

Source: <<http://www.yaoming.net/home.aspx>>

Topic 5

He Shoots; He Scores; He Sells:

Yao Ming and His Appeal to the International Market

(1.5–2 lessons)

This lesson focuses on the Houston Rockets star, Chinese-born Yao Ming. Students will look at Yao Ming as a player and as a marketable product, listen to an audiotape about him, look at an Apple commercial in which he stars, and discuss his marketable qualities. They will then design a marketing plan for Yao Ming as a symbol/spokesperson for the Beijing Olympics, or for a celebrity from their own country who could be marketed to the international community. Some of the other academic tasks are:

note taking; using visual aids; describing, explaining, and illustrating a point; summarizing; recognizing the speaker's attitude; listening to obtain specific information; listening critically; understanding the relations between parts of a text through lexical and grammatical cohesive devices and through discourse indicators; extracting salient points to summarize; understanding media; and using appropriate writing techniques to plan, revise, edit, and complete a writing task.

Outcomes

SLO 1.3 Develop and express a personal position in a variety of ways...

SLO 2.1.3 Use developing control of grammatical features...

SLO 4.1 Use language to encourage...

SLO 6.2.7 Use elaboration...

SLO 6.2.8 Use imagery in the form of mental or actual pictures...

SLO 6.3.2 Use co-operation...

Instructional and Learning Sequence

Sequence 1

Activation

Have students examine the pictures of Yao Ming. Ask students what they know about Houston Rockets basketball star, Yao Ming, using questions like the following:

1. Who is Yao Ming?
2. Describe the qualities that made him attractive to basketball scouts. Focus on his background, how he was scouted, his adjustment to the U.S., and his contributions to his team.
3. Speculate on why Yao Ming is so popular. As a person? As a basketball player?
4. Reflect on how the international market is providing new sports icons that have global appeal.
5. Name other sports figures, movie stars, or singers from your country of origin with the global appeal of Yao Ming.

Record all answers.

Language Features

Structures

adjectives for description
 correct use of tense, especially correct use of third person present tense
 verbs followed by the preposition "on": reflect on, focus on
 verbs used in academic questions, such as describe, predict, name, reflect on

Discourse Features

review of discussion expressions

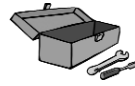
Academic Language Functions

describing, explaining

Student Learning Tasks

Examine the pictures of Yao Ming and discuss the five questions presented by the teacher. (C)

Teacher Notes and References



Visuals of Yao Ming (teacher-provided). Some are available at <www.allposters.com> (key in “Yao Ming” in the search box).

Sources of additional information are located on the Internet and in magazines such as *Time*, *People*, and *Sports Illustrated*, especially in the winter of 2003 editions. Examples:

- “Sky Rocket.” *Sports Illustrated*. 10 Feb 2003: 34-39.
- “The New Mr. Big.” *Sports Illustrated*. 28 Oct. 2002: 66-69.



Students may not know a lot about Yao Ming. Let them share what they do know and provide or have them research more information as needed.

In Chinese culture, a person’s given name comes after their family name. Therefore, during class discussions about Yao Ming, be aware that his “first” name is Ming, not Yao.

This activity could be done with any person who could have or has appeal in the global market.

Outcomes	Instructional and Learning Sequence
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SLO 1.1 Engage with increasingly difficult oral and/or visual texts...

SLO 1.5 Examine and interpret various visual media...

SLO 4.1 Use language to encourage...

SLO 6.1.1 Use advanced organization...

SLO 6.1.3 Use directed attention...

SLO 6.1.5 Use selective attention...

SLO 6.1.6 Use self-monitoring to check...

SLO 6.2.5 Use deduction and induction...

SLO 6.2.11 Use transfer...

SLO 6.2.12 Use inferencing to guess the meanings...

Activity 1

Tell students they are going to watch a video about Yao Ming’s first days as a Houston Rocket. Once they access the Internet site they will have to listen carefully to the tape to try to fill in the blanks in the exercise. Have students work together in small groups to preview the cloze exercise (**Handout 5-22: “Cloze Passage: ‘Houston’s Little Giant’”**) to see if they can predict what will go in the blanks. Make sure they know key vocabulary. Play the tape once as students fill in the cloze. Repeat the tape more than once if necessary. Correct the exercise as a class.

Review any new terms and expressions and do any necessary grammar mini-lessons. Students should also carefully reread the written information on each page of the clip transcript. There will be a number of unknown expressions to work on.

