

# PRISM

## LISTENING AND SPEAKING 4

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# 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**

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**PREDICTING CONTENT USING VISUALS**

**PREPARING TO WATCH**

- 1 Work with a partner. Think of a product whose appearance and functionality has been improved by its manufacturer in its latest model. Discuss the questions.
  - 1 How has the product changed?
  - 2 Why do you think the updated model is better than the previous one?
- 2 Look at the pictures from the video. Discuss the questions with your partner.
  - 1 How have cell phones changed over the last two decades?
  - 2 Why do you think companies have changed their design?
  - 3 In your opinion, have the changes been beneficial? Why or why not?

GLOSSARY

**columnist** (n) someone who writes a regular article for a newspaper or magazine  
**on the cusp** (idiom) at the dividing line between two very different things  
**pioneer** (v) to be the first to create or develop something  
**make a splash** (v phr) to become suddenly very successful or very well known  
**dim** (adj) not bright; not giving or having much light  
**horse race** (n phr) a very close contest (colloquial)  
**rumor** (n) an unofficial, interesting story or piece of news that might be true or invented, and that is quickly communicated from person to person.

USING YOUR KNOWLEDGE

## 2 Listening

### Receptive, language, and analytical skills

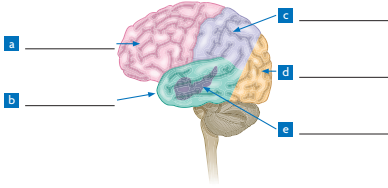
Students improve their listening abilities through a sequence of proven activities. They study key vocabulary to prepare them for each listening and to develop academic listening skills. Pronunciation for Listening exercises help students learn how to decode spoken English. Language Development sections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

LISTENING 2

**PREPARING TO LISTEN**

- 1 You are going to listen to a lecture on how the brain makes and uses mental maps. Before you listen, work with a partner. Study the diagram of the brain. Read the description of the parts and then label the diagram.

USING YOUR KNOWLEDGE



**frontal lobe**

- located at the front of the skull
- associated with reasoning, planning, speech, emotions, and problem solving

**parietal lobe**

- located at the top/back of the skull
- associated with movement, orientation, perception

**occipital lobe**

- located at the back of the skull
- associated with vision

**temporal lobe**

- located at the bottom of the brain
- associated with perception, hearing, memory, and speech

**hippocampus**

- located deep inside the temporal lobe
- associated with spatial memory and navigation

- 2 Work with a partner. Only one of these statements about the brain is true. Which one do you think it is?
  - a Human intelligence is related to brain size.
  - b Many people use only about 10% of their brains.
  - c Some people are "right-brained" and others are "left-brained."
  - d Some people have memories like a camera.
  - e If you get hit on the head, you could lose your whole memory. Another hit on the head may bring it back.
  - f One area of the brain specializes in understanding stories.
  - g Men's and women's brains are fundamentally different.

LISTENING 2 113

## 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.

**8** Make a chart like the one below for each of your survey questions. Count up responses and express them as percentages (for example, 8 out of 20 = 40%).

ANALYZE

Question 1: _____	percentage of respondents
category _____	
strongly agree _____	
_____	
_____	

**PREPARATION FOR SPEAKING**

**PRESENTING CONCLUSIONS BASED ON SURVEY DATA**

**Skills** **Explaining data from graphics**

Charts and graphs are a useful way to present survey data. Presenting data visually can help your audience understand your ideas and results more easily. Phrases like these are commonly used when describing visual data:

*This [type of graph] compares ...*  
*This [type of graph] shows ...*  
*As you can see from this [type of chart] ...*  
*From this, it can be seen that ...*  
*X demonstrates that ...*  
*The majority of respondents said ...*  
*The distribution of responses here is even/uneven ...*

**1** Work in small groups. Study the pie chart. Take turns presenting the results to your group. Use some of the phrases you have learned.

**THE GOVERNMENT HAS TOO MUCH ACCESS TO PEOPLE'S PERSONAL INFORMATION**

Strongly disagree 11%    Disagree 20%    No opinion 12%    Agree 38%    Strongly agree 21%

PRISM Online Preparation

PREPARATION FOR SPEAKING 75


**ON CAMPUS**

**PARTICIPATING IN GROUP DISCUSSIONS**

**PREPARING TO LISTEN**

**1** Group discussions are an important part of college classes. Work with a partner and discuss the questions.

- How well do you participate in group discussions?
- What are some of the challenges of group work and discussions? What can go wrong?



**WHILE LISTENING**

**2** **4.5** Listen to four students, Olivia, Matt, Megan, and Eric, discussing their ideas for a nonprofit. At the end of the discussion, the students are most interested in helping low-income students do what?

- find sources of financial aid to pay for college
- improve their grades by working with tutors
- get one-on-one support from volunteer mentors

**3** **4.5** Teachers often grade students on their participation in group discussions. Read the scoring sheet. Then listen to the conversation again. Evaluate Matt's performance in the discussion according to the criteria. (Audio script is on page 207.)

**GROUP DISCUSSION: GRADING SHEET**      Student:   Matt  

The student ...	Yes	No	Not evaluated
1 has prepared for the discussion.			
2 listens respectfully.			
3 asks questions to check understanding.			
4 does not dominate the conversation.			
5 encourages others to speak.			
6 helps to keep the conversation focused.			

