One calednar had 18 months of twenty days each plus an unlucky five-day period. The other calendar was 260 days long and had 14 months of 20 days each. Its starting point was August 12, the year 3113 B.C. Everything was dated from this date and expressed in days, instead of years.

TEACHING SUGGESTIONS:

This discusses the calendars of three civilizations. It can be used as an opportunity to outline, using the T diagram.

NAME _____

#33 VOCABULARY WORKSHEET

VOCABULARY:

Sumerians

flooding

Egyptians

leap day

Mayan Indians

accurate

feast

complicated

annual

express

POSSIBLE TITLE: _____

#34

TRANSCRIPT - Sequoya's Gift
TEACHING SUGGESTIONS - Sequoya's Gift
VOCABULARY - Sequoya's Gift

TRANSCRIPT:

The topic today is Sequoya. Sequoya was a Cherokee Indian who grew up in the United States in the late 1700's. He gave a great gift to his people, the Cherokee Indian tribe. While he was growing up in the United States, he became fascinated by the white man's ability to communicate through the written word. Probably the reason this fascinated him, was that the Cherokees had no written language. Although they had a very rich history, it was all a verbal history. Sequoya could see the obvious advantages of being able to write down one's thoughts. So he set out to work out some sort of alphabet or system of writing for the Cherokee Indians. His first approach was to draw picture signs of all the words that the Sequoya that he and his nation would use. Soon, he found out that he had thousands of pictures and that he had not even come close to making pictures for all the ideas that he had. So obviously he realized that this picture sign system was terribly impractical. So then he decided to try another approach. He sat down and figured how many signs there were, how many sounds, there were in the Cherokee language. There were a total of 86 sounds. So Sequoya made an alphabet with 86 different signs. The Cherokees all thought that he was crazy and that it was a totally worthless thing to do to try to make a written language and they ridiculed him for it greatly. Finally he said, "Well, why don't you just test me? If you think that this is so foolish, just test me and you'll see how important it is." So they did. Sequoya had fortunately taught his daughter how to read and write the messages in this new language he had created, this written language. So, they told Sequoya to leave. When he was gone, the Cherokee chief dictated a message to Iyoka, Sequoya's daughter. Iyoka wrote down the message in the sound system that Sequoya had taught her. Then Sequoya returned and read the message exactly as the chief had dictated it. Suddenly, Sequoya was a hero. He had been ridiculed for his ridiculous idea but now the Cherokee nation realized that he had given them an invaluable gift.

TEACHING SUGGESTIONS:

Be sure to spell this name and explain who the Cherokees were. Have students outline the different features of his writing system, and the different steps he went through to achieve it. Or ask them to concentrate on HOW he proved that his system worked.

NAME _____

#34 VOCABULARY WORKSHEET

VOCABULARY:

Sequoya

alphabet

Cherokee

impractical

tribe

worthless

fascinated

ridicule

verbal

message

obvious

dictate

hero

invaluable

POSSIBLE TITLE: _____

#35

TRANSCRIPT - Kites

TEACHING SUGGESTIONS - Kites

VOCABULARY - Kites

TRANSCRIPT:

Kites are man's second-oldest toy; only dolls came before kites. The Chinese flew kites as long ago as 200 B.C. They made these kites of cloth because paper hadn't been invented yet. They first used kites in war. Soldiers flew high to spy behind enemy lines, or battle equipment was dropped near the fighting. The Chinese loved beauty. They aimed for beauty as they made their kites. Their kites grew larger, more lavish, and more complex in shape and design. The Japanese, on the other hand, built kites that weighed hundreds of pounds and took as many as two hundred people to launch and fly. Kites followed traders from the Orient to the western world in the fourteenth century. During the fifteenth century, Europe contributed the diamond-shaped kite that we see frequently today. In modern times the kite has been a scientific tool in many experiments. The first aerial photograph was made from a kite. "Birds, " or kites, were part of World War II rescue gear, carrying radio antennas on life rafts, and were sometimes used to gather weather data.

TEACHING SUGGESTIONS:

Divide the students and focus them on listening for answers to different questions discussed in the lecture.

NAME _____

#35 VOCABULARY WORKSHEET

VOCABULARY:

spy

enemy lines

lavish

complex

design

rescue gear

launch

trader

contribute

diamond-shaped

tool

life raft

POSSIBLE TITLE: _____

#36

TRANSCRIPT - Thunderstorms
TEACHING SUGGESTIONS - Thunderstorms
VOCABULARY - Thunderstorms

TRANSCRIPT:

Five billion years ago, in the earth's early years, it was covered by a canopy of clouds several kilometers thick. The surface of the earth was a solid hot rock. When rain would hit this solid hot rock, it would boil away as steam. This steam would rise and in the cooler upper air it would form droplets of water. These droplets of water became clouds. In the clouds, lightning flashed, thunder rolled for millions of years. After a hundred million years, the earth finally cooled but the water remained on its surface. Clouds poured down the rain and this water too stayed on the surface. Finally, the clouds thinned out and broke up. The sun shone on the ocean which covered most of the earth. These separate clumps of clouds just continued drifting along and still are the source of thunderstorms today.

TEACHING SUGGESTIONS:

This describes the process of thunderstorms at the beginning of time, and compares it briefly with thunderstorms today. Outline, paying attention to both aspects, the process and the comparison. This is a good example to point out that most lectures use a combination of approaches.

NAME _____

#36 VOCABULARY WORKSHEET

VOCABULARY:

billion

flash

kilometer

surface

solid

clump

droplet

drift

source

separate

POSSIBLE TITLE: _____

#37

TRANSCRIPT - Rocky Mountains
TEACHING SUGGESTIONS - Rocky Mountains
VOCABULARY - Rocky Mountains

TRANSCRIPT:

Today's lecture is about the Rocky Mountains. The Rocky Mountains begin in the Yukon in Canada and extend all the way south to New Mexico in the USA. Actually the whole tip of the mountain range goes all the way into Mexico but the height of the mountains is much, much smaller. The widest and highest part of the Rocky Mountain range is in Colorado and Utah. In Colorado there is Mount Elbert. It is 14,500 feet or 440 meters. The Rocky Mountains cover a large area, as you can tell, from Canada to Mexico. Thus, there's a wide variety of vegetation and wildlife. There are forests, meadows and rock surfaces throughout the Rockies. In the forests you can find pine and spruce trees. Also the Rocky Mountains is a rich area for minerals. In the 1860's gold was discovered in the Rockies. In the 1870's silver and zinc were discovered and also lead, all in Colorado. Later copper was even found in Montana. In the Rocky Mountains today you can find trappers, ranchers, miners, lumberjacks and tourists.

TEACHING SUGGESTIONS:

Outline the different features of the mountains. Guess the topic by looking at the vocabulary.

NAME _____

#37 VOCABULARY WORKSHEET

VOCABULARY:

minerals

Montana

trapper

lumberjack

Rocky Mountains

Yukon

Canada

range

Colorado

Utah

Mt. Elbert

Mexico

vegetation

wildlife

forests

meadow

POSSIBLE TITLE: _____

#38

TRANSCRIPT - Parthenon

TEACHING SUGGESTIONS - Parthenon

VOCABULARY - Parthenon

TRANSCRIPT:

There are several hills overlooking Athens, Greece, and on one of these are the temple ruins called the Parthenon. This particular hill is called Acropolis. The Acropolis is the religious center of ancient Athens. The Greeks built the Parthenon 2,500 years ago in praise of the goddess of Athens, Athena Parthenos. Inside the temple stood a giant gold statue of Athena Parthenos. Greece became a Christian country and the Parthenon fell out of use as a place for the goddess. Then the Parthenon became a church. When the Turks conquered Greece, the Parthenon was used as a mosque because the Turks were Muslim. In 1687, during a battle, the Turks stored gun powder there. When it was hit by lightning, the middle of the temple was ruined. Years later, the English Lord Elgin, went to Athens. He sent marble sculptures from the Parthenon back to England. These are known as the Elgin marbles. They are now in a British museum in London.

TEACHING SUGGESTIONS:

This lecture follows the history of the Parthenon. Dividing the class might be useful. Have students concentrate on the chronological order of events.

NAME _____

#38 VOCABULARY WORKSHEET

VOCABULARY:

Athens	goddess
Greece	statue
temple	Turks
ruins	conquer
Parthenon	store (verb)
Athena Parthenos	gun powder
mosque	sculpture
lightning	marble

POSSIBLE TITLE: _____

#39

TRANSCRIPT - The Bus
TEACHING SUGGESTIONS - The Bus
VOCABULARY - The Bus

TRANSCRIPT:

Have you ever wondered where the bus came from or where even the word bus came from? Well, in 1622 King Louis XIV ran large public coaches which would seat eight people at a time through the streets of Paris. These coaches ran at fixed times, at the same time every day whether they were full or empty. Unfortunately this idea of Louis' failed and then private coaches had to be hired like the cab of today. Unfortunately, again, only the rich could afford these private coaches just like only the rich can afford to travel in cabs. In 1827, this idea was revived in Paris and the word 'omnibus', Latin meaning 'for all' was used to describe the new vehicle. It would seat 15 to 18 passengers. The people had to pay a fare to get on but it still was a very inexpensive means of transportation. In 1829, the omnibus was introduced in London. It was called by the same name 'omnibus' and drawn by three horses. This vehicle could carry 22 passengers. Londoners cut off the first two syllables and instead of calling it the 'omnibus' simply shortened it to a 'bus', which is the term we still use today.

