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TED TALKS

# 21<sup>ST</sup> CENTURY COMMUNICATION

LISTENING, SPEAKING, AND CRITICAL THINKING

LIDA BAKER

LAURIE BLASS

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# 21<sup>ST</sup> CENTURY COMMUNICATION 1

## TED SPEAKERS

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Lawyer and Political Activist  
**JOE SMITH**  
**HOW TO USE A PAPER TOWEL**

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Photographer  
**CAMILLE SEAMAN**  
**PHOTOS FROM A STORM CHASER**

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Robotist  
**SANJAY DASTOOR**  
**A SKATEBOARD WITH A BOOST**

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Pianist  
**DARIA VAN DEN BERCKEN**  
**WHY I TAKE A PIANO ON THE ROAD ... AND IN THE AIR**

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Author and Illustrator  
**JARRETT J. KROSOCZKA**  
**WHY LUNCH LADIES ARE HEROES**

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Chemistry teacher  
**RAMSEY MUSALLAM**  
**3 RULES TO SPARK LEARNING**

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Architect  
**MOSHE SAFDIE**  
**HOW TO REINVENT THE APARTMENT BUILDING**

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Entrepreneur  
**RIC ELIAS**  
**3 THINGS I LEARNED WHILE MY PLANE CRASHED**

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21<sup>st</sup> Century Reading was created through a partnership between TED—a nonprofit dedicated to spreading ideas through short, powerful talks—and National Geographic Learning.

### ON THE COVER

Guests swimming at the Marina Bay Sands infinity pool as dusk falls, Singapore.  
©Andrew Rowat/Getty Images.

# **21<sup>ST</sup> CENTURY COMMUNICATION**

**LISTENING, SPEAKING, AND CRITICAL THINKING**

**1**

LIDA BAKER  
LAURIE BLASS





**21st Century Communication: Listening,  
Speaking, and Critical Thinking  
Student Book 1**

Lida Baker and Laurie Blass

Publisher: Sherrise Roehr

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Managing Editor: Jennifer Monaghan

Senior Development Editor: Mary Whittemore

Associate Development Editor: Lisl Trowbridge

Media Research: Leila Hishmeh

Executive Marketing Manager: Ben Rivera

Product Marketing Manager: Anders Bylund

Sr. Director, Production: Michael Burggren

Manager, Production: Daisy Sosa

Content Project Manager: Mark Rzeszutek

Manufacturing Planner: Mary Beth Hennebury

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William Albertson, *Drexel University English Language Center, Pennsylvania*

Tara Arntsen, *Northern State University, South Dakota*

Kevin Ballou, *Kobe College, Japan*

Nafisa Bintayeh, *AMIDEAST, Yemen*

Linda Bolet, *Houston Community College, Texas*

Tony Carnerie, *UCSD Extension, English Language Institute, California*

Catherine Cheetham, *Tokai University, Japan*

Celeste Coleman, *CSUSM American Language and Culture Institute, California*

Amy Cook, *Bowling Green State University, Ohio*

Katie Cottier, *University of Texas at Austin, Texas*

Teresita Curbelo, *Instituto Cultural Anglo Uruguayo, Uruguay*

Sarah de Pina, *ELS Boston Downtown, Massachusetts*

Rachel DeSanto, *Hillsborough Community College, Florida*

Silvana Dushku, *Intensive English Institute, Illinois*

Jennie Farnell, *University of Bridgeport, Connecticut*

Rachel Fernandez, *UCI Extension, International Programs, California*

Alayne Flores, *UCSD Extension, English Language Institute, California*

Claire Gimble, *Virginia International University, Virginia*

Floyd H. Graham III, *Kansai Gaidai University, Japan*

Kuei-ping Hsu, *National Tsing Hua University, Taiwan*

James Hughes, *Massachusetts International Academy / UMass Boston, Massachusetts*

