The 10th SFLEP
National Foreign Language Teaching Contest

第十届“外教社杯”全国高校外语教学大赛

大学英语（视）听说课组

授课文本

主办：
教育部高等学校外国语言文学类专业教学指导委员会
教育部高等学校大学外语教学指导委员会
教育部职业院校外语类专业教学指导委员会
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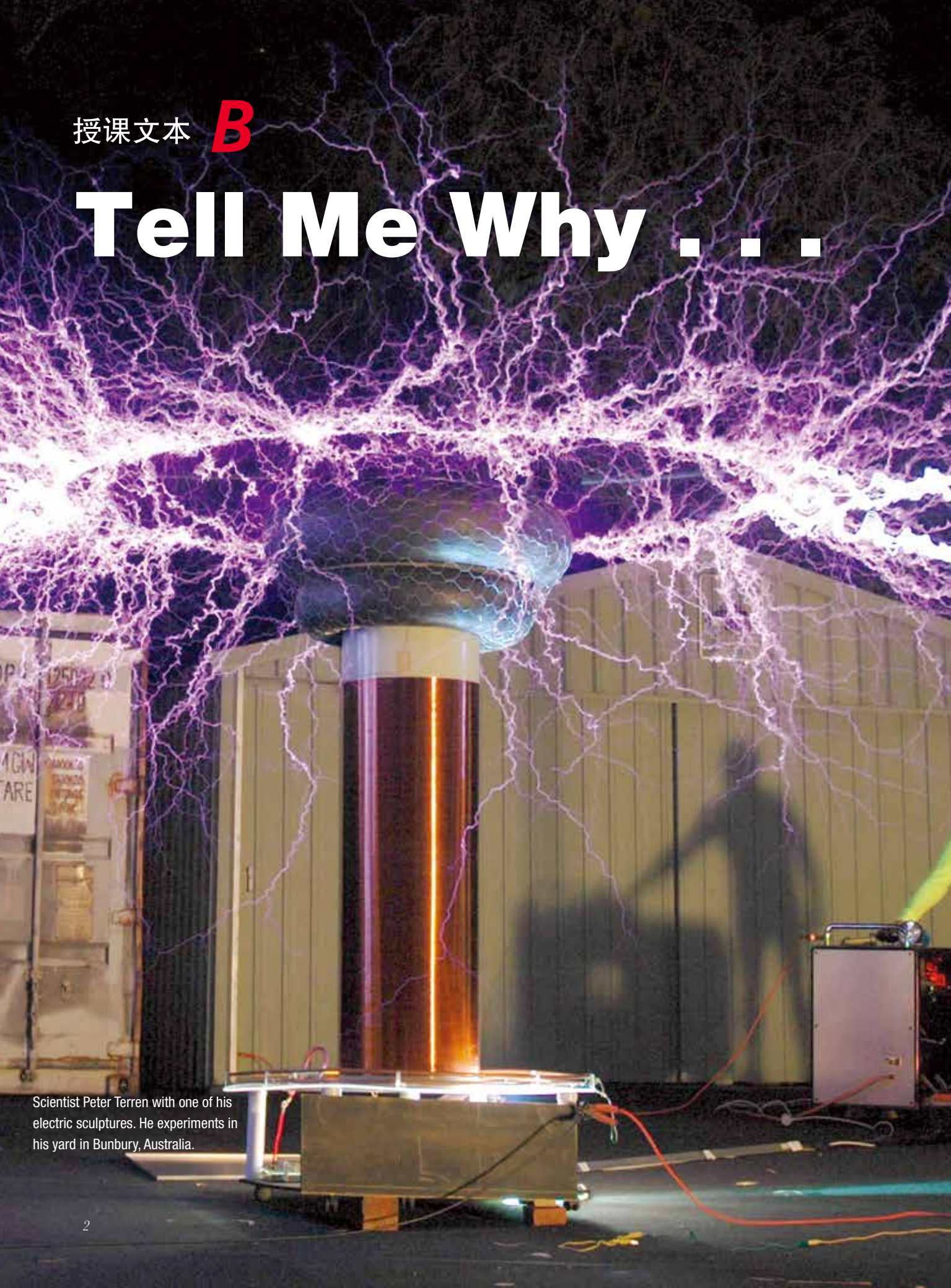
授课文本　B

Tell Me Why ...

授课文本 *B*

Tell Me Why . . .



Scientist Peter Terren with one of his electric sculptures. He experiments in his yard in Bunbury, Australia.

THINK AND DISCUSS

1. Read the unit title. What do you think it means? Who usually asks this question?
2. Look at the photo and read the caption. Why do you think Terren makes electric sculptures? Is this something you want to do?

PART 1 LISTENING
Benefits of Curiosity

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Make inferences

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PART 1 LISTENING

Benefits of Curiosity

BEFORE YOU LISTEN

A **COMMUNICATE** Work in small groups. Discuss these questions.

1. Look at the photo and read the caption. What is the child doing? Why? Did you do an "experiment" like this when you were a child?
2. What does *curious* mean? Is curiosity a good thing? Give examples of how curiosity can have benefits.

B **THINK CRITICALLY** **Predict.** You are going to hear three students talking about curiosity. Listen to the first part of the conversation. What is Juan's question? How does Nancy answer? Can you guess how David will respond? Discuss your ideas with your group.

A child experiments with different colored paints.

C **VOCABULARY** Listen to the sentences with the following words from the TV interview. Then write each word next to its definition.

a. absolutely	**b.** hands-on	**c.** reaction	**d.** assume	**e.** participants
f. encourages	**g.** rate	**h.** regulates	**i.** involved	**j.** fascinating

1. _____ (a.) extremely interesting
2. _____ (v.) judge or evaluate
3. _____ (v.) gives someone hope or support
4. _____ (n.) people who take part in a study or activity
5. _____ (n.) response; the way people act or feel as a result of something they hear or experience
6. _____ (ad.) definitely
7. _____ (a.) connected with or part of (something)
8. _____ (v.) guess without proof or evidence
9. _____ (v.) controls
10. _____ (a.) practical; related to actual practice rather than theory

LISTEN

D **LISTEN FOR MAIN IDEAS** Read the list of topics. Then listen to the conversation. Check [✓] the two topics that the speakers discuss.