TEACHING SUGGESTIONS:

This describes how the bus evolved. Three major developments are discussed. Have students outline, listening for these developments.

NAME _____

#39 VOCABULARY WORKSHEET

VOCABULARY:

bus

omnibus

coach

vehicle

public

passenger

private

fare

revive

draw

POSSIBLE TITLE: _____

#40

TRANSCRIPT - Lacrosse

TEACHING SUGGESTIONS - Lacrosse

VOCABULARY - Lacrosse

TRANSCRIPT:

Lacrosse is a very interesting game with a very long and strange history. It's been called the fastest game on two feet. The object of lacrosse is to throw, scoop, or kick a small rubber ball into the opposing team's goal. The players use a hickory stick with a net on one end for throwing or carrying the ball. North American Indians played a form of lacrosse called baggataway. It was played with a wooden stick bent at the top. A skin was stretched across the top to form a pocket. This pocket held the ball which was made of deer skin. Sometimes it was stuffed with hair and sometimes it was stuffed from the wooden knot of a tree. There were few common rules in the North American Indians' lacrosse, baggataway. It was basically whatever custom in that area dictated. However, up to 1,000 players might play the game at one time. The game might last for days -- nonstop. The only really common rule among all the North American tribes that played baggataway was that players could not use their hands to pick up the ball or to catch the ball. It was a very rough game and frequently many Indians were injured and frequently many Indians were killed. Modern lacrosse fortunately differs a great deal from the North American Indians' version. There's a team of 10 or 12 players and the players wear protective clothing so that there are very few injuries. The game today lasts only 50 to 60 minutes.

TEACHING SUGGESTIONS:

This is essentially a description of the game, from the ancient one of the Indians' and then a brief one of the modern game. Have the students outline characteristics of each, then compare.

NAME _____

#40 VOCABULARY WORKSHEET

VOCABULARY:

lacrosse

scoop

oppose

goal

hickory stick

baggage

deer skin

stuff

wooden

knot

custom

dictate

nonstop

rough

frequently

injured

version

protective

POSSIBLE TITLE: _____

#41

TRANSCRIPT - Roman Soldiers
TEACHING SUGGESTIONS - Roman Soldiers
VOCABULARY - Roman Soldiers

TRANSCRIPT:

You probably have a vision of what a Roman soldier looks like. But did you know that he was a somewhat historical character in our history? The Roman soldier was one of the very first professional soldiers. He made up the very first professional army. He signed up for a 20-year hitch. Only a citizen of Rome could become a Roman soldier. No other people were eligible for this job. He was drilled constantly and taught to obey orders without question. The soldier had to purchase his own food, his own uniform and his own weapons. He would wear a helmet, a breastplate. He carried a shield, a javelin with throwing thong, a dagger, and a short Roman sword. On the march he could easily take three days worth of food, tools for digging and cooking, and money to buy things that he might need. He would eat a flat wheat bread which he baked on hot stones or fire embers. Besides buying his own food, and carrying all these things all the way, he also was expected to contribute to an annual camp dinner and to a burial fund. The army could easily march 32 kilometers, approximately 20 miles in five hours. At the end of the day, the Roman soldier made camp, dug a ditch, made an earthen wall around this digging hole and topped it with sharp stakes. Then he would put up a tent and cook his meal. It was a rough life and it's hard to imagine that anyone would sign up for a 20-year hitch, isn't it?

TEACHING SUGGESTIONS:

This might be used as a comparison contrast if there are students who are familiar with the army in their country. They could present similar information about their experiences point by point.

NAME _____

#41 VOCABULARY WORKSHEET

VOCABULARY:

vision

uniform

Roman

weapon

soldier

helmet

historical

breastplate

professional

wheat

hitch

embers

purchase

contribute

fund

ditch

stake

annual

POSSIBLE TITLE: _____

#42

TRANSCRIPT - The Pencil
TEACHING SUGGESTIONS - The Pencil
VOCABULARY - The Pencil

TRANSCRIPT:

The pencil is often called a lead pencil but that is a misnomer. It is not lead, it is really graphite combined with clay. The other ingredients that go into a pencil come from 25 different countries on 5 different continents -- Europe, Asia, Africa, North America and South America. The finest clay for these pencils comes from Bavaria. The graphite comes from Ceylon and Madagascar. The wood comes from the United States. The eraser is made from pumice which comes from Italy and Burma. The rubber on the end for when we make those little mistakes, comes from Malaysia and Sumatra. The metal, which was used to wrap that rubber eraser around the end is from Bolivia and Chile. It takes 125 steps to make a pencil. First, clay, graphite and water are mixed together. Then machines compress this mixture of clay, graphite and water into long, thin strings which look a lot like black spaghetti. These strings are cut, baked and then they are ready for their wood casings. A cedar wood casing is used generally and it comes in halves. It is cut lengthwise and then grooved down the middle. Then the graphite string is put into the bottom half and the top half of the cedar casing is then glued on top. Then the pencil is painted, letters are stamped on and the eraser, and the metal band are pressed into the end of the pencil, and viola, you have your lead, uh huh, pencil.

TEACHING SUGGESTIONS:

This lecture can easily be used to help students listen for steps in a process. Have students list the steps and compare lists after their first listening.

NAME: _____

#42 VOCABULARY WORKSHEET

VOCABULARY:

pencil	Burma
misnomer	rubber
lead	Malaysia
graphite	Sumatra
continent	metal
clay	Bolivia
Bavaria	Chile
Ceylon	compress
Madagascar	mixture
pumice	strings
Italy	spaghetti
cedar	casing
groove	glue

POSSIBLE TITLE: _____

#43

TRANSCRIPT - Waste Disposal
TEACHING SUGGESTIONS - Waste Disposal
VOCABULARY - Waste Disposal

TRANSCRIPT:

The topic today is waste disposal. Getting rid of waste has always been a problem. Generally, waste has been dumped on useable land, or trucks that are very noisy and inefficient carry it away somewhere where we don't see it. But it's time for some new ideas and fortunately there are some new methods being used. I'm going to talk to you today about two of these new methods. The first method is called the vacuum system and it is a system using underground pipes. Rubbish is put into openings and then this garbage is sucked through large steel pipes underground to a central area. Now this vacuum system of underground pipes has been tested since 1961 and used in Sweden and parts of the United States. It's very efficient, it has very few break downs, and it is very good for densely populated areas of less than 6 square miles or 16 square kilometers. The second method I would like to discuss with you is a method that pipes the solid waste to an incinerator. And there the waste is burned under high pressure and high temperature. The hot gases that are released by this burning are used to run a turbine engine. This turbine drives electric generators which in turn produce electrical power. This system can produce up to 10 percent of a city's electrical power needs.

TEACHING SUGGESTIONS:

This is an excellent example of a lecture which presents a general topic (waste disposal) and then goes into some detail on two specific methods of waste disposal. Have the students make outlines of this lecture. This can be used to accent general-specific and comparison-contrast.

NAME: _____

#43 VOCABULARY WORKSHEET

VOCABULARY:

waste	underground
disposal	rubbish
dump	suck
inefficient	Sweden
method	densely
vacuum	populated
solid waste	incinerators
pressure	turbine engine
generator	release

POSSIBLE TITLE: _____

#44

TRANSCRIPT - The Amole
TEACHING SUGGESTIONS - The Amole
VOCABULARY - The Amole

TRANSCRIPT:

The amole is an amazing plant. It was first used by the American Indians centuries before the white man came to the United States. The amole is a bulb and the bulb part can be used to make soap. The outer coating is removed and then the amole is crushed. After it is crushed, it is rubbed on the hands or clothing to be washed. If you add water, you can create a lather for shampoo. If you bake the amole in a stone-lined pot, the young shoots taste sweet and tender. If you bake the old leaves, you can use them to wrap around bread during the baking in the ashes. The young leaves were eaten raw by the Indians. The fibrous coating of the amole plant could be stripped off and used to make brushes. The crushed bulb made good medicines. These medicines could be rubbed on the body to relieve cramps and pains. The thick juice from the amole plant was used for gluing feathers to arrows and also for mixing with soot to be rubbed onto new bows to age them. The amole plant could even be used for tattooing. If one would prick the amole plant, prick the skin, and then rub the amole plant into it, it would leave a green tattoo mark.

TEACHING SUGGESTIONS:

This is great work on general-specific. Supply students with a blank outline.

