

CAMBRIDGE

PRISM

Listening
and
Speaking

1



.....
Stephanie Dimond-Bayir
Kimberly Russell
.....

Experience
Better
Learning

HOW PRISM WORKS

1 Video

Setting the context

Every unit begins with a video clip. Each video serves as a springboard for the unit and introduces the topic in an engaging way. The clips were carefully selected to pique students' interest and prepare them to explore the unit's topic in greater depth. As they work, students develop key skills in prediction, comprehension, and discussion.

WATCH AND LISTEN

ACTIVATING YOUR KNOWLEDGE

- Work with a partner and answer the questions.
 - How many oceans are there in the world? Can you name them?
 - How much of the Earth is covered by water?
 - Do you think oceans are important? Why or why not?

PREDICTING CONTENT USING VISUALS

- The weather is usually warm and sunny in _____, _____, and _____.
- The weather in _____ and _____ is usually cold in the winter.
- Places near _____ are the hottest.
- My country's weather is similar to the weather in _____.

GLOSSARY

current (n) a movement of water or air

equator (n) the imaginary line around the Earth that divides it into equal north and south parts

gyre (n) a flow of water in a circle

heat (n) hot weather; extreme warmth

planet (n) a large, round object in space, such as Earth or Mars, that moves around the sun

©2 UNIT 4

2 Listening

Receptive, language, and analytical skills

Students improve their listening abilities through a sequence of proven activities. They study key vocabulary to prepare them for each listening and to develop academic listening skills. Pronunciation for Listening exercises help students learn how to decode spoken English. Language Development sections teach grammar and vocabulary. A second listening leads into synthesis exercises that prepare students for college classrooms.

WHILE LISTENING

SKILLS **Listening for main ideas**

Main ideas are the most important ideas about the topic being discussed. To help you figure out what the main idea is, think about the topic. What about the topic does the speaker focus on? For example, a main idea about the topic of festivals could be that they have a lot of fun activities. So that is what the speaker or writer talks about. Take notes on the main ideas as you listen.

TAKING NOTES ON MAIN IDEAS

4 2.4 Listen to the discussion. Write the main ideas. Remember that main ideas are the most important ideas about a topic.

North American holiday: (1) _____

U.S. & Canada celebrate – everyone thankful

(2) _____ and friends – eat meal together

(3) _____ meal: turkey, stuffing, potatoes, corn, cranberries, pie

(4) _____ **differences:**

(5) _____	(6) _____
(7) _____ : spicy	sweet, whipped cream
(8) _____ : rice or bread	cornbread, oysters

(9) _____ : leaves, fall vegetables, candies

(10) _____ (red, yellow, orange)

Canadian Thanksgiving: October; American Thanksgiving: November

(11) _____ : parades, watch TV, sports, no gifts

(12) _____ : small local parade, (13) _____ : big New York City parade on TV

(14) Different _____ for the holiday

Canada: fall harvest

U.S.: fall harvest + remembering Native Americans helping settlers hunt and grow food

©3 UNIT 3

3 Speaking

Critical thinking and production

Multiple critical thinking activities begin this section, setting students up for exercises that focus on speaking skills, functional language, and pronunciation. All of these lead up to a structured speaking task, in which students apply the skills and language they have developed over the course of the entire unit.

PREPARATION FOR SPEAKING

PRESENTING POINTS AND CLARIFYING STATEMENTS

Presenting a point

When you discuss a topic with others, you can use signal words to help you make that point strongly.

Of course, obviously, actually, and definitely all signal to the listener that what comes next is going to be a point that you wish to emphasize.

PRISM Online resources

- 1 **5.5** Listen to the sentences from Listening 2. Use the words from the box to complete the sentences.

actually definitely obviously of course

- I think there is _____ more marketing and business in sports than ever before.
 - And _____, only about 5 percent of Olympic athletes get money from big companies to be in ads.
 - Well, _____ poorer countries can't usually pay the costs for training athletes.
 - And _____, the countries with lots of money can train their athletes really well.
- 2 Write sentences to give reasons and support either for or against the points you made in Exercises 4 and 5 in Critical Thinking. Use a word from the box above to emphasize your point in each sentence.
- Sports fans *actually* like to see ads with athletes in them.
- _____
 - _____
 - _____
 - _____
- 3 Work with a partner who chose the same point of view as you in Exercise 2. Share your sentences. Discuss your argument, reasons, and support. Do you have similar ideas?

T1B Levels 5

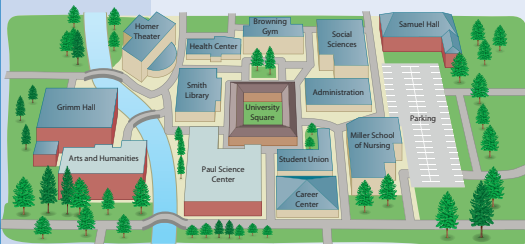
ON CAMPUS

CAMPUS RESOURCES

PREPARING TO LISTEN

- 1 Look at the map and find the places below. Which of the places do you have on your campus?

the library residence halls parking the gym the theater
the Student Union the Administration building



WHILE LISTENING

- 2 **1.8** Listen to the campus tour. Circle on the map the six places mentioned and write them in column A.

A Place	B What students can do there
Administration building	pay tuition

- 3 **1.8** Listen again and complete column B in the table.

S1 Units 1

4 On Campus

Skills for college life

This unique section teaches students valuable skills beyond academic listening and speaking. From asking questions in class to participating in a study group and from being an active listener to finding help, students learn how to navigate university life. The section begins with a context-setting listening, and moves directly into active practice of the skill.

WHAT MAKES *PRISM* DIFFERENT: CRITICAL THINKING

Bloom's Taxonomy

In order to truly prepare for college coursework, students need to develop a full range of thinking skills. *Prism* teaches explicit critical thinking skills in every unit of every level. These skills adhere to the taxonomy developed by Benjamin Bloom. By working within the taxonomy, we are able to ensure that your students learn both lower-order and higher-order thinking skills.

Critical thinking exercises are accompanied by icons indicating where the activities fall in Bloom's Taxonomy.

SPEAKING

CRITICAL THINKING

At the end of this unit, you are going to do the Speaking Task below.

▶ Give a presentation about changes in the climate.


▲ REMEMBER

▲ ANALYZE

- 1 Work with a partner. You are going to study climate change in the Arctic. What kind of weather is there in the Arctic? Make a list of how problems with the weather in the Arctic could affect people, animals, and the environment.
- 2 Work with a partner. Read the problems in the box for the Arctic. Did you and your partner have the same ideas?

THE ARCTIC

Temperatures rise.
Polar ice melts.
Sea levels rise.
Polar bears and other animals lose sea ice to hunt from.
Arctic animals begin to disappear.
People in the Arctic lose traditional food sources.