What is it that the clip seems to indicate about Yao Ming’s marketability?

Extension: Students may enjoy listening to “All the Way to Reno (You’re Gonna Be a Star)” by R.E.M., accompanied by slides of Yao Ming. The song lyrics can be accessed via the Internet.

Language Features	Vocabulary
	From the audio: engaging, learning curve, leverage, fully extended, timid
	Idioms: really lost, no matter how you stack it, tippytoes
	From the written description accompanying each still: North American references: “What’s up?”, Hummer, Michael Jordan, Tiger Woods
	General vocabulary: anticipated, profanity, dwarfs, debut, segment, rebounded, adjustment
	Basketball/sports terms: battles, guard, centre, number one draft pick, rookie, pre-season, drew fouls, scoring, blocking, superstar, number one icon
Structures	
Phrasal verbs: getting used to, goes up against	
Discourse Features	
note use of hedging expressions in “Houston’s Little Giant” clip	
Pronunciation	
note accent, reduction, linkage in audio	



Student Learning Tasks

In small groups, listen to the tape and fill in the blanks in **Handout 5-22**: “Cloze Passage: ‘Houston’s Little Giant.’” (G)

Correct the exercise as a class. (C)

Reread the written information on each page of **Handout 5-21**: “Script for the slides of ‘Houston’s Little Giant’” and review new terms and expressions. (I)

Teacher Notes and References



Handout 5-21: “Script for the slides of ‘Houston’s Little Giant’”

Handout 5-22: “Cloze Passage: ‘Houston’s Little Giant’”

Handout 5-23: “Cloze Passage Transcript: ‘Houston’s Little Giant’ (Teacher Version)”

Internet Resource: Clip of still pictures with audio: “*USA Today*: Houston’s Little Giant.” Go to

<www.usatoday.com/sports/basketball/nba/rockets/2002-10-28-yao-usat-cover_x.htm>: “Yao demonstrates NBA’s reach” by Tom Weir. Go to sidebar “Beyond Words, audio photo gallery.” Click on “*USA Today*’s Tom Weir on Houston’s Little Giant.” (The clip discusses Yao Ming’s early days in the U.S. with the Rockets.)



You can reformat the cloze in **Handout 5-22**: “Cloze Passage: ‘Houston’s Little Giant’” to leave out words that work best for your students. This cloze is missing contractions, idioms, and colloquialisms, as well as more difficult words. The audio and the written captions on each page, provide a great opportunity to discuss North American culture and informal language as well as expressions students would need to know when playing basketball. It also exposes students to different accents. Have students note hedging expressions used by the speaker.

Play the tape one to three times, depending on the listening skills of your students.

Outcomes	Instructional and Learning Sequence
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SLO 1.3 Develop and express a personal position in a variety of ways...

SLO 1.5 Examine and interpret various visual media...

SLO 1.7 Evaluate a given text...

SLO 4.1 Use language to encourage...

SLO 4.2 Communicate effectively to work with others...

SLO 4.3 Use clear and respectful language...

SLO 5.3 Analyze ways in which language and text affect... contemporary culture

SLO 5.4 Show understanding of the effect of cultural background...

SLO 6.1.5 Use selective attention...

SLO 6.2.7 Use elaboration...

Activity 2

Introduce the idea that famous people often endorse products. Introduce Yao Ming’s commercial for Apple computers. Do students know of any other products he endorses?

After watching the commercial, students divide into quads to answer the following questions: Why would this company use Yao to promote their PowerBook? What is the appeal of the commercial?

Focus on Yao Ming’s personal qualities and how they are used in the commercial. (Contrast between the two celebrities and their PCs; Ming’s expressive face, et cetera) Why is there no speaking in the commercial? Does the lack of speaking detract from the power of the commercial? What market is Apple trying to reach?

Students jot down notes. Finally, they should meet as a class to discuss their responses.

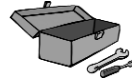
Language Features	Vocabulary
	body language, gestures, contrast, endorsements
	Discourse Features
	contrast markers
	Academic Language Functions
	comparing, contrasting, describing

Student Learning Tasks

Watch the commercial, then break into quad groups to answer the teacher's questions. (G)

Make notes. (G) As a class, discuss responses. (C)

Teacher Notes and References



Internet Resource: Apple commercial:

<www.esm.psu.edu/Faculty/Gray/movies.html> Scroll down to "The Mini-Me/Yao Ming 12"/17" PowerBook commercial. (6.8M)."