NAME: _____

#44 VOCABULARY WORKSHEET

VOCABULARY:

amole

American Indians

bulb

coating

crush

lather

shampoo

pot

glue

arrow

feather

shoots

tender

ashes

raw

fibrous

brush

medicine

relieve

cramps

tattoo

prick

POSSIBLE TITLE: _____

#45

TRANSCRIPT - Thai Silk

TEACHING SUGGESTIONS - Thai Silk

VOCABULARY - Thai Silk

TRANSCRIPT:

Today I'd like to talk to you about something that is very beautiful and known throughout the world. I'd like to talk to you about Thai silk. Thai silk can be distinguished from other silks throughout the world by its uneven texture and its brilliant iridescence. Silk weaving originated in China over 600 years ago. It was a carefully guarded secret. However, hundreds of years ago, the people who are now Thai moved south from China with their silk worms, their mulberry shoots and their secret of silk making. They moved into the area that is now called Thailand. These people produced their own silk. The village women harvested the wild silk worm cocoons and they would loosen this cocoon by dropping the outer silk into boiling water. Then they reeled the silk thread by hand under wooded bobbins. It was a long, slow process. Near Bangkok today, there is a model Thai village in a place called Rose Garden. There people demonstrate the silk making process, from dropping the cocoons into boiling water to wearing the beautiful fabric itself. Places are set up for manufacturing and selling Thai silk today. Fortunately it is not a lost art. And it has not lost its individuality. The dyes are still of brilliant hues. The designs are so distinctly original. The garments bear a wordless label. When you look at a piece of Thai silk, the look alone will tell you, "Made in Thailand."

TEACHING SUGGESTIONS:

This lecture is rather long and contains four steps in the process of making silk. The steps are NOT laid out clearly, so this would be a challenging process lecture to outline.

NAME: _____

#45 VOCABULARY WORKSHEET

VOCABULARY:

Thai/Thailand	harvest
silk	wild
distinguish	worm
texture	cocoons
brilliant	reel
irridescence	thread
originate	bobbins
worms	process
mulberry	model
shoot (noun)	demonstrate
fabric	individuality
dye	hue
garment	label

POSSIBLE TITLE: _____

#46

TRANSCRIPT - The Great Salt Lake
TEACHING SUGGESTIONS - The Great Salt Lake
VOCABULARY - The Great Salt Lake

TRANSCRIPT:

Today's topic is the Great Salt Lake. The Great Salt Lake is in Utah in the United States. And this lake is seven times saltier than the ocean. Very, very few animals or plants can survive in the lake because of its high, high salt content. Today, it is a very large lake. But even at that, it is still just a remnant of a larger prehistoric lake. In prehistoric times, this lake covered 32,000 square kilometers or 20,000 square miles. Geologists believe that in early, early times there was a giant ocean that covered North America. And this ocean extended from Arctic regions all the way to the Gulf of California. When the land emerged and the sea began to disappear, there was a mountain range that stood up and this range created a wall and on the other side of the wall was a basin. During a very rainy period, rain sent torrents down the mountain side and this stream that was developed carried with it tons of sediments from the side of the mountains and these sediments and salts all washed down into the basin. Parts of this basin were filled with water and silt sediments and salts. And it formed what is now called the Great Salt Lake. Ages passed, and the streams became just tiny trickles. The water in the lake began to evaporate. There was no outlet. This lake was no longer attached to the ocean in any way. And so as the water evaporated, the salt level increased. Because, of course, salt doesn't evaporate. Today, if you took a glass and filled it with water from the Great Salt Lake, after all the water evaporated out of it, there would be an inch or 2.54 centimeters in the bottom of that glass.

TEACHING SUGGESTIONS:

This involves quite a few facts. Have students take notes and summarize the lecture.

NAME: _____

#46 VOCABULARY WORKSHEET

VOCABULARY:

Great Salt Lake

Utah

survive

remnant

prehistoric

geologist

Arctic

California

outlet

level

age

emerge

range

basin

torrent

sediment

silt

trickle

evaporate

attach

inch

centimeter

POSSIBLE TITLE: _____

#47

TRANSCRIPT - Lucy Hobbs Taylor
TEACHING SUGGESTIONS - Lucy Hobbs Taylor
VOCABULARY - Lucy Hobbs Taylor

TRANSCRIPT:

Sometimes I think we take our freedom and liberty for granted and we don't know what a hard time was had by those who came before us. But if we study the life of Lucy Hobbs Taylor, we will realize that the people who started the liberties of today did not have it easy. Lucy Hobbs Taylor was the very first woman dentist in the United States. It doesn't sound like that remarkable of an accomplishment, there had to be a first. But let me tell you what she went through. In 1859, Lucy Hobbs Taylor was 26 years old and she knew that she wanted to be a dentist. At that time there were two ways to become a dentist. First, you could attend college, or second, you could become an apprentice to another dentist. So Lucy applied to a lot of colleges. But no school would accept her, because she was a woman. They would say, "A decent woman should stay at home." So, she tried finding someone that would use her as an apprentice in their office. One dentist said, "Well Lucy if you would like to clean my office, you can watch me work but don't tell anyone." Lucy decided that wasn't the way either. She kept hunting. Finally in three years she found one. She was a great student, she learned quickly. She entered examples of her work in dentistry at a dentistry exhibit. She won first prize against established dentists with training and years of experience. And still, no school would admit her. After her apprenticeship was over, Lucy practiced dentistry. She earned an excellent reputation. Men and women came long ways by stagecoach just to be treated by Lucy. Finally she was admitted to Ohio College of Dental Surgery and graduated in November of 1865. She became the first woman in history to receive a degree of doctor of dental surgery. But it wasn't easy. We have these women pioneers to thank for the progress that women in America have made today.

TEACHING SUGGESTIONS:

This is a biographical lecture dealing with a six-year period in the life of the first female dentist in the United States. It would be particularly good for listening for biographical detail and summarizing.

NAME: _____

#47 VOCABULARY WORKSHEET

VOCABULARY:

liberty

example

dentist

reputation

accomplishment

stagecoach

remarkable

treat (verb)

apprentice

admit

decent

graduate

POSSIBLE TITLE: _____

#48

TRANSCRIPT - The Development of Agriculture
TEACHING SUGGESTIONS - The Development of Agriculture
VOCABULARY - The Development of Agriculture

TRANSCRIPT:

Have you ever thought where farming started or why it started? If you go back in history before history, you come to Stone Age men and Stone Age people did not have agriculture as we know it today. They ate wild meat and game that they would capture and kill. They ate much more meat than we do even today. The world's population was much smaller then. After the development of agriculture in the year 6000 B.C. the population grew dramatically. Ancient man had many ways of finding food. Some of them would hunt, gather berries and nuts, herbs and grassroots. Others figured out they could plant their own food and they would sow the seeds of wild grasses. In the Indus River Valley, now Pakistan, the the Tigris Euphrates Valley, now Iraq, and in the Nile Delta in Egypt, wheat, barley, beans and vegetables began to grow. The farming communities that thrived here meant there would be more food, and not just more food, but food on a regular basis. Within a few thousand years, the population of the entire earth grew from 5 million to 250 million by the year 1. More food was produced but that meant less meat in the average diet. There simply was not enough meat to go around for the increased population that lived on the earth. Meat became a luxury then and remains a luxury now.

TEACHING SUGGESTIONS:

This lecture makes two major points, presenting information in a cause-effect format. Have students focus on finding these two points. Be sure to point out Pakistan, Iraq and Egypt on a map before listening to the lecture.

NAME: _____

#48 VOCABULARY WORKSHEET

VOCABULARY:

Stone Age

agriculture

wild meat

development

dramatically

sow

seeds

barley

basis

luxury

wild grass

Indus River Valley

Pakistan

Trigris Euphrates Valley

Iraq

Nile Delta

Egypt

communities

diet

population

POSSIBLE TITLE: _____

#49

TRANSCRIPT - Gliders

TEACHING SUGGESTIONS - Gliders

VOCABULARY - Gliders

TRANSCRIPT:

I bet you thought that gliders were an invention of modern man. Well, if that's what you thought, you were wrong. In the 1400's, the inventor and artist and brilliant man, Leonardo DeVinci, studied birds in flight. He realized that the birds used wind and the rising air currents to lift themselves. And after careful consideration, Leonardo DeVinci realized that this would be the way that people would eventually fly too. His idea became a reality when sail planes or gliders were built. A glider stays aloft by using air currents, not an engine. On a clear day, the sun shines down on the earth and heats it up. Parts of land surface heats up faster than other parts. So the air above these hot spots warms and rises in columns. These columns are called thermals. This supports the glider for hours. In flight, a pilot can tilt the nose of a glider downward and like a sled he can gain speed. A well-designed glider can fly nine meters or thirty feet forward for every one third meter or foot of altitude lost to gravity. To climb or to go straight, the pilot simply moves his control on the cockpit floor. To turn, the pilot uses his feet to work a rudder. Inside the glider, you'll see the instrument panel. The altimeter is there and this indicates the altitude that you are flying at. Also you will see the air speed indicator which obviously indicates the speed that you are flying at, and finally the variometer, which tells you where the thermals are, records the thermals.