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## 4 On Campus

### Skills for college life

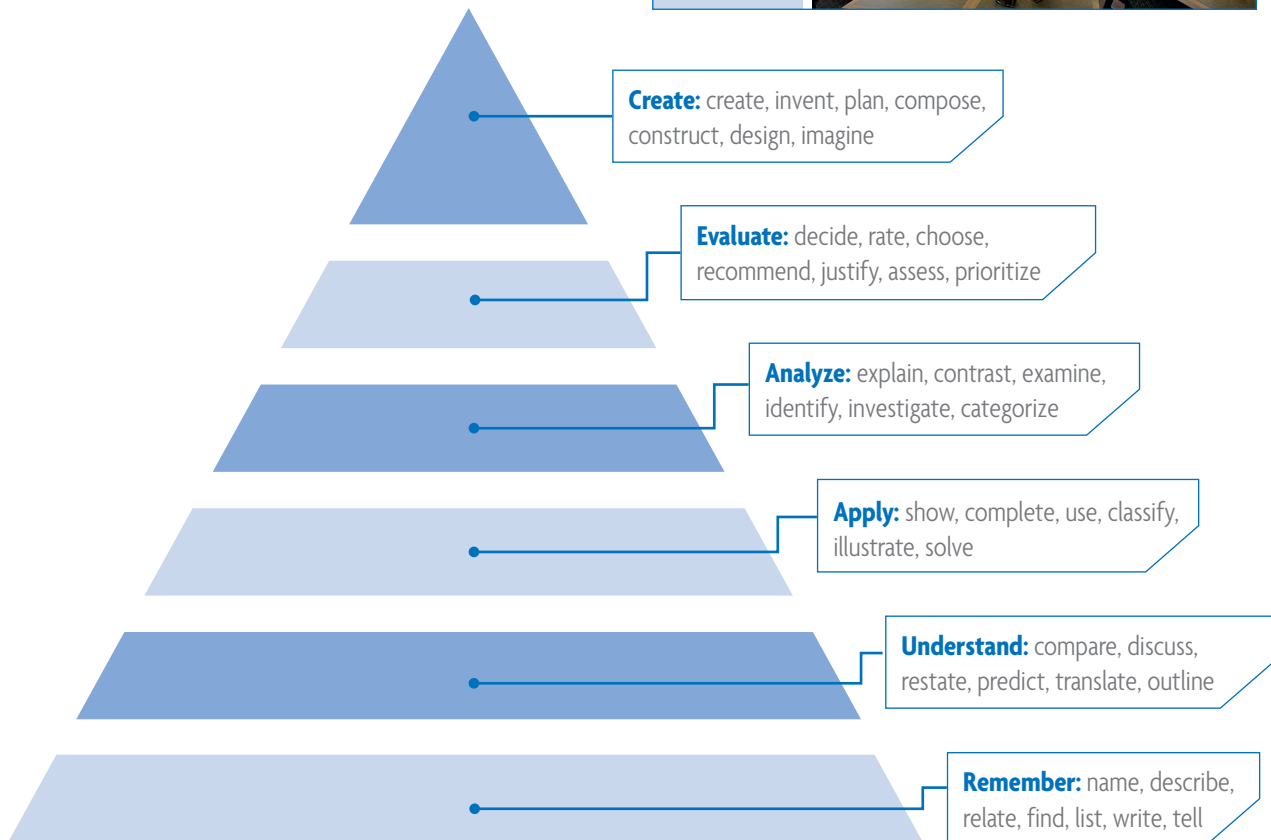
This unique section teaches students valuable skills beyond academic listening and speaking. From asking questions in class to participating in a study group and from being an active listener to finding help, students learn how to navigate university life. The section begins with a context-setting listening,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

# WHAT MAKES *PRISM* SPECIAL: 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.

Participate in a consensus-building decision-making task. Your goal is to choose one of three options for future food service operations at your school.

#### A cost-benefit analysis

Important decisions require a careful analysis of the pros (benefits) and cons (costs) of every option.

The benefits of biking to work, for example, might include a savings in transportation expenses and some good exercise; costs might include longer commute times and the discomfort of riding in bad weather.

In considering options, also consider the "winners and losers." Which stakeholders will get the greatest benefit from each of the options? Who will suffer the greatest costs?

#### UNDERSTAND

- 1 Work in small groups. Talk about your dining experiences.
- 1 What are the dining options on your campus or near your school?
- 2 Do you ever eat at fast-food restaurants? If so, what do you like about them? If not, why not?
- 3 Describe your experience eating in "institutional" dining facilities, for example, in a hospital, school, or government building.



# WHAT MAKES PRISM SPECIAL: CRITICAL THINKING

## 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 judgments, 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.

**EVALUATE**

3 With your group, consider the value of PO from the business side. Read the market scenarios for a consumer product. In which scenarios are the companies likely to build obsolescence into the design of their product as a way of encouraging repeated purchases?

**a** One company is completely dominant in the market. There is no effective competition. If consumers want the product, they must buy it from that company.

**b** There are several companies that produce roughly equivalent products. Consumers have choices.

**c** There are several companies that produce roughly equivalent products. Consumers have choices. However, switching from one company to another has costs. For example, a consumer who buys from company X typically also purchases numerous accessories, which are not compatible with the equivalent product from company Z.

4 With your group, make a table like the one below. Choose two or three products that you have been considering for the speaking task. For each product, decide if obsolescence is, or could be

- entirely for the benefit of the producer – purely to increase revenue.
- a plan to increase revenue but also of some benefit to the consumer.
- a side effect rather than an intentional act.

For some products, multiple scenarios are possible.

product/feature	scenario 1	scenario 2	scenario 3
Cell phone: Consumers cannot access/replace battery. Battery has a limited lifespan.	Consumers will have to buy a new phone when the battery dies. They have no choice.	Consumers will need to replace frequently. (good for company) Keeps costs down. (good for consumers) Consumers will want a new phone every few years anyway.	The design allows for a more attractive product. The inaccessible battery is smaller and lighter than a replaceable battery.

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## SPEAKING

### CRITICAL THINKING

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

- Make a pitch to get a venture started. Your goal is to get funding (investment or donations) for your peer-to-peer business or nonprofit organization.

- 1 Work in small groups. Read the descriptions. Discuss the potential for success for each venture.

group A: ideas for P2P businesses

**1** *The Full Closet*: a service to help women with a lot of clothes generate income by renting out their clothing to others.

**2** *Proud City*: a service that connects visitors and tourists with city residents who can act as guides and helpers, giving visitors a richer, more interesting city experience.

**3** *Angel for a Day*: a service that connects individuals with certified, reliable, and affordable caregivers for family members.

group B: ideas for nonprofits working for social good

**1** *Rain To Go*: a group that works with private companies to develop portable water purifiers and distribute them in poor countries.

