UNIT 5

Inside the Brain

ACADEMIC PATHWAYS

Lesson A: Listening to a Documentary
Discussing Problems and Solutions

Lesson B: Listening to a Conversation between Students
Planning a Group Presentation

Think and Discuss

1. What's happening in this photo?
2. Why do you think scientists want to study this man?
3. What would you like to know about the brain?

The wires on Buddhist teacher and artist Dru-gu Choegyal Rinpoche's head are measuring his brain activity.

Exploring the Theme:
Inside the Brain

Look at the photos and read the captions. Then discuss the questions.

1. What are some things your brain helps you do?
2. What happens to your brain when you learn something new?
3. What is your *hippocampus*?

How Does Learning Affect Our Brains?

Studies show that when we learn something new, it changes the structure of our brains.

How Do We Remember Information?

Glen McNeill spends six or seven hours a day riding his motor bike through the streets of London, England, so he can become a taxi driver. When he finishes his training, his *hippocampus*, the area of the brain used for memory, will be larger than most adults'.

A laurel maze at Glendurgal in Cornwall, England

BUILDING VOCABULARY

track 2-2 **A** | **Meaning from Context.** Read and listen to the information. Notice the words in **blue**. These are words you will hear and use in Lesson A.

Facts to Make You Think about Your Brain

1. Every time you have a new thought or recall a memory, your brain creates a new **connection** or pathway.
2. Even without words, you can understand when someone is happy, sad, or angry. There is a small area in your brain called the *amygdala* that helps you "read" other people's faces and understand their **moods**.
3. The belief that we only use a **tiny** amount (10 percent) of our brains is false. Each part of the brain has a **function**, so we use 100 percent of our brains.
4. Learning something new can change the **structure** of the brain in just seven days. If you want to change your brain quickly, you should try learning a new skill like juggling or playing a musical instrument.
5. The things you do, eat, smell, and touch every day all **generate** thoughts. The average person experiences approximately 70,000 thoughts a day.
6. Your brain is an amazing, **complex** organ. It contains more than 100 billion neurons[1] that are always sending messages. But not all neurons are the same: different neurons send messages at different **speeds**.
7. Every time you think, laugh, or sneeze, it's because chemical **signals** are moving from neuron to neuron. Your brain is a very powerful organ. In fact, when you are awake, your brain generates between 10 and 23 watts of electricity—or enough power to power a light bulb.
8. The *hypothalamus* is the part of your brain that **controls** your body temperature. It knows your correct body temperature (98.6 degrees Farenheit/37 degrees Celsius). When you get too hot, it makes you sweat.[2] When you get too cold, it makes you shiver.[3]

Sources: http://www.nursingassistantcentral.com/blog/2008/100-fascinating-facts-you-never-knew-about-the-human-brain/, www.tastyhuman.com/30-interesting-facts-about-the-human-brain/

A juggler balances 6 basketballs in Xing Qing Park, Xi'an, China. Studies show that juggling can change the structure of your brain in just seven days.

[1]A **neuron** is a cell that is part of the nervous system.
[2]When you **sweat,** water or sweat comes through your skin.
[3]When you **shiver**, your body shakes slightly.

B | Write each word in **blue** from exercise **A** next to its definition.

1. _____ (v.) to produce
2. _____ (n.) things that carry information
3. _____ (v.) makes someone or something do what you want
4. _____ (adj.) having many parts
5. _____ (n.) the rates at which things move
6. _____ (n.) something that is made of parts that are connected
7. _____ (adj.) very small
8. _____ (n.) a use or purpose
9. _____ (n.) the ways you are feeling at a particular time
10. _____ (n.) the place where two things are joined together

USING VOCABULARY

A | Complete each sentence with the correct form of a word in **blue** from exercise **A** on page 84. Use each word only once.

1. The heart has a very important _____. It moves blood through the body.
2. The new art museum is a very interesting _____. It's made of glass and shaped like a pyramid.
3. Airplanes move at very high _____. Most planes fly at about 500 miles (805 kilometers) per hour.
4. It's amazing that water, wind, and our brains can all _____ electricity!
5. Brain cells are very _____. You can't see them without a microscope.
6. When you are driving and you see a red traffic light, it's a _____ to stop.
7. Allen seems like he's in a bad _____ today. I think it's because his team lost last night.
8. Our landlord _____ the heat in our apartment. We can't change it ourselves.
9. My hotel room doesn't have an Internet _____, so I can't send email.
10. Russian is a very _____ language. It has a different alphabet and the grammar and pronunciation are very difficult.