1. _____ how curiosity helps babies learn
2. _____ ways that curious people can find answers to their questions
3. _____ characteristics of good parents
4. _____ how to do a science experiment with young children
5. _____ a research study about curiosity and the brain

learnmore In classrooms in the United States, students are expected to participate in class and express their opinions. One way students participate is by asking questions about what they're learning. Students' questions demonstrate how much they know about the content, as well as their individual perspectives.

E **LISTEN FOR DETAILS** Listen to Segment 1 of the conversation. Follow the directions below.

1. Match the descriptions to the speakers. Write N for *Nancy*, D for *David*, and J for *Juan*. (Some descriptions are true for more than one speaker.)
   - **a.** _____ uses Google and Wikipedia every day
   - **b.** _____ enjoys hands-on learning
   - **c.** _____ wanted to know what is inside a golf ball
   - **d.** _____ was told not to ask so many questions in class
   - **e.** _____ thinks that kids learn better when they're curious
2. What question did the researchers at the University of California at Davis want to study? Check [✓] the best choice.
   - **a.** _____ How can teachers help students remember new information?
   - **b.** _____ What happens inside our brains when we are curious?
   - **c.** _____ What kind of information is easiest to remember?

F **LISTEN FOR DETAILS** Listen to Segment 2 of the conversation. Follow the directions below.

1. Number the steps in the UC Davis study in the correct order (1–3).
   - **a.** _____ Participants read 100 trivia questions and rated them from 1 to 6.
   - **b.** _____ Researchers tested the participants on the same trivia questions.
   - **c.** _____ Participants read the trivia questions and the answers. At the same time, researchers took pictures of the participants' brains.
2. What did the UC Davis researchers prove? Check [✓] the two correct answers.
   - **a.** _____ The brain responds the same way when we are curious and when someone gives us money or candy.
   - **b.** _____ The hippocampus is the part of the brain that's involved in creating memories.
   - **c.** _____ People remember information better when they are curious.

LISTENING SKILL **Make Inferences**

When we listen to a speaker, we often understand more than the speaker's exact words. We can make conclusions based on what the speaker says and how he or she says it. This is called *inferring* or *making an inference*. Inferring helps us understand information that a speaker does not say directly.

Read and listen to the example from the conversation. Can you infer how Nancy felt?

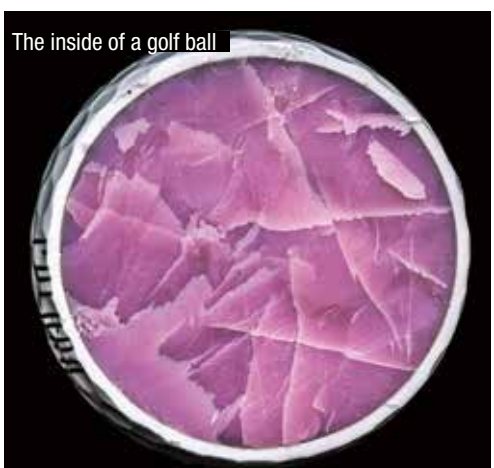
But then in fourth grade, I asked so many questions that the teacher, in front of the whole class, told me I could only ask one question every hour.

We can guess that Nancy felt embarrassed by what the teacher did because she explains that it happened "in front of the whole class."

G Listen again to segments from the conversation. Write T for statements that are probably *true*. Write F for statements that are probably *false*.

Segment 1

1. ____ David likes to discover things on his own.
2. ____ David wasn't hurt.
3. ____ David's parents didn't worry about his safety.


The inside of a golf ball

Segment 2

4. ____ Nancy's preschool teacher encouraged students' curiosity.

5. ____ Nancy's fourth grade teacher was too strict.

6. ____ David approves of Nancy's fourth grade teacher.

Segment 3

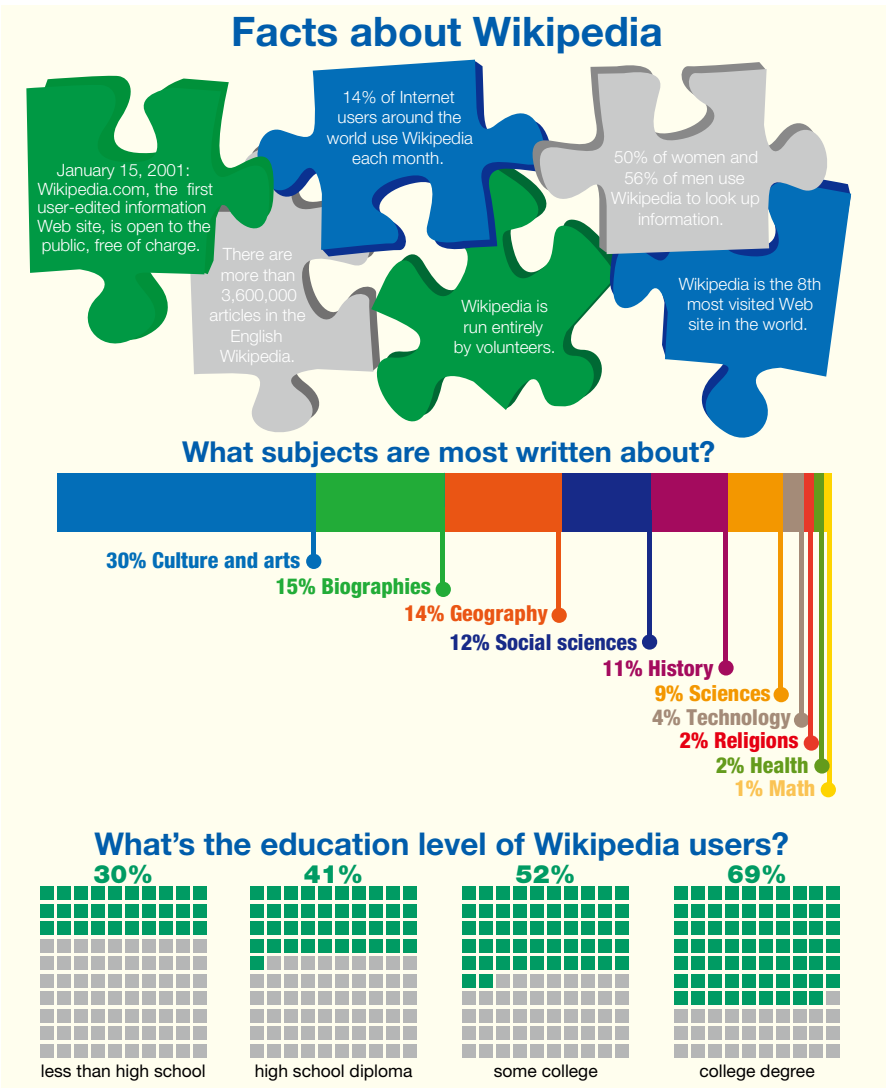
7. ____ Curiosity causes the brain to become excited.

