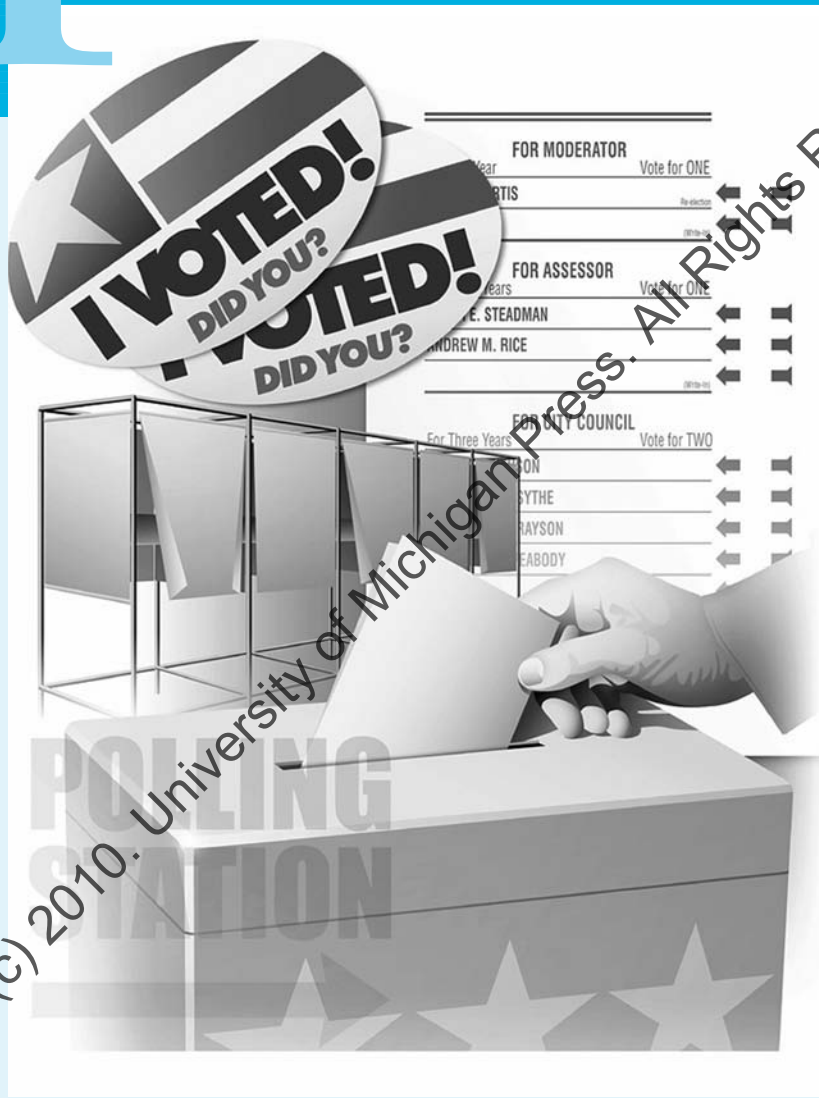


1

Political Science: Elections



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Political science is a social study concerned with government and its people, systems, and behaviors. One area of politics is elections, which is the act of choosing or selecting people to run the government. This unit explores different types of elections and common political issues.

Part 1: Student Government

Pre-Listening Activities

Many schools and universities have a student government comprised of student representatives and officers like a president, vice-president, and secretary, who are elected by the student body. The elected students are responsible for such things as representing the interests and concerns of the students, sponsoring programs and entertainment, and serving as a link between the administration and the students. Answer these questions with a partner.

1. What do you know about your school's student government? Do you know any officers? Did you vote in the election?

2. Would you want to run for the student government? Why or why not?

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Strategy: Listening for and Giving Numerical Information

In English, different patterns are used when giving numerical information.

Location

If a room number or address is a single digit, say the one number.

Room 6 [room six]

8 Wells Hall [eight Wells Hall]

If a room number or address has two digits, say the whole number (not two individual numbers)

Room 62 [sixty-two] (not six two)

28 Wells Hall [twenty-eight] (not two eight)

If a room number or address has three digits, say the first as a single digit and pronounce the last two as a whole number. If the location has a number that is a multiple of one hundred, then pronounce it as such.

Room 621 [six twenty-one]

234 Campus Drive [two thirty-four]

400 University Avenue [four hundred]

If a room number or address has four digits, say them as two whole numbers with a slight pause between them. If the location is a multiple of one thousand, then pronounce it as such.

Room 6217 [sixty-two/pause/seventeen]

2845 Willow Drive [twenty-eight/pause/forty-five]

1000 Main Street [one thousand]

Time

If a time is on the hour, we say the single digit.

7:00 [seven]

If the time is not on the hour, we say the hour as a single digit and the minutes as a whole number.

7:15 [seven fifteen]

If the number contains a zero, we usually pronounce it as “oh,” not “zero.”

