

Derek Sivers: Weird or just different?

Derek Sivers was originally a professional musician and circus clown. He is best known as the founder of CD Baby, a company he started in 1998. It became the largest seller of independent music online. Since then, he has started other companies, including one which helps people launch businesses in Asian countries. The company explains that setting up a business in Asia might be different from how people do it elsewhere in the world.

Derek Sivers's idea worth spreading is that whatever ideas we have or hear, we need to remember that the opposite may also be true.

Before You Watch

Activity 1

Activity aim: To show students that their own assumptions are not necessarily the same as people's in other parts of the world.

Class length: 90 / 60 / 30 minutes

Pacing: 5 minutes

- Show students the image of the dogs and ask them to choose a word or phrase they would associate with the animals.
- Gather 3–4 students' responses or take a class vote.
- Explain that for many people around the world, dogs are present in the home as pets. In many households, dogs are part of a family. For some, dogs are not pets and are seen as unclean animals or used for security to protect a dwelling from intruders.
- Show students the image of the octopus and ask them to choose a word or phrase they would associate with the animal.
- Gather 3–4 students' responses or take a class vote.
- Explain that for many people around the world, octopuses are wild animals that possess an impressive intelligence. They are not kept as pets because of their ability to escape. For some, octopuses are food. They can be prepared and eaten in a variety of different ways.
- Show students the image of the cow and ask them to choose a word or phrase they would associate with the animal.
- Gather 3–4 students' responses or take a class vote.
- Explain that for many people around the world, cows are livestock bred for their meat and dairy. For some, they are animals that may work the land. For Hindus, cows have significant religious meaning.
- Show students the image of the grasshopper and ask them to choose a word or phrase they would associate with the animal.

- Gather 3–4 students' responses or take a class vote.
- Explain that for many people, grasshoppers are insects that live in dry, open habitats surrounded by grass. Some see the insects as pests that destroy foliage. In China, grasshoppers are especially destructive in rice paddies. In some places around the world, grasshoppers are considered food.

Answers

Answers will vary.

Extension

- Ask students to work in small groups and discuss any other assumptions that are not true in other parts of the world.
- During feedback, elicit responses from each group and write them on the board.
- Take a poll and have students vote on the one that surprised them the most.

Activity 2

Activity aim: To show students that their own assumptions may not necessarily be true.

Class length: 90 / 60 minutes

Pacing: 5 minutes

- Show students each description and ask them to choose the person they think it is about.
- Some students may not know who the people are. In this case, explain some additional information about each person:
Richard Branson: Founder of Virgin and successful entrepreneur; Christopher Walken: Famous American movie actor, starred in the 2016 version of *The Jungle Book*; Mark Wahlberg: Famous American movie actor, starred in the *Transformers* movie series.
Taylor Swift: Famous American pop singer; Steve Jobs: Co-founder of Apple; Natalie Portman: Famous American movie actress.
- Gather 3–4 students' responses or take a class vote before revealing the answer.

Answers

1. Christopher Walken; 2. Natalie Portman

Extension

- Ask students to work in small groups and have them play two truths and a lie.
- Explain the rules of the game: students are to write two truths and one lie about themselves. Other players try to guess what the lie is.
- During feedback, elicit responses from each group and write them on the board.
- Take a poll and have students vote on the one that surprised them the most.

Activity 3

Activity aim: To show students that their own assumptions are not necessarily the same as people's in other parts of the world.

Class length: 90 minutes

Pacing: 5 minutes

- Show students the exchange and ask them to choose what they think is the intended meaning of the response.
- Gather 3–4 students' responses or take a class vote.
- Explain that in Western culture, some people may interpret the response to mean that though it will be difficult, the room will be prepared on time. For some, particularly in East Asian cultures, this is a polite form of saying that the room will not be prepared on time.

Extension

- Ask learners which meanings they found the most surprising.
- Ask learners: "Can you share any other times where you assumed one thing, but learned something different?" Allow 3–4 students to give additional examples and discuss.

Watch

As students are guided to the correct answers through the in-app feedback, it is not necessary to review each question in the app. However, briefly reviewing any questions students have about individual items, or reviewing one or two of the activities would be appropriate. If class time is restricted, this option could be a way of checking comprehension and vocabulary in lieu of doing the in-class activities. Another suggestion to open the in-class discussion section would be to take a poll of students' answers to the first and last activities, which indicate their personal opinions and attitudes.