Mariano Ignacio, *Centro Universitario de Idiomas, Argentina*

Jules L. Janse van Rensburg, *Chinese Culture University, South Africa*

Rachel Kadish, *GEOS Languages Plus Boston, Massachusetts*

Anthony Lavigne, *Kansai Gaidai University, Japan*

Ai-ping Liu, *National Central University Language Center, Taiwan*

Debra Liu, *City College of San Francisco, California*

Wilder Yesid Escobar Almeciga Imeciga, *Universidad El Bosque, Colombia*

Christina Lorimer, *SDSU American Language Institute, California*

Joanna Luper, *Liberty University, Virginia*

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Elizabeth Mariscal, *UCSD Extension, English Language Institute, California*

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Wendy McBride, *Spring International Language Center at the University of Arkansas, Arkansas*

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Emily Naber, *Washington English Center, Washington*

Kavitha Nambisan, *University of Tennessee-Martin, Tennessee*

Sandra Navarro, *Glendale Community College, California*

Fernanda Ortiz, *Center for English as a Second Language at the University of Arizona, Arizona*

Pamela Patterson, *Seminole State College, Oklahoma*

Grace Pimcias, *CSUSM American Language and Culture Institute, California*

Jennie Popp, *Universidad Andres Bello, Chile*

Jamie Reinstein, *Community College of Philadelphia, Pennsylvania*

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William Slade, *University of Texas at Austin, Texas*

Kelly Smith, *UCSD Extension, English Language Institute, California*

Rachel Stokes, *University of Texas at Austin, Texas*









Joshua Stone, *Approach International Student Center, Massachusetts*

Judy Tanka, *UCLA Extension, California*

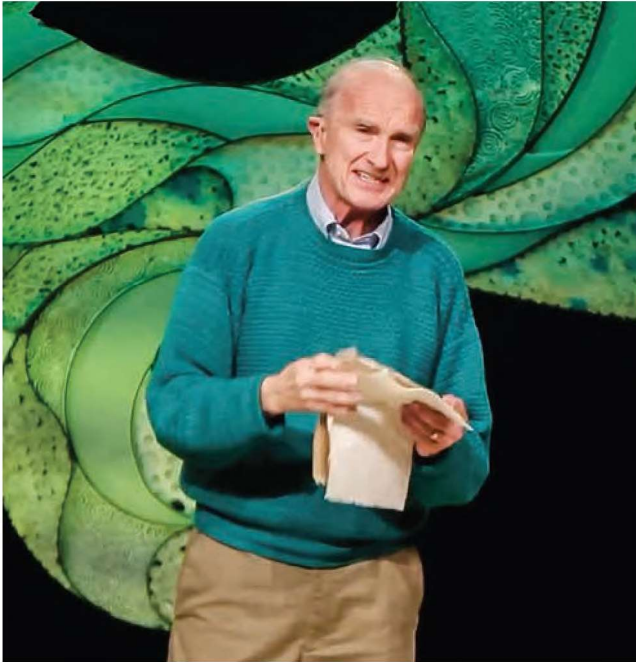
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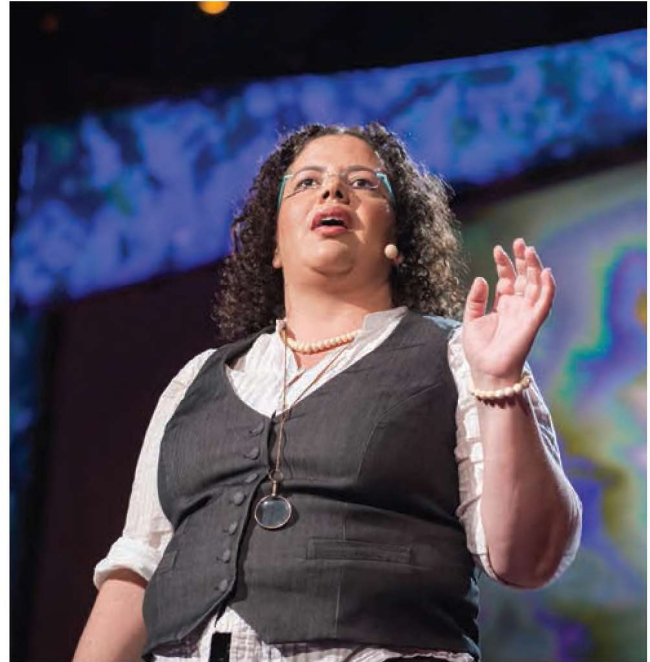
# Scope and Sequence

