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MACMILLAN ACADEMIC SKILLS

# killful Listening&Speaking

Student's Book Pack

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Authors: Mike Boyle & Ellen Kisslinger

Series Consultant: Dorothy E. Zemach

# Skillful Listening&Speaking

Student's Book

3

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	Video	Listening	Vocabulary
Page 7 Psychology • Survey report: Life events Biometrics • Lecture: Beyond the ID card	Shared identity	Notice and identify key words that signal main ideas Recognize phrases that introduce examples in support of main ideas	Recognize and use suffixes to develop your vocabulary
Page 17 Engineering • Lecture: The inventions of Arthur Pedrick Ethics • Radio show: Patents for living creatures	The counterfeit wars	Recognize rhetorical questions to identify a speaker's opinion Listen for bias to understand a speaker's point of view	Use word families to expand your vocabulary range in academic English  Compare features of American and British English: collocations with have
UNIT 3 Thought Page 27 Neuroscience • Science report: Catching lies in the brain Zoology • Lecture: Animal intelligence	Thought development	Listen for cues that signal a summary in a talk Notice language that introduces reasons and explanations	Notice and use collocations with do and make
Page 37 History Lecture: The discovery of fire Environmental studies Report: Forest fires: friend or foe?	Fire and fun	Notice cues that distinguish facts and opinions  Listen for phrases and terms that help you follow a sequence of events	Use synonyms to vary tone and level of formality
UNIT 5 Movement Page 47 Business studies • Lecture: Globalization in history Urban planning • Lecture: Urbanization	Our journey, our dreams	Listen for phrases that signal similarities and differences  Evaluate supporting arguments while listening	Explore words with several meanings to clarify what you hear

Grammar	Speaking	Study skills	Unit outcomes		
Use coordinating and subordinating conjunctions to show relationships between ideas	Use phrases and follow-up questions to express interest in another person's ideas  Use pauses and intonation to highlight your thought groups  Prepare, deliver, and discuss a personal introduction referring to past experiences	Reflect on your experience to identify your current skills	Listen for main ideas by identifying key words  Listen for phrases introducing examples in the context of a lecture  Prepare and share a brief personal statement about a significant past experience		
Use defining relative clauses to give more information about a noun	Notice and pronounce that in strong and weak forms  Give examples using a range of structures and phrases  Brainstorm, plan, and give a brief talk about an impact of an invention	Read and discuss ways of taking notes effectively	Follow an argument by listening for rhetorical questions  Listen for speaker's bias  Plan and deliver a brief talk about an invention		
Use adverb clauses of concession and time to add contrasting or additional information to your sentences	Use intonation and tone effectively when disagreeing  Expand your contributions to a discussion by giving supporting reasons  Brainstorm, plan, and contribute to a discussion of an experiment	Organize information to improve your memory	Listen to summaries provided within texts  Listen for the language of reasons and explanations  Brainstorm and contribute to a discussion of an experiment		
Use stance markers to indicate your point of view	Express feelings and attitudes with intonation patterns  Change and return to the topic of a discussion  Brainstorm, plan, and participate in a debate about the effects of fire	Discuss ways of reviewing your notes	Practice listening to distinguish facts and opinions  Listen to follow a sequence of events described  Prepare and contribute to a debate		
Use embedded questions to ask for information indirectly or to report someone else's question	Change syllable stress to signal different parts of speech in nouns and verbs with the same form  Learn how to interrupt lectures or discussions politely  Prepare, deliver, and discuss a presentation on a global city	Set and mark goals to increase motivation	Listen for similarities and differences Identify supporting arguments Plan and deliver a presentation about a city		

	Video	Listening	Vocabulary
Page 57 Medicine Interview: Germ myths Forensic science Lecture: Disease detectives	Pills	Categorize information when listening to better understand main points  Understand cause and effect relationships while listening	Notice, record, and use phrasal verbs to expand your vocabulary
UNIT 7 Survival Page 67 Sociology Podcast: Kindness as a survival skill Urban planning Talk: Building for the future	Adaptation	Predict the content of a presentation using your prior knowledge  Listen for structure signals that connect ideas	Explore and use word families to increase your vocabulary
UNIT 8 Drive Page 77 Psychology • Report: What makes some people hoarders? Sociology • Lecture: The hierarchy of needs	Profiles of success	Figure out the meaning of new vocabulary from context while listening  Develop note-taking strategies for academic lectures	Notice and use formal and informal language to listen and speak effectively and appropriately
Page 87 Psychology • Lecture: That's so annoying! Neuroscience • Podcast: Was that my phone ringing?	Communication	Listen for organization in lectures to follow key ideas effectively Understand how descriptive words signal a speaker's attitude	Recognize and use word + preposition combinations to learn common collocations
Page 97 Sociology  Research discussion: A rapidly aging population Environmental studies  Science interview: Our next planet?	Future friends	Recognize phrases introducing problems and solutions to follow an argument and improve your notes  Recognize definitions to understand specialized terms presented in a talk	Use and explore word parts with special meanings in academic English

Grammar	Speaking	Study skills	Unit outcomes		
Speculate about past events using past passive sentences and modal auxiliaries	Notice and use intonation in tag questions to communicate and respond effectively  Practice asking for clarification and confirmation in discussions  Plan, deliver, and discuss a presentation about a medical problem	Learn skills to effectively lead group discussions	Categorize information when listening  Listen for cause and effect relationships  Prepare and deliver a presentation about a medical mystery		
Use the present unreal conditional to talk about hypothetical situations	Recognize and use intonation patterns in questions  Practice contributing additional information to a discussion  Brainstorm, prepare, and share a classroom presentation on using water efficiently	Learn about and reflect on different levels of independent study	Use prior knowledge to predict content of a presentation  Listen for language that connects ideas in the context of a talk  Prepare and contribute to a classroom presentation and discussion		
Notice and use phrases for making comparisons	Listen to and pronounce both strong and weak forms of as  Notice your mistakes and correct them while speaking  Plan, deliver, and discuss a presentation about community values	Discuss ways to get the most out of your classes	Listen to understand key vocabulary from context  Prepare for note taking when listening to a lecture  Plan and deliver a presentation on values		
Listen to and use cleft sentences to highlight important information	Use contrastive stress patterns to emphasize information  Learn how to effectively field questions during presentations  Brainstorm, explain, and share a proposal for a park design	Learn about different strategies to review information and study for tests	Practice listening for organization in the context of a lecture  Notice and determine the speaker's attitude while listening  Brainstorm and present a design proposal		
Use the future perfect to discuss future trends and accomplishments	Recognize and use intonation patterns to show surprise or confirmation  Manage conversations by describing objects or ideas you do not know the word for  Brainstorm, plan, and share a presentation about future problems	Discuss ways to speak English outside of class	Listen for phrases introducing problems and solutions  Recognize definitions to understand words from their context  Prepare and deliver a presentation about future problems		

P - 1

Academic success requires more than memorizing information—it takes skills. A successful student not only understands the lesson in one class, but can also apply knowledge to future classes and to situations outside the classroom.

Each unit of *Skillful* presents one main topic about life, examined from two different academic disciplines. As you work through the unit, you will see how these two very different aspects of the topic work together to inform our understanding of a profound concept.

To explore the topic, each unit presents:

- Two texts that explore very different aspects of the topic. The texts are similar to the ones you would find in a university course, although the types of texts are quite varied—reports, essays, debates, radio programs, and so on.
- For each text, a specific skill to help you understand the information and then produce your own text on a similar topic
- Vocabulary and grammar skills to help you understand what you hear and then compose and present your own academically appropriate texts
- A pronunciation skill to help you listen more effectively and communicate more clearly
- Critical thinking skills to help you engage with the topic intellectually
- A study skill to improve your ability to learn, remember, and apply information to your life

To successfully use this book, use these strategies:

- Come to class prepared to learn. This means that you should show up on time and well fed, well rested, and prepared with the proper materials (paper/pen or laptop/tablet, textbook, completed homework, and so on).
- Ask questions and interact. Learning a language is not passive. You need to actively participate. Help your classmates, and let them help you. It is easier to learn a language with other people.
- Practice! Do each exercise a few times, with different partners.
   Memorize and use new language. Collaborate with classmates outside of class and practice both skills and language.
- Review your work. Look over the skills, grammar, and vocabulary from previous units. Study a little bit each day, not just before tests.
- Be an independent learner. Look for opportunities to study and practice English outside of class. Read and listen for pleasure, and use the Internet in English. Find and share information about the different unit topics with your classmates.

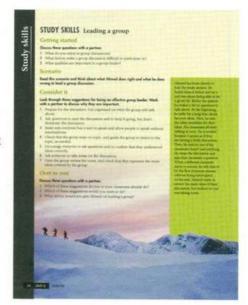
Remember that learning skills, like learning a language, takes time and practice. Be patient with yourself, but do not forget to set goals. Check your progress, and be proud of your success!

I hope you enjoy using Skillful!

Dorothy E. Zemach Series Consultant









# Discussion point

Discuss these questions with a partner.

- How would you describe your own personality? How do you think others might describe you?
- 2 Think of a friend. How would you describe the friend so that your partner could identify him or her?
- 3 What are first impressions of other people usually based on? In your experience, how often are first impressions accurate? Share examples.

UNIT 1

#### Vocabulary preview

- 1 Circle the correct meanings of the words in bold.
  - 1 The main reason for going to college is to attain a good job after graduation.
    - succeed in getting something
       make even
  - 2 Children are more physically flexible than adults.
    - a continuing
- b able to bend easily
- 3 No two people walk in an identical way.
  - a in position

- b exactly the same
- 4 I don't like having to write my marital status on a form.
  - a opinion

- b official information about whether you are married
- 5 I think countries should permit entry without a passport.
  - a engage

- b allow
- 6 The family structure in my country is very strong.
  - organization

- b substance
- 7 Even very small babies have their own unique personality.
  - one of a kind

- b intense
- 8 The best way to verify someone's identity is with a photo ID.
  - a check

- b treat with respect
- 2 Work with a partner. Discuss whether you agree with the sentences.

# **LISTENING 1** Life events

# Before you listen

You will hear a talk show discussing answers to the question What was a life event that affected your identity? Check  $(\checkmark)$  four events you think people are likely to mention.

- becoming a parent
- getting a driver's license
- getting married

being selected for a sports team

doing well on an entrance exam

- getting a job
- graduating

- discovering a personal ability
- getting engaged
- winning an award



#### LISTENING FOR MAIN IDEAS: KEY WORDS

Listening for key words and phrases will help us understand a speaker's main ideas. If the main idea is: There are many life events that affect our selfidentity, key words are: life events and self-identity.

A speaker may signal a key word by:

- saying the word and then defining it, e.g., self-identity, by that I mean ..., that is ..., that means ..., / In other words ...
- repeating it throughout the presentation.



1	1.02 Listen to the TV interview about life events. What major life events
	were mentioned? Complete the chart.

Interviewee	Event
1	
2	
3	
4	

2	Work with a partner. summarize what you				
	described.				

# Close listening

(D) 1.02 Li	isten agair	. Write	T (true) o	r F (false	) based	on the	radio show.
-------------	-------------	---------	------------	------------	---------	--------	-------------

- 1 The first identity change was connected to a family role.
- 2 The woman now has three children.
- 3 The student trained for a couple of years.
- 4 The second student felt his life event gave him independence.
- 5 The last interviewee was helping at her grandson's school.
- 6 All the interviewees talked about common major life events.

# Developing critical thinking

#### Discuss these questions in a group.

- 1 Which of the life events you heard described do you think had the biggest long-term effect on changing the person's identity? Explain your reasons.
- 2 What experiences have you had of trying something for the first time, and liking it? Why are some people more willing to try something new than others?

# **LISTENING 2** Beyond the ID card

# Before you listen

#### Discuss the questions with a partner.

- 1 What information is on your ID card?
- 2 What other information about yourself that isn't on your ID card would you want to share if you were introducing yourself?

# Global listening

1 1.03 Listen to the lecture. Check (/) the types of identification that are mentioned.

- student ID
- voice recognition
- passport
- DNA testing

PINs

- iris pattern scan
- fingerprinting
- driver's license
- face scan

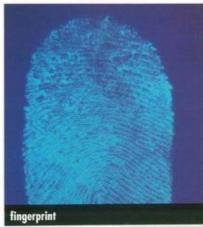
achievement (n) /ə'tfivmənt/ enable /in'eib(ə)l/ typical (adi) /'tipik(a)l/

ACADEMIC KEYWORDS

#### **USEFUL LANGUAGE**

risk taker adventurous sensible cautious





#### 2 Answer the questions.

- 1 How does the speaker define biometrics?
- 2 What is one major disadvantage of photo IDs?
- 3 Which two types of biometric identification does the speaker say are less reliable?

#### Close listening

#### RECOGNIZING PHRASES USED TO INTRODUCE EXAMPLES

In addition to identifying main ideas, it is important to be able to identify which phrases introduce examples of the main ideas: for example ..., such as, ... for instance, ... a couple of examples are ..., to elaborate further ... The first type of biometric information is ...

#### 1 1.03 Listen again. Circle the answer to each question.

- 1 Which of the following details about photo IDs are NOT mentioned?
  - a nationality

c size

b gender

- d identification number
- 2 Which two reasons are given for why passwords aren't 100% reliable?
  - a can be forgotten
- c can't be letters only

b can be long

- d can be stolen
- 3 The main problem with fingerprints is that the skin on a fingertip ...
  - a has patterns.

c is flexible.

b is unique.

- d is smooth.
- 4 The first step in using voice recognition is that someone records ...
  - their address.

c a passphrase.

b their name.

- d their birthdate.
- 5 A disadvantage of DNA testing is that the lab can only determine ...
  - a 100% match.

the DNA.

b two samples.

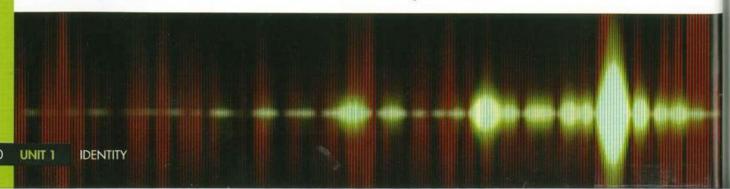
- d a match probability.
- 6 Because the iris of the eye is flat, it's easy to ...
  - a change over time.
- be flexible.
- **b** create an accurate video image.
- d move.

#### 2 1.03 Listen again. Decide if the sentences are T (true) or F (false). Change the false statements to make them true.

- Because 3-D fingerprint scanners use light, not touch, they are more reliable.
- Voice recognition is reliable because features like pitch and rhythm vary from person to person.
- 3 Only a very small amount of DNA features are the same for everyone.
- 4 The shape of the iris in the eye is used to determine someone's identity.
- 5 Voice recognition is used for automated passport crossings because it is the most reliable.
- 6 The speaker believes the use of biometric information is likely to increase.

#### CADEMIC KEYWORDS

determine (v) /dr'tarmin/ establish (v) /r'stæblif/ physical (adj) /'fizik(ə)l/



# Developing critical thinking

- 1 Discuss these questions in a group.
  - 1 In addition to crime scenes, what are other places and situations in which the reliability of biometric identification is especially useful?
  - Imagine a world where there were no formal means of identification. What might be the pros and cons?
- 2 Think about the ideas from Life events and Beyond the ID card and discuss these questions in a group.
  - 1 Which do you think identify a person more: major life events, or the information on an ID card? Give reasons.
  - 2 Which parts of our physical identities change, and which parts remain the same, as we go through life?

# Vocabulary skill

#### **SUFFIXES**

A suffix is a group of letters added to the end of a word that usually changes the part of speech. Knowing the meaning of common suffixes will help you to develop a rich vocabulary.

Sometimes there can be two noun forms with different meanings.

Identity is the concept of who we are while identification is usually the act or result of identifying someone or something:

Life events that effect one's identity.

It's not 100% reliable as a form of identification.

1 Add the correct ending for these nouns and adjectives and put them in the appropriate column. Add others you know.

Nouns: reliabverificinformnationalprobabrecognivari-Adjectives: attainmanagestructur-

Common adjectival endings		Common noun endings	
related to (= -al, -ive)	capable of (= -ible, -able)	state or result (= -ation, -tion, -sion)	quality of (= -ty, -ity, -ility, -ance, -ence)
personal	responsible	identification	identity

2 Complete the paragraphs with the correct form of the words in the box.

flexible inform nation probable verify

My life changed the day I broke my leg. I had been the captain of my football team, and I was going to have try-outs for the team. I figured the 2 of my making the team was good, and I was looking forward to it all season. Well, I slipped on some wet grass and crashed into a team mate. There went my hopes for making the team! I needed to register for a class, and my school said it needed some 3 I had told them about previous classes was correct. I was hoping there would be some about when I had to submit the information, but the school said I had to provide it



# **SPEAKING** Sharing a self-introduction

You are going to practice using conjunctions to join ideas, expressing interest in ideas you hear, and using thought groups to make your ideas clear. You are then going to use these to share introductions about yourself.

#### Grammar

#### CONJUNCTIONS: COORDINATORS AND SUBORDINATORS

Conjunctions are used to link ideas in order to communicate the relationship between them.

To link ideas of equal status, use coordinators such as: and, but, or, so, yet, and so, either, neither.

To link ideas of unequal status, use subordinators to express various relationships such as:

purpose/result: so that, to

before I could register.

reason: as, because

contrast: while, whereas

preference: rather than

manner: as, as though

time: while

In general, and is used to mean "in addition," and but is used for contrast, but they can also be used as follows:

for a sequence:

Khalil finished class and went to a coffee shop.

contrast:

That man is tall, but his brother is short.

unexpected:

He has short legs, and yet he is a very fast runner.

- 1 Read the conversation. Circle the correct conjunction.
  - A: I have an opportunity to study abroad next year, but / while I can't decide where to go. I can either go to Germany and / or New York.
  - B: Well, in New York you could speak English, so that / whereas in Germany you might have more language difficulties.
  - A: My classes in Germany would all be in English, but / so I would be fine. My brother had a great time so that / while he was in school there.
  - B: I would decide based on what you want to study yet / rather than which country you want to live in.
- 2 Discuss the questions with a partner. Think about the conjunctions you use.
  - 1 What was an important choice you have had to make?
  - 2 What do you like to do while you are relaxing at home?
  - 3 Compare yourself to a friend or a family member. How are you alike? How are you different?

# Speaking skill

#### EXPRESSING INTEREST IN IDEAS YOU HEAR #

During a conversation or informal discussion, it's important to let other people know that you are paying attention and that you are interested in what they are saying.

Making comments

Wow! Really? Hmmm, You're kidding! That's/That sounds interesting.

I can't believe it! That's incredible/fantastic!

Repeating part of what you heard

You said "Don't do that"?

Asking follow-up questions

When a person pauses, you can ask questions to get more detail, e.g.,

How did you do that?

Why did you go there?

When was that?

Who taught you that?

- 1 1.04 Listen to four people speaking. Cross out the response that would not be appropriate.
  - 1 Why did you stop? / That's a shame. / You're kidding!
  - 2 What was it about? / Really? / I can't believe it.
  - 3 Wow! What a coincidence! / It was a guy you didn't recognize? How did you know who it was?
  - 4 You lost it? / Oh no! / That sounds interesting.
- 2 Practice the conversations from exercise 1, with appropriate intonation, choosing one of the possible responses. Continue the conversations for a couple more lines.



#### Pronunciation skill

#### **USING THOUGHT GROUPS**

A thought group is a group of words in a sentence that are pronounced together as a unit by pausing briefly between them.

There are no fixed rules for thought groups. Thought groups are often based on grammatical units:

I made the swim team. (a short sentence = one thought group)

I made the swim team / at my school. (the prepositional phrase is a second thought group)

- - 1 What do identification cards tell us about who someone is?
  - 2 An ID card from India will include about 16 personal details.
  - 3 I hope to be a skillful doctor some day.
  - 4 The lab used several samples before they got a good match.
  - 5 The patterns in the iris of the eye are unique to every individual.
- 2 Work with a partner. Take turns reading aloud, using thought groups. Then discuss whether you agree with the ideas.

We all have hopes and dreams. Part of achieving a dream, for example, becoming a civil engineer, is being able to envision your future self in that identity. One consideration is your skills and abilities. Evaluate what you can do now, what you know, and what skills and knowledge you still need to learn to attain your goal. Then make a plan for how to learn what you need to know. Your plan will help you feel in touch with your future identity.

3 Continue the conversation with a partner. Try to use thought groups and remember to express interest. Then change over.

A: Have you had any experiences that affected your self-identity?

B: [Tell your partner about an experience.]

A: [Respond to what you hear and ask another question.]

B: [Answer the question.]

4 Now have similar conversations starting with the following prompts.

Have you thought about what you want to do for a career? Do you have any hobbies? How many people are there in your family?

Audience: peers/classmates

session

small group study

self-introduction, team-building

# **SPEAKING TASK**

Work with a partner to explore what "Aha!" moments are, and prepare a self-introduction that includes past experiences and decisions.

#### BRAINSTORM

Read the paragraph and the questions below.

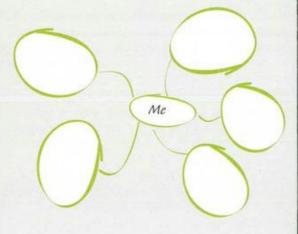
Our identity develops through the life experiences we have. One type of experience is an "Aha!" moment, an instant when you suddenly understand something for the first time. It may be something simple, like a concept in a mathematics class, suddenly getting a clear idea about how to solve a bigger problem, such as what school to go to, or what career choice to make. In an "Aha!" moment, people suddenly feel they have learned something new about themselves that will change their life in some way.

- 1 Think about any "Aha!" moments you've had in class or doing your homework, during which you suddenly understood something clearly for the first time.
- 2 What are common big decisions people have to make at different points in their lives? Make a list.
- 3 What are some useful strategies for weighing the pros and cons of a situation in order to try to reach an "Aha!" moment and knowing what to decide?

#### PLAN

#### Work alone. Prepare notes on self-introduction. Include:

- · brief information about your hobbies, interests, and your family
- · any major past experiences that you feel affected your identity
- any "Aha!" moments when it suddenly became clear to you
  what the right decision or solution to a problem was.



#### SPEAK

Work with a new partner. Take turns presenting your self-introductions. As you speak, use conjunctions, and pay attention to thought groups to make your ideas clear. As you listen, use words and phrases to express interest. Ask follow-up questions to find out more details about what your partner tells you.

#### SHARE

Work with a different partner. Take turns sharing what you learned about your previous partners.

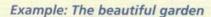


# Identifying your current skills

by Stella Cottrell

Think about something you do well, a difficulty you overcame, or a personal achievement, no matter how small. It might be success in your exams, skill in a particular sport, learning to drive, or being accepted at college.

