Media and Propaganda

Historical Revisionism

Globalisation: Common Benefits or Exploitation

Emerging and Re-emerging Diseases - The Spread of Epidemics

Science Fiction and Science - From Fiction to Fact

Do you think these are the titles of forthcoming events, such as seminars or lectures, to be held at your campus in the coming weeks or months? They may well be so but these are also topics that are covered in our course book series **Beyond the Boundaries, English in an Academic Environment.**

With this booklet, we are hoping to present you with an opportunity to have a glimpse of a whole coverage of the **Beyond the Boundaries, English in an Academic Environment** series. The parts in the booklet correspond to some selections from one unit in each one of the six books. As the contents pages indicate, each unit is designed to have a lead-in, two reading inputs, two listening inputs, and one writing and one speaking output. These sections are followed by a Beyond the Boundaries section within a given unit offering the learners the chance of exploring and experimenting beyond the classroom, a review page including a vocabulary list and a sample student writing added with the aim of a critical analysis by the students and as class work for improvement in content and language.

The parts in the booklet have been chosen to show the diversity of topics, tasks and objectives covered as well as a general picture of the content material. They do not represent complete units.

Dear colleague,

Beyond the Boundaries, English in an Academic Environment is an academic course book series designed to cater for the needs of students in the 'preparatory' schools of English-medium universities. The series consists of 6 course books at 3 levels with 2 books at each level as well as their accompanying Answer Keys and audio materials.

Beyond the Boundaries, English in an Academic Environment was prepared by a team of experienced EAP instructors at Sabancı University School of Languages and started as a project when it was felt that existing course books could not fully address the academic needs of students.

There are 4 main features which distinguish this course book series from other English language course books. The books are,

- content based and have a thematic approach; each unit within the series is based on content areas and related themes in the areas of e.g. Psychology, History, Science, and Art. These and other themes are explored and exploited in different units and at each level. Thus, the themes are recycled and learning is further reinforced.

- academically oriented; supports the teaching of academic skills and language through the use of academic texts,

- based on an integrated skills approach to the teaching of listening, reading, speaking and writing rather than approaching each skill in isolation. Such an approach thus minimizes the need for the use of additional course books to support the teaching of skills,

- flexible in use; all six books are labled 'level' books with numeric references (e.g. Level 1 Book One; Level 1 Book Two, etc.) rather than level names in order to allow for greater flexibility in use according to the language and skills proficiency levels of students as well as their developmental needs.

The aim of 'preparatory' programs today is to equip students with the concepts and background knowledge they need to support their studies in faculties in addition to developing their language and skills.

Besides being the main course material at Sabanci University School of Languages, the series **Beyond the Boundaries, English in an Academic Environment** was, at different times, used at Nottingham University Ningbo College, International University of Sarajevo and Fatih University at their preparatory school courses. It has also been in use, for the last three years, at Kultur University as Faculty course material at Freshman Level for students studying International Relations.

Sabancı University
School of Languages

LEVEL 1

BOOK ONE

- **UNIT 1** **PSYCHOLOGY:** YOUR PERSONALITY
- **UNIT 2** **CULTURAL STUDIES:** CULTURAL DIFFERENCES
- **UNIT 3** **SCIENCE:** PRACTICAL APPLICATIONS
- **UNIT 4** **BUSINESS:** BUSINESS COMMUNICATION
- **UNIT 5** **HISTORY:** THE EVOLUTION OF ENGLISH
- **UNIT 6** **EDUCATION:** TRENDS AND ISSUES

BEYOND THE BOUNDARIES - ENGLISH IN AN ACADEMIC ENVIRONMENT

CONTENTS

Unit - Theme	Reading Input	Listening Input	Speaking Output	Writing Output	Language	Vocabulary
1 **PSYCHOLOGY:** YOUR PERSONALITY	Personality Testing • comprehension • using a vocabulary notebook Pairing Roommates • main ideas • comprehension	Personality and Study Habits • listening for gist • specific information • comprehension • study habits Student Types • specific information • comprehension	Dorm Decisions • giving opinions	Who are you? • mind mapping	**Grammar** • verb to 'be' Other • referencing	• collocations
2 **CULTURAL STUDIES:** CULTURAL DIFFERENCES	Three Lives • reading for detail • comprehension Children's Day • comprehension	A Foreigner Living in Sweden • predictions • listening for gist • comprehension Symbols and Culture • comprehension • listening for detail • how to use a dictionary	Wedding Traditions • reporting information	Coding Customs • correction codes	**Grammar** • the present simple • countable and uncountable nouns • expressing quantity- many, a few, a little, much, a lot of • frequency adverbs	• collocation • prefixes and suffixes
3 **SCIENCE:** PRACTICAL APPLICATIONS	Scientists and their Jobs • scanning From Research to Practice • recognizing cause and effect* • comprehension	Interview with a Medical Researcher • comprehension • listening for specific information The News- Earthquake Report • comprehension • listening for specific information	Colleagues at a Conference • fluency	Science in Print • understanding the writing process	**Grammar** • comparison • gerund and infinitive Other • telling the time	• collocation • cognates • false friends
4 **BUSINESS:** BUSINESS COMMUNICATION	Business Communication • skimming • comprehension Communication at Work • skimming • reading for detail	What's Possible in Advertising? • listening for gist • note taking Communication Climates • listening for detail • comprehension	Diplomatically Speaking • agreeing and disagreeing	Advertising: What Are the Advantages? • preparing to write	**Grammar** • present continuous • can and cannot • past simple of the verb 'be' • the structure: 'be' + adj + inf	• collocations
5 **HISTORY:** THE EVOLUTION OF ENGLISH	The Spread of English • scanning • comprehension The Norman Conquest and the English Conquest • skimming* • scanning* • comprehension	Australia - The Last 200 Years • specific information • listening for detail English: A Global Language • prediction • specific information • comprehension • listening for detail	The Sound of the Past • pronunciation of the final '-ed'	For the Record • narrative writing • giving feedback	**Grammar** • past simple • superlative adjectives	• word forms
6 **EDUCATION:** TRENDS AND ISSUES	The World 'Wired' Web • previewing* • comprehension Views and News • thesis statements and topic sentences* • skimming • comprehension • reading for detail	Home Schooling • listening for detail • comprehension Exams: Are There Any Alternatives? • listening for gist • listening for detail	Perfection in Education • negotiating	Topics Matter • topic sentences	**Grammar** • future with 'going to'	• suffixes • synonyms

* The asterisked reading and listening subskills are explicitly taught in the unit, the others are implicit in the tasks.

This symbol indicates that a learning strategy is covered in this section.

UNIT 4

BUSINESS: BUSINESS COMMUNICATION

An important part of any business is communication. In this unit, you will explore both how businesses communicate with each other and their customers and how people within companies interact with each other.

Input 1: Reading

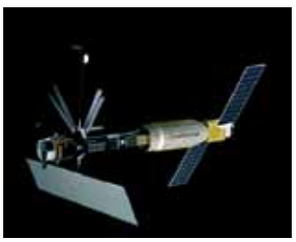
Business Communication Technology

Before Reading

1 In groups, fill in the table with reasons that people need to communicate in the business world.

Within a company	With people outside the company
. *to work on projects together*	

2a Match each type of communication technology with its definition. Do they involve speaking, writing or both?



1. the Internet
2. e-mail
3. a fax machine
4. a video conference
5. instant messaging
6. a mobile telephone
7. a communications satellite

a. a machine in space that relays radio and TV signals around the world
b. a phone that people carry and can use almost anywhere
c. an internet service that allows you to create a private chat room and exchange messages
d. a network of interconnected computers people use to exchange information
e. the transmission of electronic 'letters' over the Internet
f. a machine that sends images or text over the telephone system
g. a 'meeting' where people in different places can see and hear each other using electronic equipment

2 b Are these types of communication effective? In what ways can they help businesses? What problems can they cause? With a partner fill in the table below with your ideas.

Type of Communication	**Advantages**	**Disadvantages**
1. Internet		
2. e-mail		
3. a fax machine		
4. a video conference		
5. instant messaging		
6. a mobile telephone		
7. a communication satellite		

While Reading

1 Read Business Communication Technology and choose the sentence that describes the main idea of the text. Check your answer with a classmate.

Business Communication Technology describes:

a. why new communication technology is effective.
b. why new communication technology is necessary for successful companies.
c. the advantages and disadvantages of new communication technology.
d. the communication problems caused by technology.

2 How did you choose your answer? In the text, underline the sentences, phrases or words that helped you find the main idea. In groups, compare your answers and use them to decide which parts of the text usually show the main idea.

Business Communication Technology

[1] In today's business world, companies are using all types of new communication technology equipment. The Internet, e-mail, video conferences, fax machines and instant messaging mean that people can have contact with customers and colleagues from all over the world quickly, cheaply and easily. At any given time, sales people in Hong Kong can send sales figures to the head office in California, or team members from different offices are meeting through a video conference to discuss next year's budget. All of this technology is very helpful, but in addition to its positive effects, it can cause unexpected problems too.

[2] One of the main benefits of the new technologies is that information can be sent and received instantly. People do not have to send memos by internal mail or letters by post. Therefore, companies can save money because they do not have to pay postage or messengers. Management and planning are easier because information can be gathered and analysed quickly. Managers can make decisions based on the latest, most accurate data.

[3] Another advantage of using things like e-mail and instant messaging is that team members and co-workers can share ideas very quickly. People can use mobile phones or e-mail anywhere to discuss things with their colleagues. This better communication helps companies to be more creative and flexible. This affects productivity, too, letting people work more efficiently than in the past. However, there are some drawbacks to this new style of doing business.

[4] In some cultures, such as Western Europe or North America, reaching a goal or getting work done on time is very important in business. However, in many Eastern cultures, developing strong personal relationships is more important. In these countries, it is important that people meet face to face to form good working relationships. Some of the new technologies can affect this personal contact negatively. Sometimes, when people from different cultures are interacting through e-mail, for example, they forget about cultural differences. They 'talk' to people from different cultures the same way they do to someone from their own country. This can often make them seem insensitive, rude or even insulting.

[5] Another problem with the increased use of e-mail is employees' writing skills. Companies now realise that their workers write to more people outside the company, but often the employees' writing skills are quite weak. This can lead to a lack of success in business deals or it can create a bad image of the company. So, some companies are providing writing courses to improve their employees' writing.

[6] As time goes on, technology will continue to be an important part of the business world. Even though new communication technology can save time and money, it can also bring about new challenges for employers and employees. In the future, the most successful companies will be the ones that can use technology most successfully.

After Reading

1a Read one of the paragraphs in the text carefully. Make a note of key words that will help you to retell the information without I looking at the text.

1b Form a group with students who have read different paragraphs. Take turns using your notes to explain your part of the text.

1c Using the information from the previous activity, look at the statements and circle true, false or not mentioned.

1. Companies can now hold conferences in different countries using the Internet. T F NM
2. New technologies save money for businesses. T F NM
3. Many employees hate the way new technologies keep them in contact with their work at all times. T F NM
4. Instant messaging increases productivity in many companies. T F NM
5. Western workers can lose their jobs for being late to work T F NM
6. Face to face contact is very important in Western business. T F NM
7. People usually think about cultural differences when e-mailing. T F NM
8. Companies are working on improving their employees' writing skills. T F NM
9. In the future the most successful companies will use the most technology. T F NM

2 How do you think business communication has changed in your country? What positive and negative effects have these changes had? How can the negative effects be overcome?

Vocabulary Focus: Collocations

1a Match the items with the appropriate collocation(s). Check Business Communication Technology for possible collocations. Various answers are possible.

1. talk 2. benefits 3. advantages 4. drawbacks 5. forget 6. have contact	a. of b. to c. about d. with	i. something ii. someone

1 b Fill in each blank with an appropriate item from above.

1. One of the _____ _____ e-mail is that it is quicker than regular mail.
2. You need to _____ _____ the marketing director to get the answer to your question.
3. Salespeople who have direct _____ _____ their customers can make more sales.
4. Don't _____ _____ the video conference this afternoon.
5. There are many _____ _____ the Internet. One of them is the fact that information on it is often not correct.

2 Write sentences about the different types of communication using some of the collocations above.

E.g. One of the benefits of mobile phones is that you can receive text messages.

Input 2: Listening

What's Possible in Advertising?

Before Listening

The main way businesses communicate with the public is through advertising. Advertising is what companies do to promote their products. However, in some countries it is illegal to advertise certain products through certain media. Tick (√) the products that companies cannot advertise in your country. Why can companies not advertise these products?

Product	Television	Cinema	Press
Cigarettes			
Beer			
Slimming products			
Political parties			
Children's toys			
Guns			

While Listening

1 Listen to the staff meeting held by Christine Atkinson, the director of Nelson Marketing, an American marketing company. Circle the main point of the meeting.

a. to discuss their new advertising campaign

b. to talk about the products they need to advertise

c. to review where and how they can advertise certain products

d. to discuss how they can improve product sales

2 Listen to the meeting again and make a list of the things that people can and cannot do in advertising in America. How many are the same as the ones you ticked in Before Listening 1?

Advertisers can:	Advertisers cannot:

After Listening

With a partner, discuss the following questions.

1. Why do you think it is harder to advertise cigarettes today?
2. Is it necessary to change alcohol advertising rules?
3. How do advertisers try to affect children?
4. How does advertising to children affect family relations?
5. What are the similarities and differences between advertisements for children and those for teenagers.
6. What products do we see most in television adverts, the press and public places (on billboards, buses, etc.)? Why are there differences?

Grammar Focus 2: Can and Cannot

Can and Cannot

The words can/cannot have a number of different uses in English. One of these is to say whether we are allowed to do something or not.

Examples

Companies can advertise cars in cinemas. Companies cannot (can't) advertise cigarettes on television in the U.S.

Form

Can/cannot + base form

1 What are the rules of your classroom? With a partner draw up a list of things you can and cannot do. How do these rules help you to improve your English?

2 With a partner, imagine that you are setting up your own company. What rules would you have for good communication between employees? Make a list of things they can or cannot do.

E.g. Employees cannot shout at each other.

Output 1: Speaking

Diplomatically Speaking

1 We do not always agree with people when we are having discussions. Brainstorm how we can create a positive communication climate when we disagree.

Tip: Agreeing and Disagreeing

There are many different ways of expressing whether you agree or disagree with someone else's comments in a conversation. Here are some examples:

Agreeing
Yes, that's what I think too.
I think so too.
I agree with you.
I definitely agree with you.
Exactly.
Right.

Disagreeing
Possibly, but ...
Well, maybe ...
That could be true, but I think ...
I'm afraid I don't agree because ...
I see what you mean but ...
I don't think so/agree because ...

N.B.
Generally, when we agree we do not give much extra information, but when we disagree with someone we explain why.

2 Karen and Doug are discussing the qualities of a good boss. Complete their dialogue making sure the communication climate is positive.

Karen - So, what is the most important quality of a good boss?

Doug - Well, I think a good boss should listen to employees.

Karen - _____. He or she should listen to the opinions and ideas of employees. Two-way communication is always more productive in the work place.

Doug - _____. And I also think a good boss should be knowledgeable. He or she should know more about the subject than employees.

Karen - _____ having knowledge doesn't always make you a good manager. Some people know a lot about their work but they can't communicate with employees.

Doug - _____ having knowledge means your employees respect you and then it's easier to manage them.

Karen - So you're saying respect is the key to good management. How about being liked by your employees? Should a boss be well-liked or well-respected?

Doug - Definitely well-respected. Being liked doesn't help you get work done. People sometimes get too friendly if they like you and this can sometimes be a problem.

Karen - _____ being liked is also important. It's hard to work for someone you don't like. You don't feel comfortable talking and sharing problems with them and sometimes you need to.

Doug - Yes, I guess being liked is important too. Being a good boss seems really difficult.

Karen - _____. It must be a very stressful job.

4a Discuss the following situations with a partner. If you were the boss, what would you do? Why?

1. You are responsible for choosing one employee in your department for a promotion. One person in the department is your close friend. Another has better qualifications. Who do you choose?
2. At staff meetings, some people talk a lot and some people never speak. You want to know everyone's opinion. What can you do?
3. Two employees are working on an important project together. Both of them come to you and complain about the other. How can you deal with this problem diplomatically?
4. You must fire a long time employee of the company due to the poor quality of his or her work. What do you say to him or her?

4b Choose one of the situations and write a dialogue between two of the characters. In your dialogue show your decision about what the boss would do. Present it to the class and see if they agree with your decision.

E.g. **Boss** - Good Morning, Clarisse. Please have a seat.
Clarisse - Thanks.
Boss - I'm afraid I have some bad news ...

The books make us think and learn about subjects we have not thought about before and force us to interpret and discuss these issues…The sample student essays are interesting to look at and assess.

Gözde Çölek (Basic level student)

LEVEL 1

BOOK TWO

- **UNIT 7** **GEOGRAPHY:** THE POWER OF NATURE
- **UNIT 8** **PHILOSOPHY:** PHILOSOPHERS AND PHILOSOPHIES
- **UNIT 9** **HEALTH AND MEDICINE:** BREAKTHROUGHS AND CONTROVERSIES
- **UNIT 10** **ART:** A HISTORY OF VISUAL ARTS
- **UNIT 11** **SOCIOLOGY:** YOUR IDENTITY
- **UNIT 12** **MEDIA AND COMMUNICATION:** THE MASS MEDIA

CONTENTS

Unit - Theme	Reading Input	Listening Input	Speaking Output	Writing Output	Language	Vocabulary
7 **GEOGRAPHY:** THE POWER OF NATURE	Holding the Waters Back • note-taking Forces of Nature • comprehension • reading for detail	Disadvantages of Dams • listening for detail • specific information The Formation of the Hawaiian Islands • comprehension • listening for detail	Community Ripples • discussions	The Power of the Pen • paragraph development	**Grammar** • future with 'will' • "for' & 'until' • 'may' & 'might'	• word forms • collocations • using context
8 **PHILOSOPHY:** PHILOSOPHERS AND PHILOSOPHIES	Four Philosophers • skimming • reading for detail • note-taking* The New Age Movement • scanning • skimming • reading for detail	Rastafarianism • listening for gist • specific information • listening for detail A Personal Philosophy-The Case for Vegetarianism • specific information • comprehension • listening for gist • listening for detail	Dilemmas • interruptions	Informative Thinkers • informative writing	**Grammar** • present perfect • 'for' & 'since'	
9 **HEALTH AND MEDICINE:** BREAKTHROUGHS AND CONTROVERSIES	Robot Surgeons: Fact or Fiction • skimming • reading for detail Euthanasia: A Doctor's Response • understanding words in context* • reading for detail	Organ Transplantation • note-taking* • comprehension Playing God? • prediction • note-taking	Cloning: Speaking Out • preparing & presenting a talk	How Is It Done? • writing about a process	**Grammar** • 'used to' & 'would' • the passive	
10 **ART:** A HISTORY OF VISUAL ARTS	World Art During the Renaissance • reading for detail • comprehension In the Shadows of Men • note-taking • reading for detail	Chinese and Japanese Art • specific information • listening for detail Twentieth Century Art Movements • listening for detail • comprehension	Audio Profiles • evaluating speech • recording your voice	Comparable Lives • comparison	**Grammar** • past simple vs. past continuous • adjectives ending in -ed/-ing	• collocations • word formation
11 **SOCIOLOGY:** YOUR IDENTITY	Belief Systems • skimming • reading for detail Stereotypes • skimming* • note-taking	Habits • listening for detail • note-taking Identity Conflict • listening for main ideas • listening for detail • comprehension	Presentation Values • presentation	Why These Consequences? • cause and effect	**Grammar** • present factual conditionals • infinitives of purpose • present unreal conditionals	
12 **MEDIA AND COMMUNICATION:** THE MASS MEDIA	The Influence of TV on our Lives • skimming • reading for detail • determining the writer's opinion Advertising • reading for detail • comprehension	What Makes Something News? • listening for detail Blockbuster Movies • prediction • note-taking • listening for detail	A Turn-off • debating	Do You Need Persuading? • persuasive paragraph	**Grammar** • future factual conditionals	• giving examples • 'make' & 'do'

* The asterisked reading and listening subskills are explicitly taught in the unit, the others are implicit in the tasks.

