



UNIT

3

Classification

Defining and
Putting Things
into Categories

TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. Have you ever experienced an earthquake, a volcano, or a terrible storm? Describe the experience. What happened? What did you do? How did you survive?
2. What is the difference between a tidal wave and a normal ocean wave? What causes each one?
3. Where and when have there been large earthquakes and tidal waves in recent years? What happened? How destructive were they?

A Tidal Wave

What Is It? Can We Predict It?



A tsunami pours into the city of Miyako, Japan, March 11, 2011.

VOCABULARY PREVIEW

CD 3, TR 9

A Listen to the following sentences that contain information from the lecture. As you listen, write the word from the box that completes the sentence.

crisis	destructive	massive	merging	predict
rushing	shifts	storms	trembles	warn

1. A tidal wave is a very large and _____ wall of water.
2. A tidal wave comes _____ in suddenly and unexpectedly at any time.
3. Do you know that tidal waves are not caused by _____?
4. When an earthquake takes place under the ocean, the ocean floor shakes and _____.
5. Sometimes the ocean floor _____ during an underwater earthquake.
6. A double-wave tsunami can also be called a _____ tsunami.
7. In 2011, a _____ earthquake occurred off the coast of Japan.
8. A tsunami caused a _____ at a nuclear plant in northeastern Japan.
9. Today scientists can _____ that a tidal wave will hit land.
10. It is possible to _____ people that a tidal wave is coming.

B Match the words to their definitions.

- | | |
|----------------------|--|
| _____ 1. crisis | a. to mix two or more things together into one |
| _____ 2. destructive | b. to change position |
| _____ 3. merge | c. a very difficult or dangerous situation |
| _____ 4. predict | d. to tell someone of a possible problem or danger |
| _____ 5. rush | e. causing or able to cause serious damage |
| _____ 6. shift | f. to say that a particular thing will happen |
| _____ 7. massive | g. bad weather with a lot of wind and rain or snow |
| _____ 8. storm | h. to shake from side to side |
| _____ 9. tremble | i. extremely large |
| _____ 10. warn | j. to move very quickly |

PREDICTIONS

Think about the questions in the Topic Preview on page 50 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.



NOTETAKING PREPARATION

Recording Definitions

In a talk, it is sometimes necessary for the speaker to define some of the terms used in the lecture. Usually the lecturer will give a *positive* definition, that is, the speaker will tell you what something is or what it means. Sometimes, however, a speaker may give a *negative* definition and tell you what something is not or what it does *not* mean.

When taking notes, the following symbols are useful abbreviations for showing positive and negative definitions:

Positive definition =

Negative definition \neq

A tidal wave is a destructive wall of water $TW = destr\ wall\ H_2O$



CD 3, TR 10

A Listen to the following positive and negative definitions of terms used in the lecture. Use either the symbol = or \neq to complete the notes below.

1. TW ____ a wave \leftarrow tide
2. tsunami ____ TW
3. double tsunami ____ 2 TWs together
4. v. big waves at sea ____ TWs

Discourse Cues for Definition and Classification Listen for words and phrases that tell you the lecturer is giving you a definition. These are some cues that the lecturer may use to define a term:

is/are (known as) ...

can be defined as ...

is a type of ...

means ...



CD 3, TR 10

B Listen to the definitions of some terms in the lecture. As you listen, write the word or phrase from the box that completes the definition.

means can be defined as is a type of is

1. A tidal wave _____ a very large and destructive wave.
2. To quake _____ to move up and down very quickly or to shake.
3. A true tide _____ the normal rise and fall of ocean water at regular times each day.
4. A seismograph _____ instrument for measuring earthquakes.



FIRST LISTENING

Listen to the lecture on tidal waves. As you listen, put the following parts of the lecture in the order that you hear them. Number them 1 to 5.

- ___ Predicting earthquakes
- ___ The tsunami of March 2011
- ___ An overview of the lecture
- ___ Definition of a tidal wave
- ___ Cause of tidal waves



SECOND LISTENING

Listen to information from the lecture. The speaker will talk slowly and carefully. You don't have to do anything as you listen. Just relax and listen.

