Listening & Speaking Book solutions

ENGC2201
B1.1

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PREPARING TO WATCH

1 Work with a partner. Discuss the questions.

1 Can animals solve problems? Give examples.
2 How do animals play? Do you think they like puzzles or games? Why / Why not?

2 Work with a partner. Look at the photos from the video and discuss the questions.

1 What is the goal of a game like a maze?
2 In your opinion, is the chimpanzee thinking? Why / Why not?
3 Do you think the chimpanzee and the man are happy or angry? Explain your answer.

GLOSSARY

تعليق **mental** (adj) relating to the mind

متاهة **maze** (n) a type of puzzle with a series of paths from entrance to exit

في البرية (في الطبيعة) **in the wild** (phr) in nature, not in a zoo, on a farm or as a pet

تفكيري **reflect upon** (phr v) to think about in a serious and careful way

WHILE WATCHING

3 ▶ Watch the video. Circle the correct answers.

1 The scientists wanted to find out if chimpanzees could _____ .
   a look for food
   b plan ahead   يخطط مسبقاً
   c protect themselves
2 The chimpanzee is able to _____ .
   a use a computer
   b ask for food
   c listen to commands

Rolof Hosan ~~good luck~~ *Roro*

3 The goal of the game is to _____ .
   a climb the stairs
   b eat the cherries
   ⓒ find the exit → *the name of chimpanzee*

4 Sometimes Panzee, the chimpanzee, is able to solve a maze more quickly than _____ can.
   ⓐ a human
   b a computer
   c the scientist

5 According to the professor, chimpanzees are able to _____ .
   a communicate
   ⓑ make plans
   ✗ think faster than people

4 ▶ Watch the video again. Write *T* (true), *F* (false) or *DNS* (does not say) next to the statements. Then, correct the false statements.

__D__ 1 In the wild, chimpanzees have to look for friends.
_____

__T__ 2 Panzee can often complete mazes which she has never seen before.
_____

__F__ 3 Planning before acting is just a human skill.
         isn't.
_____

__T__ 4 The scientist says that chimpanzees reflect upon the past.
_____

__F__ 5 Chimpanzees can plan ahead for centuries. → *for human*
         ~~years of centuries~~
_____

DISCUSSION

5 Work in small groups. Discuss the questions. Then, compare your answers with another group.

   1 Make a list of five animals which are very intelligent.
   2 For each animal you chose, give an example of its intelligence.
   3 Do you think animals remember things? Give reasons and examples for your answer.

PREPARING TO LISTEN

1 You are going to listen to a debate about using animals for work. Before you listen, read the definitions. Complete the sentences with the words in bold.

الإساءة **abuse** (n) violent or unfair treatment of someone

ظروف (ملابسات) **conditions** (n pl) the situation in which someone lives or works

قاس **cruel** (adj) not kind

تشغل **issue** (n) a topic or problem which causes concern and discussion

يحمي **protect** (v) to keep safe from danger

يعاني **suffer** (v) to feel pain or unhappiness

يبقى على قيد الحياة **survive** (v) to continue to live, in spite of danger and difficulty

رفاهية **welfare** (n) someone's or something's health and happiness

1 Some people feel that using elephants in the circus is animal
   __abuse__ . To be healthy, elephants need to live in the wild.
2 This animal organization helps to __protect__ animals which are in
   danger. It saves thousands of animals every year.
3 People who let animals go hungry are __cruel__ . I don't understand
   how they can do that.
4 Some wild animals __suffer__ in zoos. They live in small,
   uncomfortable cages and they don't have enough space to run.
5 The __conditions__ in this zoo are excellent. All of the animals have plenty
   of space and are treated very well.
6 The biggest __issue__ for many animal rights organizations is the use
   of animals in scientific experiments.
7 Sharks continue to __survive__ in the ocean, despite the threat from
   humans.
8 There are laws which protect the __welfare__ of animals by making
   sure humans are punished for hurting them.

2 Work with a partner. Discuss the questions.

1 What are some reasons in favour of using animals for work?
2 What are some reasons against using animals for work?
3 What is your opinion about using animals for work?

3 🔊 1.1 Listen to the debate and check your answers for questions 1–2.