B | **Discussion.** With a partner, discuss the questions below.

1. Look at the facts on page 84. Which facts do you think are most interesting? Explain.
2. Your *amygdala* helps you "read" other people's faces and understand their **moods**. How can doing this be useful?
3. What things put you in a good **mood**? What things put you in a bad **mood**?
4. What are some **signals** you can give someone to show you're happy? To show you understand? To show you agree?

Your *amygdala* helps you "read" other people's faces and understand their moods.

DEVELOPING LISTENING SKILLS

Before Listening

Predicting Content. Discuss the question with a partner.

You are going to listen to a documentary about the human brain. Which of these topics do you expect to hear about in the documentary? Circle your ideas.

exercise	learning	food
neurons	memory	intelligence

An image of the human brain

Listening: A Documentary

track 2-3 **A** | Listen to the documentary and check your predictions.

track 2-3 **B** | **Listening for Main Ideas.** Listen again and put a check (✔) next to the main ideas.

- ☐ Your brain is a very important and complex organ.
- ☐ Your brain tells your muscles what to do.
- ☐ Your brain is very powerful.
- ☐ You brain can send messages very quickly.
- ☐ Your brain helps you protect your pets.
- ☐ Learning changes your brain.
- ☐ Exercise helps you learn.

track 2-3 **C** | **Listening for Details.** Read the statements below. Then listen again and circle **T** for *true* or **F** for *false*.

1.	Your brain weighs five pounds.	**T**	**F**
2.	Computers can process information more quickly than our brains can.	**T**	**F**
3.	Your brain contains about 100 million neurons.	**T**	**F**
4.	Motor neurons can send information at 200 miles per hour.	**T**	**F**
5.	Exercise can improve your mood.	**T**	**F**
6.	Exercise produces chemicals that make it easier to learn.	**T**	**F**

After Listening

Discussion. With a partner, discuss the questions below.

1. What are some activities or skills that were difficult for you at first, but are easy for you now (e.g., riding a bicycle)?
2. Do you agree that exercise improves your mood? Explain.
3. Do you think that exercise helps you study or solve problems more easily? Explain.

Pronunciation

Linking Sounds

When people speak quickly, they do not stop or pause after each word. In fact, you often hear words that are joined or linked together. Three common types of linking are:

track 2-4

Consonant sound → Vowel sound

It's a fascinating job.

Vowel sound → Vowel sound

I knew it was the right answer.

The book will certainly be interesting.

Consonant sound → Same consonant sound

What was your reason for being late?

Collaboration. Work with a partner. Listen to the sentences. Then take turns saying the sentences. Identify the types of linking used in each sentence. Write **C-V** for consonant-vowel, **V-V** for vowel-vowel, and **C-SC** for consonant-same consonant.

track 2-5

1. Your brain controls everything you do. C-V
2. Your brain generates enough energy to power a light bulb. _____
3. The activity in your brain never stops. _____
4. Your brain sends a message to your foot to shake the bee off quickly. _____
5. Any exercise that makes your heart beat faster can help your mood. _____
6. Your body produces a chemical that makes it easier to learn. _____

Grammar

Infinitives after Verbs

We can use infinitives after certain transitive verbs.

I'll try ***to study*** *more tonight.*
Last night I needed ***to sleep****.*
I forgot ***to bring*** *my notebook to class.*

Note: Verbs cannot have other verbs as objects.
✘ Volkan and Begum **plan take** a vacation in August.
✔ Volkan and Begum **plan to take** a vacation in August.

A | Take turns asking and answering the questions with a partner. Notice the underlined words in each sentence.

1. What do you want to do next weekend?
2. What do you need to do tonight?
3. What do you always remember to do in the morning?

B | Complete each sentence with an appropriate infinitive.

1. I promise not _____to spend_____ too much money on my vacation.
2. Pablo tried _____ his friend John with his homework.
3. My daughter sometimes forgets _____ her teeth in the morning.
4. If you want _____ a new vocabulary word, you should write it down.
5. The Norton family decided _____ a new car.
6. Lee is pretending _____ sick so he can stay in bed all day.
7. Do you want _____ our presentation this afternoon?
8. I really hope _____ Amy next time she comes to New York.