UNIT 7

GEOGRAPHY: THE POWER OF NATURE

Geography is the study of landforms and the structure of the earth. In this unit, you will learn how humans and nature interact and how both affect geography.

Input 1: Reading

Holding the Waters Back

Before Reading

1 Where in the world is water a problem? With a partner, brainstorm problems with too much water or not enough water in different countries in the world. Report your ideas to the class.

Too much water	Not enough water

2 **Holding the Waters Back** discusses water problems in Holland, London and Venice. What do you think these problems are?

Holland

London

Venice

3 The following words appear in the text. Put each one in the appropriate sentence.

a surge tide **a dyke** **barriers** **rises** **flooding**

1. When rivers or streams overflow their sides, it is called _____.
2. Communities build all types of _____ to stop water from overflowing.
3. One type of barrier that is used in Holland is called _____.
4. When there is a lot of rain, the water level in bodies of water _____.
5. A sudden rise in water level is called _____.

While Reading

1 Look at the symbols and abbreviations in the outline below. Read the parts of Holding the Waters Back that help you to understand their meanings. Write the meanings below.

1. bec. _____
2. => _____
3. v. _____
4. = _____
5. C15 _____
6. " _____

2 Read Holding the Waters Back and complete the outline. The first paragraph has been done for you. Compare your outline with a partner. Are there any differences between them? If there are, refer back to the article to check your accuracy.

Holding the Waters Back

1. **Water v. impt.**
   - first towns near water bec. water used to transport people/goods
   - people control water => stop flooding

2. **Holland** = Low Countries
   dykes = _____
   windmills = _____
   land reclaimed: C13 _____
   ___ increasing
   C21 _____

3. **London**
   Thames Barrier: protects L. from _____
   1953: _____
   1982: _____
   Thames B: length: _____
   keeps out surge tides of _____ meters.
   2025: _____

4. **Venice**

street level: _____

sea level: very high! Land buildings on is: _____

" " : rising! In past 300 yrs: _____

" " : next 50 yrs: _____

best solution: _____

barriers' function: _____

position: _____

cost: _____

benefits: _____

Holding the Waters Back

[1] Water has always been a very important factor in human development. The first towns grew up on rivers and coasts. People used the seas and rivers to transport people and goods long before there were good roads. To do this better, people invented ways to control the level of the water. Rising sea or river levels cause flooding, but people can prevent this using a variety of methods.

[2] In Europe, Holland is famous for its fight against the sea. Another name for Holland in English is 'the Low Countries'. Much of western Holland was under water, in swamps or lakes, until people began to build dykes. These dykes were walls or embankments that kept the sea out and reclaimed areas. In the 13th century, there were 350 square kilometres of such areas. From the 15th century, the Dutch used windmills to pump the water out and so were able to greatly increase the area of reclaimed land over the centuries. Today, there are over 6,500 square kilometres of reclaimed land in Holland.

[3] In London, one of the biggest hydraulic engineering projects in the world is the Thames Barrier. It protects London from very high 'surge tides' which have flooded the city and areas near the river Thames for thousands of years. A surge tide in 1953 killed over 300 people. However, the city did not complete construction of the Barrier until 1982. The Thames Barrier is 520 metres long. The barrier, together with the dykes built along the banks of the river, can keep out surge tides of more than seven metres high. Scientists calculate that a surge tide this high occurs only once every thousand years. However, the Barrier will only protect London until 2025.

[4] Another great city under threat from the sea is Venice. It has one of the world's greatest collections of beautiful historic buildings, but they are in great danger. Most of Venice's buildings stand on ground 2.2 metres below the average sea level. Street level is only 1.3 metres above sea level. In the past, floods caused a lot of damage to Venice. Sea levels there have risen by 50 centimetres in the past 300 years, and they will rise 10 to 20 centimetres over the next 50 years. Experts believe there will be more destructive floods in the future. For this reason, they are looking for ways to protect the city from the sea.

[5] Planners believe the best solution will be moveable barriers. These will block dangerous high tides in the same way as the Thames Barrier. However, Venice's barriers will have to be completely submerged. They will need to be underwater because a structure like the Thames Barrier would spoil the beauty of Venice's lagoon. The barriers will lie on the seabed and the authorities will raise them when there is a danger of flooding. With a 20-centimetre rise in average sea levels, the barriers will have to protect Venice's lagoon about 70 times a year. The project will cost 3,700 billion Lire, but this will be much less than the cost of repairing probable flood damage in the future.

[6] All of these projects limit the destructive effects of water. They are all proof of the dangers that water can pose to civilisation. They also show how humans can use technology to control their environment.

After Reading

1 With a partner, use the outline to write six questions about the information in Holding the Waters Back. Ask and answer questions with another pair of students.

2a With a partner, complete the table below with information from Holding the Waters Back. Add information about your own country to the table.

	Holland	**London**	**Venice**	**My country**
Problems with water				
Solutions				

2b Are there any similarities or differences between the places mentioned in the reading? How similar are these places to your own country? Complete the sentences based on the information in the table and make sentences of your own.

1. Venice is similar to London because...
2. The Thames Barrier and the Venice barriers will both...
3. Venice and Holland are both...
4. Our city is not like Venice because...
5. Holland is different from our country because...

Vocabulary Focus 1: Word Forms

1a The words below are from the text. Complete the table with the different forms for each word.

Noun	**Verb**	**Adjectives**
1. development		
2.	to transport	
3.	to increase	
4.	to protect	
5. damage		
6.	to limit	

1b Fill in the blanks with the appropriate form of each given word.

Throughout history, rivers and seas have been important routes for the (transport) _____ of people and goods. However, water can also cause a lot of (damage) _____ to communities. Therefore, many places have built (protect) _____ barriers to (limit) _____ the (damage) _____ effects of floods.

Grammar Focus 1: The Future with 'Will'

1 Look back at Holding the Waters Back and underline the sentences about the future. What do they all have in common?

2 Look at each of the situations below and predict what you think will happen in the future because of it. Write a sentence for each one using **will**.

1. Many homes are built along a shoreline.
2. More and more people are buying boats.
3. All the bridges in a city are old.
4. A river is becoming polluted.

The Future with 'Will'

The future tense with will is only one of several ways of talking about future events or situations in English. In all of the examples in the text, the future tense with will describes predictions or expectations: what people think will happen in the future.

Form

will + base form of the verb

Examples

There will be more destructive floods in the future.

Grammar Focus 2: 'For' and 'Until'

1 Look at the sentences below.What is different about them?

1. The Thames Barrier will protect London until 2025.

2. The Thames Barrier will protect London for another 15 years.

'For' and 'Until'

The words **for** and **until** are both time expressions, but in different ways.

for + a period of time

Example

Engineers will work on the new barrier **for several years.**

until + a date or point in time

Examples

Engineers will work on the new barrier **until 2015.**
Floods will threaten Venice **until they build a barrier.**

2 Complete the following text predicting what London will be like in the future with verbs from the box. Some words will be used more than once.

for	until	invent	increase	discover	grow	reach

FUTURE

LONDON'S FUTURE

Based on what I have read, I believe that London in the 22nd century will be very different from London today. Firstly, the population will _____ dramatically because London will become the entertainment capital of the world. People will have more leisure time, so this industry will _____. The population will grow _____ at least another 50 years or _____ there is no more housing. Transportation will become a problem because people will not _____ flying buses _____ another 35 years. London will not _____ its full potential _____ 2050 when the city solves its traffic problems. Engineers will _____ how to straighten out rivers in 100 years and this could make the Thames easier to use.

3 Imagine what Venice, Holland or your own country will be like in 200 years. With a partner, write a paragraph about your predictions. Try to include at least one usage of both **for** and **until**. Use LONDON'S FUTURE to help you.

Input 2: Listening

Disadvantages of Dams

Before Listening

1 In groups, try to answer the following questions about dams.

1. The biggest dam project in the world is in
   a. the USA.
   b. China.
   c. India.

2. The first hydroelectric plant in the world began operation in
   a. the 1880s.
   b. 1900.
   c. 1910.

3. What percentage of the world's electricity is from hydroelectricity?
   a. 15%
   b. 50%
   c. 65%

4. What animal builds dams?
   a. an otter
   b. a seal
   c. a beaver

5. The first large-scale dam was built
   a. 5000 years ago.
   b. 500 years ago.
   c. 50 years ago.

2 Note some advantages and disadvantages of dams in the table below. Compare your notes with a partner and add any new ideas.

The advantages of dams	The disadvantages of dams

3 The words in the box below come from **Disadvantages of Dams**. With a partner, choose five of the words and use them in sentences about dams.

destroy	**displace**	**reservoir**
rot	**war**	**agriculture**
farmland	**populations**	**experts**
hydroelectric power	**cover**	**temperature**
planet	**reject**	**diplomatic**

While Listening

1 Listen to a professor giving her students a lecture on the disadvantages of dams. Circle the correct alternative(s).

1. What are two of the negative effects of dams mentioned by students?
   a. damage to the eco-system of fish and other animals
   b. the destruction of farmland
   c. the displacement of local populations

2. The lecturer says she will talk about three main points. Which of the following effects of dams does she not mention?
   a. environmental
   b. diplomatic
   c. geological
   d. social

3. The reservoir will
   a. stimulate plant life.
   b. support animal life.
   c. produce carbon dioxide.

4. The government will not remove the plant life from the area before the dam is built because
   a. it is not environmentally safe.
   b. it is expensive.
   c. it is a huge and dangerous job.

5. The dam will increase
   a. global warming.
   b. irrigation for farmland.
   c. employment in the region.

6. The river provides drinking water for
   a. Jambola.
   b. Mariba.
   c. both Jambola and Mariba.

7. Which country will suffer the negative effects of the dam?
   a. Jambola
   b. Mariba

8. What percentage of the river's water will be used by the dam and its projects?
   a. 16%
   b. 60%
   c. 66%

2 Listen to the lecture again and answer the following questions.

1. What will happen to the animals and plants in the river?

   _____

2. What will happen to oxygen levels in the water?

   _____

3. How many million tons of CO_2 will the dam produce in 20 years?

   _____

4. Which gas is more dangerous, CO_2 or CH_4?

   _____

5. Why will the dam produce dangerous greenhouse gases?

   _____

6. What is a possible serious diplomatic effect of the dam?

_____

7. Besides drinking water, what are two other human uses of the river?

_____

8. When did the Jambolian government announce the construction of the dam?

_____

9. By how many metres will the river's surface fall after the construction of the dam?

_____

10. How will the Mariban farmers transport food supplies to the capital in the future?

_____

11. What possible effect will the dam have on food prices in Mariba?

_____

12. Does the Jambolian government agree that the level of water will fall?

_____

After Listening

Look back at the list you made about the advantages and disadvantages of dams. Did the speaker mention the same things as you? Were there any other items you could add to your list?

Grammar Focus 3: 'May' and 'Might'

1a Read the following conversation and underline the sentences where the expert is not sure about the future.

Reporter: Doctor Ripley, what will happen to the Thames Barrier in 2025? Will the city replace it with a new one? And if so, what will happen to the old one? Will it stay in place, or will Londoners pay for it to be pulled down? And how much will it all cost?

Dr. Frances Ripley, hydraulic engineer: Well, that's an awful lot of questions in one go. Let me see. You asked what will happen in 2025. To tell you the truth, we don't really know. The designers and builders expect the Barrier to protect the Thames until that date. However, the Barrier might work perfectly at that time. We might be able to use it for ten years more, until 2035. On the other hand, perhaps the planners were right. We may not be able to protect London against surge tides with this barrier. But if that is true, we may have to start building a new barrier very soon. Nobody knows at the moment.

'May' and 'Might'

There are a number of ways of talking about the future. When we think a future event is certain we use will. However, when we are not certain about future events, we use may and might.

Form

may/might + base form of the verb

Examples

The river might rise in the next five years.
The Thames Barrier might not (mightn't) hold back the water in twenty years.
We may have a serious problem with the present barrier very soon.

N.B.
In direct questions we do not usually use may or might.
~~Might the river rise next year?~~
Do you think the river might rise next year?

1b Compare your answers with a partner. What do all of the sentences have in common?

1c What tense does the reporter use in his questions? Is the expert sure about the future of the barrier? How do you know this? Discuss your answers with your partner.

2 Read the end of the interview. With a partner, unscramble the following sentences and use them to complete the dialogue.

1. cost to it pounds five might eight billion
2. may than twenty billion cost it more
3. much cost it too may
4. keep city part open it might the of

Reporter - And do you know how much all this might cost?

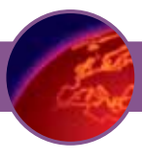
Dr Ripley - I'm afraid I have no idea, exactly. At today's prices,
1. _____ In about twenty years, who knows?
2. _____
It is impossible to say right now.

Reporter - And what will happen to the present Thames Barrier?

Dr. Ripley - Well, the city might leave it where it is, as an extra defence. However, 3. _____ to keep it working. Some people say that 4. _____as a museum. Nobody is sure, though.

Reporter - Thank you, Dr. Ripley. Now, back to Tom in the studio...

3 Write sentences about your future and the future of your country using will, may or might. Scramble them and give them to a partner to unscramble.



Output 1: Writing

The Power of the Pen

1a Read the following text about an element of good paragraphs and identify the controlling idea given in the topic sentence, the explanations and the examples.

1b What is the purpose of the concluding sentence?

1c Why does a good paragraph include all these features?

Topic Sentences

A good paragraph usually begins with a topic sentence. The topic sentence tells the reader two things: the subject of the paragraph and the writer's idea about that subject. The second part of the topic sentence is called the 'controlling idea', because it tells the reader *exactly* what the paragraph will talk about. This is very important because it helps readers to predict the content of the paragraph, and this makes the paragraph easier to understand. For example, in the **FORCES OF NATURE**, all of the paragraphs have excellent topic sentences telling the reader exactly what their topics are. A paragraph with a good topic sentence makes the reader's job easier, and helps the writer to explain his or her ideas better.

Tip: Developing a Paragraph 1

Topic sentences are an important element in good paragraphs. After the topic sentence, writers often use three main methods to develop and express their ideas.

1. Description or Definition

This involves giving a description or definition of the terms or situation you are writing about.
E.g. Lithospheric plates are the eight large masses which lie under the earth's crust.

2. Explanation

This means exploring a process or situation.
E.g. The movement of the plates works in three ways. Firstly ...

3. Supporting Examples

In this technique the author provides a concrete example to help the reader understand his explanation and to show that his ideas are valid.
E.g. ...such as those that form the 'Ring of Fire' around the Pacific Ocean rim.

N.B.
For a single paragraph that is not part of another text we often end with a concluding sentence which summarises the ideas in the paragraph.

2 Look at the sentences below from **FORCES OF NATURE**. Are they descriptions, definitions, explanations or examples?

1. The plates are floating on the liquid rock and therefore they move.

2. A stratavolcano has a very steep cone and is fairly symmetrical.

3. In 1986, the Hubbard Glacier in Alaska, U.S.A., started moving forward at a speed of 10 metres per day.

4. Glaciers, which are large masses of ice and snow, ...

3 The sentences below form a paragraph. Using what you have learnt about paragraph development, put them in the correct order in the box below.

a. The other large source is natural gas, producing about 19% of the US's methane.
b. These natural sources include landfills (dumping grounds for rubbish), agriculture and natural gas systems.
c. In conclusion, all of these sources are 'natural' because bacteria create them, but they are all artificial because man creates the conditions for the bacteria to live in, or pumps the natural gas out of the earth.
d. They produce so much CH_4 because they contain the most organic material and bacteria.
e. You may be surprised to learn that cows and sheep are responsible for about 20% of the methane produced in the USA.

1. *The greenhouse gas methane, CH_4, is mainly produced by 'natural' sources.*
2.
3. *Landfills are the greatest producers of CH_4 in the USA, where they produce about 30% of the gas.*
4.
5. *The second source of natural gas is agriculture.*
6.
7.
8.

4 Choose one of the topics below to write about. Follow the steps below to help you build your paragraph. Combine the parts and write your paragraph.

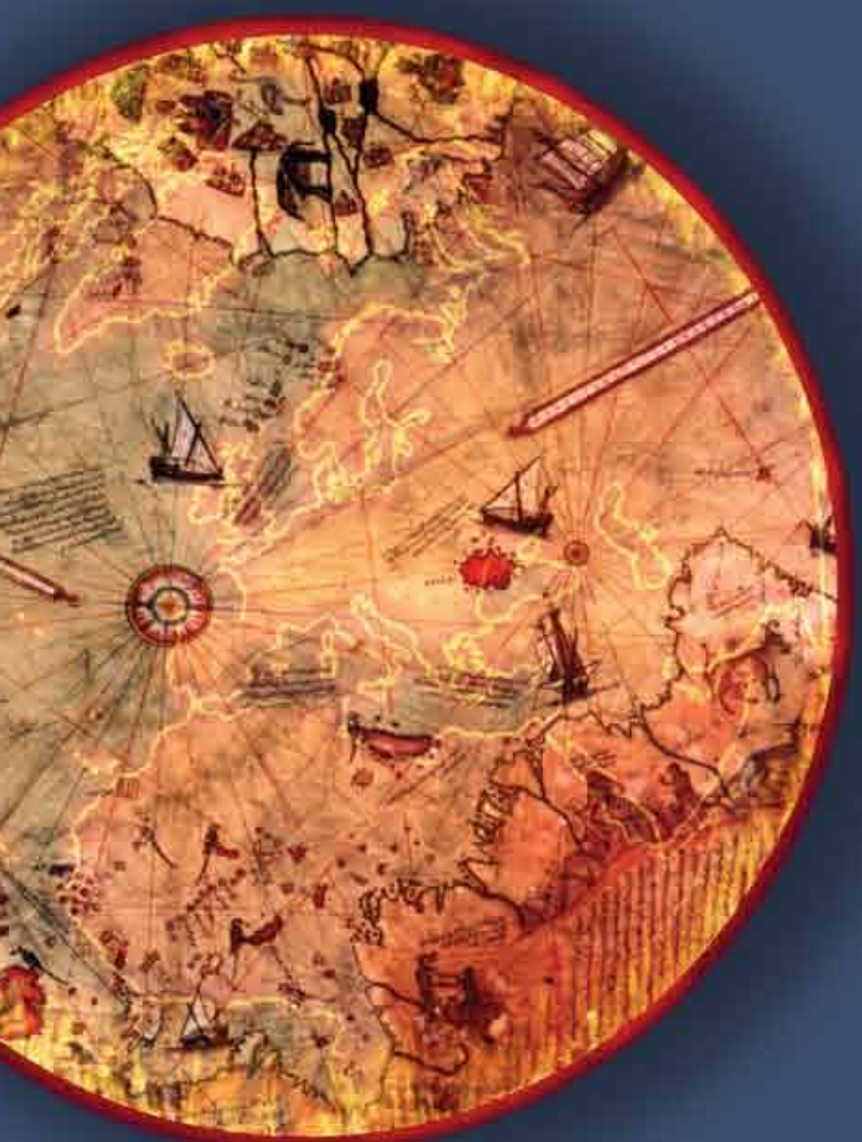
- earthquakes
- tidal waves
- tornados
- hurricanes

Tip: Developing a Paragraph 2

1. Define or describe the terms you think will be unfamiliar to the reader.
2. Decide which explanations you need to provide.
3. Find examples you can use to support your ideas.
4. Write your topic sentence.
5. Write your concluding sentence.