8. ____ We probably remember things better when our hippocampus is active.

AFTER YOU LISTEN

H THINK CRITICALLY **Interpret an Infographic.** People all over the world use Wikipedia to find answers to questions they are curious about. Study the infographic. Then answer the questions.

1. Who use Wikipedia more, men or women? Is the difference significant in your opinion?
2. Why do you think people with more education use Wikipedia more?
3. Have you used Wikipedia recently? Was it useful? Explain.
4. What piece of information about Wikipedia is the most surprising to you?



PART 2 EXTENDED LISTENING

Passages and News Reports

PASSAGE 1

NEW WORDS AND EXPRESSIONS

stash /stæʃ/ v. 存放；贮藏
subconscious /sʌb'kɒnʃəs/ a. 潜意识的
spontaneous /spɒn'teɪnɪəs/ a. 自发的
latent /'leɪtnt/ a. 潜在的；潜意识的
imitate /'ɪmɪteɪt/ v. 模仿
affirmatively /ə'fɜːmətɪvlɪ/ ad. 肯定地

A Read the questions. Then listen to the passage and choose the best answer to each question.

1. What do you think the speaker tries to tell us through the story?
   - **a.** She wants to convince us that she has met a clever girl.
   - **b.** She tries to tell us that children can draw without being taught.
   - **c.** She wants to tell us that she is an excellent teacher.
   - **d.** She tries to teach kids how to draw animals through question asking.
2. What animal did the girl first draw?
   - **a.** A horse.
   - **b.** A tiger.
   - **c.** A zebra.
   - **d.** A hippo.
3. If possible, which of the following suggestions would the speaker give to teachers?
   - **a.** Keep asking questions, either open or closed.
   - **b.** Offer direct answers when you are asked.
   - **c.** Don't tell students the answers directly but lead them towards the answers.
   - **d.** Don't imitate questions.
4. Why was the speaker so excited about the girl imitating the open questions?
   - **a.** Because the girl was so intelligent.
   - **b.** Because the girl had learned the way to draw an animal through question asking.
   - **c.** Because the girl had learned how to make her own decisions.
   - **d.** Because the girl drew beautiful pictures after that.

B Listen to Segment 1. Fill in the blanks with the missing information.

The questions asked before the drawing:

1. What does the animal _____?
2. What does it _____?
3. What does it _____?

C Read the statements. Then listen to Segment 2. Write T for *true* or F for *false*. Then correct the false statements.

1. _____ The girl put the drawing in a drawer whenever she finished it.

2. _____ On the first drawing, she had forgotten to draw the tail of the zebra.

3. _____ When the girl was drawing the zebra, the speaker asked if zebras had anything special that made them different from lions.

4. _____ The speaker hinted that her question might have an effect on the girl's subconscious mind.

D Listen to Segment 3 and fill in the blanks with the missing information.

The influence the question-asking activity has on the girl:

20 minutes after she started drawing, she asked herself (1) _____ on her own and (2) _____ on her own in her drawing! She was not only (3) _____. She was learning (4) _____.

PASSAGE 2

NEW WORDS AND EXPRESSIONS

memorize /'meməraɪz/ v. 记住
foster /'fɒstə/ v. 培养
catapult /'kætəpʌlt/ n. 弹弓
lever /'liːvə(r)/ n. 杠杆
passionate /'pæʃənɪt/ a. 热情的
curriculum /kə'rɪkjʊləm/ n. 课程
equivalent /ɪ'kwɪvələnt/ a. 同等的
renowned /rɪ'naʊnd/ a. 有名的
facilitate /fə'sɪlɪteɪt/ v. 帮助；使容易
refreshment /rɪ'freʃmənt/ n. 茶点
dietary /'daɪətərɪ/ a. 饮食的
restriction /rɪ'strɪkʃən/ n. 限制
DBS (Disclosure and Barring Service) 披露与禁止服务

E Read the questions. Then listen to the passage and choose the best answer to each question.

1. What is the Kids' House of Science?
- **a.** A place for children to play, make friends, learn and experiment.
- **b.** A place for children to enjoy themselves, dissect things and connect themselves to nature.
- **c.** A place for children to experiment, explore, learn and play.
- **d.** A place for children to foster their curiosity, explore the world and learn to read and write.

2. According to the passage, which of the following approaches is encouraged by the Kids' House of Science?
- **a.** Children learn by memorizing facts.
- **b.** Children learn by listening to teachers.
- **c.** Teachers conduct practical tests and students draw conclusions.
- **d.** Teachers help students to discover new things on their own.

3. Which of the following examples is not mentioned?
   - **a.** A young tomato plant grown in a biology class.
   - **b.** A small catapult in a physics lesson.
   - **c.** The sky's the limit.
   - **d.** A stick used as a lever.

4. It can be inferred that the Kids' House of Science is located in _____.
   - **a.** the US
   - **b.** the UK
   - **c.** Australia
   - **d.** Canada

5. This passage is in fact an ad for _____.
   - **a.** a winter camp
   - **b.** a summer camp
   - **c.** a night school
   - **d.** an off-campus school

F Listen to Segment 1 and answer the following questions.

1. What does STEM stand for?

   _____

2. What kind of process is learning in the Kids' House of Science?

   _____

3. How qualified are the teachers in the Kids' House of Science?

   _____

G Listen to Segment 2 and fill in the blanks with the missing information.

Notice for parents

1. Group size/day: Max of _____ children with _____ teachers.
2. _____ children will be assisted when doing experiments.
3. There will be several refreshments breaks and _____ breaks.
4. Lunch should be provided by _____. The school will offer _____.
5. The parents should inform a teacher of their children's _____.

