Classification
Defining and Putting Things into Categories
TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. Have you ever experienced an earthquake, a volcano, or a terrible storm? Describe the experience. What happened? What did you do? How did you survive?

2. What is the difference between a tidal wave and a normal ocean wave? What causes each one?

3. Where and when have there been large earthquakes and tidal waves in recent years? What happened? How destructive were they?
Before listening

VOCABULARY PREVIEW

A. Listen to the following sentences that contain information from the lecture. As you listen, write the word from the box that completes the sentence.

crisis destructive massive merging predict
rushing shifts storms trembles warn

1. A tidal wave is a very large and ______________ wall of water.
2. A tidal wave comes ______________ in suddenly and unexpectedly at any time.
3. Do you know that tidal waves are not caused by ______________?
4. When an earthquake takes place under the ocean, the ocean floor shakes and ______________.
5. Sometimes the ocean floor ______________ during an underwater earthquake.
6. A double-wave tsunami can also be called a ______________ tsunami.
7. In 2011, a ______________ earthquake occurred off the coast of Japan.
8. A tsunami caused a ______________ at a nuclear plant in northeastern Japan.
9. Today scientists can ______________ that a tidal wave will hit land.
10. It is possible to ______________ people that a tidal wave is coming.

B. Match the words to their definitions.

___ 1. crisis a. to mix two or more things together into one
___ 2. destructive b. to change position
___ 3. merge c. a very difficult or dangerous situation
___ 4. predict d. to tell someone of a possible problem or danger
___ 5. rush e. causing or able to cause serious damage
___ 6. shift f. to say that a particular thing will happen
___ 7. massive g. bad weather with a lot of wind
___ 8. storm and rain or snow
___ 9. tremble h. to shake from side to side
___ 10. warn i. extremely large

j. to move very quickly

PREDICTIONS

Think about the questions in the Topic Preview on page 50 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.
NOTETAKING PREPARATION

Recording Definitions

In a talk, it is sometimes necessary for the speaker to define some of the terms used in the lecture. Usually the lecturer will give a *positive* definition, that is, the speaker will tell you what something is or what it means. Sometimes, however, a speaker may give a *negative* definition and tell you what something is not or what it does *not* mean.

When taking notes, the following symbols are useful abbreviations for showing positive and negative definitions:

- Positive definition =
- Negative definition ≠

\[ A \text{ tidal wave is a destructive wall of water } \quad TW = \text{ destr wall } H_2O \]

A

Listen to the following positive and negative definitions of terms used in the lecture. Use either the symbol = or ≠ to complete the notes below.

1. TW ___ a wave ← tide
2. tsunami ___ TW
3. double tsunami ___ 2 TWs together
4. v. big waves at sea ___ TWs

B

Listen to the definitions of some terms in the lecture. As you listen, write the word or phrase from the box that completes the definition.

- means
- can be defined as
- is a type of
- is

1. A tidal wave ______________ a very large and destructive wave.
2. To quake ______________ to move up and down very quickly or to shake.
3. A true tide ______________ the normal rise and fall of ocean water at regular times each day.
4. A seismograph ______________ instrument for measuring earthquakes.
FIRST LISTENING

Listen to the lecture on tidal waves. As you listen, put the following parts of the lecture in the order that you hear them. Number them 1 to 5.

1. Predicting earthquakes
2. The tsunami of March 2011
3. An overview of the lecture
4. Definition of a tidal wave
5. Cause of tidal waves

SECOND LISTENING

Listen to information from the lecture. The speaker will talk slowly and carefully. You don’t have to do anything as you listen. Just relax and listen.

THIRD LISTENING

Listen to the lecture in two parts. Follow the directions for each part. When you have finished, review your notes. Later, you will use them to summarize the lecture with a partner.

Part 1

You will hear the first part of the lecture again. Listen and complete the notes by adding the abbreviations and symbols from the box.

| harb | TWs | ≠ | = |

Tidal Waves

1. What is a TW?
   - ____ = destr wall of H₂O
   - rushes into land
   - scient call tsunamis
     - tsun = Jap word ____ harbor wave
     - wave = tallest in ____, nr land

2. TWs ____ normal waves
   - norm wave ← tides
   - TW ____ EQs under water

Part 2

As you listen to the second part of the lecture, take your own notes on a separate piece of paper.
ACCURACY CHECK

You will hear eight questions about the lecture. Listen to each question and choose the correct answer from the box and write it on the line.

