

HIGH SCHOOL 영어 발표와 토론

# ENGLISH PRESENTATION & DEBATE



이젠교육





# Preface

“It’s okay to have butterflies in your stomach. Just get them to fly in formation.”

To have butterflies in your stomach means feeling very nervous or anxious, usually before doing something important or challenging. In the journey of learning presentation and debate skills, it’s perfectly normal to feel this way.

As Rob Gilbert humorously suggested above, feeling nervous is natural, but with focus and practice, you can turn that energy into something productive.


This book is designed to help you transform that nervousness into a strong, focused performance. By concentrating and practicing, you can convert your nerves into positive energy and use them to your advantage.

When giving a speech or participating in a debate, the goal isn’t just to overcome fear but to use it effectively. Joseph Joubert wisely said, “The aim of argument, or of discussion, should not be victory, but progress.” This means we should focus on gaining understanding and fostering growth, rather than just aiming to win.

Throughout this textbook, you’ll learn how to turn your nervousness into confidence and see debates as opportunities for meaningful conversations and discovery. We hope these insights will guide you toward becoming more confident and effective communicators.



# Features



Unit 1

## The Importance of Social Relationships

Friendship is born at that moment when one person says to another, "What! You too? I thought I was the only one."  
— C. S. Lewis, English writer

**Think and Discuss**  
A. Look below and think about the topic.

All connections start from within us. We are the creators of our own social connections.

Thanks for being a great student.

Thank you for being a great student.

B. Discuss this question with your classmates:  
How can we enhance our social relationships in schools?

**Unit Focus**

**Topic**  
Social relationships

**Speech**  
Lecture about the importance of social connections in schools

**Strategies**  
Listening  
• Note-taking skills  
Presentation  
• Structuring a presentation  
Debate  
• Presenting objections & defending your opinions

Each unit opens with a captivating image accompanied by a thought-provoking statement, and a discussion question to get students interested in the topic.

Exploring the Topic and Language

**A Background**

Answer the questions below to learn about your social relationships. For each question, answer Yes or No.

How healthy are your social relationships?

	Yes	No
1. Do you have friends with whom you regularly share your thoughts and feelings?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you feel like you belong to a group or community where you are accepted and valued?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you participate in social activities or events on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you find it easy to communicate with people online?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you use social media to stay in touch with friends or family members who live far away?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you feel a sense of belonging to any online communities or groups on social media?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you feel that you maintain a healthy balance between your social connections online and those in person?	<input type="checkbox"/>	<input type="checkbox"/>

For each "yes," color one box on the left; for each "no," color one box on the right.

YesNo

If you answered "Yes" to most of the above questions, it means that you may have good social relationships with others in general.

If you answered "No" to most of the above questions, it means that you may need to put in some effort to improve your social relationships.

**C** Compare your answers with a partner's. Are they similar or different?  
Are you happy with your current social relationships, or do you wish they were better? What makes you feel that way?

**B Vocabulary Preview**

Here are some words used in the upcoming sections. Complete the sentences using the given words.

decline	depression	fundamental	manipulate
1. Working memory is the part of our brain that holds information and allows us to _____ in the short term.			
2. Poor working memory, sometimes caused by cognitive _____, can have many negative effects because it makes holding the necessary information in our minds more difficult, stopping us from completing the task at hand.			
3. Social connections are _____ to human happiness, and when you are happy, your critical thinking skills are greatly enhanced.			
4. If you have weak social connections, you are more likely to experience _____ and anxiety.			

**C Functions**

Introducing a Topic	Thanking the Audience
• I'd like to talk about ...	• Thank you all for listening.
• Today I'm going to talk about ...	• I appreciate your attention.
• The topic of my talk today is ...	• Thanks for being such a great audience.
• I'm excited to talk to you about ...	• Thank you for your time and attention.
• The purpose of my talk is to ...	• It has been a pleasure to speak with you all today.
• I'd like to draw your attention to ...	• I'd like to thank you for your interest in ...
• The subject of my talk today is ...	

**Task** Let's assume today's lecture title is "The Strength of Positive Relationships" and that you are the lecturer for today. Write your answers to the questions below, using the expressions mentioned above.

1. How would you introduce today's topic?

2. How would you thank your audience at the end of the lecture?

Exploring the Topic and Language

includes initial activities related to the topic, essential vocabulary and functions, reading exercises for better understanding, and helps prepare for listening to the main sample speech.

Exploring a Sample Speech

**A** Listen to the beginning of the lecture. Check whether each sentence is true (T) or false (F) based on what the speaker said.

The concept of social connections actually is ...

	T	F
1. the number of friends you have.	<input type="checkbox"/>	<input type="checkbox"/>
2. how often you interact with others.	<input type="checkbox"/>	<input type="checkbox"/>
3. about the quality of your relationships.	<input type="checkbox"/>	<input type="checkbox"/>
4. about the sense of belonging that you have.	<input type="checkbox"/>	<input type="checkbox"/>
5. a feeling of trust and acceptance in your community.	<input type="checkbox"/>	<input type="checkbox"/>
6. about being appreciated for who you are.	<input type="checkbox"/>	<input type="checkbox"/>

Source: The importance of social connection in schools (https://bit.ly/3h8g8g8)

**B** Listen to the lecture and number the following sections from 2 to 5 in the order in which you hear them.

1. Defining Social Connections

2. The Impact of Social Connections on Learning

3. Social Connections and Mental and Physical Health

4. The Connection Between Social Connections and Problem-Solving Skills

5. Promoting Social Connections in Schools

6. The Need to Prioritize Social Connections in Education

**C** Listen again and fill in the notes.

Introduction	Body	Conclusion
<p><b>Greeting and Presenting Today's Topic</b></p> <p>Today's lecture is on _____ SC = social connections</p> <p>Topic: the importance of _____ in schools</p> <p><b>What is SC?</b></p> <p>• about quality of relationships + sense of _____</p> <p>• create feelings of _____ + acceptance in community</p> <p>• about being _____ + feeling like you belong</p> <p><b>Why is SC important for students?</b></p> <p>• affects _____</p> <p>• essential function: _____ memory &amp; attention</p> <p>ability to creatively solve problems</p> <p>• critical for _____ physical health</p> <p>weak SC = depression, _____ substance abuse</p> <p><b>What can be done to promote SC in schools?</b></p> <p>• create culture of _____ belonging</p> <p>• result not to others + be _____ to new friendships</p> <p>• teachers + staff = foster sense of _____</p> <p>• use _____ to your advantage: social media</p> <p><b>Importance of SC</b></p> <p>• SC = essential for _____ success, mental + physical health, overall well-being</p> <p>• need to prioritize SC in schools</p> <p>• create an environment where all feel _____ supported, connected</p>	<p><b>Focus on Form</b></p> <p>This results in your being less able to listen, follow directions, and focus on complex learning.</p> <p>However, if it is used responsibly, social media can help to break down barriers and create new connections.</p> <p style="font-size: x-small;">* Refer to the appendix (pages 156-161) for explanations and exercises.</p>	

Source: The importance of social connection in schools (https://bit.ly/3h8g8g8)

Exploring a Sample Speech

assists students in grasping effective presentation skills by listening to and summarizing a sample speech before they start their own presentations.



## Presenting Yourself

### Nuts & Bolts of Presenting

#### A Strategy

##### Structuring a Presentation

A presentation can be divided into three parts: an introduction, a body, and a conclusion.

**Introduction** You need to explain the subject and purpose of your presentation while getting the audience's interest and confidence. Keep in mind that the main aim of the introduction is to grab the audience's attention and connect with them.

**Body** You need to provide support for your main message. You should discuss each of your main points in a clear and logical order. When planning your presentation, write a list of main points you want to make and ask yourself "What am I telling the audience? What should they understand from this?" This will help you produce clear messages.

**Conclusion** You need to summarize the key points. In the process, remind the audience of the significance of the topic, the aims of your talk, and how you have met those aims. Thank the audience for their attention and invite them to comment or ask questions.

(Source: Structuring your presentation [www.arts.ac.uk])

#### B Expressions

##### Introducing Yourself and the Topic of Your Speech

At the beginning of a speech, speakers typically greet the audience, introduce themselves, and present the topic. Here are some common expressions.

**Good morning, everyone! I'm Emma Thompson, a student at Riverside High School.**  
Today, I'll be sharing insights on the impact of social media on friendships.

**Hello, I'm Alex Choi, currently a 10th-grade student at Maplewood High School.**  
My presentation today focuses on friendships evolving from childhood to adulthood.

**Hello, fellow students! I'm Emily, and I'm excited to discuss the impact of social media on our lives. (with a familiar audience)**

**Good morning, everyone! I'm Greg, your classmate. And I'm excited to share my project on family communication with you. (with a familiar audience)**

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## Presenting Yourself

equips students with effective presentation strategies, involves reviewing a sample presentation, and engages them in presenting their own ideas.

### From Presentation to Debate

#### Opinion Examples

Read the opinions about the motion below and answer the questions.

**Motion:** Social media enhances true social connectedness.

For	Against
Social media enhances social connectedness by providing various ways to communicate and connect with others. These ways include texting or making video calls with family and friends, or even a helpful new virtual reality headset that lets you be in the same room as your friends. Social media is associated with higher levels of social connectedness and support. Social media also facilitates the formation of online communities based on shared interests and values, providing a platform on which people can discuss their life experiences and develop a sense of belonging. Furthermore, social media can be a powerful tool for social activism and community organizing, bringing together individuals with shared values and goals to create positive change. Although it may have some drawbacks, social media has the potential to foster social connectedness and bring people together.	Social media does not enhance social connectedness but rather creates a false sense of it. While it allows us to keep in touch with friends and family members, these connections lack the richness and intimacy of face-to-face interactions. Spending too much time on social media can also lead to social isolation and loneliness, and research has shown that social media use is associated with increased levels of anxiety, depression, and stress. Moreover, social media mechanisms can contribute to the marginalization of community and social unity by creating echo chambers and fostering toxic dialogue and debate. While social media has some benefits, we must recognize its limitations and potential negative consequences. As a result, we should strive for genuine, meaningful connections and prioritize face-to-face interactions.

1. Underline the main idea of each opinion.  
2. What supporting ideas are given for each opinion?

**For:** \_\_\_\_\_  
**Against:** \_\_\_\_\_

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## From Presentation to Debate

explores both the pros and cons of a debate topic, learning strategies for successful debating.

## Joining the Debate

allows students to choose their debate topic and participate in activities before, during, and after the debate.

### Joining the Debate

#### Before the Debate

**Step 1 Choose a Topic**

1. Read the following motions and then add your own motion to the list.

- ☐ Social media enhances true social connectedness.
- ☐ Friendships are more important than romantic relationships.
- ☐ It is better to have a few close friends than many shallow friends.
- ☐ People are more likely to be friends with people who are similar to them.

**Step 2 Collaborate with your classmates to discuss the above motions and collectively select one for the upcoming debate.**

**Motion:** \_\_\_\_\_

**Step 3 Choose Sides**

Determine whether you will adopt the affirmative or negative position.

**Step 4 Brainstorm and Research**

Take some time to brainstorm your thoughts and ideas. What do you know about the topic? What do you think about it? What are your arguments for or against the topic? Once you have a good understanding of the topic, start researching to find evidence to support your arguments.

**Research Tips for a Debate**

The tips below will help guide your research efforts and ensure you're well prepared for the debate.

1. Understand the topic and define your position.
2. Identify key arguments.
3. Conduct thorough research from credible sources.
4. Evaluate sources critically.
5. Take organized notes.

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### Wrap Up

While listening to the speeches, write the instructor's name, job, and lecture topic.

**B. Read and fill in the blanks with the expressions in the box.**

**Expressions:**

- I have a different perspective.
- I've not heard of that before.
- The audience consistently agrees that...
- Let me explain why I believe...

**C. Each country's cultural context influences how students utilize social media. Select a country and research how students there utilize social media platforms to watch their relationships and interactions within schools.**

**[4] In Germany, various social media platforms are widely used. Students are encouraged to post photos of their school projects publicly, while others prefer to share their work privately in closed class circles, fostering a sense of community and connection through social media.**

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## Wrap Up

concludes the unit, covering presentation, debating strategies, culture, and summarizing the debate.

### Reflect

Give your answer to the unit's opening question:

☒ How can we enhance our social relationships in school?

Take a moment to reflect on the knowledge you have acquired throughout this unit and assess your progress.

**Learning Objectives:**

- ☐ Understand and organize the content of the talking notes during a lecture.
- ☐ Organize a presentation logically by dividing it into an introduction, main body, and conclusion.
- ☐ Effectively counter the other person's opinion and defend my own viewpoint during the debate.
- ☐ Conduct comprehensive research on the topic at hand using reliable sources and critically evaluate the information.
- ☐ Collaborate with my classmates during a debate while effectively sharing the roles that we have to play.
- ☐ Objectively evaluate my team's performance and my own performance, and then prepare for a better debate next time.

**Write and share your final thoughts.**

e.g. I have learned how to take notes effectively when listening to lectures or participating in debates.

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## Reflect

encourages students to motivate themselves by reviewing their learning progress.

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<b>Getting Ready ►</b>		Guidelines for presentation and debate <i>p. 8</i>	
Unit	Sample Speeches	Strategies	
		Listening	
<b>1</b>  <i>p. 20</i> <b>The Importance of Social Relationships</b>	Lecture about the importance of social connections in schools	Note-taking skills	
<b>2</b>  <i>p. 42</i> <b>Tell Me a Story</b>	Retelling "The Storyteller"	Visualizing stories	
<b>3</b>  <i>p. 66</i> <b>A World Without Discrimination</b>	Lecture about microaggressions	Recognizing transitions	
<b>4</b>  <i>p. 88</i> <b>Shaping a Sustainable World</b>	Speech about net-zero emissions	Listening to numbers	
<b>5</b>  <i>p. 110</i> <b>I'm Not Your Inspiration</b>	A personal story from a disabled woman	Predicting	
<b>Appendices ►</b>		Transcripts <i>p. 132</i> Answer Key <i>p. 139</i> Language & Culture File <i>p. 156</i>	

	Presentation	Debate	Functions	Culture
	Structuring a presentation	Presenting objections and defending your opinions	<ul style="list-style-type: none"> <li>• Introducing a topic</li> <li>• Thanking the audience</li> <li>• Introducing yourself and the topic of your speech</li> </ul>	Using effective body language: eye contact
	Making a story come alive	Agreeing and disagreeing	<ul style="list-style-type: none"> <li>• Sharing experiences</li> <li>• Disagreeing</li> </ul>	Using effective body language: gestures and posture
	Using transitions and signposting	Asking for clarification and elaboration	<ul style="list-style-type: none"> <li>• Putting emphasis on something</li> <li>• Linking words</li> </ul>	Using inclusive & neutral language
	Using presentation aids	Things to consider when using online sources	<ul style="list-style-type: none"> <li>• Describing trends</li> <li>• Explaining visual data</li> <li>• Introducing information from sources</li> </ul>	Different approaches to sustainable living
	Using supportive evidence	Persuasion	<ul style="list-style-type: none"> <li>• Persuading</li> <li>• Calling to action</li> </ul>	Assistive technology around the world
Key Word List Sources		<p><i>p. 170</i></p> <p><i>p. 174</i></p>		



### 1 Know Your Audience

Who will see and hear your presentation? In most cases, it will be other students and the teacher. But there are still several things you need to think about.

**A. Here are four factors that are needed for audience analysis:**

<b>Knowledge</b>	assessing the audience's level of understanding of the topic before you begin your presentation
<b>Formality</b>	deciding on a tone suitable for the audience (professional or casual)
<b>Diversity</b>	recognizing the various backgrounds and perspectives within the audience
<b>Interests</b>	identifying subjects that captivate and engage the audience

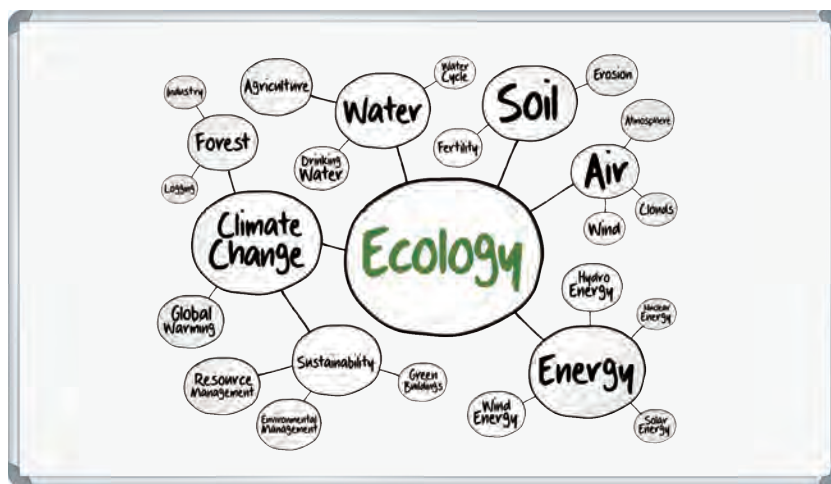
**[Check 1]** Read and fill in the blanks with the corresponding factors above.

Audience Analysis		Things to Consider
1	<u>Knowledge</u>	What do they already know about your topic?
		What do they need to know?
2	<u></u>	What are they interested in?
		What are they curious about?
3	<u></u>	Is this a formal presentation for a class assignment?
		Is this a more informal presentation for a club meeting?
4	<u></u>	Are there people from different cultures or backgrounds in the audience?

## 2 Prepare

### A. Brainstorm

Brainstorm a list of topics and pick one you're passionate about. Be sure to choose a topic that you know something about. Start by brainstorming the main points you want to cover.



### B. Research

Once you have chosen a topic, begin your research journey to gather valuable information. Use some research tips to ensure your research is effective and efficient.

**[Check 2]** Read and complete the blanks with the given phrases.

<b>Use credible sources</b>	Use reliable sources like academic journals, government publications, and 1 _____ with domains ending in .gov, .edu, or .org.
<b>Diversify your sources</b>	Gather information from a variety of sources to gain a 2 _____ on your topic.
<b>Verify information</b>	Double-check facts and statistics from multiple sources to ensure accuracy and avoid 3 _____.
<b>Keep an open mind</b>	Be open to new ideas and interpretations that may challenge 4 _____ during the research process.

- a. spreading misinformation
- c. your initial assumptions

- b. reputable websites
- d. well-rounded perspective

### C. Organize

Create an outline or structure for your presentation, considering the introduction, main points, and conclusion. Organizing your presentation helps you present information in a clear and structured manner.

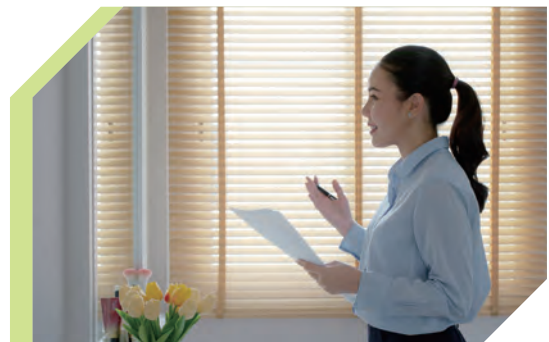
Introduction	This is the first part of your presentation and should be used to grab the audience's attention and introduce the topic.
Body	The body is the main part of your presentation and should be divided into sections that focus on each main point.
Conclusion	The conclusion is the last part of your presentation and should be used to summarize the main points and leave the audience with something to think about.

**[Check 3]** Write which information should be dealt with in which part: introduction, body, or conclusion.

<ul style="list-style-type: none"><li>• a clear and concise statement of the main point</li><li>• evidence to support the main point</li><li>• visual aids to help illustrate the main point</li></ul>	_____
<ul style="list-style-type: none"><li>• a summary of the main points</li><li>• a call to action</li></ul>	_____
<ul style="list-style-type: none"><li>• a strong opener that will captivate the audience</li><li>• a clear and concise statement of the topic</li></ul>	_____

### D. Practice


Practice your presentation aloud so that you can become comfortable with the material and deliver it smoothly. You can practice in front of a mirror or with a friend.





### 3 Present

Now give your presentation to the class. Here are some tips for giving a good presentation.



**Eye Contact**  
Keep steady eye contact with various audience members.

**Gestures**  
Use meaningful gestures for effective communication in your presentation.

**Facial Expressions**  
Use a variety of expressions to convey emotions and emphasize points.

**Delivery**  
Speak clearly and at a moderate pace.

**Posture**  
Stand tall with a relaxed posture to show confidence.

**[Check 4]** Read and check the correct tip for a good presentation.

<b>Eye Contact</b>	<input type="checkbox"/> Maintain regular eye contact with different audience sections.
	<input type="checkbox"/> Stare at a single spot or object.
<b>Facial Expressions</b>	<input type="checkbox"/> Use exaggerated expressions for fun.
	<input type="checkbox"/> Use appropriate facial expressions matching the content.
<b>Gestures</b>	<input type="checkbox"/> Include natural hand gestures for emphasis.
	<input type="checkbox"/> Stand still without any gestures.
<b>Posture</b>	<input type="checkbox"/> Walk around the stage to keep the audience engaged.
	<input type="checkbox"/> Stand tall with a straight back and relaxed shoulders.
<b>Delivery</b>	<input type="checkbox"/> Speak clearly and at a steady pace.
	<input type="checkbox"/> Speak very fast to keep the energy high.

# Overcoming Stage Fright

Stage fright, the fear of public speaking, is a common issue that many students face when giving presentations. Here are some ways to help control stage fright and deliver effective presentations.

**[Check 5]** Read the information and complete the blanks with the given phrases.

- |                               |                              |
|-------------------------------|------------------------------|
| a. feeling nervous is natural | b. release tension           |
| c. organizing your thoughts   | d. comfortable and confident |

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## Practice regularly:

- 1 Continually seek opportunities to practice public speaking, whether it's presenting in front of classmates or a mirror. The more you practice, the more \_\_\_\_\_ you will become over time.

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## Embrace nervous energy:

- 2 Recognize that \_\_\_\_\_ and that even experienced speakers sometimes feel it. Instead of fighting your nerves, try seeing them differently as excitement or anticipation.

---

## Warm up your body and voice:

- 3 Engage in light physical activity or stretching before your presentation to \_\_\_\_\_ in your body. Additionally, warm up your voice by doing vocal exercises or speaking out loud.

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## Preparation is key:

- 4 Make sure to thoroughly prepare your presentation by researching the topic, \_\_\_\_\_, and creating an outline or script.
- 



## 1 What is a debate?

A debate is a formal discussion between two or more people about a controversial topic. The goal of a debate is to persuade the audience to agree with your side of the argument. In a debate, you will present your arguments in a clear and logical way.

**[Check 6]** Fill in the blanks with the words from the text above.

Debates are formal discussions where two or more people present their arguments on a \_\_\_\_\_ topic in order to \_\_\_\_\_ the audience to agree with their side.

## 2 Who are the key participants in a debate?

The chairperson moderates the debate, the timekeeper ensures fairness in speaking time, and the judge determines the outcome. The affirmative team supports the view, while the negative team challenges it.



**[Check 7]** Match the debate participants with their correct roles.

Chairperson

• manages speaking time and keeps the debate on track

Timekeeper

• guides and assists in arranging the debate

Affirmative Team

• evaluates arguments and decides which team wins

Negative Team

• presents arguments supporting the statement

Judge

• opposes the statement and presents counterarguments



### 3 What terms are used in a debate?

Here are some terms commonly used in a debate:

<b>Motion</b>	the proposed topic for debating
<b>Cross-Examination</b>	the questioning of an opposing debater's evidence
<b>Affirmative Team</b>	the team that supports the motion
<b>Negative Team</b>	the team that opposes the motion
<b>Rebuttal</b>	the speech in which a debater responds to the opposing team's arguments
<b>Constructive Speeches</b>	the first two speeches in a debate, in which the debaters present their arguments

**[Check 8]** Fill in the blanks to match them with the corresponding explanation.

0. <u>Motion</u>	the statement or topic being debated
1. _____	the initial two speeches where the debaters present their basic arguments for or against the motion being debated
2. _____	the side of the debate that opposes the motion (also known as the "con" side)
3. _____	the side of the debate that supports the motion (also known as the "pro" side)
4. _____	the act of refuting or countering the arguments presented by the opposing side
5. _____	a period during the debate when one side can question the opposing side to challenge their arguments or gather additional information

#### 4 How is a debate organized?

Debate organization can vary depending on the specific rules and format being followed. One common example is the following structure, with designated preparation time for each stage.

##### Order of Debate

###### 1. Affirmative team's constructive speech 4 minutes

The affirmative team presents their arguments and evidence supporting their position.

###### 2. Negative team's cross-examination 2 minutes

The negative team questions the affirmative team to challenge their arguments and gather information.

###### 3. Negative team's constructive speech 4 minutes

The negative team presents their own arguments and evidence opposing the affirmative team's position.

###### 4. Affirmative team's cross-examination 2 minutes

The affirmative team questions the negative team to challenge their arguments and gather information.

###### 5. Negative team's rebuttal speech 3 minutes

The negative team refutes the affirmative team's arguments and presents counterarguments.

###### 6. Affirmative team's rebuttal speech 3 minutes

The affirmative team refutes the negative team's arguments, defends their position, and strengthens their case.

**[Check 9]** Fill in the blanks with the given expressions to complete the debate.

a. We believe that  
d. We oppose

b. What about the fact that  
e. The assumption that

c. How can we ensure that

### Example Path for Debate

**Motion**

We should lower the voting age.

(A: affirmative team / N: negative team)

**A's constructive speech**



Lowering the voting age would empower youth and enhance democracy, promoting active participation and political awareness among 16-year-olds.

**N's cross-examination**

\_\_\_\_\_ 16-year-olds possess the necessary maturity and understanding to make informed decisions?



**A's response**



\_\_\_\_\_ community education programs can be implemented to ensure that 16-year-olds are well informed about political processes and issues, preparing them for responsible voting.

**N's constructive speech**

\_\_\_\_\_ lowering the voting age because it might make our democratic system less strong by letting younger people vote before they have enough life experience and maturity.



**A's cross-examination**



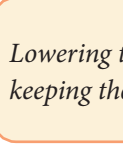
\_\_\_\_\_ many 16-year-olds demonstrate political awareness and involvement in societal issues, indicating their readiness to participate in the democratic process?

**N's response**

While some 16-year-olds may show political awareness, the voting age ensures a certain level of maturity for decision-making.



**N's rebuttal speech**



Lowering the voting age may undermine the effectiveness of our democracy, while keeping the current age requirement secures the decision-making process.

**A's rebuttal speech**



\_\_\_\_\_ maturity is solely determined by age overlooks the political awareness and engagement of 16-year-olds, and by giving them the right to vote, we promote inclusivity and ensure equal representation for all citizens. ...



## 5 What should we do in a debate?

### A. Prepare Speeches

#### ■ Affirmative Constructive Speeches

Affirmative constructive speeches present basic arguments in favor of the motion.

Steps for Organization	What to Do
1. State the motion	Clearly state the main idea or topic you are advocating for in your speech.
2. Explain the motion	Explain what the motion means and why it is important.
3. Define terms	Define any terms that are used in the motion or in your arguments.
4. Explain a need for a change from the present situation	Explain why the present situation is not working and why it needs to change.
5. Present persuasive arguments to support the motion	Present your arguments in favor of the motion. You should use evidence, logic, and source citations to support your arguments.
6. Summarize the affirmative arguments	End with a strong conclusion by restating the main points and providing a call to action.

**[Check 10]** Arrange these example arguments according to the steps given above.

- [ 1 ] I advocate for stricter regulations on plastic waste disposal.
- [ ] By “stricter regulations,” I mean enforced rules for managing plastic waste.
- [ ] In our current world, the improper disposal of plastic waste has led to serious environmental consequences.
- [ ] Credible sources like WWF and National Geographic show that plastic waste seriously harms marine life.
- [ ] Current plastic waste practices hurt nature and must be changed.
- [ 6 ] To protect our environment and marine life, we must adopt stricter plastic waste regulations.

## ■ Negative Constructive Speeches

Negative constructive speeches present basic arguments against the motion.

### Organization

1. State your team's disagreement with what the affirmative speakers said.
2. Present persuasive arguments (evidence, logic, source citations) that refute the motion.
3. Demonstrate the harms or disadvantages that would result if the motion were adopted.
4. Summarize the negative arguments.

**[Check 11]** Arrange these example arguments according to the steps given above.

- [ 1 ] We oppose the notion that stricter plastic waste regulations are the best solution.
- [ ] To summarize, we worry about how strict plastic waste rules could affect the economy and lead to unintended problems.
- [ ] Stricter rules might burden small businesses, risking job losses and economic difficulties.
- [ ] Credible sources suggest that strict regulations could fuel illegal waste disposal.

## ■ Rebuttal Speeches

Each team responds to the other team's presentation and restates its own best arguments.

### Organization

1. Present additional research as needed to discredit the opposing team's arguments.
2. Defend your arguments against your opponent's attacks.
3. Point out arguments that the opposing team "ignored" or did not respond to adequately.
4. End the rebuttal with a strong final statement in which you restate your position and say that the other team failed to prove its case.

**[Check 12]** Arrange the affirmative team's rebuttal speech according to the four steps outlined above.

- [ ] Studies show that stricter plastic waste regulations can boost the economy by creating jobs in the recycling sector.
- [ ] The opposition neglected to address the long-term benefits of cleaner environments on public health and tourism.
- [ ] Effective enforcement and public education can reduce the risk of illegal waste disposal under stricter regulations.
- [4] Stricter plastic waste regulations are essential for environmental protection, and the opposition has not provided a better alternative.

## B. Join the Debate

During the debate, you and your classmates will engage in some important procedures.

- **Constructive Speech:** Present your main arguments.
- **Cross-Examination:** Take the opportunity to question the opposing side.
- **Rebuttal:** Challenge the arguments of the opposing side and present counterarguments.

**[Check 13]** Fill in the blanks with the correct terms from the box above.

During the debate, you will engage in procedures like presenting main arguments through a \_\_\_\_\_ speech, questioning the opposing side via \_\_\_\_\_, and countering their claims through \_\_\_\_\_.

## C. Evaluate the Debate

After the debate, take a moment to review how your team did. Think about what you did well and where you can improve.

Remember, a debate isn't just about winning or losing. It's about collaborating with a team and deepening everyone's understanding of the topics.

## Unit 1

# The Importance of Social Relationships

Friendship is born at that moment when one person says to another,  
“What! You too? I thought I was the only one.”

— C. S. Lewis, *English writer*





## Think and Discuss

A. Look below and think about the topic.

All connections start from within us.  
We are the creators of our own  
social connections.

Thanks for  
being a great  
listener.

Thank you for  
trusting me enough  
to share with me.



B. Discuss this question with your classmates:

**Q.** How can we enhance our social relationships in schools?

## Unit Focus

### Topic

Social relationships

---

### Speech

Lecture about the importance of social connections in schools

---

### Strategies

#### Listening

- Note-taking skills

#### Presentation

- Structuring a presentation

#### Debate

- Presenting objections & defending your opinions

## A Background



**1** Answer the questions below to learn about your social relationships. For each question, answer Yes or No.

## How healthy are your social relationships?

	Yes	No
1. Do you have friends with whom you regularly share your thoughts and feelings?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you feel like you belong to a group or community where you are accepted and valued?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you participate in social activities or events on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you find it easy to communicate with people online?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you use social media to stay in touch with friends or family members who live far away?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you feel a sense of belonging to any online communities or groups on social media?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you feel that you maintain a healthy balance between your social connections online and those in person?	<input type="checkbox"/>	<input type="checkbox"/>

► For each “yes,” color one box on the left; for each “no,” color one box on the right.

Response	Percentage
Yes	10%
No	90%

- If you answered “Yes” to most of the above questions, it means that you may have good social relationships with others in general.
- 
- If you answered “No” to most of the above questions, it means that you may need to put in some effort to improve your social relationships.



- 2 Compare your answers with a partner's. Are they similar or different?
- 3 Are you happy with your current social relationships, or do you wish they were better? What makes you feel that way?



## B Vocabulary Preview

Here are some words used in the upcoming sections. Complete the sentences using the given words.

decline      depression      fundamental      manipulate

1. Working memory is the part of our brain that holds information and allows us to \_\_\_\_\_ it in the short term.
2. Poor working memory, sometimes caused by cognitive \_\_\_\_\_, can have many negative effects because it makes holding the necessary information in our minds more difficult, stopping us from completing the task at hand.
3. Social connections are \_\_\_\_\_ to human happiness, and when you are happy, your critical thinking skills are greatly enhanced.
4. If you have weak social connections, you are more likely to experience \_\_\_\_\_ and anxiety.

## C Functions

Introducing a Topic	Thanking the Audience
<ul style="list-style-type: none"><li>• I'd like to talk about ...</li><li>• Today I'm going to talk about ...</li><li>• The topic of my talk today is ...</li><li>• I'm excited to talk to you about ...</li><li>• The purpose of my talk is to ...</li><li>• I'd like to draw your attention to ...</li><li>• The subject of my talk today is ...</li></ul>	<ul style="list-style-type: none"><li>• Thank you all for listening.</li><li>• I appreciate your attention.</li><li>• Thanks for being such a great audience.</li><li>• Thank you for your time and attention.</li><li>• It has been a pleasure to speak with you all today.</li><li>• I'd like to thank you for your interest in ...</li></ul>

**Practice** Let's assume today's lecture title is "The Strength of Positive Relationships" and that you are the lecturer for today. Write your answers to the questions below, using the expressions mentioned above.

1. How would you introduce today's topic?

---

2. How would you thank your audience at the end of the lecture?

---

## D Read and Think



1 Read this article about working memory.

### What Is Working Memory?

Memory and learning are very closely related. Enhancing one enhances the other. Our memory allows us to store and process the knowledge and skills that we learn in order to use them in the future. However, many of us don't fully understand how it works, though its importance is not lost on us. Learning more of the specifics and understanding working memory can help us learn more effectively.

So, what is working memory, and why is it important? Working memory is the part of our brain that holds and manipulates information in the short term. It can store verbal, visual, and spatial information in the mind while allowing us to engage in other cognitive activities. It impacts all areas of thinking and learning. Examples of using our working memory in our daily lives include remembering someone's email address, asking for directions and remembering them until we reach our destination, and learning the name of someone new and keeping it in mind throughout the conversation. These are simple things that we may give no second thought to but that demonstrate how important working memory is in our everyday lives.

Working memory is crucial for paying attention and is therefore essential for students when they are in the classroom. It allows them to process and retain the information they are being taught while simultaneously solving problems, taking notes, and following their teacher's instructions. The capacity of working memory differs from person to person. Information can easily be lost because of a distraction or cognitive overload. Poor working memory, sometimes caused by cognitive decline, can have many negative effects because it makes holding the necessary information in our minds more difficult, stopping us from completing the task at hand. Those with a lower capacity can lose focus and find it difficult to concentrate. This is especially harmful to students because paying attention is vital to their academic progress.

Source: *Everything You Need to Know About Working Memory* ([www.innerdrive.co.uk](http://www.innerdrive.co.uk))



**2** Answer the questions below about the reading.

1. What is working memory?
2. Can you give some examples of how working memory is used in our daily lives?
3. Why is working memory important for students?



**3** Discuss the question below with your classmates.

Do you think there are ways to improve working memory? If you have any ideas, share them with the class.

## **E** Prepare to Listen

### **Note-Taking Skills**

**1. Write phrases, not full sentences.**

Record only the key words necessary to grasp the main idea. Keep essential technical or discipline-specific terms.

**2. Take notes in your own words.**

Paraphrase what you hear so it makes sense to you—this helps you to understand and remember what you hear.

**3. Use abbreviations.**

Abbreviations for words or phrases are useful for note-taking in lectures when speed is essential.

=	equals	+	and	/	or
i.e.	that is	e.g.	for example	etc.	and so on
#	number	sb	somebody	sth	something

Source: *Techniques and Tips for Listening and Note Taking* ([www.student.unsw.edu.au](http://www.student.unsw.edu.au))

**Practice** From the table above, select and write the most suitable abbreviated expressions in the blanks.

Human relationships flourish on mutual respect and empathy. In close friendships, \_\_\_\_\_, understanding and appreciating individual traits and habits is essential. This involves empathy, \_\_\_\_\_, the capacity to feel and share another person's experiences, which strengthens the bond. Acknowledging these unique characteristics leads to deeper connections.

# Exploring a Sample Speech

**A**

Listen to the beginning of the lecture. Check whether each sentence is true (T) or false (F) based on what the speaker said.



The concept of social connections actually is ...

**T**

**F**

1. the number of friends you have.

☐☐

2. how often you interact with others.

☐☐

3. about the quality of your relationships.

☐☐

4. about the sense of belonging that you have.

☐☐

5. a feeling of trust and acceptance in your community.

☐☐

6. about being appreciated for who you are.