TEACHING SUGGESTIONS:

Ask the students to find out WHY a glider stays aloft, what causes it to go down and gain speed, and what makes it climb.

NAME _____

#49 VOCABULARY WORKSHEET

VOCABULARY:

glider

invention

modern

brilliant

flight

air currents

lift

eventually

sail

variometer

surface

spots

column

thermal

tilt

sled

altitude

gravity

cockpit

indicate

POSSIBLE TITLE: _____

#50

TRANSCRIPT - Barbara Jordan
TEACHING SUGGESTIONS - Barbara Jordan
VOCABULARY - Barbara Jordan

TRANSCRIPT:

I'd like to talk to you today about a person that I hold in high esteem. I don't know her personally, I only know her public record. Her name is Barbara Jordan. She is a respected lawyer, and hard to believe, a respected politician in the United States. She was the very first black woman from the South elected to Congress. Barbara Charline Jordan was born in Houston, Texas, on February 21, 1936. She set high standards for herself in school. When she was in high school, she decided on a career in law. She attended Texas State University and was a political science and history major. She graduated in 1956 at the top of her class. In 1959, she graduated from Boston University with the law degree that she so wanted and so earned. She began her law practice at her parents' dining room table. Within three years, she could afford to open her own office. In 1966 she entered politics. She became the first black woman to join the Texas Senate. She held an impressive record and became a national figure. In 1972, she won a seat in the United States House of Representatives. She devoted her legislation to helping minorities, poor and the elderly lead better lives. She has been quoted as saying, "My approach is to respect the humanity of everybody." There is no other sentence that tells us more about who Barbara Jordan is.

TEACHING SUGGESTIONS:

This is a typical biographical lecture. Have students listen for dates, places and events.

NAME: _____

#50 VOCABULARY WORKSHEET

VOCABULARY:

esteem

personally

public record

respected

politician

elect

standard

career

devote

major

degree

law practice

afford

senate

impressive

national figure

House of Representatives

quote

POSSIBLE TITLE: _____

SUPPLEMENTARY MATERIALS FOR COMPARE-CONTRAST

This is a sample lecture contrasting two people. It would be much more effective if the instructor would provide a live, personal lecture. Be sure to give students a Vocabulary Worksheet if you use any unusual words in your lecture. Also, design your own test over the material.

PAT AND MIKE

I have two brothers, Pat and Mike, who have the same parents and the same background, but differ considerably in appearance and lifestyle.

Mike, the younger one, is 5'10", has straight dark brown hair and is always smoking a cigarette and drinking a Coke. He is most comfortable in blue jeans and a T-shirt. He is an accountant for a large firm in my hometown. He rides his motorcycle to work in good weather and drives his truck in bad. Mike likes to spend time with his wife and two children. He enjoys gardening and any work he can do with his hands. This year he built a dog run for his two German Shepherds. He has a huge lot to provide his children space to play and him space to garden. Mike is 43 years old.

Pat, the older brother, is 6'7", has curly light brown hair and quit smoking ten years ago. He still enjoys drinking beer, however. He usually wears a suit to work. He is a therapist at a mental hospital in a town nearby. He has to drive to work. Pat likes to spend his time listening to classical music and talking to friends. He enjoys the theater and has directed several community plays. He has never married, but has adopted one son. He lives alone with a bird and a cat, besides his son. His lot is small because he hates to work outside. Pat is 46 years old.

NAME: _____

PAT AND MIKE

1. The lecturer's oldest brother's name is _____.
2. Mike has _____ pets. They are both _____.
3. Pat is _____ tall. He enjoys drinking _____.
4. Mike is _____ tall. He smokes cigarettes and drinks _____.
5. Pat enjoys _____ and _____.

COMPARING HELICOPTERS AND AIRPLANES

Both helicopters and airplanes are flying machines that carry passengers and cargo long distances at fast speeds, but they differ considerably in shape, speed and takeoff.

An airplane is basically shaped like a long cigar with wings. It has often been called a "silver bird" because its wings come directly out of its sides, its nose is streamlined to create the least wind resistance and it has a tail. A helicopter, on the other hand, looks like a ball with rotary blades on top and a cone type protruberance for a tail.

A modern jet travels at speeds of 600 miles per hour quite commonly. There are even supersonic jets which can travel across the Atlantic Ocean in a few hours. A helicopter, however, goes at speeds between 100 and 200 miles per hour.

When an airplane takes off, it does so in a rather horizontal path. A helicopter takes off in a vertical line. The airplane travels in a straight path, ascending and descending at an angle. It cannot stay in one position. In contrast, a helicopter is much more maneuverable and can hover over an area indefinitely.

In conclusion, even though both helicopters and airplanes are flying machines, there are more differences between them than similarities.

* * * * *

Vocabulary Worksheet for Helicopter vs. Airplane

cargo	horizontal
streamlined	ascend
resistance	descend
rotary blades	maneuverable
protuberance	hover
supersonic	indefinitely
vertical	

POSSIBLE TITLE: _____

NAME: _____

AIRPLANES VS. HELICOPTERS

1. Airplanes have wings, whereas helicopters have _____.
2. A helicopter can go only 200 m.p.h., but an airplane can easily travel at speeds of _____ m.p.h.
3. An airplane's takeoff is basically _____.
4. A helicopter's takeoff is _____.
5. A _____ is more maneuverable than a _____.

WHY SANDRA MILLER IS NOT HEALTHY

There are several factors which might explain my friend Sandra Miller's poor health. First of all, Sandra seldom eats properly. Her favorite foods are pizza, potato chips, cookies, and candy bars. Second, she gets very little exercise. She drives her car everywhere and prefers watching sports to participating in them. She also seldom gets enough rest. She works late into the night and gets up early. She has, moreover, several bad habits such as excessive smoking and coffee-drinking which make her nervous. But the most important cause of Sandra's ill health is probably her job. She feels a great deal of stress and cannot enjoy her work because she has too much to do. She never has enough time to answer all her mail, return all her phone calls, and write all her reports.

2 Jann Huizenga, Courtenay Meade
Snellings, and Gladys Berro Francis, Basic Composition for ESL
(Glenview, Ill.: Scott, Foresman and Company), p. 99

* * * * *

Vocabulary Worksheet for Why Sandra Miller Is Not Healthy

factor

properly

prefer

participate

excessive

stress

return (a telephone call)

NAME: _____

WHY SANDRA MILLER IS NOT HEALTHY

1. There are _____ major reasons that explain Sandra's poor health.

2. Sandra's unhealthy because (list all causes) _____

_____.

3. The most important cause of Sandra's poor health is _____
_____.

4. Two of her favorite foods are _____ and _____
_____.

5. Sandra seldom gets enough rest because she works late and _____
_____.

THE CAUSES OF FAMINE

Famine, a serious problem today and in the past, has several different causes. One is drought. In 1886, a severe drought resulted in 1,500,000 deaths in India. Too much rainfall is another cause. In 1813, Poland suffered through a terrible famine because of weeks of continuous rain. Famine may also result from pests. Swarms of ants, for instance, attacked India's crops in 1791, and hordes of ants devoured most of the food there in 1812. Locusts, another common pest, cause starvation all over the world, especially in Africa, India, and China. In addition, famine can occur when a plant disease destroys the main food supply. Almost 750,000 people starved to death in Ireland in the 1840's because of potato disease. The major reason for widespread starvation, however, is war. In wartime, people are fighting instead of working the fields. The enemy may bomb food storehouses and blow up roads so that food cannot be transported. The situations in Biafra in the 1960's and Bangladesh in the 1970's are modern examples of an old problem.

3 Jann Huizenga, Courtney Meade Snellings and Gladys Berro Francis, (Glenview, Ill.: Scott, Foresman and Company, 1982), p. 115

* * * * *

Vocabulary Worksheet for the Causes of Famine

drought	disease
famine	potato
continuous	widespread
hordes	storehouse
devour	blow up
locust	Biafra
Africa	Bangladesh
India	wartime
China	

NAME: _____

CAUSES OF FAMINE

1. In India in 1866, a severe _____ resulted in 1,500,000 deaths.
2. Too much _____ caused a terrible famine in Poland in 1813.
3. _____ have caused famine in India, Africa and China.
4. In _____, 750,000 people starved to death in the 1840's.
5. In all, this lecture listed _____ reasons for famine: _____

_____.
6. The major reason for famine is _____

CAUSES OF INFLATION

Inflation is an economic condition in which prices of consumer goods increase and the value of money or purchasing power decreases. There are three important causes of inflation. The first and most important cause may be excessive government spending. For example, in order to finance a war or carry out social programs, the government may spend more money than it has received through taxes and other revenues thus creating a deficit. In order to offset this deficit, the Treasury Department can simply expand the money supply by issuing more paper money to meet the debts of government. This increase in the money supply will cause the value of the dollar to automatically decrease. The second cause of inflation occurs when the money supply increases faster than the supply of goods. If people have no money, they will run out to buy popular goods like television sets and computers, for example, and a shortage will result. Industry will then produce more, at higher prices, to satisfy demand. Furthermore, if people think the prices of popular goods are going up, they will buy and even borrow money at high interest rates to pay for them. Finally, if labor unions demand that workers' wages be increased to cover the high cost of living, industry will meet this demand and add other costs of production on to the consumer. In summary, all of these causes can create inflationary problems that can affect the welfare of a nation. However, of these causes, excessive government spending may be the most important.