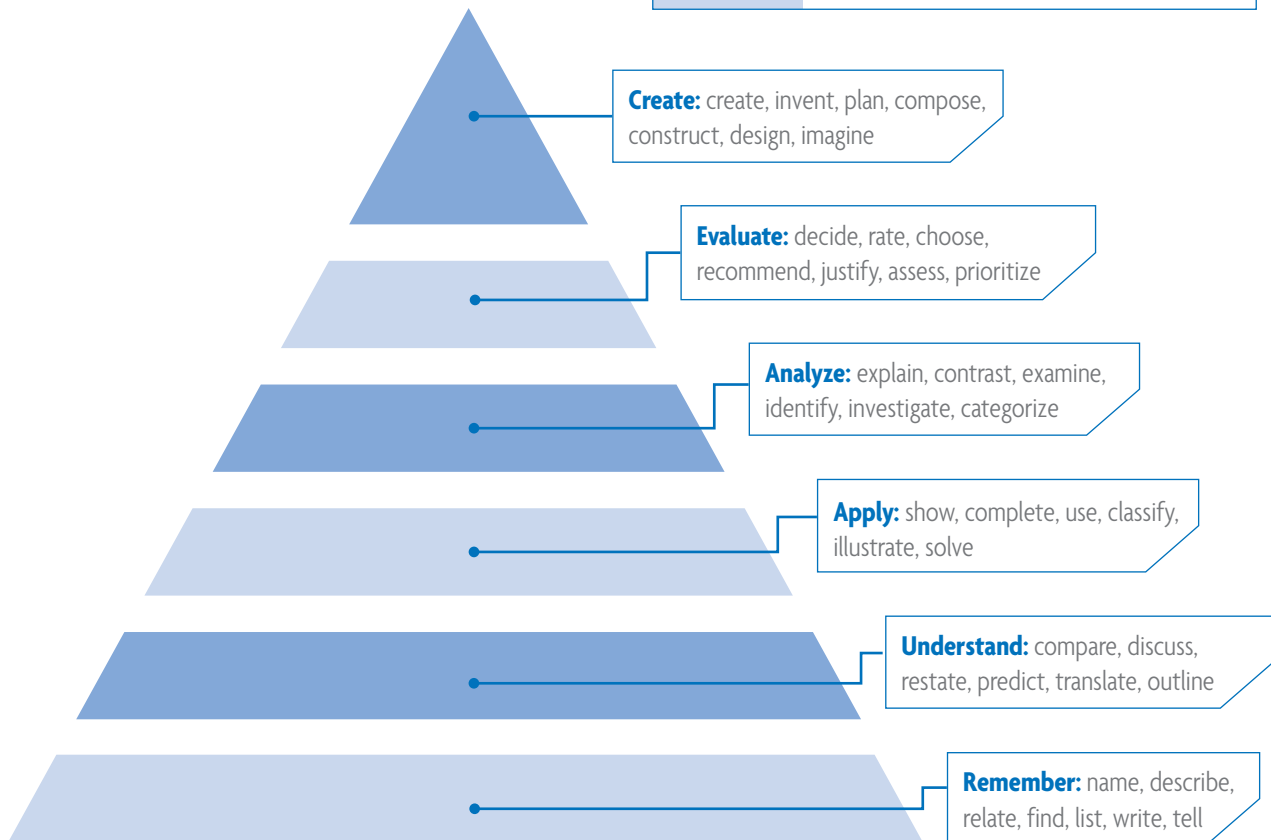


- 3 Write the phrases from the box to complete the effects in the table. Use a dictionary to help you.

sea levels rise wildlife will begin to disappear ice will melt

causes of problem	effects of problem
The Arctic	
1 temperatures rise	a <u>ice melts</u>
2 ice melts	b _____
3 less sea ice for animals to hunt from	c _____

04 Unit 4



WHAT MAKES PRISM DIFFERENT: CRITICAL THINKING

CREATE

5 With your group, create your own cause-effect chain for Africa, low-level lands, or California. Use the ideas from the boxes below and your own ideas.

<p>AFRICA</p> <p>By 2050 up to 600 million people won't be able to get drinking water. Drought will stop farmers from growing food. Shortage of clean water will help diseases spread. Some land areas will be under the ocean. Some areas may lose up to 60% of the animal species.</p>	<p>CALIFORNIA</p> <p>Temperature rises. Heat waves occur. Less water is in the land. Drought occurs.</p> <p>Trees die. Wildfires occur. People lose homes and jobs.</p>
---	--

LOW-LEVEL LAND (MALDIVES, THE FLORIDA COASTLINE)

<p>Ice on land melts around the world. Sea levels rise. Low-level land around the world floods.</p>	<p>Land areas go under water. Some people lose their home or country. People have to find new homes or countries to live in.</p>
---	--

6 Can the cause-effect chain repeat? If so, draw an arrow from the box that could cause something in the chain to occur again.

7 Look at the words in the cause-effect chain you created. How exactly does one cause create the next effect?

ANALYZE

PREPARATION FOR SPEAKING

LINKING WORDS TO EXPLAIN CAUSE AND EFFECT

SKILLS

You can use words to let a listener know that what comes next will be an explanation of the cause of something. Examples of linking words for causes are *because*, *because of*, and *due to*.

You can also use linking words to show that what comes next is the effect of something. Examples of effect linking words are *so*, *therefore*, and *as a result*.

Word order is important to help the listener know if a cause or an effect will follow. The linking word should come right before the cause or effect.

55 UNIT 4

Higher-Order Thinking Skills

Create, **Evaluate**, and **Analyze** are critical skills for students in any college setting. Academic success depends on their abilities to derive knowledge from collected data, make educated judgements, and deliver insightful presentations. *Prism* helps students get there by creating activities such as categorizing information, comparing data, selecting the best solution to a problem, and developing arguments for a discussion or presentation.

SPEAKING

CRITICAL THINKING

At the end of this unit, you are going to do the Speaking Task below.

Give a presentation about a remarkable person and his or her work. Describe the impact of this person's work on our lives.

SKILLS

Using an idea map

Use an idea map to think of topics and related subtopics that you want to find information about. Start with your main topic in the center of the idea map. Write subtopics on the "legs" of the idea map. Use the map to help you do research about your topic and subtopics and organize the information that you find.

REMEMBER

1 Work with a partner. Fill in the idea map about Jonathan Koon. Use your notes from Exercise 3 in Listening 2 (page 159) to help you. Write the letter of each phrase in the bubbles.

a invented a cell phone holder	his companies were worth \$30 million at age 31
b bought a clothing brand in 2008 from JayZ	millionaire by 16
c parents from Hong Kong	sold auto parts from Asia in the U.S. as a teen
d designed clothing with an Italian designer	
e egg-shaped piece sold for thousands	
f born in U.S. in 1983	

162 UNIT 7

Lower-Order Thinking Skills

Apply, **Understand**, and **Remember** provide the foundation upon which all thinking occurs. Students need to be able to recall information, comprehend it, and see its use in new contexts. *Prism* develops these skills through exercises such as taking notes, mining notes for specific data, demonstrating comprehension, and distilling information from charts.