☐☐

Source: *The importance of social connection in schools* (theeducationhub.org.nz)

**B**

Listen to the lecture and number the following sections from 2 to 5 in the order in which you hear them.



1

Defining Social Connections

☐

The Impact of Social Connections on Learning

☐

Social Connections and Mental and Physical Health

☐

The Connection Between Social Connections and Problem-Solving Skills

☐

Promoting Social Connections in Schools

☐

The Need to Prioritize Social Connections in Education

## C Listen again and fill in the notes.



### Introduction

#### Greeting and Presenting Today's Topic

- today's lecturer = Dr. \_\_\_\_\_ SC = social connections
- topic: the importance of \_\_\_\_\_ in schools

#### What is SC?

- about quality of relationships + sense of \_\_\_\_\_
- create feelings of \_\_\_\_\_ + acceptance in community
- about being \_\_\_\_\_ + feeling like you belong

#### Why is SC important for students?

- affects \_\_\_\_\_
- = executive function, \_\_\_\_\_ memory & attention, ability to creatively solve problems

- critical for \_\_\_\_\_ + physical health

weak SC = depression, \_\_\_\_\_, substance abuse

#### What can be done to promote SC in schools?

- create culture of \_\_\_\_\_ + belonging
- reach out to others + be \_\_\_\_\_ to new friendships
- teachers + staff → foster sense of \_\_\_\_\_
- use \_\_\_\_\_ to your advantage: social media

### Body

#### Importance of SC

- SC = essential for \_\_\_\_\_ success, mental + physical health, overall well-being
- need to prioritize SC in schools
- create an environment where all feel \_\_\_\_\_, supported, connected

### Conclusion

Source: *The importance of social connection in schools* (theeducationhub.org.nz)

#### Focus on Form

- This results in **your** being less able to listen, follow directions, and focus on complex learning.
- However, **if** (it is) **used** responsibly, social media can help to break down barriers and create new connections.

\* Refer to the appendix (pages 156-161) for explanations and exercises.

# Exploring a Sample Speech

## D

### Assess your comprehension.

1. What can limit executive function?  
.....
2. How does happiness affect our critical thinking?  
.....
3. What considerations should we keep in mind when using social media for social connections?  
.....

## E

### Present a summary of the lecture.

**Step 1** Answer the following questions about the lecture.

1. What is the topic of today's lecture?  
.....
2. What does "social connections" mean?  
.....
3. Why are social connections important for students?  
.....
4. What can be done to promote social connections in schools?  
.....

#### Note

When summarizing a lecture or story, focus on the key ideas and important details. Identify the main topics or events, and then condense them into clear sentences.

**Step 2** Write a summary. Use your answers to the questions above and the notes you took while listening to the lecture.

**Step 3** Practice your summary and present it to the class.





## Nuts & Bolts of Presenting

### A Strategy



#### Structuring a Presentation

A presentation can be divided into three parts: an introduction, a body, and a conclusion.

**Introduction** You need to explain the subject and purpose of your presentation while gaining the audience's interest and confidence. Keep in mind that the main aim of the introduction is to grab the audience's attention and connect with them.

**Body** You need to provide support for your main message. You should discuss each of your main points in a clear and logical order. When planning your presentation, write a list of main points you want to make and ask yourself "What am I telling the audience? What should they understand from this?" This will help you produce clear messages.

**Conclusion** You need to summarize the key points. In the process, remind the audience of the significance of the topic, the aims of your talk, and how you have met those aims. Thank the audience for their attention and invite them to comment or ask questions.

Source: *Structuring your presentation* (www.anu.edu.au)

### B Expressions

#### Introducing Yourself and the Topic of Your Speech

#### Note

Making eye contact with members of the audience is a great way to connect with them one-on-one, making them feel more involved. (For more details, see page 11 and the appendix on page 168.)

At the beginning of a speech, speakers typically greet the audience, introduce themselves, and present the topic. Here are some common expressions.

• Good morning, everyone! I'm Emma Thompson, a student at Riverside High School.  
[Name] [School Name]

Today, I'll be sharing insights on the impact of social media on friendships.  
[Topic]

• Hello, I'm Alex Choi, currently a 10th-grade student at Maplewood High School.  
[Name] [Grade/Year] [School Name]

My presentation today focuses on friendships evolving from childhood to adulthood.  
[Topic]

• Hello, fellow students! I'm Emily, and I'm excited to discuss the impact of social media on our lives. (*with a familiar audience*)

• Morning, everyone! I'm Greg, your classmate. And I'm excited to share my project on family communication with you. (*with a familiar audience*)

## C Sample presentation



Read the presentation below and fill in the blanks with the given expressions in an appropriate form.

be not the same as

wrap things up

matter as much

be sharing insights

refer to

### Non-Face-to-Face Interactions and Social Connectivity

Introduction

Good morning, everyone. I'm Joshua Lim, a student at Riverside High School. Today, I'll \_\_\_\_\_ on non-face-to-face interactions and how they affect our social connections. In our fast-changing world, we're using digital communication more to connect with others. Even though talking in person is really important for our social growth, using technology to talk without being face-to-face has also become a big part of our lives.

Body

Non-face-to-face interactions \_\_\_\_\_ communication that occurs without being present in person, like making phone calls, sending texts, using social media, sending emails, and making video calls. These ways of communicating are really popular because they're easy, fast, and can be done anywhere.

Think about making friends from different countries as an example of how non-face-to-face interactions are helpful. Because of this way of communicating, time and distance don't \_\_\_\_\_. We can stay in touch with family and friends who live far away. We can also connect with people who like the same things as us, no matter where they are. Non-face-to-face interactions also help us make friends with people from different cultures, which is really cool. And for people who feel nervous in social situations, this kind of communication can make them feel better.

However, even though non-face-to-face interactions are great, we should remember that they \_\_\_\_\_ talking in person. Research shows that real relationships grow better when we talk face-to-face. When we see body language and small signals, and when we do things together, we feel a stronger connection. We should know that relying too much on online communication can make us feel alone and not connected to the real world. This happens more to people who spend a lot of time working online, like those who work from home.

Conclusion

So, to \_\_\_\_\_, non-face-to-face interactions are now a normal part of our lives. They let us connect with people in new ways. But we shouldn't forget that talking in person is really important for building strong relationships. If we find a good balance between these two ways of communicating, we can make strong connections and have lasting friendships. Thank you for listening.



## Present Your Ideas

### Prepare

**A**

Use the ideas presented below to improve your social connections, or create your own. Then categorize them into different methods and describe each in more detail.



Method	Detailed Description
① Build trust and respect.	Trust and respect are the foundation of any relationship. When you trust and respect each other, you are more likely to be open and ...
②	
③	

**B**

Write your ideas to present your ways to improve social relationships.

**Title**

**○ Introduction**

- topic & background
- development plan

**○ Body**

- methods
- supporting details

**○ Conclusion**

- summary of main points



### Present

Practice your presentation and then give it to the class.



## Opinion Examples

Read the opinions about the motion below and answer the questions.

**Motion** Social media enhances true social connectedness.

### For

Social media enhances social connectedness by providing various ways to communicate and connect with others. These ways include staying in touch with distant friends and family, as well as building new relationships. Studies show that regular use of social media is associated with higher levels of social connectedness and support. Social media also facilitates the formation of online communities based on shared interests and values, providing a platform on which people can discuss topics they are passionate about and develop a sense of belonging. Furthermore, social media can be a powerful tool for social activism and community organizing, bringing together individuals with shared values and goals to create positive change. Although it may have some disadvantages, social media has the potential to foster social connectedness and bring people together.

### Against

Social media does not enhance social connectedness but rather creates a false sense of it. While it allows us to keep in touch with friends and family members, these connections lack the richness and intimacy of face-to-face interactions. Spending too much time on social media can also lead to social isolation and loneliness, and research has shown that social media use is associated with increased levels of anxiety, depression, and stress. Moreover, social media mechanisms can contribute to the breakdown of community and social unity by creating **echo chambers** and discouraging open dialogue and debate. While social media does have some benefits, we must recognize its limitations and potential negative consequences. As a society, we should strive for genuine, meaningful connections and prioritize face-to-face interactions.

### Note

**echo chamber**  
a situation in which people hear opinions of only one type or only opinions that are similar to their own

1. Underline the main idea of each opinion.
2. What supporting ideas are given for each opinion?

**For**

**Against**

## Nuts & Bolts of Debating

### A Strategy

#### Presenting Objections & Defending Your Opinions ★

Phase	Tips
1. Prepare thoroughly.	Gather relevant information, facts, and examples supporting your viewpoint.
2. State objections clearly.	Express disagreement clearly and concisely, avoiding ambiguity.
3. Use logical reasoning.	Construct well-structured arguments based on sound logic.
4. Provide evidence.	Back objections with credible evidence: facts, research, expert opinions, or real-life examples.
5. Refute opposing arguments.	Approach opposing viewpoints logically and uncover any flaws in their reasoning.

### B Expressions

The expressions below can be useful when expressing opposition to another person's opinion and defending your own.

#### Voicing an objection

- I disagree because ...
- I'm not sure I agree with that because ...
- I see it differently because ...
- I have a different perspective because ...
- With all due respect, I must disagree because ...
- That may be true, but I think the reality is ...

#### Defending a position

- My position is based on ...
- Let me explain why I believe ...
- My perspective is grounded in ...
- What I'm saying is ...
- To clarify my position ...
- Here's why I'm confident in my stance ...

## Before the Debate



### Step 1 Choose a Topic

1. Read the following motions and then add your own motion to the list.

- ☐ Social media enhances true social connectedness.
- ☐ Friendships are more important than romantic relationships.
- ☐ It is better to have a few close friends than many shallow friends.
- ☐ People are more likely to be friends with people who are similar to them.
- ☐ \_\_\_\_\_

#### Note

Choose a debatable topic that sparks interest and allows for opposing viewpoints.

2. Collaborate with your classmates to discuss the above motions and collectively select one for the upcoming debate.

**Motion:** \_\_\_\_\_

### Step 2 Choose Sides

Determine whether you will adopt the affirmative or negative position.

### Step 3 Brainstorm and Research

Take some time to brainstorm your thoughts and ideas. What do you know about the topic? What do you think about it? What are your arguments for or against the topic? Once you have a good understanding of the topic, start researching to find evidence to support your arguments.

#### Tip

#### Research Tips for a Debate

The tips below will help guide your research efforts and ensure you're well prepared for the debate.

1. Understand the topic and define your position.
2. Identify key arguments.
3. Conduct thorough research from credible sources.
4. Evaluate sources critically.
5. Take organized notes.



#### Step 4 Organize Your Speech

Write your arguments in a logical and persuasive manner.



##### Note

An affirmative constructive speech presents basic arguments *in favor of* the motion.

#### Affirmative Constructive Speech

Organization	Argument
<b>Introduction</b> <ul style="list-style-type: none"><li>· Explain the motion.</li><li>· Clarify your position.</li></ul>	
<b>Body</b> <ul style="list-style-type: none"><li>· Describe the problem with people's common beliefs.</li><li>· Provide persuasive arguments (evidence, examples, and source citations).</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>· Summarize the affirmative arguments.</li></ul>	

##### Note

A negative constructive speech presents basic arguments *against* the motion.

#### Negative Constructive Speech



Organization	Argument
<b>Introduction</b> <ul style="list-style-type: none"><li>· Express your disagreement with the motion.</li></ul>	
<b>Body</b> <ul style="list-style-type: none"><li>· Point out the problem with people's common beliefs.</li><li>· Provide persuasive arguments that refute the motion.</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>· Summarize the negative arguments.</li></ul>	



## ■ Prepare Rebuttals and Questions

Think about what your opponent might say and ask, and prepare responses.

- Prepare for your opponent's rebuttals and questions.



Opponent's possible questions and rebuttals	My team's responses
1. .... .....	1. .... .....
2. .... .....	2. .... .....
3. .... .....	3. .... .....

- Prepare for your opponent's arguments.

Opponent's possible arguments	My team's questions and rebuttals
1. .... .....	1. .... .....
2. .... .....	2. .... .....
3. .... .....	3. .... .....

## Step 5 Practice Your Delivery

The more you practice your delivery, the more confident you will feel when you give your speech. Practice in front of a mirror or with your classmates.

### Tip

#### Understand the Procedures of a Debate

Most debates follow a similar organization, but time limits may vary.

- |   |        |   |        |
|---|--------|---|--------|
| 1. Affirmative team's constructive speeches | 4 min. | 4. Affirmative team's cross-examination | 2 min. |
| 2. Negative team's cross-examination        | 2 min. | 5. Negative team's rebuttal speeches    | 3 min. |
| 3. Negative team's constructive speeches    | 4 min. | 6. Affirmative team's rebuttal speeches | 3 min. |

## During the Debate

Participate in the debate. Use the flow chart to take notes as you listen, and distinguish between affirmative and negative arguments by using different colors.

**Motion:** \_\_\_\_\_

### Affirmative constructive

1. ....
2. ....
3. ....
- ....

### Negative cross-examination questions (Qs to ask the affirmative team)

1. ....
2. ....
3. ....
- ....

### Affirmative cross-examination questions (Qs to ask the negative team)

1. ....
2. ....
3. ....
- ....

### Negative constructive

1. ....
2. ....
3. ....
- ....

### Affirmative rebuttals

1. ....
2. ....
3. ....
- ....

### Negative rebuttals

1. ....
2. ....
3. ....
- ....

**Tip**

### Taking Notes during a Debate

Taking notes during a debate helps you remember what the other side said. Use a flow sheet—it's like a map for your notes. Write down your points and theirs in order. Use arrows and other symbols to show the flow of the arguments from the beginning of the debate to the end.

## After the Debate



### 1 Debate Evaluation

Reflecting on your team's performance, rate the following aspects of the debate on a scale of 1 to 5, with 1 being the lowest and 5 being the highest.

1. The speakers' statements clearly supported their position in the debate.	1 2 3 4 5
2. The speakers' statements appeared to be well researched and documented.	1 2 3 4 5
3. Statements and responses were respectful to the other speakers.	1 2 3 4 5
4. Arguments were spoken at a good volume.	1 2 3 4 5
5. Arguments were well-structured, covering introduction, body, and conclusion.	1 2 3 4 5
6. Rebuttals were specific to opposing arguments and expressed with clarity.	1 2 3 4 5
7. Rebuttals showed evidence of good listening skills.	1 2 3 4 5
8. Concluding arguments and statements were effective and convincing.	1 2 3 4 5
9. Speakers adhered to the rules of the debate.	1 2 3 4 5
10. The overall collective effort of the debate team was effective.	1 2 3 4 5
Total _____	
Additional Comment:	

### 2 Self-Reflection

Answer the following questions to reflect on your own performance and to improve in the upcoming debate.

1. How effectively did you collaborate with your teammates?
2. In your opinion, did you make persuasive arguments in the debate?
3. What did you do well, and what could you improve on?

# Wrap UP



**A.** While listening to the speeches, write the instructor's name, job, and lecture topic.



1.



Name: .....  
 .....  
 Job/Work: .....  
 .....  
 Topic: .....  
 .....

2.



Name: .....  
 .....  
 Job/Work: .....  
 .....  
 Topic: .....  
 .....

**B.** Read and fill in the blanks with the expressions in the box.

- I have a different perspective
- The evidence consistently shows that
- I'm not sure I agree with that because
- Let me explain why I believe

**Jason:** Relationships have a significant impact on quality of life, as strong social connections promote better mental and physical health, providing a sense of belonging.

**Clara:** \_\_\_\_\_ quality of life can be influenced by various factors, such as personal achievements and individual fulfillment; it's not solely dependent on relationships.

**Jason:** \_\_\_\_\_ relationships are crucial. \_\_\_\_\_ strong social ties lead to lower rates of depression, higher levels of happiness, and improved resilience in the face of adversity.

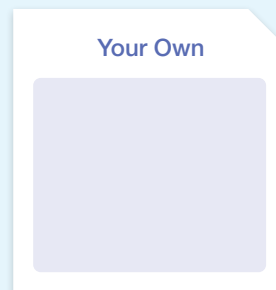
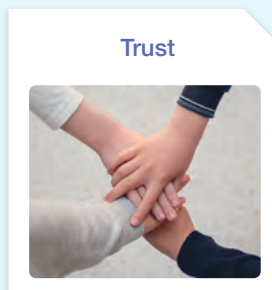
**Clara:** \_\_\_\_\_: I believe that quality of life is subjective and can differ greatly from one individual to another. For some, personal achievements and self-fulfillment might hold more weight in defining their quality of life.

## Culture

**C.** Each country's cultural context influences how students utilize social media. Select a country and research how students there utilize social media platforms to enrich their relationships and interactions within schools.

**[e.g.]** In Germany, various social media platforms are widely used. Students use messaging apps for group chats to coordinate school projects and events, while photo and video sharing platforms allow them to share visual content, fostering a sense of community and connection through visual storytelling.

- D.** Choose or write down the one thing that you believe is the most crucial factor in the pictures below concerning the enhancement of social relationships. Then share your efforts to improve it with your classmates.



.....

.....

.....

.....

- E.** Replace the underlined expressions with the alternative ones you have learned in *Nuts & Bolts of Debating* earlier in this unit, and then rewrite the sentences.

**[Voicing an objection]**

1. I disagree because online friendships can't replace talking face-to-face.

→ .....

2. I see it differently because having various friend groups can help students learn from each other.

→ .....

**[Defending a position]**

3. My position is based on the idea that open communication leads to stronger friendships.

→ .....

4. Let me explain why I believe older students mentoring younger ones helps unite the school.

→ .....





## 1. Give your answer to the unit's opening question:

**Q** How can we enhance our social relationships in schools?

---

---

---

## 2. Take a moment to reflect on the knowledge you have acquired throughout this unit and assess your progress.

### I can

- ☐ understand and organize the content while taking notes during a lecture.
- ☐ organize a presentation logically by dividing it into an introduction, main body, and conclusion when preparing it.
- ☐ effectively counter the other person's opinion and defend my own viewpoint during the debate.
- ☐ conduct comprehensive research on the topic at hand using reliable sources and critically evaluate the information.
- ☐ cooperate with my classmates during a debate while effectively sharing the roles that we have to play.
- ☐ objectively evaluate my team's performance and my own performance, and then prepare for a better debate next time.

## 3. Write and share your final thoughts.

e.g. *I have learned how to take notes effectively when listening to lectures or participating in debates.*

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## Unit 2

# Tell Me a Story

“Storytelling is the most powerful way to put ideas into the world today.”

— Robert McKee, American lecturer



## Think and Discuss

A. Look below and think about the topic.

Stories provide a common thread that can help unite cultures and provide a bridge across cultural gaps.



B. Discuss this question with your classmates:

**Q.** How can we make a story come alive?

## Unit Focus

### Topic

Storytelling

---

### Speech

Retelling “The Storyteller”

---

### Strategies

#### Listening

- Visualizing stories

#### Presentation

- Making a story come alive

#### Debate

- Agreeing and disagreeing

## A Background

Look at the pictures of scenes from some famous tales. Then work with a partner to answer the questions below.

1



2



3



4



1 Which of the tales are you familiar with?

2 What is happening in each picture? Talk about it with a partner.

3 Which fairy tales do you remember from your childhood? Why do you think those stories are memorable?

## B Vocabulary Preview

Here are some words used in the upcoming sections. Complete the sentences using the given words.

clink      inappropriate      notice      priorities      tornado

1. The children are noisy. The woman tries to control them, but they are running and spinning around like a \_\_\_\_\_.
2. The wolf was just moving away when it heard the \_\_\_\_\_ of medals and stopped to listen.
3. However, because Bertha's white dress was as clean and fresh as newly fallen snow, the wolf came to \_\_\_\_\_ her first.
4. Their aunt scolded the man for telling a story that was \_\_\_\_\_ for children.
5. In my opinion, the writer seems to value imagination more than goodness. You might, however, disagree with his \_\_\_\_\_.

## C Functions

Here are some common English expressions and phrases that you may hear in a story.

### Beginning

- Once upon a time ...
- A long time ago ...
- Let me tell you a story about ...
- I have a story to tell you.
- It all started when ...
- I'll never forget the day that ...

### Ending

- Eventually, ...
- In the end, ...
- From that day on ...
- And that's how it all ended.
- The moral of the story is ...

### Transition

- At that very moment ...
- Next ...
- After that ...
- Meanwhile ...
- Later ...
- As time went on ...
- To make matters worse, ...
- Little did they know that ...

**Practice** Choose your favorite expressions from the list above and create your own sentences.

---

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## D Read and Think



1 Read the information about how to retell a story.

### Creative Techniques for Effective Story Retelling

Retelling a story is a great way to enhance your comprehension and language skills. Here are some techniques that can be used when retelling a story. Incorporating these techniques can make retelling a story more engaging and effective.

- **Analogy:** Using analogies can help listeners understand complex ideas and concepts by comparing them to something familiar. For example, when retelling a story about a character who is very determined, you can use an analogy like “She was as determined as an Olympic marathon runner reaching the finish line.”
- **Exaggeration:** Exaggeration can add humor and excitement to a story, making it more engaging for listeners. For instance, if you are retelling a story about a character who is very hungry, you could say, “He was so hungry that he could have eaten the entire contents of the refrigerator.”
- **Repetition:** Repetition can be used to emphasize important points or themes in the story. You can repeat a phrase or sentence to reinforce the message and help listeners remember it better. For example, if you are retelling a story about persistence, you could repeat the phrase “never give up” throughout the story.
- **Sound Words:** Imitating natural sounds can help listeners imagine the sounds in the story and make it more interactive. For instance, when describing a wolf biting into a pig, you can use the sound word “chomp.”





**2** Answer the questions below about the reading.

1. What is an analogy, and how can it help listeners understand complex ideas and concepts?
2. How can exaggeration make a story more engaging for listeners?
3. How can repetition be used to emphasize important points or themes in a story?



**3** Discuss these questions in a group. Share your answers with the class.

1. What are the benefits of retelling a story?
2. What are some challenges of retelling a story effectively?

## **E** Prepare to Listen

### **Visualizing Stories**

Create mental images as you listen to the story. Visualizing the characters, settings, and events can help you better understand and remember the story.

To use this strategy, you can follow these steps:

1. **Pay attention to the details of the story.** What are the characters doing? What are they saying? What is the setting? The more details you can remember, the better your mental image will be.
2. **Use your imagination to fill in the gaps.** Not all of the story's details will be explicitly stated. Use your imagination to fill in the gaps and create a complete picture of the story.
3. **Use your senses to enhance your visualization.** What do you see, hear, smell, and feel? The more senses you use, the more vivid your mental image will be.



**Practice** Listen to the beginning of a short story and try to picture where the story is taking place and who the characters are. Then write your thoughts and share them with your partner.

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**Hector Hugh Munro** (1870-1916) was a British author who wrote under the pen name Saki and often ridiculed old Victorian values, such as what was considered “proper” behavior. In the short story *The Storyteller*, a man on a train entertains three young children with a captivating tale.

## **A** Read the first part of the story and answer the questions.

It was a hot afternoon, the railway carriage was correspondingly hot, and the next stop was at Templecombe, nearly an hour ahead. The occupants of the carriage were a small girl, a smaller girl, and a small boy. Their aunt occupied one corner seat, and the corner seat on the opposite side was occupied by a bachelor who was a stranger to their party, but the small girls and the small boy emphatically occupied the compartment. Both the aunt and the children were conversational in a limited, persistent way, reminding one of the attentions of a housefly that refuses to be discouraged. Most of the aunt's remarks seemed to begin with “Don't,” and nearly all of the children's remarks began with “Why?” The bachelor said nothing out loud. “Don't, Cyril, don't,” exclaimed the aunt, as the small boy began smacking the cushions of the seat, producing a cloud of dust with each blow.



Source: *The Storyteller* (www.commonlit.org)

**1.** Who are the main characters introduced in the opening of the story? Fill in the blanks.

⇒ The main characters introduced in the opening of the story are:

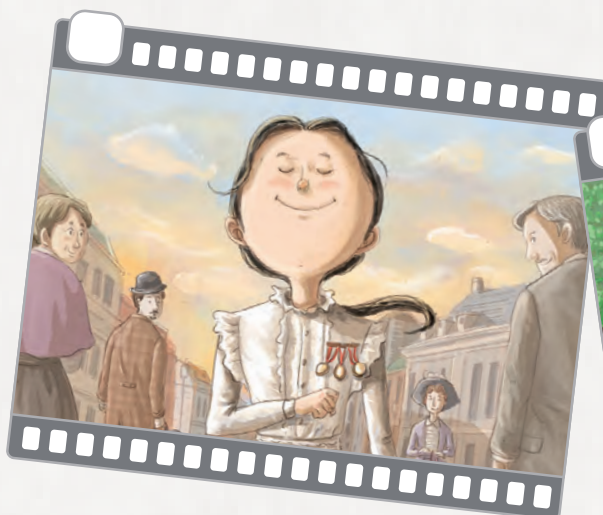
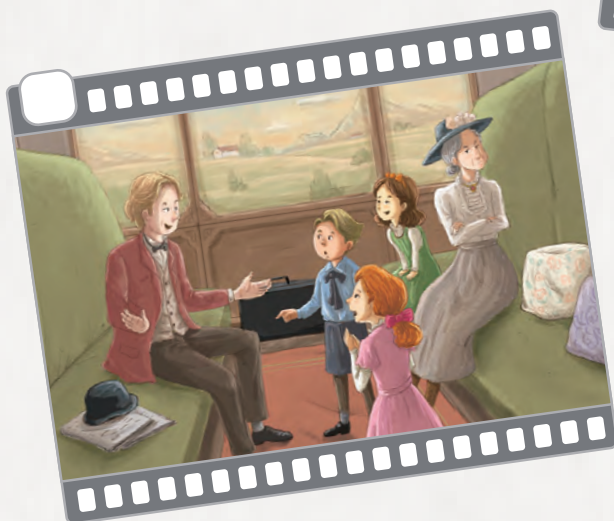
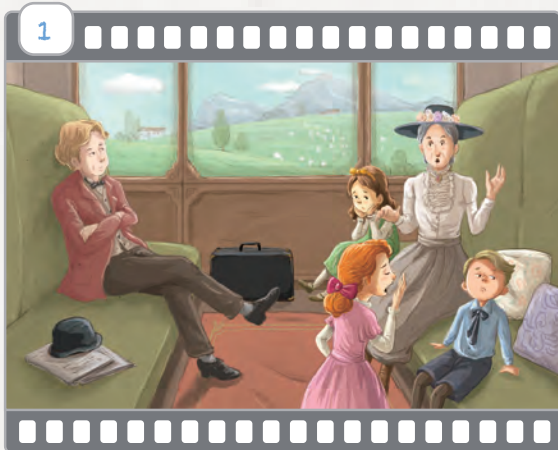
- (1) a small girl
- (2) a \_\_\_\_\_ girl
- (3) a small \_\_\_\_\_ named \_\_\_\_\_
- (4) an \_\_\_\_\_ of the children
- (5) a \_\_\_\_\_ who is a stranger to their party

**2.** How would you describe the atmosphere inside the railway carriage?

---

---

**B** Now listen to the whole story and number the pictures in the order of the events.



## C Listen to the story again and fill in the blanks.



*Hello, everyone! Let me share an interesting short story with you all that I'm sure you'll enjoy just as much as I did. Here it goes!*

One hot day, a woman is riding a train with three young children who are her two nieces and nephew. A man is also in the train car. The children are noisy.  
5 The woman tries to control them, but they are running and spinning around  
1 \_\_\_\_\_ . The children are especially fond of asking “2 \_\_\_\_\_ ”  
questions. The aunt does not have good answers to these questions. The man in  
the train car is annoyed by the children and gives them an angry look.

The younger of the two girls begins to loudly recite the same line of a poem  
10 over and over about 3 \_\_\_\_\_ , annoying the man further. The aunt  
calls the children over to tell them a story, and they sit down 4 \_\_\_\_\_  
because they don't think she is a good storyteller.

The aunt begins to tell a story about “a little girl who was good.” The little girl  
makes a lot of friends, and some people save her from a wild bull because she  
15 is good. The children interrupt the story to ask more questions such as, “Would  
they have saved her if she 5 \_\_\_\_\_ ?”, which the aunt is again unable to  
answer well. The children call the story 6 \_\_\_\_\_ .

Suddenly, the man speaks, saying to the aunt, “You don't seem to be a very  
good storyteller.” The aunt tells him that it is hard to tell a story for children, and  
20 he sets out to 7 \_\_\_\_\_ by telling a story of his own.

In the man's story, there is a little girl named Bertha. He describes how  
good she was, saying, “She ate food that was good for her, got good grades in  
school, and showed good manners to everyone.” When the older girl asks if  
Bertha was pretty, the man replies that she was not very pretty, but she was  
25 “8 \_\_\_\_\_ ,” which the children think is a fascinating and enjoyable  
phrase. The man goes on to say that Bertha had been given 9 \_\_\_\_\_  
for being good and she wore them proudly.

One day, the prince of the country heard about 10 \_\_\_\_\_  
and decided to let her walk in his park, which was normally reserved for  
30 adults. The bachelor explains that there were a variety of colored pigs in  
the park. Bertha also finds that there were no flowers in the park, which  
11 \_\_\_\_\_ because she had promised not to pick any flowers and now  
12 \_\_\_\_\_ . The man describes the rest of the park, which  
was full of colored fish, parrots, and “hummingbirds that could hum popular  
35 music.” Bertha entertained herself by walking around the park and listening to  
13 \_\_\_\_\_ together.



Suddenly, a wolf entered the park. He came to the park to find a pig to eat. However, because Bertha's white dress was as clean and fresh as <sup>14</sup>\_\_\_\_\_, the wolf noticed her first. Bertha hid in a bush that made it hard for the wolf to smell her. However, she started to shake from fear, causing <sup>15</sup>\_\_\_\_\_. The wolf, who had started to leave, heard the medals and came back for Bertha. He spotted Bertha. He caught Bertha. He ate Bertha. <sup>16</sup>\_\_\_\_\_!

The man finishes the story by noting, "The only things left were her shoes, pieces of clothing, and the three medals for goodness." The children praise the man's story, saying it is the most beautiful story they <sup>17</sup>\_\_\_\_\_. Their aunt, however, scolds the man for telling a story that is <sup>18</sup>\_\_\_\_\_ for children. The man replies that the story kept them quiet, directly comparing his abilities to the aunt's. The bachelor gathers his things and leaves the train. As he leaves, he thinks to himself with amusement that the children will keep hassling her in the future with demands for <sup>19</sup>\_\_\_\_\_!

*This is the end of the story. In my opinion, the writer seems to value imagination more than goodness. You might, however, disagree with his priorities.*

*Thank you for listening.*

### Focus on Form

- **Would** they **have saved** her **if** she **hadn't been** good?
- The man replies that she was not very pretty, but she was "horribly good," **which** the children think is a fascinating and enjoyable phrase.

\* Refer to the appendix (pages 156-161) for explanations and exercises.

## D Assess your comprehension.

Match each storytelling technique with its proper example in the story.

1. analogy

a. recite the same line of a poem over and over about a million times

2. exaggeration

b. they are running and spinning around like a tornado

3. repetition

c. clink, chomp

4. sounds

d. She ate food that was good for her, got good grades in school, and showed good manners to everyone.

## E Present a summary of the story.

**Step 1** Answer the following questions about the story.

1. Who are the characters introduced at the beginning of the story, and what is their initial situation?
2. Why does the aunt tell the children a story, and what is their reaction to it?
3. How does the man respond to the children's behavior and the aunt's story?
4. What is the man's story about, and how do the children feel about it?
5. How do the aunt and the man differ in their opinions about the appropriateness and effectiveness of their respective stories?

**Step 2** Write a summary using your answers to the questions above and the notes you took while listening to the story.



**Step 3** Practice your summary and present it to the class.



## Nuts & Bolts of Presenting

### A Strategy



#### Making a Story Come Alive

1. **Start with a strong opening.** The first few sentences are the most important, so make sure they grab the listener's attention.
2. **Use vivid language.** Use descriptive words and phrases to bring your story to life.
3. **Keep the listener engaged.** Use suspense, humor, or other techniques to keep the listener interested in your story.
4. **End with a satisfying conclusion.** The ending should wrap up the story and leave the listener feeling satisfied.

#### Other tips for making your story come alive:

1. Change your voice to indicate different characters.
2. Look in different directions to indicate different characters.
3. Perform the actions described in the written story.
4. Use the facial expressions described in the story.
5. Show actual objects mentioned in the story.

### B Expressions

#### Sharing Experiences

You may choose one of the following expressions to start sharing your experiences.

- Let me tell you about one of my experiences ...
- One of my best[worst] experiences was when ...
- I remember when ...
- A good friend of mine called yesterday and ...
- On my way to class the other day ...
- I'll never forget the day that ...
- It all began when ...
- It all started when ...
- I was walking down the street when ...

**Practice** Choose your favorite expressions from the list above and create your own sentences.

---

---

## C Sample presentation



Read and fill in the blanks with the given words.

put aside  
tried our best

set them off  
was supposed to

taken aback

Introduction

Hello, everyone. My name is Kim Haram. Let me tell you about one of my experiences that happened on my best friend Minh's birthday.

Body

It was about six months ago. The school soccer competition was that day, and it was also his birthday. Minh \_\_\_\_\_ play in the game. Our class was scheduled to play a strong opponent. Everyone was very excited about this and seemed to forget about Minh's birthday. So, he was not very happy about this.

We \_\_\_\_\_ in the game, but we still lost. So Minh was very disappointed for two reasons. The first was because we lost the game, and the second was because everyone seemed to forget his birthday.

But then, my friends and I had a surprise in store for him. We pulled out a bunch of party poppers and \_\_\_\_\_, filling the air with colorful paper streamers. We shouted, "Happy Birthday!" and my friend was completely \_\_\_\_\_. He was touched by our gesture and felt much better after such a rough day.

Conclusion

Reflecting on this experience, I realized that making someone happy can make everything better. It's important to \_\_\_\_\_ our own selfishness and show kindness to others, especially on their special days. If we all take the time to make someone feel special, even in a small way, the world will be a more peaceful and wonderful place.

Thank you for listening to my story.



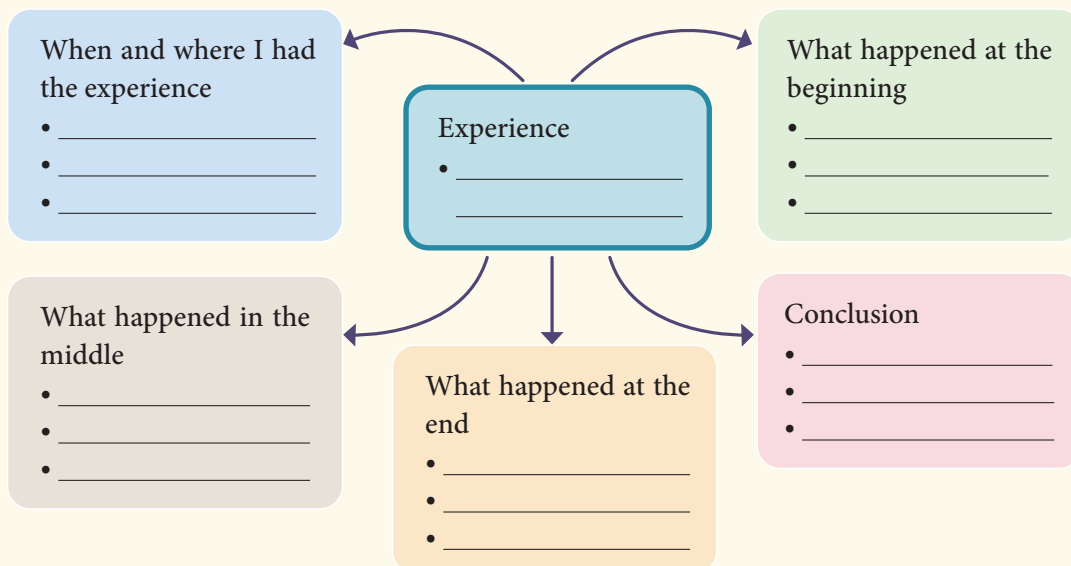


## Present Your Ideas

### Prepare

**A**

Choose a memorable experience and position it at the center of your brainstorming map. Next, include details about it.



**B**

Use your brainstorming map to create an outline for your presentation. Add your own notes to the outline to explain your ideas and provide additional information.

Title	
<b>Introduction</b>	
• Start with an interesting opener.	
• Share some background information.	
<b>Body</b>	
• Explain the events in order.	
• Use vivid descriptions.	
• Make it exciting.	
<b>Conclusion</b>	
• Summarize the key points.	
• Share what you learned or felt.	



### Present

Practice telling your story until you're comfortable and then share it with the class.



## Opinion Examples

Read the opinions about the motion below and answer the questions.