4 Alice Oshima and Ann Hogue, Writing
Academic English (Reading, Mass.: Addison-Wesley Publishing
 Company, 1983), p. 41

Vocabulary Worksheet for Causes of Inflation

economic

issue

goods

expand

purchasing power

automatically

finance

shortage

social programs

labor union

deficit

consumer

offset

excessive

NAME: _____

CAUSES OF INFLATION

1. Inflation is an economic condition in which prices _____
but _____ decreases.
2. According to this lecture, there are _____ causes of
inflation:
3. Financing wars and _____ create a
deficit in government.
4. When a _____ union demands more money and gets it,
then _____ passes on this cost of production to the
5. When people have more money to spend, they buy more goods,
which in turn causes the supply to become _____
_____.

CONTACT SPORTS

Contact sports can be divided into two groups: team and individual.

One of the most popular team contact sports is football. There are eleven players on each team, and the game is played outside on a field called a gridiron. The players wear helmets and shoulder pads to protect themselves and use an oval leather ball called a football. Another popular team contact sport is ice hockey. Each team has six players. The game is played inside or outside on an ice-covered rink. Hockey players wear ice skates and helmets and use a curved stick to hit a rubber disk called a puck.

There are a number of individual contact sports. One is boxing. Boxing matches are held in a boxing ring, a padded area surround by ropes. Boxers use thick leather gloves to hit their opponets. Fencing is also an individual contact sport. It requires no special location. Fencers use a sword called a foil and wear heavy clothing and a mask.

These, then, are some of the sports in which physical contact between opponets is a part of the play.

5 Jann Huizenga, Courtenay Meade
Senllings, and Gladys Berro Francis, Basic Composition for ESL
(Glenview, Ill.: Scott, Foresman and Company), p. 201

* * * * *

Vocabulary Worksheet for Contact Sports

contact	disk
team	match
individual	padded
oval	opponent
leather	mask
rink	helmet

NAME: _____

CONTACT SPORTS

1. Contact sports can be divided into two groups, _____ and _____.
2. Boxing is an example of a/an _____ sport.
3. There are _____ players on a football team.
4. Ice hockey is an example of a/an _____ sport.
5. Fencers use a sword called a _____.
6. Football players wear _____ and _____ to protect themselves.
7. Hockey players use a curved stick to hit a rubber disk called a _____.
8. Fencers wear _____ to protect themselves.

CATTLE

There are four major uses for cattle: food, power, commercial products and entertainment.

First of all, cattle are very important for the world's food supply. Over 50 percent of the meat we eat is beef or veal. Cattle also supply 95 percent of the world's milk.

In addition, cattle are an important source of power, especially in less-developed countries. They are used in agriculture to pull plows and carts in parts of Central Europe, Africa, and Asia. In countries such as Senegal and Chad, cattle serve as pack animals.

The third major use of cattle is for various commercial products. For instance, glue is made from their bones, and leather goods such as bags and shoes are made from their hides. Cow hair is used in some blankets, carpets and brushes.

Finally, cattle can provide us with entertainment. A savage breed of cattle is used for bullfighting in countries such as Spain, Mexico and Venezuela. Cattle also play an important role in the rodeo, a popular spectator sport in the western half of the United States.

Cattle, therefore, are of great importance because of their many uses.

6 Jann Huizenga, Courtenay Meade Snellings, and Gladys Berro Francis, Basic Composition for ESL (Glenview, Ill.: Scott, Foresman and Company), p. 213

* * * * *

Vocabulary Worksheet for Cattle

commercial	Senegal
goods	Chad
hides	Spain
spectator	Venezuela
Mexico	

NAME: _____

CATTLE

1. There are _____ major uses for cattle: _____

_____.

2. Cattle provide _____ for people to eat and _____
_____ people to drink.

3. In Central Europe, Africa and Asia, cattle are an important
source of _____.

4. Products made from cattle include _____ , _____
_____ and _____.

5. Cattle are used for entertainment in _____ and
_____.

6. Cattle serve as pack animals and are used in agriculture to _____

_____.

KINDS OF CLAY

Clays are of two sorts -- residual and sedimentary. Residual clays result when rocks wear down and crumble in a process called weathering. The best rock for this clay is the kind with considerable aluminous minerals. Residual clay is found in layers if the rock from which it was formed was that way. Clay that comes in layers, or strata, is called stratified. Sedimentary clays, the second kind, may originally have been formed the same way as the residual clays. Then the wind or water carried the clay particles to another place.

7 The World Book Encyclopedia:
Chicago:(Field Enterprises Educational Corporation, 1962) p. 503

* * * * *

Vocabulary Worksheet for Kinds of Clay

residual

strata

sedimentary

stratified

weathering

particles

NAME: _____

KINDS OF CLAY

1. Name the two sorts of clay. _____
_____.
2. How is residual clay formed? _____

_____.
3. What is this process called? _____
_____.
4. Another word for layers is _____.
5. Clay that comes in strata is called _____.
6. The best rock for residual clay is the kind with considerable _____ and _____.
7. Clay, in this lecture, is classified by _____ and _____.
8. Sometimes wind or water carries clay _____
to another place.

CARBOHYDRATES

Many foods are sources of carbohydrate, an essential nutrient, and these foods can be classified into a high, medium or low group according to their carbohydrate content.

Most grain products are high in carbohydrates, so they belong in the high group. Rice, for instance, is composed of 81 percent carbohydrate. Both bread and doughnuts contain 50 percent.

Vegetables belong in the medium group. Carrots, for example, are composed of 10 percent carbohydrate, and onions contain 9 percent. Fruits are also in the medium group. Apples, for instance, are made up of 13.5 percent carbohydrate and grapes contain 9 percent.

There are two categories of food in the low carbohydrate group: shellfish and dairy products. Lobster are examples from the shellfish category. Lobster has only .5 percent carbohydrate, and crab has 1 percent. Milk, a member of the dairy products category, contains 4.5 percent carbohydrate. Butter, another dairy product, has only .8 percent.

Carbohydrates, then, can be obtained in different quantities from a wide variety of foods.

8 Jann Huizenga, Courtenay Meade Snellings, and Gladys Berro Francis, Basic Composition for ESL (Glenview, Ill.: Scott, Foresman and Company), p. 185

* * * * *

Vocabulary Worksheet for Carbohydrates

essential

lobster

nutrient

shellfish

content

dairy

compose

percent (%)

NAME: _____

CARBOHYDRATES

1. Foods which provide carbohydrates can be classified into _____
_____.
2. Grain products are _____ in carbohydrates.
3. Rice is composed of _____ percent carbohydrate.
4. There are _____ categories of food in the low carbohydrate group: _____
_____.
5. _____ and _____ belong to the medium group.

LANGUAGES

There are three important groups of languages in Asia. There are the Indo-European, Ural-Altai, and Sinitic. Generally, Indo-Europeans, or Aryan, languages are used in the western part of Asia. Ural-Altai languages are used in the northern part of the continent. The Sinitic languages are used in eastern and parts of southeastern Asia. One of the most important smaller groups of languages is the Semitic, which includes the Arabic and Hebrew languages of southwestern Asia. Many dialects and separate languages have branched out from the basic groups. Even within China, there are such local differences that a person may not understand the language spoken fifty miles from his home.

9 The World Book Encyclopedia:

Chicago:(Field Enterprises Educational Corporation, 1962), p. 65-66

* * * * *

Vocabulary Worksheet for Languages

Indo-European

Ural-Altai

Sinitic

Semitic

Arabic

Hebrew

dialect

branch

local

Asia

NAME: _____

LANGUAGES

1. There are _____ important groups of languages in Asia:

_____.
2. Indo-European languages are generally used in the _____
part of Asia.
3. The _____ languages are used in the eastern and
southeastern parts of Asia.
4. Semitic languages include the _____ and
_____ languages.
5. In _____, there are such differences in languages
that frequently people cannot understand the language spoken only
fifty miles away.

MONOCOTS AND DICOTS

Monocot and Dicots. All families of flowering plants are grouped in two main classes: the Monocots and the Dicots. As the names indicate, these are characterized by the number of cotyledons of the embryo. The monocots have but one seed leaf; their flower parts are mostly in threes and sixes; their leaves are usually parallel-veined, actually consisting mostly of leaf bases and leaf stalks without true blades; their vascular strands are usually scattered in the stem instead of forming a definite cylinder; and with a few exceptions, no cambium appears and the stem does not increase in diameter after the cells first formed have reached full size. The dicots usually have two seed leaves; their flower parts are usually in fours or fives; their leaves are mostly net-veined; their vascular tissues have the arrangement already described; and the stems mostly increase in thickness through the activity of a cambium. The monocots include such important families as the grasses, the palms, the lilies, and the orchids, but the dicots are by far the more numerous.