<table>
<thead>
<tr>
<th>double-wave tsunami</th>
<th>harbor wave</th>
<th>harbor</th>
<th>ocean floor</th>
<th>tide</th>
<th>wall of water</th>
</tr>
</thead>
</table>

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________

ORAL SUMMARY

Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following questions with a classmate or in a small group.

1. What is the worst kind of natural disaster: an earthquake, a hurricane, a wildfire, a tidal wave, a volcano eruption, or something else? Explain the reason for your choice.

2. Which of the following natural disasters is easiest to predict: an earthquake, a hurricane, a tornado, a tidal wave, a volcano eruption? Explain the reason for your choice.

3. Do you know what to do if there is an earthquake, a hurricane, a flood, or a tornado? What do you think you should do if one of them happened?
**TASK 1** Listening for Definitions

A. Listen to the clues and write the words in the spaces in the crossword puzzle. The clues are definitions. The first answer, 1 across, will be given to you.

B. Listen to the crossword puzzle answers. Check your answers and fill in any that you missed.

**TASK 2** Natural Disasters

Listen to a description of four natural disasters and fill in the missing information in the chart.

<table>
<thead>
<tr>
<th>Category of Disaster by Cause</th>
<th>Event</th>
<th>Location</th>
<th>Date of Event</th>
<th>Approximate Number of Casualties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geological</td>
<td>landslide</td>
<td></td>
<td>1958</td>
<td></td>
</tr>
<tr>
<td>Meteorological</td>
<td></td>
<td>Bangladesh</td>
<td></td>
<td>1,300 people</td>
</tr>
<tr>
<td>Hydrological</td>
<td></td>
<td></td>
<td>1887</td>
<td></td>
</tr>
<tr>
<td>Space</td>
<td>asteroid explosion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. Have you ever said something in English, and the person you were speaking with looked at you with surprise or confusion? What kind of mistake did you make?

2. When you meet your friend’s mother, is it more correct to say, “Hi, Jennifer” or “Hello, Mrs. Collier”? Why do you think your choice is the right one?

3. If you were talking to a friend about a teacher you like, would you be more likely to say, “Jones is a great teacher” or “Doctor Jones is a truly great educator”? Explain your choice.
Before Listening

Vocabulary Preview

A Listen to the following sentences that contain information from the lecture. As you listen, write the word from the box that completes the sentence.

1. Today I want to talk about levels of language ________________.
2. Formal written language is the kind you find in ________________ books such as encyclopedias.
3. People usually use formal English at ________________ such as graduations.
4. We also ________________ to use formal language in conversations with persons we don’t know well.
5. Formal language tends to be more ________________.
6. Informal language is used in conversation with ________________, family, and friends.

7. I might say to a friend, “Close the door, please.” To someone in ________________ I would say, “Excuse me, could you please close the door?”

8. The difference between formal and informal usage can be learned by observing and ________________ with native speakers.

B Match the words to their definitions.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ceremony</td>
<td>a. containing facts and other information</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>colleague</td>
<td>b. to usually happen or to be likely to happen</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>authority</td>
<td>c. to talk to other people when doing something together</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>interact</td>
<td>d. a formal event on a special occasion</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>usage</td>
<td>e. behaving in a way that shows respect for others</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>reference</td>
<td>f. the power or responsibility to make decisions</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>tend</td>
<td>g. a person you work with</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>polite</td>
<td>h. the way words are used</td>
<td></td>
</tr>
</tbody>
</table>

Predictions

Think about the questions in the Topic Preview on page 56 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.
NOTETAKING PREPARATION

Listening for Examples

A good lecturer will always make concepts clearer by providing good examples. Listen for language that tells you that the lecturer is going to introduce an example, such as the following:

* For example
* For instance
* Let me illustrate
* Such as
* Let me give you an example

When you hear an example, write the example below the concept that is being defined and indent your notes. Many notetakers introduce the example with one of these abbreviations:

* e.g.
* ex.

Listen to a part of the lecture while you look at the notes below. After you listen, rewrite the notes in a clearer notetaking format.

Diff betwn form & inform vocab
When talkng to friend
ex. – use crazy about
w/boss use really enjoy

Discourse Cues for Definition and Classification

Listen for cues that show the lecturer is going to give an example. Make sure you include the example in your notes. This will help you understand the lecture.