After You Watch

Comprehension: Activity

Activity aim: To ensure learners have comprehended specific information from the talk.

Class length: 90 / 60 / 30 minutes

Pacing: 5 minutes

Worksheet: Comprehension

- Instruct students to write two different definitions for the words, based on the talk. You may choose to use the worksheet for this task.
- Have students get together in pairs and compare definitions.
- Go through answers as a class.

Answers

street: named spaces in between blocks / unnamed spaces in between blocks

block: named spaces in between streets / unnamed spaces in between streets

doctor: person who gets paid for improving a patient's health / person who does not get paid when a patient is sick

Vocabulary: Activity 1

Activity aim: To ensure learners are familiar with key vocabulary.

Class length: 90 / 60 minutes

Pacing: 4 minutes

Worksheet: Vocabulary 1

- Give learners a few minutes to complete the activity on their own, and then go through the answers as a class. You may choose to use the worksheet for this task.

Answers

assumption; opposite; confused; address; street; block

Extension

- Ask learners to work in pairs and make new sentences using the key vocabulary.

Vocabulary: Activity 2

Activity aim: To ensure learners are familiar with the functions/meanings of the same words.

Class length: 90 / 60 minutes

Pacing: 5 minutes

Worksheet: Vocabulary 2

- Give learners a few minutes to complete the activity on their own, and then go through the answers as a class. You may choose to use the worksheet for this task.

Answers

1. C; 2. A; 3. E; 4. B; 5. D; 6. F

Extension

- Provide students with two uses of *well* to extend their practice:
Well, now isn't a good time. We should think about the task. (an interjection used to redirect)
OK, I hope we hear from the teacher soon. I can't think **well** if I'm hungry. (good)
- Ask learners to work on their own and make new sentences using the vocabulary in bold.
- Put students in pairs and have them try to identify the meanings of the words in bold in each their sentences.

Grammar: Activity 1

Activity aim: To consolidate learners' existing knowledge of demonstratives and to take it a step further by associating vocabulary categories with the words and pointing out that demonstratives may function both as adjectives and pronouns.

Class length: 90 / 60 / 30 minutes

Pacing: 5 minutes

- Play the extract and ask students to pay attention to the bolded words.
- Ask students: "What is the difference between *this block* and *that block*?"
- When students have said that the difference is the distance from the speaker, confirm their understanding by asking: "Which street is closer to the speaker, 26th or 27th?"

Answers

This indicates something is near. *That* indicates something is further away.

Extension

- Invite students to come up with some of their own examples.
- Have students use the demonstratives by pointing to things in the classroom.
- A variation of this activity could involve students calling out an item; other students shout out the demonstrative based on the proximity of the item to the speaker.
- You could also do this as the instructor; students shout out the demonstrative based on the proximity of the item to you.

Grammar: Activity 2

Activity aim: To ensure learners comprehend the demonstratives.

Class length: 90 / 60 minutes

Pacing: 2 minutes

Worksheet: Grammar 2

- Have students complete the table on their own. Set a time limit based on your expectations of the class. You may choose to use the worksheet for this task.
- Go through answers as a class.

Answers

Near: this; these; Far: those; that

Grammar: Activity 3

Activity aim: To ensure learners comprehend the demonstratives.

Class length: 90 / 60 minutes

Pacing: 2 minutes

- Have students work in pairs to decide what the correct answers are.
- Go through answers as a class.

Answers

this; that

Grammar: Activity 4

Activity aim: To ensure learners comprehend the demonstratives.

Class length: 90 / 60 minutes

Pacing: 2 minutes

- Have students work in pairs to decide what the correct answers are.
- Go through answers as a class.

Answers

those; these

Speaking: Activity 1

Activity aim: To ensure learners are able to accurately pronounce ordinal numbers.

Class length: 90 / 60 / 30 minutes

Pacing: 5 minutes

- Play the audio and have students repeat the ordinal numbers.
- Say cardinal numbers that are NOT on the screen (21: twenty-one; 22: twenty-two; 33: thirty-three; 34: thirty-four; forty; fifty; sixty; seventy; eighty; ninety; one hundred) and call on students to say the ordinal.