10 The World Book Encyclopedia:

Chicago:(Field Enterprises Educational Corporation, 1962), p. 488

* * * * *

Vocabulary Worksheet for Monocots and Dicots

monocot	dicot
parallel	veined
blade	vascular
strand	definite
cylinder	cambium
tissue	arrangement
palm	

NAME: _____

MONOCOTS AND DICOTS

1. All families of _____ can be classified into _____ main classes: _____.
2. Monocots have _____ seed leaf.
3. Dicots have _____ seed leaves.
4. Monocots' flower parts are usually in _____ and _____.
5. Dicots' flower parts are usually in _____ and _____.
6. Examples of monocots are _____ and _____.
7. The stem of a _____ mostly increase in thickness.
8. The stem of a _____ does not increase in diameter after the first growth.

CLASSIFICATION OF GOODS

Consumer goods may be classified as staples, impulse goods, and emergency goods. Staples are bought and used frequently without much consideration being given to their purchase. Many good products and nonprescription drug items are staple goods. Brand identification may have some weight in the buying decision but usually easy availability will be more important than the brand. Items such as bread, milk, and aspirin are considered staples, and availability to consumers is important in their distribution.

Impulse goods are items that customers buy on sight without having gone out specifically for their purchase. Their unit price is usually low. The purchase of an impulse good satisfies a need that is strongly felt at the moment. Items that customers will buy on impulse are frequently placed near store doors or at cash registers. Candy bars, chewing gum, cigarettes, and magazines are frequently displayed in this way.

A good may be either a staple or an impulse item, depending on the purpose of the good's use and on whether the good was purchased because of an immediately felt need. Candy bars may be considered staple goods if they are purchased for lunch boxes as part of a weekly grocery shopping trip. But a candy bar might be viewed as an impulse item if it were purchased and eaten on the spot because a person just happened to see it.

Emergency goods are bought only when an urgent need is felt. In this situation price is not too important, because the consumer needs the goods at once. Tire chains purchased at a turnpike service station during a snowstorm, or ambulance service for the victim of a heart attack are examples of emergency goods.

Shopping goods are in a totally different category. Shopping goods are compared with competing products for price, quality, style, or service by the customer before purchase. This presents an opportunity for selling by sales personnel. Shopping goods typically have a relatively high unit price and are bought less frequently than convenience goods. Examples of shopping goods include apparel, jewelry, furniture, and appliances.

Since the customer will probably want to compare shopping goods with those sold by the competition, retail stores selling such goods find it desirable to be located close together. In some cases the name of the retail store is more important to the customer than the name of the manufacturer. Therefore, the retailer has considerable opportunity to increase sales of shopping goods through promotion.

Specialty goods is yet another classification of consumer items. Specialty goods are identified by customers with strong brand preference or with features that justify a special buying effort. The customer usually has knowledge of the product before the buying trip and is willing to go out of the way to find a

certain brand. Examples of specialty goods include photographic equipment, expensive clothing, and stereo sets. An automobile may be considered a specialty good by the customer who has a strong preference for a particular manufacturer's models.

11 Alice Oshima and Ann Hogue, Writing Academic English (Reading, Mass.: Addison-Wesley Publishing Company, 1983), p. 71-72

* * * * *

Vocabulary Worksheet for Classification of Goods

convenience	promotion
staples	out of the way
impulse	appliances
purchase	manufacturer
nonprescription	preference
item	model
brand	victim
availability	heart attack
distribution	unit price
cash registers	display
lunch box	urgent
turnpike	ambulance
sales personnel	apparel
retail	

NAME: _____

CLASSIFICATION OF GOODS

1. Goods can be divided into _____ groups:

_____.
2. When purchasing _____ goods, price is unimportant.
3. Examples of "impulse goods" are _____ ,
_____, and _____.
4. If you will only buy a Sony stereo, then that purchase would fall under the classification of _____ goods.
5. If you compare prices and listen to several sales people before buying a Sony stereo, then that purchase would fall under the classification of _____ goods.

KINDS OF ANTS

Scientists classify the 15,000 species of ants according to the exact shapes of the parts of their bodies, such as legs, antennae (feelers) and jaws. We can group ants more simply by the way they live. Such groups include many different kinds of ants.

HARVESTER ANTS live in warm, dry, sandy places. With their jaws they pick up seeds or cut them from weeds and grasses. They store the kernels inside their nests and throw the husks outside the entrances. Sometimes they throw seeds away by mistake. Then the seeds may grow in a ring around the entrance just as if they had been planted. If the stored seeds get damp, the ants spread them in the sun to dry.

Harvester ants are long-legged, red or black ants, often $\frac{1}{3}$ of an inch long. Most have a painful sting. Harvester ants are especially common in the southwestern United States, but live as far east as Kansas. They also live in Florida. You can sometimes see the mounds of their nests beside the highways as you drive along in your car.

HONEY ANTS live on sweet juices. Some collect the juice from flowers. Others collect honeydew, the thin syrup that certain plant-sucking insects drop from their abdomens. Leafhoppers, treehoppers, and aphids (plant lice) are among the insects that produce honeydew. One kind of honey ant uses the sweet liquid that oozes from insect galls on oak trees.

Sometimes plants are not green and the plant-sucking insects go away or die. Then the ants cannot find enough food. To prepare for such times, the ants store honey in their nests. They do not make cups of wax or paper as bees and wasps do. Instead, they use their own bodies to store the honey. A few young ants keep swallowing honey until they become too fat to walk or work. These "honey-pots" hang from the ceiling of the nest. They drink more and more of the sweet juice. Soon they are unable to move because of the size of the swollen abdomens. For the rest of their lives, they hang by their feet from the ceiling. When hungry ants come for food, the storage ants give up honey through their mouths. When the colony has plenty of food, the other ants fill up the "honey-pots" again. A large nest may have as many as 300 of these living food-storage tanks.

ANTS THAT KEEP COWS Some kinds of ants eat honeydew but they do not store it. Instead these ants take care of insects that produce honeydew and live on plants near the ant nest. These insects provide food for the whole ant colony. The ants keep aphids and leafhoppers for honeydew, just as the farmer keeps cows for milk. To "milk" the little "cow" the ants stroke the insect's back with their antennae. This makes the insect drop honeydew from

its abdomen. The ants defend their insect "cows" from enemies. They often carry the insects from one plant to another to find the best feeding places. Some ants even take their "livestock" into their nests during the winter and care for them there.

The brown cornfield ant keeps aphids in its nest. In the spring, these ants clear away dirt from roots of nearby corn plants. They place the aphids on the roots to feed. Sometimes the aphids seriously weaken the corn plants or even kill them by sucking the plant juice.

LEAFCUTTER or UMBRELLA ANTS cut pieces from leaves and flowers to carry back to their nests. They look as though they are carrying umbrellas as they walk along carrying the leaves high off the ground. They have large heads and jaws, spiny bodies, and their color ranges from black to rusty brown.

These ants do not eat the leaves. They chew them into a damp mash which they put in special rooms in their nests. A kind of spongy mushroom grows on the decaying leaves. The ants eat this mushroom and also feed it to their young.

SLAVE-MAKING ANTS do not do their own work. They capture ants of a different species to work for them. The Amazon ant is one kind that cannot live without slaves. Their jaws are long and sharp, and so curved that they cannot dig nests or even feed themselves.

Some slave-making ants are quite able to do their own work. They probably do not intend to capture slaves. They bring in the cocoons or pupae of other ants to eat. Some of these ants hatch before they are eaten. The young ants then go to work as if they belonged in the colony.

ARMY ANTS in Africa and Latin America are fierce hunters. They are long-legged, slender, brown or black ants. They do not make nests, but cling together in bunches on logs or in hollow trees. The colony stays in one place for many days while the queen, or mother ant, is heavy and full of eggs. Every day some of the ants go on hunting raids for food. After the queen has stopped laying eggs, the colony moves to a new resting place almost every night. The moving takes place after the daily raid for food. The queen and her young do not go on the hunting raids.

While hunting, the ants travel in broad bands along the ground. They may climb bushes and enter buildings. They prey chiefly on insects. But any animal that is sick or tied up so that it cannot run may be killed.