UNIT / THEME		LISTENING	LISTENING SKILL	SPEAKING SKILL	CRITICAL THINKING SKILLS
<b>UNIT 1</b> <b>Small Actions, Big Results</b> <i>Conservation</i> page 2		<i>Tips for Saving Water</i> A television interview • with slide show	Listen for numbers and statistics	Give tips or suggestions	Predict Interpret Reflect Synthesize Personalize Evaluate
<b>UNIT 2</b> <b>Connecting to Nature</b> <i>Photography</i> page 22		<i>Photos from a Safari</i> A conversation • with slide show	Recognize a speaker's tone and feeling	Use descriptive language	Predict Reflect Interpret Infer Synthesize Personalize Evaluate
<b>UNIT 3</b> <b>Going Places</b> <i>Innovation</i> page 42		<i>No Car, No Worries</i> A panel discussion • with slide show	Listen for signposts	Use listing signals	Infer Predict Reflect Interpret Synthesize Evaluate
<b>UNIT 4</b> <b>Music, Music Everywhere</b> <i>Music</i> page 62		<i>What's Your Music-Listening Style?</i> An interview	Listen for reasons	Give reasons	Analyze Personalize Predict Reflect Interpret Synthesize Evaluate
<b>UNIT 5</b> <b>Give Thanks</b> <i>Sociology</i> page 82		<i>The Power of Gratitude</i> A presentation • with slide show	Listen for key words and phrases	Support ideas with examples	Predict Analyze Personalize Reflect Interpret Synthesize Evaluate
<b>UNIT 6</b> <b>Tell Me Why...</b> <i>Education</i> page 102		<i>Benefits of Curiosity</i> A conversation	Make inferences	Show interest	Predict Reflect Interpret Infer Synthesize Personalize Evaluate
<b>UNIT 7</b> <b>The Livable City</b> <i>Urban Planning</i> page 122		<i>Public Space and the Livable City</i> An academic lecture • with slide show	Listen for problems and solutions	Talk about solutions	Reflect Analyze Predict Infer Interpret Synthesize Evaluate
<b>UNIT 8</b> <b>Life Lessons</b> <i>Psychology</i> page 142		<i>How to Change Your Life</i> An academic lecture • with slide show	Listen for listing words and phrases	Rephrase key ideas	Personalize Predict Infer Interpret Synthesize Evaluate

PRONUNCIATION SKILL	NOTE-TAKING SKILL	TED TALKS	PRESENTATION SKILL	UNIT ASSIGNMENT
Syllable stress	Use an outline	<i>How to use a paper towel</i> <b>Joe Smith</b>	Focus your topic	Give a group presentation on tips to help the environment
Thought groups and pausing	Use abbreviations and symbols	<i>Photos from a storm chaser</i> <b>Camille Seaman</b>	Use visual aids	Give an individual presentation describing a time when you felt connected to nature
Statement intonation	Indent details	<i>A skateboard with a boost</i> <b>Sanjay Dastoor</b>	Rehearse your presentation	Participate in a panel discussion about ecofriendly methods of transportation
Contractions with <i>be</i>	Write key words or short sentences	<i>Why I take the piano on the road ... and in the air</i> <b>Daria van den Bercken</b>	Use an effective hook	Give an individual presentation describing your music-listening style
Sentence stress	Use a mind map	<i>Why lunch ladies are heroes</i> <b>Jarrett J. Krosoczka</b>	Tell a personal story	Give an individual presentation describing an experience of giving or receiving thanks
Intonation in questions	Use a T-chart	<i>3 rules to spark learning</i> <b>Ramsey Musallam</b>	Consider your audience	Give an individual presentation about a time when your curiosity led you to learn or try something new
Linking	Review your notes	<i>How to reinvent the apartment building</i> <b>Moshe Safdie</b>	Organize a problem-solution presentation	Give an individual presentation describing a building or public space that makes a city or town more livable
Vowels in unstressed syllables	Record definitions	<i>3 things I learned while my plane crashed</i> <b>Ric Elias</b>	Have a strong conclusion	Give an individual presentation about a change you made or want to make



