

# 8 Lifelong learning

## 1 SNAPSHOT

### Popular College Majors

**Broadcasting** learn about television or radio media

**Criminology** study crime solving or prevention

**Economics** learn budgeting or international trade

**Environmental Science** study conservation or pollution

**Exercise Science** study fitness or sports management

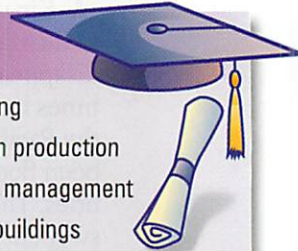
**Fashion** learn design or merchandising

**Film Studies** study film history or film production

**Hospitality** study hotel or restaurant management

**Interior Design** decorate homes or buildings

**Nutritional Science** study children's nutrition or weight loss



Source: <http://www2.gasou.edu/sta/career/handouts.htm>

Which of these majors would be good for people who like to work with others?  
for artistic types? for people who like to be outside? for problem solvers?  
Which ones sound the most interesting to you? Why?

## 2 PERSPECTIVES

**A** Listen to a survey about adding courses to the curriculum.

**CAMPUS SURVEY**

We are expanding the school curriculum next year. What kinds of classes should we add? Please take a moment to answer a few questions.

1. Would you rather take a media class or a health class?

a. I'd rather take a media class. (Go to question 2a.)

b. I'd rather take a health class. (Go to question 2b.)

c. I'd rather take another type of course than study media or health. (Go to question 3.)

2a. If you chose media class, would you prefer to study film studies or broadcasting?

a. I'd prefer to study film studies.

b. I'd prefer to study broadcasting.

c. I'd prefer not to study either. I'd prefer another media course: \_\_\_\_\_

2b. If you chose health class, would you rather learn exercise science or nutritional science?

a. I'd rather learn exercise science.

b. I'd rather learn nutritional science.

c. I'd rather not learn either. I'd prefer another health course: \_\_\_\_\_

3. What other types of courses would you add to the curriculum? \_\_\_\_\_

**B** Take the survey. Be sure to fill in the blanks if any of your answers are "c."

### 3 PRONUNCIATION *Intonation in questions of choice*

▶ Listen and practice. Notice the intonation in questions of choice.

Would you rather take broadcasting or economics?

Would you rather study fashion or hospitality?

Would you prefer to play the guitar or the violin?

Do you prefer to study in the day or at night?

### 4 GRAMMAR FOCUS

#### Would rather *and* would prefer ▶

**Would rather takes the base form of the verb. Would prefer usually takes an infinitive. Both are followed by not in the negative.**

Would you **rather take** a media class or a health class?

I'd **rather take** a media class.

I'd **rather not take** either.

I'd **rather take** another course **than study** media or health.

Would you **prefer to study** film studies or broadcasting?

I'd **prefer to study** film. I'd **prefer not to study** either.

Let's join a choir.

I'd **rather not join** a choir.

I'd **rather not**.

I'd **prefer not to join** a choir.

I'd **prefer not to**.

**A** Complete the conversations with *would* and the appropriate form of the verbs in parentheses. Then practice with a partner.

- A: ..... you prefer ..... a course in exercise science or nutritional science? (take)  
B: I'd prefer ..... for a nutritional science course because it's more useful for me in nursing. (register)
- A: ..... you rather ..... English in Australia or Canada? (learn)  
B: I think I'd prefer ..... in Australia because it's warmer there. (study)
- A: If you needed to learn a new skill, ..... you prefer ..... a class or ..... a private tutor? (attend / have)  
B: I'd rather ..... for a class than ..... a tutor. Private tutors are too expensive! (sign up / hire)
- A: ..... you rather ..... a choir or an orchestra? (join)  
B: I'd rather ..... in a choir than ..... in an orchestra. (sing / play)
- A: ..... you prefer ..... broadcasting or film studies? (major in)  
B: To tell you the truth, I'd prefer not ..... either. I'd rather ..... for a newspaper. (do / work)



**B Pair work** Take turns asking the questions in part A. Pay attention to intonation. Give your own information when responding.

## 5 LISTENING *Just for fun*

**A** Listen to three people talk about the part-time courses they took recently. What course did each person take?

	What course each person took	What each person learned
1. Linda	.....	.....
2. Rich	.....	.....
3. Gwen	.....	.....