What did you do to create the conditions that led to success? Which skills, attitudes, and qualities did you demonstrate? Did you practice? Did you urge yourself on in a particular way? Did you find people to help? Or did you just believe you could do it? Look at the example below for some ideas.



Supposing one year your garden or a window box was absolutely beautiful. How did that happen?

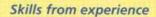
Many small things may have brought about a perfect outcome. For example, maybe you watered the plants very carefully, depending on the weather. If so, you used powers of observation and deduction. You may have worked in the garden in the rain, when you wanted to stay indoors. Here you kept in mind your long-term goal for the garden, showing dedication and perseverance.

You may have selected some new plants from a wide range of options, to match your garden conditions. You followed specific instructions on how to grow them. You probably did research by reading gardeners' books and seed packets, talking to other gardeners or watching television programs. You may have purchased special fertilizer and pots, or prepared the ground in a certain way, or trimmed the leaves at particular times: such care requires attention to detail, time management, and task management.

All these skills are relevant to study. Whether your experience is in cooking, riding a bicycle, sport, or bringing up children, you are likely to have developed a range of strengths such as those described in the example above. The important thing is to recognize which qualities and abilities you already have so that you can draw on them when you need them.



#### Activity

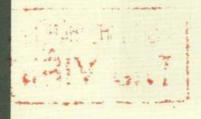


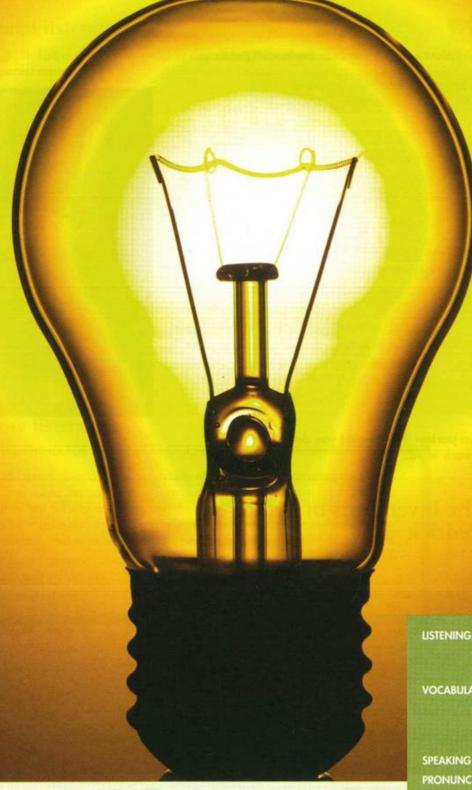
Write down all the elements that go into something you have done well, as in the example of the garden. Note the skills, qualities, and attitudes you identify in yourself.

Were you surprised to discover how many skills you have already? Do you tend to underestimate or overestimate your skills?

By doing the Skills from experience exercise, you probably discovered you have more skills than you thought. If not, go through the exercise with someone who knows you well. Most people already have qualities and skills which they can adapt to study in Higher Education.

- Students who enter university from school have the benefit of recent study experience and established study habits.
- Mature students often have practice in managing time and responsibility, show perseverance, and can evaluate other people's views. These are valuable assets when studying.





LISTENING

Listening for rhetorical questions Listening for bias

VOCABULARY

Word families

American and British English: collocations

with have

Giving examples

PRONUNCIATION Weak form of that

# Discussion point

#### Discuss these questions with a partner.

1 What are some inventions you use every day? Make a list.

2 What do you think life was like before these inventions? What problems did the inventions solve? Did they create any problems?

3 How do you think inventors get their ideas? Do they usually work alone or in groups? In what ways are inventors different from ordinary people?



# Vocabulary preview

1 Complete the paragraph below with the words in the box.

creative devices genetically modified industries invention patent research solutions

	sands of years, ever since the
(2) of fire-starting	tools roughly 400,000 years ago. Like fire,
the best inventions are (3)	to our most important problems;
they offer huge (4)	, and make life easier and happier. In
addition, inventions such as the	automobile developed into massive
	llions of workers. These companies
	to develop new gadgets, vehicles,
	7) plants and animals.
Because the (8)a	nd hardworking people who make these
	us, inventors can ask governments to
	his document describes an invention and
gives its inventor the exclusive r	



2 Compare answers with a partner. How would you define each word? What part of speech is each word?

#### LISTENING 1 The inventions of Arthur Pedrick

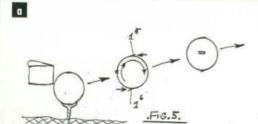
# Before you listen

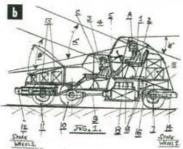
Work with a partner. Look at the pictures of inventions and discuss the questions.

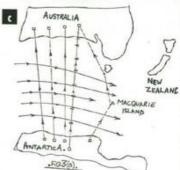
1 What do you think each invention is?

2 Which of the inventions do you think exists today?

# A few inventions of Arthur Pedrick







# Global listening

- 1 1.06 Listen to a British speaker describing the inventions. Circle the correct answer.
  - 1 What kind of talk is this?
    - a a sales presentation b a news report c a lecture
  - 2 How long have the people known each other?
    - a a day b a few months c a year
  - 3 Who speaks the most in the passage?
    - a the professor b Marco c Pedrick
- 2 (1.06 Listen again. What do the inventions in the pictures do? Write a, b, or c next to the correct description. (Some descriptions will not be used.)
  - 1 It's an underwater train system between Australia and Antarctica.
  - 2 It's a car you can drive from the back seat.
  - 3 It's a system for moving snow from Antarctica to Australia.
  - 4 It's a golf ball that flies three times farther than a normal ball.
  - 5 It's a car you can drive underwater.
  - 6 It's a golf ball you can steer in the air.
- 3 Compare answers with a partner. What words or phrases in the lecture helped you find the answers?

# Close listening

#### LISTENING FOR RHETORICAL QUESTIONS

Rhetorical questions are common in academic discussions and debates. They sound like normal questions, sometimes with stronger intonation, but they are not real questions, and the speaker does not expect an answer. Rhetorical questions are used to state a point the speaker believes is obvious, and to express attitudes such as surprise, doubt, and agreement.

Normal question: Does anyone care? (= Maybe some people care; I want to know the answer to this.)

Rhetorical question: Who cares? (= No one cares.)

# 1.07 Work with a partner. Listen to some questions from the lecture and check (/) the rhetorical ones. How can you tell that they are rhetorical?

- 1 Professor: Who can tell me what these inventions are?
- 2 Ling: Wow, who knows?
- 3 Professor: What golfer hasn't had that happen?
- 4 Brian: So who is Arthur Pedrick?
- 5 Professor: Sorry, your name is ...?
- 6 Marco: Why patent them? I mean, what's the point?

# Developing critical thinking

#### Discuss these questions in a group.

- 1 Which of Pedrick's inventions do you admire the most? Why?
- 2 Which of the inventions does the professor think is the most important? Why?
- 3 What makes an idea or invention good?

#### ACADEMIC KEYWORDS

practical (adj) /'præktɪk(ə)l/ prevent (v) /prɪ'vent/ produce (v) /prə'dus/

#### **USEFUL LANGUAGE**

groundbreaking profitable innovative unique life-saving useful

# **LISTENING 2** Patents for living creatures

# Before you listen

Discuss these questions in a group.

- 1 What types of food do you think are often genetically modified?
- 2 Have you ever eaten genetically modified food? How did you know? How was it different from normal food?
- 3 You are going to hear about a company that wants to patent a genetically modified salmon. How do you think this salmon might be different from an ordinary salmon?

#### THINK ABOUT

cost nutrition
color size
health benefits taste

# Global listening

- 1 (1) 1.08 Listen to the radio program. What makes the genetically modified salmon different? Circle the correct answer.
  - a It grows faster and tastes better than ordinary salmon.
  - b It is cheaper to produce because it reaches full size more quickly.
  - t It lives longer than ordinary salmon and can stay fresh longer.
- 2 1.08 Listen again. Number the topics 1-5 in the order they are discussed.
  - other living things that companies have patented
  - b problems that the new salmon could cause for fishermen
  - the main way that the genetically modified salmon is different
  - d a point everyone agrees on
  - e reasons why the genetically modified salmon won't enter the ocean



# Close listening

#### LISTENING FOR BIAS

In news programs, commentators and guests frequently hold a certain opinion because of their occupation, their professional or political affiliations, or because they will benefit (or suffer harm) from the issue. It is important to listen carefully to the way people are identified in order to understand why they think the way they do. Listen for words like spokesperson, industry group, trade association, represents, and more.

1	1.09 Listen to the	excerpts	from	the ra	oibe	program.	What is	each
	person's job?	•						

27.1		
1	Ruth	Chang

- 2 Clara Emerson
- 3 Steve Clauson
- 4 Deborah Shatah
- 2 1.08 Now listen to the entire radio program again. Who supports patenting the genetically modified salmon? Who opposes it? Who does not express a clear position? Check (/) the correct answer.

		Support	Oppose	No clear position
1	Ruth Chang			
2	Clara Emerson			
3	Steve Clauson			
4	Deborah Shatah			

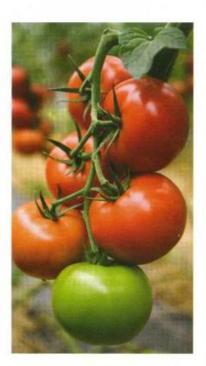
3 Compare answers with a partner. What words or phrases in the lecture helped you find the answers?

# Developing critical thinking

- 1 Discuss these questions in a group.
  - 1 How do you think the peoples' jobs affect their opinions on the salmon patent? Who do you think is most (and least) biased?
  - 2 Do you support or oppose patenting the genetically modified salmon? Why or why not?
- 2 Think about the ideas from *The inventions of Arthur Pedrick* and *Patents for living creatures* and discuss these questions in a group.
  - In what ways do Arthur Pedrick and the inventors of the genetically modified salmon have similar goals and intentions? How are they different?
  - 2 Arthur Pedrick created his inventions in the 1960s and 1970s. How do you think inventors and inventing have changed since then? What hasn't changed?

#### ACADEMIC KEYWORDS

environment (n) /in'vairanmant/
demand (n) /di'mænd/
realistic (adj) /,ria'listik/



# Vocabulary skill

#### **WORD FAMILIES**

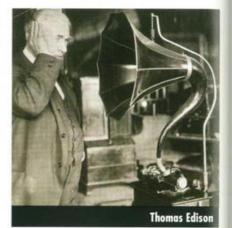
Many English words can easily change into adjectives, verbs, and nouns. This is usually done by changing the end of the word. It is useful to learn and remember common endings of adjectives, nouns, and verbs, as they are very frequent in academic English.

1 Complete the table with the correct noun, verb, and adjective forms.

	Verb	Noun	Adjective
1	invent		
2		patent	
3		solution	
4		gene	
5	concern		

2	Complete the sentences with the correct noun, verb, or adjective form of
	the word in parentheses.

1	Thomas Edisor	n, the	(invent) of the light bulb, also
	(	invent) the pho	onograph.
2	Α	(patent) device	re may only be sold by its inventor.
3	Are you	(concer	n) about genetically modified food?
4	The	(invent) of	writing happened over 5,000 years ago.
5	There are now	(	gene) tests for a variety of diseases.
6	Solar power ma	ay be the	(solve) to the energy crisis.



#### AMERICAN AND BRITISH ENGLISH: COLLOCATIONS WITH HAVE

Many collocations use have in British English but take different verbs in American English. Also, some are expressed simply as verbs in American English.

British

American

have a look/guess/shower

take a look/guess/shower

have a think/laugh/word

think (about it) / laugh / talk (to someone)

#### 3 Complete the questions in British English.

1	Can I have a loc	at the photos on your	phone?
2	Do you usually have	e a in the morni	ng or before bed?
3	What do you watch	on TV if you want to have a	?
4	Do you know how o	old I am? Have a	!
5	Can I borrow your o	ar tonight? Have a	and let me know.
6	Can I have a	? I'd like to know your	opinion of this course.

4 Work in pairs. Ask and answer the questions in exercise 3. Ask the questions again in American English.

# **SPEAKING** Presenting the pros and cons of an invention

You are going to learn how to use defining relative clauses to give more information about a noun, how to say relative clauses with the weak form of that, and how to give examples. You are then going to use these skills to describe an invention and its pros and cons.

#### Grammar

#### **DEFINING RELATIVE CLAUSES**

We often use defining relative clauses to give more information about a noun. They are especially common when giving definitions, explaining processes, and describing inventions. Relative clauses begin with a relative pronoun (who, that, or which).

Form	Example
In a subject relative clause, the word after the relative pronoun is usually a verb.	They want to patent a genetically modified salmon that/which grows faster than normal.  Arthur Pedrick was the man who invented an underwater bicycle.
In an object relative clause, the word after the relative pronoun is usually a noun or pronoun. This person or thing is doing something to the noun before the relative clause.	He invented a golf ball that/which <b>you</b> can steer in the air. (you steer the ball)
In an object relative clause, the relative pronoun can be left out.	This is the invention (that/which) I was telling you about.

#### 1 Each of these sentences has one mistake. Circle the mistake and correct it.

- 1 The person which invented the zipper must be very rich by now.
- 2 The salmon they that developed grows twice as fast as a normal fish.
- 3 The company is developing a new phone runs on solar power.
- 4 There is a genetically modified tomato which it has genes from a fish to resist cold.
- 5 Companies that are suing each other over patents more and more these days.

#### 2 Match the phrases to make sentences. Add a relative pronoun.

1	Arthur Pedrick invented a tunnel	<ul> <li>changed the way we learn is the printing press.</li> </ul>
	***	b could send water from the Amazon to the
2	There are many advantages to a fish	Sahara desert.
		c companies can raise in half the normal time.
3	Thomas Edison was the inventor	d has the most patents is an Australian named Kia
	···	Silverbrook.
4	One invention	e probably had the biggest impact on twentieth
5	The inventor	century life.

3 Compare answers with a partner. In which sentence can you leave out the relative pronoun? Why?

#### Pronunciation skill

#### WEAK FORM OF THAT

In relative clauses, the pronunciation of the word *that* is often "weak" and sounds like /ðət/. It can be difficult to hear this difference, but it is important to listen for it.

What's that? (strong form)

It's an invention that really changed the way we live. (weak form)

# 1 1.10 Listen to the sentences from Patents for living creatures. Circle the weak forms of that.

- 1 They started with genetically modified plants: corn, tomatoes, things like that.
- 2 Clara Emerson is a spokesperson for the Future Food Institute, a group that represents the biotech industry.
- 3 What makes this salmon special is it has a gene that lets it grow faster.
- 4 That's all well and good, but it raises a very interesting question for the patent office.
- 2 1.10 Now listen again and repeat.

# Speaking skill

#### **GIVING EXAMPLES**

In order to express your ideas clearly and convincingly, it is important to give examples. Many learners of English use the phrase for example, but research shows this expression is used too often. The expressions below are more frequently used in academic English.

An example of ... is ...

A prime example of this is ...

... is a classic example of ...

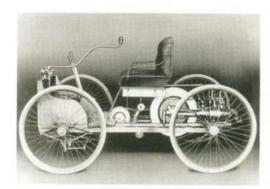
..., to name one example.

1	Complete	the	sentences	with	an	expression	from	the	Speaking	200	chill	hav
-	COMPLETE	HILL	36111611663	44 1111	un	CVDICOMOLI	HOIII	11165	JUECIKII	110	SKIII	DOX.

1	The Incas are a prime invented writing.		an advanced culture that never
2	The wheel	_classic _	of an important
	prehistoric invention.		
3	The drawbacks of cell p	ohones inc	lude the potential risk of cancer, to
	name		
4	Mary Anderson, the cre	eator of the	windshield wiper,an
	of an ear	ly female in	nventor.

#### 2 Work in groups. Take turns giving examples of the things below. Try to give reasons and extra information.

- 1 an invention that changed history
- 2 the positive and negative effects of television
- 3 something that wasn't possible before electric lights
- 4 something that a cell phone can't do yet
- 5 an invention that comes from your country



# SPEAKING TASK

You are going to present the pros and cons of an invention.

#### BRAINSTORM

Work with a partner. How have the inventions below changed the way we live? Use the words in the box or your own ideas.

the environment	crime	eating habits	energy	entertainment
	fitness	free time	friendship	health
	school	sleep	stress	work

Audience: teachers and

students

Context: classroom

presentation

present the pros

and cons of an invention

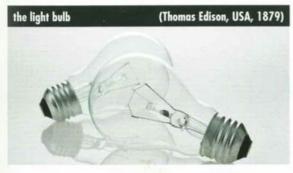
#### PLAN

- 1 1.11 Listen to a short talk about the pros and cons of the light bulb. Match the lines from the talk with the stages of the talk.
  - Describe the invention
  - 2 Talk about its benefits
  - 3 Talk about its negative aspects
  - 4 Summarize your opinion
- a Electric lights have improved our lives in many ways. A prime example of this is public safety.
- **b** Even though there are definitely problems that light bulbs can cause, overall it's impossible to imagine life without them.
- c This is an invention that uses electricity to light up a room.
- d There are also changes that aren't as positive. To cite one example, people stay up later and get less sleep.
- 1.11 Listen to the talk again. Notice the use of defining relative clauses, the weak form of that, and expressions with example.
- Choose an invention and prepare a short talk about its pros and cons. Follow the stages in exercise 1.

Work in groups. Give your talk to the group. Listen to your group members' talks and suggest additional points they can make.

#### SHARE

Find a new partner. Tell him or her about two interesting talks you heard.









# STUDY SKILLS Taking notes effectively

### Getting started

Discuss these questions with a partner.

- 1 When you take notes in class, what do you write down?
- 2 Do you write your notes only in English, only in your first language, or both?
- 3 Do you use charts, tables, or other ways to organize your notes?
- 4 Do you write down your thoughts, reactions, and questions about the lecture?

#### Scenario

Read the scenario and try to think of three things Ling could do to take notes more effectively.

#### Consider it

Look at these tips for taking notes effectively. Which ones does Ling already do? Which do you think can help Ling take better notes?

- 1 Listen for key points Don't worry about writing down every word of the lecture, but be sure to write down the main ideas.
- Watch the board If your professor puts a fact, key term, or diagram on the board, you should probably copy it in your notes.
- 3 Write down what the professor emphasizes Many professors will specifically tell students to write down key information, or to make sure that they remember it.
- 4 Paraphrase Try to put the professor's ideas in your own words. This will help you understand the lecture better.
- 5 Don't worry about complete sentences Write down key phrases to help you remember the information. Don't worry about writing full sentences.
- 6 Use charts and tables For example, if a lecture is about the pros and cons of an idea, make a chart with the pros in one column and the cons in another.
- 7 Write down questions If anything isn't clear, make a note of this so you can ask questions at the appropriate time.

# Over to you

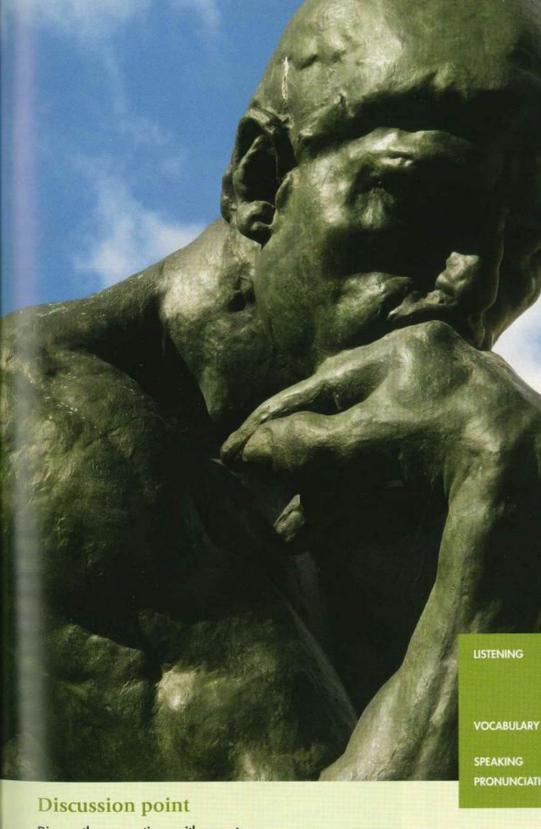
Discuss these questions with a partner.

- 1 Which of the things above do you already do?
- 2 Which of the tips do you think will be most useful to you?

3 What are some other ways that you take notes effectively in class?

Ling is a second-year Engineering major, and her classes are very challenging. Her professors cover a lot of material very quickly, so she knows that it is important to take good notes. In every lecture, her goal is to write down every word her professor says so she can memorize it later. In addition, she always copies down anything her professor writes on the board, as well as anything the professor tells the class to put in their notes. Sometimes she doesn't understand the professor's ideas, but she just writes down the words and hopes she can figure it out later. Many of her lectures are in English, so she tries to take notes in English. She finds this frustrating, however, because she is used to writing her notes in complete sentences, and she sometimes makes grammar mistakes.





LISTENING

Listening for

summaries

Listening for reasons

and explanations

Collocations with do and make

SPEAKING Giving reasons

PRONUNCIATION Disagreeing

#### Discuss these questions with a partner.

- 1 What are some different ways that people use their brains? Make a list.
- 2 What are some ways that you can tell what other people are thinking?
- 3 Would the world be a better place if everyone knew exactly what other people were thinking? Why or why not?

# Vocabulary preview

1 Match the words from the box with the definitions.

accurate automatically behavior experiment instinct lie detector reasoning researcher

- 1 a natural tendency to behave in a particular way that people and animals are born with:
- 2 correct or true in every detail:
- 3 a piece of equipment used for checking whether someone is telling the truth:
- 4 the way a person or animal acts:
- 5 the process of thinking in an intelligent way:
- 6 someone who studies or collects facts about something:
- 7 a scientific test to find out what happens in particular conditions:
- 8 without thinking about it:
- 2 Complete the sentences with your own ideas. Discuss your ideas with a partner.
  - 1 You need good reasoning skills to work as a ...
  - 2 Medical researchers should spend more time studying ...
  - 3 People usually take lie detector tests when ...
  - 4 When I need an accurate weather report, I usually ...
  - 5 One task I can do automatically is ...

# **LISTENING 1** Catching lies in the brain

# Before you listen

You are going to listen to a news report about lie detectors. How can you tell when someone is lying? Make a list of signs. Discuss with a partner.

THINK ABOUT

eyes gestures posture

tone of voice

# Global listening

LISTENING FOR SUMMARIES

Summarizing information is an important skill that you will need in your classes, in tests, and in your work. In lectures and news reports, the key information is often summarized near the beginning or near the end. Listen for cues such as summarize, overview, introduction, conclusion, and to sum up. These often mean that the speaker is going to give a summary.