**Motion** Literature should always have a moral lesson.

### For

Literature is a powerful tool for conveying important moral lessons that can help shape the values and attitudes of readers. Stories with a moral lesson can inspire readers to reflect on their own behavior and encourage them to strive for a better world. For example, the book *To Kill a Mockingbird* by Harper Lee teaches readers about the importance of empathy and standing up for what is right. Literature can also help readers develop critical thinking skills by exploring ethical dilemmas and complex social issues. By presenting ethical challenges in a story, readers are challenged to consider different perspectives and think about how they would respond in similar situations. In this way, literature with moral lessons can be a powerful tool for personal growth and societal change.

### Against

While literature can certainly offer valuable insights into the human condition, insisting that all literature must have a moral lesson can be limiting and even problematic. For one, the concept of a “moral lesson” can be subjective and open to interpretation. What one reader may consider a valuable moral lesson, another may disagree with or find ineffective. Additionally, some works of literature may be intended purely for entertainment or artistic expression, without any instructive purpose. Insisting on a moral lesson in such works can hinder creativity and discourage authors from exploring a wide range of themes and topics. Furthermore, readers may resent being told what to think or believe and may reject any moral lesson presented to them. Ultimately, literature should be free to explore a wide range of themes and ideas, and readers should be free to interpret and respond to those works as they see fit.

1. Underline the main idea of each opinion.
2. What supporting ideas are given for each opinion?

**For**

**Against**

## Nuts & Bolts of Debating

### A Strategy

Here are some general approaches that can be used when agreeing or disagreeing in a debate.

#### Agreeing ★

1. **Acknowledge the opposing argument:** Show you are aware of their points, even if you ultimately disagree with them. For example, “I understand your concern about it, but I believe ...” This shows engagement and respect in the debate.
2. **Use qualifying language:** When you agree with part of an argument but not all of it, use qualifying language to show that you are not fully supporting the opposing position. For example, you could say “I agree with some aspects of your argument, but not all of them.”
3. **Find common ground:** Look for shared areas with the opposing side, paving the way for universally supported solutions.

#### Disagreeing

1. **Challenge assumptions:** Look for assumptions that the other side is making and question them. This can help to undermine their argument and highlight the weaknesses in their reasoning.
2. **Present evidence:** Use data, research, and other evidence to support your position and refute the other side’s argument.
3. **Use respectful language:** Even if you strongly disagree with the other side, it is important to use respectful language and avoid personal attacks.
4. **Use analogies and examples:** Analogies and examples can be a powerful way to illustrate your position and make it more persuasive.

### B Expressions

Look at the expressions for disagreeing with others and check the ones you want to use.

- ..... We disagree with the (affirmative/negative) team’s position that ...
- ..... The (affirmative/negative) team misled you by stating ...
- ..... Our opponents are completely incorrect about ...
- ..... The (affirmative/negative) team has no valid evidence that ...
- ..... The opposing team is not giving you all of the facts concerning this issue ...

## Before the Debate



### Step 1 Choose a Topic

1. Read the literature-related motions and then add your own motion to the list.

- ☐ Literature should always have a moral lesson.
- ☐ The depiction of violence in literature should be restricted for young readers.
- ☐ Personal stories are more powerful than statistics.
- ☐ \_\_\_\_\_

#### Note

Choose a debatable topic that sparks interest and allows for opposing viewpoints.

2. Discuss the above motions with your classmates and collectively select one for the upcoming debate.

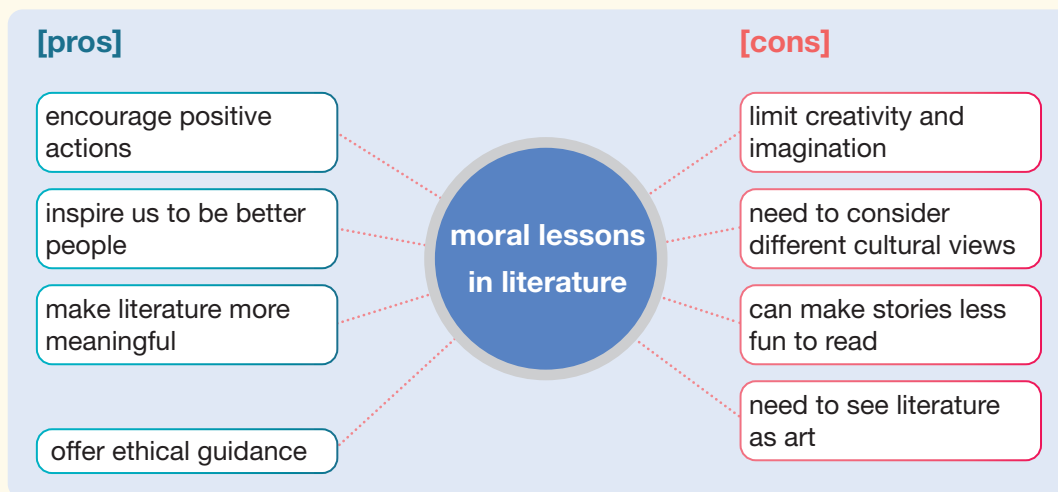
**Motion:** \_\_\_\_\_

### Step 2 Choose Sides

Determine whether you will adopt the affirmative or negative position.

### Step 3 Brainstorm and Research

Take some time to brainstorm thoughts and ideas. Once you have a good understanding of the topic, start researching to find evidence to support your arguments.



#### Step 4 Organize Speeches

Write your arguments in a logical and persuasive manner.



##### Note

An affirmative constructive speech presents basic arguments *in favor of* the motion.

#### Affirmative Constructive Speeches

Organization	Argument
<b>Introduction</b> <ul style="list-style-type: none"><li>· Explain the motion.</li><li>· Define terms.</li></ul>	
<b>Body</b> <ul style="list-style-type: none"><li>· Explain a need for a change from the present situation.</li><li>· Provide persuasive arguments (evidence, examples, and source citations).</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>· Summarize the affirmative arguments.</li></ul>	

##### Note

A negative constructive speech presents basic arguments *against* the motion.

#### Negative Constructive Speeches



Organization	Argument
<b>Introduction</b> <ul style="list-style-type: none"><li>· Express your disagreement with the motion.</li></ul>	
<b>Body</b> <ul style="list-style-type: none"><li>· Provide persuasive arguments that refute the motion.</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>· Summarize the negative arguments.</li></ul>	



## ■ Prepare Rebuttals and Questions

Think about what your opponent might say and ask, and prepare responses.

- Prepare for your opponent's rebuttals and questions.

Opponent's possible questions and rebuttals	My team's responses
1. .... .....	1. .... .....
2. .... .....	2. .... .....
3. .... .....	3. .... .....

- Prepare for your opponent's arguments.

Opponent's possible arguments	My team's questions and rebuttals
1. .... .....	1. .... .....
2. .... .....	2. .... .....
3. .... .....	3. .... .....

## Step 5 Practice Your Delivery



The more you practice your delivery, the more confident you will feel when you give your speech. Practice in front of a mirror or with your classmates.

**Tip**

### Good Posture

Achieving the proper stance or posture requires consistent practice. Here's a guide:

- Stand tall with your shoulders back.
- Relax your arms; avoid folding or pocketing your hands.
- Balance weight evenly on both legs.
- Place your feet comfortably apart for good balance.

(See pages 168-169 for more information on body language.)

## During the Debate

Participate in the debate. Use the flow chart to take notes as you listen, and distinguish between affirmative and negative arguments by using different colors.

**Motion:** \_\_\_\_\_

### Affirmative constructive

1. ....
2. ....
3. ....
- .....

### Negative cross-examination questions (Qs to ask the affirmative team)

1. ....
2. ....
3. ....
- .....

### Affirmative cross-examination questions (Qs to ask the negative team)

1. ....
2. ....
3. ....
- .....

### Negative constructive

1. ....
2. ....
3. ....
- .....

### Affirmative rebuttals

1. ....
2. ....
3. ....
- .....

### Negative rebuttals

1. ....
2. ....
3. ....
- .....

**Tip**

### Make Your Debate Speech Better

- Pausing: Mark short pauses (|) and longer pauses (||) to allow the audience to digest key points and build anticipation for important arguments.
- Intonation Emphasis: Use up arrows (↑) and down arrows (↓) to indicate where the speaker should raise or lower their voice.
- Highlight Stressed Elements: Encourage underlining of stressed words and phrases to ensure they are delivered with clarity and conviction.



## After the Debate



### 1 Debate Evaluation

Reflecting on your team's performance, rate the following aspects of the debate on a scale of 1 to 5, with 1 being the lowest and 5 being the highest.

#### Note

Consider the following: team organization and preparedness; good examples and reasoning used to prove each point; strong counterarguments.

1. The speakers' statements clearly supported their position in the debate.	1 2 3 4 5
2. The speakers' statements appeared to be well researched and documented.	1 2 3 4 5
3. Statements and responses were respectful to the other speakers.	1 2 3 4 5
4. Arguments were spoken at a good volume.	1 2 3 4 5
5. Speakers used gestures and posture well for clear communication.	1 2 3 4 5
6. Rebuttals were specific to opposing arguments and expressed with clarity.	1 2 3 4 5
7. Rebuttals showed evidence of good listening skills.	1 2 3 4 5
8. Concluding arguments and statements were effective and convincing.	1 2 3 4 5
9. Speakers adhered to the rules of the debate.	1 2 3 4 5
10. The overall collective effort of the debate team was effective.	1 2 3 4 5
Total _____	
Additional Comment:	

### 2 Self-Reflection

Answer the following questions to reflect on your own performance and to improve in the upcoming debate.

1. How effectively did you collaborate with your teammates?
2. How did you handle agreement or disagreement without getting into a conflict?
3. What did you do well, and what could you improve on?



## A. Listen to the dialog and fill in the blanks.



### How to tell a story

1. Start with a \_\_\_\_\_. The first few sentences are the most important, so make sure they grab the listener's \_\_\_\_\_.
2. Use \_\_\_\_\_. Use descriptive words and phrases to bring your story \_\_\_\_\_.
3. Keep the listener \_\_\_\_\_. Suspense, \_\_\_\_\_, or other techniques can help maintain their interest.
4. End with a \_\_\_\_\_. The ending should wrap up the story and leave the listener feeling \_\_\_\_\_.

## B. Read the titles on the left and connect each one with its corresponding explanation on the right.

1	Use analogies and examples	• •	A	Question the ideas the other side relies on to weaken their argument and show flaws in their reasoning.
2	Present evidence	• •	B	Be nice and thoughtful, even when disagreeing strongly. Focus on discussing ideas, not criticizing the person presenting them.
3	Use respectful language	• •	C	Use data and research to support your side and challenge the opposing argument. Finding solid information that goes against their main points can be especially powerful.
4	Challenge assumptions	• •	D	Use examples that compare things to help explain your ideas in a way that's easy to understand and makes your point stronger.

### Culture

## C. What nonverbal signals did you notice during the presentations or debates? Share your observations with the class.

- hand and arm gestures
- facial expressions
- posture
- others

## Storytelling

### D. Choose one of the following tasks and create a short presentation.

#### Option 1 Share a Holiday Story

Tell a short story about a holiday that you celebrate. You can make up a story, tell a story about something that happened to you, or tell a story about something that happened to someone you know.

#### Option 2 Tell a Fable

Fables are short stories that teach us a lesson. Choose a fable that you like and tell it to your classmates. You can use creative ways to make the characters and the lesson of the story interesting and easy to remember.

---

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---

### E. Complete the sentences using the words from the box.

aspects

concern

evidence

position

stating

1. The opposing team has no valid \_\_\_\_\_ to support the claim that moral lessons restrict artistic freedom in literature.
2. I agree with some \_\_\_\_\_ of your argument, but moral lessons in literature often leave a lasting impact.
3. The opposing team misled you by \_\_\_\_\_ that all literature needs a moral lesson and ignored the value of exploring themes without clear morals.
4. I understand your \_\_\_\_\_ about the implications of including moral lessons in literature, but I believe they are very beneficial.
5. We disagree with the opposing team's \_\_\_\_\_ that moral lessons limit literature, as their stance overlooks how these lessons enrich it.



## 1. Give your answer to the unit's opening question:

**Q** How can we make a story come alive?

---

---

---

## 2. Take a moment to reflect on the knowledge you have acquired throughout this unit and assess your progress.

### I can

- ☐ create mental images to comprehend the flow of a story when I listen to it.
- ☐ understand the common techniques used in literature and storytelling.
- ☐ understand how to make a story come alive and employ some of these skills.
- ☐ effectively present my personal experiences or retell a story to create a vivid picture in the listeners' minds.
- ☐ express my agreement or disagreement in a debate using some useful words and phrases.
- ☐ collaborate with my classmates during a debate, fostering a cooperative and inclusive environment.
- ☐ assess and provide constructive evaluations of my teammates' contributions during a debate.

## 3. Write and share your final thoughts.

e.g. *I have learned that engaging in debates provides a valuable opportunity to explore diverse perspectives.*

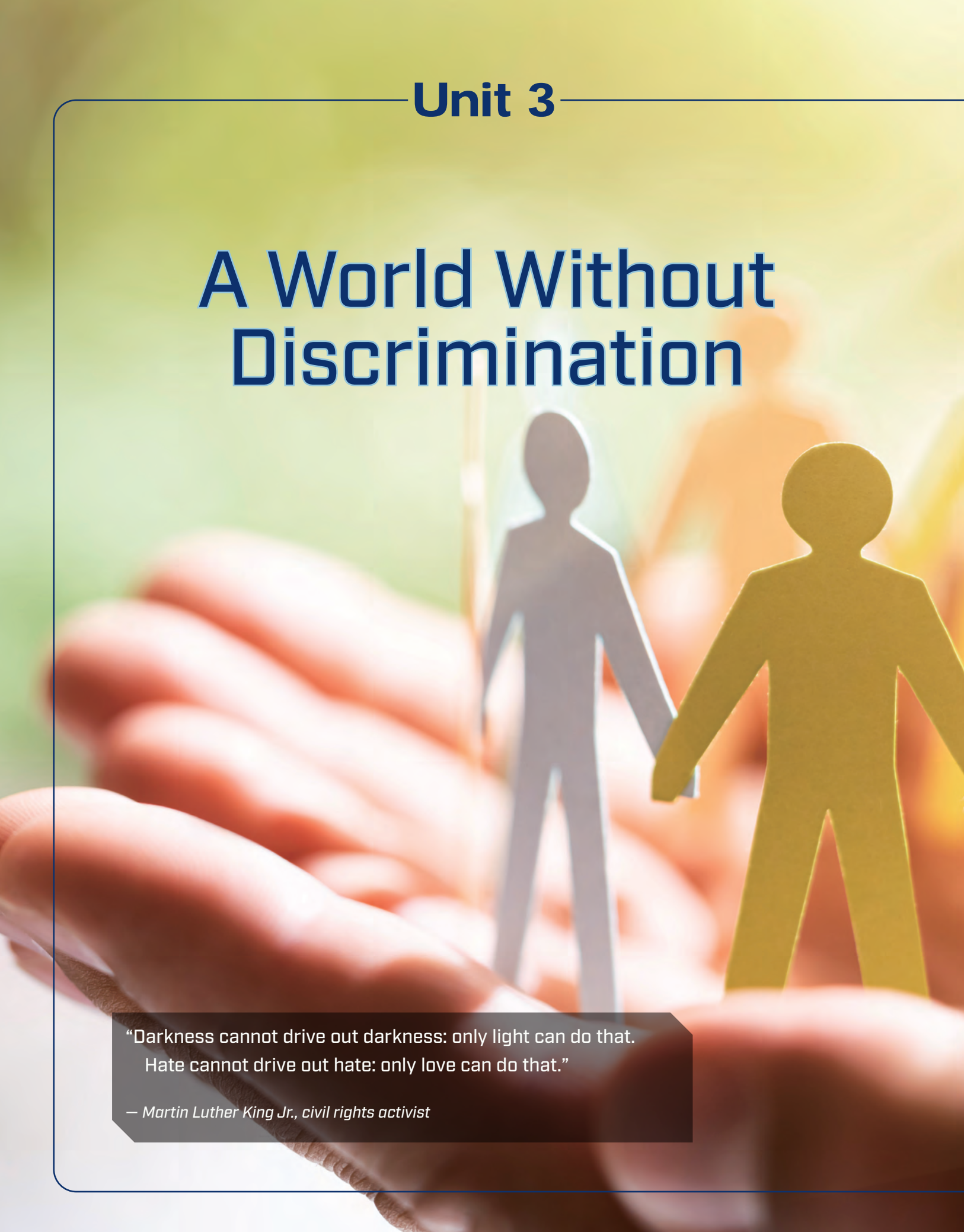
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## Unit 3

# A World Without Discrimination

A close-up photograph of a hand holding two paper cutouts of human figures. The figure on the left is white, and the figure on the right is black. They are holding hands, symbolizing unity and equality. The background is a soft, out-of-focus green and yellow, suggesting a natural setting.

“Darkness cannot drive out darkness: only light can do that.  
Hate cannot drive out hate: only love can do that.”

— Martin Luther King Jr., civil rights activist

## Think and Discuss

A. Look below and think about the topic.

Your English is so good!  
Where are you from?

I'm from Maryland.

No, where are you  
*really* from?

...



The boy's questions might seem friendly, but they can make people feel like they don't belong.

B. Discuss this question with your classmates:

Q. What would a world without discrimination look like?

## Unit Focus

### Topic

Overcoming discrimination

### Speech

Lecture about microaggressions

### Strategies

#### Listening

- Recognizing transitions

#### Presentation

- Using transitions and signposting

#### Debate

- Asking for clarification and elaboration



A Background

Note

**Hate speech** refers to any communication (spoken, written, or symbolic) that attacks or insults individuals or groups based on certain characteristics such as race, religion, gender identity, disability, or other traits.

1 Read the statements below and mark YES or NO.

Hate Speech: Self-Checklist

	Yes	No
1. Have I made hurtful jokes or comments about someone’s race, religion, gender, or other traits?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do I use words that disrespect people based on their background or identity?	<input type="checkbox"/>	<input type="checkbox"/>
3. Have I shared posts online that spread hate or unfair ideas about groups of people?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do I think badly about some groups, even if I don’t say it out loud?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have I joined or supported online discussions that include hate speech?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do I treat people differently based on their identity, whether consciously or unconsciously?	<input type="checkbox"/>	<input type="checkbox"/>
7. Have I ever witnessed hate speech or discriminatory behavior and remained silent instead of speaking out against it?	<input type="checkbox"/>	<input type="checkbox"/>
8. Do I look for different viewpoints and try to challenge my own biases?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have I learned about how hate speech and unfairness hurt people and communities?	<input type="checkbox"/>	<input type="checkbox"/>
10. Do I make an effort to create an inclusive and respectful environment in my interactions with others, both online and offline?	<input type="checkbox"/>	<input type="checkbox"/>

Source: Hate Speech-Self Assessment Tool for Young People Students (www.lead-online.eu)



2 Check the appendix (p. 146) to understand the meaning of your answer. Then discuss it with a partner.



## B Vocabulary Preview

Complete the sentences using the given words.

discriminatory      dominant      indignity      oppressed      perpetrator

1. Unfair and unequal treatment of women can manifest in \_\_\_\_\_ hiring practices or hostile work environments.
2. After the accident, he endured the \_\_\_\_\_ of asking for help with simple tasks.
3. Subtle, unintentional offenses occur daily without the \_\_\_\_\_ being aware of it.
4. It is often disempowered groups who have a more accurate understanding of reality than \_\_\_\_\_ groups.
5. It is important to listen to the perspectives of the \_\_\_\_\_ to gain a fuller understanding of oppression.

## C Functions

### Putting emphasis on something

- It is important to/that ...
- I want to stress ...
- My point is ...
- This is important because ...
- I'd like to emphasize that ...
- We have to remember that ...
- Most importantly, ...
- Let's focus on ...
- What I'm saying is that ...
- It cannot be overstated that ...
- It is absolutely essential that ...
- It is imperative that ...
- It is crucial that ...
- It is vital that ...
- It goes without saying that ...
- Let me emphasize that ...
- It should be emphasized that ...
- The key point here is ...

**Practice** Select your favorite expression above and complete a sentence about hate speech.

---

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## D Read and Think



1 Read this article about microaggressions.

## What Are Microaggressions?

The term “microaggression” originated from Harvard University professor Chester Middlebook Pierce in his work with *Black Americans*. He defined microaggressions as subtle, stunning, often automatic, and nonverbal exchanges that are “put-downs.” Microaggressions have the potential to impact any oppressed group psychologically and can be linked to racism, genderism, and other forms of oppression.

Racial microaggressions, such as assumptions about a person’s intelligence or work ethic based on their race or ethnicity, are commonplace verbal, nonverbal, or environmental indignities, whether intentional or unintentional, that communicate hostile or negative racial insults. Similarly, unfair and unequal treatment of women can manifest in discriminatory hiring or hostile work environments. Moreover, experiential microaggressions are also common and can be seen in statements that dismiss an individual’s cultural background or experiences. These microaggressions make target groups feel unwelcome, isolated, and unsafe.

A specific instance involving a man with visual impairment highlights how microaggressions affect individuals with disabilities. When people speak to him, they often raise their voices. A well-meaning nurse was actually “yelling at him” when giving him directions on taking his medication. He replied to her: “Please don’t raise your voice, I can hear you perfectly well.” People raising their voices while speaking to him implied a hidden message that a person with a disability is defined as lesser in all aspects of functioning.

Countless examples of microaggression are delivered daily without perpetrators’ awareness. Although these actions may appear harmless or innocent in nature, they are nevertheless damaging to targets because they result in harmful psychological consequences and create inequalities. It cannot be overstated how crucial it is to recognize the impact of microaggressions and work towards their elimination in order to create a more equitable future where everyone is treated with respect and dignity.



**2** Answer these questions about the article.

1. What are racial microaggressions?
2. How do microaggressions affect their targets?



**3** Discuss the reading.

1. What are some examples of microaggressions in the classroom?

e.g. *Using inappropriate humor in class that degrades students from different groups.*

2. Why are microaggressions in the classroom problematic?

## **E** Prepare to Listen

### Recognizing Transitions

Transition words and phrases aid in signaling shifts or connections between ideas or topics throughout a speech. They enhance organization and comprehension by guiding the audience through the structure and flow of the presentation.

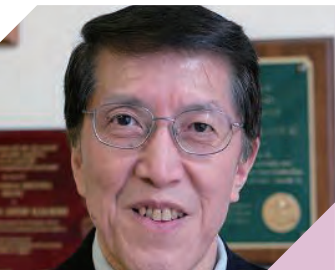
Word/Phrase	Usage
• However, ... • On the other hand, ...	signal contrasts between two ideas
• For example, ... • For instance, ...	present examples
• In fact, ...	emphasize a point
• Rather, ...	signal an alternative like <i>instead</i>
• Furthermore, ...	signal an additional point
• Therefore, ... • Consequently, ...	mean “for this reason” and signal a result/ consequence

**Practice** Complete the sentences by adding the best transition word for each.

1. Discrimination on the basis of race, gender, or any other characteristic is a violation of human rights; \_\_\_\_\_, it must be eliminated from our society.
2. Microaggressions are a problem for many groups in America. \_\_\_\_\_, there’s a common stereotype that assumes all Asian Americans are excellent in math or science.

# Exploring a Sample Speech

**A** Listen to the beginning of the lecture. Check the researchers' three findings.



Derald Wing Sue  
Microaggression expert



- ☐ unconscious racial biases exist among dominant groups
- ☐ clashes of racial realities occur everyday
- ☐ unconscious racial biases appear unintentionally
- ☐ mainstream groups possess educational tools
- ☐ disempowered groups assess reality more accurately
- ☐ racial microaggressions are everywhere

**B** Listen to the lecture and check T (True) or F (False) based on what the lecturer says.



	T	F
1. According to Sue, mainstream groups often define and impose their realities on other groups.	<input type="checkbox"/>	<input type="checkbox"/>
2. Microaggressions are always intentional acts of discrimination.	<input type="checkbox"/>	<input type="checkbox"/>
3. Disempowered groups have a less accurate assessment of reality than dominant groups.	<input type="checkbox"/>	<input type="checkbox"/>
4. Sue suggests that it is important to listen to the perspectives of people of color to understand racism.	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher understood the Nigerian student's perspective and incorporated it into her teaching.	<input type="checkbox"/>	<input type="checkbox"/>

# C

Listen again and fill in the notes.



## Introduction

▪ **Lecture Topic:** Racial Microaggressions(= microagg.)

▪ **Lecturer:** Derald Wing Sue, Asian American prof.

▪ **Key Points:**

**understanding racism**

- listening to the perspectives of White individuals + \_\_\_\_\_

**mainstream grps.** (grps.= groups)

- tools to define + impose realities on other grps.

- leading to unconscious racial biases + unintentional \_\_\_\_\_

\_\_\_\_\_ **grps.**

- more accurate assessment of reality

- particularly regarding bias-motivated discriminatory behavior

**understanding of racism + oppression**

- important to listen to the perspectives of people of color + the \_\_\_\_\_

**African proverb:**

"The true tale of the lion hunt will never be told as long as the hunter tells the story"

- importance of listening to the oppressed > \_\_\_\_\_

**math problem** NS (= Nigerian student)

- clash of racial realities between Western teacher : NS

- teacher = literal answer based on \_\_\_\_\_ thinking

- NS = based on \_\_\_\_\_ + a real-world understanding

**result in cultural oppression**

- NS = dismissed, \_\_\_\_\_, isolated

- illustrates experiential microagg.

## Body

## Conclusion

### Focus on Form

- He shared with me a tale often **told to children in his country about a female elementary school teacher.**

- The teacher chuckled at the Nigerian youth, indicated the answer was wrong, and **suggested that he (should) study** more math.

\* Refer to the appendix (pages 156-161) for explanations and exercises.

# Exploring a Sample Speech

## D

### Assess your comprehension.

1. What does the African proverb imply?  
.....
2. Why did the Nigerian boy answer “zero”?  
.....
3. What is the difference between the Western scientific perspective and the Nigerian one?  
.....

## E

### Present a summary of the lecture.



#### **Step 1** Answer the following questions about the lecture.

1. According to Derald Wing Sue, why is it important to listen to people of color and the oppressed when discussing racism and oppression?  
.....
2. What does the Nigerian scholar’s story highlight?  
.....
3. What does the Nigerian student’s answer to the math problem about shooting birds reveal about the difference between a Western scientific perspective and an experiential worldview?  
.....
4. Why is recognizing and understanding cultural differences important in promoting a more inclusive and respectful society?  
.....

#### Note

When summarizing a lecture or story, focus on the key ideas and important details. Identify the main topics or events, and then condense them into clear sentences.

#### **Step 2** Write a summary. Use your answers to the questions above and the notes you took while listening to the lecture.



#### **Step 3** Practice your summary and present it to the class.

## Nuts & Bolts of Presenting

### A Strategy



#### Using Transitions and Signposting

Signposting in a presentation is a technique used to guide the audience through the structure of the presentation and help them follow along with the main points being made. It involves giving clear signals to the audience about where you are in the presentation and what is coming up next.

Signposting can be done in a variety of ways, such as:

1. Outlining the structure of the presentation at the beginning, so the audience knows what to expect.
2. Using transitional phrases to signal a change in topic or point. For example, you can say “Now that we’ve covered X, let’s move on to Y.”
3. Summarizing the main points of a section before moving on to the next one.
4. Using visual aids like numbered lists or headings to highlight the key points of each section.
5. Repeating key phrases or concepts to reinforce their importance and help the audience remember them.

### B Expressions

#### Signposting: Guiding Your Audience Through a Presentation

Saying what is coming	<ul style="list-style-type: none"><li>• In this part of my presentation, I’d like to tell you about ...</li></ul>
Moving on to the next point	<ul style="list-style-type: none"><li>• Now let’s turn our attention to ...</li><li>• Another important aspect to consider is ...</li><li>• In addition to this, ...</li><li>• Turning to our next point, we’ll discuss ...</li></ul>
Indicating the end of a section	<ul style="list-style-type: none"><li>• This brings me to the end of my second point.</li></ul>
Referring back	<ul style="list-style-type: none"><li>• As I mentioned before[earlier] ...</li><li>• Going back to what we said earlier ...</li><li>• Let’s go back to what we were discussing earlier.</li></ul>



## C Sample presentation



Read the sample presentation and identify any transitional words or phrases by underlining them.

Introduction

Do you ever find yourself using language that reinforces gender stereotypes? If so, it's important to be aware of the impact that this language can have and strive to use more inclusive language. Let's take a closer look at some examples of gender-biased language and explore ways to use more inclusive language instead.

Body

Firstly, when referring to people of unknown or unspecified gender, do you default to using gendered pronouns? This can be harmful as it assumes that everyone conforms to a strict gender classification. Instead, we can use gender-neutral language like "they" or "one" to be more inclusive.

Next, have you ever used the term "guys" to refer to a group of people that includes non-male individuals? This term can make non-male individuals feel excluded and reinforces the idea that male is the default gender. Instead, we can use gender-neutral terms like "everyone" or "folks."

In addition to this, another example is the use of gendered terms to describe professions or roles, like "fireman" or "stewardess." This reinforces the stereotype that certain jobs are only appropriate for individuals of a particular gender. To be more inclusive, we can use gender-neutral terms like "firefighter" or "flight attendant" that do not assume gender.

Lastly, using language that implies that one gender is inferior to the other, like "weak" or "emotional" for women or "aggressive" or "dominant" for men, is harmful and reinforces negative gender stereotypes. Instead, we can focus on the individual's characteristics or behavior, rather than their gender, and use more neutral language to describe them.

Conclusion

In conclusion, it is crucial to be mindful of the language we use and strive to use language that is inclusive and respectful to all individuals, regardless of their gender. By using more inclusive language, we can create a more welcoming and respectful environment for everyone.

### Note

Typographic design is the art and practice of arranging type to create a visually appealing and readable text.



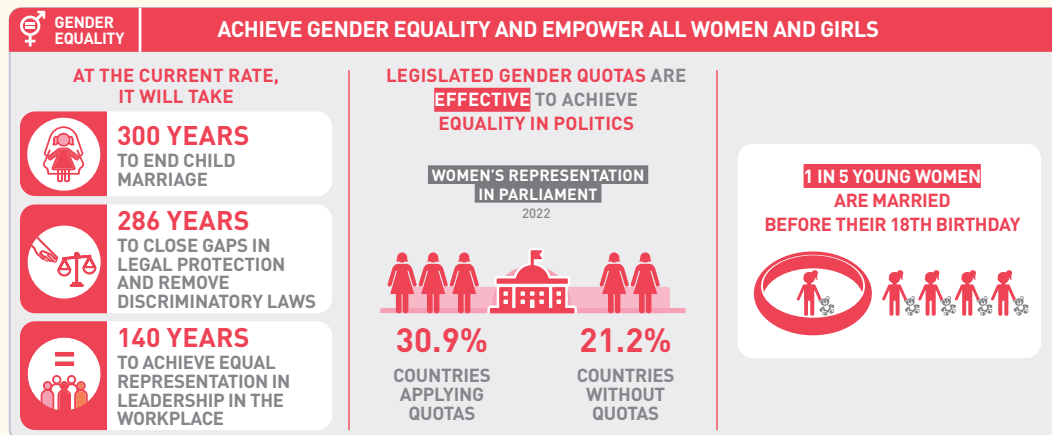
typographic design for the word *inclusive*

## Present Your Ideas

### Prepare

A

This infographic discusses SDGs(Sustainable Development Goals) on gender equality. Check T or F according to the infographic.



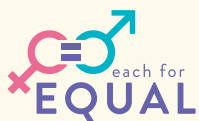
Source: <https://sdgs.un.org/goals/goal5>

1. If trends persist, it will take 286 years to end discriminatory laws.
2. Countries with legislated gender quotas had 30.9% women in their 2022 parliament, whereas those without quotas had 21.2%.
3. Half of young women are married before they reach the age of eighteen.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

B

Select a setting (such as a school or community group) and suggest practical ways to make it more gender-inclusive, explaining how these changes benefit everyone.



Title	
○ Introduction	
· topic & background	
○ Body	
· methods	
· supporting details	
○ Conclusion	
· summary of main point	



### Present

Practice your presentation and then give it to the class.



## Opinion Examples

Read the opinions about the motion below and answer the questions.

**Motion** Hate speech laws do more good than harm.

### For

Hate speech laws are designed to protect individuals and groups from verbal attacks that are intended to incite hatred, discrimination, or violence. These laws can be beneficial in several ways. Firstly, they can help prevent the spread of hate and prejudice in society by prohibiting speech that seeks to diminish others based on their race, religion, gender, or any other characteristic. This can promote greater understanding and respect between different groups and prevent the worsening of tensions that can lead to violence and social unrest. Secondly, hate speech laws can provide victims of hate speech with legal solutions and a means of seeking justice. This can help to discourage individuals from engaging in hate speech and make it clear that such behavior is not acceptable in a civilized society. Additionally, hate speech laws can signal a commitment to equality and human rights, which can help to foster a more inclusive and accepting society.

### Against

While hate speech laws can be well-intentioned, they can also have unintended consequences that may exceed their benefits. One concern is that these laws can restrict freedom of expression and violate individuals' rights to free speech. This can be especially problematic in societies where the government has a history of restraining disagreement and silencing critics. Moreover, defining hate speech can be a subjective and difficult task, and laws may be applied unequally or randomly. This can lead to accusations of censorship and discrimination, and may even worsen tensions between different groups. Finally, hate speech laws can also create a "chilling effect" on speech, where individuals may self-censor out of fear of legal consequences. This can limit public debate and hinder the exchange of ideas, which is essential for a healthy democracy.

1. Underline the main idea of each opinion.
2. What supporting ideas are given for each opinion?

**For**

**Against**

## Nuts & Bolts of Debating

### A Strategy

#### Note

Using neutral language allows for open and constructive debates where both parties can express their opinions without feeling attacked. It promotes a more collaborative and understanding environment.

#### Asking for Clarification and Elaboration

Asking for more details and explanation is a helpful way to understand the other person's point of view and the reasons for their arguments in a debate.

Strategies	Tips
1. Listen actively.	Listen carefully for areas needing clarification in your opponent's statements.
2. Ask open-ended questions.	Ask questions that encourage your opponent to explain more, avoiding simple yes/no answers that stop the conversation.
3. Use neutral language.	Use language that promotes discussion and explanation instead of using accusatory tones that could make your opponent defensive.
4. Stay focused.	Try to keep the discussion on track by asking specific questions related to the topic at hand.

### B Expressions

Linking words can help you to connect your ideas, present arguments, and make your points clear during a debate.

Addition	to add information to what you have already said <i>Additionally, Moreover, Furthermore, In addition to this, Also</i>
Contrast	to show that two ideas or arguments are different or opposite <i>However, On the other hand, In contrast, Nevertheless, Nonetheless, Still</i>
Cause and Effect	to show the effect of something that happened or to indicate a cause and effect relationship <i>As a result, Consequently, Therefore</i>
Comparison	to compare two ideas or arguments that are similar <i>Similarly, Likewise</i>
Conclusion	to signal that you are coming to the end of your argument or to summarize your main points <i>In conclusion, To sum up, Overall, Finally, Lastly</i>

## Before the Debate



### Step 1 Choose a Topic

1. Read the following motions and then add your own motion to the list.

- ☐ Hate speech laws do more good than harm.
- ☐ Immigrants should be encouraged to adopt the cultural norms of their new country.
- ☐ Social media platforms should be responsible for managing and removing discriminatory content posted by users.
- ☐ \_\_\_\_\_

#### Note

Choose a debatable topic that sparks interest and allows for opposing viewpoints.

2. Collaborate with your classmates to discuss the above motions and collectively select one for the upcoming debate.

**Motion:** \_\_\_\_\_

### Step 2 Choose Sides

Determine whether you will adopt the affirmative or negative position.

### Step 3 Brainstorm and Research

Brainstorm your ideas on sticky notes and then list arguments for and against the motion with evidence.

<input checked="" type="checkbox"/> <u>Pros</u>	<input type="checkbox"/> <u>Cons</u>		
<div></div>	<div></div>	<div>argument 1</div>	<div>evidence 1</div>
<div></div>	<div></div>	<div>argument 2</div>	<div>evidence 2</div>



#### Step 4 Organize Your Speech

Write your arguments in a logical and persuasive manner.



##### Note

An affirmative constructive speech presents basic arguments *in favor of* the motion....

#### Affirmative Constructive Speech

Organization	Argument
<b>Introduction</b> <ul style="list-style-type: none"><li>· Explain the motion.</li><li>· Define terms.</li></ul>	
<b>Body</b> <ul style="list-style-type: none"><li>· Explain a need for a change from the present situation.</li><li>· Provide persuasive arguments (evidence, examples, and source citations).</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>· Summarize the affirmative arguments.</li></ul>	

##### Note

A negative constructive speech presents basic arguments *against* the motion.