Speaking: Activity 2

Activity aim: To ensure learners are able to accurately pronounce ordinal numbers.

Class length: 90 / 60 minutes

Pacing: 5 minutes

Worksheet: Speaking 2

- Show the sentences to students and have them unscramble them. You may choose to use the worksheet for this task.
- Have students spell the ordinal numbers to reinforce spelling.

Answers

1. House number one is the first house that was built.
2. This phone is the second generation model.
3. That is the third car my brother has bought this year.
4. He came tenth in the international marathon.
5. This is the nineteenth year the restaurant has won the top prize.
6. I went to my friend's sixteenth birthday party last week.

Extension

- Have students work alone and write four new sentences using two ordinal numbers and two cardinal numbers.
- Once students complete their sentences, ask them to exchange them with a partner's and read them aloud.
- Ask students to monitor the pronunciation of the ordinal and cardinal numbers in their sentences.

Discussion: Activity 1

Activity aim: To allow learners to have further discussions about assumptions.

Class length: 90 / 60 / 30 minutes

Pacing: 10 minutes

- Ask students: "What do you expect to see when you think of a world map?" Ask a volunteer to come up and draw one on one half of the board. Then ask students: "What did the map in the video look like?" "What was different about it?"

- Ask another volunteer to try to recreate Derek's map on the other half of the board. Encourage the class to guide and correct the volunteer—in English!
- Play the excerpt and pause on the map. As a class, briefly discuss how closely the map in the talk matches the map the student drew.

Answers

Answers will vary.

Discussion: Activity 2

Activity aim: To allow learners to have further discussions about assumptions.

Class length: 90 / 60 minutes

Pacing: 10 minutes

- Put students into four groups.
- Show the four different versions of the world map. Ask students to discuss each map and come up with a reason that it looks the way it does.
- Gather students and conduct feedback as a class.

Answers

Answers will vary, but here are some sample points that students might make:

- People expect to see the region where their country is in the center.
- Old maps were drawn before more exploration was carried out to confirm what a country looked like.
- Maps are arranged by time zone.

Discussion: Activity 3

Activity aim: To allow learners to distinguish between *assumption* and *miscommunication*.

Class length: 90 / 60 minutes

Pacing: 10 minutes

- Introduce the term *misconception*. Ask students to guess at the meaning (they might recognize the root word *concept*). Say: "Another way to talk about assumptions is to talk about misconceptions. A misconception is an incorrect view or opinion."
- Show students the definition.
- Ask: "How does that sound different than an assumption?"
- Lead students to the idea that an assumption is not necessarily wrong, but a misconception is. Use these questions to guide them: "Is an assumption always true?" "Is it always wrong?" "Is it true sometimes?" "But a misconception is always incorrect, no?" "So that is the difference: an assumption might be wrong, but a misconception is wrong."

Discussion: Activity 4

Activity aim: To allow learners to discuss common misconceptions.

Class length: 90 / 60 minutes

Pacing: 5 minutes

- Discuss the common misconceptions listed.

Answers

Coffee is made from seeds commonly referred to as beans.

Chameleons color change is a response to mood, temperature, communication, and light.

Mount Everest is the tallest above sea level, but Mauna Kea is the tallest when measured from its base to the summit.

The Great Wall of China cannot be seen from space with the naked eye.

Extension

- Ask students to work in groups and discuss any misconceptions about people, places, and things.
- Ask students to decide on one common misconception from their discussion.
- Elicit the misconception from each group and write it on the board.
- Have students create a heat map with stickers by placing stickers on the misconception that surprised them the most.

Project: Activity

Activity aim: To allow learners to think deeper about misconceptions and produce an extended piece of writing which consolidates their ideas.

Class length: 90 / 60 / 30 minutes

Pacing: Outside class time

Worksheet: Project

- Follow up on the idea of a misconception by getting students to think about misconceptions people have of them, their community, country, etc.
- Have students write something that disproves the misconception, using a process approach. Give them some language to state disagreements and strategies for supporting their argument. You may choose to use the worksheet for this task.