When you click on the address, you will immediately get a small version of the Apple commercial that will play automatically. To get a full screen version, click on "videos," and when that screen comes up, click on 'full screen.' You will need *QuickTime 5* to play the full screen video.

You will want to make sure that students know Mini Me from the Austin Powers movies.

Outcomes	Instructional and Learning Sequence
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SLO 1.4 Show an awareness of organizational patterns...

SLO 2.1.1 Analyze and edit texts...

SLO 2.1.3 Use developing control of grammatical features...

SLO 2.1.4 Refine pronunciation to increase intelligibility...

SLO 2.2 Use several visual techniques...

SLO 2.3.1 Use the structures and language features...

SLO 2.3.3 Produce effective oral presentations.

SLO 3.2 Develop and implement a plan for researching...

SLO 3.3 Quote from or refer to sources...

SLO 4.2 Communicate effectively to work with others...

SLO 4.4 Manage group action...

SLO 5.3 Analyze ways in which languages and text affect...contemporary culture.

SLO 5.7 Select and present ideas ...keeping in mind the intended audience.

SLO 6.1.2 Use organizational planning...

SLO 6.1.4 Use functional planning...

SLO 6.1.6 Use self-monitoring to check...

SLO 6.1.7 Use problem identification...

SLO 6.1.8 Use self-evaluation to check...

SLO 6.2.7 Use elaboration...

Writing Activities

Given what students have learned from discussing Yao Ming’s marketability, they work in groups of four to:

1. Design a business plan to market another well-known star from the student’s country of origin to an international market. What company would want this star? What is his or her appeal? How would his or her qualities be useful in promoting the goods sold by the company? Can a slogan be created?

OR

2. Create a plan that focuses on Yao Ming and promotes the 2008 Olympics in Beijing. What would be the best promotional connection? Culture? Basketball? International stardom? Marketability of international players? Beijing as the home of exceptional athletes? Beijing as a spectator of international sport? Beijing as a promoter of dreams? Students can begin by brainstorming for possible connections that will help promote the Beijing Olympics, the city and culture, and positive attitude toward sport.

Plans must contain written and visual components. They can be handed in or presented to the class.

You will want to create a suggested format for students to follow, such as the one below:

1. Introduction of star with visual(s) and music
2. List of marketable qualities
3. Slogan
4. Personal/media endorsements and testimonies
5. Suggested endorsements sought/products the person could promote well
6. Target market

Language Features

Vocabulary

producer, consumer, consumer demand, capital, competition, strategy, choice, profit, entrepreneur, human capital resource, target market, opportunity cost, potential investors, advertising and promotional materials, sales approach, risk management

Academic Language Functions

explaining, describing, illustrating, analyzing, summarizing

Student Learning Tasks

Teacher Notes and References

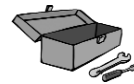
Assignment

In groups of four, design a business plan to market a well-known star from your country to an international market, following the suggested format. **(G)**

OR

In groups of four, follow the suggested format to create a plan that focuses on Yao Ming and promotes the 2008 Olympics in Beijing. **(G)**.

Hand in your plan for marking or presenting to the class. **(G)**
(C)

**Optional Internet Resources:**

Students may want to look at articles about Yao Ming to get ideas. Here are some sources:

“Yao Knows How to Strike a Pose with the Media” at: http://espn.go.com/nba/columns/bucher_ric/1470637.html

“Yao’s Appeal Transcends Basketball” at: www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2002/11/28/SP102483.DTL

“Asian Community Goes Wow for Yao” at: www.chron.com/cs/CDA/printstory.HTM/sports/1460530

“Yao Ming, China’s Incredible Hulk of the Hardcourt Becomes an NBA Sensation” at: www.time.com/time/asia/2003/heroes/yao_ming.html



You may want to assign this as a group project for written and oral presentation. Students will need to include visuals in this project.

Outcomes

- SLO 1.2** Respond to texts with increasing independence...

- SLO 2.1** Show sufficient control over linguistic structures...

- SLO 2.3** Produce a variety of short and extended text forms...

- SLO 2.3.1** Use the structures and language features...

- SLO 2.4** Use the steps of the writing process...

- SLO 6.1.5** Use selective attention...

- SLO 6.1.6** Use self-monitoring to check...

- SLO 6.1.8** Use self-evaluation to check...

- SLO 6.2.1** Use resourcing to access...

- SLO 6.2.7** Use elaboration...

- SLO 6.2.9** Use summarization...

- SLO 6.2.11** Use transfer...