7:04 [seven oh four]

Phone Numbers

For the first part of the phone number (including the area code), say the first three digits as single or individual digits and then pause. For the last part of the phone number, say the first two as single digits, pause, and then say the last two as single digits.

555-2758 [five five five/pause/two seven/pause/five eight]

Another way to think about this is to say the numbers in terms of intonation as flat, flat, flat, (555); up, up, (27); down, down, (58).

Some people will pronounce the second part as two whole numbers with a pause between them.

555-2758 [five five five/pause/twenty-seven/pause/fifty-eight]

If the second part has a teen number, say them as single digits or whole numbers, but do not combine single digits and whole numbers.

555-1628 [five five five/pause/sixteen/pause/twenty-eight]
or [five five five/pause/one six/pause/two eight] (not five five five/pause/sixteen/pause/two eight)

If the number is a multiple of one thousand, say it as such.

555-1000 [five five five/pause/one thousand]

If the first part of the number contains a zero, it is common say it as “oh.”
If the second part of the number contains a zero, say it as “zero.”

650-4008 [six five oh/pause/four zero zero eight]

Pronunciation Note: When pronouncing one of the teen numbers (13/thirteen through 19/nineteen), make sure the *t* sound is clear and your listener can hear the */n/* sound at the end of the word. When pronouncing a ten (or *-ty*) number that ends in zero (20/twenty to 90/ninety), the *t* will sound more like a *d*. Also notice that the syllable stress is different. The teens have the main stress on the second syllable. The tens are stressed on the first syllable. You can confirm the number by asking, “Did you say fifteen, one five, or fifty, five zero?”

Listening for and Giving Numerical Information

Write any two room numbers, times, and phone numbers that you can think of or make up. Say them to a partner, expressing yourself clearly in English. Then exchange roles, and write your partner's numbers.

Your room numbers: _____

Your times: _____

Your phone numbers: _____

Your partner's room numbers: _____

Your partner's times: _____

Your phone numbers: _____



Listening 1: Scheduling a Meeting for an Event

Listening for Information

The listening passage is a conversation between two students. They are discussing the debate between candidates who are campaigning to be president of the student government. They use several numbers in the conversation when talking about time, location, and contact information. As you listen to the conversation, write answers to the questions.

1. What time does the debate start? _____
2. What time does the meet-the-candidates function start? _____
3. What time is the question period scheduled to begin? _____
4. Where is the meet-the-candidates function? _____
5. Where is the debate? _____
6. Where is the reception? _____
7. What time does the first student get off work? _____
8. What is the second student's phone number? _____



Speaking

Clarifying

Sometimes you want to make sure that you have heard something correctly or that you have understood the meaning. Using certain phrases to ask for clarification will help you make sure you have the correct information.

ASKING FOR CLARIFICATION

About Specific Information	About General Information
<i>I didn't catch that</i> [street number and name].	<i>I didn't catch what you said about. . .</i>
<i>Can you repeat that</i> [phone number]?	<i>I'm not sure I understand your last point.</i>
<i>I'm sorry, but I didn't get that</i> [room number]. <i>Would you say it again?</i>	<i>Are you saying that. . .</i>
<i>Did you say</i> [Room 621]?	<i>Do you mean that. . .</i>
<i>Could you spell that</i> [street number and name], <i>please?</i>	<i>So what exactly do you mean by that?</i>
<i>Could you say that slower, please?</i>	<i>Could you explain it again?</i>

If you are the speaker and someone asks you for information, you will have to clarify or restate information. There are some common phrases to use to repeat or reword the information for the listener.

GIVING CLARIFICATION

About Specific Information	About General Information
<i>That</i> [address] <i>was. . .</i>	<i>Let me say it another way.</i>
<i>Let me repeat that</i> [phone number]. <i>It was . . .</i>	<i>My point is that. . .</i>
<i>I'll say it again.</i>	<i>What I mean is. . .</i>
<i>No, I said</i> [Room 621].	<i>In other words. . .</i>
<i>Yes, that's right.</i>	<i>I can make it clearer by saying. . .</i>

Role-Playing

Work with a classmate to role play possible conversations for this situation. Use the phrases in the boxes on page 6 or others that you can think of to write dialogues. Then read your dialogues for the class.

SITUATION

Kyle wants to be president of the student government. His competitor is leading in the polls because he is giving away free food at his rallies. During a campaign speech, Kyle promises the audience that he will work with university administrators to lower tuition by five percent. He knows this isn't possible, but he feels he will lose the election unless he makes this promise.

Person A begins by saying what will happen if the students find out that Kyle can't keep his promise.

Person B will ask for clarification about Person A's statement.

Person A will clarify and use other words.

Person A:

Person B:

Person A:

Can you extend the conversation with other ideas and clarifications?

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Asking for More Information

One of the best ways to get more information is to use *wh*- questions: *who*, *what*, *where*, *when*, and *why*. You can also ask questions beginning with the word *how*.