Listen to five sentences that contain information from the lecture. As you listen, write the language cue in each sentence that the lecturer uses to introduce an example.

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
LISTENING

FIRST LISTENING

Listen to the lecture on formal and informal language. As you listen, put the following parts of the lecture in the order that you hear them. Number them 1 to 5.

1. Differences in vocabulary used in formal and informal language
2. Tips for a nonnative speaker learning English to learn formal and informal language
3. Differences in polite phrases used in formal and informal language
4. Definition and examples of formal language
5. All languages use different words and phrases in different situations

SECOND LISTENING

Listen to information from the lecture. The speaker will talk slowly and carefully. You don't have to do anything as you listen. Just relax and listen.

THIRD LISTENING

Listen to the lecture in two parts. Follow the directions for each part. When you have finished, review your notes. Later, you will use them to summarize the lecture with a partner.

Part 1

You will hear the first part of the lecture again. Listen and complete the notes by adding the abbreviations and symbols from the box.

ex inform = etc. sits

Levels of Lang Use
1. All langs – two cats ______ form and inform lvls
   • Diff from correct vs incorrect
   • = diff for diff _________
2. form = txtbks, ref books _________
   ex letter to univ, essays, lectures etc.
   _________ conv w/profs etc
3. _________ lang = conv w/ friends + pers notes etc.

Part 2

As you listen to the second part of the lecture, take your own notes on a separate piece of paper.
**ACCURACY CHECK**

You will hear questions and statements about the lecture. For 1–4, listen to the question and write the letter of the best answer. For 5–8, listen to the statement and write **T** for _true_ or **F** for _false._

1. **___**  
   a. e-mail to friends  
   b. essays  
   c. personal notes  
   d. text messages

2. **___**  
   a. family  
   b. friends  
   c. teammates  
   d. all of the above

3. **___**  
   a. Salt, please.  
   b. Pass the salt.  
   c. Pass the salt, please.  
   d. Could you please pass the salt?

4. **___**  
   a. I enjoy music.  
   b. I saw the cops.  
   c. I admire Greek culture.  
   d. None of the above

5. ____  
6. ____  
7. ____  
8. ____

**ORAL SUMMARY**

Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

**DISCUSSION**

Discuss the following questions with a classmate or in a small group.

1. Is it better to speak formal English in all situations? Why or why not?

2. When you begin learning a second language, should you first learn formal language or informal language? Why?

3. What are some of the ways you think young children learn to use formal and informal language? Why?

4. In what ways do you think it is difficult or easy for second language learners to learn the difference between formal and informal usage?
**TASK 1  Homonyms and Homophones**

A *homonym* is a word that is spelled and pronounced the same as another word but has a different meaning, for example *right* (correct) and *right* (opposite of left).

A *homophone* is a word that is spelled differently from another word but pronounced the same, for example *write* and *right*.

---

A. Listen to two sentences. One word sounds the same in each sentence. Decide if the word is a *homonym* or a *homophone*, and put a check (√) in the column. The first one is done for you.

<table>
<thead>
<tr>
<th>Homonym</th>
<th>Homophone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
</tbody>
</table>

---

B. Listen to the sentences again. This time write the two words. The first one is done for you.

<table>
<thead>
<tr>
<th>First sentence</th>
<th>Second sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. won</td>
<td>one</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
</tbody>
</table>
**TASK 2  Classifying Parts of Speech**

Listen to descriptions of the classification of different types of words. As you hear the examples, fill in the charts below.

1. nouns
   - concrete
     - desk
   - abstract
     - love
   - Michael

2. state
   - talk
   - be

3. adverbs
   - manner
     - in the afternoon
   - slowly
TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. Who has power over you in your life? What gives these people power?

2. Who do you have power over? What kind of power is it?

3. What gives people power? Some possible sources of power are physical strength, knowledge, wealth, and political influence. Give examples of people you know of who have a lot of each kind of power.
**VOCABULARY PREVIEW**

Listen to the following sentences that contain information from the lecture. As you listen, write the word or phrase from the box that completes the sentence.