Instructional and Learning Sequence

Sequence 2

Roundup

Have students go to the “Know Your Heroes” quiz and find out how well they know Asian icons. In their own words, students write a short piece about one of the stars they learned about. By clicking on the star’s name, they will get some information.

Language Features	Structures
	appropriate tense
	sentence-combining structures
	Discourse Features
	paragraph structure
	Academic Language Features
	paraphrasing

Student Learning Tasks

Go to the “Know Your Heroes” quiz and find out how well you know Asian icons. Write a short piece about one of the stars you learned about. (I)

Teacher Notes and References

Internet Resource: “Know Your Heroes” quiz at:
<www.time.com/time/asia/2003/heroes/quiz.html>

Script for the Slides of “Houston’s Little Giant”

- Slide 1:** Nothing
- Slide 2:** Yao Ming, the NBA’s most **anticipated** new player, **battles with guard** Steve Francis and **centre** Kelvin Cato during Yao’s first practice with his Houston Rockets teammates last Tuesday. Yao surprised Rockets’ head coach Rudy Tomjanovitch by practising the morning after arriving from China.
- Slide 3:** Yao Ming **goes up against** Kelvin Cato and Oscar Torres during practice. Yao, 22, **stands** 7', 5" and weighs 296 pounds. The practice was Houston’s first look at their **number one draft pick**.
- Slide 4** Teammate Steve Francis drives Yao Ming through rain during a charity golf luncheon. Yao, who studied English for five years, is slowly **getting used to** talking with his new teammates. The universal NBA greeting—**“What’s up?”** has been difficult for Yao to get used to; it sounds like a common Mandarin **profanity**.
- Slide 5:** Yao Ming **dwarfs** Rockets cheerleader, Tina Hill, as they arrive at the charity golf luncheon. Steve Francis, walking behind Yao, says that “Even my **Hummer** is too small for him.”
- Slide 6:** The media is following every move of the rookie Yao Ming. After his **debut** in a **pre-season** game where he **drew three fouls** in his first five minutes of action, ESPN strung together all of his worst moments for a Sportscenter segment. In his second preseason game, Yao **rebounded** by **scoring** 13 points and **blocking** 2 shots.
- Slide 7:** Yao Ming stands in line with translator Colin Pine during the charity luncheon. Although Yao speaks some English, Pine will be there to help Yao deal with the media and the **adjustment** to a new country.
- Slide 8:** Yao Ming won’t get too homesick during his first full season in the NBA. Houston has a small downtown Chinatown and a daily newspaper that prints in Chinese. To help out with the adjustment to the new life, Yao’s mother will stay with him at his Houston house during the whole season.
- Slide 9:** Yao Ming is photographed with admirers by translator Colin Pine. Rockets owner Les Alexander believes Yao will become a worldwide **superstar**: “In two years, he’ll be bigger than Michael [Jordan] ever was, worldwide, and bigger than Tiger [Woods]. I think he’s going to be the **number one icon** in the world.”

Script is available online: <www.usatoday.com/sports/basketball/nba/rockets/2002-10-28-yao-usat-cover_x.htm>.

Cloze Passage: "Houston's Little Giant"

1. Audio:

There is something _____ engaging about the guy. You see _____ and you _____ him to do well. Uh, I think you _____ that from _____ fans.

There's just something very _____ likeable _____ him.

2. Audio:

He's looked _____ every day. I think the big thing he's _____ is that uh, _____ learning curve is going up. Um, his first day (in) _____ played a game, he was _____ lost quite _____. And then, the next night, 24 hours later, he comes back, and he was _____, much more um, in _____.

3. Audio:

He's 296 pounds. He's virtually 300, and _____ how you stack it, 300 pounds is _____ good. He has really strong, um, _____ body strength, so he's probably gonna be able to leverage _____ he gets, uh, a _____ more time in and learns the NBA game.

4. Audio:

All of them _____ been very surprised at, uh, the _____ he has with the English language. He did take five years in Middle School, and when he's having _____ conversations with them, he speaks _____ English, um, _____ they say quite _____. _____ I talked to two guys _____ went _____ to him to the _____ Rock Café in San Antonio, and they said they _____ in English _____ the whole night.

5. Audio:

You never cease to be _____ by his height. That _____ he's going out to a tent at a "Meet _____" at a, uh, country club. And the cheerleaders _____ escorting us 'cause it was _____ very heavily. But even on tippytoes, fully extended, uh, they _____ get the umbrella over Yao Ming's head. Guys just look _____ every day and _____, "Man, that guy's just bigger _____ anything _____ we've ever seen!"