WHAT MAKES *PRISM* DIFFERENT: ON CAMPUS

More college skills

Students need more than traditional academic skills. *Prism* teaches important skills for being engaged and successful all around campus, from emailing professors to navigating study groups.

Professors

Students learn how to take good lecture notes and how to communicate with professors and academic advisors.

Beyond the classroom

Skills include how to utilize campus resources, where to go for help, how to choose classes, and more.

Active learning

Students practice participating in class, in online discussion boards, and in study groups.

Texts

Learners become proficient at taking notes and annotating textbooks as well as conducting research online and in the library.

WHAT MAKES PRISM DIFFERENT: RESEARCH

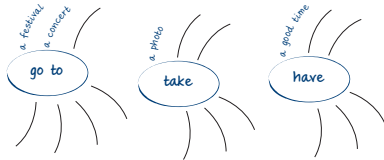
COLLOCATIONS

LANGUAGE
A collocation is a combination of two or more words that are often used together.
go to college, go to a talk, go to class

PRISM Online resources

4 Label each circle with the correct words from the box to make verb + noun collocations. Some words can be used more than once.

a celebration (x2) care college a concert an event (x2)
a festival fun a good time a lecture a party (x2)
part place a photo a problem a video your time



5 Write the correct form of *go to*, *have*, or *take*.

- Excuse me, can you _____ a photo of my sister and me?
- What time will you leave your house to _____ the celebration?
- I'm going on vacation next week. Will you _____ care of my plants?
- _____ a good time on your vacation!
- I'm sorry that I can't go to your party tonight. But I hope you _____ fun!

6 Write the correct form of the words from Exercise 4. In some items, more than one answer is possible.

- What do you think makes a good festival? Should everyone go to every _____, or is it OK to miss some of them?
- Do you take _____ to enjoy a festival when you go, or do you hurry to see things?
- In your country do people often go to _____ to listen to music?
- If it's your birthday, do you have a _____?

7 Work with a partner. Ask and answer the questions.

45 UNIT 2

Vocabulary Research

Learning the right words

Students need to learn a wide range of general and academic vocabulary in order to be successful in college. *Prism* carefully selects the vocabulary that students study based on the General Service List, the Academic Word List, and the Cambridge English Corpus.

LISTENING

LISTENING 1

PRONUNCIATION FOR LISTENING

NOTE Rising and falling intonation

Intonation describes how the tone of your voice goes up (rises) and goes down (falls). Intonation can help you understand someone's mood (e.g., happy, interested, excited, bored, sad, upset, etc.). Rising intonation can show interest or happiness. Falling intonation often shows boredom or sadness. Falling intonation can also show certainty.

really (rising intonation) = The speaker is interested.

really (falling intonation) = The speaker is not interested.

The meaning of a sentence can change depending on the intonation. Read the sentence aloud with a rising intonation and then a falling intonation. How does the meaning change?

I know.

PRISM Online resources

1 **4.1** Listen to the dialogues. Write *I* (interested) or *B* (bored) for Speaker B.

- A: Did you know global warming is still increasing?
B: Is it?
- A: It's my birthday today.
B: Really? Happy birthday! _____
- A: The weather got really chilly, didn't it?
B: I suppose so. _____
- A: Thanks for inviting me to your party!
B: You're welcome. It'll be nice to see you! _____
- A: Dinner was great.
B: Good. Glad you liked it. _____

2 Work with a partner. Read the dialogues aloud. Speaker B should change their intonation. Speaker A should guess whether Speaker B sounds interested or bored.

84 UNIT 4

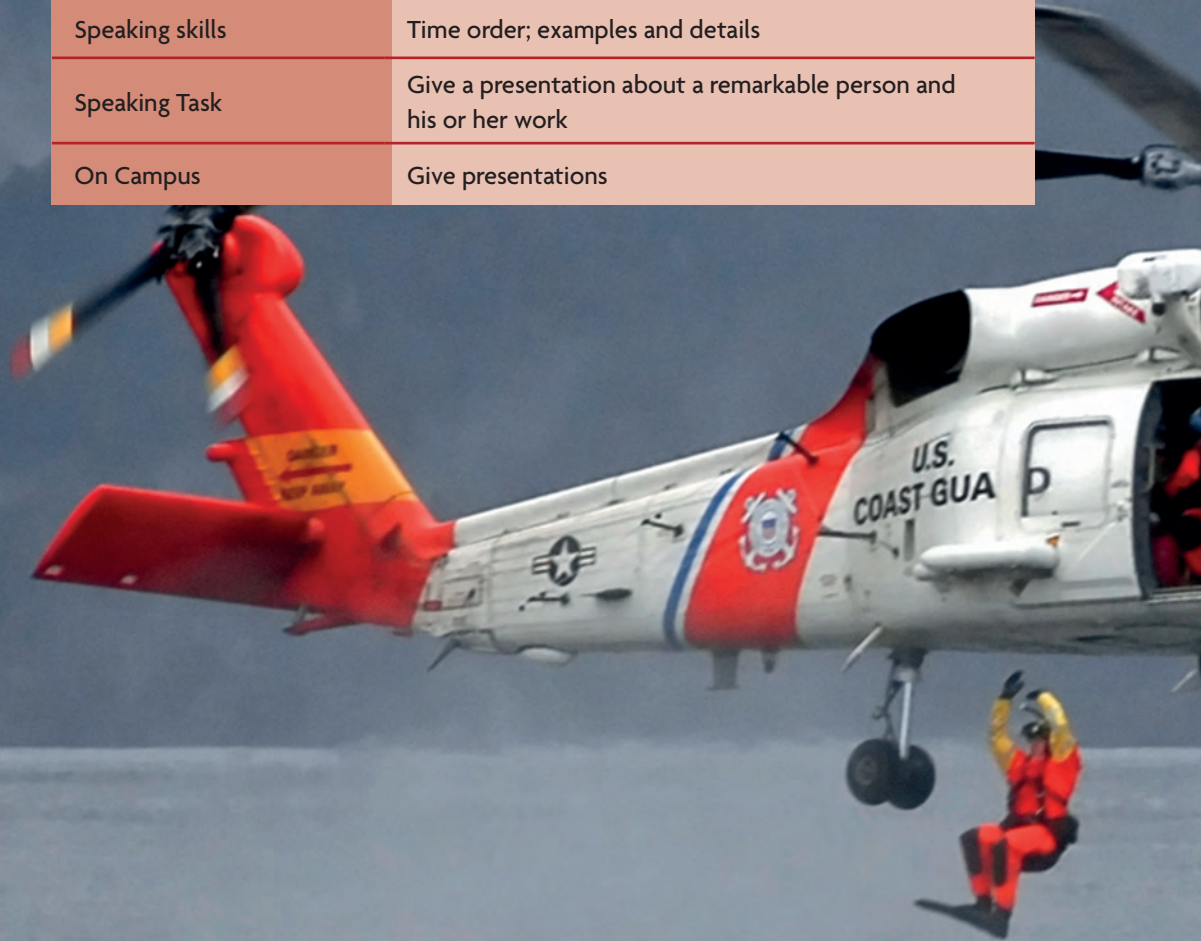
Pronunciation for Listening

Training your ears

This unique feature teaches learners to listen for specific features of spoken English that typically inhibit comprehension. Learners become primed to better understand detail and nuance while listening.