**1** How to use a paper towel  
**JOE SMITH**



**2** Photos from a storm chaser  
**CAMILLE SEAMAN**



**3** A skateboard with a boost  
**SANJAY DASTOOR**



**4** Why I take the piano on the road ...  
and in the air  
**DARIA VAN DEN BERCKEN**





**5** Why lunch ladies are heroes  
**JARRETT J. KROSOCZKA**



**6** 3 rules to spark learning  
**RAMSEY MUSALLAM**



**7** How to reinvent the apartment building  
**MOSHE SAFDIE**



**8** 3 things I learned while my plane crashed  
**RIC ELIAS**

# Welcome to 21st Century Communication

## 21st Century Communication: Listening, Speaking, and Critical Thinking

develops essential listening, speaking, and presentation skills to help learners succeed with their academic and professional goals. Students learn key academic skills as they engage with thought-provoking TED Talks and 21st century themes and skills such as global awareness, information literacy, and critical thinking.



**UNIT 7**  
**The Livable City**

A vertical garden on the Qatari Museum in Paris, France.

**THINK AND DISCUSS**

1. Read the unit title. What is a "livable city"?
2. Look at the photo. What do you think life is like in this place? Why?

**PART 1**  
Public Space and the Livable City

**Listening**  
Listen for Problems and Solutions

**Speaking**  
Talk about Solutions

**Pronunciation**  
Linking

**PART 2**  
**TED TALKS**

**Moshe Safdie**  
How to reinvent the apartment building

**Note Taking**  
Review Your Notes

**PUT IT TOGETHER**

**Communicate**  
Give an Individual Presentation

**Presentation Skill**  
Organize a Problem-Solution Presentation

123

Each unit opens with an impactful photograph related to a **21st century theme** and Think and Discuss questions to draw students into the topic.

**Part 1** introduces a variety of **listening inputs** including lectures, interviews, podcasts, and classroom discussions. Selected listenings are accompanied by video slide shows.


**PART 1** Public Space and the Livable City

**BEFORE YOU LISTEN**

**COMMUNICATE** Work in a small group. Discuss these questions.


1. Look at the photo. What kind of place is this? Where do you think it is? What do you think people do in this place?
2. Describe a big city near you.
3. Do you live in a big city? If yes, do you like living there? Why, or why not? If not, do you want to live in a big city? Why, or why not?

**COLLABORATE** You will listen to a lecture about public space and the livable city. Listen to an excerpt from the beginning of the lecture. Then with your group, answer the professor's question: What is a "livable city"?



Subbed in London is the UK's first large-scale environmentally friendly community with green, urban, a village, and community facilities

124 UNIT 7



**SPEAKING**

**SPEAKING SKILL** Talk about Solutions

To talk about solutions, speakers use the words and phrases you learned in the Listening Skill box on page 126. When using these signal words and phrases, you should try to vary your word choice to avoid too much repetition when you speak.

For example:

One issue in big cities is the lack of space. High-rise buildings can address this problem. Tall buildings solve this issue by taking up vertical space, which is unlimited. Another response is creating public spaces. Public spaces are a good solution because they provide people with places to meet outside their homes.

**THINK CRITICALLY** Analyze. Work in a small group. Think about the conditions in big cities. Look at the list of issues below and add two of your own ideas. Then think of two possible solutions for each issue.

issue	possible solutions	
crime	1. _____	2. _____
congestion	1. _____	2. _____
traffic	1. _____	2. _____
roads	1. _____	2. _____
your idea	1. _____	2. _____
your idea	1. _____	2. _____

**REPORT** to the class your possible solutions to the issues in exercise 2. Use solution words and phrases.

A: One issue in big cities is crime. A good solution is better street lights.  
B: Another response to crime is to have more police officers.