#### Negative Constructive Speech



Organization	Argument
<b>Introduction</b> <ul style="list-style-type: none"><li>· Express your disagreement with the motion.</li></ul>	
<b>Body</b> <ul style="list-style-type: none"><li>· Provide persuasive arguments that refute the motion.</li><li>· Demonstrate the disadvantages that would result if the motion were adopted.</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>· Summarize the negative arguments.</li></ul>	



### ■ Prepare Rebuttals and Questions

Think about what your opponent might say and ask, and prepare responses.

- Prepare for your opponent's rebuttals and questions.



Opponent's possible questions and rebuttals	My team's responses
1. .... .....	1. .... .....
2. .... .....	2. .... .....
3. .... .....	3. .... .....

- Prepare for your opponent's arguments.

Opponent's possible arguments	My team's questions and rebuttals
1. .... .....	1. .... .....
2. .... .....	2. .... .....
3. .... .....	3. .... .....

### **Step 5** Practice Your Delivery

The more you practice your delivery, the more confident you will feel when you give your speech. Practice in front of a mirror or with your classmates.

**Tip**

#### Familiarize Yourself with the Topic

Before engaging in any speech, a speaker should be well-informed and prepared. The key goal is to put yourself in the shoes of your opponent and conduct research appropriately. Before you begin, consider the following questions.

- What am I going to do to win the debate?
- What are my opponents' winning strategies?



## During the Debate

Participate in the debate. Use the flow chart to take notes as you listen, and distinguish between affirmative and negative arguments by using different colors.

**Motion:** \_\_\_\_\_

### Affirmative constructive

1. ....
2. ....
3. ....
- ....

### Negative cross-examination questions (Qs to ask the affirmative team)

1. ....
2. ....
3. ....
- ....

### Affirmative cross-examination questions (Qs to ask the negative team)

1. ....
2. ....
3. ....
- ....

### Negative constructive

1. ....
2. ....
3. ....
- ....

### Affirmative rebuttals

1. ....
2. ....
3. ....
- ....

### Negative rebuttals

1. ....
2. ....
3. ....
- ....

#### Tip

#### Effective Debate Skills

- Be clear and concise. Speak in a way that is easy for the judge to understand.
- Be persuasive. Use evidence and logic to support your arguments.
- Be respectful. Debate is a competitive activity, but it is important to be respectful of your opponent and the judge.

## After the Debate



### 1 Debate Evaluation

Reflecting on your team's performance during the debate, rate the following aspects of the debate on a scale of 1 to 5, with 1 being the lowest and 5 being the highest.

1. The speakers' statements clearly supported their position in the debate.	1 2 3 4 5
2. The speakers' statements appeared to be well researched and documented.	1 2 3 4 5
3. Statements and responses were respectful to the other speakers.	1 2 3 4 5
4. Arguments were spoken at a good volume.	1 2 3 4 5
5. Speakers used effective transitions between points.	1 2 3 4 5
6. Rebuttals were specific to opposing arguments and expressed with clarity.	1 2 3 4 5
7. Rebuttals showed evidence of good listening skills.	1 2 3 4 5
8. Concluding arguments and statements were effective and convincing.	1 2 3 4 5
9. Speakers adhered to the rules of the debate.	1 2 3 4 5
10. The overall collective effort of the debate team was effective.	1 2 3 4 5
<b>Total</b> _____	
<b>Additional Comment:</b>	

### 2 Self-Reflection

Answer the following questions to reflect on your own performance and to improve in the upcoming debate.

1. How effectively did you collaborate with your teammates?
2. Did you actively listen to the opposing team's arguments and respond using neutral language?
3. What did you do well, and what could you improve on?

## Wrap Up

### A. Complete the sentences below with the words in the box.

addition

conclude

consider

mentioned

turn

1. Now let's \_\_\_\_\_ our attention to instances of racism that foreigners have encountered in Korea.
2. Another important aspect to \_\_\_\_\_ is the impact of microaggressions on the oppressed.
3. In \_\_\_\_\_ to this, it is important to value the perspectives of marginalized groups.
4. As I \_\_\_\_\_ earlier, understanding cultural diversity is crucial for a more inclusive society.
5. To \_\_\_\_\_ this section, we will examine language that perpetuates gender stereotypes.

### B. Read and fill in the blanks with the linking words in the box. Then listen and check.



Furthermore

In conclusion

Nevertheless

Therefore



Microaggressions are subtle forms of discrimination or prejudice that can be communicated through seemingly harmless comments or actions. Moreover, microaggressions can be unintentional, which can make them difficult to recognize and address. \_\_\_\_\_, their impact can be significant and can lead to feelings of exclusion and frustration for those who experience them. \_\_\_\_\_, it's important to be aware of the ways in which microaggressions can manifest and to actively work to avoid perpetuating them. \_\_\_\_\_, it's crucial to listen to and validate the experiences of those who have been affected by microaggressions. \_\_\_\_\_, addressing microaggressions requires a commitment to continuous education, awareness, and empathy.

### C. Underline the words that could be considered discriminatory and replace them using language that is more inclusive.

The chairman, a leader committed to eliminating discrimination, addressed world leaders on fostering unity and cooperation among nations to promote equality for the collective improvement of mankind; his passionate speech emphasized the importance of collaboration, urging collective action to ensure a brighter, fairer future for all of mankind.

### Culture

- D.** Examine the common stereotypes about individuals from diverse backgrounds and talk about how we can overcome these biases to create a more inclusive society.

#### Note

Cultural stereotypes are oversimplified and generalized beliefs about a particular cultural group.



- E.** Here are sentences related to the debate strategies covered in this unit. Choose the one that best asks for more details and further explanation.

1. (a) "You mentioned that hate speech laws protect vulnerable groups. Can you clarify how these laws are enforced?"  
(b) "You're saying hate speech laws protect people? How is that possible?"
2. (a) "Microaggressions affect mental health? Is that really true?"  
(b) "You said microaggressions impact mental health. Can you explain how this happens?"
3. (a) "What are some common microaggressions people experience, and how do they affect daily life?"  
(b) "Are microaggressions really a big deal in everyday life?"
4. (a) "How do you think microaggressions influence workplace culture?"  
(b) "Why are you making such a fuss about microaggressions in the workplace?"

# Reflect



## 1. Give your answer to the unit opening question:

**Q** What would a world without discrimination look like?

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---

## 2. Take a moment to reflect on the knowledge you have acquired throughout this unit and assess your progress.

### I can

- ☐ comprehend transitional expressions to enhance the flow of my ideas.
- ☐ deliver a well-structured presentation by employing appropriate transitional expressions.
- ☐ engage in debates by proficiently seeking clarification and elaboration on relevant points.
- ☐ conduct thorough research on the topic at hand to broaden my understanding.
- ☐ collaborate with my classmates during a debate, fostering a cooperative and inclusive environment.
- ☐ assess and provide constructive evaluations of my teammates' contributions during the debate.

## 3. Write and share your final thoughts.

e.g. *I have learned that engaging in debates provides a valuable opportunity to explore diverse perspectives.*

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## Unit 4

# Shaping a Sustainable World

“The greatest threat to our planet is the belief that someone else will save it.”

— Robert Swan, British explorer

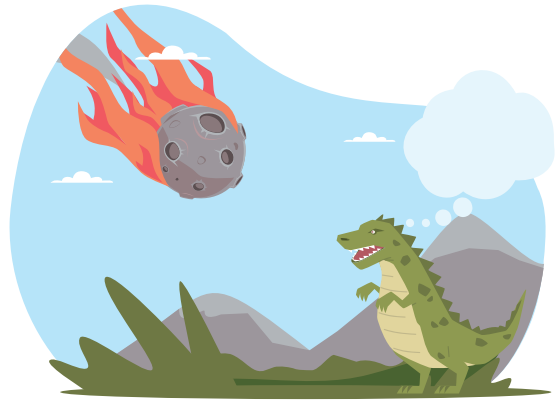




## Think and Discuss

**A. Look below and think about the topic.**

What do you think the dinosaur would think as the meteorite quickly approached?



**B. Discuss this question with your classmates:**

**Q.** What can we do to address the urgent environmental challenges we face today?

## Unit Focus

### Topic

Addressing the climate crisis

---

### Speech

Speech about net-zero emissions

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### Strategies

#### Listening

- Listening to numbers

#### Presentation

- Using presentation aids

#### Debate

- Things to consider when using online sources



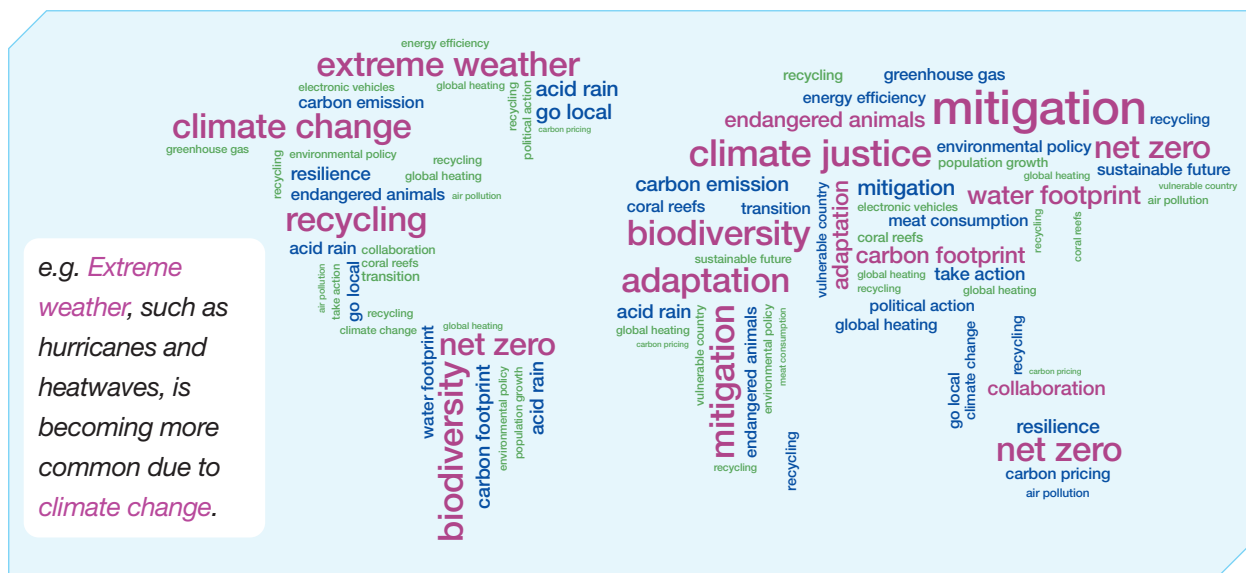
## A Background

**1** Take a look at the infographic and correctly label each item with the appropriate title below.

- Reduce Waste
- Save Energy
- Travel Green
- Be Water Wise
- Eat for the Planet

 <p><b>1</b> .....</p> <ul style="list-style-type: none"> <li>• Take shorter showers.</li> <li>• Install low-flow toilets and showerheads.</li> </ul>	 <p><b>4</b> .....</p> <ul style="list-style-type: none"> <li>• Bring your own reusable bags to the grocery store.</li> <li>• Recycle or reuse paper, plastic, metal, and glass.</li> </ul>
 <p><b>2</b> .....</p> <ul style="list-style-type: none"> <li>• Turn off lights and unplug appliances when not in use.</li> <li>• Use energy-efficient appliances and light bulbs.</li> </ul>	 <p><b>5</b> .....</p> <ul style="list-style-type: none"> <li>• Walk, bike, or take public transportation whenever possible.</li> <li>• Plan vacations that support eco-friendly tourism practices.</li> </ul>
 <p><b>3</b> .....</p> <ul style="list-style-type: none"> <li>• Buy locally produced, organic, and seasonal foods.</li> <li>• Choose plant-based alternatives or reduce meat and dairy consumption.</li> </ul>	 <p><b>Build a Better Future</b> .....</p> <ul style="list-style-type: none"> <li>• Support policies and incentives that encourage the use of green power.</li> <li>• Educate yourself and others about the importance of preserving ecosystems.</li> </ul>

**2** Choose some words from the map and make a sentence about the climate crisis.



## B Vocabulary Preview

Complete the sentences using the given words.

emission      immune      resilience      transformation      vulnerable

1. Reducing carbon \_\_\_\_\_ is essential for protecting our environment.
2. Transitioning to net zero requires a complete \_\_\_\_\_ of energy, transportation, and production.
3. No country is \_\_\_\_\_ to the climate crisis.
4. It is the poorest and most \_\_\_\_\_ who are hardest hit, despite having done the least to cause the environmental problems.
5. Building \_\_\_\_\_ in the environment helps mitigate the effects of climate change and human activities.

## C Functions

Here are some words that are commonly used to describe trends.

### Note

For helpful expressions, see the appendix on page 162.

### Describing Trends

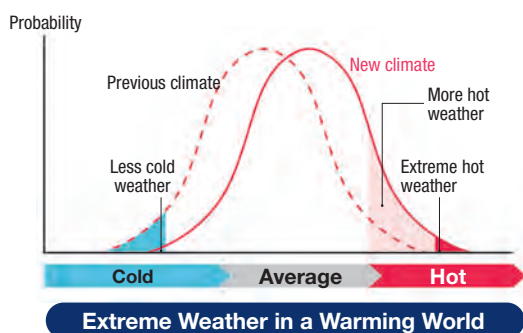
#### Intensity and Speed of Change

sharp      sudden      rapid      enormous      severe      major  
substantial      gradual      moderate      slight

#### Direction of Trends

fall      decline      decrease      recover      rise      increase      gain  
encouraging      promising      disastrous      improvement      upheaval

**Practice** Choose the correct words for the sentences that describe the graph.



Source: [bit.ly/3LyZ8j2](https://bit.ly/3LyZ8j2)

The graph clearly showcases a severe transition in the entire distribution of daily temperatures, leading to a significant (fall/rise) in both the probability and intensity of hotter days. This shift is accompanied by an enormous (decrease/increase) in hot days. These findings emphasize the (disastrous/encouraging) impact of climate change on weather patterns, indicating that urgent action is needed to address this alarming (improvement/upheaval).

## D Read and Think



1 Read an article about the climate crisis.

### Net Zero and Climate Terms

Net zero and climate action have become crucial strategies for combating greenhouse gas emissions and limiting rising global temperatures, affecting various aspects of our society and culture. Let's explore key terms that provide insight into the diverse aspects and impacts of climate change.

#### (a) Net Zero

The Paris Climate Agreement is a binding treaty adopted by 196 countries to limit global warming to below 2 degrees Celsius, preferably 1.5 degrees Celsius. To meet these goals, greenhouse gas emissions should peak by 2025 and achieve net zero in the second half of the century. The IPCC suggests a 45% reduction in global CO<sup>2</sup> emissions by 2030 compared to 2010 levels, with net-zero emissions by the middle of the century.

Net zero means cutting greenhouse gas emissions to as close to zero as possible, with any remaining emissions re-absorbed from the atmosphere, by oceans and forests for instance. Transitioning to net zero requires a complete transformation of energy, transportation, production, and consumption systems, impacting societal norms and cultural practices.

#### (b) Mitigation & Adaptation

Mitigation, which involves reducing or preventing greenhouse gas emissions, and adaptation, which focuses on reducing vulnerability to the impacts of climate change, both require changes in cultural attitudes, governmental policies, and individual behaviors.

#### (c) Resilience

Resilience, the ability to anticipate and manage climatic events and recover from their impacts, involves societal, economic, and environmental aspects. Building resilience necessitates cultural shifts and the adoption of sustainable practices to lessen damage and protect societal well-being.

#### (d) Carbon Footprint

A carbon footprint is a measure of the greenhouse gas emissions released into the atmosphere by a particular person, organization, product, or activity. Reducing carbon footprints requires cultural shifts towards more sustainable choices and behaviors.

#### (e) Climate Justice

Climate justice is a term used for framing global warming as an ethical and political issue, rather than one that is purely environmental or physical in nature. It calls for equitable solutions and acknowledges the cultural dimensions of climate impacts, particularly how vulnerable communities are unequally affected.

**2** Match the descriptions below to the terms (a) ~ (e) mentioned in the article.

1. \_\_\_\_\_ framing global warming as an ethical and political issue with equitable solutions
2. \_\_\_\_\_ anticipating, managing, and recovering from climatic events
3. \_\_\_\_\_ a measure of greenhouse gas emissions
4. \_\_\_\_\_ cutting greenhouse gas emissions to as close to zero as possible
5. \_\_\_\_\_ reducing greenhouse gas emissions and lessening vulnerability to the impacts of climate change



**3** Discuss the question below with your classmates.

What do you think are the most difficult challenges of transitioning to net-zero emissions on a global scale?

## E Prepare to Listen

Read the following information on how to effectively comprehend spoken numbers.

### How to listen to numbers

#### Decimal

See	Hear
0.3	zero point three
3.45	three point four five
98.4	ninety-eight point four
\$1.55	one dollar, fifty-five (cents)
\$700.00	seven hundred dollars
€3,500.50	three thousand five hundred euros (and) fifty cents

#### Fraction

See	Hear
$\frac{1}{4}$	a quarter OR one quarter
$\frac{1}{3}$	a third OR one third
$\frac{1}{2}$	a half OR one half
$\frac{2}{3}$	two thirds
$\frac{3}{4}$	three quarters
$1\frac{1}{2}$	one and a half
$5\frac{3}{4}$	five and three quarters

#### Dates

12/05/2050 [American English]	December fifth, two thousand fifty OR twenty fifty
05/12/2050 [British English]	the fifth of December, two thousand (and) fifty OR twenty fifty

#### Note

For further information, see the appendix on page 167.

**Practice** Read the following sentence aloud, paying attention to the numbers.

By 2030, it is estimated that a global warming of 1.5°C will be reached, which is  $\frac{1}{2}$  of the internationally agreed-upon target to avoid the worst impacts of climate change.

# Exploring a Sample Speech

**A** Listen to the beginning of the speech and check (✓) the correct information.



António Guterres  
Secretary-General of the  
United Nations (2017- )

1. The need for limiting global heating to  
(☐ 1.5 degrees Celsius / ☐ 3 degrees Celsius)
2. Cause of climate disruption:  
(☐ fossil fuels / ☐ energy transition)




**B** Read each statement and check 'T' if you believe it's true and 'F' if you believe it's false. Then listen to the speech to confirm your answers.



	T	F
1. The climate crisis affects all countries, hitting the poorest and least responsible for the problem the hardest.	<input type="checkbox"/>	<input type="checkbox"/>
2. Governments should prioritize several climate-positive actions.	<input type="checkbox"/>	<input type="checkbox"/>
3. Thousands of entities have committed to achieving net zero emissions by 2050.	<input type="checkbox"/>	<input type="checkbox"/>
4. There is no need for every country to develop a transition plan for achieving net-zero emissions.	<input type="checkbox"/>	<input type="checkbox"/>
5. While people who haven't joined the race to net zero need not participate, those who are already in the race should enhance their efforts.	<input type="checkbox"/>	<input type="checkbox"/>

## C Listen again and fill in the notes.

Introduction		<b>Climate countdown has begun</b>
		• must limit global heating to _____°C
		<b>Consequences of Climate Disruption</b>
Body		• unprecedented wildfires, cyclones, & other weather _____
		• toxic air pollution & _____ under growing pressure
		<b>Injustice of the Climate Crisis</b>
		• poorest & most _____: hardest hit
		• richest _____%: responsible for over half of carbon emissions
		• poorest _____%: responsible for just 7% of emissions
		<b>6 Actions for Governments</b>
		1. invest in _____ jobs
		2. do not rescue _____ industries
		3. end fossil fuel subsidies & put a price on _____
Conclusion		4. take _____ risks into account in decisions
		5. work together in solidarity
		6. leave no one behind
		<b>Momentum of Climate Action</b>
		• numerous entities: committing to _____ emissions by 2050
		• make sure to have a _____ plan to reach net zero
Conclusion		• need greater efforts to build _____ in vulnerable countries
		<b>Urging Action</b>
		• to those who have joined the race: do more & faster / _____ raise _____ & push governments to do better
		• to those yet to join: get on board

### Focus on Form

- We are nowhere near **where** we need to be.
- **It is** the poorest and most vulnerable **who** are hardest hit, despite having done the least to cause the problem.

\* Refer to the appendix (pages 156-161) for explanations and exercises.

# Exploring a Sample Speech

## D

### Assess your comprehension.

1. What is the recommended limit for global heating according to scientific findings?  
.....
2. What percentages of global carbon emissions over the past 25 years can be attributed to the richest 10% and the poorest 50%?  
.....

## E

### Present a summary of the speech.

#### **Step 1** Answer the following questions about the speech.

1. What is the main issue being discussed in the speech?  
.....
2. What are some of the negative consequences of climate disruption, and who is most affected by its impacts?  
.....
3. Why does the speaker urge governments to take six climate-positive actions?  
.....
4. What is the speaker's message to those who have already committed to climate action, and to those who have not?  
.....

#### Note

When summarizing a lecture or story, focus on the key ideas and important details. Identify the main topics or events, and then condense them into clear, concise sentences.

#### **Step 2** Write a summary. Use your answers to the questions above and the notes you took while listening to the speech.



#### **Step 3** Practice your summary and present it to the class.



## Nuts & Bolts of Presenting

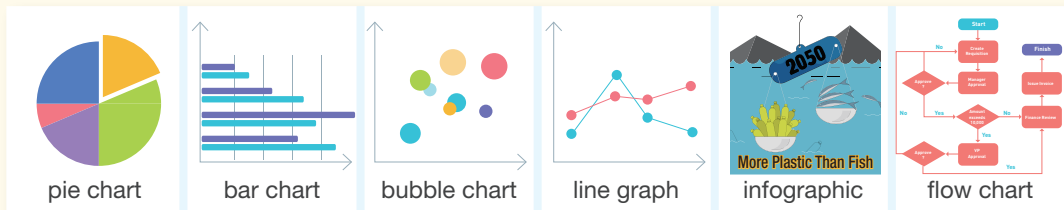
### A Strategy

#### Using Presentation Aids

Your presentations will be more interesting for your audience if you illustrate them with visual aids—charts, maps, slides, infographics, etc. Here are some tips for using visual aids effectively:

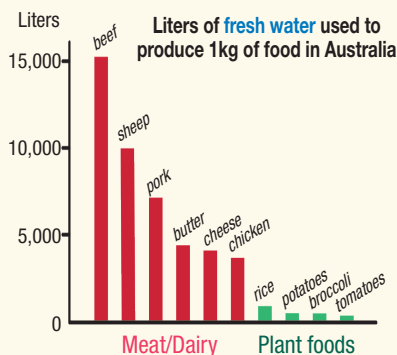
- Introduce your presentation aid. Explain what it is. Make sure the audience knows why you are showing it.
- Use bright, clear, simple images.
- Make your presentation aid large enough for everyone in the room to see.
- If you use slides or images with text, keep the phrases short and simple. Don't read from your slides.
- Look at your audience while you are talking, not at your presentation aid.

#### Presentation Aids



### B Expressions

#### Explaining Visual Data



Source: <https://veganaustralia.org.au>

When explaining visual data, you should communicate the significance of what you are discussing to your audience.

- The chart presents an analysis of ...
- The graph shows how ...
- The chart illustrates the change in ...
- The information in the table shows how much ...
- The table compares A and B ...
- Look at the picture[image] of ...
- I'd like to share with you an infographic that highlights ...

**Practice** Describe the bar chart using one of the expressions listed above.

## C Sample presentation



Read the sample presentation below and fill in the blanks with the proper numbers.

Introduction

Today, I'd like to draw your attention to an important concept known as the water footprint. Each of us has a water footprint, which represents the total amount of water used to produce the goods and services we utilize.

Body

As the infographic on the right illustrates, depending on your diet, the food you purchase can have a significant water footprint. For instance, if you buy one kilogram of bovine meat, an average of \_\_\_\_\_ liters of water has been used in its production. The water footprints for sheep, pig, and chicken meats are 8,763, 5,988, and \_\_\_\_\_ liters per kilogram, respectively. Challenging meat's dominance as the most water-intensive food type are nuts, which require 9,063 liters of water to produce a kilogram on average. Lower on the scale are fruits and vegetables, requiring 962 and \_\_\_\_\_ liters per kilogram, respectively.

The main thing to remember is that meat and dairy products use a significant amount of water because animals need it for their feeding and growth.

Each of us can make personal choices to help decrease our water footprint. For instance, you might think about trying Meatless Monday, which involves skipping meat one day a week. Furthermore, supporting locally sourced foods and cutting down on food waste are ways we can contribute.

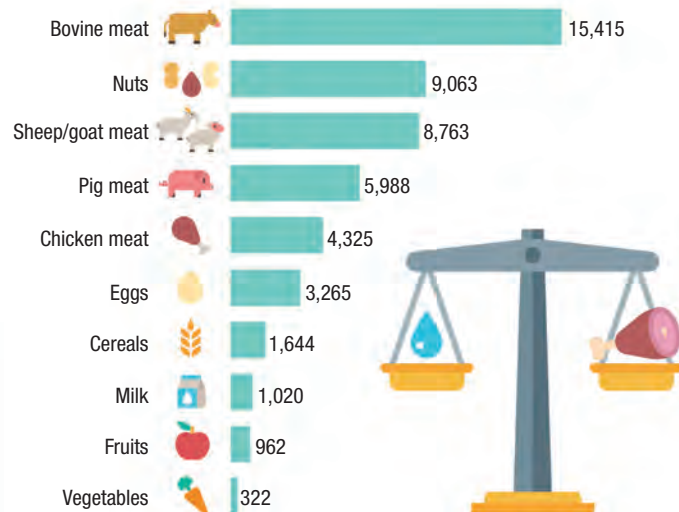
Conclusion

In conclusion, through minor adjustments to our daily routines, we can collectively contribute to reducing our water footprints and conserving global water reserves. Let's work together to make a positive impact and take care of water for the future.

Thank you.

### How Thirsty Is Our Food?

Liters of water required to produce one kilogram of the following food products (Global averages)



Source: Water Footprint Network



## Present Your Ideas

## Prepare

# A

Look at the infographic and circle the actions that you are taking for the environment. Then color one footprint below for each action taken.



## B

Choose one or two of the ways mentioned above and write your own article about reducing your carbon footprint. Use visuals that include factual information, providing details and relevant information.

**Title**

- the issue

**Body**

- describing information
- how to put it into practice
- using presentation aids

**Conclusion**

- summary of the main points



## Present

**Practice your presentation and then give it to the class.**



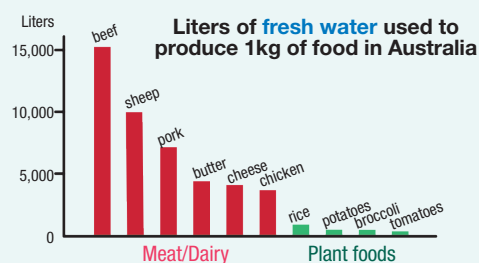
## Opinion Examples

Read the opinions about the motion below and answer the questions.

**Motion** Meat consumption should be reduced to combat climate change.

### For

Reducing meat consumption is an important strategy for combating climate change, as the livestock industry is a major contributor to greenhouse gas emissions. Plant-based proteins require less land, water, and other resources to produce compared to animal-based proteins, and many sustainable agriculture practices are compatible with plant-based diets.



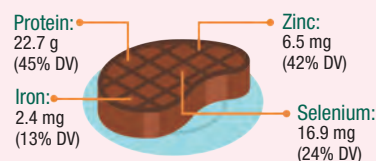
Look at this graph. Compared to a plant-based diet, eating meat, dairy, and eggs uses a lot of water! Studies carried out by researchers in Australia and overseas show that over 20 times more fresh water is required to produce animal products compared to the same weight of plant products. Animal agriculture puts a huge strain on our water resources and compromises our water security. A shift towards plant-based diets is necessary if we are to create a more sustainable future for ourselves and future generations.

### Against

While reducing meat consumption to mitigate climate change is often suggested, valid counterarguments should also be considered.

#### MEAT IS NUTRIENT-RICH

A 3-ounce serving of skirt steak contains:



Source: <https://www.medicpresents.com>

This image shows that meat is a nutrient-rich food with 22.7 grams of protein per 3-ounce serving, which accounts for 45% of the daily value (DV) and 2.4 milligrams of iron, contributing 13% of the DV. Meat provides a significant amount of zinc, which accounts for 42% of the DV and is essential for boosting the immune system and disease prevention. Additionally, the nutrients in meat can be absorbed more easily compared to those from plant sources. For instance, vegetarians may need to consume twice as much iron from plant-based foods as meat eaters do. Meat also offers 24% of the DV of selenium, a key nutrient for supporting immunity. These nutritional aspects of meat are crucial for many individuals, particularly those with specific dietary needs.

1. Underline the main idea of each opinion.
2. What supporting ideas are given for each opinion?

**For**

**Against**

### A Strategy



#### Things to Consider When Using Online Sources

1. **Source credibility:** Use reputable and reliable sources, such as experts, scholarly publications, and established organizations. Avoid unreliable or biased sources.
2. **Accuracy and fact-checking:** Verify information by cross-referencing multiple sources and using fact-checking websites or databases.
3. **Proper citations and references:** Give credit to original sources with accurate citations and references in accordance with the appropriate style.
4. **Balanced perspectives:** Present a well-rounded view by considering different viewpoints and incorporating diverse sources and arguments.
5. **Up-to-date information:** Use recent and up-to-date sources for accurate and relevant information.
6. **Ethical considerations:** Present information objectively, avoid misrepresentation, and respect intellectual property rights and privacy.

### B Expressions

#### Introducing information from sources

You should accurately introduce and cite information from sources, as shown in the following examples.

- According to Dr. Emily Johnson, a psychologist at Harmony University, in an article titled “The Power of Positive Thinking”, ...  
[author]
- As mentioned in an article posted online by Health Insight, ...  
[organization/website]
- In an article published on Tech News Online, it is reported that ...  
[online newspaper]
- The Harmony Business Review said that ...  
[journal]
- In the book Global Trends by Emily White, it was argued that ...  
[book]

Before the Debate



Step 1 Choose a Topic

1. Read the following motions and then add your own motion to the list.

- ☐ Carbon pricing is the most effective solution for combating the climate crisis.
- ☐ Meat consumption should be reduced to combat climate change.
- ☐ Governments should prioritize addressing the climate crisis over economic growth.
- ☐ \_\_\_\_\_

2. Collaborate with your classmates to discuss the above motions and collectively select one for the upcoming debate.

**Motion:** \_\_\_\_\_

Step 2 Choose Sides

Determine whether you will adopt the affirmative or negative position.

Step 3 Brainstorm and Research

Discovering relevant graphs or charts while doing research can significantly enhance the quality and credibility of your arguments. Consider the elements below to explore the topic you have chosen.

Access to diverse and credible sources of information				
Search engines	Specific keywords	Academic journals	Government websites	Expert opinions
Your own knowledge and experience:				

Note

Choose a debatable topic that sparks interest and allows for opposing viewpoints.

#### Step 4 Organize Your Speech

Write your arguments in a logical and persuasive manner.



##### Note

An affirmative constructive speech presents basic arguments *in favor of* the motion.

#### Affirmative Constructive Speech

Organization	Argument
<b>Introduction</b> <ul style="list-style-type: none"><li>· Explain the motion.</li><li>· Define terms.</li></ul>	
<b>Body</b> <ul style="list-style-type: none"><li>· Explain a need for a change from the present situation.</li><li>· Provide persuasive arguments to support the motion.</li><li>· Use visual aids to enhance clarity.</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>· Summarize the affirmative arguments.</li></ul>	

##### Note

A negative constructive speech presents basic arguments *against* the motion.

#### Negative Constructive Speech



Organization	Argument
<b>Introduction</b> <ul style="list-style-type: none"><li>· Express your disagreement with the motion.</li></ul>	
<b>Body</b> <ul style="list-style-type: none"><li>· Provide persuasive arguments that refute the motion.</li><li>· Use visual aids to enhance clarity.</li><li>· Demonstrate the damage or disadvantages that would result if the motion were adopted.</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>· Summarize the negative arguments.</li></ul>	





### ■ Prepare Rebuttals and Questions

Think about what your opponent might say and ask, and prepare responses.

- Prepare for your opponent's rebuttals and questions.



Opponent's possible questions and rebuttals	My team's responses
1. .... .....	1. .... .....
2. .... .....	2. .... .....
3. .... .....	3. .... .....

- Prepare for your opponent's arguments.

Opponent's possible arguments	My team's questions and rebuttals
1. .... .....	1. .... .....
2. .... .....	2. .... .....
3. .... .....	3. .... .....

### **Step 5** Practice Your Delivery

How well you argue depends on how much you practice. Here is a guide on how to improve your speaking skills.

1. **Prepare Your Content:** Organize your message with a clear structure and key points.
2. **Rehearse Aloud:** Practice speaking your content out loud for oral fluency.
3. **Time Yourself:** Adjust your pace to fit the allotted time.
4. **Vary Tone and Pace:** Use vocal variations to engage your audience effectively.
5. **Use Visual Aids:** Incorporate visual aids such as charts, graphs, and other relevant visuals to enhance your presentation.

## During the Debate

Participate in the debate. Use the flow chart to take notes as you listen, and distinguish between affirmative and negative arguments by using different colors.

**Motion:** \_\_\_\_\_

### Affirmative constructive

1. ....
2. ....
3. ....
- ....

### Negative cross-examination questions (Qs to ask the affirmative team)

1. ....
2. ....
3. ....
- ....

### Affirmative cross-examination questions (Qs to ask the negative team)

1. ....
2. ....
3. ....
- ....

### Negative constructive

1. ....
2. ....
3. ....
- ....

### Affirmative rebuttals

1. ....
2. ....
3. ....
- ....

### Negative rebuttals

1. ....
2. ....
3. ....
- ....

**Tip**

#### Purposes of Cross-Examination:

- Clarify anything that confused you.
- Set up your arguments.
- Highlight flaws in your opponent's reasoning or evidence.
- Effectively make the other team agree with your arguments.
- Make a good impression on the judge.

## After the Debate



### 1 Debate Evaluation

Reflecting on your team's performance, rate the following aspects of the debate on a scale of 1 to 5, with 1 being the lowest and 5 being the highest.

1. The speakers' statements clearly supported their position in the debate.	1 2 3 4 5
2. The speakers' statements appeared to be well researched and documented.	1 2 3 4 5
3. Statements and responses were respectful to the other speakers.	1 2 3 4 5
4. Arguments were spoken at a good volume.	1 2 3 4 5
5. Speakers used numbers and visual support to make their points more clear.	1 2 3 4 5
6. Rebuttals were specific to opposing arguments and expressed with clarity.	1 2 3 4 5
7. Rebuttals showed evidence of good listening skills.	1 2 3 4 5
8. Concluding arguments and statements were effective and convincing.	1 2 3 4 5
9. Speakers adhered to the rules of the debate.	1 2 3 4 5
10. The overall collective effort of the debate team was effective.	1 2 3 4 5
<b>Total</b> _____	
<b>Additional Comment:</b>	

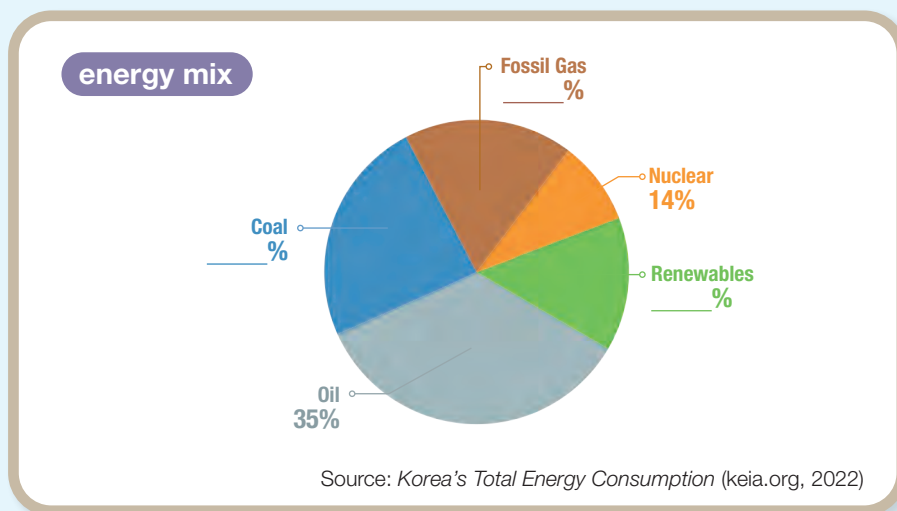
### 2 Self-Reflection

Answer the following questions to reflect on your own performance and to improve in the upcoming debate.

1. How effectively did you collaborate with your teammates?
2. Did your presentation aids support your arguments in a clear and convincing way?
3. What did you do well, and what could you improve on?