<table>
<thead>
<tr>
<th>admires</th>
<th>coercive</th>
<th>expertise</th>
<th>identify with</th>
<th>imitate</th>
</tr>
</thead>
<tbody>
<tr>
<td>legitimate</td>
<td>manipulate</td>
<td>referent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. We all wish to avoid __________ emotions.
2. People who have information can __________ those who do not have this information.
3. Some people may __________ a particular friend or, say, a rock star.
4. Many people __________ and are controlled by the people they identify with.
5. __________ power can be used for good or evil purposes.
6. Often a person __________ or wants to behave like a particular person.
7. Government officials usually exercise __________ power.
8. Some experts use their __________ to gain power.
9. Reward or __________ power is used to reward or punish people's actions or behavior.

**Match the words to their definitions.**

- 1. legitimate  
- 2. expertise  
- 3. manipulate  
- 4. admire  
- 5. referent  
- 6. coercive  
- 7. identify with  
- 8. imitate  
- 9. uncomfortable

- a. nervous and not relaxed
- b. acceptable and legal
- c. to make people do what you want, often without them knowing it
- d. to like and respect someone
- e. to copy the way someone acts
- f. knowledge and skill
- g. something or someone that you refer to
- h. to feel that you understand and are like another person
- i. using force to persuade someone to do something

**PREDICTIONS**

Think about the questions in the Topic Preview on page 63 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.
NOTETAKING PREPARATION

Listening for Classifying Language

During a talk or a lecture, a speaker may define a concept by dividing it into various classes or categories. Listen for language that signals that a lecturer is using categories, such as the following:

- several categories
- two types
- three kinds
- sorts
- classes
- consists of
- comprises
- is made up of

There are X categories of X consist of several main categories.

As the lecturer describes each type or category, make sure that you write a number for each new type. Also, leave a space between the notes for each new type.

A Listen to five sentences from the lecture. Match the notes below to the information you hear. Write the number of the sentence in the blank.

1. P. = 5 cats
2. 2 more classes of P. = ref & legit
3. 1st type of P. = inf P.
4. exp P. = 1+ var of P.
5. 5th type of P. = reward or coerc P.

Discourse Cues for Definition and Classification

After a lecturer has told you that there are several different kinds of something, listen for the language that tells you that the lecturer is moving from one kind to a new kind.

B Listen to sentences that contain information from the lecture. As you listen, write down the missing words from each sentence.

1. The ____________ ____________ of power is reward power.
2. ____________ ____________ of power is referent power.
3. A ____________ ____________ of power is classified as legitimate power.
4. The ____________ ____________ of power is expert power.
5. The ____________ ____________ of power is information power.
FIRST LISTENING

Listen to the lecture on types of power. As you listen, put the following parts of the lecture in the order that you hear them. Number them 1 to 5.

___ Referent power
___ Reward or coercive power
___ Information power
___ Expert power
___ Legitimate power

SECOND LISTENING

Listen to information from the lecture. The speaker will talk slowly and carefully. You don’t have to do anything as you listen. Just relax and listen.

THIRD LISTENING

Listen to the lecture in two parts. Follow the directions for each part. When you have finished, review your notes. Later, you will use them to summarize the lecture with a partner.

Part 1

You will hear the first part of the lecture again. Listen and complete the notes by adding the abbreviations and symbols from the box.

| e.g. def → legit 5 |

What is Power?
1) _______ = ability to change actions of others
   - prim force of life
   - No P. = uncomfortable feeling
2) _______ basic cats
   (1) info P.  (2) ref P.  (3) _______ P.
   (4) expt P.  (5) ren/coerc P.
3) Info P.
   - v. eff. contrl
   - ppl w/ info P. can manip. others
   - _______ info in media _______ infl ppl who read it

Part 2

As you listen to the second part of the lecture, take your own notes on a separate piece of paper.
ACCURACY CHECK
You will hear questions and statements about the lecture. For 1–4, listen to the question and write the letter of the best answer. For 5–9, listen to the statement and write T for true or F for false.

1. a. reward  
b. referent  
c. legitimate  
d. information  
2. a. reward  
b. referent  
c. legitimate  
d. information  
3. a. coercive  
b. referent  
c. legitimate  
d. information  
4. a. expert  
b. referent  
c. legitimate  
d. information  
5. ______  6. ______  7. ______  8. ______  9. ______

ORAL SUMMARY
Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION
Discuss the following questions with a classmate or in a small group.

1. To some people, power is a game in which winners are powerful, and losers are powerless. Do you agree this statement? Explain why.

2. What types of people have referent power? For example, do rock stars, movie stars, and parents have referent power? Why?