PART 1 125

Listening, speaking, note-taking, and pronunciation skills are explicitly taught and practiced. Woven throughout are 21st century skills of **collaboration**, **communication**, and **critical thinking**.

**PART 2 TED TALKS**

How to reinvent the apartment building

“There has to be another way of doing this.”

**BEFORE YOU WATCH**

**A PREDICT** Read the title and information about the TED speaker. Reinvent means to do something in a new way. Why might the TED speaker want to reinvent apartment buildings? Tell your class.

**MOSHE SAFDIE** Architect

Moshe Safdie is an Israeli/Canadian/American architect. He designs apartments, museums, airports, and other structures. He is interested in public spaces that improve cities and towns. Safdie also builds apartments that let in natural light and include lots of open space and gardens. He wants his apartments to help people connect to nature, even when they live in big, crowded cities.

Moshe Safdie's idea worth spreading is that we can plan today for livable cities of the future. We can create apartment buildings and other structures that connect people more closely with each other and with the natural world.

PART 2 131

Part 2 introduces the TED speaker and the idea worth spreading. Students explore and discuss the ideas while at the same time seamlessly applying the skills learned in Part 1.

Put It Together helps students connect ideas and prepares them for their final assignment. Students synthesize information and consolidate their learning.

**Put It Together**

**A THINK CRITICALLY Synthesize.** Work in a small group. Answer these questions. Use examples from the lecture in Part 1 and the TED Talk in Part 2 in your discussion.

1. What did planners do to make cities more livable?
2. In your opinion, which of the planners' ideas is the most useful or important? Why?

**B THINK CRITICALLY Analyze.** Are there any public spaces, buildings, or other projects in your area that are similar to the ones in the Part 1 lecture or the TED Talk? If yes, list them. Explain how they draw people together, increase safety, help people connect with nature, or make your area more livable in some way. If no, propose a space, building, or other project that your community should consider.

**COMMUNICATE**

**ASSIGNMENT: Give an Individual Presentation** You will give an individual presentation about a building or public space that makes a city or town more livable. Explain how this building or space solves a problem of city living.



**COMMUNICATE**

**ASSIGNMENT: Give an Individual Presentation** You will give an individual presentation about a building or public space that makes a city or town more livable. Explain how this building or space solves a problem of city living.

Infographics engage students more deeply with the unit theme and promote visual literacy.



Presentation Skills inspired by the TED speakers give students the skills and authentic language they need to successfully deliver their own presentations.

**PREPARE**

**PRESENTATION SKILL Organize a Problem-Solution Presentation**

There are several ways to organize a presentation about a problem and its solution. Two options are given below. With either, remember to start with some background information so the audience understands the context.

1. Describe the problem first and then explain the solution (building or space).  
Introduction: Background information: Gosford is a city on the coast of New South Wales in Australia.  
Problem: Gosford needed a safe way for people to cross the railroad tracks.  
Solution: The city created a beautiful, energy-efficient, lighted path.
2. Describe the solution (the building or space) first and then suggest how it solves a problem.  
Introduction: Background information: Gosford is a city on the coast of New South Wales in Australia.  
Solution: Gosford built a lighted path that uses minerals.  
Problem it solved: The city didn't have a safe way for people to cross the railroad tracks.

**REFLECT**

Reflect on what you have learned. Check  your progress.

- I can:
- listen for problems and solutions.
  - ask smart questions.
  - understand and use linking.
  - review my notes.
  - organize a problem-solution presentation.

I understand the meanings of these words and phrases and can use them.

Circle those you know. Underline those you need to look more on.