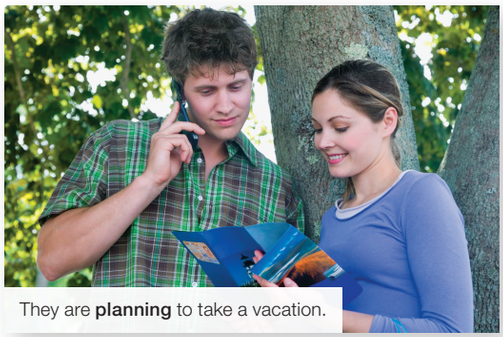
C | **Discussion.** Practice asking and answering the questions with a partner.

1. What do you try to do every day?
2. What do you need to do tomorrow?
3. What do you want to do this weekend?
4. What do you hope to do this summer?

What do you try to do every day?

I try to go to the gym every day.

D | Look at the photos and read the captions. Notice the verbs in **bold**.



They are **planning** to take a vacation.

She **learned** to play the violin.

They are **deciding** what to order.

You must **remember** to be on time for a job interview.

E | **Self-Reflection.** Finish the sentences about yourself. Then read your sentences to a partner.

1. I plan to _____.
2. In this class, I'm learning to _____.
3. I really want to _____.
4. Yesterday, I remembered to _____.
5. I've decided to _____.
6. In the future, I hope to _____.

F | Say any verb from the box below to your partner. Your partner must quickly say a correct sentence using that verb. Then switch roles. Repeat the process as many times as possible in two minutes.

remember	learn	plan	want	decide	need
choose	hope	prepare	promise	try	forget

forget

I forgot to bring my notebook to class today.

Language Function

Making Suggestions

We use the modal *could* to make suggestions.

*You **could** talk to the professor and explain the problem.*

Here are some other expressions we use to make suggestions.

***(You) might** want to take the exam again.*
***Let's** study after class.*
***Why don't you/we** do the worksheet at home?*
***You could try** to imagine the situation in a different way.*
***Maybe you should** study with a friend.*

A | Work with a partner. Complete the conversation between two college students. Then practice the conversation. Switch roles and practice it again.

Mike: I have to pick my cousin up at the airport on Friday, so I can't go to class. Do you think Professor Harris will let me hand my paper in on Monday instead?

Eric: I'm not sure. (1) _____ you hand it in on Thursday instead?

Mike: I don't think I can finish it by then.

Eric: Well, you (2) _____ email it to her on Friday.

Mike: Good idea. I'm going to try to talk to her after class.

Eric: You (3) _____ want to tell her before class starts, because I think she has a class right after ours.

Mike: OK, thanks. (4) _____ stop at the Student Center before class and get something to eat.

Eric: Sounds good. I haven't eaten lunch yet.

B | Write three situations you need help with. Then take turns reading your situations and giving suggestions to your partner.

1. _____.
2. _____.
3. _____.

I missed class and don't have any notes to study for the test.

We could study together tomorrow.

Discussing Problems and Solutions

A | Read the information about the different problems people have.

Josh

"My wife and I are from different countries. We can't decide where to live after our children are born."

Maya

"I already speak English. Now I want to learn Japanese, but I don't have time to take classes because of my busy work schedule."

Toby

"I spend too much money on video games, music, and electronics. Every time I see a new game, I want to buy it. I'm spending too much money!"

Ken

"Every time I want to leave my apartment, I have to look for my keys. I never remember to put my keys in the same place so I can find them."

Renata

"I don't want to live alone in this house anymore. My husband died five years ago, and my son and daughter are married now and have their own houses and families. This house feels too big for me now."

B | **Brainstorming.** What should these people do? Brainstorm possible solutions to each person's problem in your notebook.

C | Form a group with four other students. Choose one of the people from exercise **A** to role-play. Take turns talking about your problems and making helpful suggestions. Use your own words and the expressions from page 90.

My wife wants to be closer to her family when our children are born.

You could spend a few years in one country and then move.

Or try to convince your wife to live in your country.

MEMORY MAN

Before Viewing

A | **Using a Dictionary.** Look at the photos and read the captions. Use your dictionary to help you understand any words you do not know.

Nature vs. Nurture: Where do we get our abilities?

Heredity is a natural process. We inherit genes from both our parents. The genes contain DNA. This genetic information has a great effect on a child's body and health.

Children have an enormous capacity for learning. Their environment—the situation in which they grow and learn—has a great effect on them.

B | **Self-Reflection.** Discuss the questions below with a partner. Think about the information you learned about the brain in Lesson A and the information from page 92 as you discuss the questions.

1. What can you do very well (e.g., sing, write, draw pictures)?
2. Did you inherit this ability from your parents, or did you learn it?