**B** Listen again. What additional information did each person learn?

## 6 ROLE PLAY *Choose a major.*

*Student A:* Look at the Snapshot on page 50 and choose a major. Tell *Student B* your major and explain why it's the right choice.

*Student B:* You are *Student A's* counselor. Convince *Student A* that he or she has made a bad choice. Give reasons why the major isn't right.

Change roles and try the role play again.

## 7 INTERCHANGE 8 *Learning curves*

What would your classmates like to learn? Take a survey. Go to Interchange 8.

## 8 CONVERSATION *Maybe I should try that!*

**A** Listen and practice.

Won Gyu: So how's your French class going?

Kelly: Not bad, but I'm finding the pronunciation difficult.

Won Gyu: Well, it takes a while to get it right. You could improve your accent by listening to language CDs.

Kelly: That's a good idea. But how do you learn new vocabulary? I always seem to forget new words.

Won Gyu: I learn new English words best by writing them on pieces of paper and sticking them on things in my room. I look at them every night before I go to sleep.

Kelly: Hmm. Maybe I should try something like that!



**B** Listen to two other people explain how they learn new words in a foreign language. What techniques do they use?

**C Class activity** How do you learn new words in a foreign language?

# 9 GRAMMAR FOCUS

## By + gerund to describe how to do things

You could improve your accent **by listening** to language CDs.  
 I learn new words best **by writing** them on pieces of paper and **sticking** them on things.  
 The best way to learn slang is not **by reading** newspapers but **by watching** movies.

**A** Complete the phrases in column A with information in column B.  
 (More than one answer is possible.) Then compare with a partner.

- |  |   |
|--|---|
| <p><b>A</b></p> <ol style="list-style-type: none"> <li>You can improve your accent .....</li> <li>A good way to learn idioms is .....</li> <li>Students can become better writers .....</li> <li>A good way to learn new vocabulary is .....</li> <li>People can become faster readers .....</li> <li>One way of practicing conversation is .....</li> <li>You can learn to use grammar correctly .....</li> <li>The best way to develop self-confidence in speaking English is .....</li> </ol> | <p><b>B</b></p> <ol style="list-style-type: none"> <li>by doing translation exercises.</li> <li>by talking to native English speakers.</li> <li>by reading magazines in English.</li> <li>by studying a "learner's dictionary."</li> <li>by role-playing with a partner.</li> <li>by watching American movies.</li> <li>by having a private tutor.</li> <li>by talking to yourself in the shower.</li> <li>by writing to English-speaking pen pals.</li> <li>by joining a café conversation group.</li> </ol> |
|--|---|

**B Group work** Complete the phrases in column A with your own ideas.  
 Then compare. What's the best suggestion for each item?

A: In my opinion, a good way to improve your accent is by watching American sitcoms.  
 B: I think the best way is not by watching TV but by talking to native speakers.

# 10 DISCUSSION Ways of learning

**A** First, discuss how *you* would learn to do the things in the chart. Then listen to Todd and Lucy describe how *they* developed these skills. How did they learn?

	Todd	Lucy
1. become a good cook	.....	.....
2. become a good conversationalist	.....	.....

**B Group work** Talk about the best ways to learn each of these activities. Then agree on the most effective method.

- dance better
- ride a motorcycle
- write a short story
- use a new software program
- play a musical instrument
- be a good public speaker

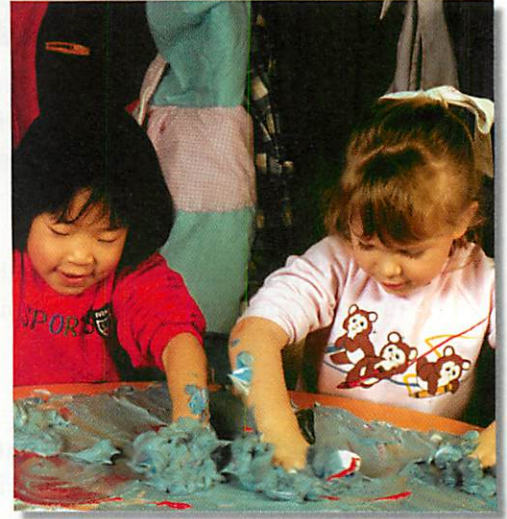


11

**WORD POWER** *Personal qualities*

**A Pair work** How do we learn each of these things? Check (✓) your opinions. Then think of three other things we learn from our parents, from school, and on our own.