LEARNING OBJECTIVES

Listening skill	Listen for attitude
Pronunciation	Intonation for emotion and interest
Speaking skills	Time order; examples and details
Speaking Task	Give a presentation about a remarkable person and his or her work
On Campus	Give presentations





ACTIVATE YOUR KNOWLEDGE

Work with a partner. Look at the photo and answer the questions.

- 1 Some people are extraordinary. They do very special, unusual, or strange things. Do you know anyone like this?
- 2 Why is the person in the photo extraordinary? What kind of personality do extraordinary people have?
- 3 What extraordinary thing would you like to do?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT FROM VISUALS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 Where in the world is Kenya?
 - 2 What ocean is to the east of Kenya?
 - 3 What can you find on a beach?
- 2 Work with a partner. Look at the photos from the video and read the newspaper headline. Then answer the questions.

Kiwayu People Earn Money from the Beach

- 1 What do you see on the beach?
- 2 What are the people doing in the photos?
- 3 How do you think the people of Kiwayu make money?

GLOSSARY

flip-flop (n) a kind of open shoe that people often wear at the beach

isolated (adj) very far from other places

ornament (n) an object that decorates a home or yard

trash (n) the things you throw away because you do not want them; garbage

wash up (phr v) to move something naturally from the water to the beach

WHILE WATCHING

3 ▶ Watch the video. Circle the correct answers.

- 1 There *are / are not* a lot of tourists on the beaches of Kiwayu Island.
- 2 The people who live there seem *connected to / isolated from* the rest of the world.
- 3 Trash from *the ocean / people who live there* is on the beach.
- 4 People pick up trash on the beach *weekly / daily* to earn a living.
- 5 People turn the trash into *flip-flops / art*.
- 6 They *make / don't make* money from the tourists.
- 7 They send *some / most* of their ornaments to Nairobi, Kenya.
- 8 These ornaments are sold to stores around the *country / world*.

4 ▶ Watch again. Work with a partner. Match the questions and answers.

- | | |
|---|--------------------------|
| 1 Where do people sell the ornaments? | a flip-flops |
| 2 Who goes to the beach to pick up trash? | b some of their children |
| 3 What do people collect on the beach? | c houses |
| 4 Where do they take the trash to? | d artists and craftsmen |
| 5 Who turns the trash into ornaments? | e Kiwayu women |
| 6 What do the people of Kiwayu make? | f money |
| 7 What did Kiwayu people not have before? | g on the Internet |
| 8 Who could not go to school before? | h the Kiwayu villages |

5 Work with a partner. Why does the woman in the video say that education is the most important thing? Circle the best reason.

- a Children can learn to pick up plastic and other trash.
- b Staying at home on an island is boring to children.
- c Children can have a better future.

DISCUSSION

6 Work with a partner. Discuss the questions.

- 1 How can we stop people from putting trash into the oceans?
- 2 Do you think turning trash into art is a good idea? Why or why not?
- 3 What do artists and craftsmen in your country make for tourists?

7 Work in small groups. Imagine you are artists in Kiwayu. Look in the box at the things that wash up on the beach. What could you make from each one?

bottle caps boxes glass bottles paper bags
plastic bags plastic cups tires soda cans

UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAILS

MAKING INFERENCES

LISTENING 1

UNDERSTANDING KEY VOCABULARY


PREPARING TO LISTEN

- 1 You are going to listen to a student presentation about creative people and the things they make. Read the sentences. Choose the best definitions for the words in bold.
 - 1 I like the **design** of the new building in town. It has space for business as well as for relaxation.
 - a the way something is planned and made
 - b the parts of something that are needed
 - 2 A spoon is very **simple**. It doesn't have any moving parts and doesn't use electricity.
 - a not difficult or complicated; without extra things that are not needed
 - b cheap to buy
 - 3 A car is a **complicated** machine. It has many parts. Also, it takes time to learn to drive one.
 - a having a lot of different pieces, in a way that is difficult to understand
 - b valuable
 - 4 Salt has many **uses**. It can be used to cook and clean, and it even has medical uses.
 - a things you must or should have
 - b reasons why something is used
 - 5 Sara's new painting was so beautiful that she won a prize for her **achievement** in art.
 - a money you win
 - b something good and successful that you do, usually by working hard
 - 6 Each part of your office chair has a **purpose**. The armrests on your chair hold up your arms so that your wrists are comfortable when you type.
 - a the way something is made
 - b why you do something or why something is present
 - 7 When you give a presentation, you should have a few main **points**, like why something is important or how something helps people.
 - a opinions, facts, or ideas that are said or written
 - b the sharp end of a needle
 - 8 What do you think is the best **invention** ever made by someone trying to solve a problem – the phone, the computer, or the car?
 - a something made for the first time
 - b an expensive item

2 Discuss the questions in pairs.

- 1 Who are some inventors or designers that you know of?
- 2 What were their inventions or designs?
- 3 How did their inventions or designs change lives?


WHILE LISTENING

3  7.1 Listen and write the name of the person and the object under the correct photo. One person is used twice.

object	person
hand-dryer	James Dyson
egg chair	Sir Jonathan Ive
wheelbarrow	Arne Jacobsen
iPhone	





4  7.1 Read the student's notes. Then listen again and complete the information. Compare your answers with a partner.

inventor/designer and interesting points	inventions/designs and achievements	why the person is important
Arne Jacobsen Hard worker, Liked to joke, (1) _____ relaxed him	Chair: (2) _____ and neat design, his designs still used today → he worked to make them perfect	Was famous for (3) _____, simple designs of furniture and buildings; he thought about the (4) _____ his designs would serve for people
James Dyson Studied (5) _____, design, and engineering; Still likes art - made waterfall with water going up, not down	Inventions include: wheelbarrow with round wheel, hand- dryer, vacuum cleaner Supports education, research, and gives money so (7) _____ will become inventors, too	Inventions made to solve (6) _____ Gets ideas because he sees things that can work better Dyson is still (8) _____ new things
Sir Jonathan Ive Named Knight Commander of the British Empire in 2013 Hardworking and (9) _____	Designed many products for Apple, which are (10) _____, clean, and thin	Ive has won a lot of (11) _____ for his designs Lots of people know and use products he designed

DISCUSSION

- 5 Discuss the questions in small groups.
 - 1 Which of the inventors or designers do you think is the most interesting? Why?
 - 2 How do designers and inventors help improve life for people?
 - 3 What “ordinary” things that we use often are actually special and help us?