## Wrap Up

- A.** Listen and put in the appropriate numbers for each blank in the chart.



- B.** Read about things to consider when using online sources. Fill in the blanks with the appropriate expressions in the box.

biased      citations      ethical      perspective      up-to-date

When using online sources, exercising caution is crucial to ensure reliable information. First, use reputable sources and avoid unreliable or \_\_\_\_\_ ones. Second, verify information through fact-checking and cross-referencing multiple sources. Proper \_\_\_\_\_ and references are essential to credit original sources and maintain accuracy. Maintain a balanced \_\_\_\_\_ by considering different viewpoints and incorporating diverse sources. Use \_\_\_\_\_ sources for accurate information and uphold \_\_\_\_\_ standards by presenting information objectively while respecting intellectual property rights and privacy. By being cautious, one can effectively navigate the Internet and critically evaluate information.

### Culture

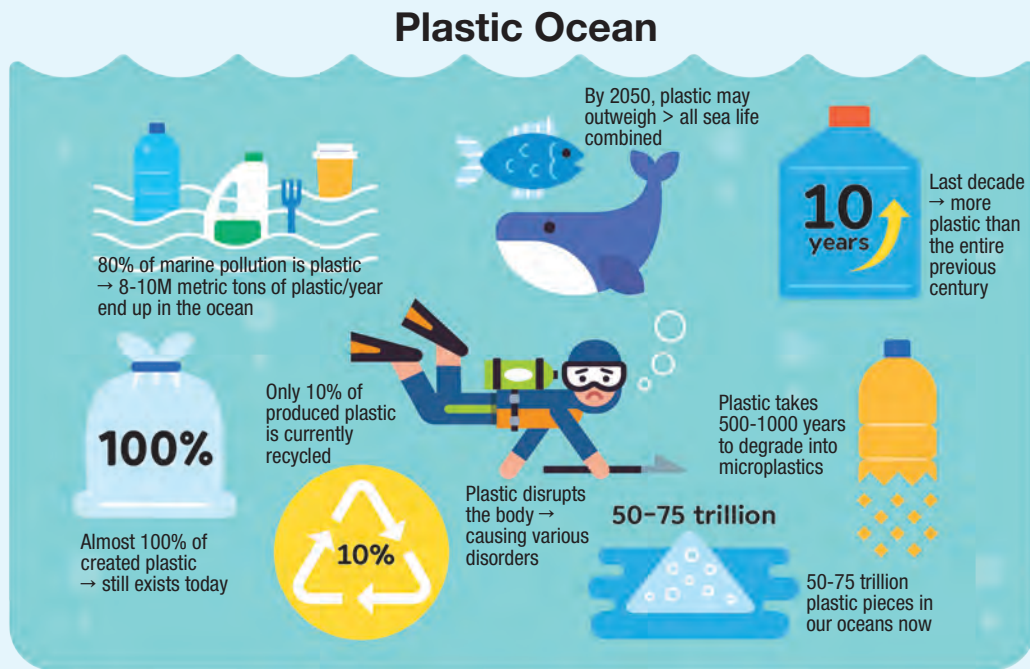
- C.** Find two countries with different cultures and compare their approaches to sustainable living.

.....

.....

.....

- D.** Take a look at the infographic below and provide an overview.



Source: *Ocean plastic pollution an overview: data and statistics* (unesco.org, 2022)

- E.** Review each student's statement on using online sources. Write R for "right" if it follows best practices, and W for "wrong" if it does not. Evaluate them based on credibility, accuracy, citation, and ethics.

1. "I used multiple authoritative sources to verify the information and ensure it is accurate."
2. "I copied sections from a detailed report on deforestation without giving proper credit, as it was really well-written."
3. "I included perspectives from environmental scientists, economists, and industry experts to present a balanced view on the environmental impact of plastic waste."
4. "To understand the effects of deforestation, I reviewed data from the World Wildlife Fund (WWF), which is a respected organization in environmental conservation."
5. "To support my argument against renewable energy, I cited only articles that criticize it and ignored any positive perspectives."



## 1. Give your answer to the unit's opening question:

**Q** What can we do to address the urgent environmental challenges we face today?

---

---

---

## 2. Take a moment to reflect on the knowledge you have acquired throughout this unit and assess your progress.

### I can

- ☐ define and explain the concepts of “Net Zero Emissions” and “Carbon Footprints,” including their environmental impacts.
- ☐ start a persuasive speech appropriately and utilize expressions effectively to capture the audience’s attention.
- ☐ present information using visual aids, enhancing my communication skills.
- ☐ analyze and evaluate different perspectives on the causes and consequences of the climate crisis.
- ☐ construct well-structured arguments with logical reasoning and supporting evidence related to the climate crisis.
- ☐ cite and attribute Internet sources using appropriate citation formats.
- ☐ anticipate and address counterarguments and rebuttals in my arguments.

## 3. Write and share your final thoughts.

---

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## Unit 5

# I'm Not Your Inspiration

“Know me for my abilities, not my disability.”

— Robert M. Hensel, Disability advocate





## Think and Discuss

A. Look below and think about the topic.

What comes to mind when you see this picture? What could the stairs mean besides just being stairs?



B. Discuss this question with your classmates:

Q. How can we address the needs of people with disabilities?

## Unit Focus

### Topic

Understanding the disabled

### Speech

A personal story from a disabled woman

### Strategies

#### Listening

- Predicting

#### Presentation

- Using supportive evidence

#### Debate

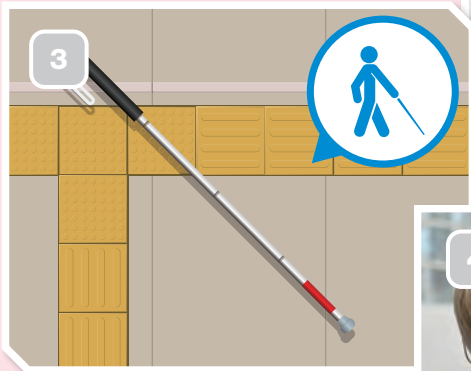
- Persuasion

A Think About the Topic

Note

Assistive technology is technology that has been specifically designed to help people with disabilities to perform a task.

Look at the images of assistive technology devices. Then match each user's review to the corresponding device number.



User Response		Number
(a)	"The tactile paving was incredibly helpful. It greatly improved my ability to navigate and stay on the right path."	
(b)	"Thank you for getting me these. I didn't know there were so many sounds."	
(c)	"I truly value the buses that are accessible to wheelchair users. They make my journeys so much easier and more convenient."	
(d)	"Using the finger-reader gave me a sense of independence. I could read the text without relying on someone else to read it for me."	

## B Vocabulary Preview

Complete the sentences using the given words in the box.

disability      inspiration      norm      objectify      ordinary

1. I wasn't doing anything that was out of the \_\_\_\_\_ or could be considered an achievement if you took disability out of the equation.
2. I came to recognize that many people see disabled individuals only as sources of \_\_\_\_\_, not as real people who can be their teachers or manicurists.
3. It's not fair to \_\_\_\_\_ disabled individuals as people who inspire and motivate others and to ignore the real difficulties that they face.
4. The social model of \_\_\_\_\_ holds that people with disabilities are more disabled by the society they live in than by their bodies and diagnoses.
5. I really want to live in a world where disability is not the exception but the \_\_\_\_\_, a world where we value genuine achievement for people with disabilities.

## C Functions

### Persuading

- It's time to ...
- Let me show you why ...
- It is crucial/essential that ...
- I encourage you to support ...
- By supporting this, you can ...
- Don't you agree that ...?
- This is a rational choice because ...
- Consider the logical implications of ...
- Here are some compelling reasons to ...
- Imagine a future where ...
- Can you imagine the benefits of ...?
- Picture a community where everyone ...
- It is important that we take action to ...
- Think about the change we could make if ...

**Practice** Create your own sentences using the expressions above to discuss the following topic.

Building a Barrier-Free Society for the Disabled

## D Read and Think



1 Read the following paragraphs about the models of disability.

### Models of Disability

How people think about disability affects how they feel about disability. People have various individual perspectives on disability, yet there are two models of disability—cultural and social.

The **cultural model** of disability is a perspective that views disability as a natural and normal variation of the human experience, rather than as a medical or social problem. According to this model, disability is seen as a part of human diversity and is valued as a unique aspect of a person's identity and culture.

This model emphasizes that disability is not just an individual characteristic but also a social and cultural phenomenon. It recognizes that people with disabilities have their own history, language, and culture, and that disability is important to human diversity.

In this model, disability is celebrated as a valuable and meaningful aspect of a person's identity. It emphasizes the need for greater representation and participation of people with disabilities in cultural and artistic activities, as well as in all aspects of society.

The **social model** of disability is a perspective that views disability as a result of social and environmental barriers, rather than as an inherent characteristic of an individual. According to this model, it is not the deficiency or difference itself that creates disability. Instead, it is the attitudes, along with physical and social barriers within society, that exclude and limit people with disabilities from fully participating in society.

In the social model of disability, disability is seen as a socially constructed concept, created by societal norms and attitudes towards individuals who differ from the norm. It emphasizes that the focus should be on removing barriers to full participation in society rather than “fixing” the individual with a disability.

This model has had a significant impact on disability rights and advocacy, promoting the idea that people with disabilities should have equal access and opportunities and bringing about awareness of the need for changes in society that make it more inclusive and accessible for everyone.



- 2** Read each statement below and check (✓) which model each statement belongs to.

	Cultural Model	Social Model
Disability is a result of social and environmental barriers.		
Disability is viewed as a part of human diversity.		
The focus should be on removing barriers to full participation in society.		



- 3** Discuss the question below in a group.

Which model has made a considerable difference in promoting disability rights and advocacy, and what idea does it support?

## E Prepare to Listen

### Predicting

When you are listening, try to guess what information or ideas will come next. This helps you understand better and stay focused.

#### 1. Preview the title and visuals

Quickly examine the title and visuals to gain initial insights.

#### 2. Activate prior knowledge

Utilize what you already know about the topic and use it to make sense of the topic.

#### 3. Create predictions

Generate hypotheses about the content based on the title, visuals, and your prior knowledge.

- Practice** Take a look at the image below. What predictions about the talk can you make from it?

*I'm not your inspiration, thank you very much.*



*I assume this talk is going to be about* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Exploring a Sample Speech

**A**

Listen to the beginning of the speech. Based on what the speaker said, check whether each statement is true (T) or false (F).



According to the speaker, ...

1. she grew up in a small country town in Victoria.

T

F

☐☐

2. she spent her childhood fighting with her younger brothers.

☐☐

3. a community member nominated her for an award without consulting her parents.

☐☐

4. her parents believed she had not achieved anything extraordinary.

☐☐

5. she engaged in extraordinary activities that were considered achievements despite her disability.

☐☐

**B**

Read and predict the sequence of the sentences from the speech. Then listen to the lecture and write the correct numbers (2-5) next to each sentence.



1

The speaker grew up in a small country town, had a normal childhood, and didn't consider herself deserving of a community award because she hadn't achieved anything remarkable.

☐

She goes on to address the objectification of disabled people, noting that they are often portrayed as inspirational objects for non-disabled people.

☐

While teaching, she realizes that disabled individuals are often seen as inspirational figures rather than regular people with various roles in society.

☐

Ultimately, she envisions a world where disability is considered the norm, genuine achievements by disabled individuals are valued, and stereotypes about disability are challenged.

☐

Furthermore, she questions the impact of this objectification and emphasizes that life as a disabled person involves overcoming societal barriers rather than physical limitations.

6

In essence, the key message she conveys is that disability itself doesn't make someone exceptional; instead, questioning societal perceptions of it does.



# C

Listen again and fill in the notes.



## Introduction

▪ **Title of the Speech:** *I'm not your inspiration, thank you very much.*

▪ **Today's Speaker:** Stella Young

▪ **Key Points:**

### Her life in a small town

- grew up in a small town in Victoria
- had \_\_\_\_\_ & low-key upbringing
- nominated for a community award at the age of \_\_\_\_\_
- but her parents said she hadn't achieved anything
- ordinary if her \_\_\_\_\_ is taken out of the equation

## Body

### Unfair objectification of disabled people DP (= disabled people)

As a teacher:

- a boy asked her to give a motivational \_\_\_\_\_
- recognized people see DP as objects of \_\_\_\_\_
- certain images \_\_\_\_\_ DP for the benefit of non-DP
- subscribe to the \_\_\_\_\_ model of disability
- DP: more disabled by \_\_\_\_\_ than by physical condition

## Conclusion

### Moving toward more inclusive society

- wants to live in a world where:
  - disability is not the exception but the \_\_\_\_\_
  - genuine \_\_\_\_\_ of DP are valued
  - it's not surprising that a teacher is a wheelchair user
- what makes you exceptional:
  - not disability but \_\_\_\_\_ your ideas about it

## Focus on Form

- I've been approached by strangers wanting to tell me that they think I'm brave or inspirational.
- I really want to live in a world where disability is **not** the exception **but** the norm.

\* Refer to the appendix (pages 156-161) for explanations and exercises.

# Exploring a Sample Speech

## D

### Assess your comprehension.

1. Where did the speaker grow up and what was her childhood like?  
.....
2. According to the speaker, how does society view the disabled?  
.....
3. What model of disability does the speaker agree with and what does it state?  
.....

## E

### Present a summary of the speech.

**Step 1** Answer the following questions about the speech.

1. What happened when the speaker was 15 years old?  
.....
2. What realization did the speaker have during her teaching experience in a high school?  
.....
3. What does the speaker think about the images meant to inspire non-disabled people?  
.....
4. What does the speaker believe disables people more than their physical condition?  
.....
5. What kind of world does the speaker envision for disabled individuals?  
.....

#### Note

When summarizing a lecture or story, focus on the key ideas and important details. Identify the main topics or events, and then condense them into clear, concise sentences.

**Step 2** Write a summary. Use your answers to the questions above and the notes you took while listening to the speech.



**Step 3** Practice your summary and present it to the class.

## Nuts & Bolts of Presenting

### A Strategy



#### Using Supportive Evidence

When delivering a persuasive presentation, using supportive evidence effectively is crucial to strengthen your arguments and convince your audience. Here are some ways to do so:

- **Clearly state your main points:** Clearly articulate the main points or arguments you will be making in your presentation. This provides a framework for the evidence you will use to support your claims.
- **Choose relevant evidence:** Select evidence that directly supports your main points and corresponds to the topic or theme of your presentation. Ensure the evidence is credible, recent, and from reputable sources.
- **Share anecdotes or case studies:** Personal stories or specific examples can humanize your data and make your arguments more convincing. Use anecdotes or case studies to illustrate how your points apply in real-world situations.

### B Expressions

#### Calling to Action

Engaging the audience through a call to action is vital in presentations. It actively involves and empowers the audience, establishes personal connections, and transforms passive listeners into active participants. It is a powerful tool for driving them to take action and ultimately achieving the desired outcomes of the presentation.

- I urge you to ...
- Together, we can ...
- Take action today by ...
- Make a difference by ...
- Let's work together to ...
- Take the first step towards ...
- Help us create a better future by ...
- Get involved by ...
- Inspire others through ...
- Consider the impact of ...
- Imagine a world where ...
- Let's create a future where ...
- Join us in making a difference by ...
- Together, let's make a difference by ...

## C Sample presentation



Read the sample presentation and fill in the blanks with the given expressions.

Together, we can create a world  
Picture the difficulties  
let's take action to

We should speak out for  
take the first step towards  
join us in making a difference

### Empathy: The Bridge to Inclusion for Disabled Individuals

Introduction

Good morning, everyone. Close your eyes, and for a moment, imagine a life-altering accident that leaves you with a disability. It could be blindness, severe injuries, or the loss of an arm. How would you feel suddenly finding yourself in a world where even the simplest tasks become incredibly hard? \_\_\_\_\_ that lie ahead, the challenges to participating in everyday life, and the loneliness that often accompanies disability. Today, let's take a closer look at the vital role of empathy in building a more inclusive society.

5

Body

Empathy is a fundamental human trait, a bridge connecting us to the feelings of others. By putting ourselves in the shoes of disabled individuals, we can \_\_\_\_\_ understanding the physical and emotional challenges they face every day. This exercise encourages us to speak up for their rights, which, in turn, helps create a more inclusive society. So, \_\_\_\_\_ by working together to foster empathy in our hearts and minds, making a real and positive change.

10

Education is a powerful tool for dispelling wrong ideas and stereotypes about disability. Schools should include programs that teach about disability, helping young people understand and respect disabled individual's unique challenges.

15

We also need to work on making public places and services usable for everyone. This means not only making physical spaces accessible but also thinking about the needs of those with sensory disabilities or mental health challenges.

\_\_\_\_\_ better infrastructure, transportation, and ways to communicate that can accommodate a wide range of abilities. Let's work together to promote projects that prioritize making everything accessible.

20

Conclusion

To sum up, remember, empathy isn't just a feeling; it's a call to do something. To create a more inclusive society, we need to nurture empathy, advocate for inclusive education, and support efforts to make public spaces and services accessible to all. \_\_\_\_\_ where everyone, no matter their disabilities, can lead fulfilling lives. Thank you for your attention, and \_\_\_\_\_ make this vision a reality.

25







## Opinion Examples

Read the opinions about the motion below and answer the questions.

**Motion** We need to allocate more funds for supporting people with disabilities.

### For

Government funding for disability support is a fundamental right protected by law. Proper allocation of funds creates job opportunities and self-sufficiency, and it also reduces societal burden. Adequate funding ensures access to critical services and facilities, promoting inclusivity and equal opportunities for disabled individuals. Moreover, investing in disability support programs benefits both individuals and society, fostering a diverse and productive workforce. By enabling active community participation, the burden on social assistance is diminished, and independence thrives. Therefore, allocating more funds empowers disabled individuals to lead fulfilling lives, making our society more inclusive and supportive. In conclusion, upholding human rights through appropriate government funding is our responsibility and a wise investment in the well-being of all citizens.

### Against

Increasing funds for disability support may not be the best solution. Firstly, the existing budget may already be substantial, and additional funding could lead to a waste of social resources. Secondly, responsibility should be shared by private organizations and individuals. Moreover, further funding may result in higher taxes or reduced support for other essential programs. It is essential to consider personal accountability and self-reliance alongside necessary support services. Striking a balance between meeting the needs of disabled individuals and considering the overall well-being of society is crucial. Furthermore, exploring public-private partnerships and community involvement can provide more diverse and personalized solutions while addressing pressing societal issues. In conclusion, increasing funds for disability support requires the careful consideration of alternative approaches and the proper allocation of public resources.

1. Underline the main idea of each opinion.
2. What supporting ideas are given for each opinion?

**For**

**Against**



### A Strategy

#### Persuasion

In a debate, the ability to effectively persuade your audience is crucial. To make your argument persuasive, it is important to employ a well-rounded strategy that appeals to reason, emotion, and humanity.

- **Appealing to reason:** This involves using logic and evidence to support your argument. For example, you might cite statistics, expert opinions, or personal experiences to make your point.
- **Appealing to emotion:** This involves using language that stirs feelings in your audience. For example, you might use vivid descriptions, personal stories, or humor to connect with your audience on an emotional level.
- **Appealing to humanity:** This involves appealing to your audience's sense of shared values and beliefs. For example, you might talk about the importance of justice, equality, or freedom.

### B Expressions

#### Appealing to reason

- In fact, ...
- According to the latest findings ...
- Experts believe that ...
- Studies have shown that ...
- The statistics support the notion that ...
- By examining the facts, we can conclude that ...

#### Appealing to emotion

- I remember when I was ...
- I felt so helpless when ...
- Picture a community where ...
- Think about how it would feel to ...

- Imagine the impact it would have on ...
- I can't imagine what it would be like to ...

#### Appealing to humanity

- Together, we can empower ...
- We have a moral obligation to ...
- Our shared values compel us to ...
- For the sake of our children, we need to ...
- By fostering a sense of community, we can ...
- As members of a compassionate society, we should ...

## Before the Debate



### Step 1 Choose a Topic

1. Read the following motions and then add your own motion to the list.

- ☐ Governments should provide incentives, such as tax breaks or grants, to companies that actively hire disabled employees.
- ☐ It's better to integrate disabled students into mainstream schools than to maintain specialized schools that focus exclusively on their needs.
- ☐ Current legal frameworks are sufficient to prevent workplace discrimination against disabled employees.
- ☐ \_\_\_\_\_

#### Note

Choose a debatable topic that sparks interest and allows for opposing viewpoints.

2. Discuss the motions above with your classmates and select one for the upcoming debate.

**Motion:** \_\_\_\_\_

### Step 2 Choose Sides

Determine whether you will adopt the affirmative or negative position.

### Step 3 Brainstorm and Research

What thoughts and ideas do you have about the topic? What are your arguments for or against it? Once you have a good understanding of the topic, begin researching to find evidence to support your arguments.

#### Pros & Cons Chart

• _____	<div>← PROS</div> <div>CONS →</div>	• _____
• _____		• _____
• _____		• _____
• _____		• _____
• _____		• _____

#### Step 4 Organize Your Speech

Write your arguments in a logical and persuasive manner.



##### Note

An affirmative constructive speech presents basic arguments *in favor of* the motion.

#### Affirmative Constructive Speech

Organization	Argument
<b>Introduction</b> <ul style="list-style-type: none"><li>· Explain the motion.</li><li>· Define terms.</li></ul>	
<b>Body</b> <ul style="list-style-type: none"><li>· Explain a need for a change from the present situation.</li><li>· Provide persuasive arguments (evidence, examples, and source citations).</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>· Summarize the affirmative arguments.</li></ul>	

##### Note

A negative constructive speech presents basic arguments *against* the motion.

#### Negative Constructive Speech



Organization	Argument
<b>Introduction</b> <ul style="list-style-type: none"><li>· Express your disagreement with the motion.</li></ul>	
<b>Body</b> <ul style="list-style-type: none"><li>· Provide persuasive arguments that refute the motion.</li><li>· Demonstrate the disadvantages that would result if the motion were adopted.</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>· Summarize the negative arguments.</li></ul>	



## ■ Prepare Rebuttals and Questions

Think about what your opponent might say and ask, and prepare responses.

- Prepare for your opponent's rebuttals and questions.



Opponent's possible questions and rebuttals	My team's responses
1. .... .....	1. .... .....
2. .... .....	2. .... .....
3. .... .....	3. .... .....

- Prepare for your opponent's arguments.

Opponent's possible arguments	My team's questions and rebuttals
1. .... .....	1. .... .....
2. .... .....	2. .... .....
3. .... .....	3. .... .....

## Step 5 Practice Your Delivery

The more you practice your delivery, the more confident you will feel when you give your speech. Practice in front of a mirror or with your classmates.

**Tip**

### Effective questions to the opponent in a debate

- **Clarify Ambiguity:** Request clearer explanations for unclear points.
- **Request Evidence:** Demand specific proof to support their statements.
- **Compare Views:** Ask them to consider other perspectives and how theirs differs.
- **Highlight Impact:** Inquire about the practical effects of their proposal.

## During the Debate

Participate in the debate. Use the flow chart to take notes as you listen, and distinguish between affirmative and negative arguments by using different colors.

**Motion:** \_\_\_\_\_

### Affirmative constructive

1. ....
2. ....
3. ....
- ....

### Negative cross-examination questions (Qs to ask the affirmative team)

1. ....
2. ....
3. ....
- ....

### Affirmative cross-examination questions (Qs to ask the negative team)

1. ....
2. ....
3. ....
- ....

### Negative constructive

1. ....
2. ....
3. ....
- ....

### Affirmative rebuttals

1. ....
2. ....
3. ....
- ....

### Negative rebuttals

1. ....
2. ....
3. ....
- ....

**Tip**

### Attitude of Speakers

Debaters should show respect for their opponents and their ideas. They should display courtesy and fair-mindedness at all times. Certainly, it is not realistic to take a right-or-wrong attitude toward the debate.

## After the Debate



### 1 Debate Evaluation

Reflecting on your team's performance, rate the following aspects of the debate on a scale of 1 to 5, with 1 being the lowest and 5 being the highest.

1. The speakers' statements clearly supported their position in the debate.	1 2 3 4 5
2. The speakers' statements appeared to be well researched and documented.	1 2 3 4 5
3. Statements and responses were respectful to the other speakers.	1 2 3 4 5
4. Arguments were spoken at a good volume.	1 2 3 4 5
5. Speakers balanced logic, emotions, and humanity to persuade effectively.	1 2 3 4 5
6. Rebuttals were specific to opposing arguments and expressed with clarity.	1 2 3 4 5
7. Rebuttals showed evidence of good listening skills.	1 2 3 4 5
8. Concluding arguments and statements were effective and convincing.	1 2 3 4 5
9. Speakers adhered to the rules of the debate.	1 2 3 4 5
10. The overall collective effort of the debate team was effective.	1 2 3 4 5
<b>Total</b> _____	
<b>Additional Comment:</b>	

### 2 Self-Reflection

Answer the following questions to reflect on your own performance and to improve in the upcoming debate.

1. How effectively did you collaborate with your teammates?
2. What did you focus on to make your argument persuasive and how effective was it?
3. What did you do well, and what could you improve on?



## Wrap Up



### A. Listen and choose what the speaker is mainly talking about.



- a. encouraging the development of assistive technology
- b. advocating for inclusive employment practices
- c. promoting accessible transportation options
- d. providing subsidies for assistive devices

### B. Read the arguments and decide which aspect each one mainly appeals to: emotions, reason, or humanity.



Imagine a workplace where abilities shine brighter than limitations, where determination triumphs over challenges. I once met a person with a brilliant mind and a disability who transformed obstacles into opportunities. Her journey touched my heart, affirming that talent knows no boundaries. Let's create a world where everyone, disabled or not, is warmly welcomed to the table based on unique strengths, not hiring quotas.



While the intention behind mandatory hiring quotas is good, there might be unintended negative consequences. Companies might hire disabled employees just to meet quotas, without considering their skills. Instead of setting quotas, we should encourage voluntary inclusive hiring practices, emphasizing skills and abilities. This way, we would ensure genuine integration and value.

*I think the man appeals to ... I feel this way because ... And the woman ...*

### Culture

### C. Look at examples of assistive devices from different countries. Then find one of your own and share it with the class.



a tablet for people who can't see



a wearable robotic device

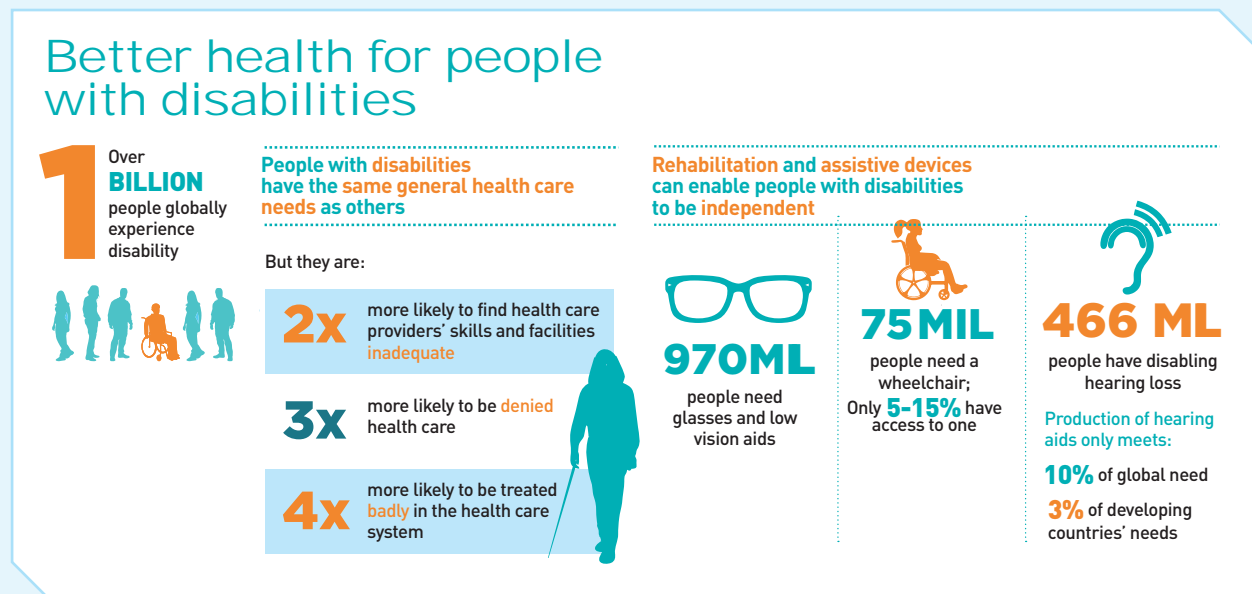


vision enhancement glasses



a speech-generating device

- D.** Write a short paragraph that explains the main message of the infographic and includes at least three important facts.



Source: *Better health for people with disabilities* (www.who.int, 2022)

- E.** Complete the sentences using the words from the box.

community      impact      notion      obligation      sake

1. For the \_\_\_\_\_ of our children, we need to teach inclusivity and respect for all abilities from a young age.
2. We have a moral \_\_\_\_\_ to create accessible environments for everyone.
3. Imagine the \_\_\_\_\_ it would have on a child's confidence if they were included in every school activity.
4. The statistics support the \_\_\_\_\_ that investing in disability-friendly infrastructure leads to economic growth.
5. Picture a(n) \_\_\_\_\_ where everyone, regardless of their abilities, can participate fully in daily activities.



## 1. Give your answer to the unit's opening question.

**Q** How can we address the needs of people with disabilities?

---

---

---

## 2. Take a moment to reflect on the knowledge you have acquired throughout this unit and assess your progress.

### I can

- ☐ understand the significance of building a more inclusive society for all and what can be done to improve accessibility for people with disabilities.
- ☐ predict what a speech is about based on its title and accompanying visual aids and utilize prior knowledge before listening.
- ☐ use supportive evidence effectively to strengthen arguments.
- ☐ utilize expressions for calling to action effectively in a persuasive presentation.
- ☐ use a strategy that appeals to reason, emotion, or humanity.
- ☐ collaborate with my classmates during a debate, fostering a cooperative and inclusive environment.
- ☐ assess and provide constructive evaluations of my teammates' contributions during the debate.

## 3. Write and share your final thoughts.

*e.g. I have learned that engaging in debates provides a valuable opportunity to explore diverse perspectives.*

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# Appendices

## UNIT 1

### The Importance of Social Relationships

#### Exploring a Sample Speech

pp. 26-27

#### A

Good evening, everyone! My name is Dr. David Park, and I'm excited to talk to you today about the importance of social connections in schools.

First of all, people may be confused about what social connections actually are. They aren't just the number of friends you have or how often you interact with others. They're about the quality of your relationships and the sense of belonging that you have. Social connections create feelings of trust and acceptance in your community. They're about being appreciated for who you are and feeling like you belong.

#### B & C

Good evening, everyone! My name is Dr. David Park, and I'm excited to talk to you today about the importance of social connections in schools.

First of all, people may be confused about what social connections actually are. They aren't just the number of friends you have or how often you interact with others. They're about the quality of your relationships and the sense of belonging that you have. Social connections create feelings of trust and acceptance in your community. They're about being appreciated for who you are and feeling like you belong.

Now, why are these so important for students? Well, studies have shown that social connections affect learning. Executive function, which includes the skills that help you get things done, can be limited by the stress and cognitive load caused by a lack of social connections. This means that if you feel isolated, you may have trouble with organization, planning, and time management. You may also struggle with working memory and attention, which are essential for learning new information. You end up spending more of your cognitive energy focusing on the source of your stress than on what you are learning. This results in your being less able to listen, follow directions, and focus on

complex learning.

Furthermore, social connections can have an effect on your ability to creatively solve problems. This is because social connections are fundamental to human happiness, and when you are happy, your critical thinking skills are greatly enhanced. When you are unhappy, these skills suffer. That means that if you feel lonely or rejected, you may struggle to adapt to new information or find creative solutions to problems.

However, social connections aren't just important for academic success. They're also critical for mental and physical health. If you have weak social connections, you are more likely to experience depression and anxiety. This is because loneliness or rejection can lead to mental illness. A lack of social connections can also lead to substance abuse, as some individuals use alcohol or drugs to cope with the stress of being lonely. Social isolation and loneliness can lead to a variety of health issues, and a lack of social connections is actually a significant risk factor for death, even more than other risk factors like obesity, smoking, and heart disease.

You may be asking yourselves, "What can be done to promote social connections in schools?" First of all, you need to create a culture of inclusivity and belonging. Well, if possible, you need to encourage yourselves and your classmates to reach out to others and to be open to new friendships. Of course, teachers and staff can also play a role by fostering a sense of community. Moreover, you can use technology to your advantage. Social media and other online platforms can be powerful tools for connecting students. Of course, you need to be mindful of the potential downsides of social media as well, such as cyberbullying and the spread of misinformation. However, if used responsibly, social media can help to break down barriers and create new connections.

In summary, social connections are essential for academic success, mental and physical health, and overall well-being. As a society, we need to prioritize the promotion of social connections, particularly in schools. Let's create an environment where all of us feel valued, supported, and connected. Thank you all for listening.

## Wrap Up

p. 39

### A.

1. Good afternoon! My name is Dr. Jonathan Harris, and I have taught psychology to students at the university for the past 20 years. Today, I am excited to address a topic that affects each and every one of us: the lack of relationships among modern people.

In our fast-paced world, it's becoming increasingly evident that genuine connections between individuals are diminishing. As a researcher and observer of human interactions, I have dedicated my work to understanding this phenomenon and exploring potential solutions.

2. Hello, high school students! I'm Dr. Elizabeth Morgan, a communication expert passionate about uncovering the secrets of human connection. Today, I am thrilled to share insights on a topic that strongly connects with all of us: the secret of making true friends.

In our fast-paced, interconnected world, we often desire authentic connections that enrich our lives. As a communication researcher, my mission is to understand the complexities of friendship and guide others in fostering meaningful bonds.

## UNIT 2

### Tell Me a Story

## Prepare to Listen

p.47

One hot day, a woman is riding a train with three young children who are her two nieces and nephew. A man is also in the train car. The children are noisy. The woman tries to control them, but they are running and spinning around like a tornado. The children are especially fond of asking "Why" questions. The aunt does not have good answers to these questions. The man in the train car is annoyed by the children and gives them an angry look.

## Exploring a Sample Speech

pp. 49-51

### B & C

Hello, everyone! Let me share an interesting short story with you all that I'm sure you'll enjoy, just as much as I did. Here it goes!

One hot day, a woman is riding a train with three young children who are her two nieces and nephew. A man is also in the train car. The children are noisy. The woman tries to control them, but they are running and spinning around like a tornado. The children are especially fond of asking "Why" questions. The aunt does not have good answers to these questions. The man in the train car is annoyed by the children and gives them an angry look.

The younger of the two girls begins to loudly recite the same line of a poem over and over about a million times, annoying the man further. The aunt calls the children over to tell them a story, and they sit down reluctantly because they don't think she is a good storyteller.

The aunt begins to tell a story about "a little girl who was good." The little girl makes a lot of friends, and some people save her from a wild bull because she is good. The children interrupt the story to ask more questions such as, "Would they have saved her if she hadn't been good?", which the aunt is again unable to answer well. The children call the story stupid.

Suddenly, the man speaks, saying to the aunt, "You don't seem to be a very good storyteller." The aunt tells him that it is hard to tell a story for children, and he sets out to prove her wrong by telling a story of his own.

In the man's story, there is a little girl named Bertha. He describes how good she was, saying, "She ate food that was good for her, got good grades in school, and showed good manners to everyone." When the older girl asks if Bertha was pretty, the man replies that she was not very pretty, but she was "horribly good," which the children think is a fascinating and enjoyable phrase. The man goes on to say that Bertha had been given three medals for being good and she wore them proudly.

One day, the prince of the country heard about how

good Bertha was and decided to let her walk in his park, which was normally reserved for adults. The bachelor explains that there were a variety of colored pigs in the park. Bertha also finds that there were no flowers in the park, which made her sad because she had promised not to pick any flowers and now was not even tempted. The man describes the rest of the park, which was full of colored fish, parrots, and “hummingbirds that could hum popular music.” Bertha entertained herself by walking around the park and listening to her medals clink together.

Suddenly, a wolf entered the park. He came to the park to find a pig to eat. However, because Bertha’s white dress was as clean and fresh as newly fallen snow, the wolf noticed her first. Bertha hid in a bush that made it hard for the wolf to smell her. However, she started to shake from fear, causing her medals to make noise. The wolf, who had started to leave, heard the medals and came back for Bertha. He spotted Bertha. He caught Bertha. He ate Bertha. Chomp!

The man finishes the story by noting, “The only things left were her shoes, pieces of clothing, and the three medals for goodness.” The children praise the man’s story, saying it is the most beautiful story they have ever heard. Their aunt, however, scolds the man for telling a story that is inappropriate for children. The man replies that the story kept them quiet, directly comparing his abilities to the aunt’s. The bachelor gathers his things and leaves the train. As he leaves, he thinks to himself with amusement that the children will keep hassling her in the future with demands for an inappropriate story!