THIRD LISTENING

Listen to the lecture in two parts. Follow the directions for each part. When you have finished, review your notes. Later, you will use them to summarize the lecture with a partner.



Part 1

You will hear the first part of the lecture again. Listen and complete the notes by adding the abbreviations and symbols from the box.

harb ← TWs ≠ =

Tidal Waves

1. What is a TW?
 - = destr wall of H₂O
 - rushes into land
 - sciencs call tsunamis
 - tsun = Jap word harbor wave
 - wave = tallest in , nr land
2. TWs normal waves
 - norm wave ← tides
 - TW EQs under water



Part 2

As you listen to the second part of the lecture, take your own notes on a separate piece of paper.



CD 3, TR 14

ACCURACY CHECK

You will hear eight questions about the lecture. Listen to each question and choose the correct answer from the box and write it on the line.

double-wave tsunami	harbor	harbor wave	ocean floor
seismograph	tidal wave	tide	wall of water

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

ORAL SUMMARY

Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

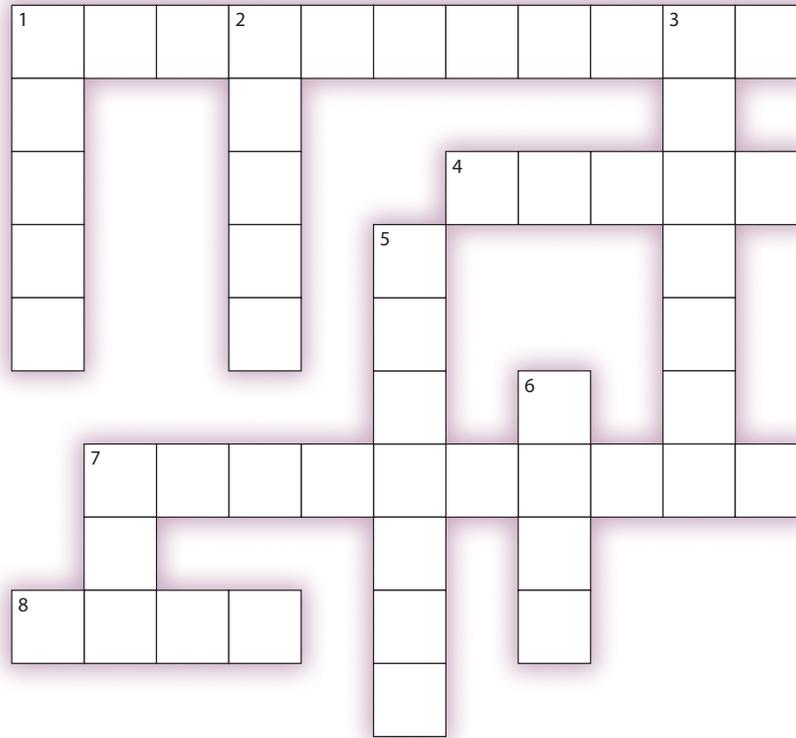
Discuss the following questions with a classmate or in a small group.

1. What is the worst kind of natural disaster: an earthquake, a hurricane, a wildfire, a tidal wave, a volcano eruption, or something else? Explain the reason for your choice.
2. Which of the following natural disasters is easiest to predict: an earthquake, a hurricane, a tornado, a tidal wave, a volcano eruption? Explain the reason for your choice.
3. Do you know what to do if there is an earthquake, a hurricane, a flood, or a tornado? What do you think you should do if one of them happened?

TASK 1 Listening for Definitions



A Listen to the clues and write the words in the spaces in the crossword puzzle. The clues are definitions. The first answer, 1 across, will be given to you.



B Listen to the crossword puzzle answers. Check your answers and fill in any that you missed.



TASK 2 Natural Disasters

Listen to a description of four natural disasters and fill in the missing information in the chart.