LEVEL 2

BOOK ONE



- ☆ **UNIT 1** **PSYCHOLOGY:** THE SCIENCE OF HAPPINESS
- ☆ **UNIT 2** **CROSS-CULTURAL STUDIES:** COMMUNICATION BARRIERS
- ☆ **UNIT 3** **SCIENCE AND ENGINEERING:** THE UNIVERSE
- ☆ **UNIT 4** **BUSINESS:** MONEY IN THE 21ST CENTURY
- ☆ **UNIT 5** **THE ENVIRONMENT:** CHANGE AND ITS REPERCUSSIONS

CONTENTS

Unit - Theme	Reading Input	Listening Input	Speaking Output	Writing Output	Language	Vocabulary
1 **PSYCHOLOGY:** THE SCIENCE OF HAPPINESS	People Need Help Finding What Makes Them Happy • skimming • scanning • reading for detail • reading skills* Prozac Issues • skimming • note-taking	Flow Theory • listening for detail • comprehension Effects of Colour and Scents • listening for gist vs. details* • listening strategies	Question Time • interviewing	To the Point • paragraph organisation and development • main ideas and supporting details • summary writing	**Grammar** • present simple vs. present continuous • past simple vs. past continuous	• collocations • learning vocabulary • subject-specific
2 **CROSS-CULTURAL STUDIES:** COMMUNICATION BARRIERS	Non-Verbal Communication Across Cultures • skimming* • reading for detail Just Do It • previewing* • predicting* • skimming • reading for detail	Non-verbal Communication Differences- A Discussion • predicting* • specific information • listening for detail Cultural Patterns • previewing* • listening for detail • comprehension	Communication Across Cultures • taking part in discussions • asking about & explaining opinions • making & preventing interruptions	Different Cultures • parts of an essay • thesis statements • compare & contrast • getting started on the writing process	**Grammar** • phrasal verbs • relative clauses	
3 **SCIENCE AND ENGINEERING:** THE UNIVERSE	Black Holes and Black Holes FAQ • previewing • scanning • reading for detail Mars-Accept No Substitute • reading for detail • comprehension	Ripples in the Big Bang • note-taking* Are We Alone? • listening for gist • listening for detail • comprehension	Based on Clarity • presentation	A Report to NASA: The Moon or Mars? • report writing • citing sources	**Grammar** • the passive • articles	
4 **BUSINESS:** MONEY IN THE 21ST CENTURY	E-cash • freewriting* • skimming • reading for detail Community Currencies • scanning • skimming • reading for detail • comprehension	What Is Money? • listening for detail • note-taking Stock Market Success • listening for detail • comprehension	Adopting a Community Currency • agreeing & disagreeing in discussions • question tags	Money: Concluding Thoughts • writing a conclusion • writing a balanced argument • peer evaluation	**Grammar** • gerunds & infinitives • present perfect: simple & continuous • 'make', 'have', 'let' & 'get'	• guessing the meaning of unknown words
5 **THE ENVIRONMENT:** CHANGE AND ITS REPERCUSSIONS	Desertification, Drought and Their Consequences • skimming • reading for detail • note-taking* The Threat of Climate Change to Arctic Human Communities • map reading • graph reading&interpretation • skimming • reading for detail • note-taking	Beijing's Desert Storm • prediction • listening for detail • specific information Human Rights vs Oil • listening for gist • comprehension	Recycling Issues • describing graphics	Falling Ice • graph reading & interpretation • using graphs in writing	**Grammar** • possibility • past perfect simple	

* The asterisked reading and listening subskills are explicitly taught in the unit, the others are implicit in the tasks.

UNIT 2

CROSS-CULTURAL STUDIES: COMMUNICATION BARRIERS

In this unit, you will learn about non-verbal communication and cultural patterns, both of which affect people's ability to interact with people from other cultures. You will learn that language is not the only communication difference between people. However, you will also see that by being knowledgeable about other cultures, you can avoid many misunderstandings and difficulties during cross-cultural interactions.

Input 1: **Reading**

Non-Verbal Communication Across Cultures

Before Reading

1 Make a list of the non-verbal ways people can reveal their feelings or reactions.

2 In groups, examine the pictures below. In what way are the people communicating? What message are they trying to get across? Share your ideas with the class.

a. _____ b. _____ c. _____

d. _____ e. _____ f. _____

3a Look up the meanings of the words in the box and pair up words which have similar meanings. Not all words match exactly. Check your answers with a partner's.

implication	offended	intentional	universal	reveal
insulted	collective	connotation	indicate	deliberate

3b Match each word in the box with its definition below.

motion	to enhance	silence	to employ	complicated
embarrassed	restrained	to observe	violation	vulnerable

Definitions

1. _____ ashamed or worried about what others will think
2. _____ an act against a law, rule or agreement
3. _____ to use
4. _____ to improve the quality, amount or strength of something
5. _____ controlled, limited
6. _____ to watch carefully
7. _____ easily hurt
8. _____ movement
9. _____ a period when there is no sound
10. _____ complex

3c With a partner, choose five of the words and use them in sentences. Leave a blank where the word should be in each sentence. Exchange sentences with another pair and complete their sentences with the correct words from above.

While Reading

1a Skim **Non-Verbal Communication Across Cultures** and choose the alternative beneath each paragraph that best explains the main idea of the paragraph.

1b Compare your answers with a partner's and use them to write a joint explanation of the main idea of the whole article. Compare your explanation with another pair's.

Tip: Finding the Main Idea

To find the overall meaning or general idea of a text we often use the technique of skimming it instead of reading the text in detail.

To identify the main idea of a text, note the title, read the introduction closely, look at the topic sentence and final sentence of each paragraph and look for key words within the paragraph itself. These should give you a fairly clear image of what the author's central focus is. However, with some texts it may also be necessary to examine details to be completely sure.

2 Read the text carefully and answer the questions.

1. Why should language students or travellers consider the impact of non-verbal communication?

2. How does the author explain the technical definition of non-verbal communication?

3. Match each form of non-verbal communication to the appropriate information. Two pieces of information match with more than one form of non-verbal communication.

Non-verbal communication	**Information**
1. body language	a. how long people maintain this form of non-verbal communication is a clue to the relationship between them
2. space	b. movements made with a part of the body
3. facial expression	c. often sends out messages which the sender is not aware of
4. touch	d. four different distances, based on factors such as formality and cultural rules
5. gesture	
6. eye contact	

4. Which gesture(s) has/have a positive meaning in the U.S. but a negative meaning in many other countries?

5. What is the relationship between how much people of a particular culture smile and how happy those people are?

6. In which of the following cultures is the use of touch similar? In what way is it similar?

   American French Japanese Turkish New Zealand

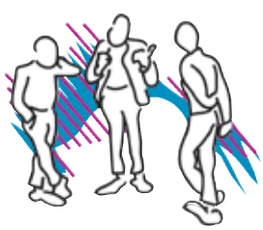
7. How might an individual from a culture with a large personal space feel when he or she is with strangers from a culture with a small personal space?

Non-Verbal Communication Across Cultures

1 A British man visiting Chile turns red when a male Chilean acquaintance kisses him on the cheek when they run into each other on the street. A foreign doctor is introduced to an elderly Indian.
The doctor greets the Indian by looking him directly in the eye. The Indian is insulted. An American teacher in Vietnam wishes his students good luck by crossing his fingers. The students laugh and are embarrassed. What went wrong in each of these situations?

Main Idea:

a Examples of problems with non-verbal communication between people from different cultures.
b An explanation of non-verbal communication.
c Why people need to learn more about non-verbal communication.



2 When studying a foreign language, most people think about the grammar, the vocabulary and other parts of the verbal communication act. But words are not the only way people communicate.
In fact, much of what individuals say is made up of completely non-verbal actions.
Yet, few language students or travellers consider its impact. Knowing what non-verbal communication includes and how it differs across cultures can enhance one's own communicative ability.

Main Idea:

a Non-verbal communication is more important than verbal communication.
b Gestures reveal a lot about a culture.
c Non-verbal communication has an important role in cross-cultural interaction.

3 Non-verbal communication has been defined as all non-verbal stimuli in a communicative setting generated by an individual and the individual's use of the environment, including all intentional and unintentional messages. Although this sounds a bit complicated, it means any act not using words that we intend to display or not. Included in these acts are a long list of behaviours such as gestures, body language, facial expressions, eye contact, use of space, touch and even silence. Gestures are deliberate motions made by different parts of our bodies, but they usually include the hands or head.

Pointing and waving are two examples of gestures. Body language is the entire system of communication we employ through our bodies and is often unintentional, but tells the viewer a lot about a person. It might include "open" or "closed" signals that people sometimes send out by their stance and how they hold their arms. Standing up straight and tall implies confidence whereas slumped shoulders and a downward looking glance might indicate shyness or meekness. Body language often works in conjunction with our facial expression. Facial expressions are the movements we make with our faces and can express much about our feelings. Eye contact is a special type of facial expression and the length and directness of it often reveals a lot about the relationship between individuals. Anthropologists argue that every person has four spheres of space: intimate, personal, social and public.

People change the amount of distance between themselves and others based on the formality of the situation, their relationship and their cultural norms. Closely related to this is how people employ touch. The amount and length of touch may reveal both personal history and cultural information. A final form of non-verbal communication is the use of silence. People use all of these non-verbal actions to get across a message to those around them. The use and style of each of these varies from culture to culture, but sometimes people do not realise this and serious misunderstandings can arise.

Main Idea:

a An explanation of why language students should study body language.
b The types and uses of non-verbal communication.
c Anthropologists' explanations of body language.

4 Examining differences in non-verbal communication can reveal a lot about cultures and can help individuals increase their communicative ability in a foreign language setting. Gestures are the most obvious source of miscommunication as gestures often have different meanings in different cultures. Does nodding your head mean yes or no? Is pointing your finger at someone acceptable or not? In North America, crossing your fingers means good luck, but in many other countries it has a sexual connotation. Using your hand to call someone over to you also varies from culture to culture. In many parts of the world, and especially in Asia, it is considered rude to gesture to someone with your palm up, but this is the norm in the U.S. Not being aware of these differences can cause some embarrassing situations, but trying to find out what certain gestures mean in different cultures can be very interesting as well. Unfortunately, most people find this out by trial and error.

Main Idea:

a Why it is bad to use gestures in a foreign country.
b Some examples of problems that can occur because of gestures' different meanings in different countries.
c The importance of body language.

5 Although we may think that some facial expressions are universal (a smile for happiness, tears for sadness), how cultural groups employ them is not. Certain cultures use smiles more than others, but it is not a sign of their collective joy or lack of joy. Eastern Europeans smile much less than Mexicans but they are not necessarily less happy. How much emotion is expressed through the face is also culturally based. Some cultures feel a restrained show of emotion is more acceptable than revealing everything through the face. Linked to this is eye contact. There appears to be a fairly broad split between East and West on the appropriateness of direct eye contact. When a teacher or parent in Western Europe or North America is angry with a child, they generally ask the child to "look at me", whereas in most Eastern cultures, the child shows respect to the authority figure by looking down. Not surprisingly, many misunderstandings occur because of a lack of knowledge about this type of cultural value.

Main Idea:

a People often insult foreigners because they do not understand how they use eye contact.
b There is a big difference between the way people in the East and in the West use eye contact.
c Facial expression and eye contact are culturally-based.

6 Finally, use of space and touch is vastly different throughout the world. In one study where friends were observed in cafes, researchers found that Americans touched each other an average of twice an hour, French friends 110 times and Puerto Ricans 180 times. Quite an astounding difference. Therefore, when people travel to a new culture they often have a great deal of difficulty adjusting to the normal style of touch in the new culture. A Japanese person might be offended by being kissed on the cheek by a new acquaintance in France, whereas someone from Turkey might find New Zealanders very "cold" due to their lack of physical contact. Generally, cultures where there is less touching give more importance to personal space as well. The amount of distance a person needs to feel comfortable is culturally-based

and any violation of their personal space leads to stress and a feeling of vulnerability. It takes time for individuals to adapt to any variation in their normal experience with touch and space, or any other aspect of non-verbal communication.

Main Idea:

a Friends are closest in cultures where people touch a lot.
b How we use touch and space is based on our culture.
c Some cultures are considered very "cold" because they do not use touch very often.

7 Communication breaks down between people from different cultures for many reasons, but one that is often overlooked is how people use non-verbal communication.

The reasons for the difficulties in the situations described at the beginning of this article should be clearer now. All of them were misapplication or misinterpretation of non-verbal communication. Few people attempt to learn about gestures or body language the way that they study spoken and written language. However, a little effort and learning can go a long way to help avoid conflict and misunderstanding.

Main Idea:

a Everyone needs to study body language.
b Non-verbal communication is complicated and culturally based and therefore very difficult for foreigners to learn.
c Non-verbal communication is a barrier between people from different cultures that is often ignored.

After Reading

With a partner, write a role-play based the information about different cultures in **Non-Verbal Communication Across Cultures**. Your role-play should demonstrate a cross-cultural interaction where non-verbal communication causes a problem. Perform it for the class.

Grammar Focus 1: Phrasal Verbs

Phrasal Verbs

Phrasal verbs are verbs which have two parts: the main verb and a preposition or adverb. The meaning of a phrasal verb comes from a combination of its two parts.
E.g. give up (stop doing something)

There are two main types of phrasal verbs: separable and non-separable.

Separable Phrasal Verbs

Separable phrasal verbs are those where the object of the verb can come before or after the preposition or adverb.

To look up something (to search for or find)
E.g. Did you look up the answer in the book?
Did you look the answer up in the book?

To make up (invent)
E.g. Many people make up answers when they don't really understand something.
Many people make answers up when they don't really understand something.

N.B.
If the object is a pronoun, it comes before the preposition or adverb.

E.g. Did you look it up in the book?
Did you ~~look up it~~ in the book?

Non-separable Phrasal Verbs

Non-separable phrasal verbs are those where the object of the verb can only come after the preposition or adverb.

To take after (to resemble)
E.g. Do you think Lisa takes after her mother or her father?
~~Do you think Lisa takes her mother or her father after?~~

To look after (to take care of)
E.g. I have to look after my neighbour's dog this weekend.
~~I have to look my neighbour's dog after this weekend.~~

Note: Some phrasal verbs can have three parts. The three parts cannot be separated.

To come up with (suggest, think of)
E.g. June came up with an idea for our presentation.

To run out of (use up something and have none left)
E.g. We couldn't finish our presentation because we ran out of time.

1a Look at the sentences taken from Non-Verbal Communication Across Cultures. Match the underlined phrasal verb in each sentence with the following definitions.

a. _____ to stop working
b. _____ to discover, to learn the answer
c. _____ to meet by chance
d. _____ to explain, to make clear
e. _____ to be composed of

1. A British man visiting Chile turns red when a male Chilean acquaintance kisses him on the cheek when they run into each other on the street.
2. In fact, a lot of communication is made up of completely non-verbal actions.
3. Communication breaks down between people from different cultures for many reasons, but one that is often overlooked is how people use non-verbal communication.
4. People use all of these non-verbal actions to get a message across to those around them.
5. Unfortunately, most people find this out by trial and error.

1b What is different about the way the phrasal verbs are used in sentences 1 to 3 and sentences 4 and 5.

2 Fill in the blanks in the sentences below with the phrasal verbs in the box. Change the verb form where necessary.

look up	grow up	take after
break down	pick up	bring up

1. When communication _____ _____ it is not always the fault of cultural differences.
2. I'm not sure what 'gesture' means. I'll _____ it _____ in the dictionary.
3. In some cultures, you shouldn't _____ _____ the topic of religion.
4. Angela's father is Italian. I think she really _____ _____ him.
5. Although Elif's parents are Turkish, she _____ _____ in New Zealand.
6. We _____ many of our values _____ from the society we live in.

3 Form as many sentences as you can from the phrasal verbs in the box below to describe ways of learning vocabulary.

make up	look over
put away	look up
go over	pick out
write down	find out
work out	think up

E.g. I try to **make up** example sentences containing the word of phrase I am trying to learn.

Input 3: Listening

Cultural Patterns

Before Listening

1 You are going to listen to a lecture entitled *Cultural Patterns* and your task will be to fill in the missing information in the notebook below. Answer the following questions about the listening before you listen.

a. What type of listening is it?
b. How many people will be talking?
c. What type of language will they probably be using?
d. What are you listening for- gist or detail?
e. How will this affect your approach to the task?

2 Read through the notes and identify all the words you don't know. Look these up in a dictionary and write an example sentence for each one connected in some way to the topic of culture.

Tip: Previewing

Previewing is closely related to predicting. It means looking over what is coming and using that information to make choices about how you will handle it.

For listening, this skill can be divided into two main areas:
1. Deciding what kind of "text" you will be hearing. For example, is it a formal academic lecture or an informal conversation?
2. Previewing the task or tasks you are being asked to do. Are you listening for gist or listening for details?

Asking and answering these types of questions for yourself will enhance your listening comprehension skills.

Student's Notebook

Class: Intercultural Communication
Date: Sept. 24th
Lecture Topic: Cultural Patterns

Definition: _____

Edward T. Hall's Division**:** _____

_____ -context culture:
a. _____ message most important
b. example cultures: _____
c. messages very _____
d. relationships are _____
e. time is _____

_____ -context culture
a. _____ message most important
b. example cultures: _____
c. messages _____
d. relationships _____
e. social position _____
f. time is _____

Edward Stewart

Name of Theory: _____

Four orientations: _____

a. _____ -orientation
Division between _____ and _____ cultures
_____ emphasise activity, work, production, time, problem-solving
_____ emphasise relationships, other people, fate

b. _____ -orientation
Means: _____
Three distinctions:
Absence or presence of _____ important
_____ and their stability
Individualism vs. _____

c. _____ -orientation
Related to _____ and how people view themselves and others
Self-reliance vs. responsibility to the group
Culture's attitude towards _____
Type of _____ the culture values: age vs. youth

d. _____ -orientation
Means: how people relate to the spiritual world and the _____
People are a part of _____ vs. people have the power to _____
_____ : union of people and spirits vs. separation of physical and spiritual world
_____ : flexible, unlimited, cyclical vs. linear, control it

While Listening

Listen to the lecture and fill in the missing information in the student notebook above.

