UNIT 2

Building Character

PREVIEW

A IS LYING GOOD FOR YOU? | Listen to a lecture on the truth about lying. In what kinds of situations does the speaker imply that people are most likely to tell lies? Do you ever tell lies?

B ZOOM-IN | Read and listen to a conversation between a mother and her daughter. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Sofie = American English (standard)
Mom = American English (standard)



Sofie: Mom, do you remember that troublemaker in my class who I told you about?

Mom: Rick? The guy who always wants to be the center of attention, right?

Sofie: Mm-hmm. So Mr. Heinz had to leave the room, and as soon as he leaves, Rick gets up and sits in Mr. Heinz's chair, acting like he's the teacher, just for a few laughs.

Mom: Sounds obnoxious to me.

Sofie: But that's not the worst of it. He got so carried away that he started fooling around with Mr. Heinz's tablet. Then things kind of got out of hand. He dropped it on the floor and the screen cracked!

Mom: Well, it serves him right. I suppose he's in big trouble now.

Sofie: Actually no. He ran back to his seat as if nothing had happened.

Mom: But Mr. Heinz must have seen the tablet when he got back. What happened then?

Sofie: No one said a word.

Mom: Why didn't you—or anyone else—speak up?

Sofie: I guess no one wanted to be called a snitch. And now Mr. Heinz is blaming everyone. He knows we all know what happened. I feel so guilty.

Mom: Sofie, don't be so hard on yourself. You aren't the only one who didn't do the right thing . . . So how can you make things right now?

Sofie: I could tell Mr. Heinz the truth?

Mom: Or what about talking to Rick instead? Tell *him* to own up to what he did. Say it's not fair for him to expect you or his other classmates to conceal the truth to protect him.

Sofie: That's actually a pretty good idea. Rick's not a bad guy, just a bit of a clown. He'll get it.

Mom: And then no one would think you were telling on him.

Sofie: Mom, you're so smart!

C UNDERSTAND FROM CONTEXT | With a partner, find and discuss the meanings of these featured words and phrases from Zoom-In. Then paraphrase these sentences.

1 I was so embarrassed that I dropped Ben's phone. But that's not the worst of it!
2 I was going to chat with Sue for just a few minutes. But we got carried away.
3 We just wanted to scare him a little. But I guess things got out of hand.
4 Audrey lies all the time. If people don't want to be her friend, it serves her right!
5 Don't worry. I won't tell anyone you broke the plate. I'm not a snitch!
6 I'm so sorry I forgot your birthday again. How can I make things right?
7 Honestly, I think what you said to her was mean. I suggest you own up to that and apologize.
8 If mom finds out I didn't go to class today, she'll be really mad. Don't tell on me, OK?

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

E DISCUSSION | Do you think the mother gave her daughter good advice? What advice would you have given Sofie in this situation? Explain your reasons.

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UNIT 2
COMMUNICATION GOALS

Lesson 1 Discuss when telling a lie might be acceptable
Lesson 2 Accept responsibility and express regret
Lesson 3 Identify the origins of moral principles
Lesson 4 Describe the values you live by

F TALKING POINTS | Take the self-test.

Can you own up to
your mistakes?

WHAT WOULD YOU DO?



A I'd admit making a mistake.
I'm so sorry. It was my fault! I should have been more careful.

B I'd shift the blame.
The dog did it!

C I'd make up an excuse.
It wasn't my fault! There were way too many things on the shelf.

What would YOU do if you . . .

		A	B	C	other
1	broke something that didn't belong to you?	○	○	○	○
2	lost something you had borrowed from someone?	○	○	○	○
3	were late for a meeting or an appointment?	○	○	○	○
4	broke a promise you had made to someone?	○	○	○	○
5	forgot someone's birthday or anniversary?	○	○	○	○
6	damaged someone else's parked car?	○	○	○	○
7	were stopped by the police for speeding?	○	○	○	○
8	were caught gossiping about someone?	○	○	○	○

If you checked . . .

more than five A's:
You're very confident and extremely trustworthy!

more than five B's:
Nobody's perfect! Try accepting responsibility more often. It might feel good!

more than five C's:
Danger! Excuses work sometimes. But you'll feel better in the end if you're truthful.

a few of each:
Welcome to the club. You're human!