Student government representatives are responsible for being the voice of the students. Their platforms are an announcement of what principles will be the basis of their time in office. Candidates state what problems they will address and how they will solve them. Read the list of issues that may be part of a college or university presidential platform, and then write one question asking for more information about five of the issues.

- | | |
|-----------------------------------|--------------------|
| campus facilities | housing |
| campus safety | meal plan choices |
| communication with administrators | parking |
| communication with students | student activities |
| diversity | tuition |

Example: housing issues

Question: What do you plan to do about the crowded dormitories on campus? How do you plan to accomplish that?

Example: campus facilities

Question: When do you think the campus library should be open?

1. _____
2. _____
3. _____
4. _____
5. _____

Making an Impromptu Speech

Each student will be a presidential candidate for student body president. Look at the five questions you wrote and think about which is about the most important issue for you. You will have the chance to ask a classmate your question. Be prepared to answer one of their questions when it is your turn to run for president. You will have two minutes to answer the question and give specific details about your plan.

Part 2: Discussing Serious Issues

Pre-Listening Activities

As you learned in Part 1, college campuses often have a student government that addresses the needs and wants of the student body. On a larger scale, a city's or country's government looks at and makes decisions about citizens' needs and wants. Answer these questions with a partner.

1. What are common issues for a government you are familiar with?

2. Look at the list of issues that presidential candidates in the United States sometimes consider when developing their platform. Which do you consider the most important? Why?

civil rights
economy
education
environment
gun control

health care
international relations
immigration
military
taxes

3. What other issues should the government address?

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Reading

Reading about Political Issues

One issue important to many people is service or volunteering. Read about some of the progress President Obama made and the general vision and principles he hoped for during his first year in office. Discuss his ideas as well as your own ideas about service and volunteering.

Service

Progress

On April 21, 2009, President Obama signed the Edward M. Kennedy Serve America Act, a landmark piece of legislation.

- The Serve America Act will increase the size of AmeriCorps from 75,000 volunteers to 250,000 by 2017.
- The Act also creates a Social Innovation Fund that will invest in ideas that are proven to improve outcomes and “what works” funds in federal agencies to promote effective and innovative programs.
- The American Recovery and Reinvestment Act included \$201 million in funding for the Corporation for National and Community Service to support an expansion of AmeriCorps State and National and AmeriCorps VISTA programs.



Guiding Principles

President Obama has always been a strong supporter of empowering ordinary people to do extraordinary things by improving their local communities through service. President Obama asks how we—through both existing organizations and individual action—can take an active role in America’s economic recovery and improve our fellow citizens’ lives through our service work.

Promote Sustained Civic Engagement

President Obama believes that service consists of more than a “one-off” occasion. He believes that civic engagement and service should be a lifelong commitment whether at the school, community, city, state, or national level. This includes community service, government service, and military service. By empowering people at all stages of their lives and at all levels of society to stand up and help solve problems in their own communities, the federal government will encourage sustained civic engagement that will transform those serving, the communities they help, and the nation as a whole.

Measure Results

President Obama believes in measuring the outcomes of service—not just the hours served or number of volunteers—to enhance what works and avoid using resources on ineffective programs. He will encourage planning, goal-setting, and execution by volunteers at the local level, so that volunteering is tied into a united and measured effort across the nation.

Reward Innovative Solutions to Pressing Social Problems

President Obama envisions a social innovation framework for the 21st century that reflects a new social contract: citizens actively and effectively serving their communities, solving problems, and connecting their service to a larger effort. Government will serve as an innovative, efficient, transparent, and accountable catalyst for service. The President will expand service opportunities to enable all Americans to enlist in an effort to meet the nation’s challenges and will leverage investments in the nonprofit sector—a critical problem-solving partner and social innovation engine. He will also promote innovations within government by seeking out what works in federal programs and expanding best practices.

From White House, www.whitehouse.gov/issues/service/. Accessed on February 1, 2010.

Asking Clarification Questions

Read the statements from the reading on pages 10–11. Imagine you had questions about these views for a candidate running for office. Write clarification questions.

1. He believes that civic engagement and service should be a lifelong commitment whether at the school, community, city, state, or national level.

2. By empowering people at all stages of their lives and at all levels of society to stand up and help solve problems in their own communities, the federal government will encourage sustained civic engagement that will transform those serving, the communities they help, and the nation as a whole.

3. He will encourage planning, goal-setting, and execution by volunteers at the local level, so that volunteering is tied into a united and measured effort across the nation.

4. Government will serve as an innovative, efficient, transparent, and accountable catalyst for service.

5. The President will expand service opportunities to enable all Americans to enlist in an effort to meet the nation's challenges and will leverage investments in the nonprofit sector—a critical problem-solving partner and social innovation engine.

6. He will also promote innovations within government by seeking out what works in federal programs and expanding best practices.