While Viewing

A | Read the questions below. Then write the answers while you watch the video.

1. Where is Gianni Golfera from? _____
2. Golfera says, "It's a kind of memory that's connected to what I _____."
3. What are some examples of things Golfera remembers? _____
4. At what age did Golfera start trying to remember more and more? _____
5. What are some reasons for Golfera's excellent memory? _____

B | Read the statements below. Then watch the video again and circle **T** for *true* or **F** for *false*.

1.	Golfera can remember 60 numbers after he hears them once.	**T**	**F**
2.	Golfera says he can remember the days of his life in detail.	**T**	**F**
3.	Dr. Antonio Malgaroli is a microbiologist.	**T**	**F**
4.	Scientists understand why some people lose their memories.	**T**	**F**
5.	Research shows that a great memory depends on DNA.	**T**	**F**
6.	Golfera wrote a book to teach people to improve their memories.	**T**	**F**

After Viewing

A | **Critical Thinking.** Discuss the question below with a partner.

Did Golfera inherit a special kind of memory, or can any person have a memory like Golfera's?

B | To test your memory, follow the instructions below. Then switch roles.

1. Write down six numbers between 1 and 100 in any order across a piece of paper.
2. Show your partner the paper and read the numbers aloud.
3. Take the paper away and ask your partner to repeat the numbers.

C | **Discussion.** In Lesson B, you will learn about the mental versus emotional abilities of the brain. Discuss your opinions about the following statements with a group.

1. The brain is responsible for creating our emotions.
2. Our memory affects both our mental (thinking) and emotional abilities.

BUILDING VOCABULARY

A | **Prior Knowledge.** Discuss the questions below with a partner.

1. Who are some of the people you love?
2. What do you think makes people fall in love?

track 2-6 **B** | **Meaning from Context.** Read and listen to the article about love. Notice the words in **blue**. These are words you will hear and use in Lesson B.

A newly married couple dances on Mendenhall Glacier.

Romantic Love vs. Long-Term Attachments

There are many different kinds of love. There is the strong **emotion** we feel when we fall in love. There is the **attachment** between parents and children, and the quiet feeling of **security** that develops slowly in **long-term** relationships, when couples are together for many years.

Your brain knows the difference between **romantic** love and other attachments. When we're in love, the amount of a brain chemical called *dopamine* increases. This increase in dopamine gives us the extra energy we feel when we're in love.

At the same time, this increase in dopamine can make the brains of people who are "lovesick" **similar** to the brains of people with OCD—Obsessive Compulsive Disorder.[1] People with OCD cannot stop thinking about something, and these thoughts can cause compulsive behaviors—actions the person cannot control, such as washing their hands again and again. Similarly, people who are in love often cannot stop thinking about the person they are in love with. Both people with OCD and people in love may sometimes find it difficult to **function** normally in their daily lives because of their thoughts.

Fortunately, this "lovesickness" is a **short-term** condition. With time, strong romantic feelings decrease, and we can **concentrate** on "real life" again. As time passes, couples have higher levels of oxytocin—a brain chemical connected with calm feelings of happiness and trust.

So is love only a matter of brain chemistry? In fact, while chemicals do affect the way we feel, **psychological** factors are also important. We might be attracted to someone who likes the same things we like, for example, or someone who makes us feel safe and secure.

[1]According to research by Donatella Marazziti at the University of Pisa in Italy

USING VOCABULARY

A | Read the information below. Then work with a partner to find the words in **blue** from the article on page 94 that have good context clues. Underline the context clues you find.

Critical Thinking Focus: Using Context Clues	
Context clues can help you understand the meanings of words you read or hear. Here are some clues from the article on page 94.	
Type of Context Clue	**Explanation**
A definition	Sometimes the text or the speaker gives a definition of a word or term. For example: *. . . and these thoughts can cause* ***compulsive*** *behaviors—actions the person cannot control, . . .*
Other words nearby	Sometimes other words nearby a new word or expression help explain its meaning. For example: *. . ., and the quiet feeling of security that develops slowly in* ***long-term*** *relationships, when couples are together for many years.* *long-term* = for many years
Your knowledge of the world	The article mentions the **attachment** between parents and children. I feel love for my parents, so I understand that *attachment* may be a kind of love.

B | Form a group with another pair of students. Compare the context clues you found from exercise **A**.

C | Fill in each blank with one of the words in **blue** from exercise **B** on page 94.