**2** *Safe Hangout*: a service that provides food and shelter for homeless teens.

**3** *Reset*: a service that provides job training for nonviolent ex-prisoners in major cities around the country.

## 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* SPECIAL: 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 SPECIAL: RESEARCH

## ACADEMIC ALTERNATIVES

**ENGLISH** Academic communication often includes lower-frequency words with the same or similar meaning as everyday vocabulary. Often, however, these academic words have more specific or specialized meaning than their higher-frequency counterparts. This allows speakers and writers to be more precise.

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- 2 Work in small groups. What are the differences in meaning between these high (everyday) and low (academic) frequency word pairs? Use a dictionary to help you.

high	low	high	low
business	venture	main	primary
choice	option	sign (n)	trace
come out	emerge	sort (v)	sift
kind (n)	breed	stop using	abandon
large	massive		

- 3 Complete the sentences with the correct form of an academic word or phrase from Exercise 2.
- The police will have to \_\_\_\_\_ through all the evidence to find clues to solve the crime.
  - A lot of people have \_\_\_\_\_ books completely and do all their reading on mobile devices.
  - There are no \_\_\_\_\_ of yesterday's celebration. Everything has been cleaned up.
  - Today there is a new \_\_\_\_\_ of tourist – one who wants to leave a small environmental footprint.
  - Several innovative ideas \_\_\_\_\_ during our discussion yesterday. We just need to decide which one to pursue.
  - My brother and I started this \_\_\_\_\_ in 1995. At the time, we were not sure it would ever be a success.
  - My \_\_\_\_\_ reason for using an online service is the lower cost.
  - I think we should look at some other \_\_\_\_\_. This apartment is too small and dark.
  - The company headquarters is \_\_\_\_\_. It has five multistory buildings and covers several acres.
- 4 Choose four of the academic words from the box above. Write a sentence in your notebook for each one that is relevant to its meaning.

90 UNIT 4

## 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.

## PRONUNCIATION FOR LISTENING

### SKILLS Contracted forms of will

Both speakers and writers use the contracted form of *will* with personal pronouns. In spoken English, however, this contraction is used much more often and with many different types of nouns, proper nouns, and pronouns.

John'll do that tomorrow.  
It'll be done tomorrow.

There'll be time to do that tomorrow.  
What'll we do tomorrow?

PRISM Online Workbook

- 8 **8.3** Listen to the sentences. Write out the words that the speaker contracts. Compare answers with a partner.

1 _____	5 _____
2 _____	6 _____
3 _____	_____
4 _____	_____

- 9 **8.4** With a partner, underline the instances in these sentences where a speaker could and probably would contract *will*. Circle the instances where *will* wouldn't be contracted. Then listen and check.

- My car will be in the repair shop for at least a week, but it's OK. I will just ride my bike to work.
- There will be times in your life when you will want to give up. But things will get better if you just stay strong.
- There is no doubt that the Internet has had and will continue to have a profound effect on the way we communicate.
- Most experts agree that it will be a long time before we see any major change in transportation technology.
- We formed four groups. Each group researched and will report on a different phase of the project.
- I don't know if my mom and dad will join us, but my sister and her husband definitely will.
- The products that company invented will go down in history.

### DISCUSSION

- 10 With your partner, discuss the questions.
- What is the best way to deal with each type of bad apple?
  - Why do you think negative behavior and attitudes spread so easily? Do you think positive behavior spreads as easily? Why or why not?
  - Does the bad apple principle change your perspective on difficult group dynamics you have experienced? Will you behave differently in the future if you are in a group with a bad apple?

176 UNIT 8

## 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 skills	Listen to introductions; rhetorical questions as signals
Pronunciation	Intonation of complete and incomplete ideas
Speaking skill	Challenge other points of view
Speaking Task	Have an informal debate
On Campus	Volunteering and community service

### ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 How is human activity changing the world? Are these changes for the better or for the worse?
- 2 Is it possible for humans to live in harmony with nature, or does any type of human activity upset the balance of nature?
- 3 Are there places on Earth that should be off-limits to humans? If so, where?

# WATCH AND LISTEN



## ACTIVATING YOUR KNOWLEDGE

## PREDICTING CONTENT USING VISUALS

### PREPARING TO WATCH

- 1 Work with a partner. Discuss the questions.
  - 1 What environmental problems exist with our oceans, seas, rivers, and lakes today? Are these problems man-made or a result of nature?
  - 2 How do man-made problems affect the sea and animal life living in and around water?
  - 3 What can be done to resolve these issues and better protect sea life?
  - 4 What can governments do to ensure the protection of our waterways?
- 2 Look at the pictures from the video. Discuss the questions with your partner.
  - 1 What is the problem?
  - 2 What animal is affected by this problem?
  - 3 What is being done to help the animal?
  - 4 Where do you think this problem is occurring?

#### GLOSSARY

**pelican** (n) a large, fish-eating bird with a long beak and a throat that is like a bag

**lurk** (v) to wait somewhere secretly, especially before doing something bad

**decimate** (v) to destroy large numbers of people, animals, or other creatures, or to harm something severely


**marshland** (n) an area of ground near a lake, a river, or the sea that often floods and is always wet

**predator** (n) an animal that hunts and kills other animals for food

**mullet** (n) a small sea fish that can be cooked and eaten

**rehabilitation** (n) the process of returning to a healthy or good way of life

## WHILE WATCHING

- 3  Watch the video. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.

- \_\_\_\_\_ 1 The pelicans are in danger due to the shrinking of the marshlands and oil-polluted water.
- \_\_\_\_\_ 2 Coastal Louisiana used to be made up of 60% water and 40% land.
- \_\_\_\_\_ 3 Oil-polluted water affects the pelicans' food source.
- \_\_\_\_\_ 4 Pelicans with oil-saturated feathers are insulated from the cold.
- \_\_\_\_\_ 5 It is unlikely that the pelicans will leave the area they are nesting in.

- 4  Watch again. Complete the summary.