This is the end of the story. In my opinion, the writer seems to value imagination more than goodness. You might, however, disagree with his priorities. Thank you for listening.

## Wrap Up

p. 63

**A.**

A: Hey, have you ever thought about what makes a good story?

B: Hmm... Well, I believe a strong opening is crucial.

You need to grab the listener’s attention right from the start.

A: That’s a good point. The first few sentences can make or break a story. You need to set the stage for what’s to come.

B: Right. And using vivid language is another key aspect. Descriptive words and phrases help to bring the story to life.

A: That’s true. When you paint a vivid picture in the listener’s mind, it creates a stronger connection. It makes the story more memorable as well.

B: It’s also important to keep the listener engaged throughout the story. By employing suspense, humor, or other techniques, you can keep the listener interested.

A: Oh, and a satisfying conclusion is crucial. The ending should wrap up all loose ends and leave the listener feeling satisfied.

B: Yes, I love a well-crafted ending! It leaves me with a sense of closure and fulfillment.

A: So, it seems that we agree on a lot of points. A good story should start with a strong opening, use vivid language, keep the listener engaged, and end with a satisfying conclusion.

B: Precisely.

## UNIT 3

### A World Without Discrimination

#### Exploring a Sample Speech

pp. 72-73

**A**

Hello, my name is Derald Wing Sue, and I’m an Asian American professor who has been studying racial microaggressions for many years. Today, I’m going to talk about the racial microaggressions around us. Before we cut to the chase, I want to ask you this question. If you want to understand racism, do you ask White individuals or people of color? In fact, when a clash of racial realities occurs, it is highly likely that it is mainstream groups that possess the tools such



as education, mass media, peers, social groups, and institutions to define and impose realities on other groups. Researchers have found that: first, unconscious racial biases exist among dominant-group individuals; second, these biases often appear in the form of unintentional discrimination; and third, disempowered groups have a more accurate assessment of reality than do dominant groups, especially relating to whether discriminatory behavior is bias-motivated. Therefore, it is important to listen to the perspectives of people of color and the oppressed to gain a fuller understanding of racism and oppression.

### **B & C**

Hello, my name is Derald Wing Sue, and I'm an Asian American professor who has been studying racial microaggressions for many years. Today, I'm going to talk about the racial microaggressions around us. Before we cut to the chase, I want to ask you this question. If you want to understand racism, do you ask White individuals or people of color? In fact, when a clash of racial realities occurs, it is highly likely that it is mainstream groups that possess the tools such as education, mass media, peers, social groups, and institutions to define and impose realities on other groups. Researchers have found that: first, unconscious racial biases exist among dominant-group individuals; second, these biases often appear in the form of unintentional discrimination; and third, disempowered groups have a more accurate assessment of reality than do dominant groups, especially relating to whether discriminatory behavior is bias-motivated. Therefore, it is important to listen to the perspectives of people of color and the oppressed to gain a fuller understanding of racism and oppression.

Now I ask you again. If you want to understand racism, do you ask White individuals or people of color? In general, if you want to understand oppression, do you ask the oppressor or the oppressed? The answers seem obvious to us, and are evident, too, in this African proverb: *The true tale of the lion hunt will never be told as long as the hunter tells the story.* It means that the lion, who is the victim, never gets to tell its side of the

story—so the real truth can never be known, only the hunter's version of the truth. Furthermore, to talk about the clash of racial realities in detail, let me give you one example.

Fresh out of my doctoral program, I met a Nigerian scholar who was amused by my commitment to seeking knowledge through experimentation and experience. He shared with me a tale often told to children in his country about a female elementary school teacher who posed a math problem to her class: "Suppose there are four blackbirds sitting on a tree branch. You take a slingshot and shoot one of them. How many are left?" A White student answered quickly, "That's easy, Teacher ... four take away one is three." An equally eager Nigerian immigrant boy stated with equal certainty that the answer was zero. The teacher chuckled at the Nigerian youth, indicated the answer was wrong, and suggested he study more math. From that day on, the young boy seemed to withdraw from class activities and seldom spoke to his classmates or teacher.

If the teacher had pursued the reasons behind the Nigerian student's answer, she might have heard the following: "If you shoot one bird, the others will fly away." Herein lies a major worldview difference between that of the teacher and the African youth. From a Western science perspective, the math problem represents a hypothetical situation that requires a literal, task-based answer. From the perspective of the Nigerian student, however, his answer is based on lived experience, a known relationship with birds, and an understanding of how the real—that is, not hypothetical—world operates.

Seen from the perspective of the hunter and the lion, both answers may be considered correct, but, unfortunately, it is the hunter's tale that determines "truth" and can result in cultural oppression, imposing one reality over another, with devastating consequences. As for the Nigerian boy, he is left feeling dismissed, inadequate, and isolated from the curriculum and teacher. His school performance is likely to suffer. This is the invisible world of experiential microaggressions, unseen by the hunter.

## Wrap Up

p. 85

### B.

Microaggressions are subtle forms of discrimination or prejudice that can be communicated through seemingly harmless comments or actions. Moreover, microaggressions can be unintentional, which can make them difficult to recognize and address. Nevertheless, their impact can be significant and can lead to feelings of exclusion and frustration for those who experience them. Therefore, it's important to be aware of the ways in which microaggressions can manifest and to actively work to avoid perpetuating them. Furthermore, it's crucial to listen to and validate the experiences of those who have been affected by microaggressions. In conclusion, addressing microaggressions requires a commitment to continuous education, awareness, and empathy.

## UNIT 4

### Shaping a Sustainable World

## Exploring a Sample Speech

pp. 94-95

### A

We are all here today because the climate countdown has begun, and we are nowhere near where we need to be. Science tells us we must limit global heating to 1.5 degrees Celsius above pre-industrial levels. We are on track for three degrees at least.

Billions of people around the world are already suffering from our failure to act, a consequence of our outdated addiction to fossil fuels. Climate disruption is causing unprecedented wildfires, more intense and frequent cyclones, floods, droughts, and other weather extremes.

### B & C

We are all here today because the climate countdown has begun, and we are nowhere near where we need to be. Science tells us we must limit global heating to 1.5 degrees Celsius above pre-industrial levels. We are on track for three degrees at least.

Billions of people around the world are already suffering from our failure to act, a consequence of our outdated addiction to fossil fuels. Climate disruption is causing unprecedented wildfires, more intense and frequent cyclones, floods, droughts, and other weather extremes. Toxic air pollution, a major concern in our cities, is choking our urban centers and posing severe health risks. Biodiversity, encompassing the rich ecosystems found on land and sea, is under growing pressure due to human activities.

No country is immune to the climate crisis. But in every country, it is the poorest and most vulnerable who are hardest hit, despite having done the least to cause the problem. Over the past 25 years, the richest 10 percent of the global population has been responsible for more than half of all carbon emissions, and the poorest 50 percent were responsible for just seven percent of emissions. Injustice and inequality of this scale is a cancer. If we don't act now, this century may be one of humanity's last.

That is why I'm urging governments to take six climate-positive actions to recover better together: invest in green jobs; do not rescue polluting industries, especially coal; end fossil fuel subsidies, and put a price on carbon; take climate risks into account in all financial and policy decisions; work together in solidarity; and most important, leave no one behind.

This is the course of action that thousands of companies, cities, states, regions, universities, and investors are already choosing by committing to net-zero emissions by 2050 at the latest. They are moving to protect people and our planet. Momentum is building.

We must make sure that each country, each city, company, bank, and international organization has a transition plan to reach net-zero emissions. We also need to see much greater efforts to build resilience in vulnerable countries, which do the least to cause climate change but bear the worst impacts. In the big coastal deltas, the islands of the Pacific and the Caribbean, and dry lands such as the African Sahel region, we must help people adapt to climate impacts.

To those who have already joined the race, I applaud you, but I also ask you to do more and much faster.

You have raised your ambition and your commitment. We need you now to also raise your voices and push governments to do better, especially those who emit the most. To those yet to join, my message is simple: We can only win the race to zero together. So I urge you all to get on board.

The countdown has begun.

### Wrap Up

p. 107

#### A.

Welcome to this audio presentation, where we'll explore Republic of Korea's energy landscape. Join us as we investigate the sources that power the nation's electricity, heating, cooking, and transportation fuels, and uncover the trends shaping its energy future.

Let's begin by examining the foundation of Korea's energy mix: fossil fuels. These conventional sources—coal, oil, and fossil gas—combine to constitute a significant 77% of the country's energy makeup. Coal contributes 24%, oil takes the lead with 35%, and fossil gas accounts for 18%.

Beyond fossil fuels, Korea is actively diversifying its energy portfolio. Nuclear power emerges as a notable contender, contributing 14% to the overall mix. This shift towards nuclear signifies a strategic move towards cleaner energy sources, aiming to reduce carbon emissions and promote sustainability.

Additionally, renewables, including wind and solar, are playing an increasingly vital role, making up 9% of the energy mix.

Thank you for joining us in this exploration of Korea's energy mix.

## UNIT 5

### I'm Not Your Inspiration

#### Exploring a Sample Speech

pp. 116-117

#### A

I grew up in a very small rural town in Victoria. I had a very normal, low-key kind of upbringing. I went to school, I hung out with my friends, and I fought with my younger sisters. It was all very normal. When I was 15, a member of my local community approached my parents and wanted to nominate me for a community achievement award, and my parents said, "Hmm... That's really nice, but there's kind of one glaring problem with that. She hasn't actually achieved anything." (*Laughter*) And they were right, you know. I wasn't doing anything that was out of the ordinary at all. I wasn't doing anything that could be considered an achievement if you took disability out of the equation.

#### B & C

I grew up in a very small rural town in Victoria. I had a very normal, low-key kind of upbringing. I went to school, I hung out with my friends, and I fought with my younger sisters. It was all very normal. When I was 15, a member of my local community approached my parents and wanted to nominate me for a community achievement award, and my parents said, "Hmm... That's really nice, but there's kind of one glaring problem with that. She hasn't actually achieved anything." (*Laughter*) And they were right, you know. I wasn't doing anything that was out of the ordinary at all. I wasn't doing anything that could be considered an achievement if you took disability out of the equation.

Years later, I was on my second teaching round in a Melbourne high school, and I was about 20 minutes into a year 11 legal studies class when this boy put up his hand and said, "Hey, Miss, when are you going to start doing your speech?" And I said, "What speech?" You know, I'd been talking to them about a certain law for a good 20 minutes. And he said, "You know, like, your motivational speaking. You know, when people in wheelchairs come to school, they usually say, like,

inspirational stuff?” (*Laughter*)

And that’s when it dawned on me: This kid had only ever experienced disabled people as objects of inspiration. And it’s not his fault. I mean, for lots of us, disabled people are not our teachers or our doctors or our manicurists. We are there to inspire. And in fact, I am sitting on this stage looking like I do in this wheelchair, and you are probably kind of expecting me to inspire you. Right? (*Laughter*)

You may have seen posts or images featuring disabled people and slogans like “The only disability in life is a bad attitude.” Or “Your excuse is invalid.” And these images objectify one group of people for the benefit of another group of people. So, in this case, we’re objectifying disabled people for the benefit of nondisabled people. The purpose of these images is to inspire and motivate you so that you can look at them and think, “Well, however bad my life is, it could be worse. I could be that person.”

But what if you are that person? I’ve lost count of the number of times that I’ve been approached by strangers wanting to tell me that they think I’m brave or inspirational. They were just kind of congratulating me for managing to get up in the morning and remember my own name. (*Laughter*) It is objectifying. Those images objectify disabled people for the benefit of nondisabled people.

And life as a disabled person is actually somewhat difficult. We do overcome some things. But the things that we’re overcoming are not the things that you think they are. They are not things to do with our bodies. I use the term “disabled people” quite deliberately, because I subscribe to what’s called the social model of disability, which tells us that we are more disabled by the society that we live in than by our bodies and our diagnoses.

I really want to live in a world where disability is not the exception but the norm. I want to live in a world where we value genuine achievement for disabled people, and I want to live in a world where a kid in year 11 in a Melbourne high school is not one bit surprised that his new teacher is a wheelchair user. Disability doesn’t make you exceptional, but questioning what you

think you know about it does.

Thank you.

## Wrap Up

p. 129

### A.

Ladies and gentlemen, today we’re addressing a pressing matter: providing subsidies for assistive devices to those with disabilities. These devices, serving as lifelines, not only bridge gaps but also empower independence, enabling people to lead fuller lives. However, the significant costs associated with these devices can often create a barrier to access. Subsidies, in this context, represent more than just financial relief; they hold the key to unlocking opportunities, facilitating active participation, education, and employment. In an inclusive world, these subsidies are a moral necessity, investing in equity and opportunity. Let’s work together to advocate for them, shaping a future where everyone can thrive.

Thank you.

## Getting Ready

### Guidelines for Presentation

**1** p. 8

#### A. [Check 1]

2. Interests
3. Formality
4. Diversity

**2** pp. 9~10

#### B. [Check 2]

1. b
2. d
3. a
4. c

#### C. [Check 3]

Body / Conclusion / Introduction

**3** p. 11

#### [Check 4]

**Eye Contact:** ☒ Maintain regular eye contact with different audience sections.

**Facial Expressions:** ☒ Use appropriate facial expressions matching the content.

**Gestures:** ☒ Include natural hand gestures for emphasis.

**Posture:** ☒ Stand tall with a straight back and relaxed shoulders.

**Delivery:** ☒ Speak clearly and at a steady pace.

### Overcoming Stage Fright

**[Check 5]** p. 12

1. d
2. a
3. b
4. c

### Guidelines for Debate

**1 [Check 6]** p. 13

controversial / persuade

**2 [Check 7]** p. 13

**Chairperson:** guides and assists in arranging the debate

**Timekeeper:** manages speaking time and keeps the debate on track

**Affirmative Team:** presents arguments supporting the statement

**Negative Team:** opposes the statement and presents counterarguments

**Judge:** evaluates arguments and decides which team wins

**3 [Check 8]** p. 14

1. Constructive Speeches
2. Negative Team
3. Affirmative Team
4. Rebuttal
5. Cross-Examination

**4 [Check 9]** p. 16

N's cross-examination: c

A's response: a

N's constructive speech: d

A's cross-examination: b

A's rebuttal speech: e

**5**

#### A. Prepare Speeches

##### ■ Affirmative Constructive Speeches

**[Check 10]** p. 17

[3]-[2]-[5]-[4]

##### ■ Negative Constructive Speeches

**[Check 11]** p. 18

[4]-[3]-[2]

**[Check 12]** p. 19

[1]-[3]-[2]

**B. Join the Debate** p. 19

#### [Check 13]

constructive / cross-examination / rebuttal

## UNIT 1

### The Importance of Social Relationships

#### Exploring the Topic and Language

#### A Background

p. 22

##### 3 sample

I have a close group of friends that I'm really connected with. Quality matters more to me than quantity. These friends share my interests, and we've been through a lot together, supporting and having fun with each other. I'm satisfied with these relationships, though there's always room to improve in communication and resolving conflicts.

#### B Vocabulary Preview

p. 23

1. manipulate    2. decline
3. fundamental    4. depression

#### C Functions

##### 1. sample

- ① Today I'm going to talk about the strength of positive relationships.
- ② The topic of my talk today is the strength of positive relationships.
- ③ I'm excited to talk to you today about the strength of positive relationships.

##### 2. sample

- ① Thank you all for listening to my lecture on the strength of positive relationships.
- ② I'd like to thank you for your interest in this topic.
- ③ Thank you for your time and attention.

#### D Read and Think

p. 25

##### 2 sample

1. Working memory is a cognitive system that allows us to hold and manipulate information in our minds for a short period of time.

2. Here are some everyday examples of how working memory is used: remembering someone's email address, asking for directions and keeping them in mind until you reach your destination, and learning the name of someone new and keeping it in mind throughout the conversation.

3. Working memory is important for students because it allows them to process and retain the information they are being taught while simultaneously solving problems, taking notes, and following their teacher's instructions. Students with good working memory are better able to learn new information and complete tasks.

##### 3 sample

I think there are many different memory exercises that can help improve working memory. For example, you can try remembering a list of words, solving math problems in your head, following instructions, or playing memory games. Additionally, getting enough sleep, eating a healthy diet, and exercising regularly can also help improve working memory.

#### E Prepare to Listen

p. 25

e.g. / i.e.

#### Exploring a Sample Speech

##### A

p. 26

1. F    2. F    3. T    4. T
5. T    6. T

##### B

2 - 4 - 3 - 5

##### C

p. 27

#### Greeting and Presenting Today's Topic

- today's lecturer = Dr. David Park
- topic: the importance of social connections in schools

#### What is SC?

- about quality of relationships + sense of belonging



- create feelings of trust + acceptance in community
- about being appreciated + feeling like you belong

#### Why is SC important for students?

- affects learning  
= executive function, working memory & attention, ability to creatively solve problems
- critical for mental + physical health  
weak SC = depression, anxiety, substance abuse

#### What can be done to promote SC in schools?

- create culture of inclusivity + belonging
- reach out to others + be open to new friendships
- teachers + staff → foster sense of community
- use technology to your advantage: social media

#### Importance of SC

- SC = essential for academic success, mental + physical health, overall well-being
- need to prioritize SC in schools
- create an environment where all feel valued, supported, connected

— D

p. 28

1. A lack of social connections can limit executive function.
2. Happiness greatly enhances our critical thinking skills, while unhappiness significantly diminishes them.
3. When using social media for social connections, we should be mindful of potential disadvantages such as bullying and the spread of misinformation. It is important to use social media responsibly to break down barriers and create genuine connections.

— E

Step 1 sample

1. The topic of today's lecture is the importance of social connections in schools.
2. Social connections create feelings of trust and acceptance in your community. It's about being

appreciated for who you are and feeling like you belong.

3. Social connections are important for students because they can impact their learning, mental and physical health, and overall well-being.
4. There are a number of ways to promote social connections in schools, such as creating a culture of inclusivity and belonging, encouraging students to reach out to others, and using technology to connect students.

Step 2 sample

Dr. David Park talks about how having friends at school is really important. Having friends means having good relationships, trusting each other, and feeling like you belong. Nobody can live all by themselves—we all need help from others. Having friends and people who care about you is really important for feeling good about yourself. Having friends also helps you learn better, think clearly, and stay mentally strong. When your connections with others are weak, it can be hard to stay organized, pay attention, and find creative solutions to problems. Making friends is important for doing well in school, staying healthy in your mind and body, and even for staying alive. To make more friends, it's good to be kind to everyone and reach out to others. Also, doing things together in class and using social media safely can help you connect with others. At school, it's really nice when everyone gets along and supports one another.

#### Presenting Yourself

— C Sample presentation

p. 30

be sharing insights / refer to /  
matter as much / are not the same as /  
wrap things up

## Present Your Ideas

p. 31

### Prepare

#### A sample

① Build trust and respect.

Trust and respect are the foundation of any relationship. When you trust and respect each other, you are more likely to be open and honest with each other, and you are more likely to be supportive and forgiving of each other's mistakes.

② Be kind and compassionate.

Kindness and compassion are essential for any healthy relationship. When you are kind and compassionate to each other, you create a safe and supportive space where you can be yourselves and feel loved and accepted.

③ Share interests and activities.

Sharing common interests and activities can help you to bond with each other and create a stronger connection. It can also be a lot of fun!

#### B sample

##### ■ Title

How to Improve Your Social Relationships

##### ■ Introduction

Hi, everyone. I'm excited to be here today to talk to you about how to improve your social relationships. Social connections are incredibly important in our lives. They provide us with happiness, support, and a sense of belonging. People with strong social relationships are more likely to be happy, healthy, and live longer. Today I will be introducing four ways to improve your social relationships. So please listen up!

##### ■ Body

There are numerous ways to enhance your social relationships. I'll be discussing four of them today.

First of all, build trust and respect by being honest and reliable. You should also listen to the other person's point of view. Second, be kind and compassionate. You can do this by being understanding and forgiving. Next, share interests and activities by finding things that you both enjoy

doing together. Finally, communicate effectively by being clear and concise. By following these tips, you can create strong and healthy relationships.

##### ■ Conclusion

Improving your social relationships takes time and effort, but it is worth it. When you have strong social relationships, you are happier, healthier, and more resilient. So if you are looking to improve your social life, start by following these tips.

## From Presentation to Debate

### Opinion Examples

p. 32

1.

[For] Social media enhances social connectedness by providing various ways to communicate and connect with others.

[Against] Social media does not enhance social connectedness but rather creates a false sense of it.

2.

[For]

- Social media provides various ways to communicate and connect with others, including staying in touch with distant friends and family, as well as building new relationships.
- Studies show that regular use of social media is associated with higher levels of social connectedness and support.
- Social media facilitates the formation of online communities based on shared interests and values.
- Social media can be a powerful tool for social activism and community organizing.

[Against]

- Social media connections lack the richness and intimacy of face-to-face interactions.
- Spending too much time on social media can lead to social isolation and loneliness.
- Social media use is associated with increased levels of anxiety, depression, and stress.
- Social media mechanisms can contribute to the breakdown of community and social unity.

## Wrap Up

p. 39

### A.

1. **Name:** Dr. Jonathan Harris  
**Job/Work:** researcher and observer of human interactions; psychology professor  
**Topic:** the lack of relationships among modern people

2. **Name:** Dr. Elizabeth Morgan  
**Job/Work:** a communication expert  
**Topic:** the secret of making true friends

### B.

**Clara:** I'm not sure I agree with that because

**Jason:** Let me explain why I believe /

The evidence consistently shows that

**Clara:** I have a different perspective

### E. sample

- (1) I'm not sure I agree with that because online friendships can't replace talking face-to-face.
- (2) I have a different perspective because having various friend groups can help students learn from each other.
- (3) My perspective is grounded in the idea that open communication leads to stronger friendships.
- (4) Here is why I'm confident in my stance that older students mentoring younger ones help unite the school.

## UNIT 2

### Tell Me a Story

## Exploring the Topic and Language

### A Background

p. 44

### 2 sample

1. The Little Prince and a fox are gazing at the starry sky.

2. The Ugly Duckling is being treated unfairly by its family because it looks different from them.
3. The fox is turning away from the grapes on the vine and telling itself that they are sour.
4. One of Cinderella's shoes has fallen off while she is walking down some stairs.

### B Vocabulary Preview

p. 45

1. tornado
2. clink
3. notice
4. inappropriate
5. priorities

### C Functions

p. 45

#### sample

- Once upon a time, there was a big, friendly bear that lived in a forest.
- At that very moment, the phone rang, and Jane rushed to answer it.
- From that day on, Emily and Lily were best friends.

### D Read and Think

p. 47

#### 2 sample

1. An analogy is a comparison between complex ideas and something familiar. It helps listeners understand these ideas better by relating them to something they already know.
2. Exaggeration makes a story more engaging for listeners by adding humor and excitement, making it more interesting.
3. Repeating a phrase or sentence can reinforce a message and help listeners remember it better.

## Exploring a Sample Speech

### A

p. 48

1. (2) smaller (3) boy / Cyril (4) aunt (5) bachelor

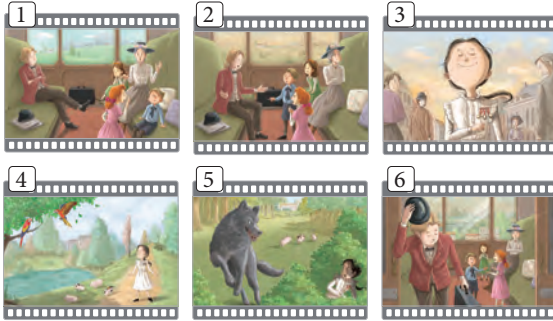
# Answer Key

## 2. sample

The atmosphere inside the railway carriage is hot due to the afternoon heat. It seems to be impacting the occupants, making them uncomfortable.

### B

p. 49



### C

p. 50

- 1 like a tornado
- 2 Why
- 3 a million times
- 4 reluctantly
- 5 hadn't been good
- 6 stupid
- 7 prove her wrong
- 8 horribly good
- 9 three medals
- 10 how good Bertha was
- 11 made her sad
- 12 was not even tempted
- 13 her medals clink
- 14 newly fallen snow
- 15 her medals to make noise
- 16 Chomp
- 17 have ever heard
- 18 inappropriate
- 19 an inappropriate story

### D

p. 52

1. b
2. a
3. d
4. c

### E

#### Step 1 sample

1. The characters introduced at the beginning of the story are a woman, her two nieces, and her

nephew. They are on a noisy train ride. And a man is also in the train car.

2. The aunt tells the children a story to calm them down as they are being disruptive and noisy. The children are reluctant to listen to her story.
3. The unknown man on the train is annoyed by the children's behavior and criticizes the aunt's storytelling skills.
4. The man's story is about a very good girl named Bertha who gets eaten by a wolf. The children find it fascinating.
5. The aunt scolds the man for an inappropriate story, while he defends it, suggesting it kept the children quiet, indirectly challenging the aunt's storytelling abilities.

#### Step 2 sample

On a noisy train ride, a woman with her nieces and nephew tries to calm them by telling a story, but the children don't find her storytelling engaging. A man on the train criticizes her skills and tells a story about a remarkably good girl, Bertha, who gets eaten by a wolf. The children find the man's story fascinating, while the aunt scolds him for it, leading to a debate about storytelling abilities.

## Presenting Yourself

### C Sample presentation

p. 54

was supposed to / tried our best / set them off /  
taken aback / put aside

### Present Your Ideas

p. 55

#### B sample

#### Title

My Unforgettable Day at a K-Pop Concert

### ■ Introduction

Imagine standing in a stadium with thousands of other fans, all buzzing with excitement. That was me last summer at the Aurora concert in Seoul. On August 15, I was finally at the Olympic Stadium, ready to see my idols live.

### ■ Body

The atmosphere was electric. Fans waved light sticks and wore Aurora merchandise. When the music started and the lights dimmed, the crowd erupted. Seeing Aurora on stage was surreal. They performed hit after hit with incredible energy. The stadium lit up with light sticks, creating a sea of twinkling lights—a magical moment that made us all feel connected.

As the concert ended with their final song, I felt pure joy and contentment. My friends and I couldn't stop talking about it as we left, still thrilled from the show. We took pictures, bought souvenirs, and cherished every moment.

### ■ Conclusion

This concert was more than just a performance; it was an experience that united us with fellow fans and inspired me to pursue my passions with the same dedication Aurora shows. Whether you're into K-Pop or any other genre, I hope you get to experience something as incredible. Thank you for listening to my story.

## From Presentation to Debate

### Opinion Examples

p. 56

1.

[For] Literature is a powerful tool for conveying important moral lessons that can help shape the values and attitudes of readers.

[Against] While literature can certainly offer valuable insights into the human condition, insisting that all literature must have a moral lesson can be limiting and even problematic.

2.

[For]

- Stories with a moral lesson inspire readers to reflect

on their behavior and strive for a better world.

- *To Kill a Mockingbird* by Harper Lee is given as an example of a book that teaches the importance of empathy and standing up for what is right.
- Literature helps develop critical thinking skills by exploring ethical dilemmas and complex social issues.
- By presenting ethical challenges, literature encourages readers to consider different perspectives and how they would respond in similar situations.

### [Against]

- The concept of a “moral lesson” in literature is subjective and open to interpretation, with different readers having varied views on what constitutes a valuable moral lesson.
- Some works of literature may be created purely for entertainment or artistic expression, without any instructive purpose.
- Enforcing a moral lesson in literary works can halt creativity and discourage authors from exploring diverse themes and topics.
- Readers may resist being told what to think or believe, and may reject imposed moral lessons.

## Wrap Up

p. 63

A. 1. strong opening / attention

2. vivid language / to life

3. engaged / humor

4. satisfying conclusion / satisfied

B. 1. D

2. C

3. B

4. A

E. 1. evidence

2. aspects

3. stating

4. concern

5. position

## UNIT 3

### A World Without Discrimination

## Exploring the Topic and Language

— A

p. 68

2 to understand the meaning of your answer

# Answer Key

	If you checked 'YES'	If you checked 'NO'
1	You should think about how your words can hurt others and aim to be more respectful.	You act positively and encourage respect and inclusion.
2	Using words that belittle people creates a hostile environment. Avoid dehumanizing language.	You use respectful language and avoid harmful words.
3	Think critically about what you share online and its effect on marginalized groups.	You are careful online and avoid spreading harmful content.
4	Even silent negative thoughts can show bias. Reflect and learn about diversity and inclusion.	You don't have negative beliefs about any group.
5	Participating in hate speech shows support for discrimination. Speak up for respectful dialog.	You support respectful conversations and avoid discrimination.
6	Treating people unfairly based on their identity promotes inequality. Treat everyone fairly.	You treat everyone fairly, regardless of their identity.
7	Remaining silent against hate speech or discrimination allows it to persist. Speak out against injustice and support those targeted.	You speak out against injustice and support those targeted.
8	Seeking different views and questioning your biases shows a commitment to inclusivity.	You look for different perspectives and challenge your biases.
9	Learning how hate speech harms others helps you grow and fight discrimination.	You haven't learned about hate's impact but can start now.
10	You ensure that everyone feels valued and welcomed.	You should focus more on encouraging respect and tolerance for everyone.

## B Vocabulary Preview

p. 69

1. discriminatory
2. indignity
3. perpetrator
4. dominant
5. oppressed

## C Functions sample

p. 69

- It is important to treat others with kindness and respect, regardless of their background or beliefs.
- It goes without saying that combating hate speech requires collective effort.

## D Read and Think

p. 71

### 2 sample

1. Racial microaggressions are assumptions about a person's intelligence or work ethic based on their race or ethnicity.
2. • Microaggressions result in harmful psychological consequences and create inequalities.  
• Microaggressions make target groups feel unwelcome, isolated, and unsafe.

### 3 sample

1. • **Dismissing Diversity:** Making statements like "I don't see color; we're all the same" can dismiss a student's racial or ethnic identity and experiences.  
• **Assumption of Incompetence:** Questioning a student's abilities based on their race, gender, or other identity, like assuming a female student isn't capable of excelling in a science or engineering field.  
• **Cultural Insensitivity:** Making jokes or comments that belittle a particular culture or ethnicity, such as mocking someone's accent or traditional clothing.
2. Microaggressions in schools are problematic because they create an environment that is unwelcoming and hostile for marginalized students. These subtle and often unintentional acts of discrimination can lead to negative emotional



and psychological effects on the targets, such as increased stress, anxiety, and feelings of isolation. Moreover, microaggressions can hinder students' ability to fully engage in their learning, leading to decreased academic performance and hindered personal development.

### — E Prepare to Listen

1. therefore / consequently
2. For example / For instance

### Exploring a Sample Speech

p. 72

#### — A

- ☑ unconscious racial biases exist among dominant groups
- ☑ unconscious racial biases appear unintentionally
- ☑ disempowered groups assess reality more accurately

#### — B

1. T
2. F
3. F
4. T
5. F

#### — C

p. 73

#### understanding racism

- listening to the perspectives of White individuals + people of color

#### mainstream grps.

- leading to unconscious racial biases + unintentional discrimination

#### disempowered grps.

- more accurate assessment of reality
- particularly regarding bias-motivated discriminatory behavior

#### understanding of racism + oppression

- important to listen to the perspectives of people of color + the oppressed

#### African proverb:

- importance of listening to the oppressed > oppressor

#### math problem

- teacher = literal answer based on hypothetical thinking
- NS = based on lived experience + a real-world understanding

#### result in cultural oppression

- NS = dismissed, inadequate, isolated

#### — D sample

p. 74

1. It implies that the perspective of the oppressed is often overlooked by the dominant group's viewpoint.
2. It's because his response was based on his lived experience and understanding of the real world, rather than just a literal understanding of the hypothetical math problem.
3. The difference lies in their approaches to interpreting the math problem and their understanding of the situation presented.

#### — E

##### Step 1 sample

1. He said it's important because you can gain a fuller understanding of racism and oppression.
2. It highlights the impact of cultural differences on education and the importance of considering diverse perspectives.
3. It reveals how imposing one reality over another can lead to cultural oppression and microaggressions.
4. They are important in order to avoid unintentional microaggressions and to promote a more inclusive and respectful society.

# Answer Key

## Step 2 sample

I'd like to talk to you about Derald Wing Sue's lecture on racial microaggression in the classroom. He emphasizes the importance of listening to people of color and the oppressed to gain a fuller understanding of racism and oppression. This is crucial as mainstream groups often possess the tools to define and impose realities on other groups, and unconscious racial biases exist among those in dominant positions. He talks about a math problem posed by a teacher to her class, which highlights the impact of cultural differences on education and the importance of considering diverse perspectives. A Nigerian student's answer to the question illustrates the difference between a Western scientific perspective and an experiential worldview, and shows how imposing one reality over another can lead to cultural oppression and microaggressions.

In my opinion, it is important to recognize and understand cultural differences in order to avoid unintentional microaggressions and to promote a more inclusive and respectful society.

## Presenting Yourself

### C Sample presentation

p. 76

Firstly / Next / In addition to this /  
Lastly / In conclusion

## Present Your Ideas

p. 77

### A

1. T 2. T 3. F

### B sample

#### Title

Creating Gender-Inclusive Environments

#### Introduction

Hello everyone. Today, let's discuss the importance of creating gender-inclusive environments. Whether in schools, workplaces, or community groups, ensuring everyone feels respected and valued, regardless of their gender, is essential.

#### Body

Firstly, gender inclusivity means recognizing and respecting all gender identities, ensuring everyone feels welcome and included. This goes beyond politeness; it's about equal opportunities and respect for all.

One of the simplest yet most impactful ways to promote gender inclusivity is through our language. Using gender-neutral terms, like "team" or "everyone" instead of "ladies and gentlemen," makes communication more inclusive. For example, starting an email with "Hello everyone" is far more welcoming than "Dear Sirs." These small changes can significantly enhance how included people feel.

Another key aspect is challenging gender stereotypes. Avoid assuming what roles or behaviors are appropriate for a particular gender. Encourage all students to explore interests in fields like STEM (science, technology, engineering, and mathematics) regardless of gender. Promoting diverse leadership in community groups and workplaces also helps foster a more inclusive culture.

#### Conclusion

In summary, using mindful language, creating inclusive spaces, and challenging stereotypes are crucial for building gender-inclusive environments. These changes benefit everyone by fostering respect and inclusivity. Let's all contribute to a more inclusive world. Thank you.

## From Presentation to Debate

### Opinion Examples

p. 78

1.

[For] Hate speech laws are designed to protect individuals and groups from verbal attacks that are intended to incite hatred, discrimination, or violence.

[Against] While hate speech laws can be well-intentioned, they can also have unintended consequences that may exceed their benefits.

2.

[For]

- Hate speech laws can help prevent the spread of hate and prejudice in society.
- Hate speech laws can provide victims of hate speech with legal solution and a means of seeking justice.
- Hate speech laws can signal a commitment to equality and human rights, which can help to foster a more inclusive and accepting society.

[Against]

- Hate speech laws can restrict freedom of expression and violate individuals' rights to free speech.
- Defining hate speech can be a subjective and difficult task, and laws may be applied unequally or randomly.
- Hate speech laws can also create a "chilling effect" on speech, where individuals may self-censor out of fear of legal consequences.

### Wrap Up

p. 85

A.

1. turn
2. consider
3. addition
4. mentioned
5. conclude

B.

Nevertheless / Therefore / Furthermore / In conclusion

C. **sample**

The chairperson, a leader committed to eliminating discrimination, addressed world leaders on fostering unity and cooperation among nations to promote equality for the collective improvement of humanity; their[his or her] passionate speech emphasized the importance of collaboration, urging collective action to ensure a brighter, fairer future for all of humanity.

E.

1. (a)
2. (b)
3. (a)
4. (a)

## UNIT 4

### Shaping a Sustainable World

#### Exploring the Topic and Language

##### A Background

p. 90

1

1. Be Water Wise
2. Save Energy
3. Eat for the Planet
4. Reduce Waste
5. Travel Green

##### B Vocabulary Preview

p. 91

1. emission
2. transformation
3. immune
4. vulnerable
5. resilience

##### C Functions

rise / increase / disastrous / upheaval

##### D Read and Think

p. 93

2

1. (e)
2. (c)
3. (d)
4. (a)
5. (b)

#### Exploring a Sample Speech

##### A

p. 94

1. ☒ 1.5 degrees Celsius
2. ☒ fossil fuels

##### B

1. T
2. T
3. T
4. F
5. F

##### C

p. 95

Climate countdown has begun

- must limit global heating to 1.5°C

#### Consequences of Climate Disruption

- unprecedented wildfires, cyclones, & other weather extremes
- toxic air pollution & biodiversity under growing pressure

# Answer Key

## Injustice of the Climate Crisis

- poorest & most vulnerable: hardest hit
- richest 10%: responsible for over half of carbon emissions
- poorest 50%: responsible for just 7% of emissions

## 6 Actions for Governments

1. invest in green jobs
2. do not rescue polluting industries
3. end fossil fuel subsidies & put a price on carbon
4. take climate risks into account in decisions

## Momentum of Climate Action

- numerous entities: committing to net-zero emissions by 2050
- make sure to have a transition plan to reach net zero
- greater efforts to build resilience in vulnerable countries

## Urging Action

- to those who have joined the race: do more & faster / raise voices & push governments to do better

— D

p. 96

1. Science tells us that we must limit global heating to 1.5 degrees Celsius above pre-industrial levels.
2. Over the past 25 years, the richest 10 percent of the global population has been responsible for more than 50 percent of all carbon emissions, while the poorest 50 percent were responsible for just 7 percent of emissions.