1 1.12 Read the summaries below. Then listen to the news report on a new kind of lie detector. Check (1/2) the summary that best matches the news report.

#### Summary 1 🔲

For over 100 years, people have used a lie detector called the polygraph. It measures stress and is usually very accurate. The new test is called the fMRI. It measures both stress and brain activity. However, many experts believe it isn't as accurate as the polygraph.

#### Summary 2 🔲

People have used lie detectors for many years. The most common lie detector is a polygraph, which measures stress and is not very accurate. The new lie detector is called the fMRI. It measures activity in the part of the brain people use to tell lies. It is more accurate, but it also has problems.

2 Where in the news report can you hear a summary of this information?

# Close listening

- 1 1.12 Listen to the news report again and write T (true) or F (false).
  - 1 The fMRI lie detector can read a person's thoughts.
  - 2 Good liars can beat a polygraph because they don't feel stress.
  - 3 The caudate is a part of the brain that you use when you lie.
  - 4 The fMRI lie detector is 100% accurate.
  - 5 It is possible to use the fMRI on an uncooperative person.
  - 6 It may be possible to beat the fMRI test.
  - 7 You can increase your caudate activity by doing math in your head.
- 2 What words and phrases from the news report helped you find the answers?

# Developing critical thinking

Discuss these questions in a group.

- 1 Do you think this new kind of lie detector is a good idea? Why or why not? Make a list of good points and bad points.
- 2 When do you think it is appropriate to use this technology? When is it not?

#### **ACADEMIC KEYWORDS**

connect (v) /kə'nekt/
function (n) /'fʌŋkʃ(ə)n/
measure (v) /'meʒər/

#### USEFUL LANGUAGE

accuracy law enforcement national security protect someone's feelings privacy white lies



# LISTENING 2 Animal intelligence

# Before you listen

Work in groups. How intelligent are animals? Which of these things do you think animals can do? Which animals can do them?

- communicate
- solve simple math problems
- make and use tools
- recognize faces
- travel long distances and find their way back
- your own idea

# Global listening

#### LISTENING FOR REASONS AND EXPLANATIONS |

Giving reasons and explanations is an important part of academic work, especially when people are discussing scientific theories, explaining their ideas, or interpreting the results of an experiment. You will often hear key words such as since, so, as, and because when people give reasons. Expressions such as it's possible that ... and it could mean that ... are often used to give explanations.

- 1 1.13 Listen to the lecture on the intelligence of crows. Check (/) the information the speakers mention.
  - a The crow in the video never reached the food.
  - b The crow in the video made a hook.
  - In the same experiment, chimpanzees were not able to make tools.
  - d It's possible that the crows were only copying behavior.
  - Crows may be "programmed" to make tools.
  - Researchers didn't repeat the experiment with other crows.
  - Crow brains are much larger than pigeon brains.
- 2 Which of the statements you checked in exercise 1 are reasons why crows probably have intelligent thoughts? Which are explanations for why crows do not have intelligent thoughts?

# Close listening

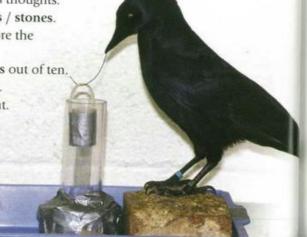
1.13 Listen to the lecture again. Circle the correct answer to complete the sentences.

- 1 The professor believes we can / can't directly observe the crow's thoughts.
- 2 Researchers have observed wild crows making tools from leaves / stones.
- 3 The crow in the video had already / never seen metal wire before the experiment.
- 4 The same crow in the video bent the wire one time / nine times out of ten.
- 5 A different crow bent the wire one time / nine times out of ten.
- Crows and pigeons are / are not about the same size and weight.

#### **ACADEMIC KEYWORDS**

behavior (n) /br'hervjer/ explanation (n) /,eksplə'neif(ə)n/

summary (n) /'saməri/



# Developing critical thinking

- 1 Discuss these questions in a group.
  - 1 How much more research needs to be done before scientists can say definitely that New Caledonian crows have intelligent thoughts?
  - 2 How are people and animals similar and different? Make a list.
- 2 Think about the ideas from Catching lies in the brain and Animal intelligence and discuss these questions in a group.
  - 1 Do you think the technology in Catching lies in the brain could be used to learn more about animal cognition? Make a list of reasons why or why not.
  - We can often guess what people are thinking simply by observing them and using common sense. Do you think today's technology is an improvement over observation and common sense? Will it ever be?

# Vocabulary skill

#### COLLOCATIONS WITH DO AND MAKE

The verbs do and make are used in numerous expressions in English. Many words and phrases can only go with one of these two verbs and not the other. It is useful to keep a record of collocations you learn with do and make, as well as with other common verbs such as get or have.

One part controls memory, another **does math**, another **makes decisions**, another **makes plans**.

1 Which words in the box go with do? Which go with make? Put each word in the correct column.

business a decision an exception an experiment a favor (for someone) a mistake a plan progress research someone wonder the right thing your homework

do	make	
research		

#### **USEFUL LANGUAGE**

communicate in sentences create art and music form complex societies make sophisticated tools understand how the world works sense of right and wrong



3

1	Are you rese	arch on anything in your classes these
	days?	
2	Do you think scientists will _ of animal intelligence?	progress on the question
3	If you need to	a big decision, what do you do?
4	When was the last time some rules for you?	
5	Who was the last person you	a favor for?
6		business abroad one day?
W	rite three sentences about the take.	opics below. Use collocations with do and
	lie detectors	<ul> <li>animal intelligence</li> </ul>
	things you wonder about	Or your own idea

# SPEAKING Discussing the results of an experiment

You are going to learn how to use adverb clauses to present contrasting information and show the order of events, how to give reasons in a discussion or debate, and how to use your tone of voice to express disagreement politely. You are then going to use these skills to discuss the results of an experiment.

#### Grammar

# ADVERB CLAUSES OF CONCESSION; REDUCED ADVERB CLAUSES OF TIME

#### Adverb clauses of concession

Adverb clauses of concession use words such as though, although, even though, whereas, and while to add contrasting information to a sentence. An adverb clause is a dependent clause and must go with a main clause with a subject and a verb.

- We use though, although, and even though to show ideas that are contrasting but related. Although the crow might be thinking, we just don't know for sure.
- We use whereas and while to compare two different people, things, or situations. While the polygraph measures stress, this new technology actually looks inside your brain.

#### Reduced adverb clauses of time

If an adverb clause of time (after, before, when, while) has the same subject as the main clause, you can reduce the adverb clause by removing the subject and putting the verb in the -ing form.

While visiting these islands, researchers observed crows making tools. (reduced form) After the researchers returned home, a journalist interviewed them. (can't be reduced)

- 1 Circle the correct word to complete the sentences.
  - 1 He was arrested for the robbery while / even though he passed a lie detector test.
  - 2 Crows are able to make tools, though / while pigeons can fly long distances and find their way back.
  - 3 Although / Whereas I love cats, I don't believe they really have intelligent thoughts.
  - 4 Though / After failing with the straight wire, the crow bent it to make a hook.
  - 5 Some people can look you right in the eyes though / while lying to you.
- 2 Combine the sentences. Use adverb clauses and the words in parentheses. When possible, use a reduced adverb clause. Sometimes more than one answer is possible.
  - 1 Scientists have learned a lot about the brain. There is much we still don't know. (though)

# Though scientists have learned a lot about the brain, there is much we still don't know.

- 2 Some animals make tools. They are not as sophisticated as human tools. (although)
- 3 Researchers studied crows. Researchers thought only chimpanzees used tools. (before)
- 4 Chimpanzees are very smart. Other animals are not as intelligent. (whereas)
- 5 Many companies rely on lie detectors. Lie detectors are not 100% accurate. (even though)

# Speaking skill

#### **GIVING REASONS**

When you contribute your ideas to an academic discussion, your opinions will be clearer and more convincing if you also give reasons for them. When giving reasons, we frequently use clauses with words such as because, since, as, and so.

Really good liars can beat the test because they just don't feel that stress. (= this is the reason why really good liars can beat the test)

As and since are used in lectures and other more formal or academic situations.

As the crow had never seen metal wire before, those explanations are less likely.

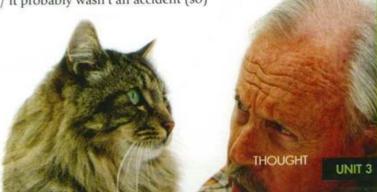
More informally, we can express the same idea using a clause with so in the middle of the sentence.

The crow had never seen metal wires before, so these explanations are less likely.

- 1 Use the information to write sentences. Put the word in parentheses in the most appropriate place in the sentence.
  - 1 animals can't speak our language / it is difficult to understand their minds (since)

# Since animals can't speak our language, it is difficult to understand their minds.

- 2 humans aren't the only ones who use tools / crows can also do this (as)
- 3 fMRI scanners are large and expensive / they aren't widely used yet (so)
- 4 polygraph tests aren't accurate / some people can lie without feeling stress (because)
- 5 the fMRI actually looks inside your brain / it is extremely accurate (since)
- 6 the crow made a tool in nine out of ten tests / it probably wasn't an accident (so)



- 2 Work with a partner. Do you agree with the ideas below? Take turns giving reasons for and against each one. Use the words and expressions from the box. Then try to give additional reasons.
  - Mammals are more intelligent than birds.
  - 2 People should never tell lies.
  - Rainy weather is a bad thing.
  - 4 It's a good idea to go to university.
  - 5 Watching television is bad for you.
  - 6 The brain is the most important part of the body.

#### Pronunciation skill

#### DISAGREEING

In class and in academic contexts, you will need to politely express disagreement in discussions and debates. Many people use a higher intonation and speak a bit more slowly to show politeness when they disagree. They may stress certain words in order to soften the disagreement, while at the same time putting less stress on words such as no, or disagree.

- A: So some birds are just as intelligent as people.
- B: Um, no, I'm not sure I COMPLETELY agree.
- 1 1.14 Listen to the lines from Catching lies in the brain and Animal intelligence. Notice the higher tone of voice. Circle the stressed words.
  - 1 A: These machines can read your thoughts—do I have that right?
    - B: Well, no, not exactly.
  - 2 A: Wow, over 95%. So I guess we'll be seeing this in police stations and airports soon.
    - B: Well, probably not too soon.
  - 3 Thank you, Alison, for that very clear summary. I just want to disagree on one point.
- 2 1.14 Now listen again and repeat the lines in bold.
- 3 Work with a partner. Take turns to read the false statements below aloud to your partner. Your partner disagrees. Use a polite, higher tone of voice and emphasize words that soften the disagreement.
  - People don't use their brains when they lie.
  - 2 Only humans can make and use tools.
  - 3 Most people begin university at the age of 15.
  - 4 People will probably be living on the moon in five years.
  - 5 Crows are smarter and bigger than all other birds.
  - 6 Most people have never told a lie.

#### USEFUL LANGUAGE

Are you sure?

I just want to disagree on one point.

I'm not sure I completely agree.

Well, not exactly.

# Speaking skills

# SPEAKING TASK

In pairs, discuss the results of an experiment.

#### BRAINSTORM

- Collective intelligence is the theory that a group can be smarter than any of its individual members. Do you think the situations below are examples of collective intelligence? Can you think of more?
  - 1 A professor asked his class to guess how many jellybeans were in a jar. No individual student guessed correctly, but the average of all of their guesses was 98% correct.
  - On the TV game show Who Wants to Be a Millionaire? contestants can ask the audience to vote on the answer to a trivia question. The audience's choice is correct 91% of the time.
- Read the information about how bees choose a new home. Do you think this is an example of collective intelligence? Tell a partner.

American researchers gave a group of 4,000 bees a choice of five boxes in which to start a new hive. Four of the boxes were too small, but one of them was the perfect size. This is what the researchers observed:

- Most of the bees stayed in a group and didn't go to any of the boxes.
- A small number of "scout" bees left the group and found each of the boxes.
- When a scout bee returned from a box, it did a "waggle dance," after which other scout bees went to look at the box.
- So far, there were only a few bees at each of the five boxes. As soon as about 15 scout bees gathered at one of the boxes, one of the scouts returned to the group and did another dance.
- At this point, all of the 4,000 bees followed the scout back to the box, and they made their hive there.
- The bees' choice was the perfectly-sized box.
- In later experiments, different groups of bees also chose the best box.

Audience: classmates / fellow researchers in a

findings

scientific context classroom /

scientific research

facility; discussion/

debate of research

to discuss/debate

what the results of

an experiment mean

#### PLAN

- 1 1.15 Listen to two people discussing the bee experiment. Check ( ) the points they mention.
  - a The bees chose the best place for their hive.
  - The bees had a 20% chance of picking the best place at random.
  - The wind could have pushed the bees to the box.
  - In later experiments, the bees also chose the best box.
  - Most of the bees never saw any of the boxes before the group "decided."
  - Even among the scout bees, most of them only saw one or two of the five boxes.
  - You can't measure collective intelligence with a brain scanner.
  - Individual bees have very tiny brains.
- 2 1.15 Listen to the conversation again. Notice how the speakers:
  - use adverb clauses of concession
- give reasons
- use reduced adverb clauses of time
- · use their tone of voice to disagree politely.
- 3 Which reasons in exercise 1 suggest bees have or don't have collective intelligence?

#### SPEAK

Discuss the experiment with a new partner. Do you think bees have collective intelligence? Why or why not? Use the points in exercise 1 or your own ideas.

#### SHARE

Work in groups. What opinion do most people have? What are the strongest reasons for that opinion?

### Memory thrives on organization

by Stella Cottrell

#### Activity

- 1 Read List A for 15 seconds, then cover it.
- 2 Say a nursery rhyme (to stop yourself practicing the list).
- 3 Write down the words you remember.
- 4 Check List A and note down your score. Now do the same with List B, including the underlined words. Even if you did not do well with the first list, have a go.

List A			
plum	elbow	giraffe	caravan
puppy	banana	foot	apple
pony	cherry	barge	bungalow

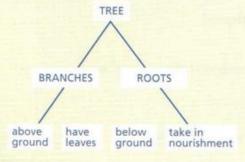
List B			
Fruit	Animal	Home	Body
plum	giraffe	house	foot
banana	puppy	apartment	knee
apple	donkey	bungalow	elbow
cherry	pony	caravan	hand

You probably remembered many more items from List B. List B is more memorable because:

- grouping similar items together helps recall
- using group headings helps recall
- being able to see that there are only four types of information gives the task manageable boundaries
- many of the items on List B were also in List A
   —and going over information again helps
   recall.

### Organizing information into pyramids

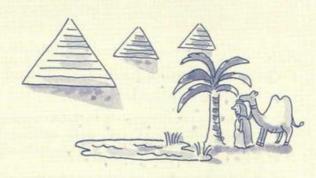
Concept pyramids (see example below) organize associated information into hierarchies. They are excellent memory aids.





In an experiment in 1969, Bower and other psychologists asked a group of people to learn 112 words. The words were grouped and linked meaningfully, as in List B above, and organized into four pyramids. People remembered 100% of the words by the third attempt.

By contrast, a second group of people were given the same words, also arranged into pyramid shapes, but this time with the words randomly assigned to each pyramid—they were not meaningfully (or semantically) linked. The second group remembered only 47% of the words by the third attempt.



This suggests the importance of both:

- linking information meaningfully, and
- organizing ideas into hierarchies or concept pyramids.

LISTENING

Listening for cues to distinguish facts and

opinions

Listening to understand a

sequence of events

**VOCABULARY** 

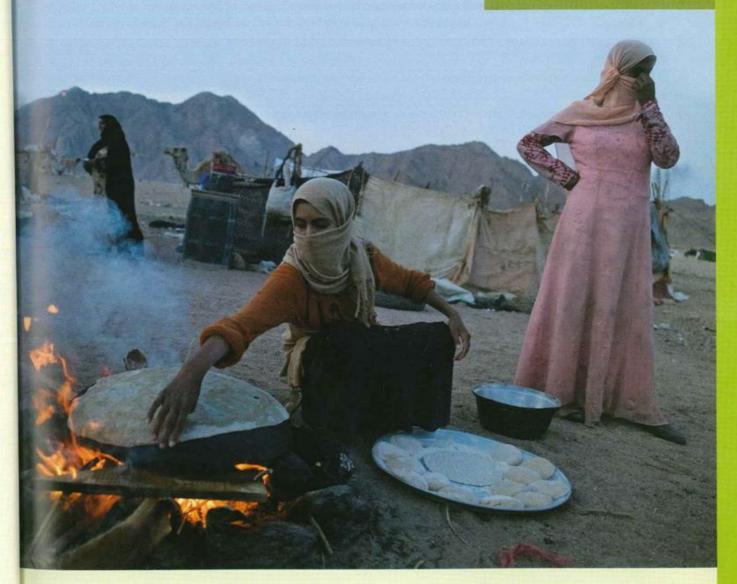
Synonyms

SPEAKING

Changing the topic and returning to it

PRONUNCIATION Using intonation to express feelings and

attitudes



## Discussion point

#### Discuss these questions with a partner.

- 1 What are five words you associate with "fire"? Were the words mostly positive, negative, or neutral?
- 2 When was the last time you were near a fire? What was the reason for the fire? Why do you remember it?

### Vocabulary preview

- 1 Read the sentences. Circle the correct meanings of the word in bold.
  - 1 These animals have adapted to life in some of the hottest places in the world.
    - changed behavior
- b los
- 2 Scientists are always finding out more evidence about the lives of our ancestors.
  - a behaviors
- b people related to you who lived long ago
- 3 The usual way to extinguish a wood fire is to put water on it.
  - a analyze carefully
- b make a fire stop burning
- 4 A fire in Chicago in 1871 destroyed 17,000 buildings and left 90,000 people homeless.
  - a consisted
- b damaged completely
- 5 A fire can have a huge impact on a community if many homes burn down.
  - a aspect
- b effect or influence
- 6 There is a clear link between burning fossil fuels and global warming.
  - a dilemma
- **b** connection
- 7 It's often easier to maintain a familiar routine, than to change to a new one.
  - a keep
- b get
- 8 It's important to think about nutrition when we choose which foods to eat.
  - a construction
- b food that keeps us healthy
- 9 Cooking the meat helped to preserve it, and so it stayed fresh longer.
  - a keep from decaying
- **b** position carefully
- 10 Firefighters' helmets provide protection against falling objects as well as heat.
  - a warmth
- b something that keeps you safe
- 2 Adapt each of the sentences above to make a true statement about something you know or to make a sentence that is true for you.

## LISTENING 1 The discovery of fire

### Before you listen

Do you know when fire was first used? How did this change people's lives? Discuss with a partner.

### Global listening

- 1.16 Listen to the presentation about the discovery of fire and answer the questions.
- 1 What does the speaker mean by "controlled use of fire"?
- 2 What four ways did fire impact daily life?
- 3 Which of these was a major turning point for people? Why?
- 4 How was the use of fire an application of technology?

THINK ABOUT

food

heat

leisure activities & socializing

light

what they made

where they lived



### Close listening

#### LISTENING FOR CUES TO DISTINGUISH FACTS AND OPINIONS

In a presentation, some ideas you hear are based on facts (i.e., something known to be true): People use fire for cooking. We know that ...

Some are based on opinions (personal beliefs or ideas).

The fire <u>seems</u> dangerous. <u>It's hard to imagine</u> life without fire. That looks better.

Pay attention to the words a speaker uses to introduce an idea. This will help you to decide which ideas are facts and which are the opinions of the speaker.

# 1.16 Listen to the presentation again. Decide if each sentence expresses a fact (F) or an opinion (O) based on the presentation. Compare with a partner.

- 1 Fire was first used between 300,000 and 400,000 years ago.
- 2 The use of fire dramatically changed people's lives.
- 3 People were less afraid at night when they burned fires.
- 4 Cooking food allowed people to digest more nutrients and calories.
- 5 One benefit from cooking food was that it was easier to chew.
- 6 Cooking food allowed it to be preserved for longer.
- 7 When people had more food choices, they survived longer.
- 8 People's lives were better when they could socialize at night.
- 9 Cooking food doesn't seem like an application of technology.

## Developing critical thinking

#### Discuss these questions in a group.

- 1 What would a world without fire look like? Think of what would be different in the world around us.
- 2 A popular way of eating in some cultures is to eat raw foods. What are the pros and cons of eating raw food?

#### ACADEMIC KEYWORDS

application (n) /,æplt'ketf(ə)n/
fundamental (adj) /,fxndə'ment(ə)l/
theory (n) /'@iəri/

#### USEFUL LANGUAGE

equipment heat food transport

#### USEFUL LANGUAGE

digestion taste
energy nutrition
health weight



## **LISTENING 2** Forest fires: friend or foe?

### Before you listen

Discuss the questions with a partner.

- In what ways is a fire a "foe" (enemy)?
- 2 In what ways might a fire be a "friend"?

### Global listening

- 1.17 Listen to the report on forest fires and check (✓) the topics mentioned.
  - 1 the main reason a forest fire is called a "foe"
  - 2 a scientific description of what a fire needs to burn
  - 3 how a forest fire gets started
  - 4 the usual response to a forest fire
  - 5 why the typical response is appropriate
  - 6 why the typical response is inappropriate
  - 7 several benefits of a forest fire
  - 8 the reasons why some trees, plants, and insects survive in areas where forest fires are common



### Close listening

#### LISTENING TO UNDERSTAND A SEQUENCE OF EVENTS

A sequence is a series of events that happen in order and lead to a result. To follow a sequence, listen for words and expressions that will tell you the order from the first event to the last event, such as: first, second, third, then, next, later, after that, after ... happens, then ..., afterward, eventually, finally, last.

Sometimes, a speaker doesn't present events in the order they happened. Therefore, it is important to use these signal words to help you keep track of the correct sequence.

- 1 1.17 Listen again and decide if the sequence described in the sentences is correct or incorrect.
  - 1 If someone drops a burning match, a fire quickly burns out of control and then spreads.
  - 2 A fire clears away dead trees and plants on the floor of the forest, then new plants can grow.
  - 3 When the banksia bush grows, its seeds are released. When the fire starts, its cones are scorched.
  - 4 After a fire starts, the blue beetle senses the fire, flies into the burning area, and lays its eggs while the fire is burning. Eventually the eggs are burned by fire in the trees.
  - 5 After a fire, the ecosystem is restored because first the fast-growing plants start to grow, then the trees, and finally the slower-growing plants.
- 2 Work with a partner to make the sequence correct and add any other details you can remember.