G VOCABULARY | Accepting or avoiding responsibility | Listen and repeat.

admit making a mistake shift the blame make up an excuse

H PAIR WORK | Compare self-tests with a partner. Tell him or her about a time you had to own up to one of these mistakes. If you checked "other," tell your partner what you would do in that situation.

START TALKING

DISCUSSION Discuss one or more of these topics.

- a time when you got carried away and things got out of hand
- a time you had to own up to something you did in order to make things right
- a time you or someone you know had to speak up in order to do the right thing
- a time you were proud of someone for accepting responsibility and making things right

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1 COMMUNICATION GOAL

Discuss when telling a lie might be acceptable

A GRAMMAR CLOSE-UP | Read the comments about the pros and cons of being truthful. Notice the featured grammar.

"Let's face it. The lies that people tell their closest friends are usually only 'little white lies.' For example, my best friend Angie recently dyed her hair a kind of a greenish color, and I thought it looked pretty weird. But I didn't want to hurt a person whose friendship meant so much to me, so I said, 'It looks terrific!' In the end, no harm done."


Edda

"In my opinion, there aren't many times when telling a lie is acceptable. The relationships that are the most important to you could be harmed if you're not honest with each other. I know they say everyone tells lies—but that doesn't make it right."


Henry


Maritza

"Am I always truthful? Not really. Once I forgot to pay my credit card bill on time, and they charged me a late fee. So I called the company and told them I'd never received the bill. That was a lie, but the employee to whom I was speaking was very nice about it and she waived the fee. In my experience, people who always tell the truth end up having to pay for their honesty. So in my view, being truthful is not always worth it."

"The truth is there's no place in the world where people are honest 100% of the time. Lying is just something social that people in all cultures do. In fact, there are many situations in which telling a lie may be the best solution for getting along. And then there are people to whom we should never be dishonest."


Sam

B PAIR WORK | Where would you place the people from Grammar Close-Up on the continuum? Write their names. Then place an X on the continuum for where you fall. Explain your reasoning, citing examples from Grammar Close-Up and from your own experience.

NEVER TRUTHFUL — SOMETIMES TRUTHFUL — ALWAYS TRUTHFUL

C GRAMMAR | Adjective clauses: review and expansion

GRAMMAR EXPANDER p. 119
Adjective clauses: overview
Adjective clauses with quantifiers

Remember: Like an adjective, an adjective clause gives more information about a noun. The relative pronouns who, whom, and that introduce adjective clauses about people. The relative pronouns that and which introduce adjective clauses about things.

People **who tell the truth** are sometimes punished for doing so. (who = people)
White lies are the most common types of lies **that people tell**. (that = the most common types of lies)

Use the relative pronouns when, where, and whose to introduce adjective clauses about time, location, and possession.

Time: There will never be a time **when some sort of lying isn't socially necessary**.
Location: There's no place in the world **where people are completely honest 100% of the time**.
Possession: People **whose jobs require the most social contacts** tell the most lies.

In formal English, when a relative pronoun is the object of a preposition, the preposition appears at the beginning of the clause. In informal English, the preposition usually appears at the end. (Note: There is no informal form for in which.)

(formal) Most of us tell little white lies to the people **with whom** we often interact.
(informal) Most of us tell little white lies to the people **who** we often interact **with**.

(formal) It's a question **to which** most people can't give a truthful answer.
(informal) It's a question **which** most people can't give a truthful answer **to**.

(formal or informal) There are situations **in which** lying cannot be avoided.

Use whom, not who, directly after a preposition.
. . . **with whom** we interact every day.
NOT ~~with who~~ we interact every day.

Use which, not that, directly after a preposition.
. . . **to which** most people can't give a truthful answer.
NOT ~~to that~~ most people can't give a truthful answer.

