

**LISTENING**

Listening for organization

Listening to interpret the speaker's attitude

VOCABULARY

Word + preposition combinations

SPEAKING

Fielding questions during a presentation

PRONUNCIATION

Using contrastive stress for emphasis

Discussion point

Discuss these questions with a partner.

- 1 Think about a typical day. How many different sounds do you hear from the moment you wake up until you go to sleep?
- 2 What are your favorite sounds?
- 3 Do you associate any sounds with favorite places or memories from your childhood?

Vocabulary preview

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

LISTENING 1 That's so annoying!

Before you listen

- 1 Which of these sounds bother you? Check (✓) your answers. Compare with a partner.
- | | |
|--|--|
| <input type="checkbox"/> a plane flying overhead | <input type="checkbox"/> a smoke alarm |
| <input type="checkbox"/> a baby crying | <input type="checkbox"/> loud bird song |
| <input type="checkbox"/> a dentist's drill | <input type="checkbox"/> someone eating |
| <input type="checkbox"/> a dog barking | <input type="checkbox"/> someone else's mp3 player |
| <input type="checkbox"/> a fly buzzing | <input type="checkbox"/> someone typing |
- 2 When was the last time you were bothered by one of these sounds?

Global listening

LISTENING FOR ORGANIZATION

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

We'll focus on four reasons for ...

Let's consider three factors ...

Two examples of this are ...

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



ACADEMIC KEYWORDS

attempt	(v)	/ə'tempt/
consider	(v)	/kən'sɪdər/
factor	(n)	/'fæktər/

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

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

Close listening

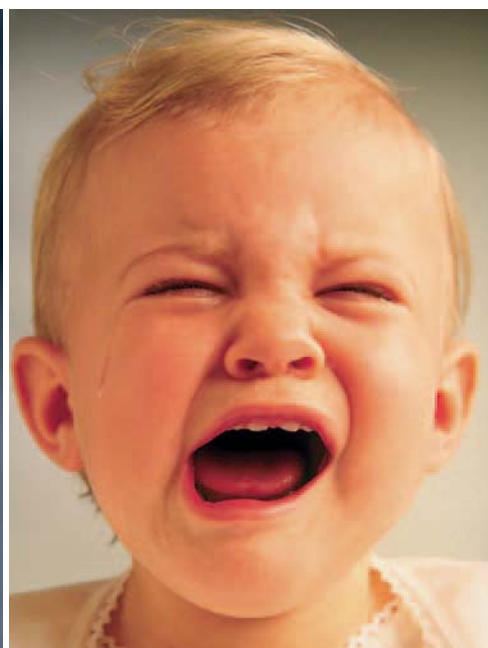
1 **2.15** Listen again. **Circle** the ideas that the speaker mentions to explain the factors.

- 1 Strangers' phone calls are annoying because they are often loud / we don't know when they will end.
 - 2 A dripping faucet is annoying because it is repetitive / continuous and persists.
 - 3 A sound seems to magnify because it is loud / doesn't stop.
 - 4 The sound of the fly will vary because it moves in an unpredictable way / in circular patterns.
 - 5 The sound of fingernails scraping on a blackboard are annoying mostly because of the high / low sounds.
- 2 **Work with a partner. Answer the questions.**
- 1 According to the speaker, a dripping faucet and fingernails scraping on a chalkboard seem *universally annoying*. What do you think this means?
 - 2 According to the speaker, which factor do a dripping faucet and fingernails scraping have in common?

Developing critical thinking

Discuss these questions in a group.

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



LISTENING 2 Was that my phone ringing?

Before you listen

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

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

Global listening

 2.16 Listen to the podcast *Was that my phone ringing?* Then answer the questions with a partner.

- 1 What is a phantom phone ring?
- 2 According to the podcast, what is phantom vibration syndrome?
- 3 What are phantom words?
- 4 How many studies were cited to explain the phenomenon of phantom words?

Close listening

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

Phantom rings

Reason 1 - brain trying to process ¹ _____

Reason 2 - ² _____ caused by anticipating the sound]

Phantom vibrations

Main reason - phone carried ³ _____, always set to vibrate so brain anticipates vibration

Phantom words

Main reason - brain trying to makes sense of ⁴ _____

Study 1 - volunteers listened to a recording of repeated ⁵ _____ and then asked to recall words. Many reported hearing words that ⁶ _____

Study 2 - ⁷ _____ of different nationalities listened to English recording. Many reported hearing words from their ⁸ _____



LISTENING TO INTERPRET THE SPEAKER'S ATTITUDE

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

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

ACADEMIC KEYWORDS

experience	(v)	/ɪk'spɪəriəns/
interpret	(v)	/ɪn'tɜːprət/
variation	(n)	/ˌveri'eɪʃ(ə)n/

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

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

Developing critical thinking

1 Discuss these questions in a group.

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

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

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

	Now	100 years ago
noisier/quieter		
smellier / less smelly		
uglier / more beautiful environment		
tastier / less tasty food		

Vocabulary skill

WORD + PREPOSITION COMBINATIONS

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

Adjective + preposition

You may be **unaware of** the conversation.

Verb + preposition

You can **relate to** what I'm saying.

Noun + preposition

Our brain tries to make **sense out of** meaningless noise.