WHILE LISTENING

4 🔊 1.1 Listen to the debate again and complete the table. What are the animals used for?

	protection	building	transport	war
dogs	✔			
horses				
elephants				
camels				

SKILLS

Taking notes

Taking notes while listening will make you a more active listener. There are many ways to take notes while listening. One way to take notes is by using a T-chart. T-charts can help you organize information into two aspects of a topic, such as pros and cons, or facts and opinions.

Using Animals for Work

cons (against)	pros (for)
cruel	helps poor people

5 🔊 1.1 Listen to the debate again. What are Ms Johnson's and Dr Kuryan's opinions on using animals for work? Complete the student's notes in the T-chart using words from the box.

cruel   poor   rights   skills   survive   ~~technology~~

cons (Ms Johnson's ideas)	pros (Dr Kuryan's ideas)
1 We have _technology_ which can replace animals.	4 Humans don't have the _skills_ or strength to do certain jobs.
2 Animals have no one to represent them and protect their _rights_ .	5 _poor_ people still need animals to survive.
3 Using animals for work is old-fashioned and _cruel_ .	6 Domesticated animals اقتباس ا لحياوانات الى wouldn't have been able to _survive_ without humans.

POST-LISTENING

Listening for contrasting ideas

Speakers use certain words and phrases to signal a contrast, or difference, between two ideas. To identify contrasting ideas, listen for these transition words and phrases: *yet, but, on the contrary, even though, however.*

Animals, like elephants and horses, were used to build amazing structures, like the pyramids in Egypt. **Yet/But** their hard work and suffering are hardly ever recognized.

Not all animal use is abuse. **On the contrary**, without humans, these domesticated animals would not have been able to survive.

Even though animals work hard for us, they are often abandoned when they get sick or too old to work.

These animals work long hours and live in difficult conditions. **However,** they get very little reward.

6 Circle the correct contrasting transition words and phrases. Use the examples in the box above to help you.

1 *Even though* / *However* I love animals, I don't think people should keep them in their homes.

2 Some people think the reason I became a vegetarian is because I love animals. *Even though* / *On the contrary* I am a vegetarian for health reasons and not because I care about animal rights.

3 Many people are against animal testing. *Even though* / *Yet* without such tests, we would not have developed new medicines.

4 *Even though* / *Yet* people claim that animal rights aren't protected, there are many organizations which focus on this issue.

5 Many people eat meat. *Yet* / *On the contrary*, humans don't need animal protein to stay healthy.
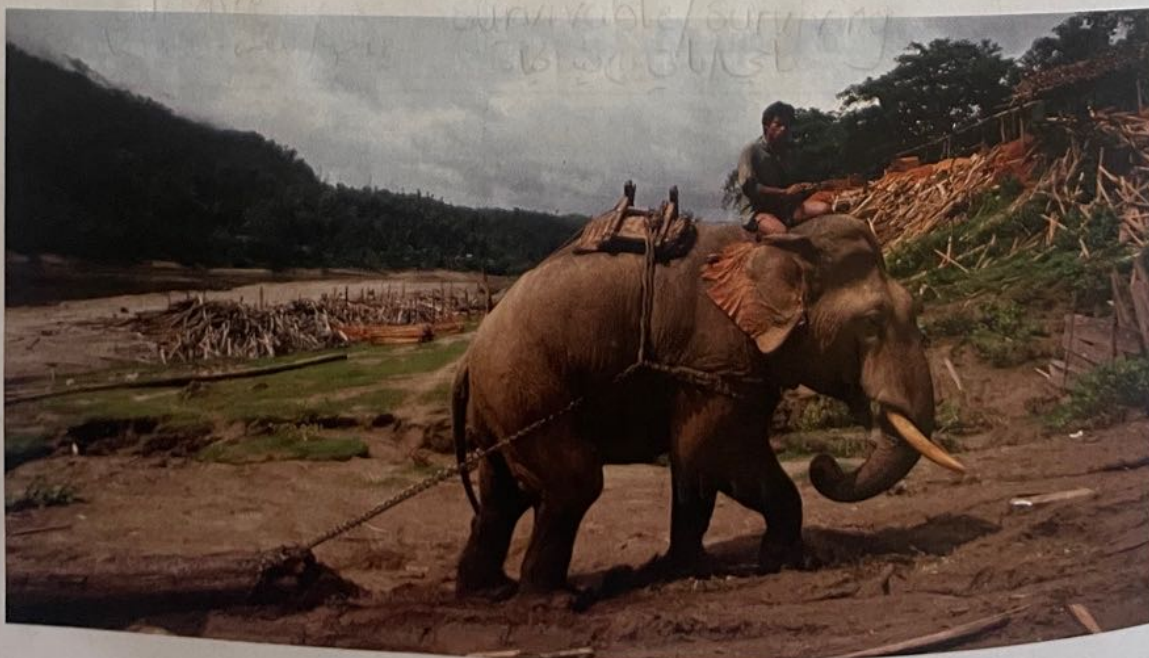
7 Complete the extracts with the transition words and phrases in the box. Sometimes more than one answer is possible.

