INSIDE LISTENING AND SPEAKING

3

The Academic Word List in Context

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OXFORD

Media Track List

Audio and video can be found in the *Inside Listening and Speaking* Digital Download Center. Go to www.insidelisteningandspeaking.com. Click on the Video Center for streaming video. Click on the Audio Center and choose to stream or download the audio file you select.

UNIT 1

Listening	Watch		ILS_L3_U1_Watch
	Listen for Main Ideas		ILS_L3_U1_Watch
	Apply B		ILS_L3_U1_Note_ApplyB
	Apply C		ILS_L3_U1_Note_ApplyC
Speaking	Listen		ILS_L3_U1_Listen
	Listen for Main Ideas		ILS_L3_U1_Listen
	Apply A		ILS_L3_U1_Listen
Pronunciation	Learn A		ILS_L3_U1_Pron_LearnA
	Learn B		ILS_L3_U1_Pron_LearnB
	Learn C		ILS_L3_U1_Pron_LearnC
End of Unit Task	A		ILS_L3_U1_Listen

UNIT 2

Listening	Listen		ILS_L3_U2_Listen
	Listen for Main Ideas		ILS_L3_U2_Listen
	Apply A		ILS_L3_U2_Note_ApplyA
	Apply B		ILS_L3_U2_Note_ApplyB
Speaking	Watch		ILS_L3_U2_Watch
	Listen for Main Ideas		ILS_L3_U2_Watch
	Apply A		ILS_L3_U2_Watch
Pronunciation	Learn A		ILS_L3_U2_Pron_LearnA
	Learn B		ILS_L3_U2_Pron_LearnB
	Learn C		ILS_L3_U2_Pron_LearnC
	Apply A		ILS_L3_U2_Pron_LearnB
End of Unit Task	A		ILS_L3_U2_End

UNIT 3

Listening	Watch		ILS_L3_U3_Watch
	Listen for Main Ideas		ILS_L3_U3_Watch
	Apply B		ILS_L3_U3_Listen_ApplyB
Speaking	Listen		ILS_L3_U3_Listen
	Listen for Main Ideas		ILS_L3_U3_Listen
	Apply A		ILS_L3_U3_Speak_ApplyA
	Apply C		ILS_L3_U3_Speak_ApplyC
	Apply D		ILS_L3_U3_Listen
Pronunciation	Learn A		ILS_L3_U3_Pron_LearnA
	Apply A		ILS_L3_U3_Pron_LearnA
	Apply B		ILS_L3_U3_Pron_LearnA
End of Unit Task	A		ILS_L3_U3_End
	B		ILS_L3_U3_End

UNIT 4

Listening	Listen		ILS_L3_U4_Listen
	Listen for Main Ideas		ILS_L3_U4_Listen
	Apply B		ILS_L3_U4_Listen_ApplyB
	Apply C		ILS_L3_U4_Listen_ApplyC
Speaking	Watch		ILS_L3_U4_Watch
	Listen for Main Ideas		ILS_L3_U4_Watch
	Apply B		ILS_L3_U4_Watch
Pronunciation	Learn A		ILS_L3_U4_Pron_LearnA
	Learn B		ILS_L3_U4_Pron_LearnB
	Learn C		ILS_L3_U4_Pron_LearnC
	Apply A		ILS_L3_U4_Pron_LearnA
	Apply C		ILS_L3_U4_Pron_ApplyC

UNIT 5

Listening	Watch		ILS_L3_U5_Watch
	Listen for Main Ideas		ILS_L3_U5_Watch
	Apply A		ILS_L3_U5_Listen_ApplyA
	Apply B		ILS_L3_U5_Listen_ApplyB
	Apply C		ILS_L3_U5_Watch
Speaking	Listen		ILS_L3_U5_Listen
	Listen for Main Ideas		ILS_L3_U5_Listen
	Apply C		ILS_L3_U5_Speak_ApplyC
	Apply D		ILS_L3_U5_Speak_ApplyC
Pronunciation	Learn A		ILS_L3_U5_Pron_Learn
	Apply A		ILS_L3_U5_Pron_ApplyA

UNIT 6

Listening	Listen		ILS_L3_U6_Listen1
	Listen for Main Ideas		ILS_L3_U6_Listen1
	Learn A		ILS_L3_U6_Note_LearnA
	Apply A		ILS_L3_U6_Note_ApplyA
	Apply C		ILS_L3_U6_Listen1
Speaking	Listen		ILS_L3_U6_Listen2
	Listen for Main Ideas		ILS_L3_U6_Listen2
	Apply A		ILS_L3_U6_Listen2
Pronunciation	Learn A		ILS_L3_U6_Pron_LearnA
	Learn B		ILS_L3_U6_Pron_LearnB
	Apply B		ILS_L3_U6_Pron_ApplyB

UNIT 7

Listening	Watch		ILS_L3_U7_Watch
	Listen for Main Ideas		ILS_L3_U7_Watch
	Apply A		ILS_L3_U7_Watch
Speaking	Listen		ILS_L3_U7_Listen
	Listen for Main Ideas		ILS_L3_U7_Listen
	Apply A		ILS_L3_U7_Listen
Pronunciation	Learn A		ILS_L3_U7_Pron_LearnA
	Learn B		ILS_L3_U7_Pron_LearnB
	Apply B		ILS_L3_U7_Pron_ApplyB
End of Unit Task	A		ILS_L3_U7_End
	C		ILS_L3_U7_End

UNIT 8

Listening	Listen		ILS_L3_U8_Listen1
	Listen for Main Ideas		ILS_L3_U8_Listen1
	Apply C		ILS_L3_U8_Listen1
	Apply D		ILS_L3_U8_Listen_ApplyD
Speaking	Listen		ILS_L3_U8_Listen2
	Listen for Main Ideas		ILS_L3_U8_Listen2
	Apply B		ILS_L3_U8_Present_ApplyB
Pronunciation	Learn A		ILS_L3_U8_Pron_LearnA
	Learn B		ILS_L3_U8_Pron_LearnB
	Apply A		ILS_L3_U8_Pron_LearnB
	Apply C		ILS_L3_U8_Pron_LearnB
End of Unit Task	B		ILS_L3_U8_End
	D		ILS_L3_U8_End

UNIT 9

Listening	Listen		ILS_L3_U9_Listen
	Listen for Main Ideas		ILS_L3_U9_Listen
	Learn B		ILS_L3_U9_Listen
	Apply B		ILS_L3_U9_Listen_ApplyB
Speaking	Watch		ILS_L3_U9_Watch
	Listen for Main Ideas		ILS_L3_U9_Watch
	Apply A		ILS_L3_U9_Speak_ApplyA
Pronunciation	Learn A		ILS_L3_U9_Pron_LearnA
	Learn B		ILS_L3_U9_Pron_LearnB
	Learn C		ILS_L3_U9_Pron_LearnC
	Apply A		ILS_L3_U9_Pron_ApplyA
	Apply C		ILS_L3_U9_Pron_ApplyA
End of Unit Task	B		ILS_L3_U9_End

UNIT 10

Listening	Watch		ILS_L3_U10_Watch
	Listen for Main Ideas		ILS_L3_U10_Watch
	Apply B		ILS_L3_U10_Watch
Speaking	Listen		ILS_L3_U10_Listen
	Listen for Main Ideas		ILS_L3_U10_Listen
	Learn A		ILS_L3_U10_Listen
Pronunciation	Learn A		ILS_L3_U10_Pron_LearnA
	Learn B		ILS_L3_U10_Pron_LearnB
	Apply A		ILS_L3_U10_Pron_ApplyA
	Apply B		ILS_L3_U10_Pron_ApplyB

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Acknowledgements

Contents

The Inside Track to Academic Success

Student Books
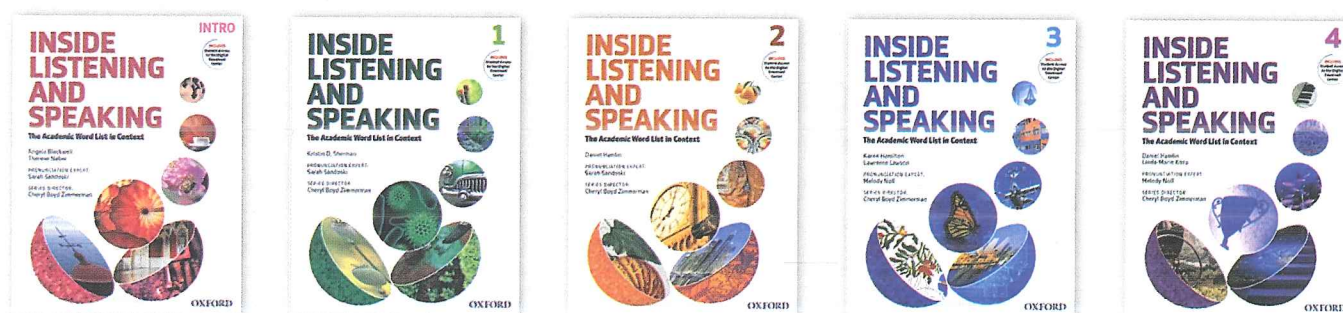
For additional student resources, visit: www.insidelisteningandspeaking.com.

iTools for all levels

The *Inside Listening and Speaking* iTools component is for use with a projector or interactive whiteboard.