Work with a partner. Person A should read the original statement. Person B should ask the clarification question. Then Person A can give clarification using one of the phrases on page 6. Take turns.

Strategy: Listening for and Using Contractions

In conversations, academic discussions, and even in formal lectures, native English speakers use contractions. Even though some contractions are grammatically correct, this contracted English is generally considered less formal.

A contraction is shortening two words into one by omitting letters and inserting an apostrophe (').

Many contractions form the negative—by using the word *not*.

is not = *isn't*

are not = *aren't*

Other contractions are formed using pronouns and auxiliary verbs.

she will = *she'll*

would have = *would've*

Some contractions are considered very informal and are used primarily in spoken English.

here is = *here's*

what is = *what's*

that will = *that'll*

who would = *who'd*

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Practicing Contractions

Combine these words into commonly used contractions in English.

1. I am _____
2. he will _____
3. we have _____
4. you are _____
5. they had _____
6. need not _____
7. what will _____

Write these contractions in more formal, non-contracted English.

8. I've _____
9. it's _____
10. we're _____
11. you'll _____
12. they've _____
13. oughtn't _____
14. what's _____

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Practicing More Formal English

Cross out the contraction, and write the more formal English on the line. Then read the sentences aloud both ways to a partner. Discuss which you like better.

1. He's a political candidate but hasn't won the election yet so he's not an office holder.

2. I'd taken the entrance examination the July before. It's required for admittance to the school of political science.

3. I didn't know a thing about the voting system, but I was determined to learn so I'd be able to work for the government.

4. I wasn't out there to waste time; I wanted to work on a presidential campaign, and I wouldn't give up my dream.

5. I could've done something else, but I chose to keep studying. They'd accept me into the school's program after my test scores were recorded.

6. She's great. If you're writing a campaign speech and need help, she'll be there for you. If you're struggling with ideas, then she'll show up to offer her ideas.

7. They're the voters that'll make the final decision, so don't say the wrong things.

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Speaking

Agreeing and Disagreeing

In conversations and group discussions, you have to agree and disagree with what someone else is saying. Most people think it is easier to agree, but sometimes you have to disagree. When you agree and disagree, your choice of phrase and your tone of voice are important. Consider who you are talking with and what you are talking about when choosing the best words and tone to use.

FORMAL AGREEING AND DISAGREEING

Agreeing
<i>That's a good point.</i>
<i>I agree with you.</i>
<i>That's what I think, too.</i>
<i>I share your opinion.</i>
<i>You're correct.</i>
<i>I'm in complete agreement with you.</i>

Disagreeing
<i>I don't think so.</i>
<i>I don't agree.</i>
<i>I'm afraid I disagree with what you're saying.</i>
<i>I'm sorry, but I don't share your opinion.</i>
<i>That's not the way I see it.</i>

INFORMAL AGREEING AND DISAGREEING

Agreeing
<i>You bet!</i>
<i>You can say that again.</i>
<i>No doubt!</i>
<i>Right.</i>

Disagreeing
<i>Are you kidding?</i>
<i>You're not serious, are you?</i>
<i>No way.</i>
<i>You're crazy.</i>

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A good strategy to use is to acknowledge the other person's opinion before stating your opposite opinion. Some phrases you can use to acknowledge others' opinions first before you say what you think are:

ACKNOWLEDGING BEFORE DISAGREEING

<i>I see what you're saying, but I believe . . .</i>
<i>I understand your point, but I don't completely agree with you on . . .</i>
<i>You are entitled to your opinion, but I think . . .</i>
<i>I respect your idea, but don't you also think . . .</i>
<i>I don't like disagreeing, but in my opinion . . .</i>

ASKING ABOUT AGREEMENT OR DISAGREEMENT

<i>Do you agree?</i>
<i>Don't you agree?</i>
<i>What do you think?</i>
<i>How do you feel?</i>
<i>Would you agree or disagree?</i>

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Role-Playing

Work with two classmates to role play possible conversations for these situations. Use the phrases in the boxes on pages 16–17 or others that you can think of to write dialogues. Then exchange roles. Read your dialogues to the class.

SITUATIONS

the school's biggest problem

the country's best strategy to overcome poverty

the best way to save money

the biggest economic obstacle facing the world

Person A begins by stating an idea about the situation.

Person B will agree or disagree and ask Person C about agreement.

Person C will agree with Person A or B.

Person A:

Person B:

Person A:

Person C:

Can you extend the conversations with other ideas, agreements, and disagreements?

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Listening 2: Talking about Issues

Listening in Groups

Listen to the students discuss the candidates running for mayor. Discuss the questions in a small group.

Focus on Language

1. List any contractions that you heard. Did any of the contractions make the conversation difficult to understand? Do you think there were too many or two few?