متى الله على الحكم في ظله حسب ظلك في طلب لك نظم من ظلال في

| but | even though | however | on the contrary | yet |

1 People talk a lot about protecting animals, *however* they often don't do anything to help the animals.
2 Zoos are fun places for children to visit. *even though/but* , some zoos do not provide good living conditions for their animals.
3 *even though* I like animals, I wouldn't want to be a vet.
4 Most people aren't cruel to animals. _____ , they care a lot about animal welfare.

DISCUSSION

8 Read the statements. Do you agree or disagree with them? Work alone and make notes. Think of reasons for your opinion.

1 In the modern world, there is no longer any need to use animals for work. We have developed technology which can replace them. Using animals for work is similar to using children to work in factories.
2 People often spend too much time and money on animals. They should focus less on helping animals and more on helping poor people.

9 Work in a group of three. Discuss your opinions.

WORD FAMILIES

You can develop your academic vocabulary by learning about word families. Word families often start the same and end differently, depending on the form (noun, verb, adjective or adverb). When you write down a new word, make sure to write down any other forms from its word family. If you don't know a word, you may be able to guess it from another form of the word.

1 Complete the table. In some items, more than one answer is possible. Use a dictionary to help you.

noun	verb	adjective	adverb
abandonment	abandon تترك	abandoned مهجور	
abuse اساءة	abuse تسيء معاملة	abused / abusive مسيء	abusively
analysis تحليل	analyze كحلل	analytical تحليلي	analytically بطريقة تحليلية
communication تواصل	communicate يتواصل	communicative اتصالي	communicatively بشكل تواصلي
connection رابطة	connect يربط	connected مربوط	
damage دمار	damage يدمر	damaged مدمر	
debate مناقشة	debate يناقش	debated / debatable قابل للنقاش	
environment بيئة		environmental بيئي	environmentally بيئياً
involvement تورط	involve يتورط	involved متورط	
protection حماية	protect يحمي	protected / protective	protectively بشكل وقائي
support / supporter	support يدعم	supportive مدعوم	supportively بشكل داعم
survivor / survival	survive	survivable / surviving	

(marginal Arabic notes present alongside the table)

2 Complete the sentences with the correct form of the words in brackets.

1 The _____analysis_____ of the blood sample showed that the horse was healthy. (analyze)

2 Domesticated animals may find it very hard to __survive__ in the wild. (survive)

3 Owners sometimes ____abandon____ their animals on the street when they can no longer care for them. (abandon)

4 She is a strong __supporter__ of animal rights. (support)

5 Using __environmentally__ damaging chemicals on farms can endanger wild animals as well as plants. (environment)

6 Some scientists have explored how birds __Communicate__ with each other by using different sounds. (communicate)

7 She has had a lot of __involvement__ with animal rights for the last 25 years. (involve)

8 Many people are very __protective__ towards animals and they want to care for them. (protect)

9 I listened to a __debate__ about animal rights. (debate)

10 Many people who are __abuse__ to animals aren't that way on purpose. (abuse)

التزام   منع   نقاش

MODALS FOR OBLIGATION, PROHIBITION AND ADVICE

Use *have to, have got to, need to* or *must* before a verb to say that something is an obligation. In other words, that it is necessary.

Animals **have to / have got to / need to / must** find food, water and a safe place to live in order to survive.

Use *don't have to* or *don't need to* to say that something is not an obligation.

You **don't have to / don't need to** feed the chickens. I've already fed them.