— E

Step 1 sample

1. The main issue is the urgent need for global action to combat climate change and limit global heating to 1.5 degrees Celsius above pre-industrial levels.
2. Some of the negative consequences of climate disruption include unprecedented wildfires, more intense and frequent cyclones, floods, toxic air pollution in major cities, and pressures on biodiversity. The most affected by these

consequences are often the poorest and most vulnerable communities, despite having contributed the least to the problem.

3. The speaker urges governments to take six climate-positive actions so that we can recover better together.
4. The speaker praises those already committed to climate action, urging them to do more and raise their voices to push governments, especially high-emission ones, to do better. He also calls on those who have not joined climate action efforts to participate, emphasizing that achieving zero emissions requires collective action and collaboration from everyone.

Step 2 sample

In this urgent speech, the main focus is on the critical need for global action to combat climate change and limit global heating to 1.5 degrees Celsius above pre-industrial levels. The speaker emphasizes the unequal impact of climate disruption on vulnerable communities and calls for collective efforts to create a more sustainable and equitable future. Individuals are urged to take action by reducing their carbon footprints, supporting renewable energy, and advocating for climate-friendly policies. Together, we can make a powerful impact in the fight against climate change and build a brighter future for our planet.

## Presenting Yourself

### Nuts & Bolts of Presenting

— B sample

p. 97

- The graph presents the water usage for producing different foods in Australia.
- The information in the graph shows that plant foods like rice and tomatoes use much less water than meat and dairy.

15,415 / 4,325 / 322

**Present Your Ideas**

p. 99

**B sample****Title**

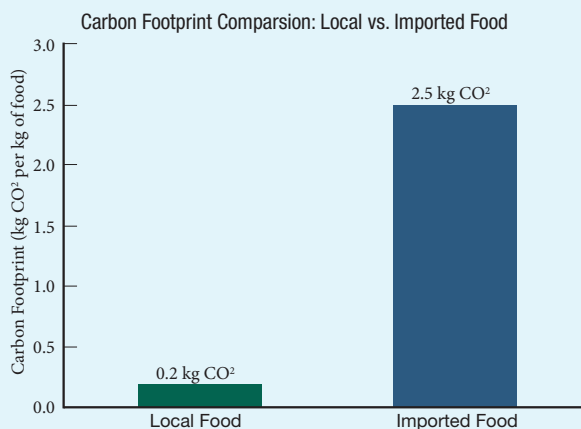
Simple Steps to Reduce Your Carbon Footprint

**Introduction**

Hello, everyone! Today, let's talk about how we can reduce our carbon footprint by making simple changes in our daily lives. I'll focus on two effective actions: buying local and seasonal food, and using public transportation. These small steps can make a big difference to our environment.

**Body**

Buying local and seasonal food supports farmers and reduces the environmental impact of long-distance transport. Local produce is fresher and has a smaller carbon footprint. Here's a chart comparing the carbon footprint of local vs. imported food: local food emits only 0.2 kg CO<sub>2</sub> per kg, while imported food emits 2.5 kg CO<sub>2</sub> per kg. Choosing local produce cuts transportation emissions significantly.



Using public transportation is another effective way to lower your carbon footprint. Buses, trains, and subways are more energy-efficient and produce fewer emissions than personal cars. The table below shows the emissions per passenger mile for different modes of transport.

Mode of Transport	CO <sub>2</sub> Emissions (kg per passenger mile)	CO <sub>2</sub> Emissions Category
Bus	0.4	Less
Train	0.2	Less
Subway	0.15	Less
Personal Car	0.9	More

**Conclusion**

In summary, choosing local and seasonal food and opting for public transportation are simple yet impactful ways to reduce our carbon footprint. These changes not only benefit the environment but are also easy to incorporate into our daily lives. Let's take these steps together to protect our planet. Thank you for listening!

**Opinion Examples**

p. 100

**1.**

**[For]** Reducing meat consumption is an important strategy for combating climate change, as the livestock industry is a major contributor to greenhouse gas emissions.

**[Against]** While reducing meat consumption to mitigate climate change is often suggested, valid counterarguments should also be considered.

**2.**

**[For]**

- Plant-based proteins require fewer resources to produce compared to animal-based proteins.
- Sustainable agriculture practices are compatible with plant-based diets.
- Animal agriculture puts a huge strain on water resources, compromising water security.

**[Against]**

- Meat is a nutrient-rich food, providing essential proteins, iron, zinc, selenium, and other nutrients.
- Vegetarians may need to consume twice as much iron from plant-based foods as meat eaters do.

**Wrap Up**

p. 107

**A.**Coal 24%Fossil Gas 18%Renewables 9%

# Answer Key

**B.**

biased / citations / perspective / up-to-date / ethical

**C.** sample

Cultural differences between the approaches to sustainable living in Canada and Kenya significantly affect the two countries' climate policies. Canadian culture, shaped by its history as a nation mainly composed of immigrants, stresses cooperation with local communities, investing in projects led by local communities, and improving access to funds for environmental matters. In contrast, Kenya has maintained a strong connection to its ancient cultural traditions, assuring the preservation of practices that have endured for centuries. Kenyan culture places a strong emphasis on community and family bonds. Kenya's focus is on climate resilience and sustainable development, accomplished through efforts such as planting more trees and adopting clean energy, with the aim of becoming a newly industrialized country by 2030.

**D.** sample

The infographic demonstrates the urgent problem of plastic pollution. It shows that 8 to 10 million metric tons of plastic are thrown into the ocean each year and that 80% of marine pollution is plastic. There is a concern that by 2050, plastic may weigh more than all the animals in the sea combined. In the last ten years, we have made more plastic than ever before, but most of it still exists. Plastic takes 500 to 1000 years to break down into harmful microplastics, which means that 50 to 75 trillion pieces of plastic are in our oceans. Only 10% of plastic is recycled today. Additionally, plastic poses a threat to our health, leading to various disorders. This crisis needs to be solved as soon as possible to reduce plastic consumption and encourage proper recycling.

**E.**

1. R   2. W   3. R   4. R   5. W

## UNIT 5

### I'm Not Your Inspiration

#### Exploring the Topic and Language

##### — A Think about the Topic

p. 112

(a) — 3   (b) — 4   (c) — 1   (d) — 2

##### — B Vocabulary Preview

p. 113

1. ordinary      2. inspiration      3. objectify
4. disabilities      5. norm

##### — C Functions sample

Creating a society without barriers is not just the right thing to do, but it's essential for equality and inclusion. Imagine a future where we empower those with disabilities, fostering independence and dignity by removing obstacles.

##### — D Read and Think

p. 115

**2**

	Cultural Model	Social Model
Disability is a result of social and environmental barriers.		✓
Disability is viewed as a part of human diversity.	✓	
The focus should be on removing barriers to full participation in society.		✓

**3**

sample

The social model of disability has had a significant impact on disability rights and advocacy, supporting the idea that people with disabilities should have equal access and opportunities.

##### — E Prepare to Listen sample

I assume this talk is going to be about society's tendency to view people with disabilities as



“inspirational” simply for living their lives with a disability.

### Exploring a Sample Speech

#### — A

p. 116

1. T 2. F 3. F 4. T 5. F

#### — B

[3] - [2] - [5] - [4]

#### — C

p. 117

##### ■ Key points

##### [Introduction]

- had normal & low-key upbringing
- nominated for a community award at the age of 15
- ordinary if her disability is taken out of the equation

##### [Body]

- a boy asked her to give a motivational speech
- recognized people see DP as objects of inspiration
- certain images objectify DP for the benefit of non-DP
- subscribe to the social model of disability
- DP: more disabled by society than by physical condition

##### [Conclusion]

- wants to live in a world where:
  - disability is not the exception but the norm
  - genuine achievements of DP are valued
  - what makes you exceptional:
- not disability but questioning your ideas about it

#### — D

p. 118

1. She grew up in a very small rural town in Victoria, and her childhood was very normal.
2. According to the speaker, society often views disabled people as objects of inspiration, expecting them to inspire others.
3. She agrees with the social model of disability, which states that people are disabled by society, not by their bodies or diagnoses.

#### — E

##### Step 1 sample

1. A member of her community wanted to nominate her for a community achievement award.
2. She realized that many people see disabled individuals only as sources of inspiration.
3. The speaker believes that the images intended to inspire non-disabled people often objectify disabled individuals for the benefit of others.
4. The speaker believes that society disables people more than their physical conditions or diagnoses do.
5. The speaker envisions a world where disability is not the exception but the norm and where genuine achievements by disabled individuals are valued.

##### Step 2 sample

Growing up in a small country town, her life was ordinary until the community wanted to nominate her for an achievement award when she was 15. Her parents rightly pointed out that she hadn't achieved anything extraordinary. Later, when she was a teacher, a student expected her to give a motivational speech. This situation highlighted how disabled individuals are often seen as mere sources of inspiration. She disputes the idea that disabled people are primarily meant to be inspirational. Overcoming societal barriers is the key. Disabled people are capable contributors, not objects of inspiration. She envisions a world where disability is the norm and genuine achievements by disabled people are valued. Disabled individuals deserve equal recognition and opportunities. Society must stop objectifying them and embrace their true potential. In her view, disability doesn't make you exceptional, but questioning misunderstandings does.

## Presenting Yourself

### Nuts & Bolts of Presenting

p. 120

#### C sample Presentation

Picture the difficulties / take the first step towards /  
join us in making a difference /  
We should speak out for /  
Together, we can create a world / let's take action to

### Present Your Ideas

p. 121

#### A sample

What the infographics show:

- According to the infographic, 75% of the disabled people surveyed said they feel anxious about visiting a new place and 76% said they have chosen not to visit a place due to a lack of accessibility information. In addition, almost everyone, 98%, said they are more likely to visit a place if accessibility information is available.
- The social model of disability points out several barriers in society affecting disabled individuals: physical and environmental, institutional and organizational, attitudinal, and information and communication barriers. Essentially, the infographic emphasizes that societal barriers are the root issue.

#### B sample

##### ■ Title

Creating a Barrier-Free Society for Individuals with Disabilities

##### ■ Introduction

Building a society without barriers for individuals with disabilities is not just a dream; it's the foundation of a truly inclusive world. I am going to show why this effort is important and to explore ways to make it happen.

##### ■ Body

*Challenges Faced by People with Disabilities:*

Individuals with disabilities often face many

challenges, from physical barriers to societal attitudes that limit their opportunities. These challenges make it harder for them to get an education, find a job, and participate in society.

##### *Empathy and Understanding:*

It's crucial to develop empathy and understanding to build an inclusive society. Raising awareness through campaigns, sharing personal stories, and creating a culture of empathy can create an environment where everyone feels valued and respected.

##### *Prompting Support and Call to Action:*

We must move beyond awareness and into action. It's about advocating for policies that promote accessibility, encouraging businesses to adopt inclusive practices, and empowering individuals through education and support systems.

##### ■ Conclusion

In short, a barrier-free society requires recognizing challenges, nurturing empathy, and taking active measures. Let's work together to break down barriers, advocate for change, and create a world where every individual, regardless of ability, can thrive equally. Thank you for joining this journey towards a more inclusive society.

## From Presentation to Debate

### Opinion Examples

p. 122

1.

[For] Government funding for disability support is a fundamental right protected by law.

[Against] Increasing funds for disability support requires the careful consideration of alternative approaches and the proper allocation of public resources.

2.

[For]

- Proper budget allocation creates job opportunities, self-sufficiency, and reduces societal burden.

- Adequate funding ensures access to critical services and facilities.
- Investing in disability support programs benefits both individuals and society, fostering a diverse, productive workforce.
- Enabling active community participation reduces the burden on social assistance and promotes independence.
- Allocating a higher budget empowers disabled individuals to lead fulfilling lives and makes society more inclusive and supportive.

#### [Against]

- The existing budget may already be substantial, and additional funding could lead to waste of social resources.
- Responsibility for disability support should not solely rely on government funding but should also involve private organizations and individuals.
- Further funding may have negative consequences such as higher taxes or reduced support for other essential programs.
- Personal accountability and self-reliance should be considered alongside necessary support services.
- Striking a balance between meeting the needs of disabled individuals and considering the overall well-being of society is crucial.
- Exploring public-private partnerships and community involvement can provide more diverse and customized solutions while addressing pressing societal issues.

#### Wrap Up

pp. 129-130

A.

d.

B. sample

I think the man appeals to emotions. I feel this way because he tells a touching story focusing on talent and determination over limits, making us feel connected and inspired. And the woman is appealing to reason. It's because she argues against quotas, supporting hiring based on skills, explaining how it makes sense and works effectively.

D. sample

The infographic shows the necessity of better health care for people with disabilities. According to it, over 1 billion people globally experience disability, which means 1 in 6 people around the world has a disability.

However, they are twice as likely to find health care providers' skills and facilities inadequate, three times as likely to be denied health care, and four times as likely to be treated poorly in the health care system, even though they deserve the same general health care as others.

To provide them with better health care, rehabilitation and assistive devices can be of great help by enabling people with disabilities to be independent. However, the situation is not favorable to them. To be more specific, 970 million people need glasses and low vision aids. In addition, 75 million people need a wheelchair, but only 5 to 15 percent of them have access to one. Additionally, 466 million people suffer from disabling hearing loss, but the production of hearing aids only meets 10 percent of the global need and 3 percent of developing countries' needs.

A better health care system, including provisions for rehabilitation and assistive devices, should be designed to support and improve the health and lives of people with disabilities.

E.

1. sake
2. obligation
3. impact
4. notion
5. community

## Focus on Form

### [Unit 1]

#### 1. the subject of an *-ing* form

The subject of an *-ing* form can be found in the possessive form of a noun or pronoun.

- This results in ***your*** being less able to listen, follow directions, and focus on complex learning.
- Anita envied ***her younger sister's*** getting more attention than she did.

In an informal style, it is more common to use the object forms (like *me*, *John*) instead of possessives (*my*, *John's*) with *-ing* forms.

- Do you mind ***me sitting*** here?
- She was angry at ***Tom lying*** to her.
- John is thinking about ***him going*** on a road trip.

**[A]** Using the given words, write all the appropriate options that can be put in the blanks.

1. Tom insists on \_\_\_\_\_ attending the party. (she)
2. There is no possibility of \_\_\_\_\_ passing the exam. (Joshua)
3. Anita resented \_\_\_\_\_ receiving more attention than she did. (her brother)

#### 2. leaving words out: subject + *be*

Subject pronouns with forms of *be* can be left out after certain joining words such as *when*, *while*, *if*, *after*, and *before*.

- However, ***if*** (it is) ***used*** responsibly, social media can help to break down barriers and create new connections.
- ***When*** (you are) ***matching*** colors, you should consider the color scheme, contrast, and overall style.

**[B]** Write the missing words in the blanks.

1. When \_\_\_\_\_ at the store, he bought some groceries.
2. While \_\_\_\_\_ jogging in the park, I noticed a group of birds flying overhead.
3. When \_\_\_\_\_ followed correctly, the recipe will yield light and delicious cupcakes.

## [Unit 2]

### 1. unreal past situations

To talk about past situations that did not happen, we use the past perfect tense in the *if*-clause, and *would have* + *past participle* in the other part of the sentence.

- If she **had asked** for my help, I **would have assisted** her.
- If he **had worked** harder, he **would have passed** his exam.
- Would they **have saved** her if she **hadn't been** good?

[A] Fill in the blanks with the right verb forms to describe things that didn't happen in the past.

1. If I \_\_\_\_\_ (know) the answer, I \_\_\_\_\_ (raise) my hand and responded.
2. What would you have said if he \_\_\_\_\_ (offer) you the job?
3. If she had taken the medicine, she \_\_\_\_\_ (recover) sooner.

### 2. Which referring to a previous clause

*Which* can refer not only to a noun, but also to the whole or part of a previous clause.

- She cycled from Denver to Colorado Springs, **which** is pretty good for a woman of 65.
- The children interrupt the story to ask more questions such as, "Would they have saved her if she hadn't been good?", **which** the aunt is again unable to answer well.

[B] Use the words in the box to complete the sentences. You can use the words more than once.

it      what      which

1. I'm not sure if I understand \_\_\_\_\_ you're saying, \_\_\_\_\_ is why I'm asking for clarification.
2. The movie was very long, \_\_\_\_\_ made \_\_\_\_\_ a bit boring.
3. The teacher explained the lesson very clearly, \_\_\_\_\_ helped me to understand \_\_\_\_\_ better.

### [Unit 3]

#### 1. participles after nouns

We often use past participles after nouns, especially when certain phrases provide additional information. This can help us be more concise and provide richer detail.

- The document **written in the 19th century** contains valuable historical information.
- He shared with me a tale often **told to children in his country**.
- This is the invisible world of experiential microaggressions, **unseen by the hunter**.

#### [A] Underline the describing parts that come after the nouns.

1. She shared her experiences with microaggressions faced in the workplace.
2. The concert attended by thousands of enthusiastic fans from around the world showcased the band's remarkable talent and energy.
3. The movie directed by a famous director and featuring excellent actors received positive reviews and many awards.

#### 2. *that*-clauses after *suggest*

It is common to use *should* with the base form of a verb in *that*-clauses after *suggest* when indicating what people should do. This structure is often used to express recommendations or advice. However, using *should* is not mandatory. You can also use the base form of the verb without *should* to express the same meaning.

- The teacher chuckled at the Nigerian youth, indicated the answer was wrong and **suggested that he (should) study** more math.
- She **suggested that we (should) go** for a walk along the beach.

*cf.* The research findings suggest that stress **causes** cancer.

(Here 'suggest' means to show that something is likely or true.)

#### [B] Complete the sentences using the given words.

1. The doctor suggested that Sarah \_\_\_\_\_ adopting healthier habits. (consider)
2. The committee suggested that the company \_\_\_\_\_ in new technology to enhance productivity. (invest)
3. The counselor suggested that the student \_\_\_\_\_ additional help from an instructor for academic support. (seek)



## [Unit 4]

**1. *where* as a relative word**

*Where* can introduce relative clauses after nouns referring to places. It is used in the same way as *preposition* + *which*.

- This is the room **where** the children sleep. (= in which)
- Do you know a shop **where** I can find sandals? (= at which)
- Vulnerable countries **where** they do the least to cause climate change suffer the worst impacts. (= in which)

Even when we're not talking about real places, we still use *where* to describe ideas that can be thought of as locations, like points, situations, or cases.

- The project is at a point **where** the end is in sight.
- There are many cases **where** the rule does not apply.

**[A]** Rewrite the underlined parts of each sentence using the word *where*.

1. The restaurant which we often go to overlooks a beautiful beach.
2. That's the point at which you're wrong.
3. This is the palace in which King George lived and died.

**2. emphasis: *It is ... that[who] ...***

We can emphasize particular words and expressions by using the “it is ... that ...” structure. This structure works by putting everything into a relative clause except the words we want to emphasize, which makes them stand out.

- My assistant sent the bill to Mr. Smith yesterday.
- **It was** the bill **that** my assistant sent to Mr. Smith yesterday. (*not something else*)

*Who* is possible instead of *that* when a personal subject is emphasized.

- The poorest and most vulnerable are hardest hit.
- **It is** the poorest and most vulnerable **who** are hardest hit. (*not someone else*)

**[B]** Emphasize the underlined parts of each sentence using the “it is ... that[who] ...” structure.

1. The speaker stressed the importance of education.
2. Tom saw Della Jones at the awards party last night.
3. The students are responsible for their own learning.

## [Unit 5]

### 1. the present perfect passive

The present perfect passive is used in English when we want to talk about an action that happened at some point in the past by a doer who is unknown or not important, and the focus is on the result or the situation that exists in the present because of that action.

The present perfect passive tense is formed by using the following structure:

**has/have been + past participle (verb)**

- The room **has been cleaned**. (*action in the past with a result in the present*)
- My bike **has been stolen** recently. (*unknown or unspecified doer*)
- The document **has been reviewed**. (*emphasis on the action*)

**[A] Make sentences using the present perfect passive form with the given words.**

1. The documents \_\_\_\_\_ by the manager yet. (not / sign)
2. The news about the accident \_\_\_\_\_ to the police. (not / tell)
3. The old building \_\_\_\_\_, so it looks amazing now. (restore)

### 2. not A but B [B, not A]

“Not A but B” or “B, not A” is a structure used to emphasize a contrast or difference between two things, actions, or ideas. It’s often used to show that one thing is true or correct, while the other is not. When you use “not A but B”, you are essentially saying, “The correct choice or true situation is B, and not A as you might have assumed.

- I really want to live in a world where disability is **not** the exception **but** the norm. (*emphasizing the second option*)
- She is **not** a teacher **but** a doctor. (*correcting misunderstandings*)
- I wanted to go to the beach, **not** the mountains. (*contrasting two options*)

**[B] Complete the sentences using the “not A but B” structure and the given words.**

1. Success is \_\_\_\_\_ just about winning \_\_\_\_\_ personal growth and development. (about)
2. Effective communication is \_\_\_\_\_ speaking fluently \_\_\_\_\_ and understanding others. (listen)
3. He came \_\_\_\_\_ to complain \_\_\_\_\_ us. (help)

## Answers for the Focus on Form

### [Unit 1]

#### [A]

1. her
2. Joshua [Joshua's]
3. her brother [her brother's]

#### [B]

1. he was
2. I was
3. it is

### [Unit 2]

#### [A]

1. had known, would have raised
2. had offered
3. would have recovered

#### [B]

1. what, which
2. which, it
3. which, it

### [Unit 3]

#### [A]

1. faced in the workplace
2. attended by thousands of enthusiastic fans from around the world
3. directed by a famous director and featuring excellent actors

#### [B]

1. (should) consider
2. (should) invest
3. (should) seek

### [Unit 4]

#### [A]

1. The restaurant where we often go overlooks a beautiful beach.
2. That's the point where you're wrong.
3. This is the palace where King George lived and died.

#### [B]

1. It was the importance of education that the speaker stressed.
2. It was at the awards party that Tom saw Della Jones last night.
3. It is the students who[that] are responsible for their own learning.

### [Unit 5]

#### [A]

1. have not been signed
2. has not been told
3. has been restored

#### [B]

1. not, but about
2. not, but listening
3. not, but to help

## Useful Expressions

You can use the following expressions for the presentation and the debate in each unit.  
The ► mark indicates basic expressions recommended by the Ministry of Education.

- Look at the expressions and check the ones you want to use.

### Expressions for Presentation

#### A. Introduction

##### Welcoming the audience

- ☐ ► Hello, everyone. I'm very happy to be speaking with you today.
- ☐ Good morning/afternoon, ladies and gentlemen.
- ☐ First of all, let me thank you all for coming here today.
- ☐ I'm happy/delighted that so many of you could make it today.

##### Saying what your topic is

- ☐ ► Today, I'd like to talk about ...
- ☐ ► We will discuss ...
- ☐ ► I am going to talk about ...
- ☐ ► The purpose of this presentation is ...
- ☐ Today's topic is ...
- ☐ What I'd like to present to you today is ...
- ☐ The subject of my presentation is ...
- ☐ As you can see on the screen, our topic today is ...
- ☐ In this presentation, I will be discussing ...

##### Saying how your talk is organized

- ☐ ► There are three things to consider. First, ... Second, ... Third, ...
- ☐ ► There are two kinds of ... The first is ... The second is ...
- ☐ I've divided my presentation into three parts: X, Y, and Z.
- ☐ In my presentation, I'll focus on ...
- ☐ First, I'll be looking at ..., second ..., and third ...
- ☐ I'll begin by explaining ... Then, I'll go on to ... Finally, I'll offer some solutions.
- ☐ My presentation will take about 10 minutes.
- ☐ It should take about 10 minutes to cover this issue.

#### B. The Main Part

##### Introducing personal experience

- ☐ Let me tell you about one of my experiences ...
- ☐ One of my best/worst experiences was when ...
- ☐ I remember when ...
- ☐ There was this time (when) I was ...

##### Describing visuals

- ☐ First, let me quickly explain the graph.
- ☐ Let's now look at the next chart, which shows ...
- ☐ To illustrate this, let's have a closer look at ...
- ☐ According to this graph, ...
- ☐ As you can see here, ...
- ☐ The information in the bottom left-hand corner shows you ...
- ☐ You can see that different colors have been used to indicate ...

##### Describing Trends

- ☐ The data shows a **sharp** increase in ...
- ☐ There has been a **sudden** shift in ...
- ☐ There's a need for a **rapid** response to ...
- ☐ It had an **enormous** impact on ...
- ☐ The data highlights a **severe** decline in ...
- ☐ We're witnessing **major** changes in ...
- ☐ There's been a **substantial** rise in ...
- ☐ There's been a **gradual** increase in the numbers of ...
- ☐ The data reflects a **moderate** growth of ...
- ☐ There's a **slight** increase in ...
- ☐ There's been a significant **fall** in ...
- ☐ We're observing a **decline** in ...
- ☐ There's been a noticeable **decrease** in ...
- ☐ The data exhibits signs of **recovering** from ...
- ☐ The **rise** in temperatures is ...
- ☐ The figures show a **gain** in...

- ☐ The data shows an **encouraging** increase in ...
- ☐ These numbers indicate a **promising** rise in ...
- ☐ The data reflects a **disastrous** drop of ...
- ☐ There's a significant **improvement** in ...
- ☐ These numbers indicate an **upheaval** in ...

## Referring to research

- ☐ The work of Q shows that ...
- ☐ Q points out that ...
- ☐ In a study of ..., Q found that ...
- ☐ Q has drawn attention to the fact that ...
- ☐ According to Q, ...
- ☐ In an article by Q, ...

## Giving examples

- ☐ ▶ For example, ...
- ☐ ▶ A good example of this is ...
- ☐ ▶ To illustrate this point, ...
- ☐ ▶ This reminds me of ...
- ☐ ▶ To give you an example, ...

## Transitioning

- ☐ ▶ By the way, ...
- ☐ ▶ Let's move on to ...
- ☐ ▶ I'd like to say something else ...
- ☐ Let's now turn to ...
- ☐ Now, turning to ...
- ☐ Next we come to ...
- ☐ My next point is ...
- ☐ So, first of all, ...
- ☐ I'd like to begin by ...
- ☐ This leads me to the point (that) ...
- ☐ Now, what about ...?
- ☐ I'd like to conclude this point by saying ...

## Highlighting information

- ☐ ▶ It is important to/that ...
- ☐ ▶ I want to stress ...
- ☐ ▶ My point is ...
- ☐ ▶ This is important because ...
- ☐ ▶ I'd like to emphasize that ...
- ☐ I'd like to start by drawing your attention to ...

- ☐ I'd like you to focus your attention on ...
- ☐ Let me point out that ...
- ☐ What's really important here is ...
- ☐ What I'd like to point out here is ...
- ☐ Let's look more closely at ...

## C. Conclusion

### Indicating the end of your talk

- ☐ I'm now approaching the end of my presentation.
- ☐ As a final point, I'd like to ...
- ☐ And finally, ...
- ☐ Well, this brings me to the end of my presentation.
- ☐ ▶ That's all I want to say about ...
- ☐ OK, I think that's everything I wanted to say about ...

### Summarizing points

- ☐ ▶ In short, ...
- ☐ ▶ In brief, ...
- ☐ ▶ To sum up, ...
- ☐ To conclude, I'd like to ...
- ☐ In conclusion, I'd like to ...
- ☐ Just to summarize the main points again ...

### Thanking the audience

- ☐ ▶ Thanks for listening.
- ☐ ▶ Thank you for your attention/time.
- ☐ Thank you all for listening.
- ☐ Thanks, everyone, for being such a wonderful audience!
- ☐ Thank you for your time and attention.
- ☐ I really appreciate you all paying attention during this presentation.
- ☐ It has been a pleasure to speak to you all today.
- ☐ A special thanks to my classmates for ...
- ☐ I'd like to thank you for your interest in ...

## Expressions for Debating

### A. Starting the debate

- ☐ ▶ Let's get started.
- ☐ ▶ We will discuss ...
- ☐ Today, we're talking about ...
- ☐ Today, we're discussing ...

- ☐ Today, we are gathered here to discuss ...
- ☐ I'd like to begin by addressing the topic of ...

## B. Engaging in debate

### 1. Agreeing

#### Expressing positive agreement

- ☐ ▶(Yes,) I agree.
- ☐ ▶Exactly!/Certainly!
- ☐ ▶That's right.
- ☐ ▶That's a good idea.
- ☐ That's a good point.
- ☐ I agree with Q's point because ...
- ☐ I think Q has the right idea.
- ☐ I'd like to add something to that.
- ☐ I completely/totally agree.
- ☐ I fully support that stance.
- ☐ That's exactly what I'm saying.

#### Expressing partial agreement

- ☐ I agree with part of what you said, but ...
- ☐ I agree with you to some extent, but ...
- ☐ Your point of view is reasonable, but ...
- ☐ What you're saying may be right, but ...

### 2. Disagreeing

#### Expressing disagreement

- ☐ I completely/totally disagree.
- ☐ ▶That isn't true.
- ☐ ▶That's not right/correct.
- ☐ ▶I don't think/believe so.
- ☐ ▶I don't agree (with you).
- ☐ No, I don't think that's true because ...

#### Raising objections

- ☐ I see your point, but ...
- ☐ I take your point, but ...
- ☐ I'm afraid I don't agree because ...
- ☐ I'm sorry, but I have to disagree because ...
- ☐ I'm sorry, but I have a different opinion.
- ☐ That certainly is one possibility, but ...
- ☐ I'm not so sure about that because ...

- ☐ That might be true, but ...
- ☐ I understand your point, but...
- ☐ A lot of people might agree with that, but ...
- ☐ While that's a valid point, it overlooks ...

### 3. Stating and clarifying positions

#### Taking a position

- ☐ My position is that ...
- ☐ I think that ...
- ☐ I believe that ...
- ☐ Looking at all the options, it is best to ...
- ☐ The reality is that ...

#### Clarifying a position

- ☐ ▶That's not (exactly) what I meant to say.
- ☐ I think the point I'm trying to make here is ...
- ☐ What I'm trying to emphasize is ...
- ☐ What I meant was ...
- ☐ What I was trying to say was ...
- ☐ Well, I think the answer is ...

### 4. Managing the flow of topics

#### Changing the topic

- ☐ ▶Let's move on to ...
- ☐ The next point is ...
- ☐ Can we turn to ...?
- ☐ Moving forward, let's focus on ...
- ☐ Your comment reminds me of ...

#### Staying on topic

- ☐ I think we're getting off topic.
- ☐ I'm afraid that was off topic.
- ☐ I think your statement is not on point.
- ☐ Could we go back to ...?
- ☐ Perhaps we should return to the topic at hand.
- ☐ Let's not get distracted by ...

### 5. Opinion

#### Contributing ideas

- ☐ ▶What/How about ...?
- ☐ ▶I suggest (that) we ...
- ☐ Maybe we could ...



- ☐ In my opinion/view, ...
- ☐ From my point of view, ...
- ☐ As I see it, ...
- ☐ The way I see it, ...
- ☐ As far as I can tell, ...
- ☐ To get a range of ideas, why don't we ...?
- ☐ Thinking outside the box could lead us to ...
- ☐ To challenge conventions, let's assume ...
- ☐ Let's consider the issue from a new angle.

## Requesting opinions

- ☐ ►What do you think of/about ...?
- ☐ What are your feelings on the issue of ...?
- ☐ Could you give me some input on ...?
- ☐ I'd like to know Q's opinion about ...
- ☐ Let's hear what Q has to say about this.
- ☐ You've clearly thought about this topic. What else have you considered?
- ☐ What you say is interesting. What else do you see/think?
- ☐ Your ideas sound great. Please tell me more.

## Expressing beliefs or certainty

- ☐ It seems to me ...
- ☐ I imagine ...
- ☐ As far as I know, ...
- ☐ I believe ...
- ☐ I'm pretty sure ...
- ☐ I'm positive/certain that ...

## Stating values

- ☐ To me, X is more important than Y.
- ☐ To me, that doesn't matter.
- ☐ To me, that is really important.
- ☐ What we should really focus on is...
- ☐ It is easy to miss ...
- ☐ In the long run, we should care most about ...
- ☐ Over time, what will become apparent is ...

## Persuasion

- ☐ Please hear me out on this.
- ☐ In my view, it is more ...
- ☐ You might find it better to ...

- ☐ Let me show you why ...
- ☐ This is a rational choice because ...
- ☐ Consider the logical implications of ...
- ☐ Here are some compelling reasons to ...
- ☐ Can you imagine the benefits of ...?
- ☐ Can you envision a future where ...?
- ☐ Picture a community where everyone ...
- ☐ It is important that we take action to ...
- ☐ Imagine the negative/positive outcomes if ...
- ☐ Think about the change we could make if ...

## Making additional remarks

- ☐ Besides, ...
- ☐ In addition, ...
- ☐ I have something to add to this.
- ☐ There is one more thing to say.
- ☐ Just one more thing ...
- ☐ I'd like to add ...
- ☐ Likewise, it is also crucial to consider ...
- ☐ Moreover, it is essential to see ...

## Asking or giving time

- ☐ ►Let me see/think.
- ☐ ►Just a moment (while I think).
- ☐ ►May I think about that for a moment?
- ☐ ►Take your time.
- ☐ ►You have five minutes.
- ☐ ►I'll give you five (more) minutes.
- ☐ Let's think about it.
- ☐ Would you give me more time to think about it?

## Pointing out mistakes

- ☐ ►(Sorry.) That's not right.
- ☐ ►(I think) you've made a mistake.
- ☐ I don't think you have it quite right.
- ☐ It's unreasonable to say ...
- ☐ I'm afraid your view is contrary to the popular sentiment.

## 6. Comprehension and misunderstandings

### Expressing understanding

- ☐ I can catch the point of what you're saying.
- ☐ I see what you mean.

- ☐ I see your point.
- ☐ I understand what you mean.
- ☐ I can make sense of ...

### Checking understanding

- ☐ ▶ Do you understand?
- ☐ ▶ Do you see/know what I mean?
- ☐ ▶ Is this/everything clear (now)?
- ☐ ▶ Do you follow me?
- ☐ ▶ Are you with me?

### Expressing difficulty in understanding

- ☐ ▶ It (still) isn't clear to me what this means.
- ☐ ▶ (Sorry/I'm afraid) I don't know what you mean.
- ☐ ▶ I'm sorry, did you say "..."?
- ☐ ▶ I'm not sure I understand. Are you saying that ...?
- ☐ ▶ Do you mean ...?
- ☐ What do you mean?
- ☐ What does that mean?
- ☐ I'm not following you.
- ☐ I don't get it.
- ☐ I can't make out what you're saying.
- ☐ Could you say that again, please?
- ☐ It's beyond my understanding.
- ☐ It is difficult to understand.
- ☐ It is hard to make out.
- ☐ I'm sorry, but I can't hear you.
- ☐ Your question/answer is vague.
- ☐ I think your statement is ambiguous.
- ☐ Could you clarify ...?
- ☐ What's the difference between X and Y?

### Asking for information to be repeated

- ☐ ▶ Excuse me?
- ☐ ▶ I'm sorry?
- ☐ ▶ What did you say?
- ☐ ▶ I beg your pardon?
- ☐ ▶ Would you say that again, please?
- ☐ ▶ Can/Could you repeat that?
- ☐ Say that again, please.
- ☐ Can/Could you speak up, please?

### Following up on a question

- ☐ That's not really what I was asking. My question is about ...
- ☐ Perhaps I didn't make my question clear. In fact, what I asked was ...
- ☐ I think you've answered a slightly different question. What I would like to know is ...
- ☐ I understand that, but what I actually had in mind was ...

### Resolving misunderstandings

- ☐ ▶ That's not (exactly) what I meant to say.
- ☐ That's not what I mean.
- ☐ That's (quite) different from what I said.
- ☐ I'm sorry. I think you misunderstood what I meant.
- ☐ I didn't mean it quite that way.
- ☐ Something seems to have gone wrong between us.