2. What phrases are used to express agreement? Note: Don't worry about writing exact words.

3. What phrases are used to express disagreement? Note: Don't worry about writing exact words.

4. Write any phrases or idioms that you are not familiar with. Discuss what they mean and in what type of interactions they are appropriate.

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Focus on Tone

1. The word *but* is used several times throughout the interaction. What does the tone indicate about the person's level of agreement to the opinion it follows? Why do you think the word *but* is used so frequently?

2. Describe the tone used by each member of the group.

3. One student discusses hospitals and parks. What are her feelings about the candidate and issues? One student discusses crime. What are his feelings about the candidate and the issue? Another student discusses education. What are her feelings about the candidate and the issue? How can you tell?

Focus on Nonverbal Communication

1. What nonverbal cues are used to show agreement?

2. What nonverbal cues are used to show disagreement?

3. Which student do you think has the most expressive facial expressions? Does this positively or negatively affect the interaction?

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Summary

1. How strongly do you think the speakers feel about their opinions? What evidence is there to support your opinion?

2. Who would you most want to work with on a political campaign? Why?

3. Is there anyone you would want to avoid working with? Why?

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You Be the Judge

One issue that many politicians disagree on is capital punishment—the death penalty or execution; a person who committed a crime should be put to death by the government. In some countries, the death penalty has been abolished. In others, it is still an acceptable punishment. In the United States, the governor of a state can reduce or eliminate the death penalty. In other words, he or she can grant clemency, or forgiveness, even if a judge has sentenced someone to death.

Read this court case about a death penalty punishment.

In 1982, a young mother of three was murdered in her apartment in Virginia. Almost a year later, a 22-year-old man was arrested for burglary and malicious wounding in a nearby county. He was questioned for two days, and police said he confessed to several crimes, including the young mother's murder. The man had a general IQ of about 69 (an average intelligence quotient is considered 100) and gave inconsistent answers when being questioned by the police. For example, he testified that the murder victim was short when in fact she was tall. His confession and his identification of a shirt given to the police led to his death penalty. He was also sentenced to prison for the burglary and malicious wounding charges. The young man appealed, but failed, and his execution date drew closer.

The man's case was taken on by a law firm in New York. The attorneys secured a stay of execution for him only nine days before his execution date. After that, an appeals court ruled that it was true the man received ineffective assistance of counsel at his trial since not all of the biological evidence was introduced, but he was still guilty because of his confessions. DNA testing was conducted, and it released him from guilt in the murder. However, the Virginia General Assembly rejected legislation that would have given the man a new trial. Too much time had passed. The law had spoken.

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1. If you were the governor of Virginia, would you grant clemency to the man? Write two or three reasons for your decision.

2. Would you consider the charges for the burglary and malicious wounding in your decision? Write two or three reasons for your decision.

3. Work with a small group. Discuss your decisions and your reasons. Come to a group consensus. What did you decide? Present your decisions to the rest of the class.

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Part 3: Elections

Pre-Listening Activities

An election is a process by which people decide who will lead the group, organization, or government. The selection of the person or persons is deliberately made by the population of the club, business, or city, state, or country he or she will represent. Government elections differ based on country and type of government. Answer these questions with a partner.

1. What is voting like in a country you are familiar with? Discuss the process, rules, and characteristics of elections.

2. Have you ever voted? What was the experience like?

3. What characteristics do you think someone needs to be an effective leader of a country?

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Strategy: Listening for and Using Signal Words and Phrases

Speakers often use signal words to let you know when a comparison or contrast or an example is going to follow.

Words or Phrases that Signal Contrasting Ideas

on the other hand

The direct election system has advantages. **On the other hand**, direct elections can have drawbacks.

on the contrary

In direct elections, voters cast their ballots directly for the person they want to win. **On the contrary**, in indirect elections, voters select other people who will then make the selection.

to contrast or in contrast

In Algeria, voters directly choose the person they want to be the head of state. **In contrast**, citizens of the United States indirectly vote for the head of state.

unlike or contrarily

Unlike Algeria, the United States has an indirect election for the head of state.

Words or Phrases that Signal Similar Ideas

likewise

Some Asian countries have direct elections. **Likewise**, several European nations hold them, too.

similarly

Taiwan holds a direct election to elect its president; **similarly**, France holds a direct election for its head of state.

also

Some countries use both direct and indirect elections. France holds a direct election for its presidential race, but uses an indirect election for some other offices. **Also**, the United States uses a combination of election types.

in addition

In addition, the nation of Gabon, in Africa, has a combination of elections like France.

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Words or Phrases that Signal Examples

for example

Some Asian countries have direct elections. **For example**, Taiwan holds a direct election for the head of state and for other offices.

for instance

Other Asian countries don't have an election system at all when choosing the head of state; **for instance**, Japan has a monarchy.

to illustrate

Some countries have one type of election for all offices. **To illustrate** this, think about Ghana.

to show

To show how indirect elections work, I'm going to discuss the presidential election in the United States.