#### ACADEMIC KEYWORDS

adapt (v) /ə'dæpt/
condition (n) /kən'dɪʃ(ə)n/
impact (n) /'ım,pækt/

### Developing critical thinking

- 1 Discuss these questions in a group.
  - 1 Should forest fires be put out quickly or allowed to burn? Discuss the pros and cons.
  - What are possible long-term benefits to an area of other natural disasters?
- 2 Think about the ideas from The discovery of fire and Forest fires: friend or foe? and discuss these questions in a group.
  - How important a role does fire play in daily life?
  - 2 How does controlling fire and its uses help us to build and preserve communities?

### Vocabulary skill

#### **SYNONYMS**

Synonyms are two or more words that have the same or almost the same meaning. There is often a slight difference in meaning, so use a dictionary to check the usage and make a note of any differences, e.g., if one word is more formal or which words it can collocate with. Keep a list of synonyms.

For example:

extinguish / put out (informal) link/tie

raw/uncooked absolute/complete/total

Sometimes, we can also replace a word by a phrase or expression, especially in idiomatic speech. Some informal expressions based on "fire" are:

to get burned to be on fire to burn someone up to be fired up about something to be burned out



dangers

regeneration

ecosystem habitats

soil plant and

animal life

loss of life





1	Read e	each se	ntence.	Circle two	synonyms	of	the	word	in	bold.
---	--------	---------	---------	------------	----------	----	-----	------	----	-------

- 1 The controlled use of fire was a turning point in human history.
  - a milestone b pivotal moment c extension
- 2 The controlled use of fire dramatically changed daily life in so many ways.
  - a slightly b substantially c noticeably
- 3 One of the fundamental changes was in the way people ate.
- a essential
   b key
   c secondary
   The impact on food choices was significant.
  - a major b meager
- c considerable
- 5 It's hard to say if the destruction from a forest fire outweighs the benefit.
  - a exceeds
- b surpasses
- c reduces
- 6 After the rain, the sun came out, and new plants emerged from the ground.
  - a declined
- **b** surfaced
- c appeared
- 2 Read each sentence. Choose a synonym of the phrase in bold from the box and match it with the correct sentence.

doing great excited exhausted makes me very angry was cheated

- 1 I got burned at the market. I thought I'd bought designer jeans, but realized later they were fake.
- 2 He always keeps me waiting when we go out. That burns me up!
- 3 He's really fired up about playing the match on Saturday.
- 4 Yousef is on fire: he got the highest grade on the exam, and then he took first place at the sports meet.
- 5 Are you burned out? Find out about the symptoms of over-work and stress.





## SPEAKING Debate: Does fire do more harm than good?

You are going to practice using stance markers, intonation to express feelings and attitudes, and changing a conversation topic and returning to it. You are then going to use these to have a debate.

#### Grammar

#### **USING STANCE MARKERS**

Stance markers are used by speakers to express their attitude about ideas they are presenting. They help us know if an idea is an opinion or a fact. Some ways we can express stance are:

· with a single adverb.

Frankly, that sounds like a huge benefit.

Actually, being able to cook food was a major turning point for our

with adverbial clauses and prepositional phrases. In order not to sound impolite, try to support your stance with facts and relevant information.

As a matter of fact, I didn't do the project alone. Amid helped me.

To put it bluntly, I totally disagree with that idea. Let me explain why ...

To be honest, that isn't really an example of how fire helps us. Consider this example ...

^	1		8 Listen. For each conversation, choose Frankly, it's too dangerous.		Actually, it's my favorite thing.
	2	α	Yeah, luckily it was late at night. No one was there.		Actually, it's next week.
	3	а	To be blunt, I thought it was boring.	Ь	Frankly, I'm not interested.
	4	α	To be honest, I can't. My friend did it.	b	Actually, I can't go. I'm busy.
2			lete the conversations with a stance mo ble. Practice with a partner.	irke	r. More than one choice is
	1	A:	That was an excellent restaurant. I'd de	fini	tely go there again.
		B:	, I didn't like it at all. T	he:	service was awful.
	2	A:	You did great on the exam. You must h	ave	studied all weekend for it.
		B:	, I spent over three wee	ks p	preparing for it. I knew it would
	3	A:	I was worried I wouldn't be able to use it's very easy to use.	thi	s software, but
		B:	Yeah, I didn't have any problems with i	t ei	ther.
	4	A:	, I don't think we shou We have a big project due next week, re		
		B:	Well, then how about just going out fo	r oi	ne of the days?

### Speaking skill

#### CHANGING THE TOPIC AND RETURNING TO IT

Sometimes in a conversation, you may want to change the topic briefly. This often happens when someone says something that reminds you of something else.

Changing topic

Sorry, that reminds me. Oh, by the way, ... Speaking of ...,

Oh, before I forget, I want to mention ...

Returning to the topic

Back to what we were talking about ... Let's get back to ... Anyway, ...

As I was saying before, ...

During a debate in which you have limited time to present your ideas, try only to go off the main debate topic briefly, and then quickly return to it.

- 1 1.19 Listen to somebody describing an article. Which expressions from the box above do you hear?
- 2 Work with a partner to discuss the topics. Practice going off the topic briefly and returning to it.
  - 1 The two most important possessions you would take if you needed to escape from a fire.
  - 2 A movie or TV show, or a book in which fire was a factor.

### Pronunciation skill

#### USING INTONATION TO EXPRESS FEELINGS AND ATTITUDES

For someone to understand your ideas, they need not only to understand the words, but the feeling behind them. How quickly you say something, how your voice rises and falls, the tone and the pitch, all communicate your feelings and attitudes. By paying attention to your own intonation, you will make it easier for others to understand the ideas you want to communicate.

- 1 1.20 Listen to the same sentence said with three different intonations. Match the emotion with the sentence.
  - 1 I heard about a forest fire that happened recently. \_\_\_ a excited
  - 2 I heard about a forest fire that happened recently. \_\_\_ b afraid
  - 3 I heard about a forest fire that happened recently. \_\_\_ c uninterested
- 2 Read each conversation. Decide what intonation will best communicate the ideas. Practice with a partner.
  - 1 A: There was a big fire not far from here yesterday.
    - B: I know. I was totally scared it was going to spread this way.
    - A: No kidding! We were lucky they were able to put it out so quickly.
  - 2 A: Do you want to hear some absolutely wonderful news?
    - B: Sure, what happened? Tell me!
    - A: I got accepted to the school I was hoping to go to. I start next month!
  - 3 A: Hey, I'm not up for watching this movie.
    - B: Me neither. It's pretty boring.
    - A: Let's do something else.

45

Audience: classmates

Context: informal debate

exchange and compare ideas in a structured format

## **SPEAKING TASK**

For your debate, each side will present their ideas. Then you will have time to challenge the other side with questions.

#### BRAINSTORM

Work in a group of four. Discuss the many ways fire is part of life. Think about

art business construction manufacturing medical treatment natural world recreation travel

#### PLAN

1 Divide your group into two pairs.

Pair 1: Present the ways the use of fire enhances our lives.

Pair 2: Present the ways fire harms us.

2 Each pair makes a list of at least four ideas you plan to cover.

Pair 1: Try to include a wide range of the many ways in which fire benefits life.

Pair 2: Consider including fires in natural disasters following earthquakes and volcanic eruptions.

For each idea on your list, discuss with your partner the details you want to include. Take notes. Then decide who will present each idea in the debate. Consider the stance markers and what tone of voice will best express your feelings and attitudes. Review the phrases to use to go off topic and return to the topic.

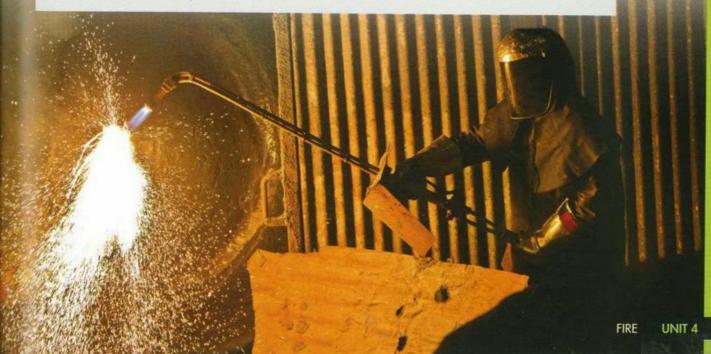
Debate ideas	Details to present

#### SPEAK

Work in the same groups as for the *Plan* section. Hold your debate. After each side presents, allow time for questions. Take brief notes on the other side's ideas.

#### SHARE

Work as a class to discuss the results of the debates. Choose one member of your group to summarize the main points presented in your debate. Compare ideas.



## **STUDY SKILLS** Reviewing notes

### Getting started

Discuss these questions with a partner.

- 1 Why is it important to review notes?
- 2 Do you review notes with classmates or alone?
- 3 What do you do when your notes are unclear or incomplete?

#### Scenario

Read this scenario and think about what Aida is doing right and what she is doing wrong to review her notes.

### Consider it

Look at these suggestions for reviewing notes. With a partner, discuss the advantages of each.

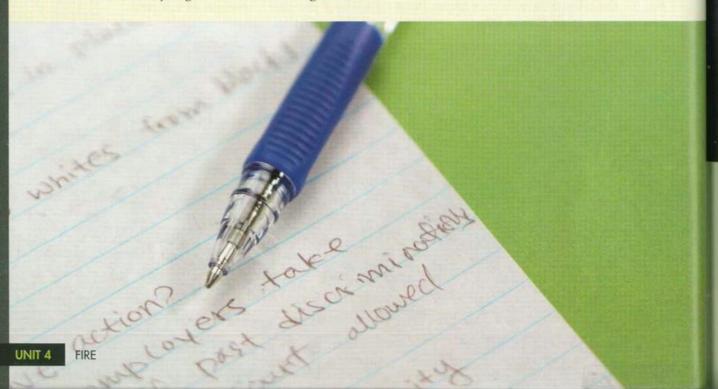
- 1 Read through your notes. Write? next to anything that is unclear.
- 2 After the lecture, check your textbook to find details missing from your notes.
- 3 Find a classmate to review notes together. Use your notes to discuss the main ideas of the lecture. Help each other to understand parts that are unclear to either of you.
- 4 Add to your notes or make corrections as you review them.
- 5 Ask yourself: what do I understand? What do I need to get more information about?
- 6 Rewrite your notes to make them clear to you later, and to help you recall the information that you have reviewed.

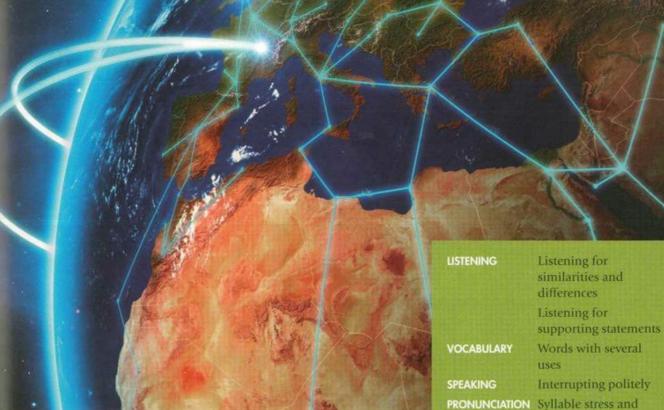
### Over to you

Discuss these questions with a partner.

- 1 Which of the pieces of advice do you already do?
- 2 Which ways of reviewing do you think are the most useful?
- 3 What advice would you give Aida on reviewing her notes?

Aida is a busy second-year student. She attends six lectures a week. She has many pages to read in her textbooks every night. Every night at home, she quickly reads over her notes. On the weekends she studies alone. Sometimes, she goes to the library where she reviews her notes by herself. If she sees a note that is unclear she writes? next to it, but she doesn't usually take time to ask someone for help or to look up the information in her textbook. Before exams, she goes over her notes, but her notes often aren't clear enough to help her prepare well for her exams. She often doesn't do as well on her exams as she would like to.





Discuss these questions with a partner.

Discussion point

Make a list of places you have lived or visited in your life. How far apart are these places?

2 Make a list of things you've bought recently. Do you know where they were made, produced, or grown? Which thing traveled the longest (or shortest) distance to reach you?

3 What are some products that are better when they are produced near you? What are some products that are better when they come from another place?

1

meaning

### Vocabulary preview

1 Complete the sentences with a word from the box.

٤	global	migrants	route	rural	trade	urbanization
1	I'd lik	e to work fo	га		comp	any with offices a
2	Becau rapidl			_, the cit	ies in my	country are grow
3		the same ent street.		to	school e	very day. I never ta
4	(months of party)	se of interna ade in China	as the first property		, I	own a lot of thing
5		own has a lo parts of the	College Williams		who	have moved here
6	Peopl farme	e who live ir rs.	1		areas in	my country are u

2 Do you agree with the sentences in exercise 1? Discuss them with a partner. Change the sentences if necessary to make them true for you.

## LISTENING 1 Globalization in history

### Before you listen

1 Work in groups. Look at the list of places. What do you think people in these places typically eat, drink, and produce? Use the items in the box or your own ideas.

	chili peppers oil rubber	electronics tea coffee	100	otatoes sugar chocolate porcelain silk tomatoes
1	China		4	Saudi Arabia
2	Italy		5	the U.K.
3	Mexico		6	the United States

2 Discuss where you think the items in exercise 1 came from originally.

### Global listening

#### LISTENING FOR SIMILARITIES AND DIFFERENCES

In your academic work, you will often need to compare and contrast two or more ideas, places, people, or experiences. As you listen to lectures and other sources of information, it is important to actively ask yourself, "How are these things similar? How are they different?"

You can also listen for expressions such as Unlike X, ..., Like X, ..., Another similarity/difference is ... and comparative forms (faster, a wider range of ...).



1.21 Listen to the lecture on global trade networks in history. How are they similar or different? Check (/) the network (or networks) that each sentence describes.

		The Silk Road	The Columbian Exchange	Today's trade network
1	It is/was a global network.			
2	It is/was mostly controlled by the Middle East.			
3	Most goods are/were shipped by sea.			
4	China's main export is/was silk.			
5	It has/had an effect on cuisines and cultures.			

### Close listening

1.21 Listen to the lecture again. Where did these goods originally come from? Match the item with the place.

1	tomatoes	a	China
2	coffee	Ь	Ethiopia and Yemen
3	silk	C	Brazil
4	black pepper	d	Mexico
5	potatoes	е	Peru
6	corn	f	South America and Mexico
7	chili peppers	g	India
8	rubber	h	South America

### ACADEMIC KEYWORDS

adopt	(v)	/ə'dapt/
network	(n)	/'net,wark/
significant	(adj)	/sig'nifikənt/

### Developing critical thinking

Discuss these questions in a group.

- 1 Look at the goods in the Close listening section above. Which of these goods does your country import? Which does it export? What else does your country often import or export?
- 2 How do you think globalization is affecting how people eat and drink in your country? Make a list of positive and negative changes.

#### USEFUL LANGUAGE

brands chains different cuisines fast food foreign food/restaurants positive/negative change

## LISTENING 2 Urbanization

### Before you listen

Work in groups. You are going to hear a lecture on urbanization. How do you think the growth of cities will affect the areas below? Will the effects be positive or negative?

- · families
- · population growth
- · the economy
- crime
- health
- · rural life

### Global listening

- 1 1.22 Listen to the lecture from a political science course on urbanization. Circle the correct answers.
  - 1 Why are so many people moving from the countryside to the city?
    - a Because there is a lot of poverty in rural villages.
    - **b** Because many beautiful rural areas are disappearing.
  - 2 Why does the professor think urbanization is mostly positive?
    - a Because the number of migrants is increasing.
    - b Because it has lifted millions of people out of poverty.
  - 3 Why does the professor think urbanization will help the environment?
    - a Because migrants send money back to rural areas.
    - **b** Because the world's population will decrease in the future.
- 2 What words or phrases from the lecture helped you find the answers?

### Close listening

#### LISTENING FOR SUPPORTING STATEMENTS II

A supporting statement gives additional information, facts, or reasons for an idea or opinion. It is important to listen for supporting statements and the information they give, as this will help you understand the main ideas better. In spoken English, supporting statements usually come after a person gives an idea or opinion. However, many statements that come after an idea or opinion are *not* supporting statements. It is important to listen actively and identify the statements that actually give more information about an idea.

#### ACADEMIC KEYWORDS

illustrate (v) /'ilə,streit/

rate (n) /rest/

statistics (n) /stəˈtɪstɪks/

1	"Some scholars say this movement from rural to urban is the biggest migration in human history."
	This is a big claim.
	b The world's population will increase by three billion people.
	Billions of people will move to cities in the twenty-first century.
	d About 70% of the world's people will live in cities by 2050.
2	"Urbanization is happening very quickly and dramatically."
	□ In 1950, 86 million people lived in cities.
	b The number of cities with over a million people has gone from 86 to 400.
	A lot of electronics are made in Shenzhen.
	d Shenzhen's population has increased from 25,000 to over 14 million.
3	"Life in a rural village is not easy."
	Rural areas in Asia and Africa can seem very beautiful to us.
	b  Three quarters of people who earn less than a dollar a day are small farmers.
	A dollar a day isn't very much money.
	d People in rural villages aren't as healthy and live shorter lives.

#### 2 1.23 Listen again. Discuss with a partner whether the information you checked in exercise 1 supports the main idea in each excerpt.

### Developing critical thinking

- 1 Discuss these questions in a group.
  - 1 In the lecture, the professor believes that urbanization is mostly positive. Do you agree?
  - 2 Is there a big city you'd like to move to? Why? What would you do
- 2 Think about the ideas from Globalization in history and Urbanization and discuss these questions in a group.
  - 1 Look at the items in the list below. Which are effects of global trade? Which are effects of urbanization? Which are both? Can you think of more effects of global trade or urbanization?
    - more foreign goods are available
    - people learn more about other countries
    - people have smaller families
    - more energy is consumed
    - people's ideas and values change
    - more money goes to rural areas around the world
    - factories close in some countries and open in others
    - more people need to learn a second language
  - How can urbanization be a cause of increased global trade? How can global trade be a cause of urbanization?

#### THINK ABOUT

crime education opportunities population growth poverty the economy

### Vocabulary skill

#### **WORDS WITH SEVERAL USES**

Many English words have more than one use, which can make listening comprehension quite difficult. For this reason, when you encounter a new word, or a familiar word used in a new way, it is useful to check for additional uses or meanings in a dictionary.

When you think of traditional Italian cuisine, what comes to mind? (mind = your attention or thoughts)
These people can mind your kids while you're working. (mind = look after someone for a short time)
Would you mind turning off the TV? I'm trying to study. (mind = feel annoyed)

1 1.24 Complete the sentences from Globalization in history and Urbanization with the correct form of a word in the box. Then listen and check.

1	Much later, Italians	the custom.	
2	One of the first significant trace		s the Silk Road.
	A lot of were		
4	For thousands of years, silk ar	nd porcelain were Chin	a's most important
5	These trade routes developed landed in the		mbus's
6	Much of the originally from the Americas.		arket today was
7	Let me just give you some stat	tistics to	_ this point.
8	That is great news for the envi		
	number of other		
Q w		we face in the futu ences with the correct f	re.
W	number of other	we face in the futuences with the correct for and check.	orm of the same
1	number of other	we face in the futurences with the correct for and check.  e world's cargo is still	form of the same
1	number of other	we face in the futurences with the correct for and check.  e world's cargo is still and and dirty, and sometimes d	form of the same  by  clothing,
1 2 3	number of other  1.25 Now complete these senter ords from exercise 1. Then liste Even today, almost 90% of the sea. Instead of silk, China electronics, and more.	we face in the futurences with the correct for and check.  e world's cargo is still  and  dirty, and sometimes defor people.	form of the same  by  clothing,  angerous, but they
1 2 3	number of other	we face in the futurences with the correct for and check.  e world's cargo is still and dirty, and sometimes d for people.  is. People fr	by clothing, angerous, but they
1 2 3 4 5	number of other  1.25 Now complete these senter ords from exercise 1. Then liste Even today, almost 90% of the sea.  Instead of silk, China electronics, and more.  These places can be crowded, also do a lot of  The slum is where your already there.  The children's book was	we face in the futurences with the correct for and check.  e world's cargo is still and dirty, and sometimes d for people.  is. People from with some	clothing, angerous, but they om your village are





## **SPEAKING** Giving a presentation about a city

You are going to learn how to use embedded questions to ask for information and to express what you do or do not know, how to interrupt politely, and how syllable stress affects a word's meaning. You are then going to use these skills to describe a global city.

#### Grammar

#### NOUN CLAUSES: EMBEDDED QUESTIONS

We can use embedded questions to ask a question more politely or indirectly, or to talk about what someone knows or remembers.

- Embedded questions begin with expressions such as Can you tell me ...?,
   Do you know ...?, and I was wondering ...
  - Do you know where these things are from originally? (= Where are they from originally?)
- They use sentence word order.
  - I was wondering why so many people move to cities. (= Why do so many people move to cities?)
- In embedded questions with be, the verb changes position.
- In yes/no embedded questions, we use if or whether in place of a question word.
   Peter wants to know whether there is one main cause of urbanization.
   [= Is there one main cause of urbanization?]
- 1 Write embedded questions. Use the questions and the expressions in parentheses.
  - 1 Where were you born? (Can you tell me ...?)
  - 2 Did you grow up in the countryside? (I was wondering ...?)
  - 3 What's your favorite kind of foreign food? (I'd like to know ...?)
  - 4 Are you interested in living in another city or country? (Can you tell me ...?)
  - 5 Are you going to move anywhere in the next year? (Do you know ...?)
  - 6 Have you ever tried food from an unusual place? (Can you tell me ...?)
- 2 Work with a partner. Ask and answer the questions in exercise 1.

### Pronunciation skill

#### SYLLABLE STRESS AND MEANING II

In some English words, the meaning of the word or its part of speech changes depending on which syllable is stressed.

For thousands of years, silk and porcelain were China's most important exports. (EXports = noun)

Instead of silk, China produces and **exports** clothing, electronics, and more. (ex**PORTS** = verb)

Much of the **produce** you see in the supermarket today was originally from the Americas. (**PRO**duce (i.e., fruits and vegetables) = noun)

Instead of silk, China **produces** and exports clothing, electronics, and more. (pro**DUCE** (i.e., make) = verb)

1 - 1.26 Listen and repeat the example sentences in the box above.

- 2 1.27 Listen to the sentences. Underline the stressed syllables in the words in bold. Then listen again and repeat. How does the meaning change?
  - European countries imported silk from China.
  - 2 Chinese silk was still a key European import.
  - 3 Thanks to increased trade, there has been a decrease in the unemployment
  - 4 In 2050, the world's population will actually start to decrease.
  - 5 The city's population is still increasing.
  - 6 She earns \$500 a week in the city. That's a huge increase from her job in the village.
  - 7 Economists project that the trade deficit will continue to increase this year.
  - The transportation project is going to improve the lives of thousands.
  - 9 He signed a contract to work in the London office for two years.
  - 10 The economy has stopped growing and may now be contracting.
- 3 Work with a partner. Say five sentences describing your country with the words in exercises 1 and 2.