After Listening

1 Use your notes to circle true or false for the following statements.

1.	Edward T. Hall created the cultural orientation theory.	T	F
2.	In high-context cultures, the setting of the message is most important.	T	F
3 .	Time is flexible in low-context cultures.	T	F
4.	Activity orientation describes the division between "being" and "doing" cultures.	T	F
5.	Hierarchies are significant in classifying a culture's social orientation.	T	F
6.	Self-orientation means how individuals feel about themselves.	T	F
7.	One aspect of world-orientation is spirituality.	T	F

2 In mono-cultural groups, use the information from the lecture to analyse your own culture using Hall and Stewart's theories. Circle the appropriate answer in each category and then provide examples to support your view. If necessary, listen to the lecture again or read the tapescript at the back of the book. Compare what you have written with another group of students from your culture. Do you all agree?

		Evidence and examples
Hall's Theory	Our culture is: a. low-context b. high-context	
Stewart's Theory	Our culture's activity-orientation is: a. being b. doing	
	Our culture's social-relation orientation is: a. flexible, there is a lot of movement and equality b. hierarchical with strict roles Our culture is: a. individualistic b. collective	
	Our culture's attitude towards change is: a. a person can change b. a person is born with a personality that doesn't change	
	In world orientation, our culture sees people as: a. part of nature. b. having the power to shape nature. Our culture believes: a. the world is controlled by spiritual beings. b. humans control the world. Our culture's view of time is: a. flexible, cyclical b. inflexible, linear	

Grammar Focus 2: Relative Clauses

1 Fill in the blanks with the missing relative pronoun.

1. Scientists _____ study cultures are called anthropologists.
2. Edward T. Hall wrote an interesting article _____ explains cultural differences.
3. Vietnam is a country _____ I would like to learn more about.
4. The professor _____ course I took is an expert on non-verbal communication.
5. People from "doing" cultures, _____live mostly in Western countries, are concerned with problem-solving.

Relative clauses

Relative clauses are used to give information about nouns.

Words That Introduce Relative Clauses

Relative clauses are introduced by relative pronouns. These include: Who(m), which, that, where, whos and when.
The relative pronoun you use depends on what you are referring to:
If you are referring to people, use who(m) or (in informal English) that.
If you are referring to things, use that or which.
If you are referring to places, use that, which or where.
If you are referring to possessions, use whose.
If you are referring to times or dates, use when.

There are two types of relative clauses: defining and non-defining.

Defining Relative Clauses

In defining clauses the information is essential in identifying the noun.

E.g. Cultures that use a lot of implicit messages are called high-context cultures.

Non-defining Relative Clauses

Non-defining clauses offer extra information. This information is not essential and could be left out of the sentence without changing the meaning. These clauses are surrounded by commas.

E.g. Low-context cultures, which exist in many parts of the world, use a lot of explicit messages.

N.B.
In non-defining relative clauses, which or who cannot usually be replaced with that.

2 Below are some sentences you heard in the lecture. They have been mixed up. Match the two halves of each sentence.

Part A	**Part B**
1. People...	a. that emphasises the flexible nature of time and those that do not.
2. "Doing" cultures are ones...	b. who are from low-context cultures might give friends and employers equal weight.
3. These are cultures...	c. that the culture values.
4. Then there's the type of person...	d. that emphasise activity, work and production.
5. This is a kind of dichotomy between cultures...	e. where problem-solving is very important.

3 Unscramble the sentences so that the word order is correct. Pay careful attention to the relative pronouns.

1. who the cultural orientation Edward Stewart an anthropologist is theory created
2. a theory describes difference cultural orientation that is cultural
3. time people high-context members who relationships more than value of are cultures
4. term a hierarchy organisation that culture's a describes is
5. collective Japanese one which culture is is
6. whose is low-context Australians people are culture

4 Read the paragraph and insert commas where necessary.

Edward T. Hall was the first researcher who classified cultures as low or high-context. Cultures that use a lot of implicit messages are called high-context cultures. For example, in Japan and Korea which are high-context people pay a lot of attention to non-verbal information and the setting of the message. This is very different from high-context cultures where the content of the message is most important. People who are members of this type of culture pay attention to the words. Americans and Canadians whose cultures are high-context often have trouble understanding the "hidden" meaning of messages in countries such as Thailand.

5 Combine the following sentences using relative clauses. Where possible, omit the object relative pronoun.

1. The course is about cultural patterns. I want to take it.
2. Darren is a very individualistic person. Darren is from London.
3. Gestures mean one thing in Kenya. Gestures mean something else in China.
4. Martha is my friend from Columbia. I speak her language.
5. This is the theory. I heard about it on TV.

Subject versus Object Relative Pronouns

Relative pronouns can function as both the subject or the object of a relative clause.

Subject Relative Pronoun

E.g. Edward Stewart, who is an anthropologist, studied many different cultures.
(Edward Stewart studied many different cultures. + He is an anthropologist.)

Object Relative Pronoun

E.g. Edward Stewart, whose book I read, studied many different cultures.
(Edward Stewart studied many different cultures. + I read his book)

In defining relative clauses, the object relative pronouns whom, that and which can often be deleted. The relative pronoun whose cannot be omitted.

E.g. That's the course that I am taking.
That's the course I am taking.

When using an object relative pronoun, do not also use an object pronoun (me, you, him, her, it, us, them).

E.g. That's the course that I am taking it.

Output 1: Speaking

Communication Across Cultures

1 Taking part in discussions will be a very important part of your academic life. Why do you think this is?

2 Read the tapescript from the beginning of "Non-Verbal Communication Differences – A Discussion" and answer the questions below.

1. Who is the leader of the discussion?
2. Who is the recorder?
3. What does the leader do to keep the discussion going?
4. Does the leader dominate the discussion?

Jane – Okay, so we're supposed to discuss these questions. Is someone going to write down our answers?

Trevor – Oh, I will.

Jane – Okay, thanks...ummm, I guess we should each say which countries we've been to first, okay?

Sara – Yeah, that's a good idea.

Jane – Okay, then Samuel why don't you go first?

Samuel – Ahhh, I lived in Costa Rica and I travelled through the rest of Central America too.

Jane – Hmm, interesting. What about you Trevor?

Trevor – Well, I lived in England and I've travelled to a lot of countries in Europe

Jane – Alright, thanks. Sara?

Sara – I lived in Thailand for a year.

Jane – Okay, and I lived in Turkey for a few years. Alright, so why don't we begin with the questions. So the first one is, what is a gesture or gestures unique to the country you visited? Sara, could you start?

Tip: Asking about and Explaining Opinions

Asking about opinions
In formal discussions, the leader will often ask others to express and discuss their opinions. These phrases are ones which he/she may use.

How do you feel about this?
What do you think?
What are your feelings on this topic?
Do you agree with X?
What do you think about what X said?

Explaining Your Opinion
The following phrases are often used to introduce opinions in formal discussions.

Well, I think that.....
Hmm, that's interesting, but....
I guess I feel that...
It seems to me that.....
Personally, I believe that...

3a Listen to the following recording from another discussion about communication breakdowns. Count the number of interruptions you hear.
What techniques do these speakers use to make interruptions?

3b Listen to the next part of the discussion.
How does this speaker prevent interruptions?

3c Are these similar or different to the techniques people use to interrupt and prevent interruptions in your culture?

4 In groups, discuss one of the statements below. Before starting the discussion, choose a leader and someone to record your answers. Pay attention to how you discuss your opinions and how you deal with interruptions.

- Even though there are different cultural patterns, all people are essentially the same.
- There are some communication barriers that people will never overcome.
- If we had one official world language, people would get along better.
- We are all responsible for trying to improve communication across cultures.

Tip: Making and Preventing Interruptions

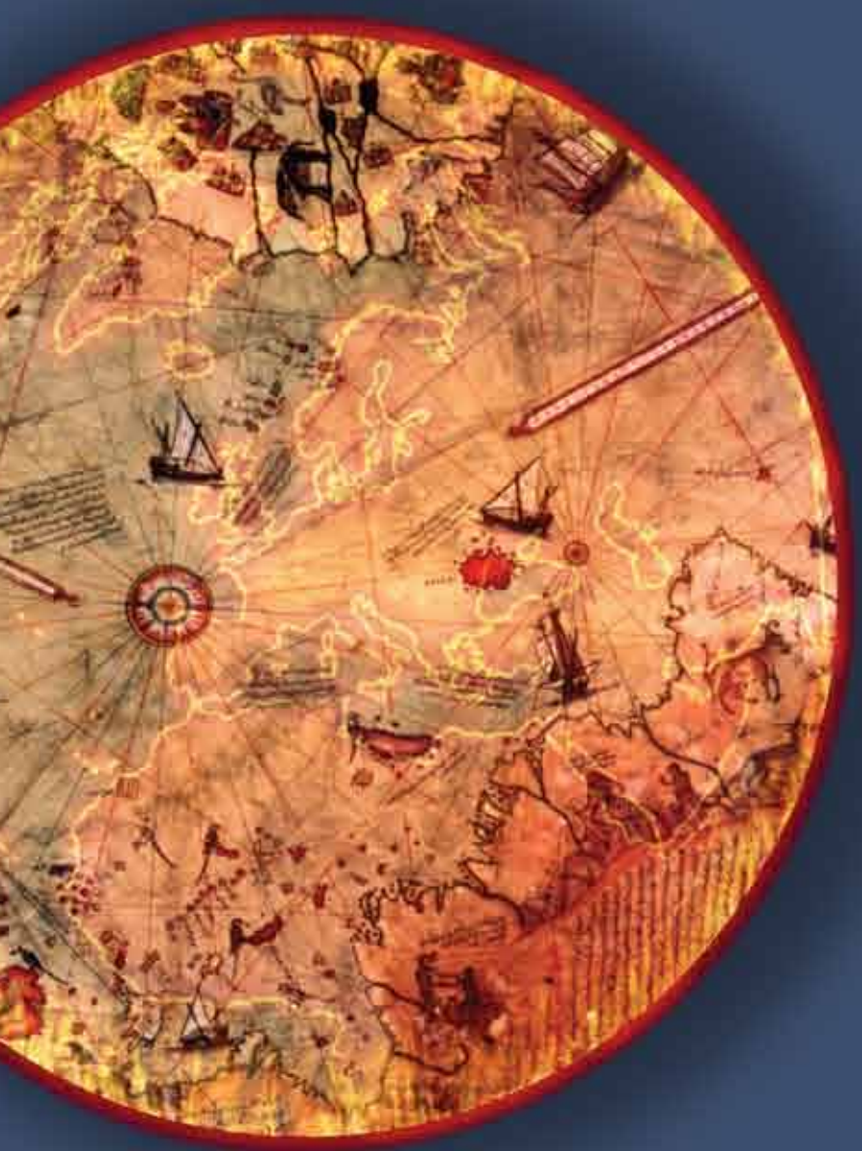
During discussions, interruptions are going to occur. Here are some effective ways to interrupt people and ways that you can prevent interruptions.

Interrupting
Start talking when someone hesitates or pauses for breath.
Talk louder than the other person.
Repeat a word or sound until the other person gives up.
Agree with what is being said and then continue the point.
Use one of the following phrases:
Oh, sorry, but could I interrupt?
Excuse me, but ...
Could I just add ...

Preventing interruptions
Fill hesitations with words such as 'well' or sound such as 'er' or 'hmm'.
Breathe in the middle of a phrase.
Talk louder than the other person.
Repeat a word or sound until the other person gives up.
Say you will discuss more than one point.
Use one of the following phrases:
If I could just finish ...
Can I finish my point?
Before we go onto that, I was going to say ...

LEVEL 2

BOOK TWO



- ☆ **UNIT 6** **COMMUNICATION:** TRUTH AND LIES
- ☆ **UNIT 7** **EDUCATION:** SPENDING AND LEARNING
- ☆ **UNIT 8** **HISTORY:** THE NATURE OF HISTORY
- ☆ **UNIT 9** **HEALTH & MEDICINE:** A HEALTHY LIFE
- ☆ **UNIT 10** **ART:** THE POWER OF ART

CONTENTS

Unit - Theme	Reading Input	Listening Input	Speaking Output	Writing Output	Language	Vocabulary
6 **COMMUNICATION:** TRUTH AND LIES	The Media: Telling us What's Going on or What to Think? • reading for detail • reading critically • identfying bias The Message Backfires: Unintended Effects of War Propaganda • prediction • reading for detail • note-taking • reading critically	Lying & Cheating at School • comprehension • note-taking Sing Like a Bird: Communication & Deception in the Animal World • inferring* • comprehension • listening for detail	Arguing a Point, Not Having an Argument • conflict avoidance tactics	Being Objective, Not Objectionable • objective writing	**Grammar** • unreal past conditionals	
7 **EDUCATION:** SPENDING AND LEARNING	Inequalities in Education • inferring* • reading for detail • scanning Rating Schools on Test Scores • reading for detail	The Role of NGOs in Education • comprehension • inferring School Funding in the Developed World • signalling words* • specific information • listening for detail	Negotiating Terms • negotiation	Time to Write • timed essays	**Grammar** • future - 'will' & 'going to' • future perfect	• collocations
8 **HISTORY:** THE NATURE OF HISTORY	Evolution & Domestication: Selection or Developmental Genes • prediction • comprehension • reading for detail Jared Diamond - Guns, Germs and Steel: The Fates of Human Societies • prediction • skimming • scanning • reading for detail	The Revolutionary Potato • prediction • effective listening strategies* • note-taking • lecture styles* Germs of Thought • prediction • listening for detail	Strategic Power • clarification strategies	Causing Consequences • cause & effect	**Grammar** • cause & effect • modals of speculation • hedging	
9 **HEALTH & MEDICINE:** A HEALTHY LIFE	Advances in Medicine & Public Health • graph interpretation • prediction • skimming • note-taking* One in Three • scanning • reading for detail	Wellness • note-taking The Legend of Urashima Taro • prediction • note-taking • emphasis*	Spending on Health Projects • hesitation & pause fillers	Defining Public Health Care • definition essay • editing & proofreading	**Grammar** • reported speech • reporting verbs	• prefixes • suffixes
10 **ART:** THE POWER OF ART	The Transformative Power of Art • skimming • reading for detail The Aids Memorial Quilt • scanning • reading for detail	The Power of a Great Work of Art • note-taking The Power of Comics • listening for detail • comprehension	Present Art • presentations	Art Has the Power to ... • descriptive writing • principles of paragraph organisation	**Grammar** • reported/embedded questions	• adjective suffixes

* The asterisked reading and listening subskills are explicitly taught in the unit, the others are implicit in the tasks.

UNIT 8

HISTORY: THE NATURE OF HISTORY

In this unit, you will learn about the relationship between nature and human history. You will see how the tiniest elements of life can change human societies more than any ideology, and how humanity has exploited the natural world.

Input 1: Listening

The Revolutionary Potato

Before Listening

1 Brainstorm non-human factors that have affected human history. Compare your factors with a partner's. Choose five of them and write a sentence explaining how each of them may have influenced human history. Share your ideas with the class.

2 In his book 'Seeds of Change', Henry Hobhouse writes about five plants that, he claims, have changed the course of human history. What do you think they are? How have these plants affected history?

3a The lecture extract you are going to listen to is entitled '**The Revolutionary Potato**'. It is the introductory section of a longer lecture on plants' contributions to the development of human societies. Look at the outline of the lecture below and brainstorm possible information the lecture might contain.

The origins of the potato and how it got to Europe	
The ways that Europeans used potatoes at first	
The reasons potatoes are a very useful crop	
The effects of the potato on the health of some of Europe's population	
The socio-economic effects of the potato	

3b In groups, compare your notes. Make special note of useful new vocabulary that might be in the lecture.

4 The listening strategies in the tip box can help you to follow the lecture successfully. Read the tip box and use your own ideas to answer the following questions.

a. What are the disadvantages of information-driven note taking?

b. How can students taking point-driven notes supplement their lecture notes with supporting facts?

c. Which type of notes do you normally take? What do you think are the advantages of using this style in 60-minute lectures?

Tip: Effective Listening Strategies

Not all information or ideas are equally important. You should be selective when listening to lectures, because you cannot note down every idea or piece of information. Lecturers give their lectures in order to give information or explain an argument, an interpretation, a thesis. The information in the lecture is secondary: **it is only included to support the speaker's thesis**. That is, lecturers have one main point to make, and several supporting points that make their argument clearer and stronger.

Information-driven Strategies
Students often listen for **information** instead of **arguments**. These students make good notes from the lecture, but end up with only long lists of disconnected 'facts'.

Point-driven Strategies
Students who focus on the lecturer's main points rather than the details understand lectures better, and take more useful notes. These notes contain less information, but they are a better record of the lecture. One reason may be because these students spend less time writing and more time listening. They need fewer examples to support the lecturer's thesis, and the examples they record are more relevant.

While Listening

1 Listen to the lecture and take notes using the outline in Before Listening 3a to help you.

After Listening

1a Use your notes to answer the following questions.

1. What is Dr Ayliffe's main argument about plants?

2. What is his main, and most surprising, claim about the potato?

3. What characteristics of the potato did Europeans not exploit when they first started growing them?

4. Why was the potato able to grow well under the conditions in Scotland?

5. Why was the potato an important factor in Scottish population growth in the 18th century?

6. How did the potato affect the amount of time farming families spent working?

7. How was potato farming responsible for the increase in production of goods in factories in Scotland?

8. How did the potato contribute to the eventual development of democratic rights in Britain?

9. How was the potato responsible for the inventions and scientific advances that revolutionised manufacturing processes?

1b Compare your answers in groups. In addition, compare the amount of information and levels of detail in your notes. Are there any great differences? Is all the information necessary?

1c In the same group, use your notes to compile an accurate, concise summary of Dr Ayliffe's lecture segment. Publish it on the classroom wall with a comment sheet. Read the summaries of the other groups and write comments about them.

2 Look back at your predictions of the content of the lecture. Were they close to the content of the text? What were the most surprising points in the text? Explain your ideas to the class.

Tip: Scripted and Conversational Lecture Styles

There are two main styles of lecture:

In **scripted** lectures, the speaker has a full written text for the lecture. Such lectures have one main advantage, in that they are usually very well organised.

In **conversational** lectures, the speaker usually works from notes and relates them to the audience's knowledge of the subject and their general knowledge. The speaker can usually add explanations and examples if the audience seems to be having difficulty following the lecture.

3a Read the tip box on lecture styles. Which style do you think Dr Ayliffe uses?

3b Match the following characteristics of lectures with the two main lecture styles.

Characteristics	Lecture style
1. The language is very complex: there are mostly passive structures and many long strings of relative clauses.	
2. The lecture contains a great deal of 'general English': it is not only in the technical language of the academic subject.	
3. The lecturer has more contact with the lecture text than with the audience.	
4. The speaker uses a lot of anecdotes, metaphors and cultural references.	
5. The lecturer spends too long giving extra explanations for things that most of the audience have understood.	

3c List ways that students could prepare for the different lecture styles.

Input 2: Reading

Evolution and Domestication: Selection or Developmental Genes?

