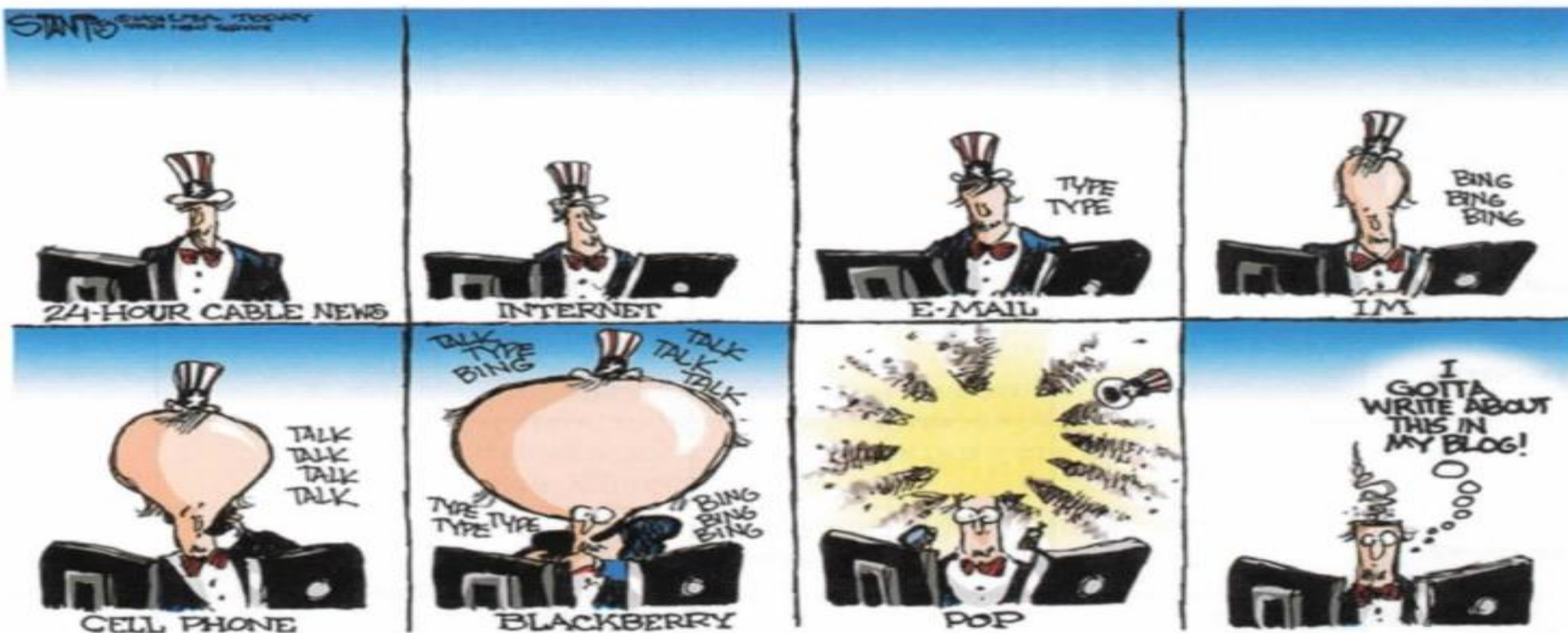


A circular wreath of botanical illustrations surrounds a central white circle. The wreath includes various plants: a large red leaf, a green leaf with a white flower, a fern frond, a cluster of yellow flowers, a green leaf with a white flower, a large red leaf, a purple flower, a green leaf with a white flower, a fern frond, and a cluster of small pink flowers. The central white circle contains the text "LISTENING 4" in a dark brown, serif font. Below the text is a horizontal line with a small green leaf in the center.

# LISTENING 4

UNIT  
**1**

# Information Overload



## **B** SHARE INFORMATION

Where do you look for news and information? On the chart, check (✓) the news media you use most frequently. Then compare your answers with a small group. Discuss the reasons for your choices.