ممنوع   غير مسموح

Use *mustn't* to say that something is prohibited, or not allowed.

Visitors to the zoo **mustn't** touch the animals.

Use *should* or *ought to* to give advice that you are sure about.

You **should / ought to** give some money to that animal rights organization. It does good work.

Use *might* or *could* to give advice when you are not sure.

It **might** be a good idea to volunteer at the animal shelter.

You **could** volunteer at the animal shelter.

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3 Look at the sentences and the underlined modals. What does each sentence express? Write O (obligation), P (prohibition) or A (advice) next to each sentence.

الالتزام   منع   نقاش

1 You have to love animals to be a vet. __O__

2 You mustn't give human food to animals. __P__

3 If you want to work with animals, you could become a vet. __A__

4 We must do more as a society to prevent animal cruelty. __O__

5 What courses do you need to complete to get a veterinary degree? __O__

6 You ought to visit the San Diego Zoo. It has some great animals. __A__

7 We should be kind to animals. They have feelings, too. __A__

8 It might be a good idea to help out on a farm if you are interested in working with animals. __A__

4 Circle the sentence which best matches each picture.

1 **a** We have to wear a uniform.
   b We shouldn't wear a uniform.

2 **a** You mustn't park here.
   b You don't have to park here.

3 **a** You've got to buy a ticket.
   b You don't need to buy a ticket.

4 **a** He shouldn't wear this to work.
   b He doesn't need to wear this to work.

LISTENING 2

PREPARING TO LISTEN

1 You are going to listen to a presentation about human threats to polar bears. Before you listen, read the sentences and circle the best definition for the word or phrase in bold.

1 Climate change is causing ice in the oceans to **melt**.
   a to become liquid as a result of heating *(circled)*
   b to get colder and become solid

2 Some species of bat are in danger because farmers spray plants, their biggest food **source**, with dangerous chemicals.
   a the cause of something
   b where something comes from *(circled)*

3 Polar bears are **endangered**. If we don't do something to save them, they will probably disappear.
   a at risk of no longer existing *(circled)*
   b very dangerous to humans

4 Most people have only seen lions in a zoo or animal park and not in their own **habitat** in the African savannah.
   a the natural environment of an animal or plant *(circled)*
   b a building where animals live when they are kept in a zoo

5 There are two **species** of elephants: Asian elephants and African elephants.
   a a type of animal which is under threat
   b a group of plants or animals which share similar features *(circled)*

6 Polar bears **depend on** sea ice for survival. Without the ice, it's difficult for them to hunt for seals.
   a to need *(circled)*
   b to have

7 Oil spills can **damage** the polar bear's environment and can even kill them.
   a to hurt *(circled)*
   b to help

8 The single greatest human **threat** to the environment is climate change.
   a the possibility of trouble, danger or disaster *(circled)*
   b a suggestion for improvement

2 Work with a partner. Check your answers to Exercise 1.

PLUS

3 = very well   2 = well

I can ...

watch and understand a video about the mental skills of chimpanzees.   _____

take notes.   _____

listen for contrasting ideas.   _____

listen for signposting language.   _____

create a talk for a specific audience.   _____

organize information for a presentation.   _____

use modals for obligation, prohibition and advice.   _____

use signposting language.   _____

introduce examples.   _____

express general beliefs.   _____

give a two-minute presentation about the human threats to an endangered species.   _____

2 Go to the *Unlock* Online Workbook for more practice with this unit's learning objectives.

WORDLIST

abandon (v) ⊙ يتخلى/يهمل	debate (v) ⊙ يناقش	source (n) ⊙ مصدر
abuse (n) ⊙ الإساءة	depend on (phr v) يعتمد	species (n) ⊙ انواع / إصناف
abuse (v) ⊙ يسيء	endangered (adj) مهدد بالانقراض	suffer (v) ⊙ يعاني
analyze (v) ⊙ يحلل	environment (n) ⊙ بيئة	support (v) ⊙ يدعم
communicate (v) ⊙ يتواصل	habitat (n) ⊙ موطن	survive (v) ⊙ يبقى على قيد الحياة
conditions (n pl) ⊙ حالات	involve (v) ⊙ يتضمن	threat (n) ⊙ تهديد
connect (v) ⊙ يربط	issue (n) ⊙ قضية	welfare (n) رعاية
cruel (adj) قاسي	melt (v) ينصهر	
damage (v) ⊙ يدمر	protect (v) ⊙ يحمي	