Resources for whole-class presentation

> **Book-on-screen** focuses class on teaching points and facilitates classroom management.

> **Audio and video** at point of use facilitates engaging, dynamic lessons.

Resources for assessment and preparation

> Customizable Unit, Mid-term, and Final Tests evaluate student progress.

> Complete Answer Keys are provided.
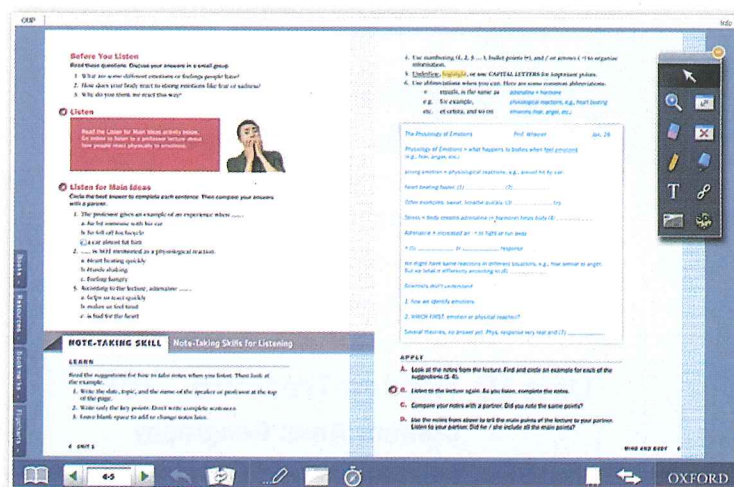
For additional instructor resources, visit:
www.oup.com/elt/teacher/insidelisteningandspeaking.

About *Inside Listening and Speaking*

Unit features

> **Explicit skills instruction** prepares students for academic listening

> **Authentic videos** from a variety of academic contexts engage and motivate students

> **Pronunciation instruction** ensures students are articulate, clear speakers

ARCHITECTURE

UNIT 1

Recycled Buildings

In this unit, you will

> learn about recycled building materials.
> increase your understanding of the target academic words for this unit.

LISTENING AND SPEAKING SKILLS

> Using Abbreviations in Notes
> Signal Phrases in a Speech
> **PRONUNCIATION** Noun Phrases

Identifying the unit's goals focuses students on the **listening and speaking skills** and the academic topic.

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen this word before.	heard or seen the word but am not sure what it means.	heard or seen the word and understand what it means.	used the word confidently in *either* speaking or writing.
AWL				
assemble				
🔑 assume				
bulk				
🔑 component				
🔑 construct				
contrary				
🔑 element				
extract				
🔑 factor				
innovate				

Self-assessment prepares students for the vocabulary in the audio and video activities.

The Academic Word List and the Oxford 3000

Based on a corpus of 4.3 million words, the **Academic Word List (AWL)** is the most principled and widely accepted list of academic words. Compiled by Averil Coxhead in 2000, it was informed by academic materials across the academic disciplines.

The **Oxford 3000™** have been carefully selected by a group of language experts and experienced teachers as the most important and useful words to learn in English. The Oxford 3000 are based on the American English section of the Oxford English Corpus.

Oxford 3000 and Academic Word List vocabulary is integrated throughout the unit and practiced in context through audio and video resources.

Explicit Skills Instruction

About the Topic

Architects do more than design how buildings will look. They also choose the materials that the building will be made of. In this guest lecture, you'll learn about using unusual materials to build environmentally friendly homes.

Before You Listen

Read these questions. Discuss your answers in a small group.

1. Would you ever like to build your own home? Why or why not?
2. What materials (wood, bricks, etc.) are buildings on your campus made from?
3. Have you ever made something new out of old materials? Explain.

Listen

Read the Listen for Main Ideas activity below. Go online to listen to a lecture on salvaged building materials. The definition and examples of salvaged materials are given

Listen for Main Ideas

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

_T_ 1. Re-using materials is the best way to make a "green" building.

___ 2. Salvaged materials are some of the most expensive resources to use.

___ 3. A converted bus can have running water and electricity.

___ 4. George Sorvino found car parts on the Internet.

PRESENTATION SKILL   Signal Phrases in a Speech

LEARN

Signal phrases are words or short phrases that help you organize a speech or a presentation. They introduce ideas and examples. They are also used to identify key ideas. Signal phrases help your listeners understand your ideas and how they connect.

Introducing an idea	Giving examples
I'm going to talk about …	For example,
The topic of today's presentation is …	… such as …
We'll begin with …	In this case,

Connecting ideas	Summarizing
First, / Second, / Third,	In summary,
Next, I'd like to talk about …	To summarize,
Finally,	To sum up,

A. Read the lists of signal phrases with a partner. Think of other signal phrases you may have heard. Add them to the lists.

B. In the audio clip, the lecturer says: "Good afternoon. Today I'm going to talk to you about some really creative sustainable homes." What kind of signal phrase does she use here?

C. Look at the following sentences from the audio. Underline the signal phrases. Discuss with your partner what those phrases signal.

"I'll begin today's talk with a brief overview of using salvaged materials in architecture. Then, we'll discuss two very interesting ways that ordinary people

High-Interest Media Content

Before You Watch

Read these questions. Discuss your answers in a small group.

1. How can recycling and reusing materials help us to minimize the effects we have on the land and water around us?
2. People often say a home's value is "all about location, location, location." What do you think this saying means?
3. Would you live in a building made out of recycled materials? Why or why not?

⊘ Watch

Read the Listen for Main Ideas activity below. Go online to watch a video about "green" architecture. A lecturer gives some background information on this architectural trend, then shows a video clip of one example.

⊘ Listen for Main Ideas

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

F 1. Ian Felton's apartment surprises his friends because it is next to a river. *His home surprises his friends because it's made of shipping containers.*

____ 2. Apartment buildings can be made out of recycled shipping containers.

____ 3. Shipping containers are primarily used to send goods from Europe and North America to Asia.

____ 4. Shipping containers are an inexpensive kind of building material.

____ 5. Ian Felton's apartment building is the only one of its kind.

NOTE-TAKING SKILL | Using Abbreviations in Notes

LEARN

When you listen to a lecture or watch a video, it can be difficult to write down all the important information. Abbreviations help you take notes quickly. Use abbreviations for words you often hear in class. For example, in this unit you may want to use *arch.* as an abbreviation for *architecture* or *SC* for *shipping container*.

Symbols

+, &	and	→	in / into	↑	up / high
~	about	=	is / are / equals	↓	down / low
@	at	$, €, ¥	money	∴	therefore
2	to / too	x	times		
/	per	#	number		

Audio and video including lectures, professional presentations, classroom discussions, and student presentations expose students to a **variety of academic contexts**.

High-interest, original academic video and authentic BBC content motivate students.

Pronunciation Instruction

> **Pronunciation skill instruction** is supported by audio resources to ensure students are articulate, clear speakers.

PRONUNCIATION SKILL — Contrasting Old and New Information

LEARN

In spoken English, you use stress to highlight important *focus words*. A focus word is the main, or most important, idea in a sentence. Focus words may also signal a new topic. Effective speakers get the listener's attention by stressing focus words.

A. Go online to listen to the words and phrases below. Notice the focus words (in pink) in each phrase.

Stress Pattern	●●●	●●	●●●	●●●●●
Word	com**mis**sion	di**verse**	pro**hibit**	congratu**la**tions
Phrase	I'm **finished**.	With **what**?	my **project**	It took **forever**.

B. Go online to listen to the following dialogue. You may hear several stressed words. Notice how old, repeated information is unstressed because it is no longer new or important. This creates a strong contrast between the focus word and the rest of the words in the sentence.

> A: Yay! I'm finally finished!
>
> B: Finished with what?
>
> A: My final project. It took forever!
>
> B: Congratulations! You deserve a break.
>
> A: I need a break. And I need to get out of here.
>
> B: Let's go to a movie.
>
> A: We pretty much always go to the movies.
>
> B: Then how 'bout a café?
>
> A: I usually study in a café. That's where I do all of my work. Plus I've been doing a lot of sitting.
>
> B: We could go for a walk downtown …
>
> A: It's usually pretty crowded there at this time of night. What about a walk around the lake? We could take in the lights.
>
> B: I'll get my jacket!