TYPES OF INFORMATION	NEWS MEDIA					
	Newspapers	TV	Radio	Internet	Magazines	Other people
Local news						
National news						
International news						
Weather						
Traffic reports						
Sports						
Business news						
Technology news						
Entertainment (art, movies, music)						

## C BACKGROUND AND VOCABULARY

- 1  Read and listen to the survey and check (✓) the response that is most similar to your own. Then analyze your results on page 4.

www.newssurveyonline.com

What kind of news consumer are you?  
Take this quiz to see if you are a

- news junkie.
- person who consumes news in moderation.
- news resister.



1. Do you watch TV news regularly?  
 A. Yes, my news **intake** is pretty high! I watch the TV news almost every day.  
 B. No, I often go for several days without watching it at all.
2. Do you usually read the newspaper in depth?  
 A. Yes, I don't feel as if my day is complete unless I get some **perspective** on what's going on in the world.  
 B. No, I don't read every article unless it's something that's really **newsworthy**.
3. What is your opinion of most news reports?  
 A. They tend to be a bit **repetitive**, so I limit how many I watch.  
 B. If there's a good story, I check out a few different reports because they all have a different **bias**.
4. You wake up in the morning and find that there's a breaking story (something that is happening right then). Would you turn on the TV or computer to follow the story?  
 A. Probably not. Most of the time, these so-called "breaking stories" are **inconsequential**.  
 B. I think so. I like to know what's happening.
5. Some people say that the news is all bad, and that it's often full of **despair**. What's your reaction to that comment?  
 A. I don't think that's necessarily true. Some of the news reports actually offer **remedies** to important problems.  
 B. Yeah, it's true that the news is generally bad, and I think this constant **barrage** of negativity is very destructive.
6. Some people feel **immobilized** by the news. Does that happen to you?  
 A. Yes. It makes you kind of numb. Sometimes I **disengage** completely from the stories. I'll be watching TV, but none of it really makes sense to me.  
 B. No, that's ridiculous. I think the news is usually very stimulating.

**2** Work with a partner. Use the key to score your partner's news habits. Then discuss the results. Do you each agree with the evaluation? Why or why not?

	QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4	QUESTION 5	QUESTION 6
Answer A	2 points	2 points	1 point	1 point	2 points	1 point
Answer B	1 point	1 point	2 points	2 points	1 point	2 points

11–12 Uh-oh—you're a news junkie! Your news intake may be excessive and could be stressful. You might want to disengage from the news occasionally.

8–10 Congratulations—you consume news in moderation. You have a healthy attitude toward the news. You understand how to keep up with current events without letting the news overwhelm you.

6–7 You are a news resister. You may have an **underlying** distrust of the media or be worried about the barrage of news that invades our lives 24/7.\* However, it's still important to stay informed about what's going on in the world around you.

**3** Match the words on the left with the definitions on the right.

- |                          |   |
|--------------------------|---|
| _____ 1. intake          | a. feeling of depression and sadness  |
| _____ 2. perspective     | b. constant attack, in large amounts  |
| _____ 3. newsworthy      | c. solutions  |
| _____ 4. repetitive      | d. basic; fundamental   |
| _____ 5. bias            | e. consumption  |
| _____ 6. inconsequential | f. worthy of the media's attention  |
| _____ 7. despair         | g. repeating the same thing over and over                                       |
| _____ 8. remedies        | h. consideration of an issue from only one side, often with a certain prejudice |
| _____ 9. barrage         | i. unable to move or act  |
| _____ 10. immobilized    | j. without importance   |
| _____ 11. disengage from | k. lose interest in something   |
| _____ 12. underlying     |   |