### Speaking skill

#### INTERRUPTING POLITELY

In order to understand a lecture or classroom discussion clearly, it is sometimes necessary to interrupt and ask questions. In class, use more formal language and, if possible, try to signal before interrupting by raising your hand.

I'm sorry to interrupt. I was just wondering ...

Excuse me for interrupting. Could I ask ...

In class and in conversation, people also use words like um, and, so, and but to show that they would like to speak and get the other person's attention. To allow another person to interrupt you, you can say Yes? or Go ahead. If you don't want to be interrupted, you can say Sorry, let me finish.



1 Complete the conversations with the expressions in the boxes. Then practice the conversations with a partner.

I	m sorry	I was wondering yes OK
A:	So tha	t's a brief overview of urbanization in India.
8:	Oh,	to interrupt.
1:	It's	. Go ahead.
3:	Well,	if this will be on next week's test.
?		
(	an I ask	Excuse me. Go ahead.
		reat week. On Monday, I attended a fascinating lecture, and
۱:	I had a gi	reat week. On Monday, I attended a fascinating lecture, and
\: }:	I had a gi on Wedn	reat week. On Monday, I attended a fascinating lecture, and

2 Work with a partner. Choose a topic and tell your partner about it. Your partner interrupts and asks at least two questions. Then switch roles.

#### POSSIBLE TOPICS

public transportation where you live traffic where you live a vacation that went badly

## **SPEAKING TASK**

In pairs, present a global city.

#### BRAINSTORM

Work with a partner. Make a list of cities you know that are "global." (These are cities where you can find people and products from all over the world.) What do you know about the cities in your list?









#### PLAN

- 1.28 Listen to two people give a presentation on a global city. Who are they presenting to and why?
- 1.28 Listen again. What information do they know? Check ( ) the questions that they are able to answer.
  - How big is the city?
  - 2 Where are migrants to the city coming from?
  - 3 Why do people want to move to this city?
  - What kinds of cuisine can you find in the city?
  - What kind of work do people do there? 5
  - What does the city (or the country it's in) produce?
  - What are some places (cities or countries) it trades with?
- Work with a partner. Choose a global city from your list (or another town or city you know well) and prepare a presentation about it. To prepare, first discuss the questions in exercise 2. Add any other interesting information you know about the city.

#### SPEAK

Give your presentation to two other pairs. Listen to the other pairs' presentations and politely interrupt to ask questions or add information.

#### SHARE

Find a new partner. Tell him or her about one of the presentations you heard.

Audience: classmates/peers

an academic Context:

presentation and

Q&A

to describe a city

and its connection to global systems

#### USEFUL LANGUAGE

community

finance

housing

industry

services

tourism

trading partners urbanization

### **Motivated learning**

by Stella Cottrell

### Motivation and goal-setting

Your level of motivation will affect your success, especially in slow or difficult patches. It is likely that there will be times when you get bored, frustrated, or anxious. You may feel as though a piece of work is just too much effort, or that you are struggling with your studies. You may even feel like giving up altogether. You will need clear motivation to keep yourself going even through such tough times.

#### Set goals

Make tasks more manageable by breaking them down into mini-goals. Set yourself small, short-term goals so that you are able to have lots of small successes. In time these add up to greater achievements.

#### Celebrate successes

Set targets and deadlines which are easy to meet—increase your chances of success. When you achieve a short-term goal (such as two hours' reading), reward yourself (for example, by taking a half-hour's break). Give yourself bigger rewards for completing whole tasks, to encourage yourself next time.

#### Mark success

Note down your achievements and successes in your journal—it is important to identify what you do well, so that you can do it again! After a few months, look back on your early work. Give yourself credit for any improvements you have made.

#### Aim for higher peaks

When you have met one set of goals, push yourself a bit harder. Make your next set of goals a little more challenging.

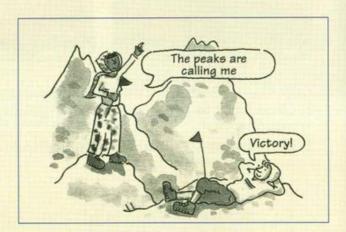


#### Find support

Find someone who encourages you and makes you feel good about yourself. Talk to this person about your goals and ambitions.



Which aspects of being a student appear like "threats" or "problems" to you at the moment? How could these be seen as challenges and opportunities?



Keep setting yourself new goals and challenges



### Discussion point

#### Discuss these questions with a partner.

- 1 What kind of health problems are becoming more common in the twenty-first century? Which are becoming less common? Why?
- 2 What do you consider the main causes of diseases? Consider economics, lifestyle, and emotional wellbeing, as well as medical reasons.
- 3 What do you do to stay healthy?

PRONUNCIATION Intonation with tag questions

### Vocabulary preview

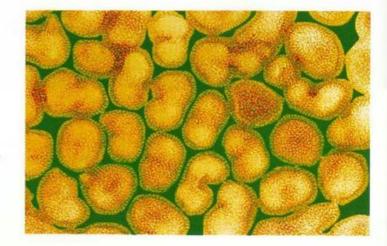
- 1 Read these sentences. In each set of five, match the words in bold with their meanings.
  - The heart circulates the blood through the lungs and out to the different parts of the body.
  - 2 Until the nineteenth century, most people believed in "miasma theory" which claimed that diseases were caused by "bad air."
  - 3 Both low and high concentrations of salt in the blood can be
  - 4 Experts estimate that the numbers of animals going extinct is between 1,000 and 10,000 times higher than is natural.
  - 5 The incidence of infectious diseases often increases after a natural disaster.
  - to say something is true (even though there is no proof)
  - a large amount of something in a particular place
  - the number of times something happens
  - d of something that no longer exists
  - move around continuously (within a system)
  - Eye implants can restore perfect sight in blind patients.
  - 7 There are toxins in apple pips and cherry stones that can make
  - All cases of bird flu have been traced back to direct contact with birds.
  - 9 Bacteria and viruses that cause diseases can be transmitted in many ways, including by coughs and sneezes.
  - So far, there is no standardized and valid way to diagnosis "burnout."
  - a poisonous substance
  - to find the origin of something
  - carry from one place to another
  - reasonable and generally accepted
  - to make something as good as it was before
- 2 Work with a partner. Decide if you think the statements in exercise 1 are true or false, and discuss anything else you know about these topics.

## **LISTENING 1** Germ myths

### Before you listen

You will hear a radio show about germs and diseases. Work with a partner to answer the questions.

- 1 What are the main ways germs are spread?
- 2 In daily life, where are you likely to encounter
- If you have a cold, what do you do to keep from spreading it to others?



### Global listening

#### LISTENING TO CATEGORIZE INFORMATION

In a presentation containing different categories of information, the speaker will often repeat certain key words to help you to follow the main ideas, and to guide you to which category each idea is in. After you finish listening, you can review the ideas in each category to help you to understand the main ideas of the presentation as a whole.

1	2.01	Listen	to a	radio	show	about	germs	and	disease.	Complete	the
	claims	about	gern	ns.							

1	Bacteria and viruses are the cause of	. True / Myth
2	All germs are	True / Myth
3	Money is a major way that	 True / Myth
4	The recirculating air on planes	True / Myth
5	Kitchens are	True / Myth
6	The five-second rule says that	True / Myth

2 Decide if they are true or myths according to the show. Circle the correct answer in exercise 1.

### Close listening

#### 2.01 Read the sentences. Now listen again and complete the sentences.

- 1 Dr. Mitchell says the common cold and influenza are caused by
- 2 Some "good" in our bodies helps us to digest our food.
- 3 The amount of bacteria on a banknote depends on how \_\_\_\_\_\_
- 4 Dr. Mitchell thinks it is a \_\_\_\_\_ idea to wash our hands after touching money.
- 5 airlines use air filters on airplanes.
- 6 If you get sick on a plane, it might be from the \_\_\_\_\_\_ next to you.
- 7 Dr. Mitchell says there are a lot of germs in a \_\_\_\_\_ cloth.

## Developing critical thinking

#### Discuss these questions in a group.

- 1 Of the claims on the radio show, are there any you disagree with? Why?
- 2 How would you alter your behavior on a flight based on the report?



ACADEMIC KEYWORDS

(v/n)

(adi)

(v)

/kleim/

/'vælid/

/'veri/

claim

valid

vary

## **LISTENING 2** Disease detectives

### Before you listen

1 Do you know what kind of habitats these animals live in? Do they live in water, or on land, or both? Categorize them. Add others you know.







dolphin flying fox frog giraffe hippo prawn snail snake tortoise whale

2 What connection might there be between the animals in the photos and disease?

### Global listening

- - 1 How many situations are described?
  - 2 Which countries did they take place in?
  - 3 What transmitted the diseases to humans in each case?

#### LISTENING TO UNDERSTAND CAUSE AND EFFECT RELATIONSHIPS

A speaker wants you to understand how ideas are connected, for example, how an action causes a result (or an effect). Here are some ways a speaker signals a cause and effect relationship:

The high concentration of the toxin caused the disease.

The result was the disease disappeared completely.

Sometimes, the relationship is only implied (not stated):

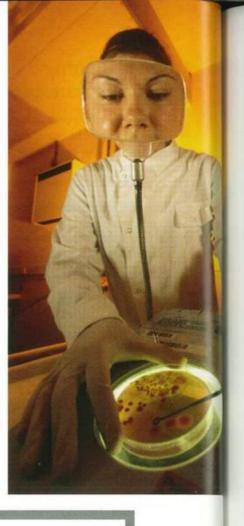
There were no cases of the disease before the dam was built. (The dam caused it.)

When you take notes, you can use an arrow  $(\rightarrow)$  to help you remember the cause and effect relationship: went into river  $\rightarrow$  sick

2	2.02	Listen	again.	Then	match	sentence	beginnings	with	their	endings
---	------	--------	--------	------	-------	----------	------------	------	-------	---------

- 1 People in Senegal became ill
- 2 The increase in snails led to
- 3 The dam's destruction of the prawn's habitat
- 4 Restoring the prawn's habitat would result in
- 5 Lytico-bodig seemed to be caused by
- 6 Something caused more men
- 7 When flying foxes became endangered, this
- 8 Researchers figured out what caused

- the diet of the Chamarro people.
- b caused the problem.
- lytico-bodig to disappear in Guam.
- d than women to have the disease.
- e because of parasites in the
- f fewer snails and less disease.
- g caused the disease to decline.
- h more parasites being in the water.



### Close listening

#### 2.02 Listen again. Mark the sentences T (true) or F (false). Correct the false statements.

- There were only a few cases of the disease before the Diama Dam was built.
- 2 Most of the people had Schistosomiasis within two months of the dam being built.
- 3 When there were prawns to eat the snails, there was no Schistosomiasis there.
- 4 To solve the problem, researchers decided to kill the snails.
- 5 Researchers were correct that lytico-bodig was caused by the toxin in the seed.
- 6 Since men and women had the disease, both must have eaten some flying fox.
- 7 Disease caused the flying fox to disappear.
- 8 Researchers concluded that eating the flying fox probably caused the disease.

#### ACADEMIC KEYWORDS

cause (n) /koz/

investigation (n) /in,vesti'geif(a)n/

majority (n) /məˈdʒərəti/

### Developing critical thinking

#### 1 Discuss these questions in a group.

- 1 Do you think Project Crevette was a good long-term solution to the problem faced in Senegal? What might the pros and cons be of destroying a problem species vs. reintroducing a species that can control it naturally?
- 2 Think about what detectives do and what skills are involved. How might these be applied to understanding diseases? List your ideas. Then share with the class.

Activities and skills	Possible applications with diseases

#### THINK ABOUT

changes to the environment

diet

location

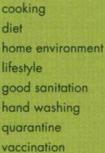
living conditions

population movement

weather

# 2 Think about the ideas from Germ myths and Disease detectives and discuss these questions in a group.

- 1 What are the various factors that should be considered in order to understand the outbreak of a disease?
- What are good ways to prevent the spread of a disease? Compile a list of ways and then rank them.



USEFUL LANGUAGE

DISEASE

UNIT 6



### Vocabulary skill

#### PHRASAL VERBS

A phrasal verb is made up of a verb + one or more particles (prepositions). Since the meaning of a phrasal verb is different from the meaning of its separate parts, you need to learn it as a different word. It can also be useful to learn phrasal verbs as a lexical set related to a particular topic, for example, to diseases and health.

It is a myth that money is a major way you pick up diseases.

Say you come down with a cold after a flight, ...

Note that some phrasal verbs are less formal than their one-word equivalents.

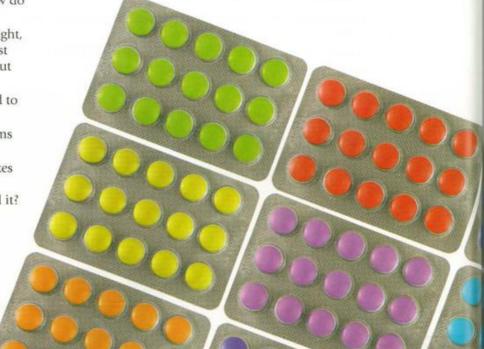
1 Read the sentences. Match the synonyms in the box with the phrasal verbs in bold related to health and disease.

catch caught cure eliminated prevent reduced recovered from

- 1 My father came down with the flu and had to take a week off work.
- 2 Some say the best way to get rid of a cold is to just sleep a lot.
- 3 It's easier to pick germs up when you're traveling abroad.
- 4 My grandfather has cut down on his medicine from three pills to only
- 5 After ten days, Aisha finally got over the virus and returned to class.
- 6 Drinking plenty of water can help fight off a cold.
- 7 I've cut out all snacks in order to try to lose weight.

#### 2 Work with a partner to answer the questions.

- 1 What do you do or take if you come down with a cold? How do you fight it off?
- 2 If a friend wanted to lose weight, what foods would you suggest cutting down on or cutting out altogether?
- 3 What would you recommend to get rid of a headache?
- 4 Have you ever picked up germs on a flight?
- 5 How long do you think it takes to get over jet lag? Is there anything you can do to avoid it?



## SPEAKING Discussion of research findings and applications

You are going to learn how to use modal auxiliaries in passive sentences, ways to clarify or confirm ideas you hear, and use the correct intonation with tag questions. You are then going to use these to discuss research findings and applications.

#### Grammar

#### **USING MODAL AUXILIARIES IN PAST PASSIVE SENTENCES**

Passive sentences are used when we want to put more emphasis on an action than on who or what did it. To speculate about who or what did the action, the passive voice with modal auxiliaries can be used.

Form	Example
May, might, and could indicate possibility based on some evidence.	The disease may/might/could have been spread by the water. (We don't know for sure.)
Must and had to have indicate a stronger possibility based on stronger evidence.	The disease must have been spread by the snails. (We know there was a big increase in snails.)  The disease had to have been spread in the water. (Everyone who went in the water became ill.)
Can't is used to talk about certainty in a negative sentence.	It can't have been flu if you got better in three days. (I'm pretty sure it wasn't.)

1	Read each situation. Then complete the sentences with a correct modal.
	In some cases, more than one choice is possible.

1	A man with a headache took some	medicine, and then he felt bette	er.
	The headacheclea	red up by the medicine.	
2	The town built a new medical clinic There was a decrease in illness.		facility.
	The decrease in illness due to having clea		clinic, or i
3		t night, but only my parents got	
4	4 A woman drank four cups of strong fall asleep that night.	g tea at a dinner with friends. Sh	e couldn't
	The tea keeping he	er awake.	
5	5 Three children who drank from the toy became ill.		h the same
	A virus transmitted by the toy.	d by the cup, or it	spread
	by the toy.		

### 2 Work in groups. Discuss possible explanations for these situations. Try to use past passive modals where you can.

- 1 In many parts of the world, people are healthier and living longer than they were 30 years ago.
- 2 In the past 20 years, there has been a significant increase in childhood allergies worldwide.
- 3 People are now surviving diseases that they didn't in the past.
- 4 The incidence of obesity has been increasing worldwide.

### Speaking skill

#### ASKING TO CLARIFY OR CONFIRM IDEAS YOU HEAR

To clarify an idea means to ask a question to make sure you have understood the idea clearly. To confirm an idea means that you restate in your own words what you understood, and then you ask if you understood the speaker correctly. These are both very useful strategies in discussions.

To clarify an idea

Do you mean ...? What do you mean by ...? Could you clarify ... for me? To confirm an idea

So you mean that ...? I understood that ... Is this correct?

So, your (main) point is ...? You just explained why ..., correct?

1 (	2.03	Listen to th	e conversation.	Complete	the auestions	
-----	------	--------------	-----------------	----------	---------------	--

1	by environmental factors?
0	A CONTRACTOR OF THE PARTY OF TH

- that disease is caused by stress?

  you think stress was the biggest factor?
- 2 What is the speaker's opinion of the relationship between stress and disease? Do you agree?
- 3 Work in a group. Discuss the following questions. Give reasons to support your ideas. Clarify and confirm ideas you hear.
  - 1 What do you consider a healthy diet?
  - 2 How important is fitness and exercise to preventing disease?
  - 3 What are good ways to relax and reduce stress?

### Pronunciation skill

#### INTONATION WITH TAG QUESTIONS 1

When we use tag questions such as didn't they? and is it? we use either rising or falling intonation, depending on the meaning we want to express.

We use rising intonation to ask a genuine question:

That hurts, doesn't it? (I'm not sure, but it looks painful.)

We use falling intonation when we are already fairly sure of the answer:

That hurts, doesn't it? (I know it hurts because I've done the same thing!)

Falling intonation + heavy stress is used to express sarcasm:

That was a GREAT idea to build the dam, wasn't it? (not a good idea)

### 1 ② 2.04 Complete the questions and mark the intonation. Then listen and check.

- 1 A: Hey, this energy drink tastes great, \_\_\_\_ ?
  - B: Yeah, it isn't too sweet, ?
  - A: Well, it is quite sweet, but I like sweet things!
- 2 A: The table looks dirty,
  - B: You're right. We should clean it off before we use it.
- 3 A: I'm afraid I've lost my phone again.
  - B: That was clever, ? You've lost it four times now!
  - A: Hey that's not fair! I've only lost it three times!
- 2 Now practice the conversations with a partner.

## **SPEAKING TASK**

Work in a group to solve a medical mystery. Then present your findings to the class.

#### BRAINSTORM

Imagine you are on a team whose task it is to solve a medical mystery. Read the situation.

A woman in London went to an airport to pick up her friend who was returning from a trip to Thailand. Her friend's flight was late. She decided to eat dinner and have a cup of tea while she waited for the flight. About a week later, the woman started to get sick. At first, she just had a headache, but then she developed a fever. She had chills and was also very tired. She went to the doctor, who said she had influenza.

She continued to get worse. Finally, after visiting several other doctors she was diagnosed with malaria. The woman couldn't understand how she could possibly have malaria, which is transmitted by mosquitoes. Over 100 countries worldwide have a risk for malaria, but not England. In addition, she hadn't traveled anywhere for a year.

Audience: classmates

Context: classroom / public

health

Purpose: analyze data,

and then discuss conclusions regarding a medical mystery

#### PLAN

Think about possible explanations for how the woman might have developed malaria. Organize your ideas. Take notes on any details you want to include.

The malaria could have been spread by:	Notes and details

#### SPEAK

Work in a group. Take turns presenting your ideas. Clarify and confirm ideas you hear. Use tag questions to make sure you understand everything correctly. Decide together on the best explanation for why the woman came down with malaria.

#### SHARE

Have someone in your group present your group's explanation to the whole class. Compare ideas. Vote on the best explanation.

## STUDY SKILLS Leading a group

### Getting started

Discuss these questions with a partner.

- 1 What do you enjoy in group discussions?
- 2 What factors make a group discussion difficult to participate in?
- 3 What qualities are important in a group leader?

#### Scenario

Read this scenario and think about what Ahmed does right and what he does wrong to lead a group discussion.

### Consider it

Look through these suggestions for being an effective group leader. Work with a partner to discuss why they are important.

- Prepare for the discussion. Get organized on what the group will talk about.
- 2 Ask questions to start the discussion and to keep it going, but don't dominate the discussion.
- 3 Make sure everyone has a turn to speak and allow people to speak without interruptions.
- 4 Check that the group stays on topic, and guide the group to return to the topic, as needed.
- 5 Encourage everyone to ask questions and to confirm that they understood ideas correctly.
- 6 Ask someone to take notes on the discussion.
- 7 Have the group review the notes, and check that they represent the main ideas covered by the group.

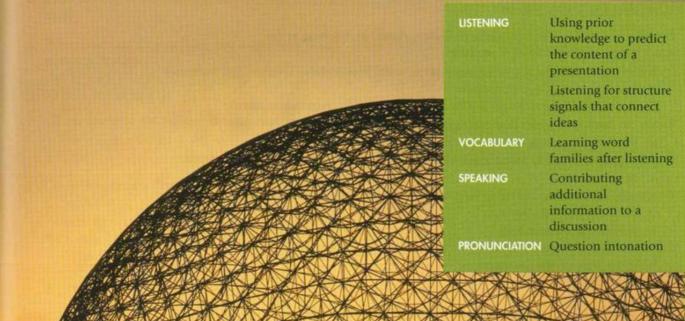
### Over to you

Discuss these questions with a partner.

- 1 Which of these suggestions do you or your classmates already do?
- 2 Which of these suggestions would you want to try?
- 3 What advice would you give Ahmed on leading a group?

Ahmed has been chosen to lead the group discussion. He hasn't done it before and he is nervous about being able to do a good job. Before the session, he makes a list of questions to talk about. At the beginning, he talks for a long time about his own ideas. Then, he asks the other members for their ideas. His classmates all start talking at once. He is excited because it seems as if they are having a lively discussion. Then, he notices one of his classmates hasn't said anything. He stops the discussion and asks that classmate a question. When a different classmate starts to answer, he tells him to let the first classmate answer without being interrupted. At the end, Ahmed wants to review the main ideas of their discussion, but realizes no one was taking notes.





### Discussion point

#### Discuss these questions with a partner.

- 1 What should our priorities be to ensure our survival in the future?
- 2 What can we do to protect the natural world in the long term?
- 3 If a major storm was approaching where you live, where would you go and what would you do to protect yourself?

t.

### Vocabulary preview

Read each sentence. Then circle the definition closest in meaning to the word in bold. Compare with a partner.