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Using Signal Words

Write a sentence or pair of sentences on any topic using the country and the signal word or phrase given. One has been done for you as an example.

1. United States / likewise

The summer months in the United States are June, July, and August.

Likewise, Canada's summer also begins in June.

2. Germany / similarly

3. People's Republic of China / in contrast

4. Brazil / unlike

5. Australia / for instance

6. Nigeria / to illustrate

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Note-Taking

Strategy: Using Venn Diagrams to Show Relationships

A Venn diagram is a graphic organizer made up of two or more interconnecting circles. The circles show relationships between ideas and provide a visual representation of notes. When a lecture has a lot of information comparing and contrasting two things, it is a good idea to move the notes into a Venn diagram to help create a picture and organize the examples.

Steps

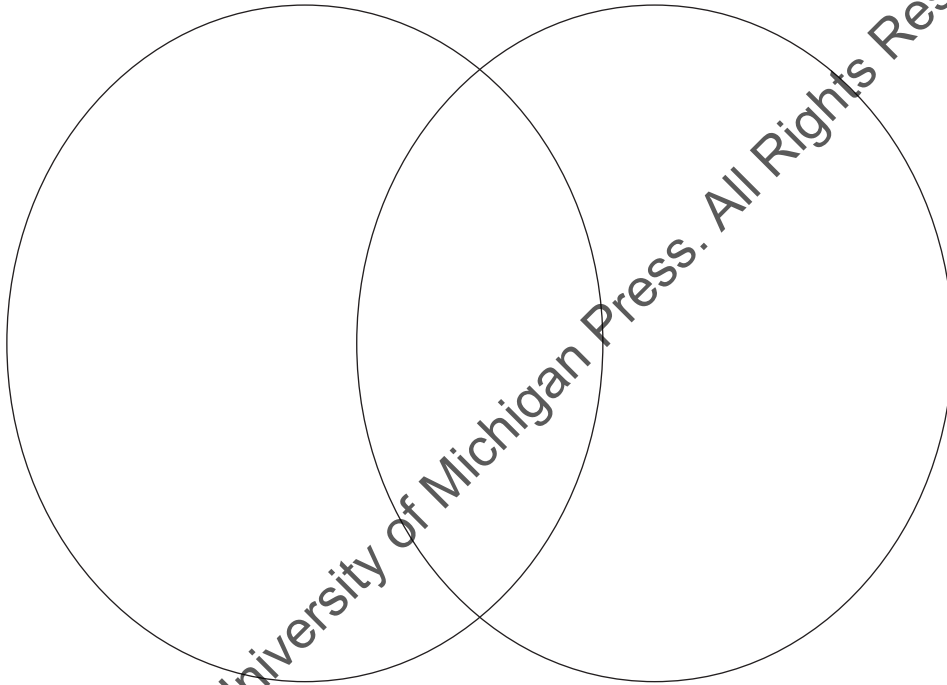
1. Write notes as your instructor lectures. Look at your lecture notes and think about the concepts the instructor talked about.
2. List the characteristics, examples, and other notes for each concept.
3. Draw a Venn diagram with enough space to write.
4. In the area to the left, write characteristics or examples of one concept.
5. In the area to the right, write the characteristics or examples of the other.
6. In the overlapping area, write the characteristics or examples they share.

You'll have the chance to complete a blank Venn diagram when you listen to the next lecture (see page 32). If used correctly, you'll be able to answer some questions about the main idea and details from the lecture.

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Completing a Venn Diagram

Work with a partner. Complete the Venn diagram with words to describe your native country and its leader on the left and your partner's on the right. Put words that describe both in the middle. Then write sentences using signal words to compare, contrast, and give examples.



1. Write two sentences using comparison signals.

2. Write two sentences using contrast signals.

3. Write two sentences using example signals.



Vocabulary Power

There are a number of terms and phrases in this lecture that you may encounter in other academic settings. Add at least five vocabulary items to your vocabulary notebook or log.

Match the words in bold from the lecture on the left with a definition on the right.

1. _____ . . . for instance, have a direct election when selecting its head of state, and then **employ** an indirect election process for other offices.
 2. _____ In other words, they choose, and their vote is counted as one for that **particular** person.
 3. _____ It's a challenging concept to **wrap your mind around**, isn't it?
 4. _____ In addition to the U.S., Switzerland, Germany, and Italy also select heads of states **via** the process of indirect elections.
 5. _____ Those **tend** to prefer an indirect system.
 6. _____ Every hand a politician shakes could lead to a direct vote and **propel** him or her into office.
 7. _____ Historically, the number of electoral votes and the popular—or **majority** vote—was in favor of the same candidate.
 8. _____ . . . and Al Gore, having more of the **popular** vote.
- a. by way of
 - b. move
 - c. use
 - d. greater number
 - e. specific
 - f. general people's
 - g. understand
 - h. seem

Listening 3: Elections



Listening to a Lecture

The listening passage is a lecture from a political science class. The instructor is discussing two types of elections: direct and indirect. Throughout the lecture, the instructor compares and contrasts the two types of elections and gives many examples. Use the Venn diagram to organize your notes after you listen to the lecture on direct and indirect elections. Fill in the Venn diagram with characteristics and examples of each type of election. Follow the process listed in the box on page 28.