C. Go online to listen. You will hear the stressed syllable of the focus word, then the focus word, and finally a complete sentence from the dialogue in activity B. Listen and repeat.

Example:

fi / finished / I'm finally finished!

> Students **learn and apply** pronunciation skills in the context of the academic topic.
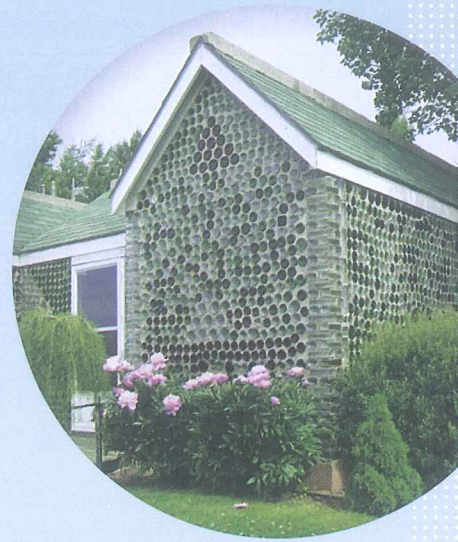
22   UNIT 2

UNIT 1

Recycled Buildings

In this unit, you will

> learn about recycled building materials.
> increase your understanding of the target academic words for this unit.

LISTENING AND SPEAKING SKILLS

> Using Abbreviations in Notes
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> **PRONUNCIATION** Noun Phrases

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have…

TARGET WORDS	never seen this word before.	heard or seen the word but am not sure what it means.	heard or seen the word and understand what it means.	used the word confidently in *either* speaking or writing.
AWL				
assemble				
🔑 assume				
bulk				
🔑 component				
🔑 construct				
contrary				
🔑 element				
extract				
🔑 factor				
innovate				
minimize				
sustain				
🔑 transform				
utilize				

🔑 Oxford 3000™ keywords

Vocabulary Activities

Sustain means "to make something continue for a long period of time" or "to provide enough to keep someone or something alive and healthy."

> Celia has **sustained** her high grades by visiting the tutoring center every day.

> Generous portions of fruits and vegetables **sustained** the children.

The adjective *sustainable* means "involving the use of natural products and energy in a way that does not harm the environment" or "that can continue or be continued for a long time."

> Using old building materials is a **sustainable** way to create new buildings.

CORPUS

A. Work with a partner. Discuss the sources of energy in the box. Decide whether each source is *sustainable* or *unsustainable*.

| batteries | natural gas | solar power | wind power |
| coal | oil | tidal power | wood |

Sustainable	Unsustainable
wind power	

B. People often ask for advice. However, one piece of advice can be contrary to another. With a partner, match the advice from the first column with contrary advice from the second column.

> *"Forget about the past" is* **contrary** *to "Learn from previous mistakes."*

___ 1. Enjoy the moment.

_d_ 2. Forget about the past.

___ 3. Respect everyone you meet.

___ 4. Always be yourself.

a. Always plan for tomorrow.

b. Respect only those who respect you.

c. Follow other people's examples.

d. Learn from previous mistakes.

Word Form Chart		
Noun	Verb	Adjective
assumption	assume	assumed
construction	construct	constructive
innovation innovator	innovate	innovative
_____	minimize	_____
transformation	transform	_____

C. Using the target words in the Word Form Chart, complete the paragraph below. Be sure to use the correct form and tense of each word. Use the words in parentheses to help you.

In the 1800s, Henry Bessemer created a new, _*innovative*_ process for
  (1. original)

making steel. Steel was expensive compared to other kinds of metal used

in _____ at the time. But steel is a much stronger and safer building
  (2. building things)

material. Utilizing the Bessemer process _____ the cost of making
  (3. reduced)

steel. This _____ how factories and buildings were designed and built.
  (4. changed)

Steel may always be needed for some buildings. But more and more people

are interested in "green" architecture. Its use of building materials is

_____ architecture again. Architects _____ that "green," or
  (5. altering)   (6. believe)

sustainable, materials will become more popular over the next decade.

D. What tools do people utilize in each of the following professions? Share your answers with a partner.

1. firefighter
   hose, axe, fire truck, and helmet
2. scientist
3. football player

4. mechanic
5. author
6. fashion designer

About the Topic

Green architecture is building design that uses environmentally friendly methods and materials. Environmentally friendly materials either use less new material, can be used again, or are re-purposed from another use. What are some environment-friendly materials you've heard of for building houses?

Before You Watch

Read these questions. Discuss your answers in a small group.

1. How can recycling and reusing materials help us to minimize the effects we have on the land and water around us?

2. People often say a home's value is "all about location, location, location." What do you think this saying means?

3. Would you live in a building made out of recycled materials? Why or why not?

◀) Watch

Read the Listen for Main Ideas activity below. Go online to watch a video about "green" architecture. A lecturer gives some background information on this architectural trend, then shows a video clip of one example.

◀) Listen for Main Ideas

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

_F_ 1. Ian Felton's apartment surprises his friends because it is next to a river. *His home surprises his friends because it's made of shipping containers.*

____ 2. Apartment buildings can be made out of recycled shipping containers.

____ 3. Shipping containers are primarily used to send goods from Europe and North America to Asia.

____ 4. Shipping containers are an inexpensive kind of building material.

____ 5. Ian Felton's apartment building is the only one of its kind.

NOTE-TAKING SKILL   Using Abbreviations in Notes

LEARN

When you listen to a lecture or watch a video, it can be difficult to write down all the important information. Abbreviations help you take notes quickly. Use abbreviations for words you often hear in class. For example, in this unit you may want to use *arch.* as an abbreviation for *architecture* or *SC* for *shipping container.*

Symbols

+, &	and	→	in / into	↑	up / high
~	about	=	is / are / equals	↓	down / low
@	at	$, €, ¥	money	∴	therefore
2	to / too	x	times		
/	per	#	number		

Words

A	answer	des	design	Q	question
aka	also known as	esp	especially	re:	about
b/c	because	Ex	example	sm	small
betw	between	imp	important	u	you
bldg	building	lg	large	w/	with

A. Read the lists of abbreviations with a partner. Which abbreviations do you already use? Which ones are new to you? Add two to three more abbreviations to each list.

B. Read the following sentence from the video. Compare the full sentence to the abbreviated notes.

"Next we're going to watch a video clip about an **innovative** movement in green architecture, also known as **sustainable** architecture."

Video innovative movemt in gr. arch, aka sustainable arch

APPLY

A. Circle the abbreviations in the sentences. Then write out the complete sentence.

1. ②　advan of　SCs ＝ strength ＆ cost.

   Two advantages of shipping containers are strength and cost.

2. It's imp 2 des homes u will want 2 spend time in.

   _____

3. SC homes = a good choice 4 ppl who want 2 b green.

   _____

B. Watch the first part of the video. Use abbreviations to complete the notes below.

1. green arch. = pop. approach 2 _____*bldg des*_____

2. _____ = min. impact of new constr. on our envmnt.

3. Mats should b local, renewable, and _____

4. _____ focus of new model of _____

5. Des'rs and archs r transforming _____

C. Go online to watch the second part of the video again. Take notes. Use abbreviations.

1. When you finish, review your notes and and compare your abbreviations with a partner.

2. What were some common words you heard repeated during the video? What abbreviations did you use for those words?

3. Use your notes to retell key ideas from the video.

Vocabulary Activities

Assemble means "to come together or bring things or people together in a group" or "to fit all the separate parts of something together."

*The manager **assembled** the employees for a meeting.*

*She took pieces from old bicycles and **assembled** a new bicycle.*

Re-, meaning "again" and *dis-*, meaning "not" can be added to the front of *assemble* to create *reassemble* (*assemble* again) and *disassemble* (take apart).

*My desk fell apart, so I need to **reassemble** it.*

*My car's engine was making strange noises, so I had to **disassemble** it and fix it.*

CORPUS

A. Read each sentence. Work with a partner to decide if each is an example of *assemble*, *reassemble*, and / or *disassemble*. There may be more than one answer for each.

_____assemble_____ 1. I just bought a new desk, and I need to put it together.

_____ 2. Our bookcase fell apart, so I put it back together.

_____ 3. My family met at the park for a celebration.

_____ 4. The shed in our backyard is old, and I need to take it apart.

The noun *factor* means "one of the several things that influences a decision."

*Money was one **factor** in her decision to take a second job.*

*Grades are one **factor** in deciding whether a student receives a scholarship.*

CORPUS

B. Imagine you are deciding which university to attend. Rank these factors from most important to least important. Explain your reasons to a partner.