D UNDERSTAND THE GRAMMAR | With a partner, study the adjective clauses in Grammar Close-Up.

1 Which adjective clause is about possession? Which is about location? Which is about time?
2 Which adjective clauses are objects of prepositions? Rewrite those sentences in informal English if possible.

E GRAMMAR PRACTICE | Complete each sentence with one of these relative pronouns.

who	whom
which	whose
where	when

1 People ..... lies get discovered may lose the trust of those closest to them.
2 The people with ..... I work are very honest.
3 I hate to say it, but my office is a place ..... telling lies often gets rewarded.
4 There are some situations in ..... it's almost impossible to tell the truth.
5 The people to ..... I would never tell lies are the people ..... are closest to me.
6 There are times ..... I feel I have to lie to avoid trouble, and there are situations in ..... I lie to avoid hurting people.
7 They say that those ..... professions require lots of social contact tend to tell more lies than other people do.
8 Telling the truth is a choice for ..... there is often no reward.
9 There are moments ..... being honest can cause you problems.
10 Friends ..... break their promises can't be trusted.

COMMUNICATION ACTIVATOR

Now let's discuss when telling a lie might be acceptable.

A TALKING POINTS | Choose at least two of the situations below and write notes about what happened. In each case, do you think you made the best decision, or do you think you made a mistake?



Describe a time when you . . .

1 told a lie to avoid getting into trouble.

2 told a lie to avoid hurting someone's feelings.

3 were punished or got into trouble for telling the truth.

4 were rewarded for telling a lie.





B DISCUSSION | Using your Talking Points, discuss situations in which you think telling a lie may be acceptable or unacceptable. Provide examples and use adjective clauses when possible. Say as much as you can.

> "There are some people, like family members, **to whom we should never lie**. It's just unacceptable."

KEEP TALKING! ●●●

- Ask your partner questions about what happened.
- Offer your opinions about the choices your partner made.
- Say as much as you can.

Watch the video for ideas!

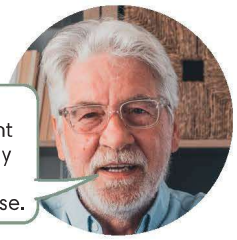
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2 COMMUNICATION GOAL Accept responsibility and express regret

A **LISTEN TO DRAW CONCLUSIONS** | Listen to the conversations. Then listen again and choose the expression that best describes each person's behavior. Explain your answers.

1 She (accepted responsibility / shifted the blame).
2 He (admitted making a mistake / shifted the blame).
3 He (accepted responsibility / avoided responsibility).
4 She (made up an excuse / accepted responsibility).
5 She (made up an excuse / shifted the blame).
6 He (accepted responsibility / shifted the blame).

B **MAKE PERSONAL COMPARISONS** | Listen again. Put yourself in the shoes of the person who made the mistake. Explain what you would have done. Provide details.



I'm not sure I would have bought a replacement for the headphones; I might have just apologized. But Owen definitely did the right thing. He didn't make an excuse or shift the blame to someone else.

C **GRAMMAR** | "Comment" clauses introduced with which

A comment clause introduced with which is a dependent adjective clause that modifies or "comments on" an entire independent clause, not just one individual word or phrase.

I dropped my friend's phone into the toilet, **which was incredibly embarrassing**.
Ian lied about why he arrived late, **which made him feel a little guilty**.

Comment clauses are non-restrictive—that is, they provide additional information that is not essential to the meaning of the independent clause. Use a comma before a comment clause and after the clause if something else follows.

They blamed me for causing the accident, **which I think was totally unfair**, and I told them so.

An independent clause is a complete sentence. It contains a subject and a verb and expresses a complete thought.
He broke his sister's camera.

A dependent clause is not a complete sentence. It is introduced by a relative pronoun or a subordinating conjunction that connects it to an independent clause.
He broke her camera, **which made him feel terrible.**
He broke her camera **because he was careless.**
If he breaks her camera, he should replace it.