NEWS REPORT 1

NEW WORDS AND EXPRESSIONS

Finnish /'fɪnɪʃ/ a. 芬兰的
tuition /tjuː'ɪʃən/ n.（尤指一对一或小班的）教学
minimum /'mɪnɪməm/ n. 最小量
compulsory /kəm'pʌlsərɪ/ a. 义务的
standardized /'stændəˌdaɪzd/ a. 标准化的
matriculation /məˌtrɪkjʊ'leɪʃən/ n.（大学的）入学考试
track /træk/ v. 监控；跟踪
tailor /'teɪlə(r)/ v. 订制；度身打造
address /ə'dres/ v. 处理
Finland /'fɪnlənd/ 芬兰

LISTENING SKILL Listen for Main Points

A news report sometimes raises the main points in this way: "Several reasons explain this situation" or "Three factors contribute to the phenomenon." In this case, you may predict how many reasons there will be, what they are, in what order they appear, etc. By doing so, you can become an active listener and have a better understanding of the news report. Some news reports use listing words or phrases to introduce the reasons or factors one by one. Examples of listing words or phrases include: *first, first of all, second, secondly, for one thing, then, next, also, in addition, finally, lastly,* etc.

H Read the sentences in the box. Listen to the news report and arrange them in the right order. Do not include sentences that use incorrect information or information that was not mentioned in the news report. Then give a title to the news report.

a. Teachers are highly respected and they know their students well.
b. There is no exam at all for all the students.
c. Anyone who loves teaching and children can be trained to become teachers.
d. There is no exam stress and Finnish teachers focus on teaching students how to learn.
e. If students like, they may attend tuition lessons or after-school classes, but they don't have much homework.
f. Cooperation is encouraged among students and between teachers and students.

Order: **1.** _____ **2.** _____ **3.** _____ **4.** _____ **5.** _____ **6.** _____

Title: _____

I Read the questions. Then listen to the news report again and choose the best answer to each question.

1. Which of the following statements is not true about Finnish students?
a. Both strong and weak students share the same class.
b. Students are encouraged to play, relax and learn outdoors.
c. Students are required to attend tuition lessons or after-school classes.
d. Students have little homework to do.

2. How many standardized exams do Finnish students have throughout their nine years of compulsory education?
   a. One.
   b. Two.
   c. Three.
   d. Four.

3. Which of the following statements is not true about teachers in Finland?
   a. They are respected just like doctors or lawyers.
   b. They have excellent academic performance.
   c. They seldom work with the same students for many years.
   d. They can make decisions on curriculums according to their students' needs.

NEWS REPORT 2

NEW WORDS AND EXPRESSIONS

swiftly /ˈswɪftlɪ/ ad. 快速地
distinguish /dɪˈstɪŋgwɪʃ/ v. 区分
ongoing /ˈɒngəʊɪŋ/ a. 不间断的；持续的
incorporate /ɪnˈkɔːpəreɪt/ v. 包含；吸收
humanity /hjuːˈmænɪtɪ/ n. 人文
fictitious /fɪkˈtɪʃəs/ a. 虚构的
hone /həʊn/ v. 磨练；训练
critical thinking 批判性思维
information literacy 信息素养
ease … into doing 使方便做
lower secondary 初中
National Library Board (NLB) （新加坡）国家图书馆委员会
Ministry of Education 教育部

J Read the questions. Then listen to the news report and choose the best answer to each question.

1. What does this news report mainly talk about?
   a. Why and how information literacy skills are honed at Singapore's local schools.
   b. How an information literacy campaign was started and has carried on.
   c. What is incorporated in the information literacy campaign.
   d. Why critical thinking skills have become increasingly important.

2. Why is critical thinking important?
   a. Because it can help people create and share information easily.
   b. Because it can help people distinguish between true and false information.
   c. Because the Ministry of Education of Singapore requires people to have this skill.
   d. Because it is a part of an ongoing information literacy campaign in Singapore.

3. What is information literacy?
   a. The ability to locate, evaluate, use and share information.
   b. The ability to create, evaluate, use and share information.
   c. The ability to distinguish true information from false information.
   d. The ability to recognize the need for information, and to locate, use and evaluate it.

4. Why does the campaign focus on both “practical and fun aspects” of information literacy skills?
   - **a.** It aims at making people like information literacy skills.
   - **b.** It aims at helping people to understand what are information literacy skills.
   - **c.** It aims at letting people acquire and use information literacy skills.
   - **d.** It aims at attracting more people to learn information literacy skills.

K Listen to the news report again and answer the following questions.

1. When was the information literacy campaign started in Singapore?

   _____

2. What skill is a part of an ongoing information literacy campaign in Singapore?

   _____

3. What has the cooperation between the Ministry of Education and the NLB resulted in?

   _____

4. What can students learn from the example of the Pacific Northwest Tree Octopus?

   _____

PART 3 SPEAKING

SPEAKING SKILL **Show Interest**

It is polite to show interest when you are having a conversation with someone. You can do this in two ways:

Use body language. For example, you can nod your head up and down, make eye contact, or smile to show you are interested in the speaker's ideas.

Use expressions and questions. Ask questions or use specific words and expressions like the ones below:

I see.	*Um-hmm.*	*And? (Then what?)*	*Good for you.*
Really?	*No kidding!*	*That's funny / amazing / incredible!*	*Seriously?*
Oh, no!	*Wow!*	*Awful.*	

A Listen to segments from the conversation in Part 1. Write the words and expressions that the speakers use to show interest.

1. Juan: _____
2. David: _____
3. Nancy: _____
4. David: _____
5. Nancy: _____

B **COMMUNICATE** Work with a partner. First, compare your answers to Exercise A. Then discuss what body language the speakers could use to express their interest.

1. Juan: _____
2. David: _____
3. Nancy: _____
4. David: _____
5. Nancy: _____

C **COMMUNICATE** Work in a group of three. Tell your classmates three things that they probably don't know about you. Then listen to your classmates and use body language, words, and expressions to show interest.

A: *OK. First, I was born in Bolivia.*
B: *Really? I didn't know that. I thought you were from Spain.*

D COMMUNICATE Brainstorm some ways to motivate students' curiosity to learn. Then take turns telling them to your partner in a dialogue. When one is talking, the other tries to show interest by using body language, expressions and questions.

MODEL DIALOGUE

(An exchange student from the U.S. is talking with a Chinese student about how to learn a foreign language.)

A: How long have you been learning English?

B: About 10 years since I was in primary school.

A: Wow. That's quite a long time. How do you feel about learning English?

B: Well ... It's interesting to learn a foreign language and learn about a different culture. But it is not easy. When I started to learn English, I memorized many words and phrases. In fact I spent quite a lot of time clarifying the uses of different tenses such as the present tense and the present perfect tense.

A: Really! For me, I would choose to learn Chinese by talking more with my Chinese friends. For example, they taught me how to play table tennis in Chinese, and soon I got used to it and began to speak more quickly in Chinese. I might not have been better, but I was certainly quicker!