	From parents	From school	On our own
artistic appreciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
competitiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
courtesy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B Group work** How can you develop each personal quality in part A? Use the activities listed in the box or your own ideas.

- A: You can learn artistic appreciation by going to museums.
- B: You can also learn it by studying painting or drawing.

**some activities**

- studying world religions
- volunteering in a hospital
- taking a public speaking class
- performing in a play
- going to museums
- learning a martial art
- playing a team sport

12

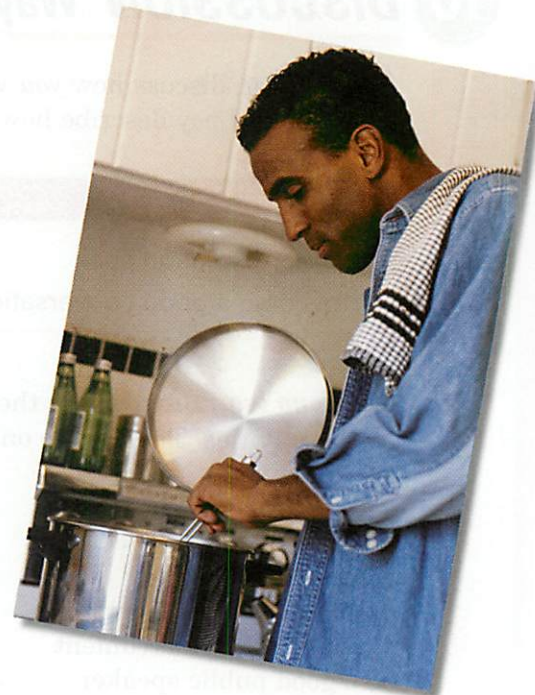
**WRITING** *A short speech*

**A** Think of a skill, hobby, or craft you have learned. Read these questions and make notes. Then use your notes to write a short speech.

- What is required to be successful at it?
- What are some ways people learn to do it?
- How did you learn it?
- What was difficult about learning it?

*I enjoy cooking, and many people say I am a good cook. To be a good cook, you need both creativity and self-confidence. You need creativity to combine ingredients in new ways. . . .*

*Some people learn to cook by taking classes or by following recipes in a cookbook. I first learned how to cook by watching my mother and helping her in the kitchen. Then . . .*



**B Group work** Take turns giving your talks. Did your classmates' speeches inspire you to learn a new skill?

# Learning Styles

Have you ever had trouble learning something? Did you overcome the problem? How?

Have you ever sat in class wondering if you would ever grasp the information that was being taught? Maybe the presentation didn't fit your learning style.

Our minds and bodies gather information in different ways and from all around us: seeing, hearing, and doing. Then our brains process that information, organizing it and making connections to things we already know. This process can also work in different ways: Do we think in pictures or words? Do we remember details or the big picture?

When we're trying to learn, it helps to know how our brain works. How do we best gather and organize information? Different people have different learning styles. For example, one person might struggle with written information but understand it

immediately in an illustration. Another person might have problems with the picture, but not the written text.

Psychologists have identified seven basic learning styles:

**Linguistic** These people learn by using language – listening, reading, speaking, and writing.

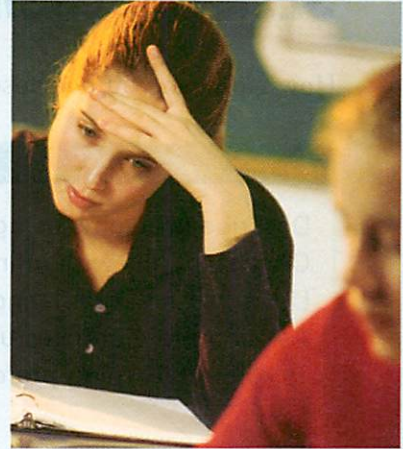
**Logical** These people learn by applying formulas and scientific principles.

**Visual** These people learn by seeing what they are learning.

**Musical** Instead of finding music a distraction, these people learn well when information is presented through music.

**Kinesthetic** Movement and physical activities help these people learn.

**Intrapersonal** These people learn best if they associate new information directly with their own experiences.



**Interpersonal** These people learn well by working with others.

You will often encounter situations that do not match your strongest learning style. If you know what your strengths are, you can develop strategies to balance your weaknesses, for a more successful learning experience.