In writing, don't use a dependent clause alone (a "sentence fragment"), which is incorrect in writing.
DON'T WRITE: He broke her camera. ~~Which made him feel terrible.~~
DON'T WRITE: ~~If he breaks her camera.~~ He should replace it.

Be careful!
Don't use that in place of which in a comment clause. Don't add a subject.
SAY She always borrows my tablet when I need it, **which** really bugs me.
NOT ~~that~~ really bugs me.
NOT which ~~it~~ really bugs me.

GRAMMAR EXPANDER p. 120
Reduced adjective clauses

D **GRAMMAR PRACTICE** | Combine the two independent clauses, converting one to a dependent comment clause.

Example: Mona never returned the book I lent her. (It really bothers me.)
Mona never returned the book I lent her, which really bothers me.

1 Maggie insists on paying for the tickets I gave her. (It's just not necessary.)
.....

2 Repairing Don's tablet will cost an arm and a leg. (It's totally ridiculous.)
.....

3 I offered to pay the bill. (It was the right thing to do, in my opinion.)
.....

4 Jonah tried to pass a car in a no-passing zone. (It was really dangerous.)
.....

5 Colleen is going to replace your headphones. (I think it's very thoughtful of her.)
.....

PRONUNCIATION LESSON p. 135
Emphatic stress and pitch to express emotion

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COMMUNICATION ACTIVATOR

Now let's accept responsibility and express regret.



A CONVERSATION MODEL | **Read and listen.**

A: I'm really sorry, but I have some bad news.
B: What happened?
A: I'm afraid I just backed into your car while I was parking mine. It was totally my fault.
B: How bad is it?
A: Pretty bad. It's going to be expensive to fix. I'm so embarrassed.
B: Look, these things happen. I'm sure we can work something out.
A: Well, I insist on paying for it. And please accept my apology. I feel awful about it.

Social language

Accept responsibility with:
It was totally my fault.

Express remorse with:
I'm so embarrassed.
I feel awful about it.
Please accept my apology.

B PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C TALKING POINTS | **Choose two situations in which you regret what you did, and write notes to describe each. Then tell your partner what happened. Use comment clauses when possible.**

> "I spilled tomato juice on my friend's sofa, which was totally embarrassing. But I accepted responsibility and paid for the dry cleaning."

Possible situations

You accidentally spilled something onto someone's sofa.
You borrowed something and, unfortunately, you broke it.
You lost something that someone had lent you.
You were driving someone else's car and had an accident.
You promised to do something and forgot to do it.
Other: ___

What happened:	What happened:
What I said:	What I said:
What I did to make things right:	What I did to make things right:

D IN YOUR OWN WORDS | **Create a similar conversation, using one of the situations from your Talking Points. Start like this: *I'm really sorry, but I have some bad news.* Be sure to change roles and then partners. (Option: Use the Unit 2 Energizer Worksheet.)**

KEEP TALKING! ●●●

- **Continue to negotiate how you'll make up for what you did.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

I messed up.
I got carried away.
Things got out of hand.
That's not the worst of it.
I want to make things right.
I want to own up to what I did.

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3 COMMUNICATION GOAL Identify the origins of moral principles

A **LISTEN TO SUMMARIZE** | Listen to the two callers on a podcast. Write the sources each identifies as the origins of people's moral principles.

According to Jake, moral principles come from . . .



Jake / Toronto, Canada



Wency / Wuhan, China

According to Wency, moral principles come from . . .

B **UNDERSTAND FROM CONTEXT** | Listen to the podcast again and complete the statements.

1 If you find yourself having to choose between right and wrong, you're facing ..... .
a an ethical dilemma **b** a life lesson **c** ethical principles

2 A ..... is a simple life lesson in many children's storybooks.
a "moral" **b** "moral dilemma" **c** "religious upbringing"

3 An institution such as a school or company may take a public stand on moral and ethical issues by creating ..... .
a a quarantine **b** ethical behavior **c** a mission statement

C **LISTEN FOR MAIN IDEA** | Check the statement that best represents the main idea of the podcast.