B: Good for you! You'd definitely learn Chinese in the process. But as you said, you could speak faster but probably not better. I'm worried about making mistakes, so I speak carefully. I always make sure I can say everything correctly before opening my mouth.

A: Oh, no! Making mistakes is quite normal. In my opinion, practice is much more important than "saying everything correctly."

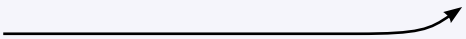
B: I see. Fortunately, even though we learn in different ways, we've both made progress!

A: Right!

PRONUNCIATION SKILL Intonation in Questions

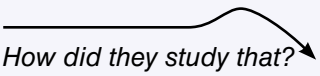
Intonation is the way the voice rises and falls when we speak. *Yes/no* questions and *wh*-questions have different intonation patterns.

In *yes/no* questions, the intonation usually rises at the end:



Would you say you're a curious person?

In *wh*-questions, the intonation usually falls at the end:



How did they study that?

E Listen to questions from the conversation. Choose *rises* or *falls* according to the intonation you hear at the end of each question. Then listen again and repeat the questions.

1.	rises	falls	**4.**	rises	falls
2.	rises	falls	**5.**	rises	falls
3.	rises	falls	**6.**	rises	falls

F **COMMUNICATE** Work with a partner. Ask each other the questions below. Add one question you want to ask. Use correct intonation in your questions. Show interest with appropriate words or body language.

A: *In general, are you a curious person?*
B: *I'm curious about some things, like art. But I'm not very curious about science.*
A: *I see.*

1. In general, are you a curious person? Give an example.
2. What are some ways that you use the Internet to get information?
3. When you were small, did your parents encourage you to ask questions?
4. Have you ever gotten into trouble because you were curious?
5. Your own question: _____

PART 4 TEDTALKS

3 rules to spark learning

BEFORE YOU WATCH

A Read the title and information about the TED speaker. A *spark* is a tiny piece of fire. *To spark* means to cause something to happen, like a spark starts a fire. In your experience, what can a good teacher do to spark learning? Tell your class.

RAMSEY MUSALLAM Chemistry Teacher

Ramsey Musallam teaches chemistry at Sacred Heart Cathedral Prep in San Francisco, California. He puts students' inquiry and interests at the center of his teaching, and encourages other teachers to do the same. Musallam is enthusiastic about using technology in education, and he runs an education blog called *Cycles of Learning*. The blog gives written and video tutorials on how to use common apps as effective teaching tools.

Ramsey Musallam's idea worth spreading is that curiosity provides powerful motivation for learning new things, both inside and outside the classroom.

B **COMMUNICATE** Work with a partner. Discuss these questions.

1. Do you learn best inside or outside of school? Explain your answer.
2. In your primary and secondary schools, was it common for students to raise their hands and ask questions in class? Why, or why not?
3. Which kind of questions are more useful for you?
   a. questions my teacher asks me
   b. questions I ask my teacher

C **VOCABULARY** Listen to the sentences with the following words or phrases from the TED Talk. Then choose the meaning of each word or phrase.

1. demonstration _____
   a. movie **b.** hands-on presentation **c.** slide presentation
2. extended _____
   a. made longer **b.** made more interesting **c.** made difficult
3. phenomenon _____
   a. experiment **b.** danger **c.** event
4. confidence _____
   a. fear **b.** a feeling of security **c.** jokes
5. random _____
   a. definite **b.** unrelated **c.** incorrect
6. procedure _____
   a. exercise **b.** operation **c.** program
7. trial and error _____
   a. following directions in a book
   b. learning from another person
   c. trying different things until one works
8. reflection _____
   a. activity **b.** daydreaming **c.** careful thought
9. revise _____
   a. throw something away **b.** change one's mind **c.** fix and improve
10. deserve _____
    a. have the right to **b.** expect **c.** plan for

WATCH

D **WATCH FOR MAIN IDEAS** Read the statements. Then watch the edited TED Talk and check [✓] the main idea.

1. _____ Because chemistry is everywhere, it is important for students to learn it.
2. _____ Technology provides important tools to help teachers do their jobs more effectively.
3. _____ In education, student questions are more valuable than technology or a written curriculum.
4. _____ In some ways, the work of a teacher is harder than the work of a surgeon.

E **WATCH FOR DETAILS** Watch Segment 1 of the edited TED Talk. Choose the best answer to each question.

1. What question was Maddie, Ramsey Musallam's student, probably trying to answer in her experiment at home?
   - **a.** Which scientific theory does this experiment prove?
   - **b.** What will happen if I do the experiment with a candle in the glass?
   - **c.** Will the experiment have a different result if I change the size of the glass?

2. How did Musallam feel about Maddie's experiment?
   - **a.** He loved it.
   - **b.** He thought it was ridiculous.
   - **c.** He disapproved of it.

3. What fascinated Musallam?
   - **a.** The effect of temperature on the results of the experiment.
   - **b.** The candle inside the beaker.
   - **c.** The fact that Maddie asked a new question.

WORDS IN THE TALK

aneurysm (n.): a dangerous weakness in the wall of an artery, such as the aorta
aorta (n.): the large blood vessel that brings blood from the heart to the rest of the body
buzzword (n.): a word or phrase from a specific industry that becomes very popular for a period of time

NOTE-TAKING SKILL Use a T-Chart

A T-chart is a kind of graphic organizer. It is useful for comparing two concepts, things, situations, or events. For example, this T-chart compares the advantages and disadvantages of hands-on learning.

Hands-On Learning	
Advantages	**Disadvantages**
1. Uses all the senses (sight, touch, etc.) 2. Encourages student participation 3. Helps memory	1. Requires many types of materials 2. May be more difficult to manage large classes 3. Requires more teacher time to prepare

F ▶ **WATCH AND TAKE NOTES** Watch Segment 2. Then use the T-chart to complete the surgeon's rules for performing surgery and Musallam's rules for being a good teacher.

Surgeon's Rules	Musallam's Rules
1. Ask _____ questions about the procedure. **2.** _____ the messy process of trial and error. **3.** Practice intense _____ to design and _____ the procedure.	**1.** _____ comes first. _____ can be windows to great instruction. **2.** _____ the mess. **3.** Practice _____.

A brother and sister generate light from wind power in Zeeland, Netherlands.

G **EXPAND YOUR VOCABULARY** Watch the excerpts from the TED Talk. Fill in the blanks with the phrases you hear and choose their meaning.