- |            |                |                   |          |
|------------|----------------|-------------------|----------|
| attractive | extremely      | pedestrian        | resident |
| concept    | hang out       | performance space | retiree  |
| density    | integrate with | public            | senior   |
| clear      | lead           | recognition       | sustain  |
|            | middle income  | recreation        | unit     |

Reflect encourages students to take charge of their learning, another 21st century skill.

**Unit 3, Part 2 Watch**

**INSTRUCTIONS**  
Watch the video. Drag the correct words to complete the sentences. There are two extra words. Then click Submit to check your answers.

touch daughter perspire photographs  
atmosphere monsters super cell grandfather

1. We can infer that Camille Seaman's \_\_\_\_\_ was an inspiration to her.
2. Camille's \_\_\_\_\_ encouraged her to begin storm chasing.
3. The \_\_\_\_\_ is a type of giant cloud.
4. When Camille says that storm chasing is "a very tactile experience," she means that she feels like she can \_\_\_\_\_ the clouds.

Fully blended Online Workbooks powered by MyELT help develop digital literacy skills by offering students the complete audio and video program along with speech-recognition and auto-graded language practice activities.

UNIT

1

# Small Actions, Big Results





## THINK AND DISCUSS

- 1 Read the unit title. What do you think it means?
- 2 Describe the photo. What do you see?
- 3 Read the caption. How does Jadav's story relate to the title? Explain.

### PART 1

*Tips for Saving Water*

#### Listening

Listen for Numbers and Statistics

#### Note Taking

Use an Outline

#### Speaking

Give Tips or Suggestions

#### Pronunciation

Syllable Stress

### PART 2

## TED TALKS

#### Joe Smith

*How to use a paper towel*

### PUT IT TOGETHER

#### Communicate

Give a Group Presentation

#### Presentation Skill

Focus Your Topic

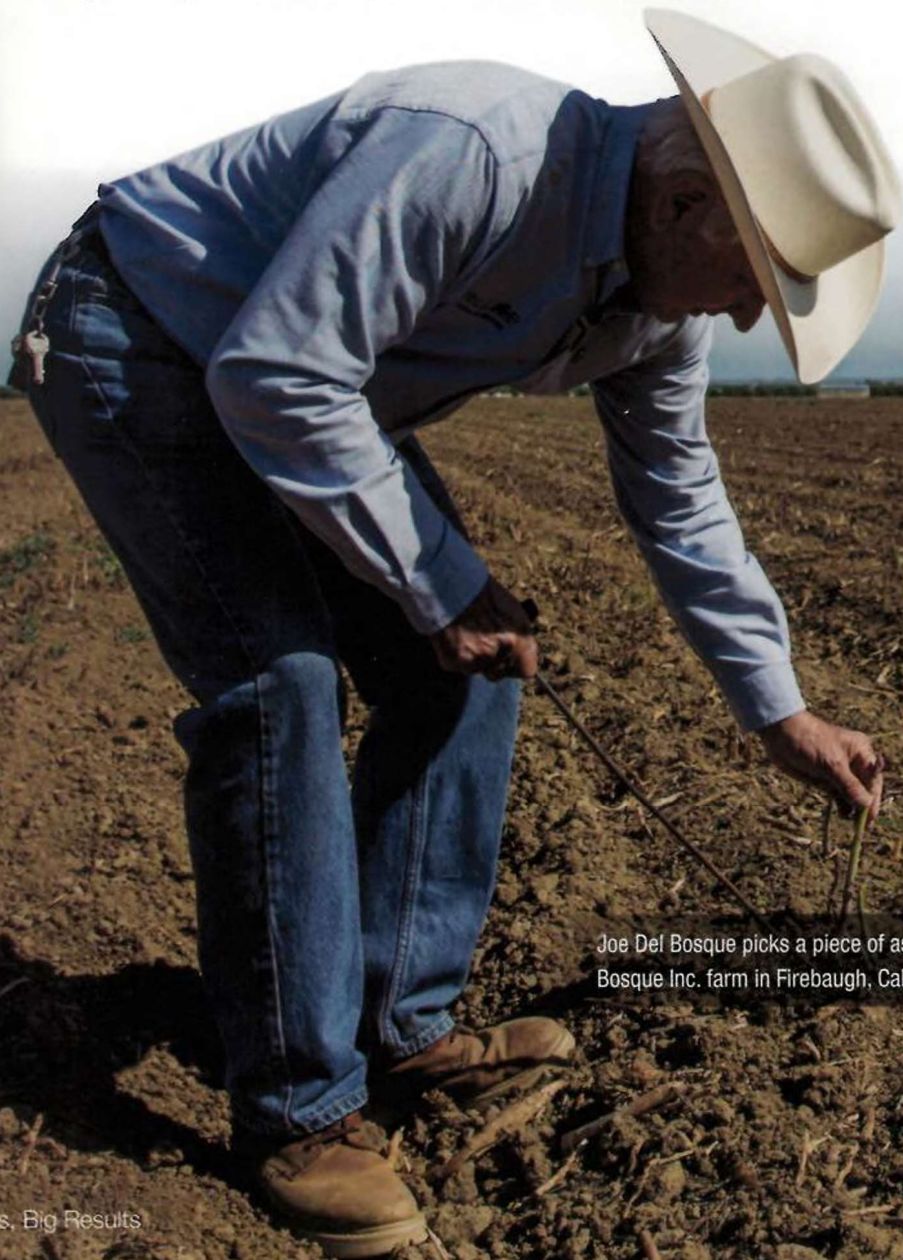
Jadav Payeng began planting trees on the island of Majuli in India in 1979 to keep the island from getting smaller. He has planted thousands of plants, which have become the 1,360-acre Molai Forest. The forest has saved the island and has become a habitat for several endangered species, including elephants and Bengal tigers.