☐ **a** Most people would agree that our parents probably have the strongest influence on the development of our moral principles.

☐ **b** The people and institutions we know and the events we experience all play a role in the development of our moral principles.

☐ **c** A catastrophic event such as a pandemic can help us appreciate life more than we did before.

D **LISTEN FOR SUPPORTING DETAILS** | Read this list, and then listen to the podcast again. With a partner, identify examples given in the podcast of each of these situations.

1 an example of an ethical dilemma
.....

2 an example of parents teaching values by their own actions
.....

3 an example of a peer
.....

4 an example of a positive effect of a religious upbringing
.....

5 an example of a negative effect of a religious upbringing
.....

6 an example of how one's school might reinforce values
.....

7 an example of a life event
.....

E **CRITICAL THINKING** | Both callers give examples of influences that may be experienced in childhood or as an adult. Discuss with a partner: Which of the callers' examples do you think are more influential in the development of moral principles? Explain your reasons.

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COMMUNICATION ACTIVATOR

Now let's identify the origins of moral principles.

A **TALKING POINTS** | Where do you think your sense of right or wrong comes from? How did you develop your moral principles? Rank the following influences in importance by circling the stars. Then identify one or more specific moral or ethical lessons you learned from each.

★★★ = very influential

★★☆ = somewhat influential

★☆☆ = not particularly influential

★★★	My mother — *taught me what's right and wrong and the importance of being kind to others . . . and to animals, too.*
★★★	My father
★★★	Other relatives
★★★	My friends
★★★	My colleagues or classmates
★★★	My teachers
★★★	My company
★★★	My religious upbringing
★★★	My community and culture
★★★	Life events
★★★	Other:



B **DISCUSSION** | With a partner, take turns explaining the most important influences on the development of your moral principles. Refer to your responses in Talking Points and provide specific examples. Ask your partner questions.

> "My dad got sick when I was just a kid, and we all had to help take care of him. He couldn't work, so my mom had to work in order to support us. The experience made me realize how important it is to be loyal to the people you love—in good times and bad."

> "I'd say my religious upbringing had the biggest influence on me. It gave me a strong sense of right and wrong and continues to help me make good decisions in my life."

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A READING | Read the article. What are "core" values?

A Life Worth Living

The values that guide you

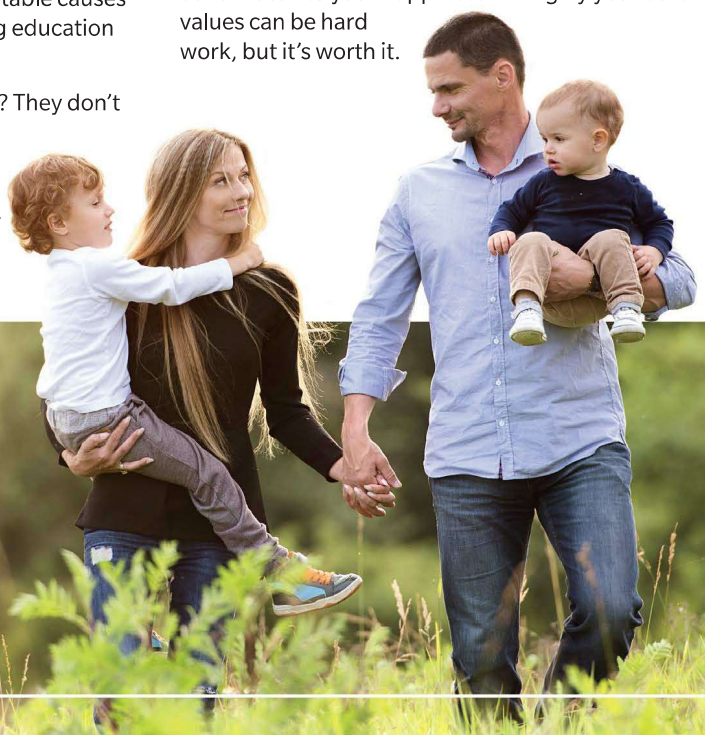
Most of us want to achieve some kind of happiness in our lives. After all, when's the last time you heard someone say, "I want to have an unhappy life!"? However, we all have different ideas about what happiness means and how to achieve it. Some think one can achieve happiness by striking it rich. For others, happiness is the satisfaction of a selfless life, perhaps even lived in poverty, dedicated to helping others in need. The truth is we make choices every day, but not all of them reflect our own most deeply-held values—those things that are most important to us. In fact, regularly considering those values in the daily decisions we make may be the secret to our emotional well-being and to happier, more fulfilling lives.