1. Have you ever found yourself at a restaurant _____ just doing this over and over?
   - **a.** staring at something and losing track of the things around you
   - **b.** taking a break from work or studying
   - **c.** moving things to make more room

2. Now obviously, as Maddie's chemistry teacher, I love that she went home and continued to _____ _____ about this kind of ridiculous demonstration that we did in class.
   - **a.** enjoy something
   - **b.** be excited about a topic that doesn't interest most people
   - **c.** be confused by something

3. The truth is, I've been teaching for 13 years now, and it took a life-threatening situation to _____ _____ 10 years of pseudo-teaching and help me realize that student questions are the seeds of real learning, not some scripted curriculum that gave them tidbits of random information.
   - **a.** make me become interested in
   - **b.** make me surprised by
   - **c.** make me stop

4. This is the actual real email from my doctor right there. Now, when I got this, I _____ — press Caps Lock — absolutely _____, okay?
   - **a.** felt strange or unusual
   - **b.** was very scared
   - **c.** was in a hurry

AFTER YOU WATCH

H **REFLECT** Work with a partner. Discuss these questions.

1. Do you think "learning is ugly"? If so, what kinds of learning are ugly? Explain your answer.
2. What are some similarities between a surgeon and a teacher? What are some differences?
3. Would you like to have Ramsey Musallam as your teacher? Why, or why not?
4. Think about your own teachers. Have you ever had a teacher who encouraged you to be curious? Explain.

PART 5 PRESENTATION

ASSIGNMENT: Give an Individual Presentation You will give an individual presentation about a time when your curiosity led you to learn or try something new. Review the ideas in this unit and the listening and speaking skills as you prepare your presentation.

PREPARE

A Plan your presentation. Think about a time when your curiosity led you to learn or try something new. Make notes in the chart. Then share your notes with a partner.

1. What were you curious about, or what question did you want to answer?	
2. How did you find the answer? What was it?	
3. How did you feel about your discovery?	

PRESENTATION SKILL **Consider Your Audience**

An audience is the group of people who listen to a talk or presentation. It is useful to think about the characteristics of your specific audience when you are planning a presentation. Use questions like these to help you:

- Where are my listeners from? How old are they? What is their cultural and educational background?
- What do they already know about my topic?
- What special information or vocabulary do I need to explain?
- How can I make my topic interesting to this particular group of listeners?

B ▶ Watch the segment from the talk. Musallam says, "We're all teachers. We know learning is ugly." Why does Musallam use the word *we*? What does he assume about his audience? What did he do to make his talk interesting for this group of listeners? Discuss your ideas with a partner.

C **COLLABORATE** Work with a partner. Practice your presentation. Use your notes from the chart in Exercise A.

D Read the rubric below. Notice how your presentation will be evaluated. Keep these categories in mind as you present and watch your classmates' presentations.

Note: 1= lowest; 5 = highest

The presenter …	Name _____					Name _____					Name _____					Name _____				
1. was clear and organized.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. made the presentation appropriate for the audience.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. talked about what they were curious about, how they found the answer, and how they felt about it.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Overall Rating	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
What did you like?																				
What could be improved?																				

PRESENT

E Give your presentation to a small group. Watch your classmates' presentations. After you watch each one, provide feedback using the rubric as a guide. Add notes and any other feedback you want to share.

F **THINK CRITICALLY** **Evaluate.** In your group, discuss the feedback you received. As a class, discuss what you did well and what might make your presentation even stronger.

REFLECT

Reflect on what you have learned. Check [✓] your progress.

I can

- ☐ make inferences when listening.
- ☐ show interest during a conversation.
- ☐ use correct question intonation.
- ☐ use a T-chart for taking notes.
- ☐ consider my audience when I plan a presentation.

I understand the meanings of these words and phrases and can use them.
Circle those you know. Underline those you need to work on.

absolutely	deserve	hands-on	procedure	reflection
assume	encourage	involved in	random	regulate
confidence	extend	participant	rate	revise
demonstration	fascinating	phenomenon	reaction	trial and error

SCRIPTS

PART 1 LISTENING

B THINK CRITICALLY

JUAN Hey Nancy, can I ask you a question?
NANCY Sure, Juan. What is it?
JUAN OK. Um, would you say you're a curious person?
NANCY Am I curious? Oh, absolutely. I'm always looking things up. I probably do about fifty Google searches every day. And I read Wikipedia for fun.
JUAN What about you, David?

C VOCABULARY

a. Before you submit your answer, you should be **absolutely** sure it is correct.
b. Yuri didn't go to college, but he has years of **hands-on** experience working as a computer programmer.
c. What was Adam's **reaction** when he found out he was accepted to Harvard? Was he excited?
d. Marci is a serious student. If she's not in class, you can **assume** she's sick.
e. The researcher conducted an experiment with over a hundred volunteer **participants**.
f. Our teacher always **encourages** us to do our best. For example, she writes positive comments on our papers.
g. In the research study, people were asked to taste five kinds of yogurt and **rate** them from 1 to 5 (1 = great, 5 = terrible).
h. The limbic system is the part of the brain that **regulates** our emotions, such as anger, fear, and pleasure.
i. Manuel is always busy because he is **involved** in many social, volunteer, and athletic activities.
j. I read a **fascinating** article about the Trans-Siberian Railway, which travels almost 10,000 kilometers from Moscow to Vladivostok. I stayed up late last night reading it.

D LISTEN FOR MAIN IDEAS

Segment 1

JUAN Hey Nancy, can I ask you a question?
NANCY Sure Juan. What is it?
JUAN OK. Um, would you say you're a curious person?
NANCY Am I curious? Oh, absolutely. I'm always looking things up. I probably do about fifty Google searches every day. And I read Wikipedia for fun.
JUAN What about you, David?
DAVID Yeah, me too. The Internet is a great way to get information. But I really like hands-on learning, too. I remember one time, I was about 8 years old, and I wanted to know what was inside a golf ball. So I went out to the garage and got a saw, and I cut open one of my father's golf balls.

JUAN And? What did you find?

DAVID A lot of thin rubber string, like a really long rubber band, wrapped around a black rubber ball.

NANCY Did you get in trouble for destroying the golf ball?

DAVID No, my parents didn't care about that. But they weren't happy about me using a saw without permission. I'm lucky I still have all my fingers.

JUAN That's funny. What about your teachers? Did they encourage you to be curious?