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

by from of to

The frequency ¹ _____ a sound is different from the loudness of a sound. The frequency is the rate at which a sound wave vibrates. Examples ² _____ low frequency sounds are a deep male voice, and the rumble of thunder during a storm. In contrast, examples of high frequency sounds are a squeaky door, and a woman's high voice. There is a limited range ³ _____ sounds humans can hear. Scientists have found that humans are more sensitive ⁴ _____ low frequency sounds, and that high frequency sounds are harder to hear as people get older. Hearing loss is a part ⁵ _____ the aging process: however, chronic exposure ⁶ _____ loud sounds also contributes ⁷ _____ hearing loss. Researchers have found that people who listen ⁸ _____ an mp3 player continuously often suffer ⁹ _____ hearing loss. They've also found that this can be prevented ¹⁰ _____ turning off the music for about five minutes every hour. This brief rest allows the ears to recover ¹¹ _____ the sound.

- 2 Discuss these questions with a partner.

- 1 Do you listen to an mp3 player? If so, how many hours per day, on average?
- 2 What are loud sounds that might contribute to hearing loss?



SPEAKING Presentation of a plan for a public place

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

Grammar

CLEFT SENTENCES

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

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

- 1 Work with a partner. Practice the conversations and identify the cleft sentences.**

 - A:** Did Amin say he would meet us at the library?
B: No, it was at the science center.
 - A:** Hey, I got a text from Nina that she's coming to visit this Tuesday.
B: I got a text, too. Her plans changed. It's Wednesday she's coming.
 - A:** I'm worried about the grammar section of the exam.
B: It's the reading section that's difficult for me.
 - A:** Loud sounds don't annoy me. I grew up in a big city surrounded by noise.
B: Yeah. It's soft sounds that get to me—like the quiet ticking of a clock.
- 2 Complete the first conversation. Practice with a partner. Then role play conversations 2 and 3 using cleft constructions.**

 - A:** Did you hear about Ana? She heard shouting in the apartment next door last night.
B: I talked to her this morning. It was _____ she heard. [say another sound] She said it was quite scary.
 - A:** It looks like Khalil left his phone here.
B: I checked with him. It isn't Khalil's. ... [Say it was someone else who left it. Say how you know.]
 - A:** I didn't see Lee in class on Monday. Maybe because of the storm.
B: ... [Agree and specify what exactly the problem was connected to the storm and what the consequences were.]
A: I couldn't concentrate with that fly buzzing around the room.
B: ... [Say that it was another sound that was more annoying. Add comment to say why.]

Pronunciation skill

USING CONTRASTIVE STRESS FOR EMPHASIS

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

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

1 2.18 Listen. Underline the contrasted words. Practice with a partner.

- 1 Low sounds actually affect us more than high sounds.
- 2 Our ears don't identify the sounds we hear, our brains do.
- 3 Jung complained about the noise, but it didn't bother Wei.
- 4 Adan was annoyed by his neighbor's radio, not by his TV.
- 5 Aida heard so many phantom rings that she ignored a real call.

2 2.19 Listen. Match each sentence (1–4) with the correct meaning (a–d).

- 1 ___ a Lara's is worse, though.
- 2 ___ b His old ring tone wasn't quite as bad.
- 3 ___ c It didn't affect the rest of her family.
- 4 ___ d At night it wasn't as loud.



Speaking skill

FIELDING QUESTIONS DURING A PRESENTATION

To give the listener an opportunity to ask questions

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

Repeating the question

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

You want to know ...

Follow-up information

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

1 2.20 Listen and complete these sentences using phrases from the skill box.

- 1 A: OK, _____?
 B: Student 1: Yes, what is 'pitch'?
 A: _____: What is pitch? Pitch means how high or low a sound is.
- 2 A: What sound did you say is the most annoying?
 B: _____ what sound I said is the most annoying, correct?
- 3 A: Do some sounds become less annoying if we hear them every day?
 B: That's _____. I'm not sure.
- 4 A: That's all the information we gathered. _____ what I said about our group's conclusion?
 B: Not exactly.

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

SPEAKING TASK

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



Audience: classmates

Context: an academic presentation

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

BRAINSTORM

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

Problems	Pleasant sounds

PLAN

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

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

Features in the park	Details of each feature

SPEAK

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

SHARE

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

Revision strategies

by Stella Cottrell

A good approach to revision requires creativity, interactive study techniques, a high degree of motivation, time management, working well with others, writing skills, and being able to use your powers of selectivity, critical thinking, and memory. Keep revision in mind for the whole term or year.

Tick the boxes beside specific revision activities listed below if you consider that they would help you.

- Make your notes clear, visual, colorful, dynamic, and memorable. Leave lots of space to add new information later in the term.
- Make up index cards of key information as you go along.
- Go over your work at regular intervals so that you have less to do at the last minute.

Use time carefully



- Start as early in the year as possible.
- Draw up a revision timetable.
- Organise your priorities—make a list and rate them according to how important they are.
- Make a Time Circle for revision by drawing a circle, dividing it into 24 segments to represent 24 hours, and shading it to show how you plan to divide your time.
- Use spare moments for revision.

Keep a positive attitude

- Work on your motivation and your attitude towards exams.
- Regard difficulties as challenges for which you can devise new strategies.

Work with others

- Arrange revision sessions with friends.



Ask for help

- Find out from tutors how exam answers differ from course essays.

Use memory triggers

- Research techniques for improving memorization using memory triggers.
- Cut down your notes to key points, key words, and memory triggers.
- Learn by heart essential information only, such as dates, names, and formulae.

Revise by ear

- Record yourself answering questions—listening to your own voice can help memory.

Stay healthy

- Sleep, relax, and take plenty of breaks.

Use exam papers from previous years

- Check which questions come up regularly.
- Brainstorm answers to past questions.
- Make outline plans for as many questions as you can.
- Time yourself writing some of these, to build writing speed and for general practice.
- Discuss questions with others. Work out plans together.
- Consider in advance what detail needs to be left out of exam answers.