Before Reading

1 The original potatoes, corn, wheat and other plants that we use for food were very different in the wild. All of them have been changed by mankind over the centuries in a process called 'domestication'. Look at the following pictures of animals. Which ones are still wild and which are domesticated?

1 *wild*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

2a With a partner, complete the table below with the characteristics of wild and domesticated animals. How do domesticated animals serve humans?

Characteristics of wild animals	Characteristics of domesticated animals	Uses of domesticated animals to humans
violent	*friendly to humans*	*pulling heavy objects*

2b In groups, compare and collate your ideas. Choose the three characteristics most important in the domestication of animals.

3a Complete the table comparing wolves and domesticated dogs using the information given below. Some information is true for both.

fear humans	beg for food from humans	interested in new things
aggressive	live in packs	learn from each other
play	trust humans	reach sexual maturity early
hunt	kill farm animals	scavenge for food
work	learn from humans	rear young in extended families
sleep inside		

Wolves in nature	Tame dogs

3b What are the advantages and disadvantages of wild dogs or wolves when compared to tame dogs? Why do domesticated dogs not try to escape from their human masters?

4 In a group, brainstorm and note the ways in which you think wolves might have changed from being free and wild to being the pets and servants of humanity.

5 The following article by Scott Gilbert, **Evolution and Domestication: Selection or Developmental Genes?** deals with scientific theories about the historical domestication of wolves. It also describes an experiment that examined the domestication of foxes. With a partner, predict how the writer will develop the ideas below. Share your ideas with the class.

1. "There probably was a reciprocal (helping each other) relationship ... between wolves ... and humans."
2. "Did humans select the traits they wanted?"
3. "Tameness was measured by the ability of young ... foxes to behave in a friendly manner."

6a Look at the words in bold in the sentences below and choose the most likely definition.

1. Nothing can **induce** an honest person to steal money.
   force / prevent / occur

2. Severe climate changes **recur** regularly in history, some leading to great loss of animal and human life.
   precede / cause to happen / happen repeatedly

3. **Juvenile** criminals are kept in special prisons to protect them from older criminals in normal prisons.
   innocent / young / violent

4. It was not Fleming's **intention** to discover the antibiotic penicillin: he found it by accident.
   plan / discovery / career

5. Although Britain still has a royal family, the king or queen **retains** little of the political power the monarchy had in the past.
keeps / takes / controls

6. Being a successful student **involves** more than just being intelligent; completing coursework and assignments are just as important.
supports / works / includes

7. We **inherit** half of our genes from our mothers, and half from our fathers.
return / collect / receive

8. Blond hair and blue eyes are typical **traits** among Scandinavians, while red hair and freckles are common traits among the Irish.
beliefs / characteristics / habits

9. The **generation** that grew up in Scotland after the Second World War was much taller than the previous one.
parents or children / family or friends / friends or enemies

10. One of the **criteria** of a good scientific experiment is that other scientists can repeat it and get the same results.
accuracy / requirements / successes

6b Check your answers with a partner and explain your choices if there are differences. Use a dictionary for final checking.

While Reading

1 Read **Evolution and Domestication: Selection or Developmental Genes?** and decide if the following statements are true (T), false (F) or there is not enough information (NI).

1. _____ Because of pedomorphosis, adult animals resemble the young of their species in some ways.
2. _____ The horse was the first animal to be domesticated.
3. _____ Humans deliberately domesticated wolves.
4. _____ Dogs are domesticated wolves.
5. _____ Pedomorphic changes do not occur in domesticated species apart from wolves.
6. _____ Belyaev's experiments started in the 1980s.
7. _____ Belyaev wanted to see if there was a connection between the tameness of the foxes in his experiments and changes in their physiological characteristics.
8. _____ In his experiments, Dmitry Belyaev selected animals according to their physical characteristics.
9. _____ Female foxes are easier to tame than males.
10. _____ Belyaev's foxes were not as domesticated as dogs.
11. _____ There is very little money for scientific research in the former Soviet Union.

2 Read the text again and find the examples that support the following points.

1. There are large physical differences between members of the same species, *canis familiaris*.
2. Adult dogs have many of the behavioural characteristics of juvenile wolves.
3. Other domesticated species have physical features in common with the domestic dog.
4. The tame foxes behaved in ways similar to domestic dogs.
5. There were marked physiological changes in Belyaev's foxes.
6. Belyaev's programme has serious financial problems.

Evolution and Domestication: Selection or Developmental Genes?

[1] According to Price (1984), during domestication, animals become adapted to man and the captive environment due to genetic changes occurring over generations and environmentally-induced developments recurring in each generation. Domesticated animals differ significantly from animals in the wild. There appears to be a set of characteristics that occur with domestication, and these characteristics have been linked to pedomorphosis: the existence of characteristics of the juvenile animal in the adult body (Coppinger and Smith, 1983; Price, 1984; Morey, 1994).

[2] When one thinks about domestication, the case of dogs is extremely important. The dog was probably the first animal to be domesticated (although some anthropologists have said that humans themselves actually deserve this title). Indeed, we shouldn't even call these animals dogs, since Canis familiaris (the scientific name for the dog) is not really accurate, and does not denote a real species (see Isaac, 1970). The actual name might be Canis lupus, the wolf. Wolves and dogs can interbreed, and the physical differences between wolves and dogs are certainly as small as those between the different dog types (such as Great Dane, French poodle, and Chihuahua). Perhaps the dogs we are dealing with are Canis lupus familiaris, a subspecies of the wolf.

Domestication: a human or an animal choice?

[3] Many arguments about domestication (see Morey, 1994) focus on the idea of intentionality. That is to say, did humans select the traits they wanted (human intention)? Or did they merely provide a new ecological niche that the wolves used to their own advantage ("self-domestication")? In the latter scenario, (Zeuner, 1963; Coppinger and Smith, 1983) the wolves that became dogs may have started out as scavengers around human camp sites who became accustomed to human handouts. Such debates focus more on what it is to be human (as a manipulator of nature) than on what it is to be a dog. There probably was a reciprocal relationship (something that any dog "owner" can tell us about) between wolves finding a new niche and humans finding a furry friend and helper. Both natural selection and artificial selection may have contributed to wolf domestication.

[4] So, whether by human intention or niche exploitation, some wolves have become dogs. How did this occur? In becoming domesticated, wolves have undergone numerous morphological, physiological, and behavioral changes. Morey (1994) finds a common factor in pedomorphosis. The adult dog has retained many of the characteristics of the juvenile wolf. The skulls are broad for their length, and juvenile behavioral traits such as whining, barking, and submissiveness, are retained in the adult dog. Morey considers pedomorphosis a by-product of natural selection for early sexual maturity and small body size. These would increase the fitness of wolves in exploiting a new ecological niche.

[5] Interestingly, the variety of pedomorphic behaviors and morphologies is also seen in the domestication of other animals. These morphological changes include the appearance of dwarf or giant varieties, piebald coat colors, curly tails, shortened tails with fewer vertebrae, and floppy ears. Physiological changes also occur as both herbivores and carnivores are domesticated. The most notable of these involves changes in the reproductive cycles that end the yearly oestrus. Behavioral changes mostly involve tameness, a set of characteristics that make the animal docile and obedient to humans. Moreover, these changes appear to be inherited.

Human breeding of tame foxes

[6] In the 1950s, Dmitry Belyaev of the Soviet Union's Institute of Cytology and Genetics began testing a hypothesis about selection for a behavioral trait - tamability. He wanted to see if selection for tamability could bring with it the

morphological and physiological traits associated with domestication and pedomorphosis. His theory was that, if human intention was involved, humans would have selected their wolves for tameness, whatever that was. Since tameness and aggression were probably regulated by hormones, then selecting for tameness and against aggression would mean selecting for physiological variants as well. The physiological variants, in turn, might be those associated with the retention of juvenile traits (see Belyaev, 1979; Trut, 1999).

[7] Belyaev and his colleagues decided to start a breeding program that would strongly select tamability and see what happened to the biological phenotype after several generations. He chose as his test animal a species close to the wolf, namely the silver fox, Vulpes vulpes, an animal never before domesticated. The experiment began with 30 male foxes and 100 vixens from a commercial fur farm. (Such animals had been bred without conscious selection for over 50 years, so these were already foxes that survived in caged conditions).

[8] The criteria for tamability were very strict. Only about 5% of the males and 20% of the females were selected to breed. The foxes were not trained, so the major component of their tameness must have been genetic. Tameness was measured by the ability of young, sexually mature foxes to behave in a friendly manner to their handlers, wagging their tails and whining. Eventually, a "domesticated elite" classification arose - these were the foxes that actually wanted to establish human contact, licking the scientists like dogs would. By the tenth generation, 18% of the young foxes were in this elite category. By the twentieth generation, 35% were in this category. Today, over forty years after the breeding had begun, these domesticated foxes comprise 70-80% of the test population.

Physical and physiological changes

[9] After 40 years and over 30 generations of selection, has the physical nature of the population changed? The most obvious physiological changes involved corticosteroids. In wild foxes, the levels of corticosteroids, hormones involved in adaptation to stress, rise sharply between the age of 2 - 4 months and reach adult levels by 8 months of age. The domesticated animals had their corticosteroid surge significantly later. The domesticated foxes also had a much lower adrenal response to stress, and they had more serotonin in their blood. Other physical changes produced by selection for tamability were the set of characteristics associated with domestication: patchy colorations, floppy ears, and rolled tails. Belyaev argued that this was not limited to these particular 130 foxes, but was the common outcome of selecting for this behavioral trait (Trut, 1988, 1999). He noted the existence of the same set of morphological changes in different types of domesticated animals selected for different traits (milk production, strength, etc.), by different groups of people.

[10] By selecting for a behavioral trait associated with juveniles, Belyaev's group may have selected for those animals whose growth rates were such that pedomorphism would result. Floppy ears, for instance, are characteristics found in new-born wolves, and even the coats' coloring patterns may be due to the selection of certain genes. The stargene controls the timing of color change in foxes (Belyaev et al., 1981; Trut, 1996). Certain alleles of this gene appear to have been selected and give the patchy pigmentation patterns in the adults. Skull size has also changed to a more juvenile condition - not by selecting directly for size but rather for behavior.

[11] The domestic fox is not yet a domestic wolf. It has not gotten to the point of domestication that we associate with dogs. However, in only 40 years, the fox has been domesticated by this group to such a degree that they can be sold as pets. Indeed, this might become their fate, as funds for these and other experiments in the former Soviet Union are in jeopardy, and there were no funds allocated last year for the feeding of these animals.

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After Reading

1 Discuss the following questions with a partner.

- Why does the writer give so many examples?
- Why does the writer give so much information from other writers?
- Why does the writer list his sources in a detailed bibliography after the text?

2 In groups, discuss your own writing. How often do you include citations from books and other sources? Why? Is it ever unnecessary to give examples? Share your answers with the class.

Grammar Focus 2: Modals of Speculation

Historical research is the construction of theories about past events. It is important to note that history involves two very different elements: facts and opinions. Different historians often have different opinions about the same historical event. These opinions are speculations based on the available evidence. They reflect their certainty (or uncertainty) in their use of language.

1a Do the following sentences express certainty (C) or uncertainty (U)?

1. _____ The potato **might not have been** such an important factor in the Industrial Revolution, because it first started in England, and there were no agricultural problems there.
2. _____ The Industrial Revolution **couldn't have been** the only cause of depopulation in the Highlands, because large numbers of Scots had left for America before 1800.
3. _____ Most of the Scottish highlanders spoke only Gaelic, so they **must have had** great difficulties finding work in Canada and America.
4. _____ It **can't have been** easy for them to leave the country where their families had lived for centuries.
5. _____ However, they **would not have left** unless they had thought that their lives would be better in North America.
6. _____ People **may have used** the first domesticated wolves to guard their homes.
7. _____ Most wolves **would have been** afraid of humans, so only a small number **would have become** domesticated.
8. _____ Wolves **could have become** closer to humans because of climate changes that reduced the number of animals they could hunt.
9. _____ Since some societies eat dogs, they **might have been** domesticated for the same reasons as sheep and cows.

1b Put the words in bold in the sentences above in the relevant columns in the table.

Certainty	Uncertainty

2 The verbs in the previous exercise were all examples of modals of speculation. Read through the text again and underline all the modals of speculation.

3 Read the following set of historical facts and write five sentences describing your own opinion of the causes and effects of the events described.

Examples

Fact: Apart from the need for fish or milk, the potato provides a complete, healthy diet for humans.

The potato must have made the people of Ireland healthier.

A healthy diet might lead to a rise in the number of children born.

Modals of Speculation

One way to show degrees of certainty is through the use of modality. This is expressed through the use of must, would, may, might, could, could not or cannot + present or past participles, simple or continuous.

To show certainty, we use must, would, could not or cannot + present or past participles, simple or continuous.

Examples
The potato must be one of the most important plants in the world.
Scottish farmers must have had very difficult lives before the potato.
The Russians can't be studying the domestication of foxes any more.
Scottish landowners couldn't have cared about the futures of the people they evicted.

To show uncertainty, we use may, might or could + present or past participles, simple or continuous.

Examples
Scottish emigrants may have found better lives in Canada and the USA.
There might be Scottish music and dance clubs in South Africa.
Belyaev could be working on the same research in America today.

The Potato in Ireland

1. Potatoes provided for 25% of Ireland's food needs in the 1730's. By the middle of the century they were the staple diet of country people through the winter months, and by 1800 were the staple diet of almost the whole country throughout the year.
2. One acre of potatoes could easily feed a family of six.
3. Apart from the need for fish or milk, the potato provides a complete, healthy diet for humans.
4. Irish people consumed up to five kilos of potatoes per person per day.
5. The improved diet led to a healthier population
6. People married younger and had more children. More of these children survived.
7. During the same period, the population of Ireland increased by 100%, reaching 4.5 to 5 million in 1800.
8. By the early 1840s, the population had reached 8.2 million.
9. From the early 1800s, farmers started to grow lower-quality, watery potatoes.
10. Dairy farming lost popularity, and production of milk and cheese dropped.
11. Fewer farmers grew grain crops, such as oats and barley.
12. In 1845, a fungus called phytophthora infestans destroyed most of the potato crop.
13. In 1846, 1848 and 1849, the fungus again destroyed the crops.
14. The population of Ireland declined by some 2,250,000 between 1845 and 1851.
15. Estimates of the number of extra deaths during this period range from 775,000 to 1.5 million.
16. By 1911, the population of Ireland had dropped to 4.4 million.
17. There had been a tradition of emigration from rural Ireland. In the early 1800s this had reached figures of up to 130,000 per year.

4 Write a paragraph on the potato's impact on Ireland. Post it, with a comment sheet, on the classroom wall. Read and comment on the paragraphs of three of your classmates.

Output 2: Writing

Causing Consequences

1 With a partner brainstorm the causes of the situations below. Do the situations have single or multiple causes? Which of the situations with multiple causes have both short-term and long-term causes?

- the importance of the potato in the human diet
- the Industrial Revolution
- children's fear of germs
- the use of English as an international language
- the changes in Dmitry Belyaev's foxes
- better educated industrial workers
- Scottish music and dance associations in Canada
- the Irish potato famine

2 With your partner, choose one of the situations above and think of as many effects as you can. How can these effects be categorised (e.g, health, economic, etc.)? Further categorise these into short and long-term effects.

3a Write an essay on one of the following topics. Write in a formal style and use a variety of cause and effect structures and any necessary hedging devices.

- What have been the main effects of the climate on your country's development?
- Which plant has played an important role in the history and/or current situation of your country?
- Why do young people tend to be uninterested in history?

Tip: Cause and Effect Writing

Analysis, Classification and Evaluation

When writing about the causes and/or effects of an event, process, etc., ask the following questions:

1. Read the essay or exam question instructions carefully. Is it necessary to describe both causes and effects? Most questions will only require one or the other.
2. Analyse the situation carefully. Is there a single cause or effect, or are there multiple causes and/or effects?
3. If there are multiple causes or effects, how can they be categorised?
4. Can the categories of causes or effects be ordered according to their relative importance? How can the causes and effects in each category be ordered?

Appropriate Cause and Effect Structures

1. Consider the type of text you are preparing. Is it spoken or written? Formal or informal? Choose appropriate structures.
2. Check the 'word grammar' of the structures you have chosen (in **Grammar Focus 1**). Do they go with noun phrases or clauses?

Beyond the Boundaries books are very well designed and not boring, they actively involve us in learning... The variety of themes and topics help us improve our vocabulary a lot.

Deniz Ölmez (Basic level student)

LEVEL 3

BOOK ONE

☆ **UNIT 1** **EDUCATION:** RETHINKING EDUCATION
☆ **UNIT 2** **PSYCHOLOGY:** THE BRAIN AND THE MIND
☆ **UNIT 3** **HEALTH & MEDICINE:** PERSPECTIVES ON ILLNESS
☆ **UNIT 4** **SCIENCE:** SCIENCE FICTION AND SCIENCE FACT
☆ **UNIT 5** **ENVIRONMENT:** EXTINCTION

BEYOND THE BOUNDARIES - ENGLISH IN AN ACADEMIC ENVIRONMENT

CONTENTS

Unit - Theme	Reading Input	Listening Input	Speaking Output	Writing Output	Language	Vocabulary
1 **EDUCATION:** RETHINKING EDUCATION	Intelligence in Seven Steps • prediction • reading for detail • note-taking Restructuring Education: Rationale & Methods • prediction • comprehension • reading for detail	Education Today • listening for detail • listening critically The Future of Learning • note-taking	A Suitable Education • successful discussions • presentations	Write Away • the writing process • freewriting • outlining	• sentence variety	• prefixes • vocabulary journals
2 **PSYCHOLOGY:** THE BRAIN AND THE MIND	Cognitive Processes & Learning • previewing • skimming • comprehension Everyday Fantasia: The World of Synesthesia • prediction • comprehension • reading for detail • effective reading strategies*	Male-Female Brain Differences • prediction • listening for detail • comprehension • note-taking • preparing for lectures* An Introduction to Cognitive Psychology • specific information • listening for detail • differences between spoken & written language • lecture listening*	Table Tactics • discussion tactics	Lead-in Effectively • effective introductions • thesis statements		• guessing meaning from context • writing definitions
3 **HEALTH & MEDICINE:** PERSPECTIVES ON ILLNESS	The Placebo & Nocebo Effects • skimming • reading for detail • inferring The Oracle of DNA • previewing* • reading for detail • inferring	The Common Cold • listening strategies* • previewing* • listening for detail Disease Hunting • prediction • specific information • note-taking	Genetic Dilemmas • agreeing & disagreeing • analysing performance	The First Step to Healthy Paragraphs • topic sentences • peer evaluation		• guessing the meaning of unknown words • prepositional collocations
4 **SCIENCE:** SCIENCE FICTION AND SCIENCE FACT	The Geeks Have Inherited the Earth • scanning • reading for detail Brave New World: The Evolution of Mind in the Twenty-First Century • skimming* • reading for detail • evaluation of sources*	Fuel Cells • note-taking Time Travel • listening for detail • comprehension	Inventions & Innovations • asking & answering questions	A Stage in Development • publishing styles • citing sources • developing paragraphs • describing a process	• passive voice	• using a dictionary • guessing meaning from context • categorising words
5 **ENVIRONMENT:** EXTINCTION	What Killed the Dinosaurs? • SQ3R method* • note-taking • comprehension • recognising definitions • evaluating usefulness of vocabulary items The Science of Biodiversity • reading process • reading for detail	Endangered Species: Elephants • specific information • listening for detail Endangered Species: Humans • listening for detail • discourse markers • note-taking	Support the Environment • developing arguments	Causing Extinction • cause & effect • writing conclusions		• word formation • guessing meaning from context

* The asterisked reading and listening subskills are explicitly taught in the unit, the others are implicit in the tasks.