1. They have a _____ relationship. They've been married for 29 years.
2. They have _____ tastes in music: both like classical music.
3. My teenage daughter has a strong _____ to her best friend. They have been friends since they were three years old.
4. I can't _____ on my homework when you're talking loudly.
5. Couples can feel all types of _____ for each other—love, sadness, anger, and happiness.
6. Your brain and body cannot _____ well if you do not eat and sleep enough.
7. If something is _____, it involves thoughts.
8. Marc wanted to be _____, so he wrote a song and sent roses to Laura.
9. He got a _____ job in an office. It only lasts for six weeks.
10. Charlene likes living near the police department. She says it gives her a feeling of _____.

Oxytocin levels increase when a woman has a baby.

Before Listening

track 2-7 **A** | Read and listen to part of a conversation. What are the classmates talking about?

Cathy: Did you understand everything Professor Wong said yesterday about short-term memory?

Toshi: Yeah, I think so.

Cathy: I'm not sure that I did.

Toshi: Well, here's what I got from the lecture. Your short-term memory only lasts a few seconds, right? Information enters the brain through the senses—things we taste, touch, smell, and so on… and we remember it long enough to function normally.

Cathy: Sorry, but what do you mean by "function normally"?

Toshi: Well, for example, if I ask you a question, you can remember the question long enough to answer it.

Liz: Right, but you might not remember the question tomorrow.

B | **Understanding Visuals.** Look at the flow chart. Then discuss the questions below with a partner.

The Memory Process

Sensory Information	Short-Term Memory	Long-Term Memory
Information enters the brain through our senses (what we taste, smell, touch, see, and hear), and it is stored[1] for a very short time—less than a second. Some of the information moves to our short-term memory.	Only the information we need to use immediately moves to our short-term memory, such as a classmate's name or an email address.	Only information that we try to remember or that the brain decides is important moves to our long-term memory. This information, such as the name of our first teacher or the lyrics to a song, can last a lifetime. Memories become stronger when they are sent down the same pathway in the brain many times. These memory pathways or connections become our longest-lasting memories.

[1]When you **store** something, you keep it until you need to use it.

1. How does information enter the brain? What are some examples?
2. What information from short-term memory moves to long-term memory?
3. What are some things you have difficulty remembering (names, new vocabulary, etc.)?
4. In your opinion, what's the best way to remember something you want to remember?
   a. Repeat it to yourself.
   b. Write it down.
   c. Pay extra attention to it.
   d. Other

Listening: A Conversation between Students

track 2-8 **A** | **Listening for Main Ideas.** Listen to the conversation. What conclusions do the students make about short-term and long-term memory?

Short-term memory: _____

Long-term memory: _____

track 2-8 **B** | **Listening for Details.** Listen again and complete the sentences.

1. To create a long-term memory, your brain has to _____.
2. To learn new information, you have to _____.
3. To learn how to ride a bicycle, you have to _____.

After Listening

A | Take turns asking and answering the questions below with a partner.

1. In your own words, what's the difference between short-term and long-term memory?
2. What kinds of information can you remember easily (e.g., names, songs, directions, etc.)?

B | **Self-Reflection.** Read the statements below. Then circle the number that shows how much you agree with each statement.

1. It was easier to learn something new when I was younger.
   strongly disagree 1 2 3 4 5 strongly agree
2. Even with practice, there are some things I just can't learn how to do.
   strongly disagree 1 2 3 4 5 strongly agree
3. I learn from mistakes more quickly than I learn in other ways.
   strongly disagree 1 2 3 4 5 strongly agree
4. It's easier for me to learn how to do something new if someone shows me rather than tells me how to do it.
   strongly disagree 1 2 3 4 5 strongly agree
5. It's easier for me to remember information if I write it down.
   strongly disagree 1 2 3 4 5 strongly agree

C | **Discussion.** Compare and discuss your answers from exercise **B** with a partner.

EXPLORING SPOKEN ENGLISH

A group of students works together on a project. Cooperative learning makes students an active part of their own education.

A | **Self-Reflection.** Look at the photo and read the caption. Then discuss the question below with a partner.

What experiences have you had with group projects?

B | **Brainstorming.** With your partner, brainstorm a list of the good things about doing group work and possible problems. Write your ideas in the T-chart below.

(+) Good Things	(–) Problems
more people to share ideas	some people don't do any work

C | **Critical Thinking.** With your partner, look at your list of problems from exercise **B**. Think of ways to solve each of the problems in your T-chart.

> If some people don't do any work, the group could give each person a role.