NANCY Hmm ... Well, in my case, some did, and some didn't. My preschool teacher absolutely did. I'll never forget my first science experiment. The teacher gave us paints in different colors and told us to mix them in any way we wanted. That's how I learned that if you mix blue and red you get purple. But then in fourth grade, I asked so many questions that the teacher, in front of the whole class, told me I could only ask one question every hour.

DAVID Oh no! That's awful.

JUAN But that's an unusual reaction, isn't it? I think most teachers really want students to ask questions. Kids learn better when they're curious.

DAVID Well, we assume that, but do we actually know it's true?

JUAN Ha, interesting question! In my psychology class we just read a study about that exact thing. Researchers from the University of California at Davis wanted to find out what happens inside the brain when we're curious.

Segment 2

NANCY How did they study that?

JUAN They designed a very cool experiment. First they asked a group of participants to read a hundred trivia questions, like "What does the word 'dinosaur' mean?" The participants had to rate how curious they were to learn the answer to each question, from 1 to 6. That way, the researchers knew which questions were the most interesting to the participants.

DAVID And? Then what?

JUAN OK, next, the participants reviewed the questions and the answers. At the same time, the researchers used an MRI machine to take pictures of the participants' brains.

NANCY What did the pictures show?

JUAN They showed that when the participants were very curious, the part of the brain that regulates pleasure and reward got excited. It's the same part of the brain that lights up when someone offers us candy or money. That was their first finding.

DAVID That's fascinating.

JUAN Yeah, and also, when the participants were curious, there was more activity in the hippocampus, um, the part of the brain that's involved in creating memories.

NANCY Um-hmm …

JUAN So then, a few days later, the researchers tested the participants on the same trivia questions. Can you guess what they found?

DAVID I guess that it was easier to remember the answers to the questions they were most curious about.

JUAN Exactly. That was the second finding.

NANCY So the lesson is … It feels good to be curious, and when we're curious, we remember stuff more easily.

JUAN Right.

G

Segment 1

DAVID I remember one time, I was about 8 years old, and I wanted to know what was inside a golf ball. So I went out to the garage and got a saw, and I cut open one of my father's golf balls.

JUAN And? What did you find?

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NANCY Did you get in trouble for destroying the golf ball?

DAVID No, my parents didn't care about that. But they weren't happy about me using a saw without permission. I'm lucky I still have all my fingers.

Segment 2

JUAN What about your teachers? Did they encourage you to be curious?

NANCY Hmm ... Well, in my case, some did, and some didn't. My preschool teacher absolutely did. I'll never forget my first science experiment. The teacher gave us paints in different colors and told us to mix them in any way we wanted. That's how I learned that if you mix blue and red you get purple. But then in fourth grade, I asked so many questions that the teacher, in front of the whole class, told me I could only ask one question every hour.

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Segment 3

NANCY What did the pictures show?

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DAVID That's fascinating.

JUAN Yeah, and also, when the participants were curious, there was more activity in the hippocampus, um, the part of the brain that's involved in creating memories.

PART 2 EXTENDED LISTENING

PASSAGE 1

Segment 1

I once sat with a 47-month-old girl while she created a series of animal drawings. She chose to draw a zebra first, but she asked me to show her how to draw it. Instead of giving her direct suggestions, I kept asking her open questions such as what they like to eat, what they listen to, what they smell, and so on.

Segment 2

When she finished each drawing she went to stash the drawing in her backpack. She sometimes came running back because she had just remembered something very important that she needed to add to the

picture. On the first drawing she had forgotten to put stripes on the zebra. While she had been drawing the zebra, I had asked her several times if zebras had anything special that made them different from horses, but I was careful not to give her an answer by suggesting that she add stripes. After she finished working on the drawing and she was no longer thinking about it, her subconscious mind remembered the stripes. Had my earlier questions produced this spontaneous latent insight?

Segment 3

20 minutes after she started drawings, she was asking herself similar questions on her own and answering them on her own in her drawing! She had imitated my open questions. She was not only making her own choices. She was learning how to give herself choices. At this point I asked fewer questions because she was already doing this. When her mother came to pick her up and saw the pictures, she affirmatively commented that her daughter had never drawn anything like this before.

PASSAGE 2

Segment 1

At the Kids' House of Science, we believe in giving our students the tools they need to learn about the world. Rather than simply memorize facts, we encourage students to conduct practical experiments and draw conclusions from the results of their work. The children's natural curiosity and creativity are fostered and encouraged, as teachers share not only their knowledge but also the joy of discovery with them.

Learning should be a fun and exciting process for every child. All our teachers are encouraged to think outside the box when it comes to illustrating key concepts and bringing their classrooms to life. From a young tomato plant grown in a biology class, to a small catapult in a physics lesson about levers, the sky's the limit when it comes to encouraging our students to be passionate about STEM (science, technology, education, mathematics) subjects.

Parents who are looking for the right school to send their child will have to look no further. Aside from an unusual but highly effective curriculum, the Kids' House of Science only employs educators who have passed the DBS (Disclosure and Barring Service) check and who have obtained a master's degree or equivalent qualification in the sciences from renowned UK universities.

Segment 2

Please note the following information about our summer camp. First, group sizes will be kept to 15 children at most, with 2 teachers assigned to each group to facilitate hands-on work. Special assistance will be provided to younger children during experiments. Second, we will have several refreshments breaks and toilet breaks throughout the day. Lunch should be provided by the parents, but the school will provide all other snacks. Please inform a teacher if your child has any dietary restrictions.

NEWS REPORT 1

Finland's students consistently rank among the best in the world, and people are looking to its unusual education system to learn the secrets behind its success.

Several factors make the Finnish education system very different from the one we know.

For one thing, cooperation and not competition, is what drives both students and teachers in Finland. Both strong and weak students share the same classes. Play, relaxation and outdoor learning are all encouraged in the Finnish school system. Students do not attend tuition lessons or after-school classes, and homework assignments are kept to a minimum.

Exam stress is also nonexistent. Throughout their nine years of compulsory education, only one standardized test — the national matriculation exam — will be given to the students. Instead, students are graded individually by their teachers who are able to track their progress over the years. Rather than teaching students about what they need to know in order to pass an exam, Finnish teachers focus on teaching students how to learn.

In Finland, teachers who enter the profession are given the same level of respect that you would expect to be shown to a doctor or a lawyer. Only the top graduates among those with a Master's degree are permitted to become educators. They are given small classes and the freedom to design curriculums tailored to the needs of the students. As they often work with the same students for many years, teachers understand their students well, and are able to work closely with them to address different learning needs.