12 The World Book Encyclopedia: Chicago:
Field Enterprises Educational Corporation, 1962), p. 437-438

* * * * *

Vocabulary Worksheet for Kinds of Ants

species

according

antennae

harvest

sting

mound

honeydew

store (verb)

swollen

abdomen

storage

tank

colony

livestock

spiny

range (verb)

mash

spongy

mushroom

cocoon

pupae

hatch

cling

raid

NAME: _____

KINDS OF ANTS

1. Ants can be classified according to the exact shapes of the parts of their bodies. In this lecture, ants are classified by

_____.

2. There are a total of _____ groups of ants in this lecture.

3. Ants that live on sweet juices are called _____.

4. Just as farmers keep cows for milk, ants keep aphids and leafhoppers for _____.

5. An Amazon ant belongs to the _____ group.

6. Ants that cut pieces from leaves and flowers to carry back to their nests are _____ ants.

7. Army ants live in _____ and _____.

8. One part of the body of an ant is called the _____.

ORIENTAL ARCHITECTURE

INDIAN ARCHITECTURE is largely made up of palaces, temples, and mosques. The temples are lavishly carved. Tall, solid towers crown gateways and halls. Richly colonaded halls are for worship. Some of the early temples are cut out of the solid rocks, as in the famous cave temples of Elephanta. After the Moslems conquered India, mosques became very decorative. Palaces were fitted with delicate marble carvings. Pierced marble grilles in palaces and tombs were popular. High domes and tall minarets gave an impression of lightness. The Taj Mahal is an excellent example.

CHINESE ARCHITECTURE differs entirely from that of India. Its main structural material is wood. The Chinese love of color also makes it more attractive. Chinese temples, monasteries, and palaces are much like each other. All are formal and regular. They have high-roofed halls at the head of spacious courts. Even Chinese houses have something of the same basic plan, but they are much smaller. The larger buildings are on stone terraces, with carved marble railings. The wooden columns that support the roof are usually red. The beams and roof eaves are green, blue or gold. The roofs, usually curved, are of yellow or green or sometimes gray tile, decorated with many little animals or human figures.

JAPANESE ARCHITECTURE is largely based on Chinese origins. But the early Shinto simple wooden forms and the Japanese love of picturesque landscape have made many changes. In the country, Japanese farmhouses are usually thatched. They have steep roofs, and seem more European in general effect than Chinese. The large Japanese town or village house has sliding papercovered windows and movable partitions. Its perfect simplicity and cleanliness has had a definite influence on architecture in Europe and the United States.

In southeastern Asia, influences come from India, from China, and from earlier and more primitive local building ways. In Java, Indian influences predominate and give rise to such magnificent Buddhist temples as Boro Budur. In these can also be seen the influence of the perished civilization of the Khmers, who between 900 and 700 years ago built the superb city of Angkor, laid out on an enormous scale and built with lavish skill.

13 The World Book Encyclopedia: Chicago:
Field Enterprises Educational Corporation, 1962) p. 522-524

* * * * *

Vocabulary Worksheet on Oriental Architecture

mosque

temple

lavish

decorative

delicate

dome

railing

figure

primitive

perished

tomb

formal

spacious

terrace

eaves

marble

tile

partition

predominte

scale

NAME: _____

ORIENTAL ARCHITECTURE

1. Oriental architecture is divided into _____ major categories _____
_____.
2. _____ architecture is made up of palaces, temples and _____.
3. A _____ is an ornate tower that is common in Muslim countries.
4. Chinese architecture is built mainly of _____.
5. Chinese roofs are frequently decorated with many little or _____ figures.
6. The Japanese love of _____ landscapes greatly influenced its architecture.
7. The Japanese architecture is known for its _____ and _____.
8. Between 700 and 900 years ago, the Khmers built the superb city of _____.

THE NUTRIENTS IN FOOD

Nutrients are the parts of food that are important for life and health. Nutrients are important for three reasons. First, some nutrients provide fuel for energy. Second, some nutrients build and repair body tissues. Third, some nutrients help control different processes of the body like the absorption of minerals and the clotting of blood. Scientists think there are 40 to 50 nutrients. These nutrients are divided into five general groups: carbohydrates, fats, proteins, minerals and vitamins.

The first group of nutrients is carbohydrates. There are two kinds of carbohydrates: starches and sugars. Bread, potatoes, and rice are starches. They have many carbohydrates. Candy, soft drinks, jelly and other foods with sugar also have carbohydrates. Carbohydrates are important because they provide the body with heat and energy. Sugar, for instance, is 100 percent energy. It has no other food value. Sugar does not build body tissues or control body processes. If there are too many carbohydrates in the body, they are stored as body fat. The body stores fuel as fat.

There are two types of fats: animal and vegetable. Butter, cream, and the fat in bacon are animal fats. Olive oil, corn oil, and peanut oil are vegetable fats. The body has fat under the skin and around some of the organs inside. The average adult has 10 to 11 kilograms (20 to 25 pounds) of body fat. If adults eat too many carbohydrates and fats, they can add another 45 kilograms (100 pounds) to their bodies. Fat is extra fuel. When the body needs energy, it changes the fat into carbohydrates. The carbohydrates are used for energy. Fat also keeps the body warm.

The third group of nutrients is proteins. The word "protein" comes from a Greek word that means "of first importance". Proteins are "of first importance" because they are necessary for life. Proteins are made of amino acids, which build and repair body tissue. They are an important part of all the muscles, organs, skin, and hair. The body has 22 different amino acids. Nutritionists call eight of these amino acids essential because the body does not manufacture them.

There are two kinds of proteins: complete proteins and incomplete proteins. Complete proteins, which the body needs for growth, have all the essential amino acids. Meat, fish, poultry, eggs, milk, and cheese have complete proteins. The body needs complete proteins every day. Incomplete proteins do not have all the essential amino acids. The proteins in vegetables and grains, for instance, are incomplete proteins. Two ways to form complete proteins from incomplete proteins are: 1) to mix vegetables and grains correctly, or 2) to add a small amount of meat or milk to a large amount of grains. The body can then use the complete proteins which result from the mixtures.

Extra protein in the body can be changed to fat and stored as body fat. It can also be changed to carbohydrates and used for

energy. If people do not eat enough carbohydrates and fats for the energy that they need, their body uses proteins that it needs to build and repair tissues. A nutritious diet includes carbohydrates and fats for energy, and proteins for growth.

The fourth group of nutrients is minerals. More than twenty different minerals are in the body. Three of the most important minerals are calcium, phosphorus, and iron. Calcium and phosphorus work together. The bones and the teeth have 99 percent of the calcium in the body. If people have enough calcium and phosphorus, their bones and teeth will be strong and hard. In addition, their muscles, nerves, and heart will work correctly. Milk and hard cheeses are the best sources of calcium. After the age of 19, people need 400 to 500 milligrams of calcium a day. People who do not drink three glasses of milk daily can eat 50 hamburgers or 56 apples to get the calcium they need.

Iron is the mineral that makes blood look red. All lean meats have iron; liver is an especially good source of iron. Whole grains, nuts, some vegetables, and dried fruits also have iron. If there is not enough iron in their diets, people will get a disease that is commonly called anemia. Anemia is found all over the world. People with anemia do not have enough iron in their blood. Because iron carries oxygen, people who do not have enough iron do not get enough oxygen for their normal activities. Their hearts beat faster so their bodies can get more oxygen. People who have anemia often get tired easily. Sometimes their skin looks white; it does not look pink and healthy.

Nutritionists think there are thirteen vitamins that humans need. Vitamins are important because they prevent diseases and help control body processes. Vitamin A is important for healthy skin and eyes. People who do not have enough Vitamin A may have night blindness. Some automobile accidents happen in the evening because people who lack Vitamin A do not see the road well after they look at the bright headlights of a car. Vitamin A in the diet comes from deep yellow fruits and vegetables, dark green leafy vegetables and whole milk.

When people have enough B vitamins, their appetite is good and their nerves are calm. B vitamins in the diet come from some meats and vegetables, milk, cottage cheese, and whole grains. When a grain is processed, it loses vitamins. For example, there is a big difference between brown and white rice. When rice is processed, the brown outside is lost. The brown outside of rice has an important B vitamin which white rice lacks. In short, brown rice has more B vitamins than processed rice.

Vitamin C is called the "sunshine" vitamin. When people sit outside, ultraviolet rays from the sun change a fat in their skin to Vitamin D. Vitamin D is also in cod liver oil and the yellow of eggs. It is sometimes added to milk. Vitamin D helps the body absorb calcium. It helps build strong bones, and it prevents a disease in children called rickets. When children have this disease, their bones bend because they do not become hard. Rickets is seldom found in sunny, tropical countries. Rickets is more common in countries that have long winters with little sunshine, in cities that have pollution that keeps the sun out, and in towns

surrounded by mountains that keep the sun out.

There is no one food that is essential, but there are nutrients that are necessary for good health. If people want to be healthy and active, they need to get all the essential nutrients. A healthy body needs carbohydrates, fats, proteins, minerals, and vitamins.

14 Adelle Davis, Let's Eat Right to Keep Fit
(New York; Harcourt, Brace & Co., 1954) p. 254
Amy L. Sonka, Prentice-Hall, Inc. (Englewood
Cliffs, N.J., 07632 copyright 1981

NAME: _____

Vocabulary Worksheet

nutrients

energy

body tissues

absorption

minerals

clot

carbohydrate

protein

starch

body processes

amino acids

essential

ultraviolet rays

poultry

grain

calcium

phosphorus

milligram

iron

lean meats

anemia

oxygen

vitamin

appetite

cells

rickets

What do you think this lecture is going to be about?