Category of Disaster by Cause	Event	Location	Date of Event	Approximate Number of Casualties
Geological	landslide		1958	
Meteorological		Bangladesh		1,300 people
Hydrological			1887	
Space	asteroid explosion			

Levels of Language

Formal and Informal

TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. Have you ever said something in English, and the person you were speaking with looked at you with surprise or confusion? What kind of mistake did you make?
2. When you meet your friend's mother, is it more correct to say, "Hi, Jennifer" or "Hello, Mrs. Collier"? Why do you think your choice is the right one?
3. If you were talking to a friend about a teacher you like, would you be more likely to say, "Jones is a great teacher" or "Doctor Jones is a truly great educator"? Explain your choice.



Friends chat as sand blows around them in the Libyan desert.

VOCABULARY PREVIEW



CD 4, TR 1

A Listen to the following sentences that contain information from the lecture. As you listen, write the word from the box that completes the sentence.

authority	ceremonies	colleagues	interacting
polite	reference	tend	usage

- Today I want to talk about levels of language _____.
- Formal written language is the kind you find in _____ books such as encyclopedias.
- People usually use formal English at _____ such as graduations.
- We also _____ to use formal language in conversations with persons we don't know well.
- Formal language tends to be more _____.
- Informal language is used in conversation with _____, family, and friends.
 - I might say to a friend, "Close the door, please." To someone in _____ I would say, "Excuse me, could you please close the door?"
 - The difference between formal and informal usage can be learned by observing and _____ with native speakers.

B Match the words to their definitions.

- | | |
|--------------------|--|
| _____ 1. ceremony | a. containing facts and other information |
| _____ 2. colleague | b. to usually happen or to be likely to happen |
| _____ 3. authority | c. to talk to other people when doing something together |
| _____ 4. interact | d. a formal event on a special occasion |
| _____ 5. usage | e. behaving in a way that shows respect for others |
| _____ 6. reference | f. the power or responsibility to make decisions |
| _____ 7. tend | g. a person you work with |
| _____ 8. polite | h. the way words are used |

PREDICTIONS

Think about the questions in the Topic Preview on page 56 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.

NOTETAKING PREPARATION

Listening for Examples

A good lecturer will always make concepts clearer by providing good examples. Listen for language that tells you that the lecturer is going to introduce an example, such as the following:

For example

For instance

Let me give you an example

Let me illustrate

Such as

When you hear an example, write the example below the concept that is being defined and indent your notes. Many notetakers introduce the example with one of these abbreviations:

e.g.

ex.



CD 4, TR 2

- A** Listen to a part of the lecture while you look at the notes below. After you listen, rewrite the notes in a clearer notetaking format.

*Diff betwn form & inform vocab
When talking to friend
ex. - use crazy about
w/boss use really enjoy*

Discourse Cues for Definition and Classification Listen for cues that show the lecturer is going to give an example. Make sure you include the example in your notes. This will help you understand the lecture.



CD 4, TR 2

- B** Listen to five sentences that contain information from the lecture. As you listen, write the language cue in each sentence that the lecturer uses to introduce an example.

1. _____
2. _____
3. _____
4. _____
5. _____



CD 4, TR 3

FIRST LISTENING

Listen to the lecture on formal and informal language. As you listen, put the following parts of the lecture in the order that you hear them. Number them 1 to 5.

- _____ Differences in vocabulary used in formal and informal language
- _____ Tips for a nonnative speaker learning English to learn formal and informal language
- _____ Differences in polite phrases used in formal and informal language
- _____ Definition and examples of formal language
- _____ All languages use different words and phrases in different situations



CD 4, TR 4

SECOND LISTENING

Listen to information from the lecture. The speaker will talk slowly and carefully. You don't have to do anything as you listen. Just relax and listen.

THIRD LISTENING

Listen to the lecture in two parts. Follow the directions for each part. When you have finished, review your notes. Later, you will use them to summarize the lecture with a partner.