**3** Match the words on the left with the definitions on the right.

- |              |   |   |
|--------------|---|---|
| <u>  e  </u> | 1. intake                               | a. feeling of depression and sadness  |
| <u>  l  </u> | 2. perspective /pə'spek.tɪv/            | b. constant attack, in large amounts  |
| <u>  f  </u> | 3. newsworthy                           | c. solutions  |
| <u>  g  </u> | 4. repetitive /rɪ'pet.ə.tɪv/            | d. basic; fundamental   |
| <u>  h  </u> | 5. bias /'baɪ.əs/                       | e. consumption  |
| <u>  j  </u> | 6. inconsequential /ɪn,kɒn.sɪ'kwɛn.ʃəl/ | f. worthy of the media's attention  |
| <u>  a  </u> | 7. despair /dɪ'speər/                   | g. repeating the same thing over and over                                       |
| <u>  c  </u> | 8. remedies                             | h. consideration of an issue from only one side, often with a certain prejudice |
| <u>  b  </u> | 9. barrage                              | i. unable to move or act  |
| <u>  i  </u> | 10. immobilized                         | j. without importance   |
| <u>  k  </u> | 11. disengage from                      | k. lose interest in something   |
| <u>  d  </u> | 12. underlying                          | l. sensible point of view   |

## LISTEN FOR MAIN IDEAS



Listen to National Public Radio's Margot Adler interview people about how much news we need. Draw a line from each person to his or her opinion.

- |  |   |
|--|---|
| 1. Andrew Weil<br>(doctor, author)                 | a. Novels are more interesting than the news.                         |
| 2. Mark Harris<br>(author)                         | b. It's better not to read the news every day.                        |
| 3. Gabrielle Spiegel<br>(Johns Hopkins University) | c. People should gradually reduce their news intake.                  |
| 4. John Sommerville<br>(author, history professor) | d. The news focuses too much on problems and doesn't offer solutions. |
| 5. Tupton Shudrun<br>(Buddhist nun, teacher)       | e. Fantasy and humor are more important than the news.                |
-




Listen to the interviews again. Circle the best answer to complete each statement.

1. Mark Harris wrote an essay in the *New York Times* in the early 1970s about newspapers. Since then, he has \_\_\_\_\_.
  - a. changed his opinion completely
  - b. adjusted his opinion a little
  - c. maintained the same opinion
2. In Harris's opinion, novels get readers to focus on interesting people, such as \_\_\_\_\_.
  - a. sports figures who don't win
  - b. teachers at small universities
  - c. historical figures who are little known
3. The period in history that Gabrielle Spiegel studies is the \_\_\_\_\_ centuries.
  - a. thirteenth and fourteenth
  - b. fifteenth and sixteenth
  - c. nineteenth and twentieth
4. Spiegel doesn't read newspapers because \_\_\_\_\_.
  - a. they are repetitive
  - b. she doesn't have enough time
  - c. she wants to spend time with her children
5. In Sommerville's opinion, daily news \_\_\_\_\_.
  - a. gives too much information
  - b. keeps people from seeing connections
  - c. should focus more on religion
6. Sommerville reads the news \_\_\_\_\_.
  - a. every week
  - b. every three or four months
  - c. almost never
7. Tupton Shudrun is critical of the media because it \_\_\_\_\_.
  - a. doesn't explain problems well
  - b. creates a sense of despair
  - c. is difficult to understand
8. Gabrielle Spiegel thinks that children \_\_\_\_\_.
  - a. can't understand much of the news they hear
  - b. need to spend more time alone
  - c. should listen to the news with their parents



**B****LISTENING TWO: Does the Media Overwhelm Our Lives?**

You will hear a radio interview with Todd Gitlin, author of *Media Unlimited*. He claims that when the news media jumps around from story to story, we get distracted and overwhelmed.