UNIT 2

PSYCHOLOGY: THE BRAIN AND THE MIND

In this unit, you will learn about investigations into how the brain works. It includes an overview of cognitive processes and how these processes affect our learning, the specialisation of the brain and some unusual perception disorders.

Input 1: Listening

Male-Female Brain Differences

Before Listening

1a Predict the content of the listening from the title above. Fill in the table below, adding any other probable content.

Possible content	**Included (✓) or not (x)**	**Reasons why the information might be included in the discussion**
Communication and sharing ideas		
Aggressive or passive behaviour		
Driving a car or other vehicle		
Effects of brain tumours		
Problem solving		
Learning and education		

1b Compare your ideas with a partner, and decide which of the above are most and least likely to be in the listening text. Give reasons for your ideas.

2 Discuss the following questions about male-female brain differences.

- Men's and women's brains are physically different. They think and behave very differently in many situations. What relationship might there be between brain structure and personality?
- Men's brains are bigger than women's. Is there a relationship between brain size and intelligence?

3 Note two things that men do better than women, and two that women do better than men. Look back to the table of parts of the brain and their functions in the lead-in. Which parts of the brain might be more developed in men and which in women?

While Listening

1a Listen to part one of an interview about male-female brain differences with psychologist Dr Alexander Morton and answer the following questions.

1. How long have scientists been studying the structure and functions of the brain?
   _____
2. Which two parts of the nervous system did Herophilus identify?
   _____
3. In modern times, what has helped scientists to better understand how our brains work?
   _____
4. How is negative evidence used in brain research?
   _____
5. How have developments in medical science made huge advances in brain research possible?
   _____
6. What is the most important technological advance in research techniques that has helped brain research?
   _____
7. What can brain researchers do using tomography that they cannot do using other types of technology?
   _____

1b Compare answers with a partner. Discuss reasons for different or incomplete answers.

2 Listen to part two of the interview and make notes about research into male and female brains and the differences between them. Copy the following headings onto the paper you will use for note-taking.

Male-female stereotypes and social pressures

The inferior parietal lobule (IPL) in men's and women's brains

Frontal and temporal lobes

Possible influences on brain differences

Concluding thoughts

After Listening

1a With a partner, compare your notes on section two of the interview. Discuss the reasons for any differences. Write five questions based on your notes.

1b Ask your questions to another pair of students.

2 With a partner, discuss the following questions.

a. How did the instructions ("answer the questions" and "take notes") affect the way you listened to the different parts of the interview?
b. Was either part of the interview easier to follow than the other? Why, or why not?
c. In your university courses will you do more listening to answer questions or listening to take notes? Why?

3a With two other students, discuss the questions in the box below, considering the following factors.

- knowledge of topic
- interaction with speaker
- speed of speech
- preparation for listening
- vocabulary and grammar

What differences are there in listening to
1. a person you are having a conversation with?
2. two people having a conversation?
3. one person giving a lecture for a university course?
4. characters in a film or TV programme?

4 In groups, discuss the biggest problems students have when listening to university lectures. Note possible ways of reducing those problems.

Problems with lectures	Ways of avoiding or minimising these problems

5 Compare your table with the guidelines below. Which are the best pieces of advice?

Tip: Successful Preparation for University Lectures

Common Problems and Solutions

1. Due to the lecturer
Time - Go to all of the lectures in your course and you will get used to the lecturer's personal style.
Extra time - If possible, go to other lectures by the same lecturer.
Extra Input - Note any content areas which you could not understand and ask about them in the question period after the lecture.
Preparation - Do the recommended reading before the lectures - you will recognise content and vocabulary as the lecturer refers to them.

2. Due to the content
Following the course - Find out what is coming up in the course. Find out what the lecturer's special areas of interest are. From lecturers, tutors, etc., find out what was in previous exams, tests or assessments. All of these will help you predict and focus on important content.
Pre-reading - Do as much of the recommended reading as you can before lectures; lectures sometimes provide the lecturer's opinions on a course, rather than the course content itself.
Reading around the topic - Read more than the set readings. Read Encyclopaedia Britannica articles and other basic introductions to the topic. Read in your first language as well as English to familiarise yourself with main ideas.
Listening for a purpose - Note questions that arise during preparatory reading- these will give you something to listen for in the lecture.

3. Due to the place
Time - Get to the lecture hall or seminar room early.
Position - Sit at the front and in the centre, so that you can see and hear clearly.
People – Stay away from people who chat during lectures, sleep, eat or drink, bring pets, etc.

4. Due to equipment
Stationery - Take plenty of extra paper, pencils, etc. Take a hard-backed file in case there is nowhere to support the paper.
Recording - Do not rely on a tape recorder: it is more difficult to listen without visual support.

Input 4: Reading

Everyday Fantasia: The World of Synesthesia

Before Reading

1a What do the following pieces of music make you think about? Listen and number the descriptions. Write a different description if the music makes you think of something else. Compare your answers with a partner's.

- _____ A city at night, empty streets wet from the rain
- _____ Children playing in a forest
- _____ Soldiers preparing to fight a battle
- _____ A beautiful sunset
- _____ A police car chasing bank robbers along a highway
- _____ Students celebrating their last day of school
- _____ Bare, snow covered mountains
- _____ _____
- _____ _____
- _____ _____
- _____ _____

1b With a partner, discuss the following questions.

- Which music had the strongest 'visual' effect?
- How is it possible for music to help us create or recreate visual images?
- Do people ever hear music when they look at the sea, a street or a person?
- Could other sensory stimuli make us think of an image, a smell, a sound, a physical sensation or a taste?

2 Do the following statements about sensory stimuli seem likely (L), unlikely (U) or impossible (I)?

1. _____ Some people can see more colours than most people.
2. _____ Everyone has the same reaction to music.
3. _____ Some people see colours when they hear certain sounds.
4. _____ Numbers can make people see different colours.
5. _____ The brain can confuse different sensory information, and so some people 'hear' the taste of bread, the smell of paint, the touch of rain.

6. _____ By applying tiny electric shocks to parts of the brain, neuroscientists can make people taste things when their mouths are empty.
7. _____ One percent of people have the medical condition known as synesthesia, in which sensory information is confused inside the brain.
8. _____ In severe cases of synesthesia, people are 'blind', but can move around safely because they recognise the 'sound' of everything around them.

While Reading

1a Read the first two paragraphs and define what synesthesia is.

1b Use any effective reading strategies that you know to read the text and note the answers to the following questions as quickly as possible.

1. Why do people with synesthesia often hide it from other people?
2. What type of synesthesia do the largest proportion of synesthetes have?
3. What did Baron-Cohen's research show about the differences between synesthetes' and non-synesthetes' word-colour associations?
4. Do people who have a synesthetic 'number-colour association' need to see or hear the number to experience the colour?
5. What is Daphne Maurer's contribution to our understanding of synesthesia?
6. On what do Dr. Baron-Cohen and Dr. Grossenbacher agree and disagree?
7. According to Grossenbacher, how might problems between multi-sensory and single-sense areas in the brain cause synesthesia?
8. How does evidence from research into the effects of hallucinogenic drugs support Grossenbacher's argument that synesthesia has a neurochemical cause?
9. Why have scientists been unable to physically examine the brains of any synesthetes?
10. Why would synesthetes be ideal subjects for research into the causes of hallucinations?

2 Check your answers to Before Reading activity 2. How many were correct?

Everyday Fantasia: The World of Synesthesia

With the help of sophisticated behavioral brain-imaging and molecular genetic methods, researchers are coming closer to understanding what drives the extraordinary sensory condition called synesthesia.

[1] Guitar music doesn't just tickle Carol Crane's fancy - it also brushes softly against her ankles. When she hears violins, she also feels them on her face. Trumpets make themselves known on the back of her neck. In addition to feeling the sounds of musical instruments on her body, Crane sees letters and numbers in brilliant hues. And for her, units of time each have their own shape: She sees the months of the year as the cars on a ferris wheel, with July at the top, December at the bottom. Sean Day, PhD, tastes in technicolor. "The taste of beef, such as a steak, produces a rich blue," says Day, a linguistics professor at National Central University in Taiwan. "Mango sherbet appears as a wall of lime green with thin wavy strips of cherry red. Steamed gingered squid produces a large glob of bright orange foam, about four feet away, directly in front of me." Crane and Day share an extraordinary sensory condition called synesthesia.

2 The phenomenon - its name derives from the Greek, meaning "to perceive together" - comes in many varieties. Some synesthetes hear, smell, taste or feel pain in color. Others taste shapes, and still others perceive written numbers, letters and words in color. Some, who possess what researchers call "conceptual synesthesia," see abstract concepts, such as units of time or mathematical operations, as shapes projected either internally or in the space around them. And many synesthetes experience more than one form of the condition.

Understanding Synesthesia

3 The condition is not well known, in part because many synesthetes fear ridicule for their unusual ability. Often, people with synesthesia describe having been driven to silence after being derided in childhood for describing sensory connections that they had not realized were atypical. For scientists, synesthesia presents an intriguing problem. Studies have confirmed that the phenomenon is biological, automatic and apparently unlearned, distinct from both hallucination and metaphor. The condition runs in families and is more common among women than men, researchers now know. But until recently, researchers could only speculate about the causes of synesthesia. Now, however, modern behavioral, brain-imaging and molecular genetic tools hold exciting promise for uncovering the mechanisms that drive synesthesia - and, researchers hope, for better understanding how the brain normally organizes perception and cognition. Research suggests that about one in 2,000 people are synesthetes, and some experts suspect that as many as one in 300 people have some variation of the condition. The writer Vladimir Nabokov was reputedly a synesthete, as were the composer Olivier Messiaen and the physicist Richard Feynman.

4 The most common form of synesthesia, researchers believe, is colored hearing: sounds, music or voices seen as colors. Most synesthetes report that they see such sounds internally, in "the mind's eye." Only a minority, like Day, see visions as if projected outside the body, usually within arm's reach. Some synesthetes report experiencing sensory overload, becoming exhausted from so much stimulation. But usually the condition is not a problem - indeed, most synesthetes treasure what they consider a bonus sense. "If you ask synesthetes if they'd wish to be rid of it, they almost always say no," says Simon Baron-Cohen, PhD, who studies synesthesia at the University of Cambridge. "For them, it feels like that's what normal experience is like. To have that taken away would make them feel like they were being deprived of one sense."

5 In the late 19th and early 20th centuries, synesthesia enjoyed a flurry of scientific study, mostly descriptive. By the mid-20th century, however, synesthesia had fallen off scientists' radar, a casualty of the behaviorism movement. The phenomenon began to resurface as a subject of psychological inquiry beginning in the 1970s, stimulated largely by the work of two scientists. In 1975, Yale University psychologist Larry Marks, PhD, authored a review of the early history of synesthesia research in the journal Psychological Bulletin (Vol. 82, No. 3), the first major psychological treatment of the subject after a 30-year drought. Then, in the early 1980s, neurologist Richard E. Cytowic, MD, published several case reports of synesthesia. He proposed, provocatively, that the condition's cause rests in the limbic system, a more emotional and "primitive" part of the brain than the neocortex, where higher order thinking occurs. Although that theory has not received widespread support, Cytowic's case studies and his popular 1993 book, "The Man Who Tasted Shapes," heightened synesthesia's prominence and prompted psychologists and neuroscientists to examine the condition experimentally.

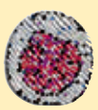
The Consistency of Synesthetic Perception

6 In 1987, a team led by Baron-Cohen found the first hard evidence that synesthetes' experiences are consistent across time. The researchers asked a synesthete to describe the color that each of 100 words triggered. A year later, they repeated the test without warning and found that the associations between words and colors that their subject described were consistent with her initial responses more than 90 percent of the time. In contrast, people without synesthesia, asked to perform the same task but with only a two-week interval between the two tests, were consistent only 20 percent of the time. In later research, Baron-Cohen's group established that synesthesia is not only consistent across time but also concretely measurable in the brain. Using positron-emission tomography and functional magnetic resonance imaging, the researchers have found that for synesthetes who report colored hearing, visual areas of the brain show increased activation in response to sound. That isn't the case for nonsynesthetes.

7 Other studies have demonstrated that synesthetic perception occurs involuntarily and interferes with ordinary perception. And last summer, University of Waterloo researchers Mike Dixon, PhD, Daniel Smilek, Cera Cudahy and Philip Merikle, PhD, showed that, for one synesthete, the color experiences associated with numbers could be induced even if the numbers themselves were never presented. These researchers presented a synesthete with simple arithmetic problems such as "5 + 2." Their experiment showed that solving this arithmetic problem activated the concept of 7, leading their synesthete to perceive the color associated with 7. This finding, published last July in the journal Nature (Vol. 406), was, according to Dixon, the first objective evidence that synesthetic experiences could be elicited by activating only the concepts of numbers. As such, these results suggest that, at least for this synesthete, the color experiences were associated with the digit's meaning, not just its form. Together, the evidence shows that "something is going on in the sensory areas of the brain," concludes Christopher Lovelace, PhD, a research fellow at Wake Forest University School of Medicine. "What we have to do now is try to figure out how the brain does it."

Possible Physical Causes of Synesthesia

8 A century ago, researchers ascribed synesthesia, somewhat vaguely, to "crossed wires" in the brain. Today, despite neuroscientists' more complex understanding of brain anatomy and their sophisticated tools for tracking brain function, synesthesia's roots continue to elude understanding. Several competing theories have emerged, but all require further testing. Baron-Cohen and his colleagues propose that synesthesia results from a genetically driven overabundance of neural connections in the brain. Ordinarily, Baron-Cohen explains, different sensory functions are assigned to separate modules in the brain, with limited communication between them. In synesthesia, Baron-Cohen and his colleagues posit, the brain's architecture is different. Synesthetes' brains, they believe, are equipped with more connections between neurons, causing the usual modularity to break down and giving rise to synesthesia. Daphne Maurer, PhD, a psychologist at McMaster University, has further speculated that all humans may be born with the neural connections that allow synesthesia, but that most of us lose those connections as we grow.



Confusion in the Brain's Sensory Feedback System

9 Naropa University psychologist Peter Grossenbacher, PhD, agrees that there's likely to be a genetic root to synesthesia, and like Baron-Cohen's group, he and his colleagues have teamed with molecular geneticists to probe the question. But Grossenbacher and his colleagues suspect a different brain mechanism. "We don't need to predict some abnormal architecture of cerebral connections in order to account for synesthesia," Grossenbacher argues. Instead, he proposes that in the brains of synesthetes, "feed-backward" connections that carry information from high-level multisensory areas of the brain back to single-sense areas do not function properly. Ordinarily, information processed in such multisensory areas is allowed to return only to its appropriate single-sense area, such as the auditory or visual areas. But in synesthetes' brains, Grossenbacher argues, that guiding function is disrupted somehow, allowing the different senses to become jumbled.

10 Grossenbacher believes his view is consistent with the fact that hallucinogenic drugs can temporarily induce synesthesia. "I don't think that new connections are forming in the brains of those individuals for a few hours and then disappearing," he says. "What's much more sensible is that existing connections become used in a way that's neurochemically altered for a few hours." But, Grossenbacher acknowledges, "The trouble with theorizing in this area is that we're underconstrained by data. There isn't the right kind of data, yet, to differentiate between these different theories." Baron-Cohen agrees, "Neuroimaging is the best thing we've got at the moment, but the spatial resolution isn't good enough to allow us to see whether the individual connections in the brain are cross-wired." Post-mortem examinations would allow closer inspection of what's different about synesthetes' brains, Grossenbacher and Baron-Cohen agree. But, so far, no known synesthetes have died and left their brains to science.

Synesthesia as Research Tool in Perception Studies

11 For psychologists, interest in synesthesia extends far beyond just the study of the few individuals who experience the phenomenon. "Synesthesia taps into a lot of other domains that are more familiar to many psychologists," says Marks. "It tells us something about the nature of perception and what makes things perceptually similar to one another. Synesthesia may help us to understand how the concept of similarity is embedded within the nervous system." In addition, Dixon suggests, the fact that synesthetic perception interferes with the perception of physical stimuli highlights an important aspect of cognition. "We tend to think of our experiences, and especially the visual system, as being bottom-up," he remarks. "But there are many instances where meaning goes back down and influences our lower-order perception of the world. Synesthesia is just one very rare and exceptional example of that."

12 The possibility that synesthesia has genetic roots is equally tantalizing, says Grossenbacher - especially if it turns out that a single gene controls the condition, as some have speculated. "If indeed something as central to mental life as [synesthesia] is controlled by a single gene, this might be rather a new kind of gene to know about," says Grossenbacher. "It would be a gene that, in either of its forms, results in a healthy human but has a profound effect on the organization of the nervous system."

13 At a practical level, many researchers observe, research on synesthesia will help raise the condition's visibility, reducing the risk that clinicians might mistake it as a sign of mental illness. In addition, Grossenbacher, Lovelace and Crane are beginning to examine whether common mechanisms might underlie both synesthesia and hallucination. If so, synesthesia may be an ideal laboratory for studying those mechanisms. "This is a group of people who would be available for research," explains Crane. "Unlike patients who experience hallucinations as a symptom of their illnesses, synesthetes are not medicated, so you don't have that confusing factor. They're able to talk about their experiences and offer something very valuable."

After Reading

1 Discuss the following.

- What do you think are the biggest problems for synesthetes in everyday life?
- Why do you think few synesthetes want treatment to 'cure' their synesthesia?
- What would you ask a synesthete if you met one?
- If you could experience synesthesia for an hour, what would you like to experience?

2a Note how you read the following types of text in your own language. Think about how much of the text you read, how much you have to analyse the content and how you actually use the information.

	A train or bus timetable	A newspaper	A novel	A textbook for a university course
How much you read				
How much you analyse the content				
How you use the information				

2b Compare tables in a group. Discuss similarities and differences between the techniques you use. Are the reasons for reading and the reading methods connected?

Tip: Effective Reading Strategies

1. Reading purpose
Consider the type of information or understanding you need and use the appropriate reading tactics. Do not read anything you do not need to.

2. Reading tactics
Skimming: reading for general understanding of content & organisation.
Read the introduction and conclusion. If the text is worth reading, reading the first one or two sentences of each paragraph can give an idea of the way the topic is divided up and the order the information is in.

Scanning: reading for the answers to specific questions.
Find the answers to 'Wh-' questions by identifying key words in the questions.

E.g. **What** criticism does Baron-Cohen have of neuroimaging technology?
The key words are *criticism, Baron-Cohen* and *neuroimaging*.

Why does Crane believe synesthetes would be good subjects for research into hallucinations?
The key words are *Crane, research* and *hallucinations*.