6. Audio:

He's a little _____, and I think it's mainly _____ a little concerned about _____ use _____ interpreter all the time. He _____ like to be doing it on his own. Doesn't always understand or _____ some of the... the more _____ questions. Like "_____ talk" was a new term _____.

7. Audio:

The big thing he's _____ for him when he's at home is that his _____ here and will be here for the whole _____. So she cooks for him, and he's real _____ that. He says he likes _____ a lot. Uh... he ate at the Hard Rock and the guys who ate with him said, you know, _____ no _____. I _____ him about that, and _____ pestering him and he wanted to give me an _____, and he finally said, "Well, you know, _____, I _____ like cold sandwiches that much," but it _____ a major complaint.

(continued)

Source: Audio from <www.usatoday.com/sports/gallery/2002-10-28-yaoming/flash.htm>.

“Houston’s Little Giant” (continued)

8. Audio:

I think he _____ read a fair _____
of English and he is reading that
_____ paper...um... It’s the
Southwest Asia News. Uh...so _____
_____ his news from there, and
they make _____ that he gets a paper every
day. He’s getting _____ to
the Internet, too. He’s got a laptop, and I think
they were _____ wire _____ all
_____ for him this week so that he can,
_____, have email _____
to friends and, and get on some of the Chinese
Internet _____.

9. Audio:

(Unintelligible) interesting _____
with the fans. Uh... he’s been stopping and
_____ with people. In San
Antonio, he was walking down the streets and
the San Antonians were um...saying “Hey,
_____!” He got
a big _____ out of that. _____ he
_____ also that he, he’s really felt that,
_____ getting to Houston, fans that
he’s _____ haven’t just
_____ him like a basketball player,
but he _____ they were treating him like a
Texan and, uh, he seemed genuinely
_____ by that.

**Cloze Passage Transcript:
“Houston’s Little Giant” (Teacher Version)**

1. Audio:

There is something terribly engaging about the guy. You see him and you want him to do well. Uh, I think you sense that from the fans.

There’s just something very immediately likeable about him.

2. Audio:

He’s looked better every day. I think the big thing he’s shown is that uh, his learning curve is going up. Um, his first day (in) that he played a game, he was really lost quite often. And then, the next night, 24 hours later, he comes back, and he was much, much more um, in control.

3. Audio:

He’s 296 pounds. He’s virtually 300, and no matter how you stack it, 300 pounds is pretty good. He has really strong, um, lower body strength, so he’s probably gonna be able to leverage as he gets, uh, a gets more time in and learns the NBA game.

4. Audio:

All of them have been very surprised at, uh, the ability he has with the English language. He did take five years in Middle School, and when he’s having casual conversations with them, he speaks in English, um, and they say quite well. That I talked to two guys that went out to him to the Hard Rock Café in San Antonio, and they said they spoke in English almost the whole night.

5. Audio:

You never cease to be surprised by his height. That picture is he’s going out to a tent at a “Meet and Greet” at a, uh, country club. And the cheerleaders were all escorting us ’cause it was raining very heavily. But even on tippytoes, fully extended, uh, they couldn’t get the umbrella over Yao Ming’s head. Guys just look at him every day and you go, “Man, that guy’s just bigger than anything else we’ve ever seen!”

6. Audio:

He’s a little timid, and I think it’s mainly he’s a little concerned about having to use an interpreter all the time. He would like to be doing it on his own. Doesn’t always understand or fully absorb some of the... the more cultural questions. Like “trash talk” was a new term to him.

7. Audio:

The big thing he’s got going for him when he’s at home is that his mother’s here and will be here for the whole year. So she cooks for him, and he’s real comfortable with that. He says he likes steak a lot. Uh... he ate at the Hard Rock and the guys who ate with him said, you know, he had no problem. I asked him about that, and I kept pestering him and he wanted to give me an answer, and he finally said, “Well, you know, okay, I don’t like cold sandwiches that much,” but it wasn’t a major complaint.