- 1**  Listen to the interview and circle the best answer to complete each statement.
- Todd Gitlin is a \_\_\_\_\_.
    - college professor
    - TV news reporter
  - Mr. Gitlin believes that media \_\_\_\_\_.
    - will completely surround us in the future
    - has already overtaken our lives
  - Mr. Gitlin lists \_\_\_\_\_ main problems associated with media consumption.
    - two
    - three
  - When claiming that we have developed a kind of “national attention deficit disorder,” Gitlin gives the example of our \_\_\_\_\_.
    - addiction to blogs (Web logs)
    - fascination with sensational TV
  - Gitlin says we must \_\_\_\_\_.
    - develop a sense of community
    - be more concerned about people like ourselves
  - According to Gitlin, the average child interacts with some form of media \_\_\_\_\_ hours a day.
    - 4 ½
    - 6 ½
  - A negative consequence of children’s use of TV and video games is that children \_\_\_\_\_.
    - are exposed to too much violence
    - expect teachers to be as entertaining as these media
- 2** Work in a small group. Discuss the questions.
- Do you agree with Todd Gitlin that the media has a mostly negative influence on our lives? If so, what should we be doing to limit this influence? If not, why

Many of us (1) rely on "Doctor Google" to self-diagnose our aches and pains. The coming of AI has brought a much more powerful tool to (2) help this - ChatGPT-4. This is the next generation of the chatbot ChatGPT, which is only four months old. Doctors believe ChatGPT-4 will (3) revolutionize their work and improve the (4) lives of patients. Three artificial intelligence experts have written a book titled: "The AI Revolution in Medicine". They say ChatGPT-4 will provide (5) surgeons with critical, life-saving advice and information. They say we need to start to understand (6) AI's potential. The new book says ChatGPT-4 will (7) be invaluable to doctors. It suggests the chatbot will be like having "a benevolent mentor-servant with (8) access to nearly all the world's medical knowledge" (9) at your fingertips. The authors said that: "From diagnosis to medical records to clinical trials, its (10) impact will be broad." However, they also acknowledged that AI cannot (11) address all medical complications. The authors said ChatGPT-4 can make "inaccuracies in otherwise (12) medical advice". They added that it still gives

UNIT

2

# The Achilles Heel



1 Look at excerpts from two essays and the admissions committee's comments. Fill in the blanks with a word or phrase from the list.

- f 1. **collapsed:** fell down suddenly
- k 2. **crushed:** pressed something so hard it broke
- a 3. **crutches:** special sticks used under the arms to help a person walk
- c 4. **in store for:** planned for
- d 5. **landscape:** a view across an area of land
- g 6. **limitations:** things that keep you from going beyond certain boundaries
- h 7. **overcome:** succeed in controlling a problem
- j 8. **proof:** facts or evidence that prove that something is true
- i 9. **revelation:** insight; sudden realization
- b 10. **scars:** marks left on skin from a cut or wound
- e 11. **soared:** flew very high or fast

### APPLICANT 1

#### A Person I Admire

My mother walks with (a.) \_\_\_\_\_ and has (b.) \_\_\_\_\_ all over her legs. When she was a young girl, she was walking past a building site when a piece of machinery fell on her and mangled her legs. The doctors thought she would never walk again. However, she believed that life still had a lot of opportunities (c.) \_\_\_\_\_ her, and she was right. Now she has four children, volunteers at the library, and has become a teacher.

### COMMENTS:

1. This applicant admires people who are able to (h.) \_\_\_\_\_ serious obstacles.

2. This experience was a (i.) \_\_\_\_\_ to the candidate.

3. This is (j.) \_\_\_\_\_ that we need to make this kind of experience available to all our students.

4. The story about how the machinery (k.) \_\_\_\_\_ the applicant's mother's legs was really moving.

### APPLICANT 2

#### An Experience that Changed My Life

I spent last summer volunteering in a village in the Andes. The (d.) \_\_\_\_\_ was so beautiful. Birds (e.) \_\_\_\_\_ above us. However, I discovered that I was afraid of heights. I was so scared that I actually (f.) \_\_\_\_\_ once. I worked hard to face my fears, though, and while I'm still nervous, I know how to control myself. In short, I learned a lot about my mental (g.) \_\_\_\_\_ and how to meet those challenges.

## LISTEN FOR MAIN IDEAS

 You will hear Richard Van Ornum describe his dreams and his reality. Listen to the essay and answer the questions.