NEWS REPORT 2

People are able to create and access information swiftly and easily today. Because it is so easy for incorrect or false information to be created and shared, critical thinking skills that help people to distinguish between fact and fiction have become increasingly important.

Critical thinking is a part of an ongoing information literacy campaign in Singapore. Since 2013, the S.U.R.E. (Source, Understand, Research, Evaluate) campaign run by the National Library Board (NLB) has promoted information literacy — the ability to recognize the need for information, and to locate, use and evaluate it. According to NLB manager Sara Pek, the campaign focuses on both "practical and fun aspects" of information literacy skills as a way to ease people into adopting these key 21st century skills in their lives. A collaboration between the Ministry of Education and the NLB has also enabled local schools to incorporate information literacy in their lower secondary humanities and primary social studies curriculum.

At one school, students are taught to tell fake news apart from the real. Sembawang Secondary's history teacher Puah You Kai conducted an unusual exercise where students were asked to research the Pacific Northwest Tree Octopus. While some students bought into the existence of this fictitious animal, others were not so easily fooled. Through these creative exercises, students are better equipped to analyze information and hone their critical thinking skills.

PART 3 SPEAKING

A

1. **NANCY** Did you get in trouble for destroying the golf ball?
   DAVID No, my parents didn't care about that. But they weren't happy about me using a saw without permission. I'm lucky I still have all my fingers.
   JUAN That's funny.
2. **NANCY** But then in fourth grade, I asked so many questions that the teacher, in front of the whole class, told me I could only ask one question every hour.
   DAVID Oh no! That's awful.
3. **JUAN** In my psychology class we just read a study about that exact thing. Researchers from the University of California at Davis wanted to find out what happens inside the brain when we're curious.
   NANCY How did they study that?
4. **NANCY** What did the pictures show?
   JUAN They showed that when the participants were very curious, the part of the brain that regulates pleasure and reward got excited. It's the same part of the brain that lights up when someone offers us candy or money. That was their first finding.
   DAVID That's fascinating.
5. **JUAN** Yeah, and also, when the participants were curious, there was more activity in the hippocampus, um, the part of the brain that's involved in creating memories.
   NANCY Um-hmm ...

E

1. **JUAN** Did you get in trouble for destroying the golf ball?
2. **JUAN** What about your teachers?
3. **JUAN** Did they encourage you to be curious?
4. **DAVID** We assume that, but do we actually know it's true?
5. **NANCY** What did the pictures show?
6. **JUAN** Can you guess what they found?

PART 4 TED TALKS

C VOCABULARY

1. The students were watching a **demonstration** in chemistry class when the experiment caught fire.
2. The professor **extended** the art history lecture by adding examples of paintings from more countries.
3. Because a lunar eclipse is a rare **phenomenon**, we spent several days discussing it in science class.
4. Aki practiced her speech out loud several times, so she was able to get up and speak with **confidence** before an audience of 200 people.
5. We were talking about politics when suddenly Marla made a **random** comment about her biology exam.
6. My grandmother is going to have a surgical **procedure** to help her see more clearly.
7. I used a process of **trial and error** until I finally discovered the solution to the problem.
8. After some **reflection**, she decided to sign up for the advanced chemistry class.
9. When I got a C on my research paper, I asked my professor if I could **revise** it and try to get a better grade.
10. All people **deserve** the opportunity for an education, even if they don't have a lot of money.

D WATCH FOR MAIN IDEAS

I teach chemistry.
(Explosion)
All right, all right. So more than just explosions, chemistry is everywhere. Have you ever found yourself at a restaurant spacing out just doing this over and over? Some people nodding yes. Recently, I showed this to my students, and I just asked them to try and explain why it happened. The questions and conversations that followed were fascinating.
Check out this video that Maddie from my period three class sent me that evening.
(Clang) (Laughs)
Now obviously, as Maddie's chemistry teacher, I love that she went home and continued to geek out about this kind of ridiculous demonstration that we did in class. But what fascinated me more is that Maddie's curiosity took her to a new level. If you look inside that beaker, you might see a candle. Maddie's using temperature to extend this phenomenon to a new scenario.
You know, questions and curiosity like Maddie's are magnets that draw us towards our teachers, and they transcend all technology or buzzwords in education. But if we place these technologies before student inquiry, we can be robbing ourselves of our greatest tool as teachers: our students' questions. …
... the truth is, I've been teaching for 13 years now, and it took a life-threatening situation to snap me out of 10 years of pseudo-teaching and help me realize that student questions are the seeds of real learning, not some scripted curriculum that gave them tidbits of random information.
In May of 2010, at 35 years old, with a two-year-old at home and my second child on the way, I was diagnosed

with a large aneurysm at the base of my thoracic aorta. This led to open-heart surgery. This is the actual real email from my doctor right there. Now, when I got this, I was — press Caps Lock — absolutely freaked out, okay? But I found surprising moments of comfort in the confidence that my surgeon embodied. Where did this guy get this confidence, the audacity of it?

So when I asked him, he told me three things. He said first, his curiosity drove him to ask hard questions about the procedure, about what worked and what didn't work. Second, he embraced, and didn't fear, the messy process of trial and error, the inevitable process of trial and error. And third, through intense reflection, he gathered the information that he needed to design and revise the procedure, and then, with a steady hand, he saved my life.

Now I absorbed a lot from these words of wisdom, and before I went back into the classroom that fall, I wrote down three rules of my own that I bring to my lesson planning still today. Rule number one: Curiosity comes first. Questions can be windows to great instruction, but not the other way around. Rule number two: Embrace the mess. We're all teachers. We know learning is ugly. And rule number three: Practice reflection. What we do is important. It deserves our care, but it also deserves our revision. Can we be the surgeons of our classrooms? As if what we are doing one day will save lives. Our students are worth it.

E WATCH FOR DETAILS

Segment 1

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(Clang) (Laughs)

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F WATCH AND TAKE NOTES

Segment 2

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G EXPAND YOUR VOCABULARY

1. Have you ever found yourself at a restaurant spacing out just doing this over and over?
2. Now obviously, as Maddie's chemistry teacher, I love that she went home and continued to geek out about this kind of ridiculous demonstration that we did in class.
3. The truth is, I've been teaching for 13 years now, and it took a life-threatening situation to snap me out of 10 years of pseudo-teaching and help me realize that student questions are the seeds of real learning, not some scripted curriculum that gave them tidbits of random information.
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