____ cost of tuition　　　　　　　____ if friends attend there

____ located near family　　　　　____ size of university

____ reputation of university　　　 ____ scholarship offered by university

Word Form Chart

Noun	Verb	Adjective
bulk	_____	bulky
component	_____	component
element	_____	_____
extraction	extract	extracted
_____	minimize	minimized
sustainability	sustain	sustainable

C. Complete the paragraph below using the correct form of the words in the Word Form Chart. Use the words in parentheses to help you.

Although big houses are popular, some people have begun moving into "tiny houses." They're very small and often built with __*sustainable*__ materials. But
(1. renewable)

what are the _____ of a tiny house? First, they are tiny! Most have
(2. features)

only 29 to 250 square feet of floor space. It's hard to fit a lot of _____
(3. large)

things in there! In fact, there is usually space for only the most basic items.

Second, vertical space is important. Tiny houses make use of floor-to-ceiling

storage spaces. The sleeping space is _____, so beds are often located
(4. made smaller)

near the ceiling. Third, tiny houses are usually built on trailers for easy

movement. You can _____ your house from an undesirable location if
(5. remove)

it's on wheels! Last, the _____ of everyday living, such as a shower or
(6. pieces)

stove, need to be tiny, too. People who want to live a simpler life with very

little "stuff" should look at a tiny house as a possible new home!

D. What do these people do with the bulk of their time? Complete the sentences. Compare answers with a partner.

1. A musician spends the bulk of her time ____*playing music*____.

2. Architects spend the bulk of their time _____.

3. Students spend the bulk of their time _____.

4. A mechanic spends the bulk of his time _____.

About the Topic

Architects do more than design how buildings will look. They also choose the materials that the building will be made of. In this guest lecture, you'll learn about using unusual materials to build environmentally friendly homes.

Before You Listen

Read these questions. Discuss your answers in a small group.

1. Would you ever like to build your own home? Why or why not?
2. What materials (wood, bricks, etc.) are buildings on your campus made from?
3. Have you ever made something new out of old materials? Explain.

◑ Listen

Read the Listen for Main Ideas activity below. Go online to listen to a lecture on salvaged building materials. The definition and examples of salvaged materials are given.

◑ Listen for Main Ideas

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

_T_ 1. Re-using materials is the best way to make a "green" building.

___ 2. Salvaged materials are some of the most expensive resources to use.

___ 3. A converted bus can have running water and electricity.

___ 4. George Sorvino found car parts on the Internet.

PRESENTATION SKILL   Signal Phrases in a Speech

LEARN

Signal phrases are words or short phrases that help you organize a speech or a presentation. They introduce ideas and examples. They are also used to identify key ideas. Signal phrases help your listeners understand your ideas and how they connect.

Introducing an idea	Giving examples
I'm going to talk about ...	For example,
The topic of today's presentation is ...	... such as ...
We'll begin with ...	In this case,

Connecting ideas	Summarizing
First, / Second, / Third,	In summary,
Next, I'd like to talk about …	To summarize,
Finally,	To sum up,

A. Read the lists of signal phrases with a partner. Think of other signal phrases you may have heard. Add them to the lists.

B. In the audio clip, the lecturer says: "Good afternoon. Today I'm going to talk to you about some really creative sustainable homes." What kind of signal phrase does she use here?

C. Look at the following sentences from the audio. Underline the signal phrases. Discuss with your partner what those phrases signal.

"I'll begin today's talk with a brief overview of using salvaged materials in architecture. Then, we'll discuss two very interesting ways that ordinary people have turned salvaged structures and objects into homes. Finally, I'll read you a brief section of my book."

APPLY

A. Listen to the lecture again. Write down the signal phrases you hear. Compare your list in a small group, and add any you missed.

B. Work with your partner to organize your signal phrases into the categories. If some signal phrases from the lecture don't fit into the categories, describe new categories.

C. Discuss the following question with a partner. You will use this response to give a short speech using signal phrases.

Would you ever live in a home constructed of salvaged materials, such as shipping containers? Why or why not? Give three reasons.

D. Use your answer to activity C to create a short speech using signal phrases.

1. Begin with a signal phrase that introduces your opinion. For example, "In this speech, I will talk about … ."

2. Use signal phrases to give examples and connect your ideas.

3. Summarize your opinion, using a signal phrase.

4. Practice your speech before presenting it to a small group.

LEARN

A *noun phrase* is a group of words centered around a noun. Two common examples are compound nouns (noun + noun) and adjective + noun descriptions. Two guidelines will help you to recognize and produce the correct stress patterns in noun phrases. Applying these rules will help you to express yourself clearly.

Guideline 1: Stress the first element	Guideline 2: Stress the second element	
Compound nouns	Descriptions	
noun + noun	adjective + noun	adjective + compound noun
1. a **building** component	5. recycled **materials**	9. recycled **shipping** containers
2. **water** conservation	6. renewable **energy**	10. old **light** bulbs
3. **energy** consumption	7. sustainable **construction**	11. green **building** materials
4. an **apartment** complex	8. an important **factor**	12. modern **living** spaces

A. Go online to listen to the compound nouns in 1–4. Stress the first noun that makes up each word.

B. Go online to listen to the adjective / noun phrases in 5–8. Stress the noun in each phrase.

C. Go online to listen to the adjective / compound noun phrases in 9–12. Stress the first element of the compound noun.

APPLY

A. Practice the noun phrases in the chart above with a partner.

B. Ask your partner to guess a compound noun from the chart in Learn. Listen to his / her answer and give feedback on the stress.

> A: *You use these to light your house.*   B: *Light bulbs.*
> A: *Stress the first noun.*   B: ***Light** bulbs.*
> A: *Nicely done.*

C. Discuss these questions in a small group. Include noun phrases from the chart in your answers. Pay close attention to the stress patterns.

1. How is your home energy efficient or not efficient?

2. How might you transform your current living situation into greener, more energy-efficient housing?

3. What are some other ways that you can minimize your impact on the environment?

End of Unit Task

In this unit, you learned how to use abbreviations in your notes and organize a speech with signal phrases. Review these skills as you listen again to the lecture on sustainable materials and prepare a speech. Use at least four of the unit vocabulary words in your speech.

A. Listen again to the lecture on sustainable materials (see p. 8). Use abbreviations to complete the notes below.

Bldg w/ salv. mat.

1) Popular b/c: 2) Problems
   a) Cheaper   a) more time
    - _____ % less $ b) more work
    Ex. Oak wood flr, new is 3x $ - esp. making mat. → right shape
   b) Easy 2 find   Ex. _____
    - @ arch. salv. yards
    - _____
    Ex. door knobs

3) Creative salv. bldgs
   a) Whole bldg from 1 thing
    - already shaped 2 fit people + things
    Exs. shipping container, _____
   b) Bldg made of many things
    Exs. Car parts: roofs, _____

B. Imagine that your city is going to build a new community center in your neighborhood. City planners ask for residents' opinions about the new building. You and your partner plan to give a speech asking them to be "green."

Use your completed notes from Presentation Skill Learn, activity A to plan your speech. Decide with your partner who will present each part.

Introducing an idea	Giving examples
I'm going to talk about …	For example,
The topic of today's presentation is …	… such as …
We'll begin with …	In this case,
Connecting ideas	**Summarizing**
First, / Second, / Third,	In summary,
Next, I'd like to talk about …	To summarize,
Finally,	To sum up,

C. Choose a signal phrase for introducing an idea, and write the first sentence of your speech.

_____

D. Divide your speech into three parts. For example, Partner A: three elements of green architecture and Partner B: three questions to ask before choosing materials. Write your three topics here. Choose signal phrases to connect your ideas.

1. _____

2. _____

3. _____

E. For each topic, give an example. Choose signal phrases from the list.

1. _____

2. _____

3. _____

F. Finish your speech with a signal phrase that summarizes your ideas. Write your conclusion.

_____

G. Practice your speech. You and your partner will practice your speech with another pair of students. Remember to use correct stress in noun phrases.

H. Give your speech to the class.

Self-Assessment		
Yes	**No**	
☐	☐	I successfully took notes using abbreviations.
☐	☐	I successfully used information from my notes to write a speech.
☐	☐	I introduced and summarized my speech using signal phrases.
☐	☐	I connected my ideas and gave examples using signal phrases.
☐	☐	I used appropriate stress in noun phrases.
☐	☐	I can correctly use the target vocabulary words from the unit.

Discussion Questions

With a partner or in a small group, discuss the following questions.

1. What are the principles behind green architecture?
2. Why is green architecture good for the environment?
3. Do you think it's more important for architecture to be "green" or beautiful?