Coastal Louisiana is changing. Each year it loses more <sup>(1)</sup>\_\_\_\_\_ . The disappearance of the <sup>(2)</sup>\_\_\_\_\_ is affecting brown pelicans. However, it is not the only threat. <sup>(3)</sup>\_\_\_\_\_ is another danger. When oil spills into the water, it <sup>(4)</sup>\_\_\_\_\_ the pelicans' food supply. It also poses a danger because the birds are no longer able to insulate themselves or float. Many pelicans are rescued and <sup>(5)</sup>\_\_\_\_\_ back to health at a bird rehabilitation center. They ensure the pelicans are oil free and healthy.

- 5 Work with a partner. Discuss the questions.

- 1 How else do you think the pelican population in Louisiana is suffering as a result of the disappearance of the marshlands?
- 2 What other species might also be affected by the disappearance of the marshlands? By oil spills?
- 3 After a pelican has been nursed back to health at the rehabilitation center, what do you think happens to it?

## DISCUSSION

- 6 Work with a partner. Discuss the questions.

- 1 What other regions of the world have similar problems? Describe them.
- 2 Whose responsibility should it be to preserve animals and their natural habitats?
- 3 Are there times when human interests are more important than preserving animal habitats? Explain your answer.
- 4 What can we do to protect endangered natural habitats on our planet?

## UNDERSTANDING MAIN IDEAS

## SUMMARIZING

## MAKING INFERENCES

# LISTENING

## LISTENING 1

### UNDERSTANDING KEY VOCABULARY

### PREPARING TO LISTEN

- 1 Read the sentences and write the words in bold next to the definitions.
  - 1 A poor diet left much of the population **vulnerable** to disease.
  - 2 Technology has allowed farmers to get much higher **yields** from their crops than in the past.
  - 3 The farmers were able to increase their **revenue** by selling their products directly to the public.
  - 4 Dark-green leafy vegetables are full of important **nutrients** that are difficult to get from other sources.
  - 5 In warm, tropical climates, both flowers and insects are **abundant**.
  - 6 We need to find a **viable** alternative to fossil fuels for our energy needs.
  - 7 The shift of population from the countryside to the city has resulted in the **conversion** of farmland into suburbs.
  - 8 After the car accident, he required lengthy and **intensive** therapy.
    - a \_\_\_\_\_ (adj) using a lot of effort or energy
    - b \_\_\_\_\_ (adj) more than enough; plentiful
    - c \_\_\_\_\_ (n) the process of changing from one thing to another
    - d \_\_\_\_\_ (n) money that a business receives regularly
    - e \_\_\_\_\_ (n) the amount of something, such as a crop, that is produced
    - f \_\_\_\_\_ (adj) able to succeed
    - g \_\_\_\_\_ (adj) easy to hurt or attack
    - h \_\_\_\_\_ (n) healthful substances that plants and animals get from food

### USING YOUR KNOWLEDGE

- 2 You are going to listen to a lecture on whether sustainable agriculture is a viable option. Before you listen, work with a partner.

- 1 What do you think the term *sustainable agriculture* means?
- 2 Read the statements and try to work out the meaning of the terms in italics. Use a dictionary or look online to check your ideas.

If fields are not designed well, wind and rain can cause *erosion* of the soil. The top layer of soil may completely disappear.

**erosion:** \_\_\_\_\_


One way to improve the *retention* of nutrients in the soil is to *diversify* crops. For example, a farmer can grow different crops in a particular field every year, instead of only corn or wheat year after year.

**retention:** \_\_\_\_\_

**diversify:** \_\_\_\_\_

## Listening to introductions


The introduction to a lecture can provide valuable information. Speakers often give a preview of what they plan to talk about (the topic) and the order in which they will discuss the points (the structure).

- 3  1.1 Listen to the introduction to the lecture. Choose **all** the correct answers to each question.
- 1 What details about high-yield agriculture are presented?
    - a the need for chemical fertilizers
    - b the use of irrigation systems to bring water to the crops
    - c the use of heavy equipment
    - d the use of pesticides to kill insects
    - e reduced labor costs
    - f an increase in wheat production
  - 2 What have been the benefits of the green revolution?
    - a high crop yields
    - b better soil
    - c more food for more people
    - d conservation of resources
  - 3 What do you think the speaker will discuss next?
    - a more benefits of intensive agriculture
    - b the negative impact of intensive agriculture
    - c how we can improve agricultural practices
    - d who deserves credit for the green revolution

## WHILE LISTENING

### Rhetorical questions as signals

A rhetorical question is usually followed by important information. The speaker may expand on a point, provide an explanation or reasons, or give examples.

- 4  1.2 Read the questions and then listen to the rest of the lecture. Complete the notes about main ideas.
- 1 So what is intensive farming, and what happens when we farm intensively?  
 Intensive farming involves \_\_\_\_\_  
 The good thing about intensive farming is that \_\_\_\_\_  
 The bad thing about intensive farming is that \_\_\_\_\_
  - 2 What are the most important resources in agriculture?  
 \_\_\_\_\_
  - 3 Now, what are some other advantages of practices like crop rotation and the use of cover crops? \_\_\_\_\_
  - 4 So why doesn't everyone just switch to sustainable practices?  
 \_\_\_\_\_

## LISTENING FOR MAIN IDEAS

5  1.2 Listen again and complete the student's notes.

I. Soil

1 Original quality of the soil declines because \_\_\_\_\_

2 To replace lost nutrients, farmers use \_\_\_\_\_

3 Three alternative approaches: \_\_\_\_\_

4 Another problem with soil quality is \_\_\_\_\_

5 Causes: \_\_\_\_\_

II. Water

6 Agriculture uses \_\_\_\_\_ percent of the nation's water.

7 The two main sources of water: \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

8 Two approaches to conserving water / reducing erosion: \_\_\_\_\_

POST-LISTENING

6 Which statement best expresses the speaker's opinion about each topic?

- 1 Intensive farming
  - a It's been a huge success. With future technological advances, we can make it even more successful.
  - b It's been beneficial, but it is not worth the environmental cost.
  - c It's been very successful, but it's time to consider its pros and cons.
- 2 Farming that specializes in one crop
  - a It's very efficient.
  - b It's not sustainable.
  - c It's not very practical.