LANGUAGE DEVELOPMENT

ADJECTIVE ENDINGS

LANGUAGE

-ed and -ing

Many adjectives end in *-ed* or *-ing*. Some have both endings. These endings change the meaning of the adjective.

You can often change a word to an adjective by adding *-ed* or *-ing*.

relax (v) → **relaxed** (adj) / **relaxing** (adj)

surprise (n/v) → **surprised** (adj) / **surprising** (adj)

(Note: Remove the final *-e* in *surprise*.)

Adjectives that end in *-ing* describe the reason for a feeling (e.g., a situation or thing).

Stories about accidental inventions, like Post-It Notes®, are really **interesting**.

Stories about really simple inventions, like paper straws, are pretty **boring**.

Adjectives that end in *-ed* describe what people feel as a result of something.

Sarah is **interested** in the inventor Thomas Edison.

I get **bored** when my Internet connection isn't working.

- 1 Look at the sentences from Listening 1. Underline the adjectives.
 - 1 It's really amazing.
 - 2 He found painting to be relaxing.
 - 3 He got frustrated and worked to improve it.
 - 4 But he is also interested in supporting education.

2 Compare the two sentences. Underline the word that the adjective describes in each sentence.

- 1 a The news was surprising.
b I was surprised by the news.
- 2 a I was always bored when I went to visit her.
b She was boring, so I tried not to visit her.
- 3 a He was excited by the idea for the new invention.
b His idea for the new invention was exciting.
- 4 a My mom was very interested in my story.
b My mom told me a very interesting story.
- 5 a The walk was very tiring.
b The walk took a long time because I was tired.
- 6 a What a fascinating idea!
b My friend was fascinated by the idea, but I didn't like it.

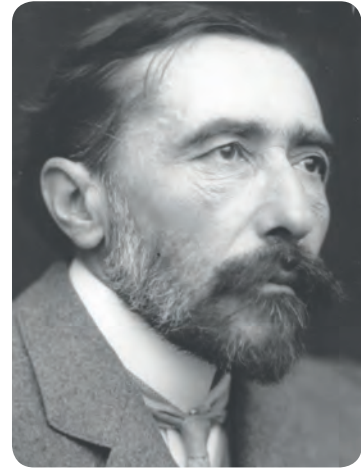
3 Write the correct form of the words in parentheses to complete the text. Use the *-ed* or *-ing* form to make adjectives.

Joseph Conrad was born in 1857 in Ukraine. His father was a writer and translator of famous books and plays. Joseph read these books and became
(1) _____ (fascinate) with literature.

Joseph's family was rich, but he didn't have a very
(2) _____ (excite) childhood. Because of his parents' political beliefs, he and his family had to move to northern Russia, where life was very hard. Both of Joseph's parents died when he was only 12 years old. But then there was a (3) _____ (surprise) change in his life.

Joseph's uncle decided to care for him and pay for his education in Latin, Greek, geography, and mathematics.

Unfortunately, Joseph thought studying was (4) _____ (bore). So he told his uncle that he was (5) _____ (tire) of studying and wanted to become a sailor and travel to Africa by ship. While he was a sailor, Joseph enjoyed having adventures at sea and meeting lots of (6) _____ (interest) people. These people were later included in his books. After he stopped sailing, he wrote many books and became one of the most successful 20th-century writers. Perhaps his most famous book is *Heart of Darkness*, which has been made into movies and even used as the idea for a video game. One of the reasons Conrad's books were popular was that the characters in the books he wrote were very believable.



4 Work with a partner. Check your answers.

THE PAST PROGRESSIVE

LANGUAGE

Forming the past progressive

Use the past progressive to describe actions that were in progress at a specific time in the past.

For affirmative statements, use *was/were* + verb + *-ing*.

He **was studying** math last spring.

They **were doing** research for their presentation before class.

For negative statements, use *was/were* + *not* + verb + *-ing*.

He **was not / wasn't trying** to invent the potato chip, but he did.

They **were not / weren't working** at the time.

Use the contractions *wasn't / weren't* in everyday speaking. The full forms, *was not* and *were not*, are more common in formal writing.

5 Write the past progressive form of the verb in parentheses to complete the sentences.

- 1 Last year I _____ (go) to school part-time.
- 2 John _____ (work) part-time at a supermarket in 2002.
- 3 In 2014 my sister and I _____ (live) in Tokyo.
- 4 We _____ (not / study) last night.
We _____ (cook) dinner.
- 5 At 6 p.m. yesterday my friends _____ (travel) to Dubai on a plane.
- 6 On the Fourth of July, Marco _____ (prepare) a lot of delicious food for a picnic.
- 7 Last night Peishan _____ (think) a lot about her family in Shanghai.
- 8 Maria _____ (not / live) in Guatemala last year.

PRISM^{Online}
Workbook

The past progressive and the simple past

Use the past progressive for an action in progress in the past. Use the simple past for an action that happened one time or was completed.

He **was studying** for the exam last night.

He **passed** the exam.

Use *when* or *while* in a past progressive time clause to show an event that was in progress when a second event happened. Use the simple past in the main clause.

time clause – event in progress | main clause – second event

When/While he was working on his invention, he decided to go to college.

main clause – second event | time clause – event in progress

He decided to go to college **when/while he was working on his invention.**

Use *when*, but not *while*, in a simple past time clause to show an event that happened while an event was already in progress. Use the past progressive in the main clause.

main clause – event in progress | time clause – second event

We were presenting our project in class when the fire alarm went off.