⊙ = high-frequency words in the Cambridge Academic Corpus
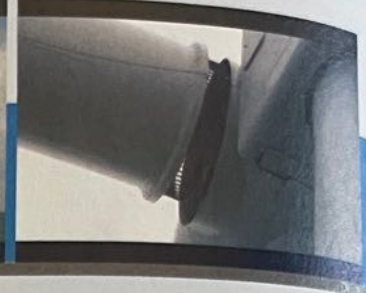
PREPARING TO WATCH

1 Work with a partner. Discuss the questions.

1 Why do people build wind turbines?
2 Have you ever seen wind turbines? Where? Describe them.

2 Work with a partner. Look at the photos from the video. Discuss the questions.

1 How big do you think wind turbines are? Compare them to a building you know.
2 Why would people put a wind turbine in the ocean?
3 Why might a ship have 'legs'?

GLOSSARY

نفذ / انتهى

run out (phr v) to use all of something so that there is none left

طاقة بديلة / متجددة

alternative energy (n phr) power which comes from natural resources, like the sun or wind

محرك يعمل بقوة الرياح أو الماء

turbine (n) a type of machine which uses air or water to produce power

يجمع / يحشد

assemble (v) to build something by putting parts together

LISTENING 1

PREPARING TO LISTEN

1 You are going to listen to a lecture. Before you listen, circle the best definition for the word in bold.

1 Fossil fuels are a **limited** source of energy. Some scientists predict that they will be gone by the end of this century.
   a expensive to produce
   b small in amount or number
   c causing pollution of the planet

2 Wind can **provide** people with energy which is cheap and clean.
   a to give something
   b to make something
   c to depend on something

3 One **solution** to the problem of climate change is to use public transport.
   a a result of something
   b a way of solving a problem
   c a connection to something

4 We should use fewer fossil fuels and more **alternative** forms of energy, such as solar and wind power.
   a cleaner
   b less expensive
   c different

5 Climate change is the world's biggest **environmental** issue. If we don't do something about it, it will have terrible effects on the planet.
   a relating to the weather
   b relating to the air, water and land
   c relating to towns and cities

6 Scientists have developed a new **system** for growing food. It involves using solar energy to grow food in the desert.
   a a new or original idea
   b a farm where crops are grown
   c a way of doing things

7 Water is the world's most important **resource**, so it's important to protect it.
   a something you have and can use
   b a body of water, such as a lake or ocean
   c a kind of energy

8 It hasn't rained for six months, so our area is experiencing a water **crisis**.
   a a plan to fix something
   b a very dangerous or difficult situation
   c an organization

◉ LANGUAGE DEVELOPMENT

NEGATIVE PREFIXES ← حروف تضيفها على بداية الكلمة

1 A prefix is a group of letters which goes at the start of a word to make a new word with a different meaning. All the prefixes in the table below mean *not*. Match the words in the box to the prefixes in the table and write the word with its prefix. Use a dictionary to help you.

> advantage ~~necessary~~ correct
> responsible possible

prefix	example	
un-	unnecessary	غير ضروري/زائد (عن الحاجة)
in-	correct	غير صحيح
ir-	responsible	غير مسؤول
dis-	advantage	مساوئ
im-	possible	غير ممكن

2 Write the correct prefix to complete the words.

1 Using nuclear power is __ir__responsible. It's just too dangerous.
2 Of course, the future of hydroponics is __un__known. But I think it's going to become very common.
3 I __dis__agree that nuclear power is the best kind of energy. Solar power is much safer.
4 Solar power is cheap, clean and __in__expensive. It costs much less than fossil fuels.
5 We are __un__able to feed the world's population by traditional farming methods alone. Many people don't have enough food.
6 I don't think it's __im__possible to end world hunger. Hydroponic farming could help.
7 That information is __in__correct. Would you like me to give you the right information?
8 One __dis__advantage of wind power is that some people think the wind turbines are ugly.
9 Solar power is cheap, clean and __un__limited. There will always be enough of it.
10 I __dis__approve of using chemicals to grow food. It's bad for the environment and it's bad for people's health.