CD 4, TR 5

Part 1

You will hear the first part of the lecture again. Listen and complete the notes by adding the abbreviations and symbols from the box.

ex inform = etc. sits

Levels of Lang Use

1. All langs – two cats _____ form and inform lvls
 - Diff from correct vs incorrect
 - = diff for diff _____
2. form = txtbks, ref books _____
 - ex letter to univ, essays, lectures etc.
 - _____ conv w/profs etc
3. _____ lang = conv w/ friends + pers notes etc.



CD 4, TR 5

Part 2

As you listen to the second part of the lecture, take your own notes on a separate piece of paper.



CD 4, TR 6

ACCURACY CHECK

You will hear questions and statements about the lecture. For 1–4, listen to the question and write the letter of the best answer. For 5–8, listen to the statement and write *T* for *true* or *F* for *false*.

- | | |
|---|--|
| <p>_____ 1. a. e-mail to friends
b. essays
c. personal notes
d. text messages</p> <p>_____ 2. a. family
b. friends
c. teammates
d. all of the above</p> | <p>_____ 3. a. Salt, please.
b. Pass the salt.
c. Pass the salt, please.
d. Could you please pass the salt?</p> <p>_____ 4. a. I enjoy music.
b. I saw the cops.
c. I admire Greek culture.
d. None of the above</p> |
|---|--|
5. _____ 6. _____ 7. _____ 8. _____

ORAL SUMMARY

Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following questions with a classmate or in a small group.

1. Is it better to speak formal English in all situations? Why or why not?
2. When you begin learning a second language, should you first learn formal language or informal language? Why?
3. What are some of the ways you think young children learn to use formal and informal language?
4. In what ways do you think it is difficult or easy for second language learners to learn the difference between formal and informal usage?



TASK 1 Homonyms and Homophones

A *homonym* is a word that is spelled and pronounced the same as another word but has a different meaning, for example *right* (correct) and *right* (opposite of left).

A *homophone* is a word that is spelled differently from another word but pronounced the same, for example *write* and *right*.



CD 4, TR 7

- A** Listen to two sentences. One word sounds the same in each sentence. Decide if the word is a *homonym* or a *homophone*, and put a check (✓) in the column. The first one is done for you.

	Homonym	Homophone
1.	_____	_____ ✓
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____



CD 4, TR 7

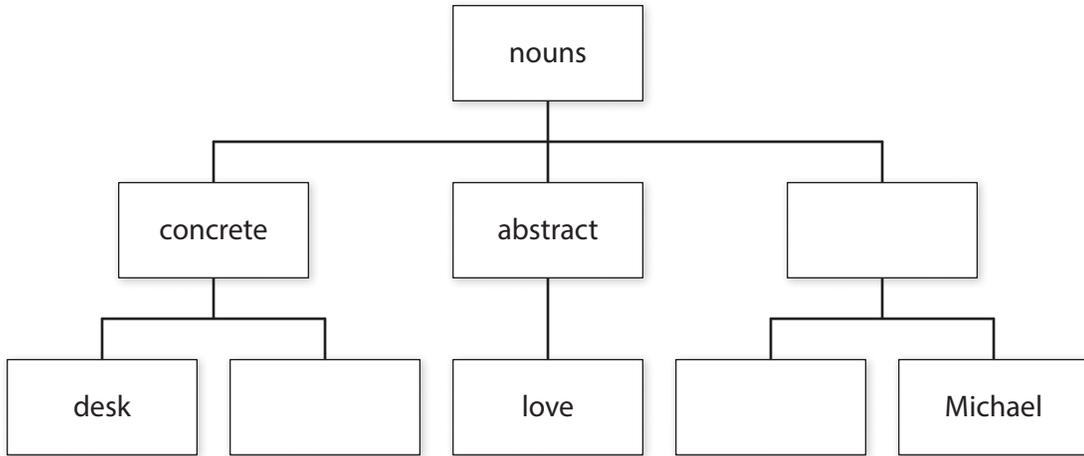
- B** Listen to the sentences again. This time write the two words. The first one is done for you.