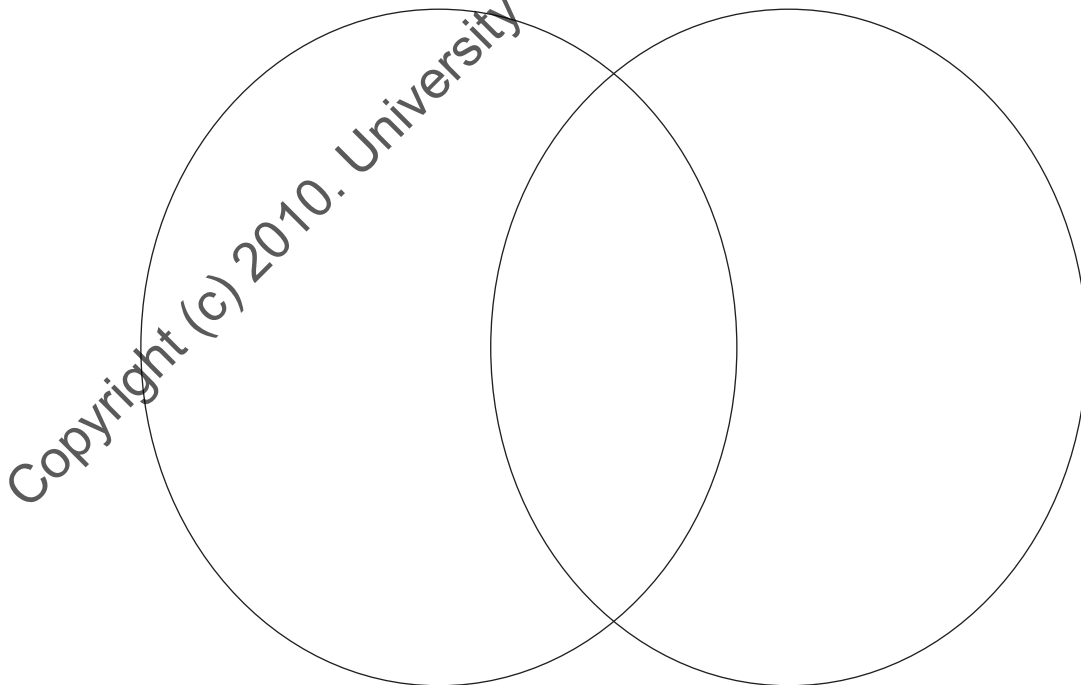
Step 1: Write notes.

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Step 2: List the characteristics, examples, and other notes of each concept.

Direct Elections	Indirect Elections

Steps 3–6: Complete the Venn diagram.



Checking Your Understanding: Main Ideas

Review your notes. Listen again to the lecture if necessary, and then put a check mark (✓) next to the statements that best reflect the main ideas.

1. ____ An election for a country's head of state can be both direct and indirect.
2. ____ In both types of elections, citizens get to vote.
3. ____ Voters in a direct election have their vote counted for the candidate.
4. ____ Voters in an indirect election have their vote counted for an elector.
5. ____ The popular vote and the electoral vote are the same thing.

Checking Your Understanding: Details

Use your Venn diagram, and put a check mark (✓) next to the best answers. Some questions have more than one answer.

1. Which of these countries use a direct election to select its head of state?
 - a. ____ Indonesia
 - b. ____ Mexico
 - c. ____ United States
 - d. ____ Italy
2. Which of these countries use an indirect election to select its head of state?
 - a. ____ Switzerland
 - b. ____ Kenya
 - c. ____ Germany
 - d. ____ Ghana

3. Which of these organizations more often use a direct election to select their leaders?
 - a. ____ schools
 - b. ____ clubs
 - c. ____ unions
 - d. ____ workplace organizations

4. Which of these organizations prefer to use an indirect election to select their leaders?
 - a. ____ schools
 - b. ____ clubs
 - c. ____ unions
 - d. ____ workplace organizations

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Debate

In a debate, teams of speakers discuss the positive points (called the **pros**) and the negative points (called the **cons**) of a topic or issue. Debating well does not depend on whether or not you actually agree with the issue. Good debating has to do with your speaking, listening, and critical thinking skills. Can you listen to the other team's argument? Can you react quickly? Can you disagree and counter?