time clause – second event | main clause – event in progress

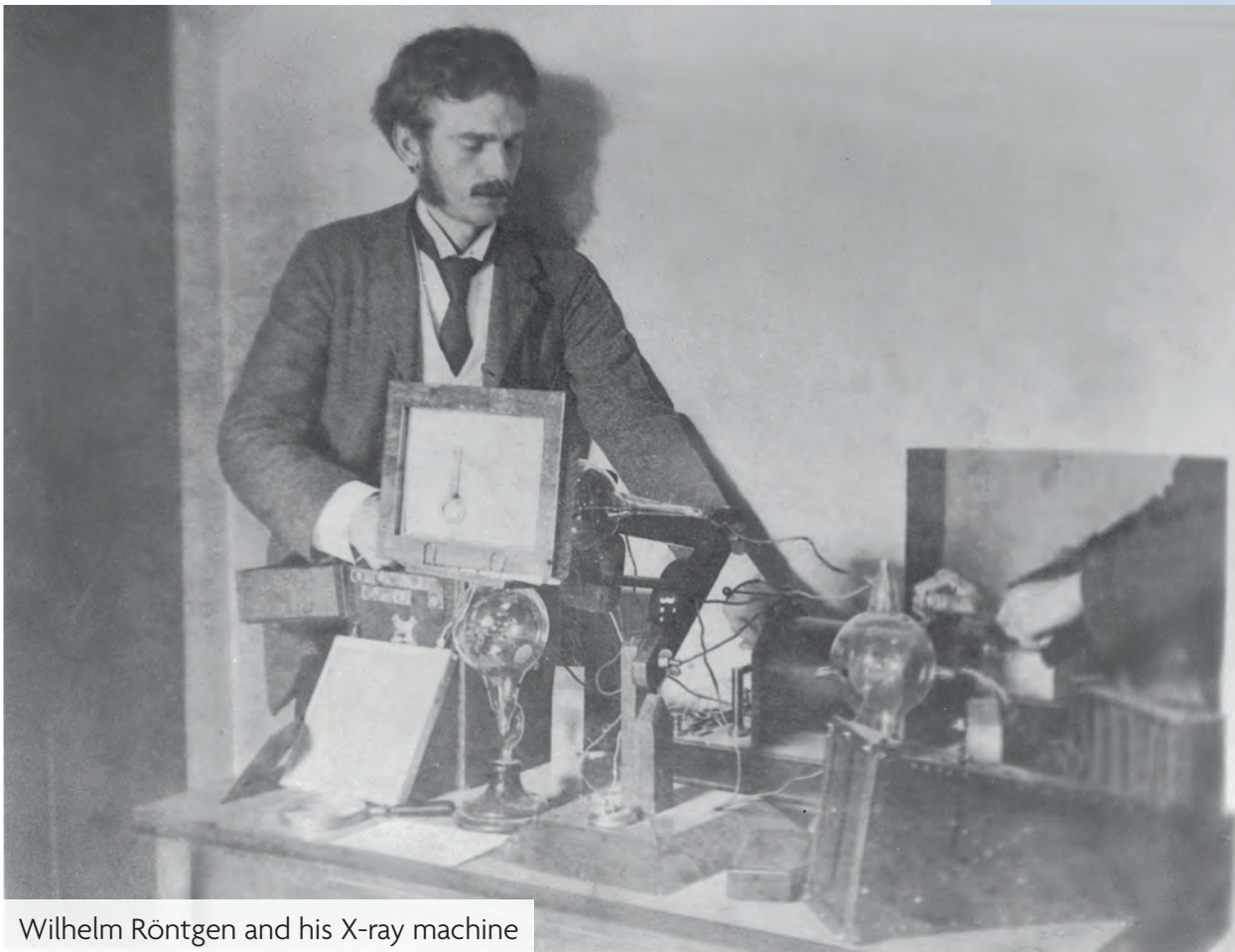
When the fire alarm went off, we were presenting our project in class.

- 6 Write the past progressive or the simple past form of the verbs to complete the paragraph.

Throughout history, people have accidentally invented some amazing things. For example, in 1945, Percy Spencer, an American engineer, ⁽¹⁾_____ (work) in a lab. One day while he ⁽²⁾_____ (do) an experiment with vacuum tubes inside radars, something amazing ⁽³⁾_____ (happen). While he ⁽⁴⁾_____ (watch) the experiment heat up, he ⁽⁵⁾_____ (realize) that a candy bar in his pocket had melted. Spencer ⁽⁶⁾_____ (be) very surprised. However, his coworkers ⁽⁷⁾_____ (not / believe) him. He ⁽⁸⁾_____ (decide) to try the experiment again with other foods to see if they would cook, too. The next day he ⁽⁹⁾_____ (bring) an egg to the lab. When one coworker ⁽¹⁰⁾_____ (look) over the microwave experiment, the egg ⁽¹¹⁾_____ (blow) up in his face. Spencer accidentally ⁽¹²⁾_____ (invent) the microwave oven.

7 Write *when* or *while* to complete the sentences. In some items, more than one answer is possible.

- 1 _____ he was studying in college, he didn't work as an inventor.
- 2 _____ the German scientist Wilhelm Röntgen was doing an experiment, he accidentally discovered X-rays.
- 3 I was reading about Joseph Conrad _____ the phone rang.
- 4 William Kellogg accidentally created Corn Flakes cereal _____ he was searching for healthy, vegetarian food.
- 5 Monique was working at Apple _____ Steve Jobs was the CEO.
- 6 We were in the meeting room _____ the lights went out.
- 7 Alison was working on her new project _____ her mother came to the door.
- 8 _____ Jessica and Maria were walking to class, they saw a hawk fly over them.



Wilhelm Röntgen and his X-ray machine

LISTENING 2

UNDERSTANDING KEY VOCABULARY

PRISM^{Online}
Workbook

PREPARING TO LISTEN

- 1 You are going to listen to a conversation between students who are preparing for a presentation on interesting people. Read the sentences. Write the words in bold next to the definitions.
- 1 Albert Einstein was a **remarkable** man. He was an extremely intelligent person and did many important things in math and physics.
 - 2 Percy Spencer had a lot of **success** when he invented the microwave oven. Almost everyone has a microwave oven now.
 - 3 Something **amazing** happened in 2013 – in South America someone discovered a new species. People were shocked because it had been 35 years since the last new animal was found.
 - 4 Alex is a young **entrepreneur**. He created his own business when he was only 16 years old.
 - 5 Conrad was in a difficult **situation** as a child because both of his parents died.
 - 6 After Joseph Conrad **retired** from being a sailor and didn't work anymore, he used his free time to write books.
- a _____ (v) to leave your job and stop working, usually because you get older
- b _____ (adj) very surprising
- c _____ (adj) very unusual or noticeable in a way that you admire
- d _____ (n) the things that are happening and are present at a particular time and place
- e _____ (n) someone who starts his or her own business
- f _____ (n) something that has a good result




2 Discuss the questions in pairs.

- 1 What kind of life do you think a young entrepreneur has? Think about his or her job, family, and interests.
- 2 Can anyone become an entrepreneur at a young age? Why?

USING YOUR
KNOWLEDGE

WHILE LISTENING

- 3  7.2 Listen to the students' conversation. Take notes about the people they discuss. Be sure to note who the people are, their jobs, and the things they did that are remarkable.

