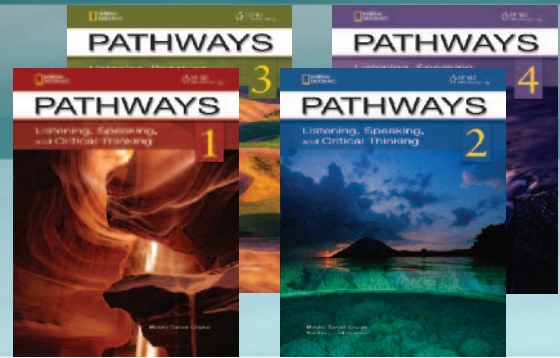


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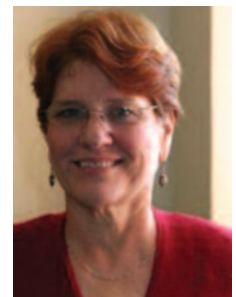
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LESSON B EXPLORING SPOKEN ENGLISH

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. Work with a partner, look at your list of problems. 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.

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 that...
I suggest we talk about our ideas first, then write them down...

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...

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 mother's 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. 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 Oliver studies ordinary science and loves animals. "I suggest doing the presentation about Harlow and..."	Olivia Santos has an adopted daughter. Amy Amy's parents died when she was only two years old. "Why don't we talk about..." and "...?"
Dave Ebart studies early childhood education and writes for the campus newspaper. "... I do the summaries? I understand the research pretty well."	James Day knows that things work out with the girlfriend. Lately, he wants to have a big family, some day. "... decide which scientist I will have the greatest impact today, I think... 's work is very interesting."
Rosalee Chang prefers not to work very hard on school projects. "I... choosing Rose to speak. She's very easy to understand."	Rose Baldwin loves to speak in front of the class. "... we choose one person to do the talking?"

INSIDE THE BRAIN | 99

from Level 2, Unit 5, Lesson B Pathways: Listening, Speaking, and Critical Thinking



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