	First sentence	Second sentence
1.	_____ <i>won</i> _____	_____ <i>one</i> _____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____

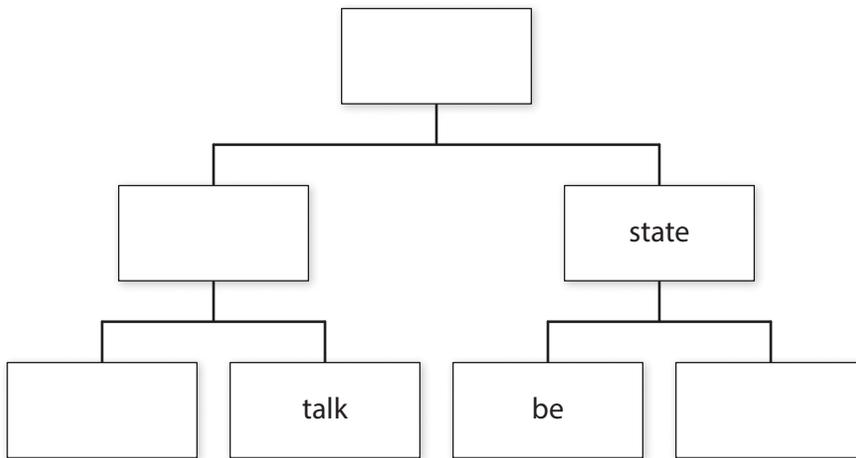
TASK 2 Classifying Parts of Speech

Listen to descriptions of the classification of different types of words. As you hear the examples, fill in the charts below.

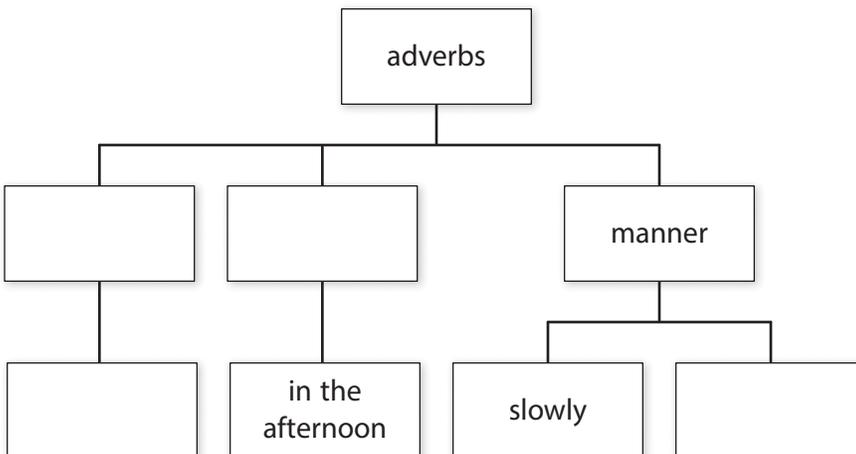
1.



2.



3.



Power

The Kinds of Power People Use and Abuse

TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. Who has power over you in your life? What gives these people power?
2. Who do you have power over? What kind of power is it?
3. What gives people power? Some possible sources of power are physical strength, knowledge, wealth, and political influence. Give examples of people you know of who have a lot of each kind of power.



Prince of the Kingdom of Toro, Uganda

VOCABULARY PREVIEW



CD 4, TR 9

A Listen to the following sentences that contain information from the lecture. As you listen, write the word or phrase from the box that completes the sentence.

admires	coercive	expertise	identify with	imitate
legitimate	manipulate	referent	uncomfortable	

- We all wish to avoid _____ emotions.
- People who have information can _____ those who do not have this information.
- Some people may _____ a particular friend or, say, a rock star.
- Many people _____ and are controlled by the people they identify with.
- _____ power can be used for good or evil purposes.
- Often a person _____ or wants to behave like a particular person.
- Government officials usually exercise _____ power.
- Some experts use their _____ to gain power.
- Reward or _____ power is used to reward or punish people's actions or behavior.

B Match the words to their definitions.