A number of celebrities commit their time to supporting humanitarian causes in order to make the world a better place. They may become activists against poverty or discrimination. Some use their fame to call attention to their causes and attract donors. Others choose to do their work quietly and privately, a decision driven by principles such as humility—choosing not to seek special attention for themselves. In most cases, they have identified their own values and used them to guide their decisions and actions. Similarly, some individuals who are financially secure live by their values through their philanthropy, and they donate large sums of money to charitable causes such as building hospitals and supporting education or the arts.

Do you know what your "core" values are? They don't necessarily need to be about ethical or moral behavior (though they can be). Your core values are the principles that are most important to you in your life. For example, many of us would say "family" is fundamental to our identity—our sense of self. If your family is a first priority for you, then family is probably one of your core values. Perhaps you live that value by putting family before career—by turning down an exciting new position in another city or country because you think the move would be too difficult for the people you love. Like most people, you probably have about five or so core values that paint a picture of the person you are or want to be. Yet how you choose to live by those values is unique to you. For example, even though we may share the same value with someone else—such as fairness—the way we apply it will differ from person to person.

The first step to a life that has direction and meaning is to ask yourself: What do I want more of in my life? Then make a list of values that are important to you. Out of that list, identify about five *core* values—the ones that you see as your top priorities . . . the ones that will serve as guidelines for living the life you want. Write those core values down and keep them in a place where you can easily find them.

Whenever you have an important decision to make, you can consult your list of core values. Ask yourself: What choice can I make that will most closely align with the values I hold dear? Then, at the end of the year, bring out your core values list to consider whether you've successfully applied those values throughout the year and whether doing so has contributed to your happiness. Living by your core values can be hard work, but it's worth it.



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B **CLASSIFY WORDS** | **Cross out the one word or phrase that doesn't belong in each group. Explain your answers, based on how the words are used in the article.**

1	values	decisions	guidelines	principles
2	happiness	satisfaction	humility	emotional well-being
3	unique	important	core	top priority

C **UNDERSTAND FROM CONTEXT** | **Complete each statement to define these phrases and expressions from the article. Use each choice only once.**

..... 1 If your choices are driven by your core values, you ..... .

..... 2 If you try to help people through philanthropy, you ..... .

..... 3 If you become an activist to support a humanitarian cause, you ..... .

..... 4 If you put your career before family, you ..... .

..... 5 If you paint a picture of the person you want to be, you ..... .

..... 6 If your life has direction and meaning, you ..... .

a feel satisfied with the way you do things
b commit to making the world a better place
c think about your principles before taking actions
d imagine how you would act if you lived by your principles
e do what you can to offer financial support to individuals or organizations
f make your work your top priority

COMMUNICATION ACTIVATOR

Now let's describe the values you live by.

A **SOME VALUES** | **Listen and repeat.**

compassion caring about people who need help

curiosity a desire to learn new things

generosity a willingness to share one's time or money to help others

gratitude the ability to appreciate and be thankful for the things one has right now

patience accepting that some things take time to happen. ALSO the ability to interact easily with difficult people

More values

authenticity	kindness
community	love
creativity	loyalty
education	passion
empathy	respect
fun	responsibility
honesty	wealth

B **TALKING POINTS** | **Choose three values from Exercise A (or add your own) that you consider to be your core values. Provide examples of how you try to live according to those values.**

Core value #1: *passion*
I try to pay the most attention to doing things I love. Life is too short to spend time on boring things.