Discourse Evaluation: making a mental summary of each paragraph and using this to maintain a running context.
This running context is used to check likely or unlikely meanings of difficult words, phrases or passages. For example, if in a reading text the first paragraph is full of food vocabulary, but the following two paragraphs are about mental phenomena, many ineffective readers might continue to expect food to be an important topic of the text, but by creating a running context, it is clear that mental events are the key topic, and that the introduction was written in a journalistic style.

Output 2: Speaking

Table Tactics

1 Note your feelings about speaking in English in the table below.

Speaking to the whole class	Speaking to a partner	Speaking in a group

2 Compare notes in groups. Discuss any problems with speaking in English you noted and think of ways to reduce those problems.

3 Grade the following academic discussion skills according to how difficult they are for you. (1 = very easy, 5 = very difficult)

1. _____ following other students' arguments
2. _____ forming correct sentences to express your own ideas
3. _____ interrupting other speakers
4. _____ preventing other students from interrupting you
5. _____ checking your understanding of other speakers' arguments
6. _____ disagreeing without seeming rude
7. _____ answering other students' requests for explanations or examples
8. _____ speaking as quickly and fluently as you would like to

4 Compare answers with the group. Discuss any similarities between discussions in English and in your first language

5a Choose one of the following roles to play in a group discussion.

- a participant in the discussion - Take part in a discussion of the following topic.

  How should your English courses be changed to make them more interesting, enjoyable and effective for the students?

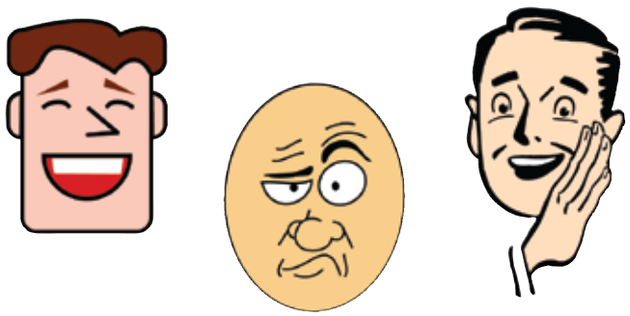
- the recorder of skills/language - Make notes in the table below of the discussion skills students use. Student names are not important. At the end of the discussion, report your findings to the group.

Making or preventing interruptions	Agreeing or disagreeing
Asking for more information	**Checking understanding**
	Do you mean ...?

5b Listen to the report on the discussion skills your group used. Discuss the successful and unsuccessful aspects of the discussion. How can you improve your discussion skills?

6 Which problems might the following discussion tactics solve?

1. Prepare for the discussion: plan your arguments and supporting examples.
2. Predict other arguments or counter-arguments and their weaknesses.
3. Don't worry too much about grammar and vocabulary: focus on your ideas.
4. Make eye-contact with the speaker when they seem to be coming to a conclusion.
5. Try to think of other examples of the speaker's argument.
6. Start to speak more quickly as you get ready to go from one subtopic to the next.
7. Use body language (leaning forward, motioning with hands, facial expressions) to show that you want to speak
8. Partially agree with the speaker before giving your own different argument.
9. Make a note of questions you were unable to ask so that you can ask them at an appropriate time.
10. Pay careful attention to the person who is speaking.



7 In a group, discuss the best ways to find out what you will have to be able to do in English in your first year at university. Use the skills mentioned above to ensure the flow of the discussion..

Tip: Participating in Discussions

To be a successful participant in both small group and larger group discussions, there are several things to keep in mind.

1. Be a good listener. Give the speaker your full attention and consider what they are saying. Think how you agree or disagree with them and how you can share your opinion respectfully when they have finished speaking.

2. Stay focused on the task. In a small group, keep your group members on topic. In a larger discussion, ensure your contributions are directly related to what the discussion is about.

3. Be prepared. When you are asked to attend a discussion on a particular topic or article, be prepared. For a topic discussion, do some background research and bring some interesting information to share with the participants. For discussions about an article, make sure you have read the article carefully and have a few comments or questions prepared.

4. Participate. Being a regular and thoughtful contributor to discussions will both increase your speaking ability and reduce your anxiety about speaking in discussions. The more you do it, the easier it becomes.

The books help us improve all four skills better as the skills focus on the same theme within one unit.

Batuhan Çelik (Intermediate level student)

Listening exercises are like real lectures and improve our listening and note-taking skills.

Gülin Paksoy (Upper level student)

LEVEL 3

BOOK TWO

☆ **UNIT 6** **CROSS CULTURAL STUDIES:** CULTURAL DIVERSITY OR DOMINATION?

☆ **UNIT 7** **HISTORY:** USES & ABUSES OF HISTORY

☆ **UNIT 8** **PHILOSOPHY:** MORALITY & ETHICS

☆ **UNIT 9** **ART:** ARTISTS - THE OUTSIDER AS INSIDER?

☆ **UNIT 10** **BUSINESS:** THE CHANGING WORKPLACE

BEYOND THE BOUNDARIES - ENGLISH IN AN ACADEMIC ENVIRONMENT

CONTENTS

Unit - Theme	Reading Input	Listening Input	Speaking Output	Writing Output	Language	Vocabulary
6 **CROSS CULTURAL STUDIES:** CULTURAL DIVERSITY OR DOMINATION?	The Silk Road • reading for detail • comprehension Christopher Columbus • reading for detail • comprehension • text analysis	Multicultural Societies • specific information • listening for detail • comprehension Globalisation • note-taking • recognising speaker's attitude*	Multicultural Education • debating	Annihilating the Opposition • argumentative writing		• guessing meaning from context • categorising words
7 **HISTORY:** USES & ABUSES OF HISTORY	Transforming High School History • prediction • skimming • reading for detail • note-taking • using context to infer meaning* Oral History: Revealing the Mind through Conversation • reading for detail • comprehension	History and Writing of History • note-taking Denying History • prediction • note-taking	Powerful Argument • successful arguments	Clarity in Terms • writing definitions	• structure of definitions	• inferring meaning*
8 **PHILOSOPHY:** MORALITY & ETHICS	Moral Decision Making: An Analysis • skimming • reading for detail Ethical Issues in War: An Overview • skimming • reading for detail • comprehension • text analysis	Approaches to Moral Philosophy • note-taking • applying information* Ethics, Professionalism & the Pleasures of Engineering • listening for detail	Engineering Case Studies • problem solving • fluency	Ethical Classifications • classification • parallelism	• parallelism	• word formation • guessing meaning from context • categorising words
9 **ART:** ARTISTS - THE OUTSIDER AS INSIDER?	American Popular Protest Music: They Shall Overcome? • prediction • skimming • scanning • reading for detail Past Imperfect: History According to the Movies • prediction • skimming • extensive focused reading*	Art Patronage: The Artist as Servant or Free Agent • prediction • specific information* • comprehension Encouraging Murder: Nazi Health Propaganda Films • prediction • listening for detail • specific information • comprehension	Quotations Talk • using quotes in discussions	The Missing Link • inter-paragraph cohesion		• activating vocabulary
10 **BUSINESS:** THE CHANGING WORKPLACE	The Definition and History of Change Management • scanning • skimming • reading for detail Organizing around Networks, not Buildings • note-taking • reading for detail • describing graphics*	The Changing Face of Work • comprehension • prediction • note-taking Teams in the Workplace • note-taking	Your Own Business • participating in teams	Under Pressure • essay exams	• language for describing graphics	• using a dictionary • guessing meaning from context • categorising words

* The asterisked reading and listening subskills are explicitly taught in the unit, the others are implicit in the tasks.

UNIT 9

ART: ARTISTS - THE OUTSIDER AS INSIDER?

In this unit, you will learn about the relationship between art and power. You will see how art can be used as a tool of protest or a vehicle of propaganda.

Input 1: Listening

Art Patronage: The Artist as Servant or Free Agent?

Before Listening

1a Are the statements below true (T), false (F) or irrelevant (I) to the subject of art patronage? Note a reason for your answer.

1. _____ Artists do not know how to manage their finances.
2. _____ Most famous artists have to have a day job in order to pay the rent and other day-to-day expenses.
3. _____ Artists need an independent source of income to guarantee that they can express themselves without any restrictions.
4. _____ Artists have to know how to promote and market their work in the same way as any other producer of specialist consumer goods.
5. _____ Art galleries have to pay artists a lot of money to display their works of art.
6. _____ Local and state governments spend less than one percent of their budgets on art.
7. _____ Artists have a duty to produce art that improves society and educates people.
8. _____ Artistic geniuses are usually mad and have huge difficulties.

1b Compare answers with a partner. Discuss ways of finding out which of your answers are right or wrong. Share your ideas with the class.

2 Read the While Listening activities below and try to predict the answers. Share your predictions and the reasons why you have made them with the class.

3 Note down methods that can help listeners to pick out specific information. The one you have just used is given as an example.

Method	How it helps listening for specific information
predicting the answers to questions	*reminds listener of possible/probable content and vocabulary*

4a Compare your table of predictions with the Tip box below.

4b Use all of the tips to help predict the content of the lecture and the answers to the questions.

Tip: Listening for Specific Information

Listening for specific information can be extremely difficult as often vocabulary and concepts might be unknown. The following tactics can reduce the problems this skill poses to the listener:

- Use all available information - titles, exam questions, text-type, speaker, speaker's reason for speaking, etc. - to predict the content.
- If you do not know the subject, predict the type of information: statistics, a person's name, a place, an action, a characteristic, etc.
- Think about the probable vocabulary that will be used and possible synonyms.
- Predict the order of the information in the text, and what is going to come before your target specific information.
- Think about how the speaker will introduce the specific information: is it important, surprising, strange? What might be the lead-in to that section of the text?
- Try to predict what might come after the target information: you could use this to ask if the information has already been mentioned.

While Listening

Complete the statements below while listening to the discussion about art patronage on the radio program 'Artquake'.

1. Most pre-Renaissance art was _____
2. Rulers associated themselves with the Church's power by _____
   _____
3. In order to improve their chances of going to heaven, people
   _____
4. To ensure their places in heaven, the very rich paid for things such as _____ and _____
5. Patrons supported artists, _____ and _____
6. In the 1800s a particular area patronised by rich industrialists and merchants was _____
7. Many French Gothic churches were built _____
8. Patrons often want works of art that follow fashion, therefore patronage
   _____
9. Nowadays, some large art projects are financed by _____ or _____
10. Christo and Jean-Claude used _____square metres of cloth to wrap the Reichstag.
11. Christo and Jean-Claude pay for their projects by _____
    _____
12. It is important that Christo and Jean-Claude pay for their own works so that their art is
    _____
13. The statues Sir Jacob Epstein produced for the British Medical Association were destroyed in _____
14. The figure was of a _____ woman whose face was _____
15. Diego Rivera's Rockefeller Center mural was destroyed because it contained
    _____
16. The main benefit of patronage for artists was _____
    _____
17. One of Tiepolo's paintings took him _____ years.
18. Artists could not work and produce art because _____
    _____
19. Another advantage of patronage was _____
20. A disadvantage of patronage was that _____
21. Falconet was paid _____ livres for a statue of Peter the Great.
22. _____ was a servant of the Austro-Hungarian aristocracy?
23. Haydn could not have been unhappy because _____
24. Rembrandt died a poor man because _____
    _____

After Listening

1 In groups, discuss the questions below and make notes of your group's ideas.

- Should the government provide artists, writers, composers, etc. with a steady income?
- What advantages or disadvantages might there be for
  a. the government?
  b. the artist?
- Should the government use tax from successful artists, singers etc. to finance art and music schools? Or should creative artists not have to pay tax at all, as is the case in Ireland?

2 Use your notes to write a short essay on one of the topics below. Publish it on the classroom wall with a feedback sheet.

1. What are the main advantages of patronage of the arts?
2. What are the main difficulties facing artists in your country today?

Input 2: Reading

American Popular Protest Music: They Shall Overcome?

Before Reading

1 Brainstorm the things that people write protest songs about. What kinds of changes do the songs propose? Compare ideas with a partner.

2 With your partner, predict the content of the text from the title and the section headings below.

- A Voice for the Dispossessed
- The Song Remains the Same
- Black and Blue: African-American Protest Songs
- The Fifties and Sixties: We Shall Overcome
- Gangsta Rap and the Criminal Mentality

3 Share your predictions with the class.

While Reading

1 Skim the text and decide if the following statements are true (T), false (F) or there is no information (NI). The statements are in the same order as the information in the text.

1. _____ Elvis Presley wrote all of his own songs.
2. _____ Few modern country singers have protested about social injustice.
3. _____ The differences in salaries between management and workers in America are often enormous.
4. _____ Korean-Americans suffer less from racism than African-Americans.
5. _____ Lynchings were often referred to in songs, but were almost never the song's main subject.
6. _____ Very few blues songs openly demand an improvement in black people's rights.
7. _____ From 1965, more and more whites joined in protests against racial discrimination in the USA.
8. _____ Anti-establishment, political rap music has never been commercially successful.
9. _____ Some rappers are trying to 'clean up' the image of rap.
10. _____ Protest singers like Joan Baez sold a lot of records thanks to the civil rights movement.

2 Scan the text and give short answers to the following questions. They are not in the same order as the information in the text.

1. How many million Americans are considered "extremely poor"?
2. How many people protested at the 1963 civil rights March on Washington?
3. When was Woody Guthrie extremely popular in the USA?
4. Who did Stagger Lee kill?
5. What are common subjects for lyrics of gangsta rap songs?
6. Where did Pete Seeger learn the song "We Shall Overcome"?
7. How many people were lynched up to 1968?
8. Which two acts in the 1960s were passed a result of the black liberation movement?

3 Use information from the text to answer the following questions. Note that they may require information from different parts of the text and your own interpretation of the text's message.

1. Why would Woody Guthrie probably be deeply depressed if he were still alive today?
2. Why might social reformers in the United States say that it is going back in time?
3. Why did very few white people listen to black music until the 1960s?
4. From the subjects of the songs mentioned in the text, what were the main problems facing African-American families until fairly recently?
5. Why is it unfair to associate "We Shall Overcome" with Joan Baez?
6. Why did the gulf between black and white Americans grow after 1965?
7. Why are many African-American parents worried by gangsta rap?
8. What is the writer's attitude toward protest songs and protest singers?

American Popular Protest Music: They Shall Overcome?

1 Popular music has been a means of protest against inequality and iniquity for thousands of years. It has gained massively in power in the last hundred years due to technological innovations from the invention of the gramophone and radio to the spread of youth magazines, the Internet, MP3 files and Napster. A further factor in the growth of protest music has been a recognition of the cultural legitimacy of popular art forms, and a resultant increase in the amount of serious journalism and academic writing on the subject. This growth of academic and media interest in what were low-prestige art forms must be, to a great extent, due to the fact that today's academics and cultural commentators have grown up in the "pop age", which for English-speaking societies dates back to the mid-fifties and the fame of Elvis Presley and other white interpreters of black rock and roll music. Many academics – in a variety of social science disciplines – focus on the social impact of pop music in the USA, and see it as a factor in the transformation of society since the Second World War. Among their claims are that pop music has transformed attitudes toward such issues

as environmentalism, globalisation and world poverty. Even more important has been the role of pop music in campaigns to free America of social inequality and racism, according to these academics and like-minded journalists. However, a longer historical view seems to reveal the relatively minor influence of popular music in these fields.

A Voice for the Dispossessed

2 Folk music today is generally associated with conservative values, but this has not always been the case. Country, folk, blues and gospel music have all been used as a means to express social protest. According to Professor Michael Honey, of the University of Washington, who runs a course entitled *Black, Labor and Protest Music in American History: Woody Guthrie, People's Music, and the American Experience*, "Most poor and working-class people have not been elected to office, do not write the newspaper stories and editorialize on the news, they don't run the courthouses, and their voices are often missing from history. Yet their songs, a form of oral history, tell a rich story." (Columns 2001: para 6) This was no less the case in the 1930s and '40s, when Woody Guthrie gained great popularity and became a national radio star because of his ironic, comical and romantic compositions and performances. However, Guthrie was a lifelong socialist and his work also reflected the lives of ordinary, working class Americans. Travelling all over the United States during the Great Depression of the Twenties and Thirties, Guthrie was shocked and inspired by the sufferings he saw. His protest songs called for a better deal for the poor of America, and dealt with such topics as union rights, women's rights and support for small farmers crippled by debt and natural disasters.

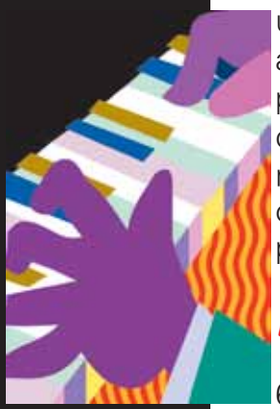
The Song Remains the Same

3 The tradition of the American folk protest song continued throughout the century, and in the past three decades, country and folk singers as diverse as Bob Dylan, Bruce Springsteen, Steve Earle and Michelle Shocked have recorded songs calling for greater social justice. While it would be unjust to criticise the honest, sincere efforts of these and many other American recording artists to raise public awareness of the needs of Americans at the bottom of the social ladder, it is this very persistence of folk protest songs that undermines the argument that protest music has influenced American society. Despite all of the songs sung, the conditions of the poor are actually worse than they were when Woody Guthrie was singing.

4 Social inequality is considerably greater today than fifty years ago, and differences in income and opportunity produce worrying economic, social and medical problems. According to the U.S. Government's own figures, incomes for the lowest income 20% of the American population are slightly lower in real terms than they were in 1972. In 2002, the US Census Bureau reported that 6.8 millon families were living below the poverty line (i.e. were earning under half of the average American income), and that 13.4 million (including 5.1 million children) were officially "extremely poor", earning less than a quarter of the average American income. This is higher than in

any other developed nation. These citizens rarely have adequate health care or health insurance, and account for the vast majority of cases of infant mortality, which is now higher in the USA than in any other peer nation. It seems reasonable to see this poverty as a factor in social alienation and rising crime statistics, from assault and murders to robberies and petty thefts to drug dealing and use.

5 Research shows that the gulf between rich and poor is growing exponentially, with some American executives earning 500 times as much as their employees. The causes are apparent in federal fiscal policy, industrial relations and demographic change. Taxes on high incomes have steadily fallen while taxation of lower incomes have risen. Trade union membership has fallen, with a resulting loss in bargaining power and the ability to demand higher wages. Immigration, both legal and illegal, has provided a pool of low-paid, compliant workers unable or unwilling to extract improved working conditions from employers. Woody Guthrie would not recognise the conditions of many of the American working class today, nor could he believe that the rollback of workers' rights and erosion of their incomes took place without any significant protest.



Black and Blue: African-American Protest Songs

6 While extreme poverty affects people from all quarters of American life, African-Americans are three times more likely to suffer from extreme poverty than their white fellow citizens, with approximately 24% of blacks and 8% of whites affected. At the time that Woody Guthrie and other white protest singers addressed the problems of the industrial working class and the dirt farmers, few white people heard the songs of those at the bottom of the American ladder: the blacks. Today, it would be impossible to imagine radio programs, MTV or record stores without black music, but until the 1960s, few radio stations or TV channels played black music. Until that time, the airwaves were as segregated as the buses, diners and schools of Alabama or Mississippi. Black music was called "race music" and was played on black radio stations almost without exception. White radio most often played bland show tunes, country and western music and romantic ballads. The only black music that was regularly played on white radio was jazz, and it was often of a watered-down, whiter variety. As a result of this cultural censorship, white Americans rarely heard black protest music.