**BEFORE YOU LISTEN**

**A COMMUNICATE** Work in small groups. Discuss these questions.


1. Look at the photo. What is the man doing? Why?
2. What kinds of water problems do people have in different parts of the world?
3. Do you feel a responsibility to change the way you use water? Why, or why not? If yes, in what way?

**B THINK CRITICALLY Predict.** You are going to hear a TV interview. The guest speaker will give tips (suggestions) for saving water. Will this information be important for you? Why, or why not? Discuss your ideas with your group.



Joe Del Bosque picks a piece of asparagus at the Del Bosque Inc. farm in Firebaugh, California, USA.

## VOCABULARY

**C**  **1.2** Read and listen to the sentences with words from the TV interview. Guess the meaning of each bold word or phrase. Then write each word or phrase next to its definition.

- a. Australia is very rich in natural **resources**, including coal, copper, iron, gold, and uranium.
- b. One way to **conserve** electricity is to turn off the lights when you leave a room.
- c. Each month, the government publishes **statistics** about the number of people who found and lost jobs.
- d. You shouldn't use the dishwasher when it is only half full because it **wastes** water.
- e. I probably drink eight glasses of water a day **on average**; some days I drink more and some days less.
- f. When I moved to an apartment near my job, I **cut** my driving time from 30 minutes to 10 minutes.
- g. Lake Ontario is **huge**. It looks like an ocean!
- h. The professor **requires** students to turn off their cell phones in his class.
- i. There's water on the bathroom floor. I think the bathtub has a **leak**.
- j. It's **crucial** to drink water after you exercise. Your body needs it.

- 1. crucial (adj) extremely important
- 2. \_\_\_\_\_ (n) natural or man-made products that people need or can use
- 3. \_\_\_\_\_ (adj) very, very large
- 4. \_\_\_\_\_ (adv) usually, normally
- 5. \_\_\_\_\_ (v) save
- 6. \_\_\_\_\_ (v) makes it necessary for someone to do something
- 7. \_\_\_\_\_ (v) use less of something or make something smaller
- 8. \_\_\_\_\_ (n) a hole or opening that allows water or gas to escape
- 9. \_\_\_\_\_ (v) uses too much of something, or uses it in a bad way
- 10. \_\_\_\_\_ (n) numbers that give information

**D COMMUNICATE** Work with a partner. Take turns asking and answering the questions. Use the words in bold in your answers.