MODAL VERBS TO EXPRESS FUTURE POSSIBILITY

تعبير

Use *will* (or *won't*) to say that you are certain about the future.

If there is an accident, then it **will** be huge and it **will** have long-term effects on the environment.

غير متأكد

Use *could*, *might* or *may* to say that you are uncertain about the future. We'll briefly discuss how this type of farming **could/might/may** solve some of the environmental problems we are now facing.

Might is more common than *may* in conversation. *May* sounds more formal.

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3 🔊 **2.4** Listen and complete these extracts from the lecture.

1 Today I want to explain some alternative solutions which __may__ help reduce some of the problems related to climate change.

2 NASA scientists have been developing this method of growing food because it __could__ allow us to grow food in any climate.

3 I think that desert farms __might__ be a very interesting way to farm in the future.

4 Write the correct modal verb in the correct place in the sentences. You may also need to change the main verb. In some items, more than one answer is possible.

1 Farming in the desert solves the problem of food crisis. (uncertainty in the future)
   Farming in the desert **might** solve the problem of food crisis.

2 Not using fossil fuels reduces climate change. (uncertainty in the future)
   _____ __may reduce__ _____

3 Taxing fossil fuels reduces the use of cars. (certainty in the future)
   _____ __will reduce__ _____

4 Using solar energy does not lead to any environmental disasters.
   (certainty in the future)
   _____ __will not / won't lead to__ _____

5 Look again at the statements in Exercise 4. Do you agree or disagree with them? Discuss your opinions with a partner.

LIST

PREP

1 You
listen
with

Many
and i
conn
it is u
impo
fossil
idea.
a neg
space
sourc
need

1 b
2 r
3 lo
4 D
5 c
6 op
7 p

PREPARING TO LISTEN

1 You are going to listen to a debate about nuclear power. Before you listen, read the information about wind power. Complete the definitions with the correct form of the words in bold from the text.

Many people think wind power has a lot of **benefits**. First, it's very clean and it doesn't **pollute** the environment. Also, there are very few **risks** connected to wind power. Unlike coal mines and nuclear power plants, it is unlikely to cause accidents and it never leads to **disasters**. Most importantly, this source of energy is **affordable**. It's much cheaper than fossil fuels. However, not everyone thinks that wind power is a good idea. **Opponents** of wind power argue that the wind turbines can have a negative effect on the environment, and that turbines take up a lot of space. Opponents also say that the wind turbines aren't a **long-term** source of energy because, unlike nuclear power plants, the turbines need to be replaced after 10–15 years.

1 __benefits__ (n) advantages فائدة/فوائد
2 __risks__ (n) the possibility of something bad happening مخاطر
3 __long-term__ (adj) continuing for a long time طويل الأمد
4 __Disasters__ (n) terrible accidents which cause a lot of damage كوارث
5 __affordable__ (adj) not expensive رخيصة / أسعار مسيرة
6 __opponents__ (n) someone who disagrees with an idea معارضين
7 __pollute__ (v) to make something, like air or water, dirty or harmful يلوث

1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well   2 = well   1 = not so well

*I can ...*

watch and understand a video about offshore wind farms. _____

listen for explanations. _____

listen for counter-arguments. _____

make counter-arguments. _____

use modals to express future possibility. _____

link ideas with transition words and phrases. _____

talk about advantages and disadvantages. _____

give counter-arguments. _____

take part in a debate about allowing a new wind farm near my town. _____

2 Go to the *Unlock* Online Workbook for more practice with this unit's learning objectives.

WORDLIST

affordable (adj) رخيصة	environmental (adj) ⊙ بيئي	provide (v) ⊙ يقدم
alternative (adj) ⊙ بديلة	limited (adj) ⊙ محدود	resource (n) ⊙ مصدر
benefit (n) ⊙ فائدة	long-term (adj) ⊙ طويل الأجل	risk (n) ⊙ مخاطر/خطر
crisis (n) ⊙ أزمة	opponent (n) ⊙ معارض	solution (n) ⊙ حل
disaster (n) ⊙ كارثة	pollute (v) يلوث	system (n) ⊙ نظام

⊙ = high-frequency words in the Cambridge Academic Corpus