- 3 Water
  - a Agriculture uses too much water.
  - b Agricultural use of water is likely to increase.
  - c Rain will never provide enough water for agriculture.
- 4 Sustainable farming
  - a It's a better option than conventional farming.
  - b It's just as practical as conventional farming.
  - c It will replace conventional farming.

## PRONUNCIATION FOR LISTENING

SKILLS

### Intonation of complete and incomplete ideas

Intonation is the pitch, or rise and fall, of the voice. In English, intonation that falls to a low level shows that an idea is complete. Intonation that rises or falls slightly can show that an idea is incomplete and that the speaker intends to say more.

#### 7 1.3 Listen and write I (incomplete) or C (complete).

- 1 I want to talk about some issues I
- 2 Let's start by talking about natural resources \_\_\_\_\_
- 3 I'm a professor of agricultural science now \_\_\_\_\_
- 4 These farmers are using animal waste \_\_\_\_\_
- 5 They're also rotating crops \_\_\_\_\_
- 6 Diversifying crops can reduce the number of pests \_\_\_\_\_
- 7 It's hard to talk about one critical resource \_\_\_\_\_
- 8 This practice is not sustainable \_\_\_\_\_

## DISCUSSION

### 8 Work with a partner. Discuss the questions.

- 1 Would you be willing to pay more for food if it was grown using sustainable agricultural practices? Why or why not?
- 2 The U.S. population has been moving away from farming communities and into cities since the 1950s. What impact might this change have on the push for sustainable agriculture?
- 3 Do you think sustainable practices are more likely to be adopted in some parts of the world than in others? Give reasons for your answer.

# LANGUAGE DEVELOPMENT

## PARALLEL STRUCTURE IN COMPARISONS

### LANGUAGE

When using comparisons in explanations and arguments, it is important to make sure that the items being compared follow the same grammatical pattern.

When the main verb is *to be*, we can omit it in the second part of the comparison, but other verbs need a verb after *than* to be clear:

Today, farmers **grow more wheat than they **grew**** in the past.

To avoid repetition, substitute the main verb with the correct form of the auxiliary *do*, or omit the main verb if there is already an auxiliary:

Today, farmers **grow more wheat than they **did**** in the past.

Chemical fertilizers **have caused more damage than erosion **ever could****.

Comparisons of nouns inside a prepositional phrase require repetition or substitution of the full noun phrase to be clear:

~~The costs of sustainable agriculture are higher than conventional agriculture.~~

The costs of sustainable agriculture **are higher than the costs of / those of** conventional agriculture.

- 1 Which sentences contain parallel structure and which do not? Write *P* or *NP*. In your notebook, rewrite the NP sentences so that they are clear.
  - 1 The use of chemical fertilizers has caused more damage to farmland than erosion. \_\_\_\_\_
  - 2 The cost of labor in organic farming is higher than traditional farming techniques. \_\_\_\_\_
  - 3 American farms have higher yields than many other countries. \_\_\_\_\_
  - 4 Some people say farmers should not grow almonds because they need more water than wheat and other grains. \_\_\_\_\_
  - 5 The profits from nut trees, such as almonds and pistachios, are higher than those from grains. \_\_\_\_\_
  - 6 The rivers in the south flood more frequently than rivers in the north do. \_\_\_\_\_
  - 7 Wind causes more erosion than rain. \_\_\_\_\_
  - 8 In 2014, China grew almost three times as much wheat as France. \_\_\_\_\_

- 2 In your notebook, write three comparison sentences using the information in the table. Make sure each sentence has parallel structure. Compare your sentences with a partner.

Farms in China produce more wheat than those in India do.

Wheat Production in Metric Tons			
	2012	2013	2014
European Union	134.5	143.3	157.2
China	125.6	121.7	126.2
India	94.9	93.5	94.5
United States	61.8	60	55.4

Source: Wikipedia/FAOSTAT

## LANGUAGE FOR BLAME AND RESPONSIBILITY

LANGUAGE

Here are some common expressions that can be used to attribute credit, responsibility, or blame for something when making an argument.

	attribute	accept	avoid
<b>credit</b>	<i>credit (someone) with</i> <i>be credited with</i> <i>have (someone) to thank for</i>	<i>take (the) credit</i>	
<b>responsibility</b>	<i>responsibility falls (squarely) on the shoulders of</i> <i>hold to the same standard</i>	<i>step up</i> <i>bear responsibility</i>	<i>pass the buck</i> <i>duck responsibility</i>
<b>blame</b>	<i>point the finger / point fingers (at)</i> <i>drop the ball</i> <i>fall down on the job</i> <i>be the fault of</i>	<i>take the blame</i> <i>take the heat</i> <i>fall on (one's) sword</i>	

3 Use expressions from the table to complete the sentences logically. Be sure to check tense and agreement.

- 1 People often want to point fingers at the government for environmental problems, but we all \_\_\_\_\_ for the situation.
- 2 The responsibility for the loss of habitat \_\_\_\_\_ on the \_\_\_\_\_ of the companies who profit from the extraction of resources.
- 3 This organization is \_\_\_\_\_ increasing the popularity of organic foods across the nation.
- 4 You can't \_\_\_\_\_ forever. At some point, you just have to \_\_\_\_\_ and do whatever needs to be done.
- 5 Critics argue that the Environmental Protection Agency has really \_\_\_\_\_ when it comes to enforcing its own regulations.
- 6 If you are in a position of leadership, you need to be prepared to \_\_\_\_\_ for unpopular decisions.
- 7 Small businesses feel it's unfair to be \_\_\_\_\_ to the \_\_\_\_\_ as large manufacturers when it comes to reducing emissions.

## LISTENING 2

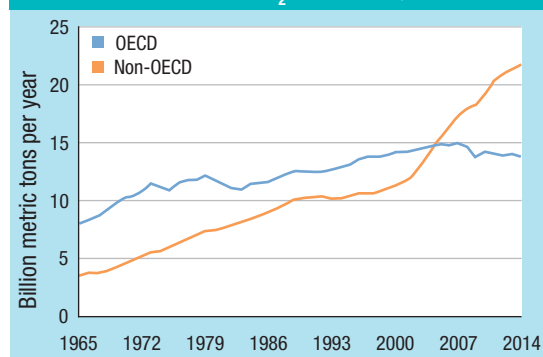
### PREPARING TO LISTEN

- 1 You are going to listen to a panel discussion on the topic of assigning responsibility for climate change. Before you listen, work with a partner. Study the graph. Then answer the questions.