1. What did Richard dream about when he was young?

**Richard dreamed of flying over different landscapes**

---

2. What happened to Richard when he was a young boy?

**When Richard was a young boy, an accident with a runaway truck mangled his left leg.**

---

3. What was the revelation that Richard had?

**Richard realized that everyone is born with gifts, but we all run into obstacles.**

---

4. What lessons has Richard learned from his experiences?


**Richard believes that if we recognize our talents and make the most of them, we can succeed in life**

---




San Marco Square  
Venice, Italy

## LISTEN FOR DETAILS

 Listen to the essay again. As you listen, write **T** (true) or **F** (false) for each statement. If the statement is false, correct it.

1. As a child, Richard used to dream he was ~~in an airplane~~ **flying**.
2. Richard always dreamed about the ~~same~~ **different** landscape.
3. Richard had an accident when he was ~~six~~ **four**.
4. He was forced to get around ~~in a wheelchair~~ **On crutches**.
5. Richard was ~~standing on the ground~~ **Sitting on the** when he had the vision.
6. He heard a song called "~~Drive~~ **fly** Away with Me." **rooftop of a cathedral**.
7. Richard ~~can~~ **cannot** now walk.
8. He dreamed he ~~was a boy again~~ **Could fly**.

**1**  Listen to the report and answer the questions. Share your answers with the class.

1. How many climbers were there?

---

2. What disabilities did the climbers have?

---

3. What feelings did the climbers experience on their expedition?

---

4. What record did the group set?

---

5. Who inspired the climbers?

---

UNIT  
**3**

# Early to Bed, Early to Rise . . .







Many students complain that they can't get enough sleep. Read and listen to the questions that a student and her mother wrote to a school counselor. Then match the words in bold with the correct definitions. Write the correct numbers in the blanks on page 43.

### QUICK-RESPONSE ONLINE

Please state your problem as specifically as possible:

Dear Dr. Jennings,

I'm writing to you about my daughter Eden, who's a sophomore in high school. She's **(1) chronically** tired. I've noticed that on the weekend, her eyelids begin to **(2) droop** by mid-morning, and she wants to take a nap. If the lights are **(3) dim**, she gets **(4) waves of sleepiness**, and she's constantly **(5) blinking** and rubbing her eyes. At night, on the other hand, she gets a **(6) surge** of energy. The rest of my family goes to bed around 11:00, but she's wide awake then, so she's completely **(7) out of sync** with the rest of us. If this is what's happening at home, I'm sure it's the same when she's at school! What should I do?

Sincerely,

Sylvia Peterson

### QUICK-RESPONSE ONLINE

Please state your problem as specifically as possible:

Dear Dr. Jennings,

My mom said I should contact you because she's worried about my school work. I get really tired in the morning, even though I'm pretty **(8) alert** late at night, especially if there's something particularly **(9) captivating** on TV. Well anyway, my mom's worried about me. I think it's because I tend to get a bit **(10) irritable** when she wakes me up for school. Do you think it could be **(11) hormones** or something?

Thanks,

Eden Peterson

- \_\_\_\_\_ a. chemical substances in the body
- \_\_\_\_\_ b. very interesting
- \_\_\_\_\_ c. closing and opening the eyes quickly
- \_\_\_\_\_ d. able to think clearly
- \_\_\_\_\_ e. permanently, constantly
- \_\_\_\_\_ f. a boost, increase

- \_\_\_\_\_ g. on a completely different schedule
- \_\_\_\_\_ h. easily and quickly annoyed
- \_\_\_\_\_ i. hang or bend down
- \_\_\_\_\_ j. low, not bright
- \_\_\_\_\_ k. strong feelings of fatigue, tiredness



## FOCUS ON LISTENING

### A LISTENING ONE: Teen Sleep Needs

Why are teenagers tired? Listen to this radio report by Michelle Trudeau from National Public Radio. It includes interviews with some experts in the field.\*



*Listen to the introduction and answer the questions.*

1. About how long do teenagers and young children want to sleep?  
\_\_\_\_\_
2. Why do you think teenagers are out of sync with everyone else?  
\_\_\_\_\_
3. What do you think you might learn from this report? Make some predictions.  
\_\_\_\_\_