Core value #1:

Core value #2:

Core value #3:

C **GROUP WORK** | **Tell your classmates about the core values you live by. Use your Talking Points to describe how you apply them—or would like to—in your life. Suggest ways your classmates could apply their values more effectively. (Option: Use the Unit 2 Soft Skills Booster, p. 155.)**

WRITING HANDBOOK p. 145
- **Skill:** Restrictive and non-restrictive adjective clauses
- **Task:** Write a college application essay

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Discuss when telling a lie might be acceptable.
- ☐ Accept responsibility and express regret.
- ☐ Identify the origins of moral principles.
- ☐ Describe the values I live by.

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Soft Skills Workshop 1

An Oral Report

Outcome

You will research and write about a contemporary topic in order to make an oral report to your class.

Tips for TEAMWORK

Make decisions more productive by weighing pros and cons.

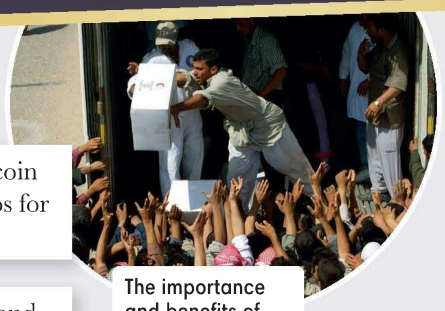
I find ___ to be ___ . But on the other hand, ___ .
It seems to me that ___ could be ___ . Do you agree?
I think ___ . However, ___ .

Suggest ways to make improvements.

If might be better if ___ .
Why don't we ___ ?
How about we ___ ?

1 TEAMWORK Choose a topic.

Divide the class into teams. Vote or flip a coin to choose one of the topics from the photos for your team's report. Complete the chart.



The importance and benefits of charitable giving

In pairs, find information about the topic and make notes of what you've found.

Topic:	
Why did your group choose this topic?	
What are three or four main points you want to include in the report?	
What details could support your main points?	



The ways some cities have chosen to reduce urban crime

Compare notes with the other pairs. Discuss which main ideas and details to include in the team's report.



The ways technology has added to stress in this century



The skills and qualifications required to find a secure, well-paying job in today's economy



The catastrophic effects of global warming on the environment

Tips for COLLABORATION

Encourage colleagues to work together.

You're good at ___ . Why don't we write [the introduction] together?
You ___ really well, and I'm OK at ___ . I think maybe we'd work well together.

2 COLLABORATION Write the report.

Divide your team into pairs and assign one or more main points from Activity 1 to each pair. Each pair will work on creating a draft of their part of the report.

When each pair is finished writing, meet with the whole team. Take turns reading the drafts aloud. Make suggestions to improve the drafts, and revise them as needed. Choose one person to be secretary to combine all the parts together into the body of the report.

Divide the team into two groups: One will brainstorm and draft an introduction to the report, and the other a conclusion. (Note: The introduction should "say what you're going to say" in the body of the report. The conclusion should "say what you've said" in the body of the report.)

Finally, read the complete report together and make any remaining suggestions to improve it.

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Print out the **Evaluation Chart**.

3 PRESENTATION

Rehearse the report and present it to the class.

Rehearse: Provide each team member with a copy of the completed report. Decide which team members will present it to the class. Rehearse your team's oral report, with each team member presenting his or her part. The other team members listen, provide feedback, and make suggestions.

Practice keeping the report on a table or podium and referring to it without seeming to be reading. Use a natural spoken rhythm and intonation so you will be understood easily and maintain the audience's interest.

Present: Present the oral report to the class. Look up as frequently as possible to make eye contact with the audience. Manage your papers so they aren't distracting.

As each person begins a new section of the report, provide a transition; e.g. *Mark will now discuss the challenges of global warming.*

After your team's report, ask the class for questions. Take turns briefly answering the questions, depending on which team member is most qualified to answer.

Tips for PRESENTATION

Show appreciation for your audience's attention.