This graph compares the carbon emissions of countries in the OECD (Organisation for Economic Co-operation and Development) with non-OECD countries. OECD members are the countries of North America and Europe, as well as Australia, Chile, Israel, Japan, and Korea.


- 1 Why should we be concerned about CO<sub>2</sub> emissions?
- 2 What past change does the graph show?
- 3 What does it suggest for the future?
- 4 What do you think non-OECD countries could do to reduce their emissions?

OECD and Non-OECD CO<sub>2</sub> Emissions, 1965–2014




Source: BP Statistical Review of World Energy

- 2 Read the sentences and choose the best definition for the words in bold.
- 1 A committee has been appointed to decide how to **allocate** funds to each of the community projects.
    - a to collect money
    - b to give something as part of a total amount
    - c to get the greatest benefit from
  - 2 The World Health Organization has been working to **combat** malaria and other diseases all over the world.
    - a to decrease
    - b to find a cure for
    - c to try to stop
  - 3 Medical centers that use dangerous chemicals must have a plan to **dispose of** them properly.
    - a to throw away
    - b to label
    - c to manage
  - 4 The imprisonment of Japanese-Americans during World War II was one of the most **shameful** events in modern U.S. history. In 1988 the government made a formal apology.
    - a morally wrong
    - b guilty
    - c misunderstood
  - 5 Destruction of the forest has **accelerated** since the government relaxed the laws on logging.
    - a to become more difficult
    - b to happen more quickly
    - c to enter a new stage
  - 6 The little boy tried to **divert** his mother's attention while his sister slipped the bag of candy into her pocket.
    - a to earn; to deserve
    - b to maintain for a long time
    - c to make something go in a different direction
  - 7 The president has offered two journalists **unprecedented** access to his letters and other papers. Presidents have rarely allowed anything like this before.
    - a without any restrictions; completely open
    - b having never happened in the past
    - c unlikely, unpredictable
  - 8 The garbage that has been **accumulating** in the empty lot next door is now spilling into the street. The city has promised to clean it up.
    - a to collect or increase over time
    - b to be left
    - c to create a problem

- 3  1.4 Listen to the ad for the panel discussion. Answer the questions. Compare your answers with a partner.

- 1 What do you think you will be listening to?
  - a a conversation between several professors
  - b a meeting where the public can ask questions of experts
  - c a presentation in which experts speak and respond to each other's points
- 2 What is the topic?
  - a who should be held responsible for causing climate change
  - b a scientific explanation of climate change
  - c a look into the future of the planet
- 3 The ad mentions CO<sub>2</sub> and other damaging greenhouse gases. What are these things?
  - a gases produced by rainforests that combat global warming
  - b gases in the atmosphere that protect the earth from the sun's energy
  - c gases produced by human activity that contribute to global warming
- 4 The speaker asks if we should use *boycotts* or *economic sanctions* to punish countries for their emission of harmful gases. What do these terms mean? Look them up if you're not sure or to check your ideas.

## WHILE LISTENING

- 4  1.5 Listen to the panel discussion. Match the people to their ideas about climate change and global responsibility.

**Grace Chin**  
(StepUp) \_\_\_\_\_

**Russell Sanchez**  
(Fair Share) \_\_\_\_\_

**Dara Sinee**  
(Citizens for Global Justice) \_\_\_\_\_

**Vijay Gupta**  
(Fund for the Environmental Future) \_\_\_\_\_

- a All countries have to cut emissions immediately.
- b Developing countries should pursue economic growth; developed countries should pay to combat climate change.
- c Developing countries are driving climate change, so they should be held equally or even more responsible for it.
- d Developing countries need help to pursue environmentally responsible development.

- 5  1.5 Listen again. Choose **all** the correct answers to each question.
- 1 Why does Grace Chin think that developing countries should not be held responsible for curbing climate change?
    - a The per capita emissions rate of most developing countries is not as high as that of developed countries.
    - b Developing countries don't have the expertise to deal with such a complex issue.
    - c Focusing on climate change would divert attention from economic development.
    - d Slowing climate change would lead to political problems in many developing countries.
  - 2 Why does Russell Sanchez disagree with Grace Chin?
    - a He thinks the per capita figure is not as important as that for total emissions.
    - b He doesn't think developed countries should be responsible for past behavior, which occurred at a time when they did not yet understand the science behind climate change.
    - c He thinks developed countries should help replant forests that have been cut down in developing countries.
    - d He believes that the developing world needs to demonstrate more leadership on environmental issues.
  - 3 How does Dara Sinee's position differ from Grace Chin's?
    - a Dara does not believe developing countries should be punished.
    - b Dara believes that developing countries should be forgiven for harming the environment if it helps their economy.
    - c Dara thinks that developing countries should contribute to the fight against climate change.
    - d Dara wants developed countries to provide substantial economic aid to the developing world.
  - 4 What are Vijay Gupta's concerns?
    - a He thinks too much time is spent assigning blame.
    - b Some communities are already underwater.
    - c Time is running out.
    - d He believes economic development is being ignored.



## POST-LISTENING

SKILLS

### Rhetorical questions to signal opinions

Speakers often use rhetorical questions to introduce their opinion about some piece of information they are presenting. Using rhetorical questions is somewhat less direct than expressing the same idea in a statement.