### LISTEN FOR MAIN IDEAS



*You will hear comments by several authorities on sleep, including Dr. William Dement, Dr. Mary Carskadon, and researcher Ronald Dahl. Listen to the report and answer the questions.*

1. What is melatonin?  
*It's a hormone that . . .*  
\_\_\_\_\_
2. Why do teenagers feel less sleepy at night and sleepier in the morning?  
\_\_\_\_\_
3. How does Dr. Carskadon say that sleep deprivation affects teenagers' school experience?  
\_\_\_\_\_
4. According to the listening, what dangers can adolescents face as a result of their sleep deprivation?  
\_\_\_\_\_
5. According to the listening, how does sleepiness affect teenagers' emotional state?  
\_\_\_\_\_

## LISTEN FOR DETAILS



Listen to the interview again. As you listen, circle the letter of the correct answer.

- When is melatonin secreted in adolescents?
  - before 10:00 P.M.
  - around 11:00 P.M.
  - after midnight
- What time do most U.S. high schools begin?
  - 7:30 A.M.
  - 8:00 A.M.
  - 9:00 A.M.
- How many minutes does it take for high school students to fall asleep in a morning or afternoon auditorium class?
  - about two
  - about five
  - about ten
- In Dr. Dement's lab experiments conducted during the morning in a quiet environment, how long did it take for the teenagers to fall asleep?
  - less than two and a half minutes
  - less than three and a half minutes
  - less than eight and a half minutes
- About how many *more* hours per night do teenagers need on average?
  - one
  - two
  - three
- How many high school students in the U.S. are chronically sleep-deprived?
  - 35 percent
  - 85 percent
  - 97 percent
- About how far does a car travel during the time it takes for a person to blink?
  - 6 feet
  - 16 feet
  - 60 feet
- About how many traffic accidents are caused by teenagers?
  - fewer than half
  - more than half
  - 89 percent
- Which of the following effects of sleep deprivation is *not* mentioned?
  - reaction time
  - sadness and frustration
  - poor family relationships

**B LISTENING TWO: Get Back in Bed**

Like teenagers, parents of small children are sleep-deprived, too. You will hear part of an interview from *Satellite Sisters*, a radio talk show featuring a conversation among five sisters who live on five continents. Lian, one of the sisters, is talking with Dr. Joyce Walsleben, director of New York University's Sleep Disorder Center.

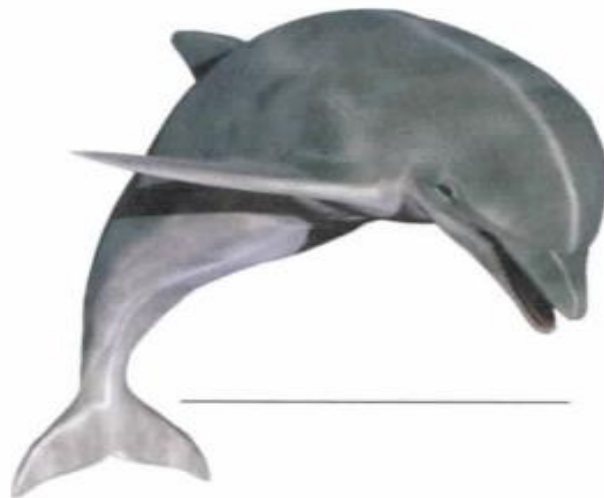
**1**

Listen to the interview and circle the correct answer.