Thanks so much for your excellent questions!

We really appreciate your interest in the topic.

Acknowledge your co-presenters when appropriate.

As [Pat] was saying, ___ .

Thank you, [Jan], for that nice introduction!

I think [Sam]'s the most qualified to answer that question.

EVALUATE

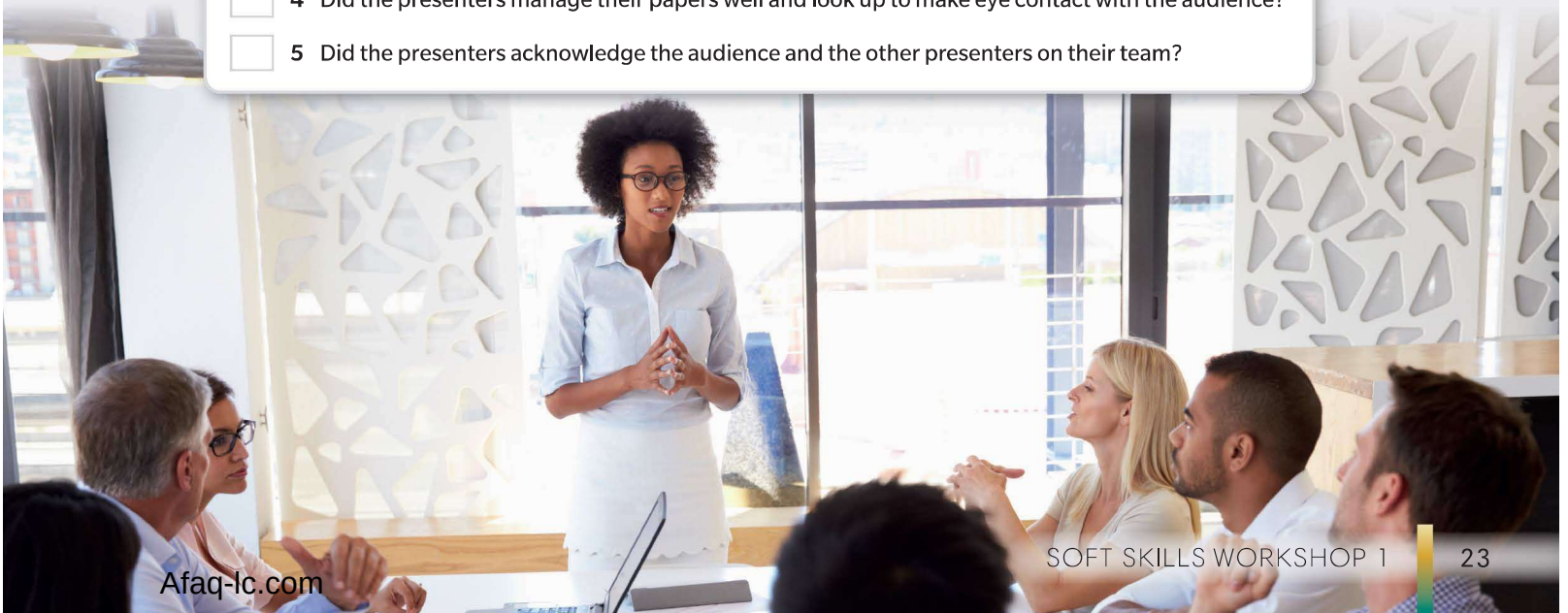
Improve your presentation skills.

Use the Key to answer the questions and evaluate each oral report. Discuss strengths and weakness and make suggestions about how each report might be improved.

KEY

Y = yes
U = usually
S = sometimes
N = no

- ☐ 1 Did the introduction prepare the audience for what the report would be about?
- ☐ 2 Did the conclusion summarize the main points of the report?
- ☐ 3 Did the presenters seem to be speaking naturally and not seem to be reading aloud?
- ☐ 4 Did the presenters manage their papers well and look up to make eye contact with the audience?
- ☐ 5 Did the presenters acknowledge the audience and the other presenters on their team?



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