8. Audio:

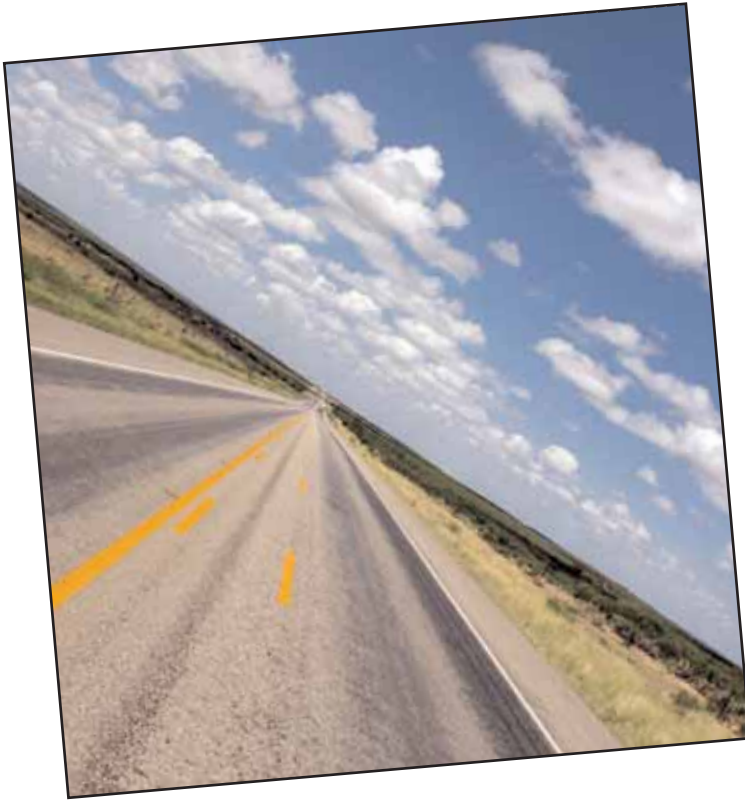
I think he can read a fair amount of English and he is reading that local paper...um... It’s the *Southwest Asia News*. Uh...so he’s getting his news from there, and they make sure that he gets a paper every day. He’s getting hooked up to the Internet, too. He’s got a laptop, and I think they were gonna wire it all up for him this week so that he can, you know, have email access to friends and, and get on some of the Chinese Internet availability.

(continued)

“Houston’s Little Giant” (Teacher Version) (continued)

9. Audio:

(Unintelligible) interesting interaction with the fans. Uh... he’s been stopping and posing with people. In San Antonio, he was walking down the streets and the San Antonians were um...saying “Hey, Mr. Houston!” He got a big kick out of that. And he said also that he, he’s really felt that, since getting to Houston, fans that he’s run into haven’t just treated him like a basketball player, but he felt they were treating him like a Texan and, uh, he seemed genuinely touched by that.



Topic 6

Where Are We Going?

(2–3 lessons)

This culminating lesson offers students a chance to review previous themes and extend their thinking to a global basis. The options for research and presentation include the effects of globalization on a small country, a role-play based on one of the previous topics, and a forecast of the state of the world 50 years from now.

Students can choose a panel presentation, debate, or role-play, accompanied by a short report, poster, or computer presentation. Each project should review essential language features from the previous lessons. Students will peer-evaluate. The reasons and contexts for working in groups are discussed.

Outcomes

SLO 2.2 Use several visual techniques...

SLO 6.2.3 Use grouping of items to classify...

Instructional and Learning Sequence

Sequence 1

Activation

Give students a list of 20 vocabulary items taken from all the previous modules. Make sure that four or five key words from each module are included. Using a graphic organizer, have students categorize the words into four groups. Students can name the categories, trying to make the fourth category unique. Share results and explain choices.

OR

Recall the modules covered in the course. Which topic was the most interesting to study? Which topic was the most important for the world? Why?

Discussion

Review some of the learning experiences from the course. Which ones were new to the students? Which did they prefer? Which were difficult or unpopular?

Language Features

Vocabulary

items drawn from the five modules

Academic Language Functions

classifying
evaluating

Student Learning Tasks

Given 20 vocabulary items, use a graphic organizer to categorize the words into four groups. **(I)** Share results and explain choices. **(C)**

OR

Discuss: Which topic was the most interesting to study in the course? Which topic was the most important for the world? Why? **(C)**

Discuss the learning experiences from the course. **(C)**

Teacher Notes and References**Appendix 19: Sort and Predict Graphic Organizer**

Have the class volunteer words that they remember from previous lessons. Write these on the board until there are 20 significant words to use for the Word Sort activity. This activity should reawaken ideas and language needed for the main learning experience.

Outcomes	Instructional and Learning Sequence
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SLO 1.3 Develop and express a personal position in a variety of ways...

SLO 1.6 Interpret a range of texts...

SLO 4.1 Use language to encourage...

SLO 6.1.5 Use selective attention...