3. Do you agree with the idea that information power is the most effective type of personal power? Explain why.

4. Would you say that governments that use reward or coercive power over their people use this power for good? Can you give any examples?
### TASK 1 Classifying Animals

**A** Listen to these definitions of classes of animal. As you listen, complete the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Mammal</th>
<th>Bird</th>
<th>Fish</th>
<th>Reptile</th>
<th>Amphibian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-blooded</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cold-blooded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lives on land</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lives in water</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has two legs and wings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has fins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets oxygen from air</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets oxygen from water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starts life in water, but can live on land</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeds milk to its young from mother’s body</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>All or most lay eggs</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**B** Compare your answers with a partner.
**TASK 2  What’s That Animal?**

A. Listen to descriptions of animals. As you listen, match the description to a picture of the animal and write the number in the box on the picture. The first one is done for you.

B. Listen to the name and spelling of each animal and its class, and write them below.

1. Animal: ___________ horse _______ Class: ___________ mammal _______
2. Animal: ____________________ Class: __________________
3. Animal: ____________________ Class: __________________
4. Animal: ____________________ Class: __________________
5. Animal: ____________________ Class: __________________
6. Animal: ____________________ Class: __________________
7. Animal: ____________________ Class: __________________
8. Animal: ____________________ Class: __________________
Write down five things that you think about bees. Then compare your list with a classmate’s list.

VOCABULARY PREVIEW

Read the definitions of these key words and phrases that you will hear during the video.

- **entomologist**: a scientist who studies insects
- **originate**: to come from
- **migrated in waves**: moved in large groups from one area to another
- **diversity**: the fact of there being many different forms or varieties
- **gentle**: having a kind or quiet nature; not violent
- **species**: a group of plants or animals that share many similar qualities
- **beekeeper**: a person who raises bees
- **valuable**: worth a lot of money
- **pollinate**: to take pollen from a male plant to a female plant
- **crops**: plants that are grown in large quantities by farmers
Work with a partner and guess whether the following statements are true or false. Write T for true or F for false.

___ 1. Dino Martins is an **entomologist**.
___ 2. Bees **originated** in South America and then **migrated in waves** to the rest of the world.
___ 3. There is very little **diversity** in honeybees. They are all very similar.
___ 4. Honeybees can be very **gentle** insects.
___ 5. **Beekeepers** only ever keep one **species** of bees at a time.
___ 6. Some varieties of honey are more **valuable** than others.
___ 7. **Crops**, such as chocolate and coffee, need insects to **pollinate** them.

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**VIEWING**

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**FIRST VIEWING**

Watch the video. As you watch, check your answers in B, above. Then discuss with a partner why each statement is true or false.

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**SECOND VIEWING**

Watch the video again. Listen for the missing words and write them in the blanks.

1. There are two fantastic varieties of honeybee that we get to work with, the lovely mountain honeybee, Monticola, which is a very gentle, _____________-colored species and produces lots and lots of _____________.

2. And Maria here is a beekeeper, a _______________ beekeeper on the slopes of Mount Meru in Tanzania. And you can see a view inside the stingless _____________ there.

3. A lot of the work I’m trying to develop right now is managing and _____________ stingless bee.

4. He even keeps species that _____________ don’t know about.

5. If you can spend just _____________ minutes a day in the company of an _____________, your life will never be the same again.
THIRD VIEWING

Complete these notes as you watch the video. Use abbreviations and symbols.

1) hbs → from E. _______________________________
   hbs in Afr. ↑↑ ______________________________

2) 2 varieties of hb
   
   | Monticola | = gentle | ________ | = colored | ________ |
   | Scutellata | ≠ calm | ________ | lots of honey |

3) Stingless bees
   • In T.
   • 2 ______________________________
   • v. ______________________________

4) Stanley = st b. ______________________________ in Western ______________________________
   • keeps ______________________________ species
   • inc. species ______________________________ don’t know

5) Crops need ______________________________
   • ex: coffee and ______________________________

AFTER VIEWING

ORAL SUMMARY

Use your notes to create an oral summary of the video with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following questions with a classmate or in a small group.

1. How are humans and honeybees similar?

2. What did the woman in the video learn? Why is she surprised? Did this information surprise you, too?

3. Why does Dino Martins ask the audience about chocolate and coffee?

4. Has this video changed your opinion of insects and entomologists? Why or why not?