- 1 It is important that the development of the world's wild places is controlled to ensure the survival of endangered species.
  - a to do something to be certain of a result
- b persuade someone
- 2 Recent findings suggest that marriage improves the life expectancy of men.
  - a information learned from a study
- **b** movements
- 3 The event was held to foster a spirit of cooperation between the two communities.
  - a to oppose

- b help to develop
- 4 It's often the people who have least who behave with the most generosity in an emergency situation.
  - beginning of something

- b willingness to give time, money, etc.
- 5 We need to take care of the environment or we will jeopardize the ability of future generations to survive.
  - a know about

- b risk losing or damaging something valuable
- 6 It's surprising what kind of shelter can be built using only limited materials like some wood and a few stones.
  - a not very great in amount

- b easy to pull or bend
- 7 To be healthy, it's a good idea to minimize the amount of junk food we eat, and to maximize the amount of fresh fruits and vegetables we consume.
  - make smaller/larger in degree
- b to make louder/softer
- 8 The house plans were modified in order to include an extension for the grandparents to live in.
  - a make changes to improve

- b move quickly
- 9 Our family often helps our neighbors, and they often help us. This reciprocity builds a strong bond between us.
  - something unfamiliar

- b something similar done for each other
- 10 We were sustained by letters of support during the difficult period.
  - a reduced

b given strength and hope

## LISTENING 1 Kindness as a survival skill

### Before you listen

- 1 What does it mean to be kind to someone? Rank the actions below from 1-5 (1 = most kind). Compare with a partner's ranking.
  - Lend a friend some money.
  - Do an errand for an elderly neighbor or family member.
  - Donate to an international relief organization.
  - Help an injured stranger.
  - Give some flowers to someone who is ill.

#### USING PRIOR KNOWLEDGE TO PREDICT THE CONTENT OF A PRESENTATION III

Use your own experiences and knowledge about a topic to predict what you are going to hear.

This will help you prepare for the listening and will get you thinking about the topics and issues that are likely to be covered. Use the title, any visuals, and read the questions to help you prepare.

- 2 Read the title of this listening section. How might kindness be a survival
- 3 What kind acts do you think you might hear about? Share your ideas with a partner.

### Global listening

- 1 ② 2.05 Listen to the podcast and answer the questions.
  - 1 Were any of the kind acts you listed mentioned?
  - 2 What are personal examples of the kind acts you heard mentioned?
- 2 Circle the phrases that best complete the sentences.
  - The woman decided to leave extra money at the café because she was very wealthy / concerned about her neighbors.
  - 2 A man helps his neighbor fix his roof. The following week the neighbor helps him with his garden. This is an example of direct / indirect reciprocity.
  - 3 The coffee shop tale is about direct / indirect reciprocity because the people who gave money expected / didn't expect a specific person to help them out.
  - 4 The speaker believes people help after a natural disaster because we expect direct reciprocity in the future / naturally help one another to survive.
  - 5 The man who saved children from the river risked his life because he wanted to be a hero / knew instinctively it was the right thing to do.

### Close listening

#### 2.05 Listen again and write T (true) or F (false). Then correct the false sentences.

- The woman was the only customer to leave money.
- 2 The speaker refers to bonds within families as well as with friends.
- Examples of emergency aid mentioned are food, water, and housing.
- The car in the river had three children in it.
- 5 By building bonds of reciprocity, trust develops.
- 6 The speaker concludes that building communities is essential for survival.

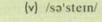
### Developing critical thinking

#### Discuss these questions in a group.

- What reasons does the speaker in the podcast give for why reciprocity is important? Which do you think is the most important?
- 2 Can you think of examples of direct and indirect reciprocity from your own lives or those of people you know of?

#### ACADEMIC KEYWORDS

findings (n) /'faindinz/ motivation (n) /,moutr'verf(a)n/ sustain





## **LISTENING 2** Building for the future

### Before you listen

Everyone needs a place to live. One challenge for the twenty-first century is to design housing to meet a growing need. With a partner, discuss the issues that face contemporary architects and make a list.

### Global listening

#### LISTENING FOR STRUCTURE SIGNALS THAT CONNECT IDEAS

A presentation may have several subtopics, which contribute information to help you to understand the main topic. At the beginning of the presentation, the speaker often presents the main topic and the subtopics so that you will know how the presentation is organized; for example:

Today we're talking about green building. (main topic)

We're going to focus on energy use (subtopic) and building reuse (subtopic)...

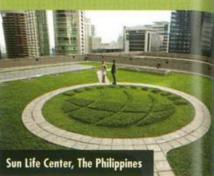
To make a transition from one subtopic to the next, the speaker will often use phases such as: regarding, as for, turning to, another important consideration. Paying attention to these phrases will help you know when the speaker is moving from one subtopic to the next.

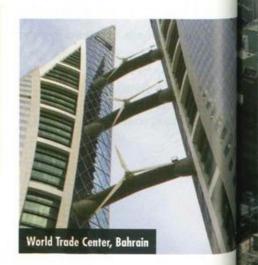
- 2.06 Read the phrases below. Listen to the lecture Building for the future and match the phrases with the subtopics they connect.
  - Regarding the ...
- b Now let's look at ...
- With this in mind ...
- d Taking that into consideration ...
- current challenge → the trend of "green building"
- 2 overview of presentation → the principles of green building
- 3 principles of green building → energy use
- new "green" construction → building reuse
- 2 2.06 Listen again and complete the gapped summary with the words in the box. How many of the issues from your list were mentioned?

environmentally responsible in the future it is used use resources wisely

The building challenge we face is to meet the needs of people both now and . Because there are limited resources, we need to design buildings that 2 . The main goals of green building are based on being 3 both when a building is constructed as well as when \* ... Reusing existing buildings for 5 purposes is also a good way to save limited natural resources like wood and metal.

THINK ABOUT cost demand energy use limited global resources population increase sustainability





### Close listening

Principles of	- building is (1)	
green building	- (2)	with surroundings
	- resource conservat	tion
	- better to (4)	an old building than
	(5)	a new one
Design	- must be (6)	for the people who use it
considerations	Germany: (7)	solar benefit
	- more (8)	for light and warmth in
	(9)	
	- trees for (10)	in summer
	Egypt:	
	- (11)	strong sunlight during the day
	- trees to (12)	sunlight year round

2	Complete	the	statements.	Compare	with	a	partner.
---	----------	-----	-------------	---------	------	---	----------

- 1 Three renewable or recycled building materials mentioned are \_\_\_\_\_\_.
- Three renewable energy resources mentioned are
- 3 One reason given for why it is beneficial to use local materials is \_\_\_\_\_\_.
- 4 The most important design feature of Masdar City is
- 5 The Sydney Olympics® facilities became
- 6 The aquatic center in Beijing became
- 7 Namba Parks was previously

### Developing critical thinking

- 1 Discuss these questions in a group.
  - 1 Using renewal resources such as solar, wind, and geothermal energy are all ways to meet energy needs. In which countries would each of these be good options to develop?
  - 2 Namba Parks in Osaka, Japan, is a planned community where many people can live and work in a small area. What might the pros and cons of living in this type of community be?



content (n) /'kan,tent/ emphasize (v) /'emfə,saɪz/ resources (n) /,ri'zɔ:(r)sɪz/

- 2 Think about the ideas from Kindness as a survival skill and Building for the future and discuss these questions in a group.
  - 1 If you were designing a building that used resources wisely and maximized opportunities for the people who used it to build a community, what would it look like?
  - 2 Providing shelter is a global challenge. What are ways countries can work together to make best use of limited resources to meet this challenge?

USEFUL LANGUAGE "green" features purpose resources structure

	LE	LEARNING WORD FAMILIES AFTER LISTENING							
	fur ger sur sus rec	ther by lonerous vive stain cycle	learn a new earning the generosity survivor sustainer recycler modificati	survival sustaince recyclin	of speech real	elated to the	se your vocabulary e word.		
l	Co	omplete	each group	of sentence	es with the	correct for	m of the word.		
	8	generous	generos	ity					
	1						enabled ports complex.		
	s	urvive	survivor	survival					
	2						The doctors were efore help came.		
	S	ustain	sustainer	sustainal	oility				
	3		ne. In fact, _				nore difficult for ncern for many		
	r	ecycle	recycler	recycling	recycled				
	4	resourc materia increas	es. Unfortu als. Howeve	nately, it isr r, the numb le worldwic	n't always p er of	ossible to	way to save limited companies is need to be		

# **SPEAKING** Group discussion on water issues

You are going to practice using present unreal conditionals, ways to contribute ideas to a discussion, and how to use intonation to communicate your ideas. You are then going to use these to have a group discussion on a global survival challenge: water.

#### Grammar

#### THE PRESENT UNREAL CONDITIONAL

You can use the present unreal conditional to talk about something that is imagined, impossible, or "contrary to fact." Note we use the past tense, although we are not talking about the past.

Form	Example
If clause (past tense) + result clause (would + infinitive)	If a stranger saw that my children needed help, he would help them.
With the verb be, use were for all subjects.	If I were a disaster victim, I'd be grateful to receive help from others. If he weren't busy, he would help me.
Might and could + base form can be used to express a possible result.	If they planted trees, they could keep the building cooler.  If they used more wood or bamboo, they might reduce their costs.
Question forms are made by putting the words in the main clause in question word order.	If you had the opportunity, would you live in a green building?

#### 1 Make sentences using the present unreal conditional.

- 1 The village is very poor. (have money / build a well)
- 2 The neighbors don't help each other. (help each other / have a stronger community)
- 3 The builders don't use local materials. (use local materials / save resources)
- 4 The houses aren't strong enough to withstand the earthquake. (be strong enough / people feel safer)
- 5 The windows are very small. (be bigger / let in more light)

#### 2 Work in pairs. Complete and practice the first conversation. Then have similar conversations using the prompts below.

- 1 A: Do you want to go out to a restaurant tonight?
  - **B:** If I \_\_\_\_\_ so busy, I could. Unfortunately, I have homework to finish for tomorrow.
- 2 A: Let's [suggest possible activity] tonight.
  - B: If I [problem you have now], I could. Unfortunately, ...
- 3 A: If we the time, we [suggest activity].
  - B: Yeah, or we [suggest possible alternative].
- 4 A: If we were studying English in London, we [possible activity].
  - B: Yeah, and we [other possible activity].

#### 3 Work in pairs. Take turns asking and answering the questions.

- 1 If you had more free time, how would you spend it?
- 2 If you had three wishes, what would you wish for?
- 3 If you could travel anywhere, where would you go?
- 4 If you could meet an important person, who would it be?



# Speaking skill

## CONTRIBUTING ADDITIONAL INFORMATION TO A DISCUSSION

There are different ways you can contribute ideas to a discussion:

- your own knowledge: As far as I know, ... As I understand it, ... What I've been told is ...
- your own idea and opinions: I feel that ... What I've found ... In my view ...
- other information you have heard or read: I recently read/heard that ... There was a
  recent story about ... I saw something on the Internet that said ...

# 1 ② 2.07 Listen to the discussion. What do the students contribute? Mark the category in the chart. Then summarize the discussion with a partner.

Student	Own knowledge	Own opinion	Other information
1		- THE OPTIMON	Other information
2			
3			
4			

Work in a group to review the main ideas from Building for the future. Contribute additional information to the discussion.

## Pronunciation skill

#### QUESTION INTONATION

The intonation you use lets others know if you are making a statement or asking a question.

Use falling intonation

- · for wh- Qs: Where would you like to live?
- · to indicate a choice between two things:

Do you want to use wood or stone for the house?

Use rising intonation

- for Yes/No questions: Are you interested in green building design?
- to change a statement to a question without changing the word order. This
  is often used to show surprise or shock:

You don't think saving energy is important? (That's hard to believe!)

# 

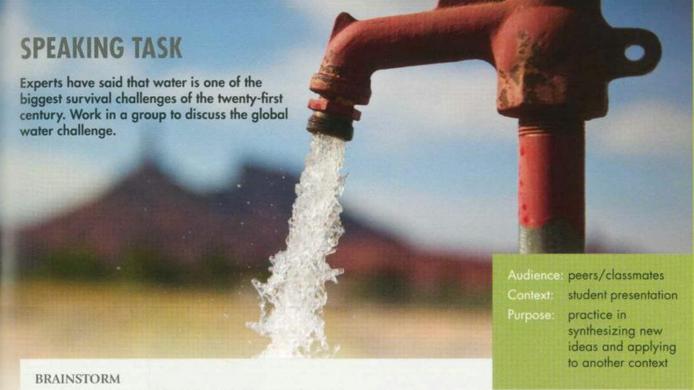
- 1 Is the building design for a hotel or a school?
- 2 You would live in a house that re-used water from the washing machine?
- 3 In the design, do the windows face north or south?
- 4 She really gave away that much money?
- 5 Are you planning to do that by yourself?

# 2 Work with a partner. Practice the conversations with correct intonation.

- 1 A: Do you want me to help you move that furniture? It looks heavy.
  - B: You would help me do that? That would be great.
- 2 A: I ran 20 kilometers yesterday at the park.
  - B: You ran 20 kilometers? I could never do that.
- 3 A: Would you prefer to live in a warm climate or a cold climate?
  - B: A warm climate. I wouldn't like cold winters.

#### THINK ABOUT

additional examples
building material use and reuse
current and future needs
energy use
examples from Building for
the future
principles of green buildings



Read the information. What is the predicted situation for 2050?

Seventy percent of the Earth is covered by water, but 97% of that water is salt water. Of the other 3%, only 1% is available for people to use. Global water consumption has quadrupled in the last 50 years, primarily due to increases in world population, along with increases in manufacturing in developing countries, and to more large-scale agricultural practices. By 2050, it is predicted that about a quarter of the world's population will have regular water shortages. This is a global sustainability issue.

#### 2 Work in a group to answer these questions.

- 1 What is water used for where you live?
- 2 Is water an issue where you live?
- 3 What are some ways communities can re-use water and use water efficiently in parks, landscaping, and public buildings?
- 4 What are specific ways people can reduce water use at home?
- 5 What are other ways of possibly getting access to water besides desalinization (removing salt from sea water), or taking advantage of melting ice caps?

#### PLAN

Work alone to organize your ideas on what you consider the best ways to use water efficiently and to meet the global water challenge.



#### SPEAK

Review your ideas in your group. Compare ideas and opinions, and contribute additional ideas to the discussion. Use conditional sentences to discuss possible situations.

Present your group's ideas to other classmates. Together, compile a list of ways people at home and in public can use water efficiently to meet the global challenge.

# **Independent study**

by Stella Cottrell

#### Types of independent study

Independent study is a feature of all university programs. The amount and the kind varies from one program to another.

#### Negotiated independent study

You may be able to study all or part of your degree by negotiated independent study, designing your programs according to given learning outcomes. With this approach, you agree the relevant title, approach, outputs, and resources with your tutor. Although you have some ongoing contact with your tutor, there may not be any taught sessions.

#### Independent study within a degree program

In most programs, "independent study" means working on your own between taught sessions. Early on you are given more guidance, though probably still less than you received at school or college. As you move through the program, you are usually given more choices and greater personal management of the study process. The amount of independent study increases until you write your dissertation, which you do almost completely by independent study.

#### Levels of independence

Different levels of independence are involved for each program and for each year. This depends on how far you:

- have control over the content, design, and learning outcomes for the module, unit, or degree
- study from resources rather than attend taught sessions
- have choices over modules or options
- decide the pace of study
- are expected to study on your own each week
- can choose where and when you study
- can choose your assignment titles
- can choose how you will be assessed.

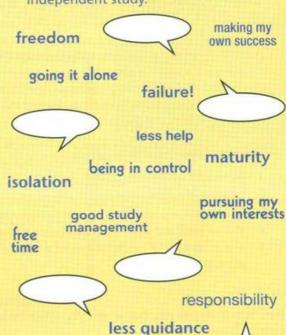
Independent learning can be all the things you would like it to be! University learning allows you a great deal of freedom to shape your learning experience to suit yourself. The better your study skills, the easier you will find managing that freedom so that you can enjoy yourself while undertaking independent study successfully. It is up to you to manage that process well.



#### Activity

What does "independent study" suggest to you?

1 In pencil, underline all the words below that you associate with the phrase "independent study."



being left to do what I want

managing my time

working on my own

finding support

#### enjoyment

2 Using a bright marker pen, circle all the words that describe how you would like independent study to be. Use the bubbles to add words of your own.

LISTENING

Listening to understand

vocabulary from

context

Listening for note

taking

**VOCABULARY** 

Formal and informal

language

**SPEAKING** 

Making repairs

PRONUNCIATION Weak form of as

# Discussion point

Discuss these questions with a partner.

- Think about what drives you in your life. Which of these do you think is most important: to be healthy, to be happy, or to be rich? Explain your opinion.
- Which do you think drives people more, rewards or punishments? Why?
- 3 What are some goals you have for this year, for the next few years, and for your whole life?

# Vocabulary preview

1 Complete the survey with the words in the box.

hoard	motivation	physiological	possessions	respect	self-esteem
WHA	T DRIVES Y	OU?			
Check	(1) the stater	ments that descr	ibe you.		
1	I don't need t	ancy things. I or needs like for	nly care about ood and water.	basic	
_ 2	Money is my reason why I	main		That's the	only
3	I'm always re	ady to move or in a couple	travel. I could to	fit all of m	у
_ 4	A sense of be	longing is impor		eed the	appy.
5	A big concerr quantities of f	n for me is safety ood and water i	.1	large	7.5.5
	I have good _		I like myself th		m, and

Now take the survey. Check (
) the statements that are true for you.
Then compare your ideas in groups. Which statements did people check most often?

# **LISTENING 1** What makes some people hoarders?

I'm happy with my life currently.

# Before you listen

- 1 Make a list of the three most important things you own and answer the questions.
  - 1 How long have you had each thing?
  - 2 Why do you have it?
  - 3 Where do you keep it?
- 2 Discuss these questions with a partner.
  - 1 Do you consider yourself a neat person or a messy person?
  - 2 How do you keep things organized in your home?
  - 3 Do you know anyone who has a very messy home?
  - 4 What do you think drives some people to hoard things?



# Global listening

2.09 Listen to a news report on hoarders. According to the expert, what do most hoarders have in common? Check (1) the correct answers.

- They don't make decisions easily.
- 2 They are perfectionists.
- 3 They were poor in the past.
- 4 They had difficult relationships with their parents.

# Close listening

#### LISTENING TO UNDERSTAND VOCABULARY FROM CONTEXT |

When listening to lectures and other sources of information, you will often encounter new words. In these cases, you can often use the context to guess the word's meaning. You can ask yourself:

- How does the word relate to the topic or context? (e.g., She is an administrator at a local school, where her desk is always neat and tidy. Administrator is probably a kind of job people do in a school or office.)
- Do you know any other words that could also be used in this context? (e.g., secretary, assistant, office worker)
- Based on the context, what part of speech is this word?
- Does its meaning sound positive, negative, or neutral?
- Does the word sound formal or informal, academic or conversational, serious or humorous?

#### 2.10 Listen to the excerpts from the news report. Listen for the words in bold and use the context to guess the meaning. Circle the best definition for each word.

- administrator
- 2 stuff
- 3 piles
- junk
- strain
- specializes
- 7 impair
- traits misconception
- clutter

- a security guard
- crowded and untidy
- a long distance
- useful things
- tension and pressure
- suffers from α
- hurt
- qualities a true fact
- emptiness

- **b** secretary
- b a variety of things
- objects one on top of another
- useless things
- fun and pleasure
- is an expert in
- two things that don't match
- **b** differences
- b false assumption
- b mess

# Developing critical thinking

#### Discuss these questions in a group.

- 1 What advice would you give someone who has a hoarding problem?
- 2 Frederick Taylor describes several traits of hoarders. Which do you think is most important? What else might make someone a hoarder?
  - care about others
  - care about objects
  - difficulties making decisions
  - difficulties categorizing
  - perfectionists
  - · fear of forgetting things
  - · difficult relationships with parents, especially fathers

#### USEFUL LANGUAGE

ask for help

organize

assist

reduce

(v)

in common (adj) /in 'kamən/

(v)

/ə'sist/

/ri'dus/

seek professional help

set aside time to (do something)

set up a filing system

sort out

talk to someone

throw away

# LISTENING 2 The hierarchy of needs

# Before you listen

Work in groups. Discuss the questions below.

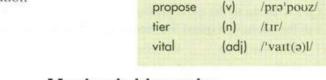
1			essential to life. Which		
	air	food	shelter	sleep	water
2	Look at the	list of things	many people want to	o accomplish in	their lives.
			to you? Add two acco ost important) to 5 (		
	finish sc	hool	get married	find a go	ood job
3	Think of sor	ne well-knov	vn entertainers, athle	etes, businesspec	ople, artists.

3 Think of some well-known entertainers, athletes, businesspeople, artists and philanthropists (people who give money to charity). What do you think motivates them?

# Global listening

2.11 Listen to the lecture on Maslow's hierarchy of needs. What are the main categories of needs in Maslow's pyramid? Check (</) the correct answers.

а	physiological	e e	environmental
b	financial	☐ f	self-esteem
C	safety	□ g	self-actualization
d	love and belonging	□ h	artistic



# Close listening

#### LISTENING FOR NOTE TAKING

Listening to a class lecture is different from listening to news reports or other sources because you will need to record important information for tests, essays, and more. For this reason, it is important to decide which information to include in your notes. In addition to writing down main ideas, topics, and information on the board, it is also important to listen for cues from the professor about which information is important.

 2.11 Listen to the lecture again. Complete the notes with the information you hear.



every culture.

2	2.11	Read the	words from	the lecture	and the	definitions.	Then listen to
	the lec	ture again	and match	the words	with thei	r definitions	

1	fundamental		α	a series of things arranged by importance
2	hierarchy	_	b	to provide something that someone needs
3	satisfy	_	c	to make certain that something happens
4	ensure		d	relating to the basic nature of something
5	tier		е	safety from attack, harm, or damage
6	shelter		f	an idea
7	security		g	a place to live
8	concept		h	one of several rows, lavers, or levels

3 Compare your answers with a partner. Can you remember what helped you work out the meaning?

# Developing critical thinking

- 1 Discuss these questions in a group.
  - 1 Make a list of things you've done and decisions you've made today. Which of the needs in Maslow's pyramid did each one satisfy?
  - 2 According to Maslow's hierarchy, the lower needs must be satisfied before the higher ones. Do you agree with this? Why or why not? Can you think of any people who have satisfied the higher needs, but not lower ones?
- 2 Think about the ideas from What makes some people hoarders? and The hierarchy of needs and discuss these questions in a group.
  - 1 Think of some possessions that many people think are important. Which of Maslow's needs do these things satisfy?
  - 2 Do you think there are any needs that possessions cannot satisfy? What are they? Why can't possessions satisfy them?