- | | |
|------------------------|---|
| _____ 1. legitimate | a. nervous and not relaxed |
| _____ 2. expertise | b. acceptable and legal |
| _____ 3. manipulate | c. to make people do what you want, often without them knowing it |
| _____ 4. admire | d. to like and respect someone |
| _____ 5. referent | e. to copy the way someone acts |
| _____ 6. coercive | f. knowledge and skill |
| _____ 7. identify with | g. something or someone that you refer to |
| _____ 8. imitate | h. to feel that you understand and are like another person |
| _____ 9. uncomfortable | i. using force to persuade someone to do something |

PREDICTIONS

Think about the questions in the Topic Preview on page 63 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.

NOTETAKING PREPARATION

Listening for Classifying Language

During a talk or a lecture, a speaker may define a concept by dividing it into various classes or categories. Listen for language that signals that a lecturer is using categories, such as the following:

	<i>several</i>	<i>categories</i>	
	<i>two</i>	<i>types</i>	
<i>There are</i>	<i>three</i>	<i>kinds</i>	<i>of X.</i>
	<i>etc.</i>	<i>sorts</i>	
		<i>classes</i>	
	<i>consists of</i>	<i>several</i>	<i>main categories.</i>
X	<i>comprises</i>	<i>two</i>	<i>types.</i>
	<i>is made up of</i>	<i>three</i>	

As the lecturer describes each type or category, make sure that you write a number for each new type. Also, leave a space between the notes for each new type.



CD 4, TR 10

- A** Listen to five sentences from the lecture. Match the notes below to the information you hear. Write the number of the sentence in the blank.

- ___ *P. = 5 cats*
- ___ *2 more classes of P. - ref & legit*
- ___ *1st type of P. = inf P.*
- ___ *exp P. = 1+ var of P.*
- ___ *5th type of P. = reward or coerc P.*

Discourse Cues for Definition and Classification After a lecturer has told you that there are several different kinds of something, listen for the language that tells you that the lecturer is moving from one kind to a new kind.



CD 4, TR 10

- B** Listen to sentences that contain information from the lecture. As you listen, write down the missing words from each sentence.

1. The _____ of power is reward power.
2. _____ of power is referent power.
3. A _____ of power is classified as legitimate power.
4. The _____ of power is expert power.
5. The _____ of power is information power.



CD 4, TR 11

FIRST LISTENING

Listen to the lecture on types of power. As you listen, put the following parts of the lecture in the order that you hear them. Number them 1 to 5.

- ___ Referent power
- ___ Reward or coercive power
- ___ Information power
- ___ Expert power
- ___ Legitimate power



CD 4, TR 12

SECOND LISTENING

Listen to information from the lecture. The speaker will talk slowly and carefully. You don't have to do anything as you listen. Just relax and listen.

THIRD LISTENING

Listen to the lecture in two parts. Follow the directions for each part. When you have finished, review your notes. Later, you will use them to summarize the lecture with a partner.



CD 4, TR 13

Part 1

You will hear the first part of the lecture again. Listen and complete the notes by adding the abbreviations and symbols from the box.

e.g. def → legit 5

What is Power?

1) _____ = ability to change actions of others

- prim force of life
- No P. = uncomfortable feeling

2) _____ basic cats

(1) info P. (2) ref P. (3) _____ P.

(4) expt P. (5) rew/coerc P.

3) Info P.

- v. eff. contrl
- ppl w/ info P. can manip. others
- _____ info in media _____ infl ppl who read it



CD 4, TR 13

Part 2

As you listen to the second part of the lecture, take your own notes on a separate piece of paper.



CD 4, TR 14

ACCURACY CHECK

You will hear questions and statements about the lecture. For 1–4, listen to the question and write the letter of the best answer. For 5–9, listen to the statement and write *T* for *true* or *F* for *false*.