SLO 6.2.7 Use elaboration...

Discussion and Reading

Invite feedback about the nature and amount of group or collaborative work required in the course.

If students are unconvinced about the importance of learning to work well in groups in an academic setting, refer them to **Handout 5-24: “Connecting the Dots”**

Begin with a discussion of how classes and assignments are usually conducted in their countries of origin. What do they think are the most important skills for success in the professional world? Identify some jobs in which people may be required to collaborate.

Read the text to find economic, career-related, and intellectual reasons for developing the ability to work in groups. After reading, identify the audience and purpose of this text. Predict what would likely follow. Discuss the ideas expressed. Have these ideas changed how the students perceive group work?

Introduce one or more of the final learning experiences described in Sequences 2 through 4.

Language Features	<p>Vocabulary</p> <p>vast majority, readily apparent, self-directed, important determinant, critical skill, procedurally convenient, regard, construct knowledge, back-and-forth, real-time version, embodied, discourse, multiple perspectives, phenomena, synthesize, purposeful, self-knowledge</p>
	<p>Academic Language Functions</p> <p>hypothesizing cause and effect</p>

Student Learning Tasks

Discuss the nature and amount of group or collaborative work required in the course. (C)

Discuss how classes and assignments are usually conducted in your country of origin. What do you think are the most important skills for success in the professional world? (C)

Read **Handout 5-24**: “Connecting the Dots” to find economic, career-related, and intellectual reasons for developing the ability to work in groups. (I)

Teacher Notes and References

Handout 5-24: “Connecting the Dots”



This discussion could also be held earlier in the course; however, the reading may be difficult in earlier stages.

Reflection on the reading could be done in the journal prior to discussion.

For the final learning experiences, allow students as much choice as possible.

Outcomes

- SLO 2.1** Show sufficient control over linguistic structures...
- SLO 2.1.4** Refine pronunciation to increase intelligibility...
- SLO 2.3** Produce a variety of short and extended text forms...
- SLO 3.1** Seek, organize, and synthesize information...
- SLO 3.2** Develop and implement a plan for researching...
- SLO 3.3** Quote from or refer to sources...
- SLO 4.1** Use language to encourage...
- SLO 4.2** Communicate effectively to work with others...
- SLO 4.3** Use clear and respectful language...
- SLO 4.4** Manage group action...
- SLO 5.6** Evaluate texts...
- SLO 5.7** Select and present ideas...keeping in mind the intended audience.

Instructional and Learning Sequence

Sequence 2

Research and Panel Discussion or Debate

Divide students into groups of three or four. Have them imagine that they are the leaders of a small nation that has been isolated from the rest of the world but is just now beginning to feel the influence of globalization. The nation is poor, but other nations seem to want the resources/cheap labour of the country. Additionally, the traditional way of life is being influenced by the outside world.

Students should research the pros and cons of globalization and present a debate or panel discussion on what course of action the nation should follow, giving reasons and possible consequences for their position.

Presentations can be peer- and teacher-evaluated, using a rubric.

The findings should also be written as a short position paper.

Language Features	Structures
	structures for prediction, possibility, and hedging (review) <ul style="list-style-type: none"> • expressing opinion; disagreeing
	Academic Language Functions
	comparing analyzing and interpreting justifying proposing solutions

OR

Sequence 3: Review and Role-Play

OR

Sequence 4: Research, Forecast, and Presentation

Student Learning Tasks

In groups of three or four, research the pros and cons of globalization on a small poor nation and present a debate or panel discussion on what course of action the nation should follow. **(G)**

Write up your findings in a short position paper. **(I)**

Teacher Notes and References

Create a videotape or audiotape of this presentation for the students' self-evaluation and for ease in teacher marking.

Outcomes

SLO 2.1 Show sufficient control over linguistic structures...

SLO 2.1.4 Refine pronunciation to increase intelligibility...

SLO 2.3 Produce a variety of short and extended text forms...

SLO 3.1 Seek, organize, and synthesize information...

SLO 3.2 Develop and implement a plan for researching...

SLO 3.3 Quote from or refer to sources...

SLO 4.1 Use language to encourage...

SLO 4.2 Communicate effectively to work with others...

SLO 4.3 Use clear and respectful language...

SLO 4.4 Manage group action...

SLO 5.6 Evaluate texts...

SLO 5.7 Select and present ideas...keeping in mind the intended audience.