#### USEFUL LANGUAGE

the need for respect/security/ safety
the need to be the best you
can be
belong to a family/group/
community

# Vocabulary skill

#### FORMAL AND INFORMAL LANGUAGE

When learning new vocabulary, find out whether the word or expression is primarily used in formal situations, informal situations, or is appropriate for both. It is important not to use too much formal vocabulary in informal conversations, or to use informal language in very formal or academic situations.

Many formal or academic words have informal synonyms:

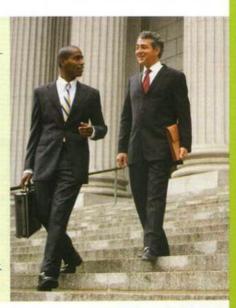
Hoarding is when your **possessions** impair your ability to live your life. (formal)

There is **stuff** everywhere—newspapers, clothing, scraps of paper, old toys. (informal)

Establishing a filing system is a good start. (formal)

She **set up** a filing system with Dr. Taylor and dramatically reduced the clutter. (informal)

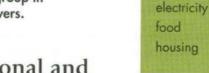
1 Look at these words from What makes some people hoarders? and



The hierarchy of needs. What do they mean? Which are more formal? Which are more informal? Use a dictionary to help you.

categorize dramatically help identify make sure numerous

- 2 Look at the sentences. The words in bold are either too formal or too informal for the context. Replace them with a word from exercise 1.
  - Studies indicate that the number of patients with hoarding disorders has increased a lot in the last decade.
  - 2 Hey, Tom, can you ensure you turn off the lights when you go out?
  - 3 According to the research, people with hoarding disorders struggle to put objects in groups.
  - 4 I'm lost! Can you assist me?
  - 5 Leila's paper picks out several potential problems with Maslow's theory.
  - 6 Maslow's work organizes a lot of human motivations into a single theory.
- 3 Discuss the questions with a partner. Use informal vocabulary.
  - 1 Describe a friend or family member who you admire. What does this person do, and why do you admire him or her? What do you think drives this person?
  - 2 Make a list of some basic needs that still haven't been satisfied for many people in the world. What can be done to improve this situation?
- 4 Join another pair and share your answers to the questions in exercise 3. Imagine you are presenting your answer to a larger group in a formal context. Use formal vocabulary in your answers.



THINK ABOUT

clean water

# **SPEAKING** Presentation on personal and community values

You are going to learn how to use a variety of useful comparative forms, how to use the weak pronunciation of *as*, and how to make repairs and correct your own mistakes while speaking. You are then going to use these skills to describe the needs and values that are most important to you and your community.

#### Grammar

#### MAKING COMPARISONS

the ... the

In spoken and written English, people often use the + comparative + the + comparative to mean, "If it is more X, it will be more Y."

Establishing a filing system is a good start. The sooner, the better. (= It is best to start right away.)

The longer I waited, the harder it was to change. (= As time passed, it became harder to

the longer I waited, the harder it was to change. (= As time passed, it became harder change.)

Comparative forms of compound adjectives

If the first word of the compound is an adjective (open minded, long lasting), use -er or more to make the comparative form. If the first word is not an adjective (badly behaved), use more.

First, at the bottom, are the lower-level physiological needs.

I'd like a more expensive-looking car.

A more culturally-sensitive theory would include ideas like these.



	A problem for hoarders is that messier their homes are							
depressed they feel.								
2	Money can make you happy for a short time, but							
	longlasting happiness comes from friends and family.							
3	To use your time most wisely, experts advise us to do our							
	highpriority tasks earlier in the day,							
	when we are more alert.							
4	According to Maslow's theory, high a							
	need is on the pyramid, valuable it is.							
5	To overcome their problems, most hoarders need the support of their							
	family and friends more, better.							
C	omplete the sentences with your own ideas and opinions. Use							
	omparative forms with the the. Work in pairs to compare ideas.							
1	In my opinion, the richer you are,							
2	The older you are,							
3	The bigger your family is,							
4	The more stressful your job is,							
	The more beautiful/handsome you are,							
	omplete the questions with the comparative form of the compound djective in parentheses.							
1	Would you do a (low-paying) job if it was really							
	interesting?							
2								
	(good-looking) or (well educated)?							
3	Are you (open-minded) now than when you were							
	a child?							
4	Which is a (high-priority) need for you, your career							
	or your family?							
5	Which experience do you think is (life-changing):							
	starting university, starting a new career, or starting a family?							
14	York with a partner. Ask and answer the questions in exercise 3.							
VV	ork with a partier. Ask and answer the questions in exercise 5.							
ro	nunciation skill							
1	VEAK FORM OF AS							
li	n comparisons, the pronunciation of the word as is often "weak" and ounds like /əz/. It can be difficult to hear this difference, but it is important							
	o listen for it in order to better understand lectures and conversations.							

1 ② 2.12 Listen and repeat the examples in the box above.

- 2 ② 2.13 Listen to the sentences from What makes some people hoarders? and The hierarchy of needs. Circle the weak forms of as.
  - They have difficulties categorizing and making decisions, as Dr. Taylor noted earlier.
  - 2 It wasn't as hard as I thought it would be.
  - 3 I'll write some needs for each level of the pyramid, and you can suggest some, as well.
  - 4 That's as basic as you can get.
  - 5 If you're a painter, you want to be as good as you can.
  - 6 There's also the need to help the group as a whole succeed.
- 3 Work with a partner. Discuss the questions below. Make comparisons in your answers. Listen and check your partner's pronunciation of the weak form of as.
  - 1 Are your friends as important to you as your family? Why or why not?
  - 2 Describe a good friend. How are you and your friend similar or different?
  - 3 Do you think your studies are going as well as they could?

# Speaking skill

#### MAKING REPAIRS

Everyone makes mistakes when speaking. If you realize you have made an error or someone else points out a problem with something you've said, you can use an expression such as *I mean ..., sorry, uh, oh,* or *um.* Then correct the error.

This newspaper is an interesting article—uh, it has a very interesting article.

- 1 ② 2.14 Listen and complete the conversation. Notice how the speakers make repairs. Then practice the conversation with a partner.
  - A: Do you mind giving me a hand?
  - B: Yes, I ... I \_\_\_\_\_\_, no, I don't mind at all. What would you like me to do?
  - A: Could you help me move this armchair, , this couch
  - B: Oh right! What a ... \_\_\_\_\_, I can see why you need help!
- 2 Practice the conversation with a partner. The words in bold are wrong. Say the mistakes and repair them, using an expression from above.
  - A: Have you see this story in the paper?
  - B: No. What it about?
  - A: It's about this survey. They asked kids what they want to be when they grow up. And the top answer were "famous."
  - B: Wow, that's depressed.
  - A: I know. When I was a kid I want to be a teacher or a doctor.
  - B: Well, I guess TV have really changed people's needs and values.

# **SPEAKING TASK**

Compare your values and the values of your community.

#### BRAINSTORM

Work in groups. What needs and values affect people's decisions and lifestyles? Think about the ideas from What makes some people hoarders? and The hierarchy of needs. Add your ideas to the ones below.



#### PLAN

Think about the values you discussed. Which five values are most important to you personally? Which are most important to the majority of the people in your community? Rank them from 1 (most important) to 5 (least important).

My personal values	My community's values
1	1
2	2
4	4
5	5

#### SPEAK

Work in pairs. Give a presentation on the values you chose. Discuss the following points and more. Use comparisons and the weak form of as. If you make any mistakes, repair them.

- Which values are most important to you?
- Which are most important to your community?
- How are your values and your community's values different?
- What do you think is the reason for these differences?

#### SHARE

Compare your ideas in groups. Which values did most people choose? Can your group agree on a list of the top five values for the community?

Audience: classmates/peers

Context: an academic

presentation

Purpose: to describe your

personal values and compare them with the prevailing values of your

community

#### **USEFUL LANGUAGE**

a high priority
an important concept
For me ...
Instead, ...
On the other hand, ...
more/less important
Personally, ...

# STUDY SKILLS Getting the most out of classes

# Getting started

Discuss these questions with a partner.

- 1 What do you do to prepare before you listen in class?
- 2 What do you do during class? What are you thinking about while the professor or your classmates are speaking?
- 3 What do you do if you don't understand something in class?
- 4 How often do you speak in class?

#### Scenario

Read the scenario. Why do you think the professor thought Jun was unhappy? What are some things Jun can do to get more out of his classes?

#### Consider it

Look at these tips for participating in class. Which ones does Jun already do? Which do you think can help Jun get more out of his classes?

- 1 Prepare Do any assigned reading from handouts or the textbook before class. If you have questions about the reading, write them down before class.
- 2 Stay focused To keep your mind from wandering, focus on understanding the main ideas. Also listen for answers to the questions you wrote down before class.
- 3 Listen actively As the professor is speaking, ask yourself: Do I understand this idea? How is it similar to other ideas we have studied in class? Do I agree with the professor's point of view?
- 4 Ask questions Some professors prefer to answer questions as they go, while others take questions at the end of the lecture.
- 5 Participate If there is an opportunity for discussion, share your views. Also listen respectfully to your classmates' ideas and try to understand them.

# Over to you

Discuss these questions with a partner.

- 1 Which of the things above do you already do?
- 2 Which of the tips do you think will be most useful to you?
- 3 What are some other things you can do to get more out of your classes?

Jun is a first-year Communications major. He knows that listening carefully in class is very important to his success in university and he deeply respects his professors. He always reads the textbook or handouts before class. During class, he listens quietly. If he doesn't understand something, he writes the question in his notes so that he can research it after class. He is very embarrassed by some of the other students in his courses, who frequently interrupt the professor to ask questions, make comments, or even disagree with the professor. While the other students are talking or giving their opinions, Jun uses this time to read and review the notes he has taken so far. Recently, one of Jun's professors said to him, "You seem very unhappy with this course. What is the matter?" This comment was very confusing to him, since he liked the professor and the class very much.





# Discussion point

Discuss these questions with a partner.

1 Think about a typical day. How many different sounds do you hear from the moment you wake up until you go to sleep?

- 2 What are your favorite sounds?
- 3 Do you associate any sounds with favorite places or memories from your childhood?

## Vocabulary preview

Read the sentences. Circle the word or phrase closest in meaning to the word in bold.

- 1 When we listen to speech, we are able to anticipate the next sounds we will hear.
  - a believe
- b expect
- We were distracted by the loud noise outside the window, making it difficult to concentrate on our homework.
  - drawn away
- **b** decreased
- 3 The noise seemed to magnify by the minute. Eventually, it got so loud we couldn't continue our conversation.
  - a demand
- **b** intensify
- 4 Dogs can perceive very high sounds that people can't hear.
  - a detect
- b complete
- 5 The sound persisted all night. We wondered if it would ever stop.
  - a attempted
- **b** continued
- 6 The noise from the stadium disturbed the families who lived in close proximity to it.
  - a supplies
- **b** nearness
- 7 I don't know what's wrong with my computer. It's making all these random sounds.
  - a without pattern
- b slowly
- 8 The alarm was unpredictable. It kept stopping and starting, so we didn't know what to expect.
  - changeable
- b responsible

# LISTENING 1 That's so annoying!

# Before you listen

1	Which of these sounds bother you? Check	(1)	your	answers.	Compare
	with a partner.		-		

- a plane flying overhead
- a smoke alarm
- a baby crying
- loud bird song
- a dentist's drill
- someone eating
- a dog barking
- someone else's mp3 player
- a fly buzzing
- someone typing

## 2 When was the last time you were bothered by one of these sounds?

# Global listening

#### LISTENING FOR ORGANIZATION

There are many ways a speaker may let you know how the information you are about to hear will be organized. For example:

We'll focus on four reasons for ...

Let's consider three factors ...

Two examples of this are ...

These number signal phrases tell you what to listen for. Use them to help you follow the ideas you hear and to organize your notes.



#### 2.15 Read the factors that can make a sound annoying. Then listen and number the factors in the order the speaker presents them.

- regular, repetitive
- unpredictability
- uncertainty about how long it will last
- the pitch

# Close listening

#### 

- Strangers' phone calls are annoying because they are often loud / we don't know when they will end.
- 2 A dripping faucet is annoying because it is repetitive / continuous and persists.
- 3 A sound seems to magnify because it is loud / doesn't stop.
- 4 The sound of the fly will vary because it moves in an unpredictable way / in circular patterns.
- 5 The sound of fingernails scraping on a blackboard are annoying mostly because of the high / low sounds.

#### 2 Work with a partner. Answer the questions.

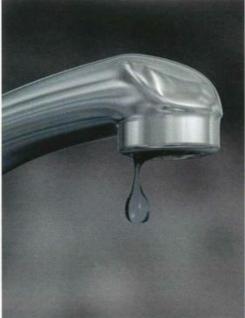
- 1 According to the speaker, a dripping faucet and fingernails scraping on a chalkboard seem *universally annoying*. What do you think this means?
- 2 According to the speaker, which factor do a fly buzzing and fingernails scraping have in common?

# Developing critical thinking

#### Discuss these questions in a group.

- 1 Which reasons do you find the most compelling for explaining why some sounds are annoying? What other reasons can make a sound annoying? Think of some examples.
- 2 In cities we are surrounded by many sounds. We know that noise can cause stress. What can we do to reduce the annoying sounds that we make?







/ə'tempt/

/'fæktər/

/kən'sıdər/

ACADEMIC KEYWORDS

attempt

consider

factor

# **LISTENING 2** Was that my phone ringing?

# Before you listen

Answer the questions. Then compare with a partner, trying to give possible explanations.

- 1 When someone says they feel hungry or warm, do you start to feel that way also?
- 2 Have you ever awakened in the night and felt like you couldn't move?
- 3 Have you ever heard a sound in a dream and thought it was real?
- 4 Have you ever been in a crowd, and felt sure you heard someone call your name, but no one actually did?

# Global listening

- 2.16 Listen to the podcast Was that my phone ringing? Then answer the questions with a partner.
- 1 What is a phantom phone ring?
- 2 According to the podcast, what is phantom vibration syndrome?
- 3 What are phantom words?
- 4 How many studies were cited to explain the phenomenon of phantom words?

# Close listening

1 ② 2.16 Listen to the podcast again and complete the notes.

Phantom rings				
Reason 1—brain trying to process	1			
Reason 2— <sup>2</sup>	_caused by anti	cipating the soun	d	
Phantom vibrations				
Main reason—phone carried 🛂		, always set to	vibrate so brain	anticipates vibration
Phantom words				
Main reason—brain trying to ma	akes sense of *			
Study 1—volunteers listened t		repeated 5	av	nd then asked to recall
words. Many reported hearing				
Study 2— <sup>7</sup>	of different n	ationalities listen	ed to English rec	ording. Many reported
hearing words from their 🕌				, , ,
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				and the same
				State Sono
	37 6			B. T. WILL
<b>一种</b>				W SET
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	100-7			A STATE OF LABOR.
MACE ALE				
		2		
		(4)		

#### LISTENING TO INTERPRET THE SPEAKER'S ATTITUDE

As you listen, pay attention to the descriptive words the speaker uses to present ideas and details. This will help you understand not only the facts presented, but the speaker's attitude toward the information. For example, phrases such as: a stranger variation, interestingly, ..., that isn't likely, ..., It seems, ... Perhaps ...

After you finish listening, review the details you understood. Ask yourself how the various ideas are connected, and what the speaker's attitude is toward them.

#### ACADEMIC KEYWORDS

experience	(v)	/ık'spıriəns/
interpret	(v)	/m'tsrprət/
variation	(n)	/,veri'erf(ə)n/

# 2 2.16 Listen again. Decide if the sentences are T (true) or F (false) according to the speaker. Work with partner to correct any statements to make them true.

- 1 Phantom rings are a curious example of how our brain processes sounds.
- 2 Researchers seem to understand why phantom phone rings are common.
- 3 People have reported hearing phantom rings while dreaming.
- 4 The speaker thinks people's desire to get a call may cause the phantom ring.
- 5 The speaker thinks phantom phone syndrome would be irritating.
- 6 People all heard the same common words on the recordings.
- 7 In the study, language learners listened to the recording one time.
- 8 The speaker seemed to think the results of the study were interesting.
- 9 Judging from the conclusion, the speaker thinks we should decrease phone use.

# Developing critical thinking

#### 1 Discuss these questions in a group.

- 1 Why do you think the language learners experienced what they did in the study? Have you experienced this while listening to English? Describe what you heard.
- 2 Have you had any experience or do you know any other stories of the mind playing tricks on us in this way (e.g., remembering things wrongly, or imagining we see things)? What do you think the reasons for these are?

# 2 Think about the ideas from That's so annoying and Was that my phone ringing? and discuss these questions in a group.

- 1 Research suggests that if you are put in a chamber with no sound at all, some people hate it. Why would that be? Do you think you would like it? Is it possible to have no sound at all?
- 2 Think about what assaults our senses in the modern world as compared to 100 years ago. How would it have been different? Complete the table with ✓ or ✗ and then justify your reasons to the group.

Now	100 years ago
	Now

# Vocabulary skill

#### WORD + PREPOSITION COMBINATIONS

Some words are often followed by a particular preposition (sometimes called a dependent preposition). It is useful to learn these words together. These combinations can be:

Adjective + preposition

You may be unaware of the conversation.

Verb + preposition

You can relate to what I'm saying.

Noun + preposition

Our brain tries to make sense out of meaningless noise.

1 2.17 Complete the text with the prepositions in the box. Then listen and check.

by from of to

The frequency (1) a sound is different from the	
loudness of a sound. The frequency is the rate at which a sound	
wave vibrates. Examples (2) low frequency sounds	
are a deep male voice, and the rumble of thunder during a storm.	
In contrast, examples of high frequency sounds are a squeaky	_
door, and a woman's high voice. There is a limited range	
(3)sounds humans can hear. Scientists have	Carlotte Control of the Control of t
found that humans are more sensitive (4) low	
frequency sounds, and that high frequency sounds are harder to	The second secon
hear as people get older. Hearing loss is a part (5)	
the aging process: however, chronic exposure (6)	
loud sounds also contributes (7) hearing loss.	
Researchers have found that people who listen (8)	
an mp3 player continuously often suffer (9)	
hearing loss. They've also found that this can be prevented	
(10) turning off the music for about five minutes	
every hour. This brief rest allows the ears to recover	
(11) the sound.	
2 Discuss these questions with a partner.	
1 Do you listen to an mp3 player? If so, how many	
hours per day, on average?	
2 What are some loud sounds that might contribute	
to hearing loss?	
IIT 9 SOUND	

# **SPEAKING** Presentation of a plan for a public place

You are going to learn two ways to emphasize information in a sentence: cleft sentences and contrastive stress. You will also learn the speaking skill of fielding questions after a presentation. You are going to use these to conduct a survey, then present your findings to your classmates.

#### Grammar

#### **CLEFT SENTENCES**

You can use a cleft sentence in conversation to highlight information you want someone to focus on. Structurally, you move to the beginning of the sentence what is most important.

Form	Example
It + verb to be + important information + the remainder of the sentence	It's stress that makes you hear the phantom ring. It was Shin who kept hearing the sound. (No one else.) It's Tuesday we have an exam, not Wednesday.

- 1 Work with a partner. Practice the conversations and identify the cleft sentences.
  - 1 A: Did Amin say he would meet us at the library?
    - B: No, it was at the science center.
  - 2 A: Hey, I got a text from Nina that she's coming to visit this Tuesday.
    - B: I got a text, too. Her plans changed. It's Wednesday she's coming.
  - 3 A: I'm worried about the grammar section of the exam.
    - B: It's the reading section that's difficult for me.
  - 4 A: Loud sounds don't annoy me. I grew up in a big city surrounded by noise.
    - B: Yeah. It's soft sounds that get to me—like the quiet ticking of a clock.
- 2 Complete the first conversation. Practice with a partner. Then role play conversations 2, 3, and 4 using cleft constructions.
  - 1 A: Did you hear about Ana? She heard shouting in the apartment next door last night.
    - **B:** I talked to her this morning. It was she heard. [say another sound | She said it was quite scary.
  - 2 A: It looks like Khalil left his phone here.
    - B: I checked with him. It isn't Khalil's. ... [Say it was someone else who left it. Say how you know.]
  - 3 A: I didn't see Lee in class on Monday. Maybe because of the storm.
    - B: ... |Agree and specify what exactly the problem was connected to the storm and what the consequences were.]
  - 4 A: I couldn't concentrate with that fly buzzing around the room.
    - B: ... [Say that it was another sound that was more annoying. Add comment to say why.]

#### Pronunciation skill

#### USING CONTRASTIVE STRESS FOR EMPHASIS

English has regular stress patterns. The most important content words are stressed in a sentence. You can emphasize an idea by shifting the stress from the regular stress pattern. You can do this in different ways depending on what you want to focus on:

DAN drinks coffee while he's studying. Regular stress: To emphasize what: Dan drinks COFFEE while he's studying. To emphasize when: Dan drinks coffee while he's STUDYING.

- 1 ② 2.18 Listen to the sentences. <u>Underline</u> the contrasted words. Practice with a partner.
  - I Low sounds actually affect us more than high sounds.
  - 2 Our ears don't identify the sounds we hear, our brains do.
  - 3 Jung complained about the noise, but it didn't bother Wei.
  - 4 Adan was annoyed by his neighbor's radio, not by his TV.
  - 5 Aida heard so many phantom rings that she ignored a real call.
- 2 12 Listen again. Match the sentences 1-4 with their meanings a-d.
  - a Lara's is worse, though.
  - b His old ring tone wasn't quite as bad.
  - c It didn't affect the rest of her family.
  - d At night it wasn't as loud.



# Speaking skill

#### FIELDING QUESTIONS DURING A PRESENTATION

To give the listener an opportunity to ask questions

Are there any questions? Is anything unclear? Did you understand everything about ...?

Repeating the question

You asked what I meant by ... The question was [repeat the question].

Follow-up information

That's a good question. Let me explain / be clearer /give you an example.

1	2.20 Listen	and complete these	e sentences using	phrases from	the Speaking	skill box.
	1 A: OK.	?				

B: Student 1: Yes, what is "pitch"?

: What is pitch? Pitch means how high or low a sound is.

2 A: What sound did you say is the most annoying?

what sound I said is the most annoying, correct?

3 A: Do some sounds become less annoying if we hear them every day?

B: That's . I'm not sure.

4 A: That's all the information we gathered. what I said about our group's conclusion?

B: Not exactly.

2 Work with a partner. Take turns to review one of the listenings. Practice asking and fielding questions.

UNIT 9 SOUND

# **SPEAKING TASK**

Work in a group to consider ways to make access to quiet, natural places available to people in cities.



Audience: classmates

Context: an academic

presentation

Purpose: to synthesize ideas

learned in the unit, apply them to a practical, real world scenario, and present design ideas in a presentation format

#### BRAINSTORM

Imagine your group is going to plan a park where people can relax and enjoy pleasant sounds. Compile lists of noise pollution problems in cities, and pleasant sounds you think are important for people to be able to hear. List at least four ideas in each category.