- | | |
|---|---|
| <p>_____ 1. a. reward
b. referent
c. legitimate
d. information</p> <p>_____ 2. a. reward
b. referent
c. legitimate
d. information</p> | <p>_____ 3. a. coercive
b. referent
c. legitimate
d. information</p> <p>_____ 4. a. expert
b. referent
c. legitimate
d. information</p> |
|---|---|
5. _____ 6. _____ 7. _____ 8. _____ 9. _____

ORAL SUMMARY

Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

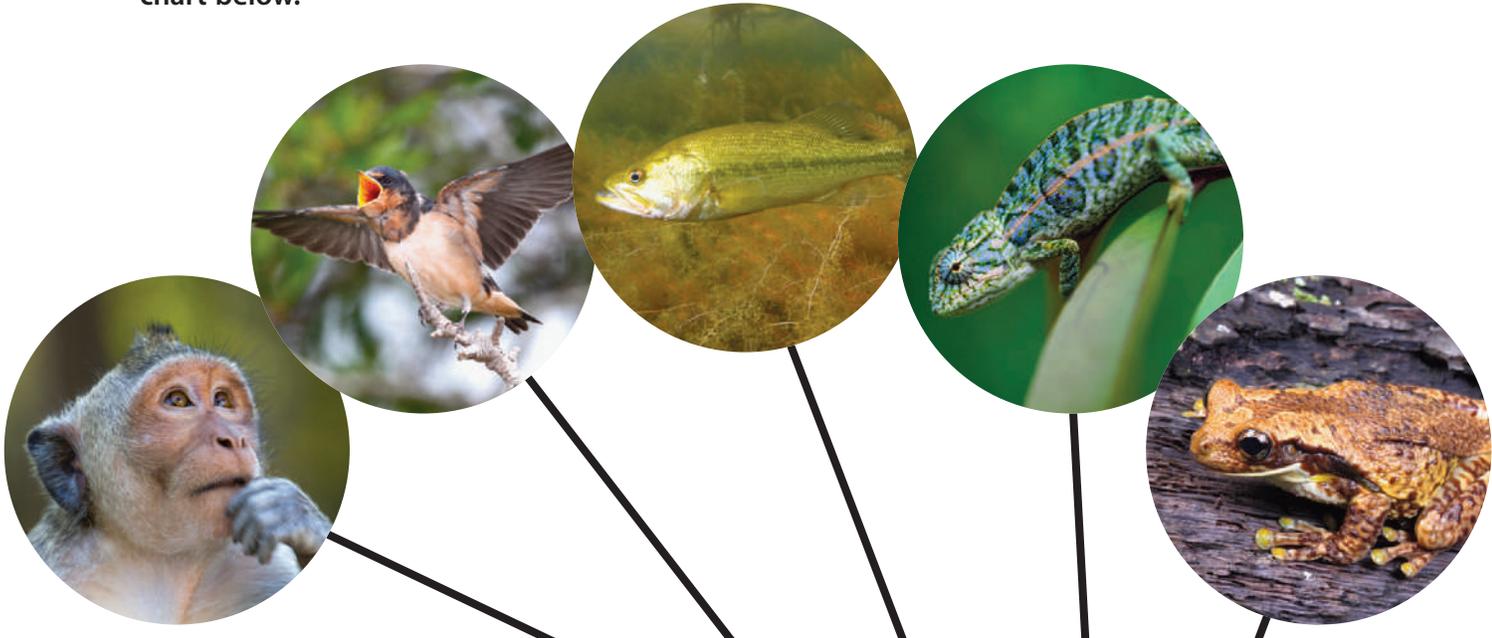
Discuss the following questions with a classmate or in a small group.

1. To some people, power is a game in which winners are powerful, and losers are powerless. Do you agree this statement? Explain why.
2. What types of people have referent power? For example, do rock stars, movie stars, and parents have referent power? Why?
3. Do you agree with the idea that information power is the most effective type of personal power? Explain why.
4. Would you say that governments that use reward or coercive power over their people use this power for good? Can you give any examples?

TASK 1 Classifying Animals

CD 4, TR 15

A Listen to these definitions of classes of animal. As you listen, complete the chart below.