UNIT 2

Rethinking City Spaces

In this unit, you will

> learn how people are using design to keep cities healthy places to live.

> increase your understanding of the target academic words for this unit.

LISTENING AND SPEAKING SKILLS

> Using a T-Chart to Take Notes

> Supporting Your Opinion in a Discussion

> **PRONUNCIATION** Contrasting Old and New Information

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have…

TARGET WORDS	never seen this word before.	heard or seen the word but am not sure what it means.	heard or seen the word and understand what it means.	used the word confidently in *either* speaking or writing.
AWL				
🔑 capacity				
🔑 civil				
🔑 commission				
🔑 contrast				
🔑 criteria				
diverse				
enhance				
eventual				
🔑 inevitable				
🔑 invest				
isolate				
prohibit				
scheme				
🔑 significant				

🔑 Oxford 3000™ keywords

Vocabulary Activities

A. Read the sentences. What do the **bolded** words mean in the context of the sentence? Choose the correct definitions. Use a dictionary to help you.

1. The new museum has the **capacity** to hold 1,200 people.
   - a. the number of things or people that a container or space can hold
   - b. the ability to understand or do something
   - c. the official position or function that somebody has

2. In **contrast** to predictions, the Olympic Games went quite smoothly.
   - a. the fact of comparing two or more things in order to show the differences between them
   - b. differences in color or in light and dark
   - c. a person or thing that is clearly different from somebody / something else

3. We need to **isolate** the sick patients.
   - a. separate a part of a situation, problem, idea, etc. so that you can see what it is and deal with it separately
   - b. separate a single substance, cell, etc. from others so that you can study it
   - c. separate somebody / something physically or socially from other people or things

4. The company decided to **diversify** its interests.
   - a. change or make something change so that there is greater variety
   - b. develop a wider range of products, interesting skills, etc. in order to be more successful or reduce risk
   - c. increase in volume or get more

5. Many cities are learning to **invest** in better public spaces.
   - a. spend money on something in order to make it better or more successful
   - b. buy property, shares in a company, etc. in the hope of making a profit
   - c. give somebody power or authority, especially as part of their job

6. The southwest region has developed a very successful irrigation **scheme**.
   - a. a large-scale plan
   - b. to make a plan about how to do or undertake something
   - c. a plan to cheat people out of something

The adjective *inevitable* means "that you cannot avoid or prevent."

> *It was **inevitable** that the rent would go up because it was so low at the start.*

We use the adverb *inevitably* to mean "as is certain to happen."

> *We began the meeting about the problem project and **inevitably** ended up discussing it for hours.*

We use the noun *inevitability* to refer to something that we are unable to avoid or prevent.

> *Paying taxes is one of the great **inevitabilities** in life.*

CORPUS

B. Identify the form of *inevitable* used in each sentence. Write *ADV* (adverb), *ADJ* (adjective), or *N* (noun) next to the sentence. Then work with a partner to restate each sentence using a different form of the word.

_N_ 1. The inevitability of a rainstorm every day is something you learn to live with in Singapore. *Rainstorms every day are inevitable in Singapore.*

____ 2. We inevitably felt bad about the loss because we had wanted so much to win.

____ 3. The loss of some sales in a down market is inevitable, but they should recover as the economy improves.

C. The word *civil* has several different meanings. Match the definitions on the left with the example sentences on the right.

_a_ 1. connected with the state government, and not connected with any other organization

    a. I'd like to get a job in civil service.

____ 2. involving personal legal matters, and not criminal

    b. I don't get along with my manager, but we are civil to each other.

____ 3. formal or polite, but not very friendly

    c. Disagreements between neighbors are often handled in civil court.

D. A *commission* is a group of people in charge of studying an issue or problem. Complete these sentences with a form of *commission*.

1. A map of the area ___was commissioned___ in 1806 by Tyrion J. Weatherford.

2. The group studying the Green River wants to _____ a new bridge for pedestrians.

3. The project _____ was planning to decide who got the job, but they could not come to an agreement.

About the Topic

Many urban areas are rapidly growing so that several large cities become one large "concrete jungle." These huge urban areas are known as "megacities." This extreme urbanization creates concerns for city planners and residents. How can megacity residents get relief from city life or have a sense of community when they have millions of neighbors?

Before You Listen

Read these questions. Discuss your answers in a small group.

1. Where would you prefer to live: the city or the country? Why?

2. What places in a big city would you purposely go or avoid going?

3. Does the area where you live have a strong sense of community?

⟩ Listen

Read the Listen for Main Ideas activity below. Go online to listen to an interview about how one city planner feels we might improve life in megacities.

⟩ Listen for Main Ideas

Read the questions about the interview. Work with a partner to choose the best answer to complete each sentence.

1. According to the interview, the world's fast-paced urban growth is causing ___.

    a. the development of megacities

    b. a better sense of community

    c. a greater appreciation for high rises and larger structures

2. Urban planners of megacities want to encourage ___.

    a. people to move to the city and to live in high rises

    b. a sense of community and the incorporation of natural areas

    c. more subways and places such as restaurants and cafes

3. The city planner generally ___.

    a. is for the development of megacities

    b. wants to improve the living environment in large cities

    c. thinks designs using natural areas are too expensive

NOTE-TAKING SKILL Using a T-Chart to Take Notes

LEARN

You can use a T-chart during a lecture or presentation to quickly list information about two sides that are discussed. For example:

- Pros and cons
- Advantages and disadvantages
- Questions and answers

- Problems and solutions
- Facts and opinions

A T-chart will help you be able to examine both sides independently and together.

Pro	Con
Megacities offer a lot of interesting activities for residents.	*There are often not a lot of parks in megacities.*

Fact	Opinion
According to a recent survey, 25% of the residents feel the city doesn't have enough parks.	*I think more parks are needed in this area.*

APPLY

A. Listen to the first part of the interview again. Complete a T-chart with questions and answers that you hear. Then compare your chart with a partner. Did you note the same information?

Questions	Answers

B. Listen to the second part of the interview again. Complete a T-chart with facts and opinions that you hear. Then compare your chart with a partner. Did you note the same information?

Facts	Opinions

Vocabulary Activities

A. Each word in the box is a synonym for one of the target words below. Put each word from the box in the correct column. Use your dictionary as needed. Compare your results with a partner.

concluding	future	magnify	raise
final	improve	outlaw	resulting
forbid	increase	prevent	stop

enhance	eventual	prohibit
improve	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The adjective *significant* means "important" or "large enough to be noticed." The adverb form is *significantly.*

> *Having children resulted in several **significant** changes in her lifestyle.*

> *The same book was available at another store for a **significantly** lower price.*

The noun is *significance*, which means "the importance of someone or something."

> *I never understood the **significance** of being a member of Phi Beta Kappa.*

CORPUS

B. List three significant examples for each topic. Explain your list to a partner.

1. Challenges in your life:

   studying for tests, getting a driver's license, moving to a new country _____

2. Successes at school:

   _____

3. Differences between your life now and your life ten years ago:

   _____

4. Benefits from improving one's ability to speak English:

   _____

As a noun, *contrast* is "a difference between two or more people or things that you can see clearly when they are compared." It is often used with the prepositions *between*, *into*, *with*, *in*, or *of*.

*The **contrast** <u>between</u> the first and the second attempts were clear.*

*We did better with this year's sales <u>in</u> **contrast** <u>to</u> last year's.*

*Her green shirt **contrasted** nicely <u>with</u> her blue trousers.*

*The **contrast** <u>of</u> blue against white really made the image sharp.*

CORPUS

C. Work with a partner to complete the sentences with the correct prepositions.

1. She noted the contrast _____*in*_____ style between the first speaker and the second.

2. There was a lot of contrast _____ the two types of painters.

3. _____ contrast _____ previous years, the contestants were early this year.

Criteria is the plural noun form of *criterion*. A *criterion* is a standard a person uses when making a decision or forming an opinion.

*To graduate, students have to meet the following **criteria**: (1) maintain a 2.5 grade point average, (2) pass all classes their senior year, and (3) apply for graduation.*

*The most important **criterion** for finding a house is location, in my opinion.*

CORPUS

D. What criteria do these people or places need to meet in the following situations? Make a list. Discuss your answers in a small group.

1. applying for a job:

   have a college degree, have experience in the field, be able to speak English

2. getting a five-star rating as a hotel:

   _____

3. being the leader of a country:

   _____

E. Circle the best words in parentheses to complete the sentences. Use a dictionary to help you understand new words. Compare answers with a partner.

1. The city started a special (*capacity* / (*commission*) / *criteria* / *scheme*) made up of city council members to decide on the project.

2. Frankly, their business just doesn't have the (*capacity* / *commission* / *criteria* / *scheme*) to handle all the new orders.