Problems	Pleasant sounds	

#### PLAN

Plan a presentation on a park design you think would take into consideration different age groups and the types of activities they enjoy. Follow these steps:

- 1 Organize a summary of the urban noise problems you've identified.
- 2 Make notes on how the park would be designed to eliminate noises issues and provide a relaxing space. For each feature, include enough details to make your plan clear to your audience.
- 3 Make a simple drawing to explain the design of the park.

Features in the park	Details of each feature

#### SPEAK

Present your plan to other groups. Pause to field questions and to explain any ideas someone tells you are unclear. Remember to use cleft sentences and contrastive word stress for emphasis.

#### SHARE

Return to your group. Compare the ideas that other groups had. Then share your conclusions about what would be a successful urban space.

## Vocabulary preview

1 Complete the sentences with the words in the box.

3	address	century	demographic	overpopulation	pension	planet
1	Global	warming is	a critical issue v	ve need to	nov	N
2		s a good ch nas life on i	ance that Mars, t t.	he	most simil	1071
3	I think	people will	travel everywhe	re in flying cars in t	the 22 <sup>nd</sup>	
4	In my o	ountry, mo nent after t	st people receive hey retire.	a	from the	
5	Accordi		studi	es, the population	in my count	try is
6	I'm not	worried ab		in the future. T	The number	of
W Cl	ork with	a partner. I	Do vou garee wi	th the sentences in nake them true for	exercise 1? you.	

# LISTENING 1 A rapidly aging population

# Before you listen

What is life like for older people in your country now? Check (/) the sentences that are true where you live.

- The number of older people is growing rapidly.
- 2 Older people usually live with their children and grandchildren.
- Respect for older people is an important part of the culture.
- 4 Older people receive a pension from the government.
- 5 People usually retire at age 55.
- ☐ 6 Older people spend a lot of time traveling and enjoying outdoor activities.
- 7 A lot of people live to be over 100.

# Global listening

# LISTENING FOR PROBLEMS AND SOLUTIONS

Lectures, news reports, and other sources of information often include a discussion of problems that may result from a situation, and possible ways to solve these problems. The problem is usually mentioned first, followed by one or more solutions. When listening, it's a good idea to write the problem and its solutions together in your notes.



#### Problems

- It will be harder for young people to find jobs.
- Pension programs will have problems.
- 3 More older people will live alone.
- 4 The environment will be harmed.

#### Solutions

- a Governments can build housing for older people.
- b Governments can raise taxes.
- c Hospitals can hire nurses from abroad.
- d Older people can work longer.
- e Older people can live with their children and grandchildren.
- f Governments can develop clean energy.
- 2 Look at the answers you circled in exercise 1. Match the problems with their solutions. Compare answers with a partner.

# Close listening

- 2.21 Listen again and make inferences based on the information in the conversation. Which of these statements are probably true?
- 1 Both speakers have read the UN report on aging.
- 2 In the future, a majority of elderly people will be centenarians.
- 3 Health care for older people will be less expensive in the future.
- 4 Women often live longer than their husbands.
- In the speakers' country, people do not often live with their grandparents.

# Developing critical thinking

#### Discuss these questions in a group.

- 1 Give a summary of the conversation. Do the speakers think the aging population is generally a good thing or a bad thing? What benefits, problems, and solutions do they discuss?
- What can you infer about the attitudes toward older people in the speakers' culture? How does this compare with those of your culture?

#### ACADEMIC KEYWORDS

contribute (v) /kən'trɪbjut/
report (n) /rɪ'pərt/
trend (n) /trend/

#### **USEFUL LANGUAGE**

crime
education
family structure
health care
the economy
the labor market

values



# LISTENING 2 Our next planet?

# Before you listen

Discuss these questions in a group.

- 1 Think about life on planet Earth. What conditions make it possible for people to live on this planet? Make a list.
- 2 Do you think it will still be possible for people to live on Earth in 100 years? What about in 1,000 years? Why or why not?

# Global listening

- 1 ② 2.22 Listen to a radio news program about humans living on Mars in the future. What problems do the people mention? Check (/) the sentences.
  - 1 The Earth will be too crowded in the future.
  - 2 The environment on Earth will have serious problems.
  - The supply of oil on Earth will run out by the year 2100.
  - 4 Mars is currently too cold for human life.
  - 5 There isn't enough air to breathe on Mars.
  - 6 Mars is approximately half the size of Earth.
  - 7 It could be thousands of years before humans can live on Mars.
  - 8 Not everyone would be able to move to Mars.
- 2 Look at the problems you checked in exercise 1. Do the speakers suggest solutions to all of these problems? Which problems didn't have solutions?

# Close listening

#### RECOGNIZING DEFINITIONS

In formal contexts, experts often use words that they know will not be familiar to many of their listeners. In these cases, they often give a brief definition of the term. In news reports, it is very common for the interviewer to interrupt politely to ask for or offer a definition of an unfamiliar term. To recognize these definitions, listen for key words such as: or, that is, in other words, which is, refer to, by X, you mean ..., and more.

Dr. Elaine Hines is an **astrobiologist**—**that is**, someone who studies life on other planets.

Some definitions also appear directly after the unfamiliar word, without any key words to introduce them.

But right now Mars isn't habitable. It can't support life.

- 2.23 Listen to the excerpts from the news report. Match the words with their definitions.
- 1 atmosphere
- 2 terraforming
- 1
- 3 greenhouse gases
- 4 carbon dioxide
- 5 oxygen6 astronaut

- a someone who travels in space
- b making a place more similar to Earth
- the air around a planet
- d a gas humans need to breathe
- e gases responsible for global warming
- f CO<sub>2</sub>, a gas causing higher temperatures on Earth

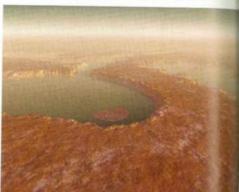
#### THINK ABOUT

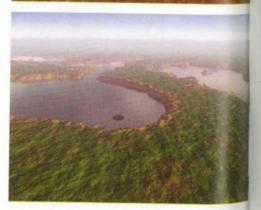
temperature atmosphere

natural resources

other plants and animals







#### ACADEMIC KEYWORDS

amount (n)

/əˈmaont/

process

(n)

/'prases/

relatively (adv)

/'relativli/

# Developing critical thinking

- 1 Discuss these questions in a group.
  - 1 Which do you think would be easier: to solve the problems we currently face on Earth, or to make another planet habitable? Why?
  - 2 Would you want to live on another planet? Why or why not? Make a list of advantages and disadvantages. Which advantage or disadvantage is the most important?
- 2 Think about the ideas from A rapidly aging population and Our next planet? and discuss these questions in a group.
  - Do you think an aging population will have a positive or negative effect on issues like population growth and global warming? Why? Can you think of other problems and benefits that haven't been mentioned?
  - 2 Think about how technology has changed in the last hundred years. How can technology improve life in the future? How could it make life in the future worse?

# Vocabulary skill

#### PREFIXES AND SUFFIXES WITH SPECIAL MEANINGS

Many English words have prefixes or suffixes that come from Greek or Latin. This is especially common in academic and scientific language. Each of these prefixes or suffixes has a special meaning that can help you guess the meaning of an unfamiliar word. In this example from A rapidly aging population, the prefix cent-come from the Latin word for hundred.

A: What do you call people who are over 100?

B: Oh, you mean centenarians.

A: That's it, centenarians. ... Centenarians, like the cent- in century.

There are dozens of these prefixes and suffixes in English. Here are some common ones

common ones.		
Prefix or suffix	Meaning	Examples
con/co-	with, together	connect, cooperate
-form	shape	reform, deform
-graph	write	autograph, photograph
-logy	study of	biology, geology
-port	carry	export, import
-sphere	ball	atmosphere, hemisphere
tele-	distance	television, telescope

#### 1 Look at the words below. Match the prefixes and suffixes in **bold** with their meanings.

1	biology, biography		α	Earth
2	ecology, economics		b	life
3	geology, geography	_	C	the body
4	multicultural, multiply		d	environmen
5	physics, physician		е	many

#### USEFUL LANGUAGE

contribute to science deal with isolation experience new things make history miss friends and family

#### THINK ABOUT

education health care space exploration war and conflict

1	a lot totribute
	mental or ical.
3	logists say
4	is an astro logist
5	size andlogy.
6	have an atmo
7	transing people
8	can't just port people
-	the prefixes and suffixes in the Vocabulary skill box and exercise 1 to applete the questions below. Then discuss the questions with a partner.  Which form of communication do you think will have a bigger
	effect on our lives in the future:vision, mobilephones, or the Internet?
2	Are many houses in your town or city built with  -friendly products that don't harm the environment?
3	Do you live in the southern or the northern hemi? How lo you think life is different in the other hemi?
	Do you own anyable devices like an ebook reader or an np3 player? How have these devices changed the way we live?
5	How often do you read graphies? Make a list of people whose lives would be interesting to read about.
PE	KING Presentation about future problems
ppe can	going to learn how to use the future perfect to talk about events that will by a certain time in the future, how to describe a word that you don't know recall, and how to use intonation patterns to express surprise or ask for ation. You are then going to use these skills to talk about the most important is people will face in the future.
rai	mar

Use the future perfect to talk about events and accomplishments that will happen by or before a point in the future. The future perfect is often used with time expressions with by and before. Use the future perfect when the exact time of the future event is not known or not important. If there is a specific time, use the future simple or future continuous.

Form	Example
will + have + past participle	The world's population will have reached ten billion by the year 2050.  I hope the pension programs won't have run out of money before I retire.  The polar ice caps will have melted by then. (future perfect; we don't know the specific time when they will melt)  The conference will take place in January of next year. (future simple; there is a specific time when the event happens)

1				with the future simple or futur	e perfect form of the		
			parentheses.	to 140   111	at least ones (travel)		
	1	By .	2050, people	to Mars and back	diseast once. (traver)		
	2	Mo	re people	in cities in the future	. (live)		
		sav	e)	enough money by the			
	4	wee	ek. (release)	a new report on			
	5	On (be		with this company	or exactly two years.		
	6	cen	timeters by the ye	(10일) (12일 12일(12일 4 12일			
	7	the	party tomorrow.				
	8		confident we time I'm old. (so	the big problem	s facing our planet by		
2	Dis	scus	s these questions	with a partner. Use the future	perfect.		
				ccomplished by the end of th			
		Wh		reading these days? When wil			
	3		agine yourself at a nat will you <i>not</i> ha	ge 75. What will you have acc ve done?	omplished by then?		
S	pe	ak	ing skill				
100	•			OU DO NOT KNOW			
	d P	escr eopl	ers to forget a wor ibe the meaning yo e often begin with	and other situations, it is commod (or simply not know it). In these want to express and ask for hexpressions such as what do you ord for, or what is it called we	e cases, you can elp with the word. u call, how do		
				, what do you call people who			
			h, <b>you mean</b> "cent				
			••				
1	-		Complete the digues with a partne	alogues. Then listen and checker.	c. Practice the		
	1		What do you			The second second	
			The state of the s	on other planets?			-
		B:	Oh, youastrobiologist.				-
	2	A:	Mars currently is	n't sorry, what's called			TE !
			a place can't supp			346	
		R-	Uninhabitable.			8-1	ALC: Y
	3			ssor Miller. What's the	THE RESERVE OF THE PERSON NAMED IN		
	3	A.		for the air surrounding a			SUSPENIE AND STREET
			planet?	for the an surrounding a			
		D.	T-000000000000000000000000000000000000	the atmosphare?			A STATE OF THE STA
		D:	Do you	the atmosphere?	The second second		

	des	scribing the words wit	ing population and Our next planet? Take turns h a partner.			
	1	a period of a hundred	years:			
	2	a change or developm	nent over time:			
	3	a program that gives money to retired workers:				
	4	frozen water at the no	rth and south poles:			
		changing a place so it is more like Earth:				
	6	the gases that cause gl	obal warming:			
Pr	OI	nunciation skil	11			
	IN'	TONATION PATTERNS				
	Use	e a more extreme rising re gently rising intonati	and falling intonation to show surprise. Use a on to confirm what you heard.			
	A:	Jack's mother is 103 ye	ears old.			
	B:	A hundred and three?	(= I can't believe it! That's surprising!)			
		7				
C	D 2	.26 Listen and repeat t	the excerpts from A rapidly aging population as speaker expressing surprise or asking for			
0	2 2 and conf	.26 Listen and repeat t Our next planet? Is th irmation? Write S (sur	the excerpts from A rapidly aging population ne speaker expressing surprise or asking for prise) or C (confirmation).			
0	2 and conf	26 Listen and repeat to Our next planet? Is the irmation? Write 5 (sur Did you know that 60 years old?	the excerpts from A rapidly aging population			
0	2 and conf	26 Listen and repeat to Our next planet? Is the irmation? Write S (sur Did you know that 60 years old?  Two billion?	the excerpts from A rapidly aging population ne speaker expressing surprise or asking for rprise) or C (confirmation).  by 2050 there will be two billion people over			
0	2 and conf	26 Listen and repeat to Our next planet? Is the irmation? Write 5 (sure: Did you know that 60 years old?  Two billion? There is an answer to our next planet.	the excerpts from A rapidly aging population ne speaker expressing surprise or asking for rprise) or C (confirmation).  by 2050 there will be two billion people over this, however, which is a very long, very			
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# **SPEAKING TASK**

Work in a group to consider the most important problems people will face in the future.

#### BRAINSTORM

Think about what the world will be like five years, 20 years, and 50 years from now. What problems will people face? What progress will people have made? Discuss in groups and complete the chart.

	5 years	20 years	50 years
Problems			
Progress			

#### PLAN

Choose three future problems to talk about in a presentation. With a partner, think of possible solutions and write down key vocabulary related to each problem. Remember the phrases for asking about a word that you don't know or can't recall.

Solutions	Key words
• use less plastic • recycle more	landfill packaging
+	v, • use less plastic

#### **SPEAK**

Work in groups. List your three problems and discuss ways to solve them.

#### SHARE

Return to your original partner and tell them some of the answers you heard. What were some interesting problems and solutions? Listen to your partner and use intonation to show surprise or ask for confirmation.

Audience: classmates/peers

Context: an academic

presentation

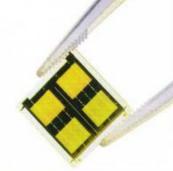
Purpose: to analyze future

trends and describe future problems

and solutions

#### THINK ABOUT

crime and public safety
globalization
health care
military conflicts
natural resources
overpopulation
space exploration
technological advances
the economy



# STUDY SKILLS Practicing speaking outside of class

# Getting started

Discuss these questions with a partner.

- 1 How often do you speak English outside of class? When and where?
- 2 When you speak English outside of class, what are your aims?
- 3 Have you ever had a frustrating experience when you tried to use English outside of class? What happened?

#### Scenario

Read the scenario and try to think of three things Faisal could do to practice speaking outside of class more effectively.

#### Consider it

Look at these tips for practicing speaking outside of class. Which ones does Faisal already do? Which one do you think would help him the most?

- Find a language exchange partner or group If you are in a small town, you can still go to a language-learning website to find people. You can also try local universities, community centers, coffee shops, and other places.
- 2 You don't need to find a native speaker to practice English is a language for international communication. Anyone who speaks the language (or is learning it) can give you an opportunity to practice.
- 3 Prepare for your language exchange Make a list of topics to discuss. You can also choose an article to read in advance and discuss together.
- 4 Write down new words and expressions If you hear a word that is useful or interesting to you, write it down and review it after you are finished talking.
- 5 If you can't find a partner, practice listening Many English-language radio broadcasts, movies, and TV programs are available online. Choose something interesting and enjoy it. Don't try to memorize it word for word.
- 6 Have fun! It's OK if you make mistakes or you don't catch every word you hear. Also, don't expect your conversation partner to be a skilled language teacher. Instead, focus on making friends and having a pleasant conversation.

# Over to you

Discuss these questions with a partner.

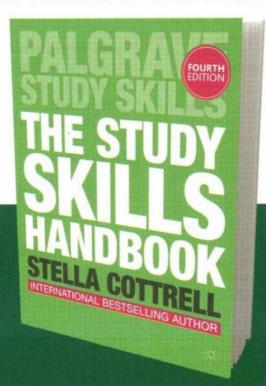
- 1 Which of the things above do you already do?
- 2 Which of the tips do you think will be most useful to you?
- 3 What are some other ways to practice speaking outside of class?



Faisal is a second-year student majoring in international business. English is vital for his future career and he is determined to improve his speaking skills. He lives in a smaller city where there are not many native speakers of English, so he has few opportunities to practice. Some of his friends, coworkers, and classmates are also eager to practice English, but Faisal rarely speaks with them because he doesn't want to pick up a bad accent or learn incorrect English. Last semester, Faisal tried to have a language exchange with an Australian student, but it was an awkward and frustrating experience. They did not know what to talk about, and when they did speak, Faisal didn't understand everything he heard and made a few embarrassing mistakes. He asked the Australian very detailed questions about grammar, but he could not get any clear answers. Now, he mostly practices by listening to English news reports on TV and trying to copy down all of the words he hears. Then, to practice speaking, he repeats and memorizes the news report.

# PALGRAVE STUDY SKILLS

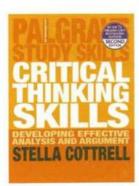
FROM BESTSELLING AUTHOR STELLA COTTRELL-

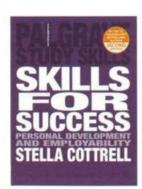


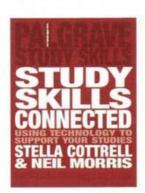
"... it was really difficult reading and taking notes at the beginning of the first term. After having read this book, I found [out] how to improve my reading speed and to make good

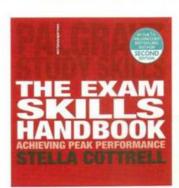
notes. Therefore,

- I strongly recommend this book"
- International student studying in the U.K.









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The phrases below give common ways of expressing useful functions. Use them to help you as you're completing the *Discussion points* and *Developing critical thinking* activities.

## Asking for clarification

Sorry, can you explain that some more? Could you say that another way? When you say ..., do you mean ...? Sorry, I don't follow that. What do you mean?

#### Asking for repetition

Could you repeat that, please? I'm sorry, I didn't catch that. Could you say that again?

# When you don't know the meaning of a word

What does ... mean? Sorry, I'm not sure what ... means.

## Working with a partner

Would you like to start? Shall I go first? Shall we do this one first? Where do you want to begin?

#### Giving opinions

I think that ...
It seems to me that ...
In my opinion ...
As I see it ...

# Agreeing and disagreeing

I know what you mean.
That's true.
You have a point there.
Yes. I see what you're saying, but ...
I understand your point, but ...
I don't think that's true.

# Asking for opinions

Do you think ...?
Do you feel ...?
What do you think about ...?
How about you, Jennifer? What do you think?
What about you?
Does anyone have any other ideas?
Do you have any thoughts on this?

# Asking for more information

In what way? Why do you think that? Can you give an example?

# Not giving a strong preference

It doesn't matter to me.
I don't really have a strong preference.
I've never really thought about that.
Either is fine.

#### **Expressing interest**

I'd like to hear more about that. That sounds interesting. How interesting! Tell me more about that.

## Giving reasons

This is ... because ...
This has to be ... because ...
I think ... because ...

# Checking understanding

Do you know what I mean? Do you see what I'm saying? Are you following me?

# Putting things in order

This needs to come first because ...

I think this is the most/least important because ...

For me, this is the most/least relevant because ...

# Preventing interruptions

Excuse me, I wasn't finished.

If I could just finish what I was saying ...

Let me just finish this, please.

I haven't finished my thought/sentence.

# **Buying time**

Let me think about that for a moment. Let me gather my thoughts. Just a minute. I need to think about that.

# Clarifying

That's not exactly what I meant.

Sorry, I wasn't clear. Let me put it another way.

That isn't what I was trying to say.

The publishers would like to thank the following for their thoughtful insights and perceptive comments during the development of the material:

# Belgium

Sylviane Granger, at CECL, University of Louvain Magali Paquot

# Egypt

Dr. Gaber Khalil, AUC, Cairo Heidi Omara

# Germany

John Nixon at Universität Stuttgart

#### Ireland

Fiodhna Gardiner-Hyland at University of Limerick

# Japan

Robert Morton at Chuo University Lesley Burda Ito

#### Oman

Mutaz Abumuaath at Nizwa College of Technology, Nizwa

#### Qatar

Jane Hoelker at Qatar University, Foundation English

#### Russia

Tatyana Gromoglasova, at the Siberian Institute of Management, Novosibirsk

#### Saudi Arabia

Dr. Mohammed Al-Ahaydib and Dr. Mohammed Hamdan at Imam Muhammad Ibn Saud University Dr. William Frawley, Education Experts

#### South Korea

Yoonji Kim, and Da Young Song at the Konkuk University Language Institute Jina Kwon at Seoul National University

#### Taiwan

Laura Wang at Chung Yuan Christian University Regina Jan at Lunghwa University of Science and Technology

Kitty Chu, Jessie Huang, Jenny Jen, and Wenyau Keng at the National Central University, Language Center Sandrine Ting at the Department of Applied Foreign Language, St. John's University

#### Thailand

Wanpen Chaikitmongkol, Jindarat De Vleeschauwer, and Sonhsi Wichaidit at the English Division, Department of Western Languages and Humanities, Chiang Mai University

# Turkey

Merve Oflaz at Bahcesehir University Şahika Özkan-Tuğba Kın-Yadigar Aslan, Didem Gümüşlüoğlu, Meltem Sarandal, and Sibel Weeks at Doğuş University, İstanbul Sevil Altıkulaçoğlu, Sühendan Semine Er, Şerife Ersöz, Fatma Ünveren Gürocak at Gazi University Deniz Ateşok at Istanbul Bilgi University Ebru Yamaç at Maltepe University, Aybike Oğuz at Özyeğin University

#### **United Arab Emirates**

Paul Barney, Doug Henderson, and Danielle Norris at Higher Colleges of Technology, Al Ain

# **United Kingdom**

Nick Hillman at Anglia Ruskin University
Heather Abel and Richard Hillman at Bell London
Edward Bressan, Sara Hannam, and Stacey Hughes at
Oxford Brookes University
Sally Morris, Ian Pople, and Simon Raw at University
of Manchester
Averil Bolster and Peter Levrai at University of
Nottingham, Ningbo
Jonathan Hadley
Jane Neill at University of Gloucestershire

#### United States

Gail Schafers at Fontbonne University Carole Mawson at Stanford University Denise Mussman at University of Missouri Abby Brown