### Expressing the same idea differently

- ☐ In other words, ...
- ☐ That is to say, ...
- ☐ To put it another way, ...
- ☐ The point I'm making is ...
- ☐ What I'm suggesting is ...
- ☐ What I meant to say ...
- ☐ Let me put it another way.

## C. Concluding remarks

- ☐ After considering all the main points, ...
- ☐ Taking everything we've discussed into account, ...
- ☐ All these points lead to ...
- ☐ In conclusion, the core point is ...
- ☐ To finalize the debate, ...

## Expressions for Numbers and Figures

\* AmE = American English, BrE = British English

### 1. 소수

- **0.5** zero point five (AmE)  
nought point five (BrE)
- **9.02** nine point zero two (AmE)  
nine point oh two (BrE)
- **15.25** fifteen point two five

### 2. 분수

- $\frac{1}{2}$  a half
- $\frac{1}{4}$  a quarter
- $\frac{1}{3}$  a third
- $\frac{2}{5}$  two-fifths
- $\frac{3}{4}$  three-quarters
- $1\frac{1}{2}$  one and a half

### 3. 퍼센트

- **50%** fifty percent
- **25%** twenty-five percent
- **33%** thirty-three percent
- **40%** forty percent
- **75%** seventy-five percent
- **150%** a hundred and fifty percent

When there is a dash between two percentages, it is pronounced *to*.

- **20-30%** from twenty **to** thirty percent

### 4. 큰 수

- **630** six hundred thirty (AmE)  
six hundred and thirty (BrE)
- **1,000** a thousand (also: one thousand)
- **4,583** four thousand five hundred eighty-three (AmE)  
four thousand five hundred and eighty-three (BrE)
- **£2,000,000** two million pounds (£2m)
- **2,450,000** two million four hundred (and) fifty thousand
- **\$5,000,000,000** five billion dollars (\$5bn)

### 5. 서수

- 1st the first
- 2nd the second
- 3rd the third
- 4th the fourth
- 5th the fifth
- 6th the sixth

### 6. 날짜

- **11/05/2025** (AmE)  
November fifth, two thousand twenty-five
- **05/11/2025** (BrE)  
the fifth of November, two thousand and twenty-five

### 7. 비율

#### (A)

Instead of saying:

Only 25% of customers preferred the new line.

we can say:

- Only one **in** four customers preferred the new line.
- Only one **out of** four customers preferred the new line.

#### (B)

- Round numbers for everyday figures:

Say "about eight" instead of "7.95" for easy understanding.

- Be precise for key figures:

Especially for new research findings, use exact numbers like "7.95% increase" to show importance and accuracy.

## Body Language and Culture

### Eye Contact

Eye contact customs vary from culture to culture. In some East Asian cultures, such as Korea and Japan, it's customary for people to lower their eyes when speaking with figures in positions of control, like parents, bosses, or government officials. However, in many Western cultures, making eye contact is an essential part of effective communication.



#### Good eye contact fosters effective communication by:

1. Conveying sincerity and honesty: Looking away often suggests insincerity or discomfort. Direct eye contact signals genuine engagement and openness.
2. Demonstrating confidence: Keeping your eyes on someone shows you believe in yourself and what you're saying.
3. Enhancing listener engagement and respect: When you look someone in the eye, they feel important and respected, so they're more likely to listen to you.
4. Checking how people react: Watching people's heads nod, their hands move, and their mouths smile tells you if they understand what you're saying and if they're interested.

Note that effective eye contact does not mean staring at a person. It means shifting your focus to and from a person's eyes.

### Facial Expressions

Facial expressions can convey different meanings in different cultures. For example, in the United States, a smile often indicates confidence and kindness, while in Russia or Finland, excessive smiling might come across as insincere or overly friendly. In cultures like Korea and Japan, people often manage their facial expressions to be polite and keep their feelings under control. In contrast, raised eyebrows generally signal surprise in many cultures, but they can also express disagreement in Bulgaria or serve as a greeting in parts of Nigeria. These differences emphasize the importance of cultural context in interpreting nonverbal communication.



## Gestures

You can emphasize important points in your speech by using gestures—finger, hand, and arm movements. Gestures are used to illustrate a wide range of concepts. The gestures below are examples of how symbolic gestures can be effectively used in presentations.

### 1. asking a question



So what are some solutions to this problem?

### 2. indicating one of two points of view



On the other hand, ...

### 3. considering two different points at the same time



So it's important to consider both of these factors before making a decision.

### 4. combining different points or information



Now, I want to bring all these ideas together.

### 5. showing that something is a personal view



In my opinion, ...

### 6. listing important factors



I think there are three main issues here.

Keep in mind that gestures can carry different meanings across cultures. For instance, the “OK” gesture, made by forming a circle with the thumb and forefinger in the US, is considered impolite in Brazil when the palm faces outward. The thumbs-up gesture is generally seen as a positive sign of approval or agreement in many cultures. However, in some Middle Eastern countries, such as Iran, it is considered offensive.

# Key Word List

The marked words (♦) are among the fundamental 3000 words recommended by the Ministry of Education for advanced high school students. Words without the mark are not part of this list.

• Check yourself on the important words you learned in each unit.

## Getting Ready

<input type="checkbox"/> academic♦	9
<input type="checkbox"/> accuracy	9
<input type="checkbox"/> additional	12
<input type="checkbox"/> adequate♦	18
<input type="checkbox"/> advocate♦	17
<input type="checkbox"/> affirmative	13
<input type="checkbox"/> anticipation♦	12
<input type="checkbox"/> brainstorm	9
<input type="checkbox"/> burden♦	18
<input type="checkbox"/> captivate	8
<input type="checkbox"/> citation♦	17
<input type="checkbox"/> collaborate♦	19
<input type="checkbox"/> concise	10
<input type="checkbox"/> conclusion♦	10
<input type="checkbox"/> confidence♦	11
<input type="checkbox"/> consequence	17
<input type="checkbox"/> constructive♦	14
<input type="checkbox"/> continually	12
<input type="checkbox"/> controversial♦	13
<input type="checkbox"/> convey♦	11
<input type="checkbox"/> corresponding♦	8
<input type="checkbox"/> counterargument	13
<input type="checkbox"/> counter♦	14
<input type="checkbox"/> credible♦	9
<input type="checkbox"/> defend♦	15
<input type="checkbox"/> delivery	11
<input type="checkbox"/> democracy♦	16
<input type="checkbox"/> designate♦	15
<input type="checkbox"/> different♦	8

<input type="checkbox"/> difficulty	18
<input type="checkbox"/> disposal	17
<input type="checkbox"/> diversify♦	9
<input type="checkbox"/> diversity♦	8
<input type="checkbox"/> domain♦	9
<input type="checkbox"/> efficient♦	9
<input type="checkbox"/> embrace♦	12
<input type="checkbox"/> emphasis♦	11
<input type="checkbox"/> enhance♦	16
<input type="checkbox"/> environmental♦	17
<input type="checkbox"/> evaluate♦	13
<input type="checkbox"/> exaggerate♦	11
<input type="checkbox"/> format♦	15
<input type="checkbox"/> fuel♦	18
<input type="checkbox"/> geographic♦	17
<input type="checkbox"/> guideline♦	8
<input type="checkbox"/> implement♦	16
<input type="checkbox"/> important♦	17
<input type="checkbox"/> initial♦	9
<input type="checkbox"/> interpretation♦	9
<input type="checkbox"/> journal♦	9
<input type="checkbox"/> logical♦	13
<input type="checkbox"/> marine♦	17
<input type="checkbox"/> maturity♦	16
<input type="checkbox"/> moderate♦	11
<input type="checkbox"/> multiple♦	9
<input type="checkbox"/> negative♦	13
<input type="checkbox"/> opponent	18
<input type="checkbox"/> opportunity♦	12
<input type="checkbox"/> organize♦	10
<input type="checkbox"/> outcome♦	13
<input type="checkbox"/> outline♦	10
<input type="checkbox"/> overcome♦	12
<input type="checkbox"/> overlook♦	16
<input type="checkbox"/> pace♦	11
<input type="checkbox"/> participant♦	13
<input type="checkbox"/> participate♦	16
<input type="checkbox"/> passionate	9
<input type="checkbox"/> perspective♦	8
<input type="checkbox"/> persuade♦	13
<input type="checkbox"/> phrase♦	9
<input type="checkbox"/> position♦	15
<input type="checkbox"/> posture	11
<input type="checkbox"/> publication	9

<input type="checkbox"/> rebuttal	14
<input type="checkbox"/> refute	14
<input type="checkbox"/> regulation♦	17
<input type="checkbox"/> response	16
<input type="checkbox"/> script	12
<input type="checkbox"/> solely♦	16
<input type="checkbox"/> solution	18
<input type="checkbox"/> statistics♦	9
<input type="checkbox"/> strengthen	15
<input type="checkbox"/> strict♦	17
<input type="checkbox"/> thoroughly♦	12
<input type="checkbox"/> timekeeper	13
<input type="checkbox"/> variety	9
<input type="checkbox"/> verify	9
<input type="checkbox"/> via♦	19
<input type="checkbox"/> visual♦	10
<input type="checkbox"/> vocal	12
<input type="checkbox"/> youth	16

## Unit 1

<input type="checkbox"/> abbreviation	25
<input type="checkbox"/> abuse♦	26
<input type="checkbox"/> acknowledge♦	25
<input type="checkbox"/> acquire♦	41
<input type="checkbox"/> adhere	38
<input type="checkbox"/> adulthood	29
<input type="checkbox"/> adversity♦	39
<input type="checkbox"/> ambiguity	33
<input type="checkbox"/> anxiety♦	23
<input type="checkbox"/> arrow♦	37
<input type="checkbox"/> aspect♦	38
<input type="checkbox"/> authentic♦	39
<input type="checkbox"/> barrier♦	26
<input type="checkbox"/> breakdown	32
<input type="checkbox"/> capacity	24
<input type="checkbox"/> echo chamber	32
<input type="checkbox"/> childhood	29
<input type="checkbox"/> cognitive	23
<input type="checkbox"/> compassion	31
<input type="checkbox"/> comprehension♦	28
<input type="checkbox"/> comprehensive♦	41
<input type="checkbox"/> conduct♦	34
<input type="checkbox"/> consistent♦	39
<input type="checkbox"/> construct♦	33

<input type="checkbox"/> cooperative♦	31
<input type="checkbox"/> critical♦	23
<input type="checkbox"/> crucial♦	24
<input type="checkbox"/> cyberbullying	26
<input type="checkbox"/> data♦	23
<input type="checkbox"/> decline♦	23
<input type="checkbox"/> dedicate♦	39
<input type="checkbox"/> destination♦	24
<input type="checkbox"/> differ♦	24
<input type="checkbox"/> digital	30
<input type="checkbox"/> diminish♦	28
<input type="checkbox"/> discourage♦	32
<input type="checkbox"/> distant	32
<input type="checkbox"/> distinguish♦	37
<input type="checkbox"/> distraction♦	24
<input type="checkbox"/> downside	26
<input type="checkbox"/> email	24
<input type="checkbox"/> empathy	25
<input type="checkbox"/> encourage♦	26
<input type="checkbox"/> essential♦	24
<input type="checkbox"/> evident	39
<input type="checkbox"/> evolve♦	29
<input type="checkbox"/> executive♦	26
<input type="checkbox"/> explore♦	22
<input type="checkbox"/> facilitate♦	32
<input type="checkbox"/> false♦	26
<input type="checkbox"/> flaw♦	33
<input type="checkbox"/> flourish♦	25
<input type="checkbox"/> foster♦	27
<input type="checkbox"/> fulfillment♦	39
<input type="checkbox"/> fundamental♦	23
<input type="checkbox"/> furthermore♦	26
<input type="checkbox"/> genuine♦	28
<input type="checkbox"/> grasp♦	25
<input type="checkbox"/> growth	30
<input type="checkbox"/> impact♦	24
<input type="checkbox"/> insight♦	29
<input type="checkbox"/> intimacy	32
<input type="checkbox"/> isolated♦	26
<input type="checkbox"/> isolation♦	26
<input type="checkbox"/> lecture♦	21
<input type="checkbox"/> lonely♦	26
<input type="checkbox"/> manipulate♦	23
<input type="checkbox"/> mechanism♦	32



<input type="checkbox"/> media <sup>♦</sup>	22
<input type="checkbox"/> mutual <sup>♦</sup>	25
<input type="checkbox"/> normal <sup>♦</sup>	30
<input type="checkbox"/> numerous <sup>♦</sup>	31
<input type="checkbox"/> obesity	26
<input type="checkbox"/> online	22
<input type="checkbox"/> overload	24
<input type="checkbox"/> paraphrase	25
<input type="checkbox"/> phase <sup>♦</sup>	33
<input type="checkbox"/> phenomenon <sup>♦</sup>	39
<input type="checkbox"/> platform <sup>♦</sup>	26
<input type="checkbox"/> positive <sup>♦</sup>	23
<input type="checkbox"/> preview	23
<input type="checkbox"/> prioritize <sup>♦</sup>	26
<input type="checkbox"/> professor <sup>♦</sup>	39
<input type="checkbox"/> psychology <sup>♦</sup>	39
<input type="checkbox"/> quantity <sup>♦</sup>	22
<input type="checkbox"/> reject <sup>♦</sup>	26
<input type="checkbox"/> relevant <sup>♦</sup>	33
<input type="checkbox"/> resilient	31
<input type="checkbox"/> retain <sup>♦</sup>	24
<input type="checkbox"/> romantic <sup>♦</sup>	34
<input type="checkbox"/> shallow <sup>♦</sup>	34
<input type="checkbox"/> simultaneous <sup>♦</sup>	24
<input type="checkbox"/> spark <sup>♦</sup>	34
<input type="checkbox"/> stance	33
<input type="checkbox"/> strength	23
<input type="checkbox"/> strive	32
<input type="checkbox"/> substance <sup>♦</sup>	26
<input type="checkbox"/> symbol <sup>♦</sup>	37
<input type="checkbox"/> task <sup>♦</sup>	23
<input type="checkbox"/> thrilled	39
<input type="checkbox"/> throughout	24
<input type="checkbox"/> trait	25
<input type="checkbox"/> uncover	33
<input type="checkbox"/> underline	32
<input type="checkbox"/> unique <sup>♦</sup>	25
<input type="checkbox"/> unity	32
<input type="checkbox"/> upcoming	23
<input type="checkbox"/> verbal <sup>♦</sup>	24
<input type="checkbox"/> viewpoint	33
<input type="checkbox"/> vital <sup>♦</sup>	24
<input type="checkbox"/> vocabulary <sup>♦</sup>	23

## Unit 2

<input type="checkbox"/> aback	54
<input type="checkbox"/> analogy	46
<input type="checkbox"/> author <sup>♦</sup>	48
<input type="checkbox"/> bachelor	48
<input type="checkbox"/> behavior <sup>♦</sup>	48
<input type="checkbox"/> bull <sup>♦</sup>	49
<input type="checkbox"/> captivating	48
<input type="checkbox"/> carriage	48
<input type="checkbox"/> celebrate <sup>♦</sup>	64
<input type="checkbox"/> chomp	46
<input type="checkbox"/> clink	45
<input type="checkbox"/> clothing	49
<input type="checkbox"/> comparison	47
<input type="checkbox"/> compartment	48
<input type="checkbox"/> competition	54
<input type="checkbox"/> comprehend <sup>♦</sup>	65
<input type="checkbox"/> conviction <sup>♦</sup>	61
<input type="checkbox"/> craft <sup>♦</sup>	63
<input type="checkbox"/> criticize <sup>♦</sup>	52
<input type="checkbox"/> cushion	48
<input type="checkbox"/> depiction <sup>♦</sup>	58
<input type="checkbox"/> digest	61
<input type="checkbox"/> dilemma	56
<input type="checkbox"/> disruptive <sup>♦</sup>	52
<input type="checkbox"/> diverse <sup>♦</sup>	56
<input type="checkbox"/> duckling	44
<input type="checkbox"/> emphatical	48
<input type="checkbox"/> ethical <sup>♦</sup>	56
<input type="checkbox"/> exaggeration <sup>♦</sup>	46
<input type="checkbox"/> exclaim	48
<input type="checkbox"/> explicit <sup>♦</sup>	47
<input type="checkbox"/> fable	64
<input type="checkbox"/> fairy	44
<input type="checkbox"/> famous <sup>♦</sup>	44
<input type="checkbox"/> fond <sup>♦</sup>	47
<input type="checkbox"/> friendly	45
<input type="checkbox"/> gap <sup>♦</sup>	43
<input type="checkbox"/> gaze <sup>♦</sup>	44
<input type="checkbox"/> halt <sup>♦</sup>	56
<input type="checkbox"/> hassle	49
<input type="checkbox"/> highlight <sup>♦</sup>	57
<input type="checkbox"/> hinder	56
<input type="checkbox"/> horrible	49

<input type="checkbox"/> housefly	48
<input type="checkbox"/> hum	49
<input type="checkbox"/> hummingbird	49
<input type="checkbox"/> imitate <sup>♦</sup>	46
<input type="checkbox"/> impose <sup>♦</sup>	56
<input type="checkbox"/> incorporate <sup>♦</sup>	46
<input type="checkbox"/> inspire <sup>♦</sup>	56
<input type="checkbox"/> intonation	61
<input type="checkbox"/> literature <sup>♦</sup>	56
<input type="checkbox"/> meanwhile <sup>♦</sup>	45
<input type="checkbox"/> memorable	44
<input type="checkbox"/> million <sup>♦</sup>	49
<input type="checkbox"/> mockingbird	56
<input type="checkbox"/> narrator <sup>♦</sup>	46
<input type="checkbox"/> nephew <sup>♦</sup>	47
<input type="checkbox"/> niece	47
<input type="checkbox"/> nonverbal	63
<input type="checkbox"/> occupant	48
<input type="checkbox"/> occupy <sup>♦</sup>	48
<input type="checkbox"/> opposite	48
<input type="checkbox"/> option <sup>♦</sup>	64
<input type="checkbox"/> parrot	49
<input type="checkbox"/> pave <sup>♦</sup>	57
<input type="checkbox"/> persistence <sup>♦</sup>	46
<input type="checkbox"/> popper	54
<input type="checkbox"/> praise <sup>♦</sup>	49
<input type="checkbox"/> precisely <sup>♦</sup>	63
<input type="checkbox"/> priority <sup>♦</sup>	45
<input type="checkbox"/> railway	48
<input type="checkbox"/> recite	49
<input type="checkbox"/> refrigerator <sup>♦</sup>	46
<input type="checkbox"/> reinforce <sup>♦</sup>	46
<input type="checkbox"/> reluctant <sup>♦</sup>	49
<input type="checkbox"/> repetition	46
<input type="checkbox"/> resent	56
<input type="checkbox"/> restrict <sup>♦</sup>	58
<input type="checkbox"/> ridicule <sup>♦</sup>	48
<input type="checkbox"/> scold	45
<input type="checkbox"/> smack	48
<input type="checkbox"/> storyteller	43
<input type="checkbox"/> streamer	54
<input type="checkbox"/> stupid	49
<input type="checkbox"/> suspense	53
<input type="checkbox"/> tempt <sup>♦</sup>	49

<input type="checkbox"/> theme <sup>♦</sup>	46
<input type="checkbox"/> thread <sup>♦</sup>	43
<input type="checkbox"/> tornado	45
<input type="checkbox"/> transition <sup>♦</sup>	45
<input type="checkbox"/> ultimate <sup>♦</sup>	56
<input type="checkbox"/> undermine <sup>♦</sup>	57
<input type="checkbox"/> universal <sup>♦</sup>	57
<input type="checkbox"/> valid <sup>♦</sup>	57
<input type="checkbox"/> vine	44
<input type="checkbox"/> violence	58
<input type="checkbox"/> visualization <sup>♦</sup>	47
<input type="checkbox"/> vivid <sup>♦</sup>	47
<input type="checkbox"/> weaken	63
<input type="checkbox"/> wolf	45

## Unit 3

<input type="checkbox"/> accurate <sup>♦</sup>	69
<input type="checkbox"/> accusatory	79
<input type="checkbox"/> adolescent <sup>♦</sup>	68
<input type="checkbox"/> aggressive <sup>♦</sup>	76
<input type="checkbox"/> alternative <sup>♦</sup>	71
<input type="checkbox"/> automatic	70
<input type="checkbox"/> behave <sup>♦</sup>	68
<input type="checkbox"/> belittle	71
<input type="checkbox"/> beneficial	78
<input type="checkbox"/> bias <sup>♦</sup>	72
<input type="checkbox"/> blackbird	72
<input type="checkbox"/> broaden	87
<input type="checkbox"/> censorship <sup>♦</sup>	78
<input type="checkbox"/> certainty	72
<input type="checkbox"/> chilling <sup>♦</sup>	78
<input type="checkbox"/> chuckle	72
<input type="checkbox"/> clash <sup>♦</sup>	72
<input type="checkbox"/> commitment <sup>♦</sup>	72
<input type="checkbox"/> commonplace	70
<input type="checkbox"/> competitive	83
<input type="checkbox"/> conform <sup>♦</sup>	76
<input type="checkbox"/> consequently	71
<input type="checkbox"/> contrast <sup>♦</sup>	71
<input type="checkbox"/> critic <sup>♦</sup>	78
<input type="checkbox"/> curriculum <sup>♦</sup>	72
<input type="checkbox"/> decrease <sup>♦</sup>	71
<input type="checkbox"/> default	76
<input type="checkbox"/> degrade	68

## Key Word List

<input type="checkbox"/> devastating	72	<input type="checkbox"/> insult	68	<input type="checkbox"/> safety	68	<input type="checkbox"/> applaud	94
<input type="checkbox"/> difference	72	<input type="checkbox"/> intelligence	70	<input type="checkbox"/> scholar	72	<input type="checkbox"/> appliance	90
<input type="checkbox"/> dignity	70	<input type="checkbox"/> invisible	72	<input type="checkbox"/> scientific	74	<input type="checkbox"/> attribute	96
<input type="checkbox"/> discrimination	66	<input type="checkbox"/> legislate	77	<input type="checkbox"/> seldom	72	<input type="checkbox"/> audio	107
<input type="checkbox"/> discriminatory	68	<input type="checkbox"/> lesser	70	<input type="checkbox"/> signpost	67	<input type="checkbox"/> biodiversity	90
<input type="checkbox"/> disempowered	69	<input type="checkbox"/> likewise	79	<input type="checkbox"/> silence	78	<input type="checkbox"/> boost	100
<input type="checkbox"/> dismiss	70	<input type="checkbox"/> mainstream	72	<input type="checkbox"/> slingshot	72	<input type="checkbox"/> broccoli	100
<input type="checkbox"/> dominant	69	<input type="checkbox"/> manifest	69	<input type="checkbox"/> stereotype	71	<input type="checkbox"/> bulb	90
<input type="checkbox"/> eager	72	<input type="checkbox"/> mankind	85	<input type="checkbox"/> stewardess	76	<input type="checkbox"/> cancer	94
<input type="checkbox"/> elaboration	67	<input type="checkbox"/> marginalized	71	<input type="checkbox"/> stunning	70	<input type="checkbox"/> capture	109
<input type="checkbox"/> elderly	69	<input type="checkbox"/> marriage	77	<input type="checkbox"/> subtle	69	<input type="checkbox"/> carbon	90
<input type="checkbox"/> elimination	70	<input type="checkbox"/> medication	70	<input type="checkbox"/> sustainable	77	<input type="checkbox"/> cautious	107
<input type="checkbox"/> encounter	85	<input type="checkbox"/> microaggression	67	<input type="checkbox"/> symbolic	68	<input type="checkbox"/> cereal	98
<input type="checkbox"/> endure	69	<input type="checkbox"/> motivate	72	<input type="checkbox"/> transitional	75	<input type="checkbox"/> choke	94
<input type="checkbox"/> environment	69	<input type="checkbox"/> neutral	76	<input type="checkbox"/> trend	77	<input type="checkbox"/> cite	101
<input type="checkbox"/> equitable	70	<input type="checkbox"/> nevertheless	70	<input type="checkbox"/> typographic	76	<input type="checkbox"/> combat	91
<input type="checkbox"/> ethic	71	<input type="checkbox"/> nonetheless	79	<input type="checkbox"/> unrest	78	<input type="checkbox"/> compatible	100
<input type="checkbox"/> ethnic	68	<input type="checkbox"/> norm	80	<input type="checkbox"/> unspecified	76	<input type="checkbox"/> compromise	100
<input type="checkbox"/> ethnicity	68	<input type="checkbox"/> offense	69	<input type="checkbox"/> urge	85	<input type="checkbox"/> conserve	98
<input type="checkbox"/> exceed	78	<input type="checkbox"/> offensive	68	<input type="checkbox"/> usage	71	<input type="checkbox"/> constitute	107
<input type="checkbox"/> excel	86	<input type="checkbox"/> offline	68	<input type="checkbox"/> validate	85	<input type="checkbox"/> contender	107
<input type="checkbox"/> excellent	71	<input type="checkbox"/> oppress	69	<input type="checkbox"/> violation	68	<input type="checkbox"/> conventional	107
<input type="checkbox"/> exclude	76	<input type="checkbox"/> originate	70	<input type="checkbox"/> vulnerable	68	<input type="checkbox"/> countdown	94
<input type="checkbox"/> exclusion	85	<input type="checkbox"/> oversimplify	86	<input type="checkbox"/> web	68	<input type="checkbox"/> credibility	101
<input type="checkbox"/> firefighter	76	<input type="checkbox"/> overstate	69	<input type="checkbox"/> western	72	<input type="checkbox"/> cyclone	94
<input type="checkbox"/> freedom	78	<input type="checkbox"/> parliament	77	<input type="checkbox"/> whereas	77	<input type="checkbox"/> dairy	90
<input type="checkbox"/> gender	68	<input type="checkbox"/> peer	68	<input type="checkbox"/> withdraw	72	<input type="checkbox"/> database	101
<input type="checkbox"/> genderism	70	<input type="checkbox"/> perpetrator	69	<input type="checkbox"/> witness	68	<input type="checkbox"/> decade	108
<input type="checkbox"/> hatred	68	<input type="checkbox"/> perpetuate	85	<input type="checkbox"/> workplace	77	<input type="checkbox"/> decimal	93
<input type="checkbox"/> hockey	86	<input type="checkbox"/> persist	77	<input type="checkbox"/> worldview	72	<input type="checkbox"/> delta	94
<input type="checkbox"/> hostile	69	<input type="checkbox"/> pose	72	<input type="checkbox"/> worsen	78	<input type="checkbox"/> device	99
<input type="checkbox"/> hypothetical	72	<input type="checkbox"/> prejudice	78			<input type="checkbox"/> dimension	92
<input type="checkbox"/> immigrant	72	<input type="checkbox"/> proficient	87	<b>Unit 4</b>		<input type="checkbox"/> dinosaur	89
<input type="checkbox"/> impairment	70	<input type="checkbox"/> prohibit	78	<input type="checkbox"/> absorb	92	<input type="checkbox"/> disastrous	91
<input type="checkbox"/> imperative	69	<input type="checkbox"/> pronoun	76	<input type="checkbox"/> accompany	91	<input type="checkbox"/> disruption	94
<input type="checkbox"/> imply	70	<input type="checkbox"/> proverb	72	<input type="checkbox"/> accordance	101	<input type="checkbox"/> distribution	91
<input type="checkbox"/> inadequate	72	<input type="checkbox"/> psychological	70	<input type="checkbox"/> acid	90	<input type="checkbox"/> drought	94
<input type="checkbox"/> incite	78	<input type="checkbox"/> pursue	72	<input type="checkbox"/> addiction	94	<input type="checkbox"/> ecosystem	90
<input type="checkbox"/> incompetence	71	<input type="checkbox"/> quota	77	<input type="checkbox"/> adjust	104	<input type="checkbox"/> efficiency	90
<input type="checkbox"/> indignity	69	<input type="checkbox"/> random	68	<input type="checkbox"/> adjustment	98	<input type="checkbox"/> electronic	90
<input type="checkbox"/> inequality	70	<input type="checkbox"/> refugee	68	<input type="checkbox"/> agriculture	100	<input type="checkbox"/> emerge	107
<input type="checkbox"/> inferior	76	<input type="checkbox"/> religion	68	<input type="checkbox"/> allot	104	<input type="checkbox"/> emission	89
<input type="checkbox"/> infographic	77	<input type="checkbox"/> restrain	78	<input type="checkbox"/> ambition	94	<input type="checkbox"/> emit	94
<input type="checkbox"/> institution	72	<input type="checkbox"/> reveal	74	<input type="checkbox"/> analyze	109	<input type="checkbox"/> encompassing	94

<input type="checkbox"/> entity	94	<input type="checkbox"/> protein <sup>♦</sup>	100	<input type="checkbox"/> boundary <sup>♦</sup>	129	<input type="checkbox"/> predict <sup>♦</sup>	111
<input type="checkbox"/> fluency	104	<input type="checkbox"/> psychologist <sup>♦</sup>	101	<input type="checkbox"/> compelling <sup>♦</sup>	113	<input type="checkbox"/> prior <sup>♦</sup>	115
<input type="checkbox"/> fossil	94	<input type="checkbox"/> publish <sup>♦</sup>	101	<input type="checkbox"/> convenient <sup>♦</sup>	112	<input type="checkbox"/> prompt <sup>♦</sup>	121
<input type="checkbox"/> fraction <sup>♦</sup>	93	<input type="checkbox"/> rehearse	104	<input type="checkbox"/> courtesy	127	<input type="checkbox"/> proof <sup>♦</sup>	126
<input type="checkbox"/> frequent <sup>♦</sup>	94	<input type="checkbox"/> rescue <sup>♦</sup>	94	<input type="checkbox"/> deficiency <sup>♦</sup>	114	<input type="checkbox"/> proposal	126
<input type="checkbox"/> generation <sup>♦</sup>	100	<input type="checkbox"/> routine <sup>♦</sup>	98	<input type="checkbox"/> deliberately <sup>♦</sup>	116	<input type="checkbox"/> rational <sup>♦</sup>	113
<input type="checkbox"/> goat <sup>♦</sup>	98	<input type="checkbox"/> scholarly	101	<input type="checkbox"/> diagnose	113	<input type="checkbox"/> rehabilitation	130
<input type="checkbox"/> greenhouse	90	<input type="checkbox"/> selenium	100	<input type="checkbox"/> dispel	120	<input type="checkbox"/> rural <sup>♦</sup>	116
<input type="checkbox"/> harmony <sup>♦</sup>	101	<input type="checkbox"/> severe <sup>♦</sup>	91	<input type="checkbox"/> equation	113	<input type="checkbox"/> sake	123
<input type="checkbox"/> heatwave	90	<input type="checkbox"/> showcase	91	<input type="checkbox"/> equity	129	<input type="checkbox"/> sensory	120
<input type="checkbox"/> hurricane	90	<input type="checkbox"/> showerhead	90	<input type="checkbox"/> essence <sup>♦</sup>	116	<input type="checkbox"/> sequence <sup>♦</sup>	116
<input type="checkbox"/> immune <sup>♦</sup>	91	<input type="checkbox"/> skip <sup>♦</sup>	98	<input type="checkbox"/> exclusive <sup>♦</sup>	124	<input type="checkbox"/> slogan	116
<input type="checkbox"/> immunity <sup>♦</sup>	100	<input type="checkbox"/> solidarity	94	<input type="checkbox"/> extraordinary <sup>♦</sup>	116	<input type="checkbox"/> subscribe <sup>♦</sup>	116
<input type="checkbox"/> incentive <sup>♦</sup>	90	<input type="checkbox"/> strain <sup>♦</sup>	100	<input type="checkbox"/> facility <sup>♦</sup>	122	<input type="checkbox"/> sufficiency	122
<input type="checkbox"/> injustice	94	<input type="checkbox"/> subsidy	94	<input type="checkbox"/> framework <sup>♦</sup>	119	<input type="checkbox"/> sufficient <sup>♦</sup>	124
<input type="checkbox"/> install <sup>♦</sup>	90	<input type="checkbox"/> substantial <sup>♦</sup>	91	<input type="checkbox"/> fulfill <sup>♦</sup>	120	<input type="checkbox"/> tablet	129
<input type="checkbox"/> intellectual <sup>♦</sup>	101	<input type="checkbox"/> toxic <sup>♦</sup>	94	<input type="checkbox"/> generate <sup>♦</sup>	115	<input type="checkbox"/> tactile	112
<input type="checkbox"/> keyword	102	<input type="checkbox"/> transformation <sup>♦</sup>	91	<input type="checkbox"/> glaring <sup>♦</sup>	116	<input type="checkbox"/> talent <sup>♦</sup>	129
<input type="checkbox"/> landscape <sup>♦</sup>	107	<input type="checkbox"/> treaty <sup>♦</sup>	92	<input type="checkbox"/> hypothesis <sup>♦</sup>	115	<input type="checkbox"/> thrive	121
<input type="checkbox"/> lessen	92	<input type="checkbox"/> trillion	108	<input type="checkbox"/> implication	113	<input type="checkbox"/> transform <sup>♦</sup>	119
<input type="checkbox"/> livestock	100	<input type="checkbox"/> unplug	90	<input type="checkbox"/> independence	112	<input type="checkbox"/> triumph <sup>♦</sup>	129
<input type="checkbox"/> makeup	107	<input type="checkbox"/> unprecedented	94	<input type="checkbox"/> infrastructure	120	<input type="checkbox"/> unlock	129
<input type="checkbox"/> metric	108	<input type="checkbox"/> upheaval	91	<input type="checkbox"/> inherent <sup>♦</sup>	114	<input type="checkbox"/> upbringing	116
<input type="checkbox"/> microplastic	108	<input type="checkbox"/> uphold	107	<input type="checkbox"/> injury	120	<input type="checkbox"/> venue	121
<input type="checkbox"/> mitigation	90	<input type="checkbox"/> urban <sup>♦</sup>	94	<input type="checkbox"/> inquire <sup>♦</sup>	121	<input type="checkbox"/> voluntary	129
<input type="checkbox"/> momentum	94	<input type="checkbox"/> urgent <sup>♦</sup>	89	<input type="checkbox"/> integrate <sup>♦</sup>	124	<input type="checkbox"/> wheelchair	112
<input type="checkbox"/> navigate	107	<input type="checkbox"/> utilize <sup>♦</sup>	98	<input type="checkbox"/> invalid <sup>♦</sup>	116	<input type="checkbox"/> workforce	122
<input type="checkbox"/> necessitate	92	<input type="checkbox"/> vacation <sup>♦</sup>	90	<input type="checkbox"/> laughter	116		
<input type="checkbox"/> nuclear	107	<input type="checkbox"/> variation	104	<input type="checkbox"/> lifeline	129		
<input type="checkbox"/> nutrient	100	<input type="checkbox"/> vegetarian	100	<input type="checkbox"/> mandatory	129		
<input type="checkbox"/> nutritional	100	<input type="checkbox"/> vulnerability	92	<input type="checkbox"/> manicurist	113		
<input type="checkbox"/> oral <sup>♦</sup>	104	<input type="checkbox"/> wildfire	94	<input type="checkbox"/> motivational	116		
<input type="checkbox"/> organic <sup>♦</sup>	90	<input type="checkbox"/> zinc	100	<input type="checkbox"/> necessity	129		
<input type="checkbox"/> original <sup>♦</sup>	101			<input type="checkbox"/> nominate <sup>♦</sup>	116		
<input type="checkbox"/> outdated	94	<b>Unit 5</b>		<input type="checkbox"/> nondisabled	116		
<input type="checkbox"/> outweigh	108	<input type="checkbox"/> accessible	112	<input type="checkbox"/> nurture	120		
<input type="checkbox"/> overseas <sup>♦</sup>	100	<input type="checkbox"/> accommodate <sup>♦</sup>	120	<input type="checkbox"/> objectification	116		
<input type="checkbox"/> overview	108	<input type="checkbox"/> activate	115	<input type="checkbox"/> objectify	113		
<input type="checkbox"/> peak <sup>♦</sup>	92	<input type="checkbox"/> advocacy	114	<input type="checkbox"/> obligation	123		
<input type="checkbox"/> population <sup>♦</sup>	90	<input type="checkbox"/> affirm	129	<input type="checkbox"/> obstacle	129		
<input type="checkbox"/> portfolio	107	<input type="checkbox"/> allocate <sup>♦</sup>	122	<input type="checkbox"/> organizational <sup>♦</sup>	121		
<input type="checkbox"/> preserve <sup>♦</sup>	90	<input type="checkbox"/> alongside <sup>♦</sup>	122	<input type="checkbox"/> passive	119		
<input type="checkbox"/> pressure	96	<input type="checkbox"/> articulate	119	<input type="checkbox"/> perception <sup>♦</sup>	116		
<input type="checkbox"/> product	92	<input type="checkbox"/> available <sup>♦</sup>	121	<input type="checkbox"/> portray	116		

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## Graphs & Infographics

Unit	page(s)	sources
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