3. There are several (*capacity* / *commission* / *criteria* / *scheme*) that you have to consider when changing jobs such as pay, opportunities, and location.

About the Topic

City planners often develop civil projects to improve a neighborhood. Occasionally, they ask for ideas from residents to give them an opportunity to become involved in city development. By allowing the people who live in an area to take part in planning for a city's future, everyone feels involved and shares in the success of the project.

Before You Watch

Read these questions. Discuss your answers in a small group.

1. Do you think cars should be kept out of certain parts of your city? Why or why not?

2. In what ways do parks benefit a community?

3. What are some places where younger people can hang out and enjoy themselves in a city or town?

Watch

Read the Listen for Main Ideas activity below. Go online to watch a classroom discussion. Listen to the students decide on the most important criterion for a project to improve their city square.

Listen for Main Ideas

Read the questions about the discussion. Work with a partner to ask and answer these questions.

1. Why is the class having the discussion?

2. What are the three projects the students discuss?

3. Which project do the students support in the end?

SPEAKING SKILL   Supporting Your Opinion in a Discussion

LEARN

During a class discussion, you often need to share your opinion. When possible, use facts to support your opinion. Supporting your opinion helps others to see your point of view. Look at the following example:

Opinion: I feel more comfortable walking near the river since the city added more lights.

Opinion supported by fact: I feel more comfortable walking near the river since the city added more lights. According to the paper, there are a lot more people walking there in the evenings as well.

You can use the following phrases when supporting your opinion in a discussion.

Supporting your opinion		
With examples	**With expert opinions**	**With data**
For example …	According to …	Data show that …
Like …	To quote …	The numbers suggest that …
Such as …	The article / book states that …	Research suggests that …

APPLY

A. Read the expressions for supporting opinions below. Then watch the discussion again. Number the phrases in the order you hear them. Listen again. What does each expression refer to? Compare your answers with a partner.

____ I read an article where a researcher said …

____ According to the guideline …

____ For example …

____ The journalist who wrote it argues that …

____ … such as …

____ That survey by the mayor's office showed that …

____ The chapter we read in our book last week said …

B. Read the cues. Make statements as if you are supporting an opinion. Be sure to use the correct phrase for the correct type of information.

1. A time you couldn't drive in an area.

   For example, the streets were blocked in my city one time, and it was really frustrating to get around.

2. A magazine article stating, "45 percent of young people enjoy going to the park."

3. The mayor of your city claiming, "We need a really imaginative approach to our main square."

4. A suggestion for three good books to read in your local library.

5. A city council report saying, "Young people should have a place to go in the city."

6. Research that says, "Most people want parks."

C. Now discuss which of the following projects you would choose for your city center or one near you. Remember to support your opinions.

Project 1: Open a youth center with activities for young people.

Project 2: Commission a number of art works by a famous artist to be placed in the area.

Project 3: Feature a light show that plays on weekend nights to draw visitors.

UNIT 3

High-Tech Art

In this unit, you will

> learn about three-dimensional (3-D) printers and digital art.
> increase your understanding of the target academic words for this unit.

LISTENING AND SPEAKING SKILLS

> Comparison and Contrast
> Summarizing Information
> PRONUNCIATION Chunking, Intonation, and Sentence Focus

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have…

TARGET WORDS	never seen this word before.	heard or seen the word but am not sure what it means.	heard or seen the word and understand what it means.	used the word confidently in *either* speaking or writing.
AWL				
abstract				
consent				
🔑 convert				
dynamic				
🔑 function				
identical				
🔑 instance				
🔑 layer				
mechanism				
🔑 period				
🔑 precise				
🔑 revolution				
🔑 technical				
virtual				

🔑 Oxford 3000™ keywords

25

Vocabulary Activities

Word Form Chart			
Noun	**Verb**	**Adjective**	**Adverb**
abstraction	abstract	abstract	abstractly
conversion	convert	converted	_____
function	function	functional	functionally
layer	layer	layered	_____
period	_____	periodic	periodically
revolution	revolutionize	revolutionary	_____
_____	_____	virtual	virtually

A. Complete the paragraphs about 3-D printers using the correct forms of the target words in the Word Form Chart.

As more people start to use them, 3-D printers are _revolutionizing_ the printing
                                                    (1. changing)

and business worlds. Inventors use 3-D printers to see if trial designs actually

_____ before producing them in large numbers. Architects use them
(2. perform well)

to _____ 2-D plans into 3-D models to show clients. In addition,
     (3. change form)

artists and designers use such printers to make _____ and imaginary
                                                     (4. not real)

artistic concepts more realistic.

Three-dimensional printers are quite different from traditional methods of

printing. These printers actually create multiple _____ of material,
                                                      (5. levels)

each with a slightly different shape. The total effect is a three-dimensional

object that people can see, touch, and work with. In some cases, the objects

appear to be _____ real. Many of these machines use a type of
                (6. almost)

powdered material to make 3-D objects. Because these materials are quite

different from paper, such printers must be carefully cleaned _____.
                                                                 (7. regularly)

Another major difference between 3-D printers and traditional printers is the

price. Three-dimensional printers are a relatively high-cost item.

As a noun, the word *function* means "a special activity or purpose of a person or thing."

*The main **function** of mass transit is to help people get around.*

When used as a verb, *function* means "to work or operate in the correct way."

*Technology often **functions** as a way to make life easier and more convenient.*

The adjective *functional* means "of or having a special activity, purpose, or task," "designed to be practical and useful with little or no decoration," or "in operation; working."

*There is a **functional** purpose to the plan as well. It's meant to make our work easier.*

Functionally is an adverb which means that something is done in a practical and useful way, not necessarily an appealing one.

*The object was **functionally** perfect for the job of cleaning small printer parts—small, precise, and neat.*

CORPUS

B. Circle the form of *function* that is correct in each sentence.

1. What's the more (*function* / *functional* / *functionally*) of the two choices?

2. My new exercise room serves an important (*function* / *functional* / *functionally*); it helps me keep fit.

3. The new product was (*function* / *functional* / *functionally*) very effective in that it did the job perfectly.

The word *virtual* means "being almost or nearly the thing described."

*Air traffic came to a **virtual** standstill during the storm.*

When referring to technology, *virtual* means "made to appear to exist by the use of computer programs."

*In the video game, players seemed to move around in a **virtual** world.*

The adverb is *virtually*, which can be used as a synonym for *almost*.

*You can print **virtually** any small object with a 3-D printer.*

CORPUS

C. Complete each sentence with either *virtual* or *virtually*.

1. The weather made it ____virtually____ impossible for us to finish painting the house this spring.

2. The most common use of _____ reality technology is in games.

3. The reunion included _____ everyone we're related to.

4. In some deserts, _____ no rain falls for years at a time.

About the Topic

Three-dimensional (3-D) design allows a person to create images in three dimensions: width, height, and depth. New printer technology now allows artists, architects, and design professionals to create actual objects from these designs.

Before You Watch

Read these questions. Discuss your answers in a small group.

1. What kinds of technology (computers, television, communication devices) do you use every day?

2. What do you know about three-dimensional (3-D) technology?

3. How do you think 3-D printers might make life easier?

Watch

Read the Listen for Main Ideas activity below. Go online to watch a classroom discussion about 3-D printing. The students and professor are talking about the ways it is changing the printing world.
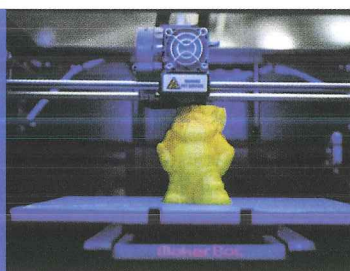
Listen for Main Ideas

Read the questions about the video. Work with a partner to ask and answer these questions.

1. What is 3-D printing and how does it work?

2. What kinds of people use 3-D printers?

3. What kinds of things can be made with 3-D printers now?

LISTENING SKILL   Comparison and Contrast

LEARN

Speakers use expressions of comparison and contrast to show how ideas relate to each other. For example, comparing a new idea to a familiar idea helps listeners more easily understand the new idea. One idea may also be contrasted with another idea to show differences. The following charts, on page 29, show common comparison or contrast expressions.

Comparison expressions	
as ... as	looks / seems like
both ... (and)	neither ... nor
in the same way	similar(ly)
like / likewise	the same as ...

Contrast expressions	
although / even though	more / less ... than ...
but / however	not as ... as
contrary to / on the contrary	on one hand / on the other hand
conversely	unlike
... is different from ...	instead (of)

APPLY

A. Read the sentences. Are they comparing or contrasting information? Write *CM* (comparing) or *CT* (contrasting). Then work with a partner to identify the expressions of comparison or contrast used.