## LISTENING FOR OPINION

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- 6 Work with a partner. What opinion does each of these rhetorical questions indicate? Explain it in your own words.
  - 1 So shouldn't the United States and other developed nations be the ones making changes, even if those changes are expensive?  
\_\_\_\_\_
  - 2 Why not organize a global boycott of any products whose manufacture causes significant negative environmental effects?  
\_\_\_\_\_
  - 3 How useful will economic development and resource extraction be to the people of Bangladesh then?  
\_\_\_\_\_
  - 4 What good is pointing fingers and blaming one another?  
\_\_\_\_\_

## DISCUSSION

- 7 Work in small groups. Discuss the questions.
  - 1 Which figure do you think is more important: per capita emissions or total emissions?
  - 2 If a country has to choose between allocating resources to economic development or environmental issues, which is the better course of action? Why?
  - 3 Which of the speakers' positions do you support? Why?
- 8 Look at your notes from Listening 1 and Listening 2. Work in small groups. Discuss the questions.
  - 1 How can developing countries balance the need for increased food production and environmental protection when these needs are in conflict?
  - 2 Should a country be forced to conserve its natural resources in order to help the rest of the world, or should each country be free to maximize those resources for its own people?

## SYNTHESIZING

# SPEAKING

## CRITICAL THINKING

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

Have an informal debate about the mission of national parks. Is their primary purpose to protect the natural world from human activity or to encourage responsible human interaction with nature? Is it possible to accomplish both of these goals?

SKILLS

### Analyze the issues

Before you can take a stand, it is important to have some background information and to analyze the issues. The process of analysis can provide information to support your point of view.

- 1 Work in small groups. Discuss the questions.
  - 1 Think about a national park – a place you have visited or know about. Where is it? What did you do and see? What do you remember most about the visit?
  - 2 Why do you think national parks were established?
  - 3 Why do you think the government chooses particular places to become national parks?
- 2 Read about some of the issues that national parks in the United States are facing today. What are the possible consequences of each?

### Neighbors

Parks don't exist in isolation. They are often surrounded by residential areas, as well as commercial, agricultural, and industrial development. The wild species that live in a park do not recognize the park's boundaries, often moving in and out of it. As a result, what happens outside the park can have a significant impact on what happens inside.

Possible consequences:

---

---

ANALYZE 

APPLY 

**Non-human visitors**

Wild places like national parks are very attractive to all kinds of species, including those from other parts of the country or other parts of the world. They often arrive in the park with human visitors. These “invasive species,” including insects, plants, and fish, pose a serious threat to a park’s native species and its ecosystem.

Possible consequences:

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**Climate change**

Weather conditions are getting more extreme every year. Parks in coastal and upland areas are experiencing accelerated soil erosion. Wetland parks are flooded to greater depths. In other areas, increased temperatures are causing rivers and streams to dry up.

Possible consequences:

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**Popularity**

National parks in the United States have been called “America’s best idea.” Everyone loves them. More than 300 million people visit a U.S. national park each year. These visitors need roads and services. What happens when the visitors’ needs and desires conflict with those of the natural inhabitants?

Possible consequences:

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**Natural resources**

The parks are rich with natural resources, both on and under the land. These resources include trees, oil, gas, and minerals. There is great pressure on the parks to allow private companies to extract these resources.

Possible consequences:

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- 3 Work in small groups. Answer the questions.
- 1 Which of the issues facing the national parks do you think represent the biggest challenges?
  - 2 Which are the most important to resolve?
- 4  1.6 Listen to a park ranger talk about the situation in Grand Canyon National Park. Then discuss the questions.
- 1 Which of the issues from Exercise 2 does the ranger mention in his description of Grand Canyon National Park?
  - 2 In what ways is the Grand Canyon fulfilling the two potential missions of a national park (see chart below)?
- 5 Work in small groups. Brainstorm some ideas that support and oppose both points of view. Write down all of your ideas.

Mission A: National parks should protect the natural world from human activity	
points in favor (for)	points opposed (against)
Mission B: National parks should encourage responsible human interaction with the natural world	
points in favor (for)	points opposed (against)

- 6 Decide what your own position is on this issue. Consider the most important arguments that support your position.

My position: \_\_\_\_\_  
 \_\_\_\_\_

# PREPARATION FOR SPEAKING

## CHALLENGING OTHER POINTS OF VIEW

SKILLS

In discussing important issues, people often want to challenge an opinion or point of view presented. It is important to be able to express your views clearly, yet remain polite. There are many ways to do this.

*I agree up to a point.*

*That's irrelevant.*

*Not necessarily.*

*I suppose, but ...*

*That doesn't follow.*

*Actually, ...*

*On the contrary, ...*

*How can you say that?*

*That's not (necessarily) true / the case.*

*You have a point. However, ...*

*That would be fine, except ...*

*That may be true, but ...*

*That might be the case if ...*

*And what happens if ...*

*That's not the point.*

*I would agree with you if ...*

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Workbook

- 1 Complete the conversation with the signals of agreement, disagreement, or partial agreement from the box. There are two extras.

a Not necessarily.   b That's not the point!   c And what happens if  
d I suppose, but   e I would agree with you if   f Actually,

**Sam:** You're poisoning the groundwater by using those pesticides in your garden.


**Mia:** <sup>(1)</sup> \_\_\_\_ If you use pesticides carefully, they're totally safe. At least, that's what I've read.

**Sam:** <sup>(2)</sup> \_\_\_\_ there is no way to use these products safely. They should not be used under any circumstances.

**Mia:** <sup>(3)</sup> \_\_\_\_ there were any other options, but nothing works as well against the insects that ruin my flowers and vegetables.

**Sam:** <sup>(4)</sup> \_\_\_\_ So what if they work really well in your garden? It's irresponsible!

**Mia:** Well, then, maybe I should just give up gardening!

- 2  1.7 Compare your answers with a partner. Then listen to the conversation to check your answers.

## PRONUNCIATION FOR SPEAKING

- 3 With your partner, read the conversation in Exercise 1 using some of the other possible words and phrases from the explanation box. Be sure to use the appropriate intonation for complete and incomplete ideas.

INTONATION FOR  
COMPLETE AND  
INCOMPLETE IDEAS

# SPEAKING TASK


Have an informal debate about the mission of national parks. Is their primary purpose to protect the natural world from human activity or to encourage responsible human interaction with nature? Is it possible to accomplish both of these goals?

## PREPARE

- 1 Work in groups of four. Work with others who share your point of view.
- 2 Using the table from Exercise 5 and your notes from Exercise 6 in Critical Thinking, write a statement that presents your point of view. Share your statements for feedback. Revise your arguments if needed.