D | **Discussion.** Form a group with another pair of students. Share some of your ideas from exercise **C**. Use phrases from the Student to Student box below to help you explain your ideas.

Student to Student: Presenting Your Ideas in a Small Group

Here are some phrases you can use when sharing your ideas with the class or small group.

We believe that . . . *Amy and I think that . . .* *It seems to us that . . .*

Language Function

Making Suggestions during Group Work

Here are some expressions you can use to make polite suggestions during group work.

Why don't we *write our ideas on the board?*
Let's *make a list of possible ideas first.*
I suggest we *talk about our ideas first, then write them down . . .*
Can we *brainstorm some ideas for our topic?*

A | A group of students in a psychology class has to do a group project. Read their assignment.

Psychology 302: Professor Morgan

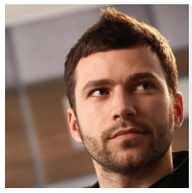
Group Project Assignment: (Due: October 23rd)

For the past two weeks we have studied attachment theory, beginning with Harry Harlow's experiments with monkeys. In those experiments, researchers took baby monkeys from their mothers. The monkeys had many emotional problems without their mothers' love. We also studied John Bowlby. His work showed us that human babies need a sense of security, too. Without this security from an adult, they have problems in future relationships. Finally, we looked at Phillip Shaver's recent ideas about attachment theory and romantic love.

Assignment: You will plan a class presentation of 10–15 minutes. First, select two of the researchers we studied. You will briefly summarize their research and then explain which scientist's work you think will have the greatest impact on people today. Be sure to support your opinion with reasons.

B | **Critical Thinking.** Form a group with two or three other students. Now that you know about the assignment, follow the steps below with your group.

1. Read the information about each group member. Discuss what each person would probably say about the assignment.
2. Complete each person's statement or question. Use expressions from the chart in the Language Function section on page 98 as well as the information about the assignment on this page.
3. Practice saying the group members' statements and questions.



Todd Olivier studies veterinary science and loves animals.

"I suggest doing the presentation about Harlow and _____."

Gloria Santos has an adopted daughter, Amy. Amy's parents died when she was only two years old.

"Why don't we talk about _____ and _____?"

Dara Ebadi studies early childhood education and writes for the campus newspaper.

"_____ I do the summaries? I understand the research pretty well."

James Day hopes that things work out with his girlfriend, Laurel. He wants to have a big family some day.

"_____ decide which scientist will have the greatest impact today. I think _____'s work is very interesting."

Robbie Chang prefers not to work very hard on school projects.

"I _____ we choose Rose to speak. She's very easy to understand."

Rose Baldari loves to speak in front of the class.

"_____ we choose one person to do the talking?"

UNIT 5

ENGAGE: Planning a Group Presentation

In this section, you are going to work in a group and plan a presentation that you will give during another class.

A | Form a group with three other students. Assign a role to each member of your group. Then read the assignment below. *(See pages 211–212 of the Independent Student Handbook for more information on doing group presentations and doing research.)*

Leader—Makes sure the assignment is done correctly and that all group members do their work.
Secretary—Takes notes on the group's ideas and plans.
Expert—Understands the topic well and checks the group's ideas.
Manager—Makes sure the work is done on time; chooses place and time to meet outside of class.

B | **Planning a Presentation.** As a group, choose one of the topics from the chart below for your presentation.

Brain Function	Brain Chemistry	Learning Styles and Strategies
What happens when parts of the brain are injured?	What happens when young children don't receive enough love?	What is the best way to measure intelligence?
How can people improve their brain function?	How does exercise affect brain chemistry?	What are some important study skills for language learners?

C | **Discussion.** With your group, discuss the following questions. The group's secretary should take notes.

1. Which topic did you choose? Why?
2. Where can you find easy-to-understand information about your topic?
3. Where and when can your group meet outside of class to do your research and practice your presentation?
4. What kind of visuals will you use to support your presentation?

D | **Organizing Ideas.** Prepare to present your group's plans for your presentation to the class. Use your notes from exercise **C**.

E | **Reporting to the Class.** Report your group's ideas to the rest of the class.

Presentation Skills: Pausing to Check Understanding

When you present ideas, it's important to check to make sure your audience understands you. You can do this by pausing occasionally and looking at your audience. If they look confused, ask them if they need you to repeat any information or give clarification. Stop occasionally and ask your audience if they have any questions.

F | **Presentation.** Your teacher will tell you when you will give your presentation to the class.