TAKING NOTES
ON DETAILS

SKILLS

Listening for attitude

When people speak they don't always say what they think directly. If they don't want to sound negative, they use a positive adjective with a negative verb, e.g., *It isn't very good* instead of *It's bad*. They also weaken a negative statement by using phrases like *a little*. Being aware of this when listening can help you understand what the speaker really means.

4 Answer the questions. Use your notes to help you.

- 1 What work do Luisa and Yasmin have to do? _____

- 2 Who has done most of their work? _____

LISTENING FOR
ATTITUDE

5  7.2 Listen again and write words to complete what Luisa says.

- 1 Actually, I'm _____ great.
- 2 Well ... I haven't done _____ .
- 3 I'm _____ at finding things to present.
- 4 I don't know _____ Conrad.

6 Decide who says the sentences. Write L (Luisa) or Y (Yasmin).

- 1 I'm having trouble doing it. _____
- 2 The introduction's not great. _____
- 3 It needs a little more work. _____
- 4 His life doesn't sound that extraordinary. _____
- 5 Well, I'm not sure I understand everything. _____

- 7 Write three facts about Jonathan Koon and Joseph Conrad. Use your notes from Exercise 3 to help you.

Jonathan Koon

- 1 _____
- 2 _____
- 3 _____

Joseph Conrad

- 4 _____
- 5 _____
- 6 _____

- 8 Read the *Listening for attitude* box on page 159 again. Match the sentences in Exercise 5 to the two ways of sounding less negative.

A: Use a positive adjective with a negative verb.

B: Weaken a negative statement by using phrases.

- 9 Luisa does not always say what she thinks directly. Choose the correct word in each sentence that shows what Luisa really thinks.

- 1 Luisa is feeling *good* / *bad*.
- 2 Luisa *has prepared* / *hasn't prepared* her presentation.
- 3 Luisa is *good* / *bad* at finding out things to present.
- 4 Luisa *knows* / *doesn't know* about Joseph Conrad.

PRONUNCIATION FOR LISTENING

SKILLS

Intonation for emotion and interest


When people speak, they show different levels of interest by changing the sound of their voice.

When speakers are enthusiastic, their voice goes up. Or they may say the word that shows their emotion louder.

That's [↗]remarkable!

When speakers are unenthusiastic, their voice stays flat or drops down. Or they may say the word that shows their emotion more quietly.

I'm [↗]not _↘so good.

10  **7.3** Listen to the sentences. Check (✓) the sentences that sound enthusiastic.

- 1 I am pretty happy with it.
- 2 He's a remarkable man.
- 3 That's amazing!
- 4 I'll check him out.

11 Work with a partner. Take turns saying the sentences aloud. Ask your partner if you sound enthusiastic or not.

- 1 That's good.
- 2 She's interesting.
- 3 The weather is fantastic.
- 4 I'm happy with my work.

DISCUSSION

12 Work in small groups. Think of other people who did or did not have money or power but did something extraordinary.

13 Use your notes from Listening 1 and Listening 2 to discuss the questions in small groups.

- 1 What makes a person remarkable or amazing? Give examples from Listening 1 and Listening 2.
- 2 What do you think would make a person's life boring to hear about?
- 3 What are the benefits of the work done or inventions made by the people discussed in Listening 1 and Listening 2?

SYNTHESIZING

CRITICAL THINKING

At the end of this unit, you are going to do the Speaking Task below.

- Give a presentation about a remarkable person and his or her work. Describe the impact of this person's work on our lives.

SKILLS

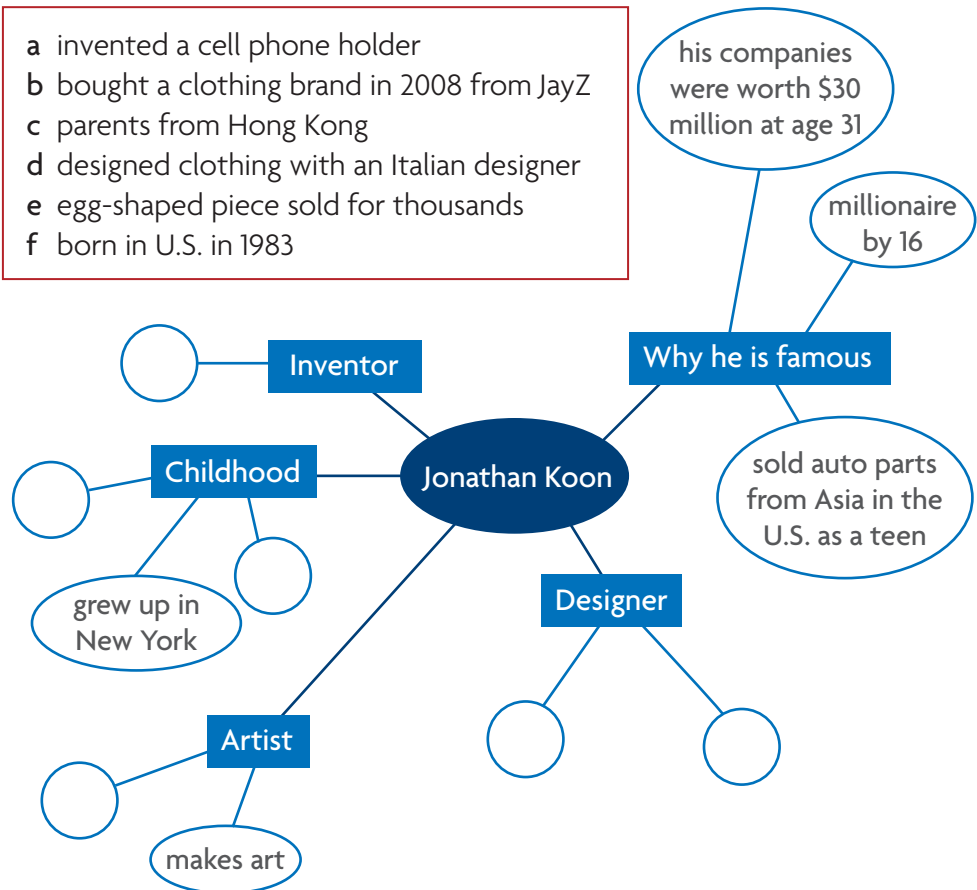
Using an idea map

Use an idea map to think of topics and related subtopics that you want to find information about. Start with your main topic in the center of the idea map. Write subtopics on the "legs" of the idea map. Use the map to help you do research about your topic and subtopics and organize the information that you find.

REMEMBER

- Work with a partner. Fill in the idea map about Jonathan Koon. Use your notes from Exercise 3 in Listening 2 (page 159) to help you. Write the letter of each phrase in the bubbles.