## PRACTICE

- 3 Anticipate opposing points of view by preparing a list of arguments that you think the other side will make. Discuss how best to argue against these points. Practice responding within your group.
- 4 Refer to the Task Checklist as you prepare for your discussion.

TASK CHECKLIST	
Present a statement of your point of view.	
Offer supporting points for your position.	
Be sure that any comparisons you make are parallel.	
Use expressions of blame and responsibility where appropriate.	
Challenge other points of view with appropriate expressions.	

## DISCUSS

- 5 Join a group of students who support a different point of view. One student from each side should begin with an opening statement. Then open the floor for a discussion of the topic. Each student should contribute the following:
  - at least one statement arguing for your point of view
  - at least one statement arguing against another point of view

## VOLUNTEERING AND COMMUNITY SERVICE

### PREPARING TO LISTEN

- You are going to listen to three students – Patrick, Bahar, and Yolanda – describing their volunteer experiences. Before you listen, work in small groups and discuss the questions.
  - Have you ever volunteered or done community service? What kind of work did you do?
  - What can be gained from volunteering? Why do it?



### WHILE LISTENING

- 1.8 Listen and check (✓) the boxes that apply to each person's experience.

	Patrick	Bahar	Yolanda
1 worked outdoors			
2 managed people			
3 worked in the local community			
4 got professional experience			

- 1.8 Read the benefits of community service in the box. Then listen again and write two benefits that each student mentions.

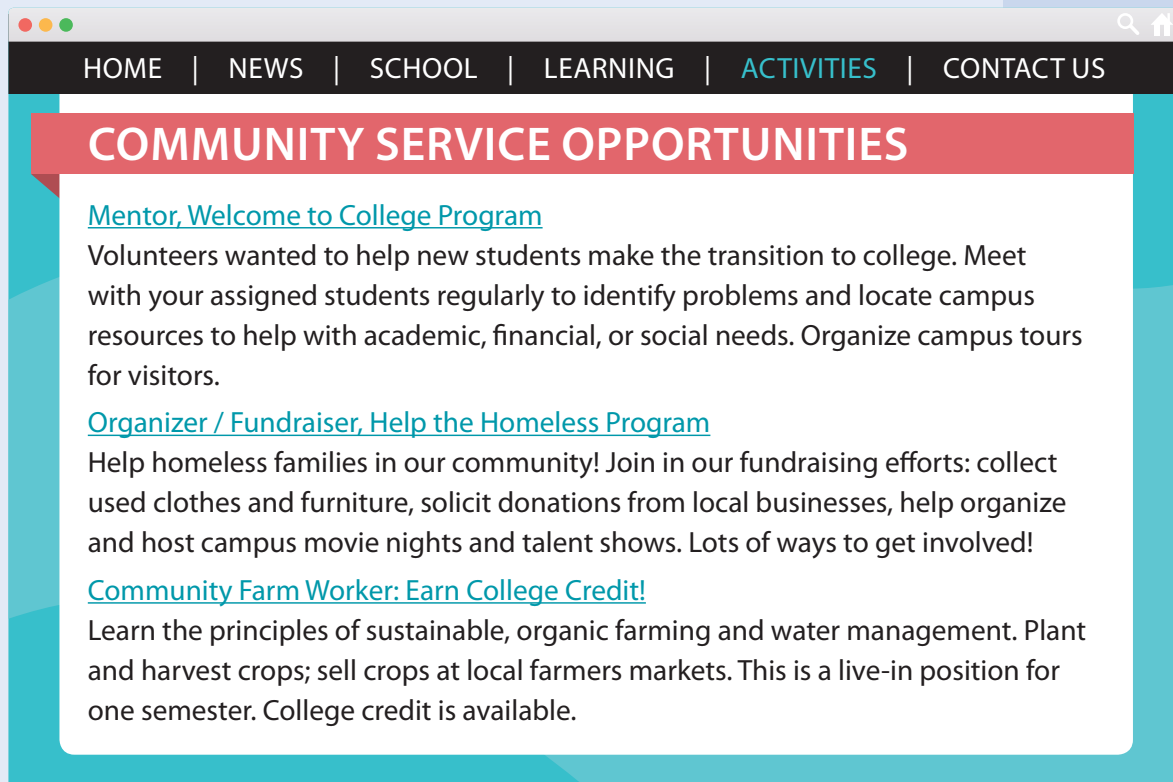
Appreciate what you have    Become a more responsible citizen  
 Earn college credit    Gain confidence    Get exercise  
 Give back to your community    Learn about community resources  
 Learn useful skills    Make new friends

- Patrick: \_\_\_\_\_
- Bahar: \_\_\_\_\_
- Yolanda: \_\_\_\_\_

- Compare answers with a partner. What other benefits can you think of?

## PRACTICE

- 5 Look at the volunteer opportunities. What are the benefits of each one? Make a list in your notebook. Then compare answers with a partner. If you had to choose one to participate in, which would it be?



The screenshot shows a web browser window with a navigation bar containing links for HOME, NEWS, SCHOOL, LEARNING, ACTIVITIES, and CONTACT US. The main content area is titled 'COMMUNITY SERVICE OPPORTUNITIES' and lists three opportunities:

- [Mentor, Welcome to College Program](#)  
Volunteers wanted to help new students make the transition to college. Meet with your assigned students regularly to identify problems and locate campus resources to help with academic, financial, or social needs. Organize campus tours for visitors.
- [Organizer / Fundraiser, Help the Homeless Program](#)  
Help homeless families in our community! Join in our fundraising efforts: collect used clothes and furniture, solicit donations from local businesses, help organize and host campus movie nights and talent shows. Lots of ways to get involved!
- [Community Farm Worker: Earn College Credit!](#)  
Learn the principles of sustainable, organic farming and water management. Plant and harvest crops; sell crops at local farmers markets. This is a live-in position for one semester. College credit is available.

## REAL-WORLD APPLICATION

- 6 Research opportunities for volunteer work on your campus or in your community. Choose an organization that interests you and make notes.

- what the organization does \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- what volunteers do \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- how often volunteers are needed \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- what skills are needed \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 7 Present the results of your research to the class.