**A** Read the article. Find the words in *italics* in the article. Then match each word with its meaning.

- |                                 |   |
|---------------------------------|---|
| ..... 1. <i>grasp</i>           | a. try hard to do something               |
| ..... 2. <i>the big picture</i> | b. understand                             |
| ..... 3. <i>gather</i>          | c. something that takes attention away    |
| ..... 4. <i>struggle</i>        | d. show one thing is connected to another |
| ..... 5. <i>distraction</i>     | e. a general view of a situation          |
| ..... 6. <i>associate</i>       | f. pick up or collect                     |

**B** These sentences are false. Correct each one to make it true.

- If you can't understand something, you aren't concentrating hard enough.
- Linguistic learners will not comprehend written information.
- A visual learner will probably learn best by listening and speaking.
- A musical learner needs peace and quiet to focus on something.
- Intrapersonal learners generally work well with other people.

**C Group work** Which learning styles work best for you?

# Units 7–8 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . . .	Very well	OK	A little
Describe problems using the passive with prepositions (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer solutions with infinitive clauses and phrases (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand the meaning of personal qualities (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask about preferences using <i>would rather</i> and <i>would prefer</i> (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about learning preferences with <i>by + gerund</i> (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 GAME What's the cause?

**Class activity** Go around the room and make sentences. Check (✓) each phrase after it is used. The students who check the most items win.

Effect	Cause
<input type="checkbox"/> The quality of the air is being lowered	<input type="checkbox"/> heavy traffic
<input type="checkbox"/> Parks are being lost	<input type="checkbox"/> acid rain
<input type="checkbox"/> Water is being contaminated	<input type="checkbox"/> overbuilding
<input type="checkbox"/> Landfills are overflowing	<input type="checkbox"/> fumes from cars
<input type="checkbox"/> Forests are being damaged	<input type="checkbox"/> the lack of recycling
<input type="checkbox"/> City streets are being damaged	<input type="checkbox"/> factory waste

A: The quality of the air is being lowered . . .

B: . . . due to fumes from cars.

## 2 DISCUSSION Social disasters

**A Pair work** Read these problems that friends sometimes have with each other. Suggest solutions for each problem.

A friend is having a party and you weren't invited.  
Your roommate keeps ruining your things.  
Your friend always keeps you on the phone too long.

### useful expressions

One thing to do is to . . .  
Another way to help is to . . .  
The best thing to do is . . .

**B Group work** Agree on the best solution for each problem.

“One thing to do is to ask a friend to talk to the host, to find out if it was a mistake.”

### 3 LISTENING *Personal qualities*

▶ Listen to people talk about recent events and activities in their lives. What events and activities are they talking about? What quality does each person's behavior demonstrate? Complete the chart.

Event or activity	Quality
1. Mark .....	<input type="checkbox"/> competitiveness <input type="checkbox"/> cooperation
2. Joan .....	<input type="checkbox"/> perseverance <input type="checkbox"/> tolerance
3. Kim .....	<input type="checkbox"/> self-confidence <input type="checkbox"/> creativity

### 4 QUESTIONNAIRE *What works?*

**A Pair work** What do you do to help improve your English? Interview a partner and circle his or her preferences.

Q&A



- When you make a mistake in English, would you prefer someone to ...  
(a) correct it immediately? or (b) ignore it?
- When you hear a new word in English, would you rather ...  
(a) write it down? or (b) try to remember it?
- If you don't understand what someone says, would you rather ...  
(a) ask the person to repeat it? or (b) pretend you understand?
- Would you prefer to speak English with ...  
(a) a native speaker? or (b) a non-native speaker?
- When you meet a native English speaker, ...  
(a) do you try to talk to the person? or (b) are you too shy to speak?
- When you use English and make mistakes, do you ...  
(a) let it bother you a lot? or (b) let it bother you only a little?

"I'd prefer someone to correct my mistakes immediately."

**B Group work** Discuss the advantages and disadvantages of each (a) or (b) option. Are there better options for each situation?

- A: When someone corrects me immediately, I get nervous.  
 B: Yes, but when someone ignores the mistake, you don't know that you've made one.  
 C: I think the best way someone can help you is by correcting you at the end of a conversation.



### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?