_____.

* * * * *

NOTES

Now that you've heard the lecture, what would a good title be
for this piece? _____

_____.

NAME: _____

NUTRIENTS

1. Nutrients are important for three reasons?

2. Nutrients are divided into five general groups: _____

3. There are two kinds of carbohydrates:

4. There are two types of fats:

5. There are two kinds of proteins:

6. _____ is the mineral that makes blood look red.

7. If there is not enough iron in their diets, people will get a disease called _____.

8. The three most important minerals are: _____

9. Sunshine provides Vitamin _____.

Notes

TYPES OF BUILDINGS

DWELLINGS Homes today are of three types: single-family houses, duplex houses, and apartment houses. In all of these, modern ideas of comfort and efficiency have affected the layout. Rooms are fewer, but larger and more carefully arranged. Windows are bigger and the whole effect both inside and out is freer and more open. Many architectural styles have been adapted to each of these types. In most communities there are private home and apartment houses built in American Colonial or French Renaissance or Spanish styles. One also finds many houses built in the International Style of architecture in certain sections of the United States. The confusion and inharmonious effect which make many communities ugly are the result of this careless and thoughtless mixture.

Apartment houses are merely collections of individual dwellings and are usually so designed. City apartment-house design is at its best only when large areas are treated at one time. All the space can then be arranged so as to give the greatest possible amount of light and air to the buildings. Playgrounds and garden space can also be provided even in the midst of cities.

EDUCATIONAL BUILDINGS Schools must be designed to furnish healthful and stimulating conditions. They should also provide surroundings which the child will enjoy. New educational ideas are constantly modifying school building needs. The rooms should be large, light, and sunny, with the smallest amount of fixed furniture. There should be a close connection between the school rooms and the outdoors. School buildings must also have the right kind of assembly and club rooms. Gymnasiums and auditoriums are often large and expensive. In many towns these are arranged so that they can be used in the evenings for all kinds of community activities.

College buildings are more specialized in character. The technical problems of designing them are complicated and new. It is increasingly difficult to force modern scientific laboratories into an ancient pattern. Many architects are convinced that buildings for the complex university education of the twentieth century will never fit happily into the Gothic style of Oxford colleges.

BUILDINGS FOR INDUSTRY Architecture has achieved some of its greatest successes in the design of factories and powerhouses. The development of mass-production methods requires that efficient factories be designed around production methods. Different kinds of buildings are designed for various special types of industry.

The comfort and the happiness of the workers are considered in all modern industrial buildings. Maximum light is essential. Ample locker rooms, lunchrooms and other employee spaces are

provided. An effort is made to achieve the simplest kind of construction so that the view will not be obstructed. New methods of building in concrete, welded steel and laminated wood create variety. The modern factory may be a building of great beauty rather than a blot on the landscape like many nineteenth-century plants.

BUSINESS AND COMMERCIAL BUILDINGS Business firms demand office space for their great armies of professional workers. The modern office building is the architect's answer to this demand. Basic requirements call for an attractive and well-designed entrance, and for large areas of well-lighted floor space. Efficient corridors, stairs and elevators connect the office floors with the entrance. The architect must take care not to waste space since land in the center of cities is expensive.

The elevator and skeleton-steel-frame construction were developed in the later nineteenth century. The entire building weight rested not on the walls (which became mere protective screens) but on strong steel columns. These developments permitted the construction of office buildings of almost any height. Thus the skyscraper, a typical American building, came into being. It made the most efficient use of expensive land. It allowed a close grouping of all the business interests of a community at the same time. It became evident by 1915, however, that uncontrolled construction of skyscrapers made city centers too crowded. The streets and surrounding buildings were deprived of needed light and air, and land value was forced even higher. Many cities passed zoning laws which limited the type, height, and the size of the buildings.

Another development of modern commerce is the great department store. Wide selling floors are connected by batteries of elevators and escalators. These are skillfully combined with elaborate mechanical services and areas for storage, wrapping, and offices.

TRANSPORTATION BUILDINGS Entirely new problems are presented by railroad stations, bus stations, airports, garages, and service stations. Each is part of the machine age. Modern architecture has applied to each the use of new materials in new designs. The use of the building materials or the architectural style of a bygone age seems nowhere more out of place than in such buildings.

GOVERNMENT BUILDINGS Buildings for government are a symbol of the power of the people. They should give a feeling that they are permanent. It is right to use rich materials in government buildings and to build on a large scale, although in other cases this might be wasteful.

The design of such a building demands the highest types of architecture. A knowledge of the differences between economy and cheapness is essential. The correct placing of a public building alone is a problem of the greatest importance. It must become the true center of the area that it serves.

RELIGIOUS BUILDINGS Places of worship are associated with old architectural styles in the minds of many people. Yet the people who built the great Romanesque and Gothic churches were the modern builders of their day. Many of the most advanced building techniques of the Middle Ages were developed in church construction. It is often claimed that the vitality of that work lies in the close relationship between the builders and the era that produced it. If this is true, the buildings for any religious body today should be as modern for their time as were the medieval buildings.

Such a statement may also be made of memorials. The idea of permanence is better expressed by simplicity of design and by using modern materials than by imitating the monuments of the past. Noble memorials like the great pyramids of Egypt and the Washington Monument in Washington, D.C., are buildings of almost purely geometric shape. They have no elaborate decoration. They rely on purity of shape and on dignity of material for their impressiveness.

15 The World Book Encyclopedia: Chicago:
Field Enterprises Educational Corporation, 1962), p. 521-522

* * * * *

Vocabulary Worksheet for Types of Buildings Today

single-family house

duplex

apartment

layout

efficiency

Renaissance

inharmonious

modify

fixed furniture

assembly room

auditorium

specialized

laboratory

architecture

mass production

industry

maximum

essential

achieve

welded

laminated

blot

landscape

attractive

skeleton-steel frame

skyscraper

evident

zoning laws

commerce

elevator

escalator

era

height

medieval

permanence

noble

elaborate

NAME: _____

TYPES OF BUILDINGS

1. According to this lecture, there are _____ types of buildings.

2. Dwellings are divided into _____ groups: _____

3. Educational buildings should provide surroundings which the _____ will enjoy.

4. In skeleton-steel-frame construction, the weight of the building rests on the strong steel columns instead of the _____.

5. By 1915, skyscrapers had deprived surrounding buildings of _____ and _____.

6. Memorials should express the idea of _____

BIBLIOGRAPHY

- 1 Don H. Parker, SRA Reading Laboratory 3b (Chicago: Science Research Associates, Inc., 1963) n.pag. (See pp. 57 & 73 in MLA)
- 2 Jann Huizenga, Courtenay Meade Snellings, and Gladys Berro Francis, Basic Composition for ESL (Glenview, Ill.: Scott, Foresman and Company), p. 99
- 3 Jann Huizenga, Courtney Meade Snellings and Gladys Berro Francis, (Glenview, Ill.: Scott, Foresman and Company, 1982), p. 115
- 4 Alice Oshima and Ann Hogue, Writing Academic English (Reading, Mass.: Addison-Wesley Publishing Company, 1983), p. 41
- 5 Jann Huizenga, Courtenay Meade Senllings, and Gladys Berro Francis, Basic Composition for ESL (Glenview, Ill.: Scott, Foresman and Company), p. 201
- 6 Jann Huizenga, Courtenay Meade Snellings, and Gladys Berro Francis, Basic Composition for ESL (Glenview, Ill.: Scott, Foresman and Company), p. 213
- 7 The World Book Encyclopedia: Chicago:(Field Enterprises Educational Corporation, 1962) p. 503
- 8 Jann Huizenga, Courtenay Meade Snellings, and Gladys Berro Francis, Basic Composition for ESL (Glenview, Ill.: Scott, Foresman and Company), p. 185
- 9 The World Book Encyclopedia: Chicago:(Field Enterprises Educational Corporation, 1962), p. 65-66

10 The World Book Encyclopedia: Chicago:(Field Enterprises Educational Corporation, 1962), p. 488

11 Alice Oshima and Ann Hogue, Writing Academic English (Reading, Mass.: Addison-Wesley Publishing Company, 1983), p. 71-72

12 The World Book Encyclopedia: Chicago: Field Enterprises Educational Corporation, 1962), p. 437-438

13 The World Book Encyclopedia: Chicago: Field Enterprises Educational Corporation, 1962) p. 522-524

14 Adelle Davis, Let's Eat Right to Keep Fit (New York; Harcourt, Brace & Co., 1954) p. 254

Amy L. Sonka, Prentice-Hall, Inc. (Englewood Cliffs, N.J., 07632 copyright 1981

15 The World Book Encyclopedia: Chicago: Field Enterprises Educational Corporation, 1962), p. 521-522

14 Adelle Davis, Let's Eat Right to Keep Fit (New York; Harcourt, Brace & Co., 1954) p. 254

Amy L. Sonka, Prentice-Hall, Inc. (Englewood Cliffs, N.J., 07632 copyright 1981