_CT_ 1. Two-dimensional (2-D) printers are not as expensive as 3-D printers.

___ 2. Engineers and architects have been using CAD for years, and likewise, artists are now using CAD with 3-D printers to create sculptures.

___ 3. Both 3-D printers and CAD programs are likely to become more popular in the future.

___ 4. The nice thing about 3-D printing is that instead of making expensive models, companies can now print out 3-D designs quickly and easily.

___ 5. The use of 3-D printing is becoming more popular, although it is still less common than 2-D printing.

B. Go online to watch the rest of the class discussion. Complete the chart with the things being compared or contrasted. Then watch again. Work with a partner to identify the comparison and contrast expressions used.

First item	Compared or contrasted	Second item
1. A 3-D scanner		a computer scanner
2. Documents	are compared to	
3.	are contrasted with	making customer-specific 3-D products
4. Artists		technical designers

C. In a small group, compare and contrast 3-D printing with traditional printing technology. Use words and phrases to cue comparisons and contrasts.

Vocabulary Activities

Word Form Chart			
Noun	**Verb**	**Adjective**	**Adverb**
consensus	consent	consenting	_____
dynamic	_____	dynamic	dynamically
_____	_____	identical	identically
precision	_____	precise	precisely
_____	_____	technical	technically

A. Read the email from an artist to a supporter. Then fill in the blanks with words from the Word Form Chart above. Use the word in parentheses to help you.

Dear Bill,

Thank you very much for supporting my art project. You asked about the name of my sculpture series, which is "Two Halves, One Whole." To be
_____precise_____ , the name actually refers to the work itself. Each piece is
(1. exact)
designed to be two _____ parts—the same shape, the same size—
(2. exactly equal)
that fit together exactly to make one sculpture. The work was very difficult
_____ because I had to use a lot of different machines and design
(3. with respect to skills)
systems to make them. It was also challenging because I had to get a letter
of _____ from the museum to make some changes to the exhibit
(4. agreement)
hall to fit the larger pieces. However, I'm happy with the results in this
_____ and think the show turned out to be very _____ and
(5. case)   (6. full of life)
exciting. Thanks again for viewing my show, and please sign up for my
newsletter. That way you can get a schedule of my upcoming exhibits.

Best,

Eric

The word *dynamic* can be used to describe things as "full of energy or ideas," "moving," or "active."

*Web developers try to create **dynamic** web content that keeps users interested.*

*New clothing designers are bringing **dynamic** changes to the field of fashion.*

As a noun, *dynamic* means "the way in which people or things behave and react to each other." For example, you can have a *group dynamic* that describes the way people in a particular group behave when they're together.

*Manil and his co-workers get along, help each other, and have fun together. This good group **dynamic** helps them get a lot of work done.*

CORPUS

B. How is the word *dynamic* used in these phrases? Write *ADJ* (adjective) or *N* (noun). Then make sentences describing what each one might be like with a partner.

ADJ 1. a dynamic marketing team *A dynamic marketing team would have a lot of*

friendly and outgoing people on it.

____ 2. a community dynamic _____

____ 3. a classroom dynamic _____

____ 4. a dynamic public speaker _____

____ 5. a family dynamic _____

____ 6. a dynamic personality _____

C. Look at the meanings for the word *mechanism* below. Then read the sentences. Work with a partner to decide which meaning is used in each sentence.

Meaning 1: a set of moving parts in a machine that performs a task

Meaning 2: a method or a system for achieving something

Meaning 3: a system of parts in a living thing that together perform a particular function

_2_ 1. Psychologists call certain behaviors "defense mechanisms," such as when people get angry or afraid.

____ 2. The computer was so old its internal mechanisms could not be replaced.

____ 3. The company had a reporting mechanism in place to send updates on any problems.

____ 4. The balance mechanism in most animals is very delicate.

About the Topic

In several ways, technology has changed the ways we do business, socialize, and manage our private lives. Therefore, it's not surprising that technology has also deeply affected the art world. Today, many artists and art supporters are using technology in new ways to create, sell, and buy art.

Before You Listen

Read these questions. Discuss your answers in a small group.

1. Have you ever taken an art class? What did you learn?
2. What recent advances in technology do you think can be used to make art?
3. Which do you think requires more skill, creating art by hand or using a computer?

Listen

Read the Listen for Main Ideas activity below. Go online to listen to an art student's presentation. She is talking about how technology has influenced today's art world.

Listen for Main Ideas

Read the questions about the audio. Work with a partner to ask and answer these questions.

1. In what way are artists connecting on the Internet?
2. How is technology affecting how people view famous pieces of art?
3. What kinds of art projects that use technology are described in the presentation?

SPEAKING SKILL — Summarizing Information

LEARN

Sometimes you will need to summarize a text, presentation, or video for an assignment. When summarizing include the following information:

- The main theme or topic of the piece
- A general description of the topic
- Key words or expressions, examples, reasons, and important details that support the main theme
- A summary statement of what the piece is about

Some useful language for giving summaries includes:

Introducing topics	Talking about sources	Giving supporting information	Summarizing statements
The discussion is about … The topic of the presentation / lecture / speech is … (The speaker) mainly talks about …	According to (the speaker) … (The speaker) says / points out / explains that …	The term ____ is used for / to … One example / reason given is … (The speaker) illustrates / supports this with / by …	In conclusion, (the speaker) seems to … Basically, … To sum things up, …

APPLY

A. Listen to the excerpts from presentations. Write the number of the excerpt next to the correct summary.

_____ The lecturer mainly talks about digital media and how video is used to create art. He says that digital media has become the new paintbrush and canvas in the art world. One example he gives is an artist who creates installations using buses and video. The term *installation* is used to talk about when artists create a special environment. In conclusion, the speaker seems to be an expert in digital art.

_____ The topic of the lecture is how technology is helping make art more available to people. The speaker illustrates this with several examples including a museum that lets viewers buy digital prints "on demand," which means they can buy them any time. To sum things up, she feels technology is important because it offers several useful ways to share beauty.

B. Read the summaries in activity A again. With a partner, circle the summarizing expressions.

C. Listen to another excerpt from a presentation. Summarize what the speaker is saying in three sentences or less.

_____

_____

_____

_____

D. Go online to listen to the original student's presentation. Prepare a 30-second summary to present to a partner. Use expressions for summarizing.

LEARN

Effective speakers chunk their speech, stress important information, pause between main ideas, and signal when they have finished—or not finished—a thought. In writing, this is done with punctuation: commas, dashes, periods, semi-colons, and colons. In speech, this is done with chunking, pausing, sentence focus, and intonation.

A. Go online to listen to a student express frustration about a programming assignment. Listen for the focus words. They will stand out because the speaker lengthens them.

APPLY

A. Go online and listen to the student again. Mark (|) where he pauses. Circle the stressed focus word in each chunk between pauses.

I've been working on (this) | for (hours) and I'm totally stuck I keep getting the same error message over and over and I don't understand what it means I tried to fix it but then I got even more error messages Now it just seems to be getting worse and worse and I'm tearing my hair out This thing is due tomorrow and I'm ready to throw my computer out the window

B. Go online and listen again. Listen carefully to the last word in each chunk. Does the speaker use falling intonation to signal the end of a thought or rising intonation to indicate that he has more to say? Check the intonation pattern you hear. Then discuss your answers with a partner.

	↗	↘		↗	↘		↗	↘
this	✓		means			out		
hours			it			tomorrow		
stuck			messages			computer		
message			seems			window		
over			worse					

C. Go back to the text in Apply, activity A and draw the appropriate arrow above the last word in each chunk.

Example:

I've been working on this | for hours.

D. Work with a partner. Say the text in Apply, activity A aloud. Monitor chunking, pausing, sentence focus, and intonation. Give immediate feedback. Then switch roles.

A: I've been working on **this**.

B: Stress "working."

A: I've been **working** on this.

B: Nice. Now go up at the end of the chunk.

A: I've been **working** on this.

B: Sounds good. Now make it smoother.

A: I've been **working** on this.

End of Unit Task

In this unit, you learned how to recognize compared and contrasted information and give a summary of what's been said. Review these skills by noting the comparisons and contrasts in a conversation and then giving a summary of the speaker's views.

A. Go online to listen to an interview with two people. Work with a partner to identify the main theme they are talking about. Write a general description of the topic.

B. Listen again and note the similarities, differences, and other details the two people talk about.

Similarities	Differences

Key words, examples, reasons, and details

C. Compare your notes with a partner. Identify the main points each person makes.

Jessica	Samer

D. Work with a partner to come up with one sentence that summarizes the conversation.

_____

E. Work with a partner to create a short presentation summarizing the similarities and differences between the ways that the two speakers use 3-D printers for their work. Use the comparison, contrast, and summary language you learned in the unit. Share your presentations in small groups.