7 The blues were an eloquent, subtle medium able to make an intimate portrayal of the miseries and occasional joys of African-American life, whether in the rural backwoods of the Mississippi Delta or the teeming ghettoes of the South Bronx. Blues singers were freer in their choice of subject matter than white songwriters. Their songs could be extremely personal, autobiographical stories of sexual adventures and misadventures, the pain of betrayal, desertion, and unrequited love (Kamien: 519) or with the drudgery of unemployment, hunger, poverty, loneliness and homesickness. (Tanner: 39) When black singers addressed the injustices of America's institutional racism, it was generally done tangentially, through descriptions of the everyday experiences of black people, rather than as direct demands for the same basic rights and privileges as other US citizens.

8 Many songs dealt with working life. Songs such as Big Bill Broonzy's "Black, Brown and White" described discrimination in the workplace, where a foreman tells the men

lining up for jobs, *"If you white, you be all right. If you brown, stick aroun'. But if you black: uh-uh brother, get back, get back, get back!"* Hard farm work such as picking cotton, digging potatoes, ploughing fields or baling hay appear in many blues songs. Being cheated out of their wages was also a common problem for black labourers, and is often the subject of lyrics.

9 The harsh treatment black people received from the criminal justice system was a constant criticism of the inequalities of American society. Two of Furry Lewis' songs deal with corrupt criminal judges. In "Judge Boushay Blues", he sings

"They arrested Furry for forgery and he can't even sign his name [...]
Some got six months, some got a solid year
But me and my partner we got lifetime here".

In "Judge Harsh Blues", he sings as a man falsely accused of murder. The judge demands a bribe to keep the accused out of prison, then when his woman brings the hundred dollars, the judge demands two hundred more. Lewis' song ends with the line *"If they had justice he'd be in penitentiary too"*. Working on the prison farm (Parchman Prison Farm seems to have been the temporary home and inspiration of many Mississippi Delta bluesmen), the loneliness of being separated from a wife or girlfriend and waiting for execution on death row inspired hundreds of blues songs, as might be expected in a racist society that used imprisonment as a systematic tool of social control.

10 Violence was another aspect of black life reflected in the blues. Men knifed or shot or beat each other to death in songs. Murder ballads told the stories of famous murderers, the most famous being "Stagger Lee", the story of the murder by Lee of Billy Lyons in a barroom argument over a hat in 1895. This song has been recorded hundreds of times, and is a stereotype of a widespread social acceptance of violence in a society where men were deprived of the opportunity to succeed educationally, professionally or socially to the same extent as white citizens (Marcus 2000). These blues songs lauded the violent defence of a man's honour when his honour is virtually all he possesses.

11 Black victims of white violence, in particular lynchings, were a common blues subject, although usually referred to indirectly. Gussow (2002) describes in great detail the true events that inspired these songs, in a society where, from 1890 to the 1950s there was at least one reported lynching every year. According to the Center for Constitutional Rights, between 1882 and 1968, mobs lynched 4,743 persons in the United States, over 70 percent of them African-Americans. (cited in Zangrando) The most famous song about a lynching (and crucial to the representation of the African-American experience despite being written by a white Jewish New York socialist) is Billie Holliday's "Strange Fruit":

"Southern trees bear strange fruit
Blood on the leaves, and blood at the root
Black bodies swinging in the southern breeze
Strange fruit hanging from the poplar trees
Pastoral scene of the gallant south
The bulging eyes and the twisted mouth
The scent of magnolia sweet and fresh
Then the sudden smell of burning
fleshHere is a fruit for the crows to pluck
for the rain to gather for the wind to suck
for the sun to rot for the tree to drop
Here is a strange and bitter crop"

Alan Lewis (1939)

The song was recently the subject of a prize-winning documentary, described by Morris Dees of the Southern Poverty Law Center as *"A devastating yet inspiring reminder of when racial terror raged through this country and when blacks and whites worked together to stop it. This film can help strengthen this same struggle in our own era."*

12 The effects of poverty and neglect fill the songs, though generally they are only alluded to rather than explicitly described as a cause for protest. The miserable provision of public healthcare for African-Americans was a recurring theme, though again in descriptive or narrative blues, rather than as direct protest. Some of these could deal with trivial subjects, such as "Bald Headed Woman" or "Bedbug Blues", both of which deal with vermin and parasites that infested black housing. Songs about bow-legged or emaciated women abound, as one might expect in a society where healthy food was a rarity on the dinner table, and the contrasting ideal woman is the fleshy, powerful "Big Mama" figure, a woman whose physical size not only indicates her appetites, but also her ability to feed them. Food in the blues is most often the poor fare of the rural farm labourer: beans and cornbread, chittlins, catfish, mashed potato, collard greens. When the subject is special, or "dream" meals, the foods are still far from luxurious: Saturday night fish fry, fried chicken, rump steak, pork chops and mustard greens. Such simple luxuries are clear evidence of the impoverished lives most black Americans lived. By the 1960s, African-Americans had had their fill of these cheap cuts, and were demanding equality.

The Fifties and Sixties: We Shall Overcome

13 From the mid-fifties to the mid-sixties, the Civil Rights Movement transformed American society by forcing the government to grant important rights to African-Americans. Protest songs formed the soundtrack to the Movement, with perhaps the most famous being "We Shall Overcome". For most people, the song is associated with white musicians such as Joan Baez, Peter, Paul and Mary, and Pete Seeger. It was originally a nineteenth century spiritual called "I Will Overcome", sung by black slaves from the Sea Islands of South Carolina. Pete Seeger heard it from black Tennessee workers who had used the song during a tobacco strike in 1945. He taught it to Civil Rights activists, and it spread throughout the country, becoming most famous when Joan Baez sang it in front of 200,000 protesters at the 1963 March on Washington. However, it was not the song or the singers but the activists and their leaders and supporters in the general public that brought about the constitutional changes that granted black Americans equal rights and laid the groundwork for further legislation over the years that made the USA one of the most egalitarian states in the world.

Gangsta Rap and the Criminal Mentality

14 After 1965, there were no more great civil rights demonstrations with a high participation by whites. The black liberation movement became more radical, as did black music, and there was a growing feeling among black activists that whites were the enemy, rather than potential partners in a future democracy devoid of racial prejudice and inequality. This view grew as it became

apparent, despite the victories of the Civil Rights Act of 1964 and the 1965 Voting Rights Act, that little was changing on the ground. Black-white segregation and political inequality might have been ended on paper, but little changed in the everyday lives of the majority of black citizens. Black demonstrations in Alabama, Los Angeles and other cities were brutally repressed by the security forces, activists were harassed by the police and secret service and the most important black leaders, Malcolm X and Martin Luther king were assassinated. Militant black separatist movements such as the Black Panthers and the Nation of Islam grew in influence as young blacks grew increasingly frustrated with continuing discrimination, repression and economic deprivation.

15 Black musicians have continued to deal with these problems in their songs, often still following the blues tradition of indirect protest through descriptions of the difficulties of everyday life in the inner city ghettoes of Chicago, New York, Philadelphia and Los Angeles. During the 1980s, the fastest growing black music styles were rap and hip-hop. Early rappers such as Kurtis Blow, Sugarhill Gang and De la Soul preferred romantic or social subject matter, and their popularity seems to have been in part due to the fact that popular music (whether black or white) did not reflect their lives and interests. Thus, rap became a medium for "black youth to express their everyday life and struggles" (Shaomari 1995: 17). However, while fun songs about sex, drugs and dancing provided escapist entertainment, the realities that young blacks wanted to escape from were unrelenting. New musical styles appeared in the ghettoes that were in many ways worse than those of the Sixties.

16 In the 1990s, rap music with radical anti-establishment lyrics became extremely popular, with rap groups such as NWA (Niggaz With Attitude), Public Enemy and Ice-T's group Body Count selling huge quantities of records. NWA broke up and produced two of rap's most important creative forces: Ice Cube, whose songs became increasingly politicised, and Doctor Dre, producer and Svengali of rappers like Snoop Dogg, Eminem and Fifty Cent. Between them, they helped create what became the "gangsta rap" style, often involving lyrics that glorify guns, crime and sociopathic (if not psychopathic) behaviour.

17 The vast majority of such rappers focus more on the symptoms of America's discriminatory society, rather than the disease itself. Rappers' targets are the police, social workers, landlords and Korean grocery store owners, rather than the poverty and alienation that put many black Americans at the mercy of these hate figures. It could be argued, though, that the lyrics of gangsta rap are contributing to the problem, rather than raising white awareness of the deprivations that push young blacks to attempt to acquire the material trappings of success. Prison numbers are rising, and prison sentences handed down by judges are getting longer as society panics at the prospect of a generation of young blacks growing up with anti-society values in which the thug, pimp and robber are ghetto Robin Hood figures.

18 For many black Americans, including a growing number of mainstream rappers such as Will Smith, De La Soul and Nas, gangsta rappers' obsession with money, sex, luxury living and crime is a source of embarrassment and shame. There is a movement toward more uplifting, positive raps to encourage young inner city blacks to stay away from drugs and crime and concentrate on their education and society.

19 Popular protest music was undeniably a factor in the changes that have taken place in American society in the last century, but it does a great disservice to the people who actually fought for the changes. To take one example, perhaps unfairly, Joan Baez may have memorably sung "We Shall Overcome" in front of 200,000 people in Washington, but her singing of that song is utterly insignificant when compared with the number of demonstrators there, or the tens of millions of others whom they represented. The moralising platitudes of the song bear little comparison to the noble, ennobling rhetoric of Dr King's "I have a dream" speech, nor do the problems of live performance compare with the death threats that were a constant part of Dr. King's life until he was assassinated in Memphis in 1968. However much musicians and their fans may wish to claim an important role in the Civil Rights and other liberal movements, they were more publicists than activists.

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After Reading

1a Note the most encouraging and most shocking information from the text in the table below. How are they connected, if at all?

Encouraging information	Shocking information

1b Compare your encouraging and shocking information with a partner. Discuss the connections you have made between them. Share the most interesting ideas with the class.

2 In groups, carry out the activities below.

- Brainstorm the causes of racial discrimination
- Put them in order of importance
- List ways of eliminating or minimising the causes
- Note **how** these ways could reduce people's racist tendencies

3 Write a list of the five most effective antidotes to racism and the reasons why they would work. Post your list on the classroom wall. Read other students' lists and note good ideas.

4 Take part in the class discussion on the topic below. Use quotations from the text to support your arguments.

"Pop singers in our country do not sing enough about the real problems of its citizens."

Output 1: Writing

The Missing Link

1a Discuss what you think the title Lying on Celluloid means. Read the text and check if your ideas were correct.

1b Identify four paragraphs in the text which do not flow into one another smoothly.

1c The cohesion between these four paragraphs could be improved by adding a sentence to the end and/or the beginning of two of them. Do this by choosing from the sentences below. Write the paragraph number and the letter F for first sentence or L for last sentence.

a. _____ A similar combination of technique and immorality marks the work of the German film-maker Leni Riefenstahl.

b. _____ Neither film portrays the enemy as anything more complex than assassins or targets, nor provides any motivation for their actions beyond a psychopathic hatred for America, Americans and the American way.

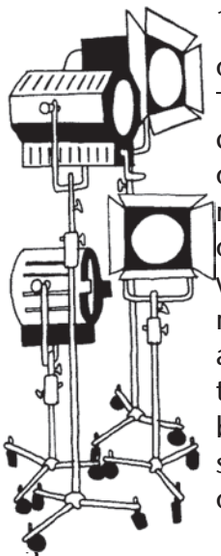
c. _____ The way these films portray historical events, and especially their focus on charismatic leaders rather than the deeper processes of history, has actually decreased students' interest in history as a school subject.

d. _____ However, the British seem to be just as adept at this mangling of history for the sake of entertainment as the Americans.

e. _____ This omission of content that does not conform to the director's version of reality is one of the most commonly used cinematographic tricks in the propagandist's toolbox.

f. _____ Both American and British film companies have financed a large number of films with historical themes recently.

Lying on Celluloid



1 Since the earliest days of the cinema, film directors have used it to re-write history. One of the earliest, most infamous examples was D.W. Griffith's "The Birth of a Nation". This 1915 film portrayed the United States of the mid-nineteenth century, before, during and after the American Civil War. Its story is about the Ku Klux Klan as a band of heroes protecting the white race from the threat of black power. The film reflects none of the horrors of life suffered by black slaves, such as the destruction of family or community ties, the separations of families at public slave auctions, the terrible working conditions, the everyday indignities and cruel punishments their white masters visited upon them. Instead, they are divided into two types: the good, who are childlike in their warm acceptance of their white masters' power over them, and the bad, who are social revolutionaries who want to overturn the political and biological status quo. Although the film's morals are utterly unacceptable by today's standards, it still stands as a monument to Griffith's film-making genius, as it includes over twenty techniques used for the first time in the cinema.

2 Prior to Hitler's seizure of power in 1933, Leni Riefenstahl had directed and starred in a particular genre of the Weimar cinema: the "mountain film." These were romantic melodramas set in the Alps, and although not explicitly racist, they were favourites of Hitler's because of their content. The heroes were generally good honest Germans taking lots of physical exercise in magnificent natural settings, far from the industrial society and its conflicts where most Germans lived. Hitler personally commissioned a film by Riefenstahl on the 1933 Nazi rally, which was soon followed by her propaganda masterpieces, "The Triumph of the Will" and "Olympiad". These films portray Nazism and the Nazis as the height of German culture, and are a call for all right-minded Germans to join in Hitler's "National Revolution". "Triumph of the Will" was not a historical film in itself; rather, it was an attempt to create an artefact that would be considered historical evidence at some future date. Beautifully made, the films include particularly innovative camera and lighting techniques which emphasise the heroic dimensions of all things Nazi. While Riefenstahl herself later denied any knowledge of the Nazis' murderous intentions or even their racist plans, it is striking to anyone watching the films that there are no images of any Germans who did not conform to the Nazis' racial ideals.

3 Two recent American films serve as excellent examples of a failure to set historical events in their true world political context. They are both war films about groups of American soldiers trapped and under attack by "natives" in Vietnam and Somalia. Both films focus on the American soldiers, their emotions, their relations with each other and the families they have left behind.

4 "We Were Soldiers" recounts the first full scale battle between American and Vietnamese forces in 1965. The film is based on the memoirs of the American commander, and he was an adviser to the director. Perhaps this explains the uncritical way the film portrays him as a classical heroic leader, more interested in the safety of his men than anything else. The Americans fly in to Ia Drang by helicopter gunship, but are then trapped and have to fight against a much larger force of Vietnamese troops until they are rescued by overwhelming American firepower and able to escape.

What the film does not do is explain who are attacking the Americans or why they are fighting them. As the historian Stanley Karnow has pointed out, almost no television or Hollywood drama has ever pointed out that the Vietnamese were nationalists who had fought against Chinese, Japanese and French forces occupying their country, or that the government was a military dictatorship that had been put in place by the United States after the previous leader was murdered during a coup d'etat approved by President John F. Kennedy.

5 The second film, "Black Hawk Down", deals with another group of Americans surrounded by a much larger enemy force. The event occurred during in 1993, when U.S. Army and Special Forces flew to Mogadishu to capture two lieutenants of the Somali warlord Mohammed Farrah Aidid, leader of the Somali opposition to international intervention in Somalia. The Somalis defended themselves against the incursion by almost 200 highly-trained, heavily-armed commandos. The film tells the audience nothing about the reasons why the Americans were there in the first place, nor the strategic and tactical errors which resulted in the military disaster. Most importantly, it does not tell the audience that the U.S. was trying to destroy Mohammed Farrah Aidid's military power because he had rebelled against the dictator Siad Barré, a repressive dictator who had received almost $600 million in military aid during the 1980s. Instead, like "We Were Soldiers", the film focuses on the rescue of the trapped soldiers. This is a common theme in recent American war films, especially in wars or other military interventions which the U.S. did not win. (This theme can even be seen in "Saving Private Ryan", a film about the Second World War. In this, the heroes are on an adventure to rescue the last son of a family which has already lost four men in the war. Although the U.S.A. was one of the winners of that war, it is perhaps useful to remember that 90% of the German armed forces were destroyed by the Soviet Union.) "Black Hawk Down" ends with the names of the 18 U.S. soldiers killed in the action. No names are given for the thousand or more Somalis killed and wounded in the attack.

6 Another Hollywood theme that has recently received a great deal of criticism in the British media is the re-writing of history to exaggerate or invent American involvement in key events of the twentieth century. Two striking examples of this are the World War Two films "U-571" and "Enigma". Both concern the crucial strategic victory of cracking the Germans' top secret "Enigma" codes. British critics were enraged by U-571, in which American sailors manage to save an Enigma code machine after capturing a German submarine. In the Guardian, education writer John Crace pointed out that captured code books were perhaps more important than the machines themselves, and that British forces had captured Enigma machines from U-110, U-559 and U-550: the Americans captured none. "Enigma", a British film on the same subject, focuses on the mathematicians that cracked the code at a research centre in England. This film, while closer to the historical truth, also received a great deal of criticism for its inaccurate portrayal of history. The first criticism was that the mathematical genius who actually cracked the Enigma code, Alan Turing, was cut out of the film's version of history because of his homosexuality. Further criticisms were levelled by the Polish community in Britain, who pointed out that Polish mathematicians contributed greatly to the Enigma research, and that the Poles gave the British a stolen Enigma machine in 1939.

7 It would appear that distorting history in films incurs the same dangers as telling lies: there is always the danger that someone will expose your inaccuracies. However, since the mainstream film industry has a main target market of effectively illiterate 16-24 year olds, they are unlikely to suffer from such exposure in the press. And since the lies almost always benefit powerful sections of society or exculpate guilty heroes, such press exposure is likely to be attacked by other, more powerful sections of the media.

Tip: Inter-paragraph Cohesion

In longer texts, it is important to ensure that the reader can follow the logic of your argument. One effective way to do this is to have a cohesive (linking) sentence at the end or beginning of a paragraph.

End of paragraph: This tells the reader that another important topic is going to be dealt with. This sentence often refers to the whole of its paragraph. It may also point forward by giving an initial idea of the content of the following paragraph.

> E.g. "This was not the only criticism of Riefenstahl's films." (In this example, 'This' refers to criticism already described. (The next paragraph will deal with other criticisms.)

Beginning of paragraph: These are very similar in structure to the previous sentences, although very often the linking section is shorter and may be incorporated as part of the topic sentence.

> E.g. "While most film journalists have merely focussed on the historical inaccuracies of such films, more serious effects on the understanding of and interest in history education have been discussed by historians and educators." (The underlined section is the topic sentence of the new paragraph.)

Often, the cohesive device of a beginning of paragraph cohesive sentence will be short.

> E.g. Apart from journalists, teachers and historians have also criticised these films. (The cohesive device in this sentence is 'Apart from journalists'.)

N.B. Neither of these two types of cohesive device is better than the other. A possible advantage for the end of paragraph type is that the first sentence of the next paragraph can then be a straightforward topic sentence, with a clear topic and controlling idea. However, good writers will vary the type of inter-paragraph cohesive sentence they use, and they may even not use one.

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