Divide the class into two teams, and study the list of issues commonly discussed by presidential candidates in the United States. The class will vote to debate one topic. One team will argue in support of the issue; the other will argue against (or rebut) the issue.

the death penalty
education
foreign policy
gun control

health care for all citizens
a higher minimum wage
immigration
taxes

Topic: _____

Pro or Con: _____

Choose one team member to give an introductory statement and one to give a closing statement. Divide the arguments evenly among the remaining team members. Be prepared to disagree and counter at least one point from the other team. Each statement, argument, and counterargument lasts for two minutes.

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Follow this debate format:

Pro team member gives an introductory statement on the topic to present/preview pro opinion

Con team gives an introductory statement on the topic to present/preview con opinion

Con team member delivers first argument

Pro team member rebuts with counterargument

Pro team member delivers next argument

Con team member rebuts with counterargument

Team members will continue exchanging arguments and rebuttals until all team members have delivered their arguments and counterarguments.

Open discussion (10 minutes)

Pro team member gives a closing statement/summary on pro team's argument

Con team member gives a closing statement/summary on con team's argument

Team member giving introductory statement _____

Team member giving closing statement _____

Other arguments: _____

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Preparing Individually

Think about the selected topic, and then write two reasons that support the issue and two that are against the issue. You need to think about both sides so that you can argue effectively against the other team.

Pro 1:

Pro 2:

Con 1:

Con 2:

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Preparing as a Group

Now work with your team. Take turns discussing your pros and cons. Your group should select the strongest pros and cons to use during the debate. Select arguments that you think will be difficult for the other team to disagree with. Also think about responses you can use to counter the other team's arguments.

Arguments:

Counterarguments:

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Rapid Vocabulary Review

From the three answers on the right, circle the one that best explains, is an example of, or combines with the vocabulary item on the left as it is used in this unit.

Vocabulary	Answers		
Synonyms			
1. platform	systems	policies	designs
2. poverty	percentage	participation	neediness
3. on the other hand	similar to	in contrast	approximately
4. kidding	joking	seeming	tending
5. majority	less than 1%	more than 50%	almost 100%
6. viewpoints	hopes	opinions	jobs
7. seek	look for	listen to	put off
8. ideal	likely	possible	perfect
9. instances	quick motions	memories	examples
10. superior	worse than	better than	equal to
11. encourage	improve	urge	move
12. deliberately	automatically	convincingly	intentionally
Combinations and Associations			
13. to overcome ____	an obstacle	information	a link
14. comprised ____	in	of	with
15. focus ____	on	at	in
16. pros and ____	negatives	cons	disadvantages
17. solve ____	a problem	an event	a judgment
18. ____ the contrary	at	in	on
19. entitled ____	by	for	to
20. ____ all	after	before	since

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 **Synthesizing: Projects and Presentations**

Short In-Class Speaking Assignments	Longer Outside Assignments
<p data-bbox="429 378 629 407">A Good Leader</p> <p data-bbox="286 433 770 652">Who do you think has been an influential leader? This person can be anyone that you feel has made a mark on the world or on you personally. State who you choose and why you think that person is a good leader.</p>	<p data-bbox="928 378 1151 407">Electing a Leader</p> <p data-bbox="794 433 1278 913">Work with a group to start a new nation. Imagine you are the electors responsible for choosing the leader of your nation. Create the ideal candidate. Consider physical attributes, experience, family, educational background, and emotional and mental qualities. Prepare a short presentation describing your candidate, his or her views on major issues. Be prepared to clarify or offer more details after questions and disagreement from the nation's population (your classmates).</p>
<p data-bbox="445 946 614 976">Nominations</p> <p data-bbox="286 1001 770 1181">What famous person would you want to run your school? Why? State the person you'd choose and state what you think he or she could do for the school.</p>	<p data-bbox="843 946 1236 976">Delivering a Campaign Speech</p> <p data-bbox="794 1001 1278 1260">Watch campaign speeches that you find on websites, television, or videos. With your group, write a campaign speech for your candidate and then divide the speech into sections so each member will present one part of the speech. Use signals as appropriate.</p>

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Vocabulary Log

To increase your vocabulary knowledge, write a definition or translation for each vocabulary item. Then write an original phrase, sentence, or note that will help you remember the vocabulary item.

Vocabulary Item	Definition or Translation	Your Original Phrase, Sentence, or Note
1. accomplish	<i>to complete (something)</i>	<i>I didn't accomplish much yesterday.</i>
2. exchange	<i>substitute</i>	<i>_____ one thing for another</i>
3. evenly	<i>equally</i>	<i>_____ divided</i>
4. legislation		
5. envision		
6. mere		
7. to shift		
8. to clarify		
9. roles		
10. a format		
11. to face		
12. to abolish		
13. murder		
14. arrest		

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Vocabulary Item	Definition or Translation	Your Original Phrase, Sentence, or Note
15. a burglary		
16. IQ		
17. to confess		
18. to testify		
19. a penalty		
20. to sentence		
21. to reject		
22. comprehensive		
23. essentially		
24. entitled to		
25. mental		

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