- Lian complains about being constantly tired. What reason does she give?
  - She can't fall asleep at night.
  - She has small children.
  - She wakes up in the middle of the night.
- According to Dr. Walsleben, what do we need to do to combat sleep deprivation?
  - We should make sleep a priority.
  - We should not try to combine careers and motherhood.
  - We should make sure our days are active.
- Dr. Walsleben mentions the accident that happened to the Exxon *Valdez* oil tanker. What do some people suspect about the causes of the accident?
  - The captain was sleep deprived.
  - The mate had been working for too many hours.
  - The crew was sleeping when the accident occurred.
- How does sleep deprivation affect Lian?
  - She's too tired to see her parents.
  - She makes bad parenting decisions.
  - She can't decide what to eat.
- How do most people feel about the effects of sleep deprivation?
  - They think they don't have them.
  - They accept them.
  - They think they aren't serious.
- What happens to many workers by the end of the workweek?
  - They accumulate a large sleep debt.
  - They often need to take Fridays off work.
  - They can no longer get things done at work.
- About how many hours of sleep are many people missing by Friday?
  - four
  - five
  - seven

UNIT  
**4**

# Animal Intelligence



# C BACKGROUND AND VOCABULARY

 Read and listen to the introductory lecture to a course on animal intelligence. Pay attention to the bold words. Then use the information in the lecture to help you match the words and phrases to their definitions.

- |       |                      |   |
|-------|----------------------|---|
| _____ | 1. socialized        | a. interesting because it's unusual or unexpected                             |
| _____ | 2. deceive           | b. make someone believe something that is not true                            |
| _____ | 3. spontaneously     | c. in a way that is not planned   |
| _____ | 4. intriguing        | d. conclude, realize  |
| _____ | 5. vocalize          | e. the situation, events, or information related to something                 |
| _____ | 6. rote memorization | f. trained to behave in a way that is acceptable to others in your group      |
| _____ | 7. categorize        | g. make a sound with the voice  |
| _____ | 8. figure out        | h. put objects into groups according to what kind, color, size, etc. they are |
| _____ | 9. context           | i. learned from repeating and not from thinking                               |

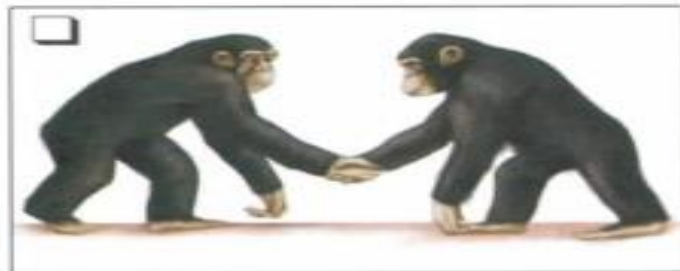
Listen to the introduction and write the three types of animals you will hear about.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### LISTEN FOR MAIN IDEAS

Now listen to the interviews. What did the animals do? Check (✓) the correct picture.

1.



2.




3.



## LISTEN FOR DETAILS

 Listen to the interview again. Write **T** (true) or **F** (false) for the each statement.

 Correct the false statements. Then discuss your answers with a partner.

1. Sara, the older chimp, helped the new, injured chimp by giving her some food.
2. This is remarkable to Dr. Boysen because Sara has not been socialized with other chimps.
3. Alex the parrot uses a computer to communicate.
4. Alex can answer questions about what he wants to eat and do.
5. Dr. Kuczaj's killer whale used fish to attract seagulls.
6. Dr. Pepperberg says that talking to Alex the parrot is like talking to a very young human.
7. Dr. Pepperberg doesn't call Alex's talk "language"; she calls it "two-way communication."
8. When Alex answers questions, he doesn't seem to understand the questions; instead, he is answering in a rote manner.



## B

## LISTENING TWO: What Motivates Animals?

Other scientists have added to our knowledge of large ape and bird intelligence. In this radio interview, science newswriter Liz Pennisi discusses some new research on animal cognition. Liz writes for *Science Magazine*.

- 1  Listen to the interview. Check (✓) your answers.

The speakers say that apes and / or birds can . . .

1. understand when a human is watching.
2. manipulate humans to get what they want.
3. operate robots.
4. teach what they've learned to their offspring.

YES

NO

5. remember.

6. create works of art.

7. plan.

8. anticipate the future.

9. judge what someone else might be doing.

10. deceive others who might steal their food.



# FINAL TEST





Thank you