		Self-Assessment
Yes	**No**	
☐	☐	I successfully identified expressions for comparing and contrasting information.
☐	☐	I was able to match complete presentations, discussions, and lectures with summaries of the information.
☐	☐	I was able to give a 30-second summary of the complete presentation about how technology is influencing the art world.
☐	☐	I can chunk my speech, highlight important information, pause between main ideas, and signal when I have finished or not finished a thought.
☐	☐	I can correctly use the target vocabulary words from the unit.

Discussion Questions

With a partner or in a small group, discuss the following questions.

1. Why would a designer want to print a small 3-D model of a larger item (such as a building) before building the real thing?

2. How could you use a 3-D printer at home?

3. What types of things could you NOT use a 3-D printer to build?

UNIT 4

The Virus Game
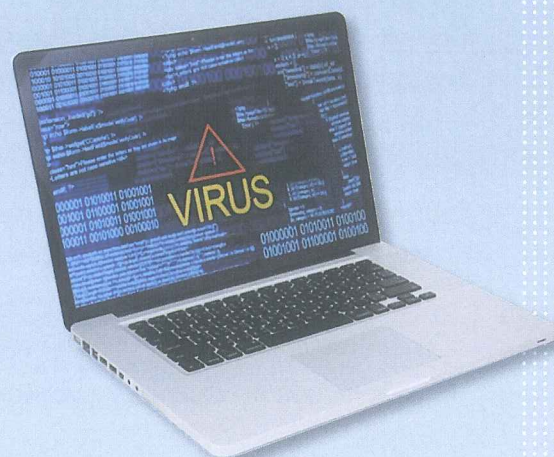
In this unit, you will

> learn about research involving virtual viruses.
> increase your understanding of the target academic words for this unit.

LISTENING AND SPEAKING SKILLS

> Figurative Language
> Using Idioms to Engage Your Audience
> **PRONUNCIATION** Stress in Phrasal Verbs

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen this word before.	heard or seen the word but am not sure what it means.	heard or seen the word and understand what it means.	used the word confidently in *either* speaking or writing.
AWL				
accumulate				
🔑 contract				
ethic				
furthermore				
hypothesis				
incidence				
insight				
likewise				
🔑 monitor				
🔑 obtain				
parameter				
persist				
reinforce				
simulate				

🔑 Oxford 3000™ keywords

Vocabulary Activities

The noun *contract* means "an official written, legal agreement."

*I'm signing a new **contract** today, so I can stay in my apartment for another year.*

The verb *contract* has several meanings. *Contract* can mean "to make a written, legal agreement with someone," "become or make something become less or smaller," or "get an illness or disease."

*They're in the process of **contracting** a new real estate agent to sell their house.*

*When you stretch your chest you can feel your back muscles **contract**.*

*While he was on vacation, he **contracted** the flu.*

CORPUS

A. Some words have multiple meanings. For the word *contract*, match each dictionary definition on the left with the correct example sentence on the right.

contract (noun, verb)

Definitions

_b_ 1. a written, legal agreement

___ 2. to make a written, legal agreement with someone

___ 3. to become or make something become smaller or shorter

___ 4. to get an illness or disease

Example Sentences

a. When you get cold, your blood vessels contract, which helps to keep you warm.

b. When the player signed the contract, he agreed to stay with the team for two years.

c. More than 40 percent of students contracted the virus during last year's flu season.

d. We loved our neighbor's kitchen remodel so much, we contracted the same company to do ours.

B. Read these excerpts from a lecture about public health. In each sentence, circle the word or phrase in parentheses that has the same meaning as the underlined word in the sentence. Compare your answers with a partner.

1. One factor that many students worry about is the accumulation (*advance* / *build-up* / *amount*) of loans to pay for college.

2. A team of researchers at the Monterey Institute of Health monitored (*tracked* / *described* / *reduced*) college students' daily usage of laptops and desktop computers.

3. Computer simulations give scientists insight into (*understanding of* / *thoughts about* / *fear of*) how diseases spread in the real world.

4. Animals can carry viruses. Likewise, (*However* / *Of course* / *As well*) people can carry viruses.

5. In order to <u>obtain</u> (*purchase / renew / get*) a vaccine, people usually go to their local hospital.

6. It was a rare <u>incident</u> (*situation / party / trial*) to have a cobra escape from the zoo.

C. Put each word in the box in the correct column under the target word it is a synonym for. Use your dictionary to check word meanings as needed.

assumption	comprehension	guideline	possibility
awareness	earn	idea	secure
be given	framework	judgment	theory
boundary	get hold of	limit	understanding

hypothesis	insight	obtain	parameter
_____	_____	*be given*	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

D. Write the word from the box that works best as a topic for each list. Then add one more example to the end of each list.

accumulate	contract	ethical	monitor	obtain

1. _____*accumulate*_____: wealth, power, information, _____*money*_____

2. _____: progress, changes, events, _____

3. _____: permission, permits, information, _____

4. _____: issues, dilemma, behavior, _____

5. _____: an illness, a virus, an employee, _____

E. Read the sentences. Write the correct part of speech (noun, verb, etc.) for the bold word in each sentence.

1. The doctor gave **insightful** advice to her patient. _____*adjective*_____

2. If you don't get a vaccine before you travel, you could **contract** an illness.
_____

3. Social video games can provide **insight** into how people interact in real life.
_____

About the Topic

Viruses are living things that are too small to be seen with the naked eye. They cause diseases in other living things. Scientists often use computer simulations to model how diseases spread. Online video games with many players are a type of simulated world, too.

Before You Listen

Read these questions. Discuss your answers in a small group.

1. Do you know how software is used in a computer system? Explain briefly.
2. When people around you are sick, what do you do to stay healthy?
3. What are some factors that allow viruses to spread?

⏺ Listen

Read the Listen for Main Ideas activity below. Go online to listen to an interview about virtual viruses. An author discusses a way scientists used video games to learn about how live viruses spread.
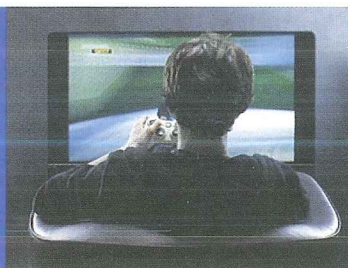
⏺ Listen for Main Ideas

Read the questions about the interview. Work with a partner to ask and answer these questions.

1. How did Dr. Fefferman learn about how diseases spread?
2. What are similarities between how a virus spreads in a game and in the real world?
3. How does curiosity influence the spread of disease?
4. What have public health officials learned from the "Corrupted Blood Incident"?

LISTENING SKILL Figurative Language

LEARN

Figurative language expresses an idea different from the actual meaning of the words used. Idioms are one example of figurative language. Your instructor may ask you to learn a grammar rule "by heart." The idiom *learn* (something) *by heart* means "memorize something." This phrase is figurative language because, of course, we don't literally use our hearts to learn; we use our minds.

Follow these steps to listen for figurative language.

1. Think about the meaning of the words you hear.

   For example, in the panel discussion, the moderator said, "How can a video game give us insight into how diseases spread? We hope to get to the bottom of the mystery today."

2. Identify the language that isn't used literally.

   In this example, a mystery is not a physical object, so it doesn't have a "top" or a "bottom."

3. Ask yourself a question using the figurative language.

   For example, "Does a mystery have a bottom?" In this case, the answer is no because the phrase *get to the bottom of something* is an idiom.

4. Look at the context of whole sentence to guess the figurative meaning of the phrase. Use an idiom dictionary or the Internet to help you find the meaning.

   In this example, *get to the bottom of* something means "understand the cause of something."

APPLY

A. Use the context of each sentence to understand the idiom. Match each idiom on the left (underlined) to its meaning on the right.

_b_ 1. Jason had to leave work early today.   a. a nervous feeling
      He was feeling under the weather.

___ 2. When I think I'm coming down with   b. ill, sick
      something, I always try to rest and
      take vitamins.

___ 3. Before my presentation, my hands   c. strong pain in the head
      were shaking, and I had butterflies in
      my stomach.

___ 4. I can't meet with you today because I   d. beginning to feel sick
      have a splitting headache.

B. Go online to listen to the first half of the interview again. Complete the idioms you hear. Discuss the figurative meaning of the idioms with a partner.

1. A professor at Tufts University _____took an_____ interest in the incident.

   Meaning: became interested in

2. That's the heart of _____, isn't it?

3. It really _____ a life of its own.

4. They _____ of criticism from their players.

5. They become carriers of the illness that way. Curiosity _____, you know?

C. Go online to listen to the rest of the interview. List other idioms you hear. Work in a small group. Use the context to determine what each idiom means.