Instructional and Learning Sequence

Sequence 3

Review and Role-Play

Divide students into groups of two or three. Each group will choose a theme covered in the course, or another issue of world concern, and develop a conversation about it. The conversation could be between two scientists, a journalist and a researcher, a talk-show host and an author, a doctor and patient, or other informed persons. They can look at the current situation or the possible future.

The conversation should be from five to seven minutes in length, and should contain examples of structures and vocabulary that were emphasized in class.

Students should write out a script of the conversation, but should be well-rehearsed. Students will perform the conversation before the class.

Presentations can be peer- and teacher-evaluated, using a rubric.

Language Features

Structures

- structures for prediction, possibility, and hedging (review)
- expressing opinion; disagreeing

Student Learning Tasks

In groups of two or three, choose a theme covered in the course, or another issue of world concern, and develop a conversation about it. (G)

Write out a script of the conversation and perform the conversation before class. (G) (C)

Teacher Notes and References

Videotaping or audiotaping the conversations allows the students to hear themselves and the teacher to evaluate carefully.

Outcomes

- SLO 2.1** Show sufficient control over linguistic structures...

- SLO 2.1.4** Refine pronunciation to increase intelligibility...

- SLO 2.3** Produce a variety of short and extended text forms...

- SLO 3.1** Seek, organize, and synthesize information...

- SLO 3.2** Develop and implement a plan for researching...

- SLO 3.3** Quote from or refer to sources...

- SLO 4.1** Use language to encourage...

- SLO 4.2** Communicate effectively to work with others...

- SLO 4.3** Use clear and respectful language...

- SLO 4.4** Manage group action...

- SLO 5.6** Evaluate texts...

- SLO 5.7** Select and present ideas ...keeping in mind the intended audience.

Instructional and Learning Sequence

Sequence 4

Research, Forecast, and Presentation

Students divide into groups of two or three and choose one of the topics (e.g., air pollution) covered previously. Students write a short joint report about the world or their country of origin in regard to that topic in the next 50 years. The report should refer to conditions, trends, possible changes, and consequences.

Students present their predictions to the class, accompanied by a short computer or poster presentation.

Presentations can be peer- and teacher-evaluated, using a rubric with criteria for both content and presentation.

Language Features	Structures
	structures for prediction, possibility, and hedging (review) expressing opinion; disagreeing
	Academic Language Functions
	predicting expressing possibility inferring

Student Learning Tasks**Teacher Notes and References**

In groups of two or three, choose one of the topics (e.g., air pollution) covered previously and write a short joint report about the world or your country of origin in regard to that topic in the next 50 years. Refer to conditions, trends, possible changes, and consequences. **(G)**

Present your predictions to the class, accompanied by a short computer or poster presentation. **(G) (C)**

Connecting the Dots

Often during this course you have been asked to work in groups. What is the role of social interaction in developing stronger writing? A common image of the writer is a solitary soul holed up in a room, feverishly pounding away at a computer, forgetting to eat or drink until the perfect line flows out onto the screen. Another misconception is of an extraordinarily gifted individual who can perfectly capture an idea in words at the first try.

However, professionals who write as part of their academic, scientific, or business careers increasingly depend on a writing community of colleagues for the majority of their work. They generate and test ideas as they sit around a table or share an email discussion; they may focus and organize these ideas using wall charts or whiteboards; they may split the writing and editing in different ways; circulate and critique their shared work electronically or in print; and finally come to a consensus on the final document. Much of the writing in the professional world today, including technical articles, proposals, advertising, reports, and web pages, is ultimately produced by a team.

The team approach to writing has been driven by several recent developments. First, the complexity of contemporary research, technology, and business demands more breadth or depth of expertise than one person likely has. Second, organizational patterns in the working world have been evolving from hierarchical systems to more self-directed teams who must produce their own documents. Finally, and perhaps most significantly, is the development of networked computers, so that team members can conveniently circulate and revise work within the

same office or from thousands of kilometres apart. As a result of this shift in working style, group interaction skills and the ability to team-write have become critical determinants of career success.

Beyond the efficiency of group writing, a writing community allows individuals the social interaction that helps construct knowledge. We see a topic through the perspective of our own experience, but as we are presented with multiple angles of vision, we are able to examine, focus, and expand our own knowledge. This process promotes the creation of new understandings. Oral discussion does this and so can team writing.

However, as in team sports, team writing is a learned skill. Most students are familiar with the dilemma presented by some group efforts, when one person completed the majority of the work, with others more than ready to accept equal credit for less than equal effort. Others recall wasted hours as the team members tried to organize themselves and focus on the task.