- a invented a cell phone holder
- b bought a clothing brand in 2008 from JayZ
- c parents from Hong Kong
- d designed clothing with an Italian designer
- e egg-shaped piece sold for thousands
- f born in U.S. in 1983



- 2 Now think about a remarkable person you would like to find out about. You will do a presentation about this person in the Speaking Task at the end of this unit.
- 3 Go online and do research about the person. Create an idea map about the person to organize your ideas.

PREPARATION FOR SPEAKING

TIME ORDER

SKILLS

When you describe events in someone's life, use words or phrases that help show the order of events. Here are some examples of words or phrases that show time order:

first of all, in (year), at that time, when, by the time, before, then, after (that), nowadays

When you hear these expressions, you can understand when events happened in relation to one another.

- 1 Write time order expressions to complete the paragraph. In some items, more than one answer is possible.

PRISM Online
Workbook

(1) _____ many people know about chocolate chip cookies. But (2) _____ 1930, no one had tasted one. (3) _____ Ruth Graves Wakefield was cooking for the inn that she owned with her husband. One day Ms. Wakefield tried to make a chocolate cookie by chopping up a chocolate bar and (4) _____, mixing it into her cookie dough. (5) _____ she baked the cookies, the chocolate didn't melt like the chocolate she usually used. Instead the chocolate was just in pieces in the cookies. Ms. Wakefield's guests loved the cookies, though. (6) _____ her chocolate chip cookies became very popular, and people still eat cookies using the same recipe today.

EXAMPLES AND DETAILS

SKILLS

Introducing examples and details to support a presentation


When you give a presentation, it is important to give details and examples. This makes your main ideas easier to understand and more interesting to your audience. You can use these phrases to introduce details and examples:

For example, ...

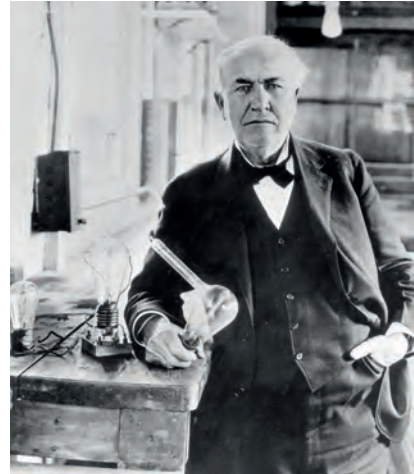
One example ... / Another example, ... / An important example ...

Equally important ...

such as ... / also ...

- 2  7.4 Listen to the student's presentation. Write the phrases that the student uses to introduce examples and details.

My presentation is about Thomas Edison. He was an American inventor, and he was born in 1847. He is a remarkable person because he invented a lot of the things we know and use every day, ⁽¹⁾_____ the electric light bulb. Well, he wasn't the first to invent one, but he was the first person to invent one that could last a long time. This was in 1879 while he was working in his research lab in Menlo Park, New Jersey. It lasted 14.5 hours! ⁽²⁾_____ of Edison's amazing inventions is the motion picture camera. We all know this today as the video camera. Edison and his team invented it in 1891, and they showed short, six-minute movies. ⁽³⁾_____ was Edison's work with Henry Ford, who started the Ford Motor Company. Edison was worried about America's dependence on foreign rubber for tires. So while he was working at a lab in Florida in 1927, he found a new source of rubber in local plants ...



- 3 Work with a partner. Take turns reading the presentation aloud. What other phrases could you use in Exercise 2?

SPEAKING TASK

Give a presentation about a remarkable person and his or her work.
Describe the impact of this person's work on our lives.

PREPARE

- 1 Look back at the idea map you created in Critical Thinking. Add any new information you would like to include.
- 2 Look at the subtopics in your idea map. Write sentences you can use to introduce them in your presentation. Use language from Preparation for Speaking to help you.

- 3 Refer to the Task Checklist below as you prepare your presentation.

TASK CHECKLIST	✓
Use words and intonation to sound less negative and more positive.	
Use <i>-ed</i> and <i>-ing</i> adjectives correctly.	
Use time order expressions to show the order in which events took place.	
Use the past progressive correctly.	
Give details and examples about the person and his or her work.	

PRESENT

- 4 Work in small groups. Take turns presenting your person to your group.

GIVING PRESENTATIONS


PREPARING TO LISTEN

- 1 How do you feel about speaking English in these situations? Check (✓) one of the boxes.


	very nervous	a little nervous	OK	I enjoy it!
chatting with classmates before class				
talking to people you don't know				
answering a teacher's question in class				
participating in a group discussion				
giving a presentation to the class				

- 2 Work in small groups and compare your answers.

WHILE LISTENING

- 3  7.5 Listen to a professor talk about giving presentations in class. In column A, write the three things students should do to prepare for a presentation.

A What should you do?	B How should you do it?
1	
2	
3	

- 4  7.5 Listen again. In column B, write the professor's suggestions for how students can prepare for a presentation.
- 5 Work with a partner and compare your notes. Answer the questions.
- 1 Have you used any of the strategies that the professor recommends? Which ones?
 - 2 What other advice could you add?

Strategies for successful presentations

Practice your speech aloud several times beforehand.

Make eye contact with the audience.

Pronounce and stress important words, names, and numbers clearly.

Pause between your main points.

PRACTICE

- 6 Read these excerpts from a presentation about the history of Apple. Underline the key words and try to pronounce them.

- 1 Apple Computers was founded on April 1, 1976, by Steve Jobs and Steve Wozniak. They wanted to create a computer that people could use at home. They had very little money, so they worked in Steve Jobs's garage.
- 2 In 1977, Jobs and Wozniak created the Apple I. It was the first personal computer, with a keyboard and a screen. They sold 200 units for \$666 each.
- 3 The following year, they introduced the Apple II. It was a better design, and it was lighter than the Apple I. It also had color graphics. This was a very successful product. Sales went from \$7.8M in 1978 to \$117M in 1980. Apple sold about 6 million units over 16 years. In 1980, Apple became a public company.

- 7 Work with a partner. Practice reading the excerpts aloud. Stress the key words, and pause after each point. Make eye contact with your partner.

REAL-WORLD APPLICATION

- 8 Read the notes for the rest of the presentation. Underline the key words. Choose a card. Present the information to a partner.

1983: Wozniak left Apple. Jobs replaced him with John Sculley
 BUT disagreements between Jobs and Sculley over management of company

1985: Jobs left Apple
 Founded NeXT (software company)
 Bought Pixar (animation company - made Toy Story, Finding Nemo, etc.
 Now owned by Disney)

1990s: Apple was not succeeding - losing customers

1997: Jobs returned to Apple. Then introduced several new products:

- iMac (1998)
- iPod - MP3 player (2001)
- iPhone - most popular (2007)
- iPad (2010)

- 9 After each mini-presentation, ask your partner these questions:
- 1 Was the information clear? Was it easy to understand?
 - 2 Was the speech too fast, too slow, or just right?