	Mammal	Bird	Fish	Reptile	Amphibian
Warm-blooded	✓				
Cold-blooded					
Lives on land	✓				
Lives in water	✓				
Has two legs and wings					
Has fins					
Gets oxygen from air	✓				
Gets oxygen from water					
Starts life in water, but can live on land					
Feeds milk to its young from mother's body	✓				
All or most lay eggs					

B Compare your answers with a partner.

TASK 2 What's That Animal?

CD 4, TR 16

- A** Listen to descriptions of animals. As you listen, match the description to a picture of the animal and write the number in the box on the picture. The first one is done for you.



CD 4, TR 16

- B** Listen to the name and spelling of each animal and its class, and write them below.

- | | |
|-------------------------|----------------------|
| 1. Animal: <u>horse</u> | Class: <u>mammal</u> |
| 2. Animal: _____ | Class: _____ |
| 3. Animal: _____ | Class: _____ |
| 4. Animal: _____ | Class: _____ |
| 5. Animal: _____ | Class: _____ |
| 6. Animal: _____ | Class: _____ |
| 7. Animal: _____ | Class: _____ |
| 8. Animal: _____ | Class: _____ |

People, Plants, and Pollinators

BEFORE VIEWING

TOPIC PREVIEW

Write down five things that you think about bees. Then compare your list with a classmate's list.

VOCABULARY PREVIEW

A Read the definitions of these key words and phrases that you will hear during the video.

entomologist a scientist who studies insects

originate to come from

migrated in waves moved in large groups from one area to another

diversity the fact of there being many different forms or varieties

gentle having a kind or quiet nature; not violent

species a group of plants or animals that share many similar qualities

beekeeper a person who raises bees

valuable worth a lot of money

pollinate to take pollen from a male plant to a female plant

crops plants that are grown in large quantities by farmers



B Work with a partner and guess whether the following statements are true or false. Write *T* for true or *F* for false.

- ___ 1. Dino Martins is an **entomologist**.
- ___ 2. Bees **originated** in South America and then **migrated in waves** to the rest of the world.
- ___ 3. There is very little **diversity** in honeybees. They are all very similar.
- ___ 4. Honeybees can be very **gentle** insects.
- ___ 5. **Beekeepers** only ever keep one **species** of bees at a time.
- ___ 6. Some varieties of honey are more **valuable** than others.
- ___ 7. **Crops**, such as chocolate and coffee, need insects to **pollinate** them.

VIEWING

FIRST VIEWING

Watch the video. As you watch, check your answers in **B**, above. Then discuss with a partner why each statement is *true* or *false*.

SECOND VIEWING

Watch the video again. Listen for the missing words and write them in the blanks.

1. There are two fantastic varieties of honeybee that we get to work with, the lovely mountain honeybee, *Monticola*, which is a very gentle, _____-colored species and produces lots and lots of _____.
2. And Maria here is a beekeeper, a _____ beekeeper on the slopes of Mount Meru in Tanzania. And you can see a view inside the stingless _____ there.
3. A lot of the work I'm trying to develop right now is managing and _____ stingless bee.
4. He even keeps species that _____ don't know about.
5. If you can spend just _____ minutes a day in the company of an _____, your life will never be the same again.



THIRD VIEWING

Complete these notes as you watch the video. Use abbreviations and symbols.

1) hbs → from E. _____
hbs in Afr. ↑↑ _____

2) 2 varieties of hb

Monticola	= gentle	_____ -colored	_____
Scutellata	_____	≠ calm	lots of honey

3) Stingless bees

- In T. _____
- 2 _____
- v. _____ honey

4) Stanley = st b. _____ in Western _____.

- keeps _____ species
- inc. species _____ don't know

5) Crops need _____

- ex: coffee and _____.

AFTER VIEWING

ORAL SUMMARY

Use your notes to create an oral summary of the video with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following questions with a classmate or in a small group.

1. How are humans and honeybees similar?
2. What did the woman in the video learn? Why is she surprised? Did this information surprise you, too?
3. Why does Dino Martins ask the audience about chocolate and coffee?
4. Has this video changed your opinion of insects and entomologists? Why or why not?