A: *How long does it take you to get to work or school, **on average**?*

B: ***On average**, it takes about 20-25 minutes. It depends on the traffic.*

1. How long does it take you to get to work or school, **on average**?
2. When you were younger, what is something your parents **required** you to do? What are some things your teacher **requires** you to do for this class?
3. Finish this sentence:  
For me to be healthy, it is **crucial** to \_\_\_\_\_ every day.
4. Do you ever **waste** money? If yes, how?
5. How can people **cut** the amount of time they spend online?
6. If you receive a **huge** amount of food in a restaurant, do you eat it all? If not, what do you do with the food you don't finish?
7. Do you try to **conserve** water? How?

## LISTEN

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**E**  **1.3**  **1.1** **LISTEN FOR MAIN IDEAS** Read the statements. Then listen to the TV interview. Choose the answer that best completes each statement.

1. The interview is mainly about \_\_\_\_\_.
  - a. World Water Day
  - b. reducing your water bill
  - c. simple ways to save water
2. According to Chandra Cassidy, it is important for everyone to save water because \_\_\_\_\_. (Choose the two correct answers.)
  - a. the world's climate is changing
  - b. people can save money on their water bills
  - c. there isn't enough fresh water
  - d. many poor people don't have any water
3. Cassidy's main message is that \_\_\_\_\_.
  - a. most people are paying too much for water
  - b. we can help the environment by changing our behavior in small ways
  - c. the world's population is growing too fast




## LISTENING SKILL Listen for Numbers and Statistics

Listening for numbers and statistics can help you understand how the speaker supports the main ideas.

**Main idea:** *Worldwide, people are using and wasting huge amounts of plastic.*

**Supporting statistics:** *For example, Americans throw away 35 million plastic bottles a year. Americans throw away about 91 percent of the plastic they use.*

**F**  **1.4 LISTEN FOR DETAILS** Listen to segments from the TV interview. Write the missing numbers.

### Segment 1

1. Water covers \_\_\_\_\_ percent of the earth, but less than \_\_\_\_\_ percent is fresh water.
2. Right now we have almost \_\_\_\_\_ people on earth.
3. In 30 years the population is going to be \_\_\_\_\_.

### Segment 2

4. It takes \_\_\_\_\_ gallons of water to produce just one pound of beef.
5. Leaks can waste more than \_\_\_\_\_ gallons a year. That's more than \_\_\_\_\_ percent of all the water we use.




Woman drawing water from a well in Thar Desert, Rajasthan, India

## NOTE-TAKING SKILL Use an Outline

One way to remember the things you hear is to make an outline of the speaker's most important ideas. A simple outline looks like this:

- I. Saving Water
  - A. Why is it crucial to save water?
    1. Save money
    2. Not enough fresh water in the world

(See page 170 in the *Independent Student Handbook* for more information on using outlines.)

**G**  **1.5** Listen to segment 3 of the interview. Complete the outline.

- I. Saving Water
  - A. Why is it crucial to save water?
    1. Save money
    2. Not enough fresh water in the world
  - B. Tips for saving water at home
    1. Don't run the water when you \_\_\_\_\_
    2. Take \_\_\_\_\_
    3. Don't eat \_\_\_\_\_
    4. Fix \_\_\_\_\_

## AFTER YOU LISTEN

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**H COMMUNICATE** Work in a group. Use your answers to exercises E, F, and G to discuss the questions.

1. The program host, Harry Martinez, says it's important for "everyone—not just people in dry places—to save water." Why is it important for people in areas with enough water to think about conserving it?
2. Review the reasons we need to save water from exercise E, item 2. Which reason is more important for you? Why? Can you think of other reasons?
3. Look at the outline in exercise G. Do you follow any of these tips now? If so, which ones? Do you think you might try to follow them in the future? Which tip is or will be the most difficult for you to follow? Why?

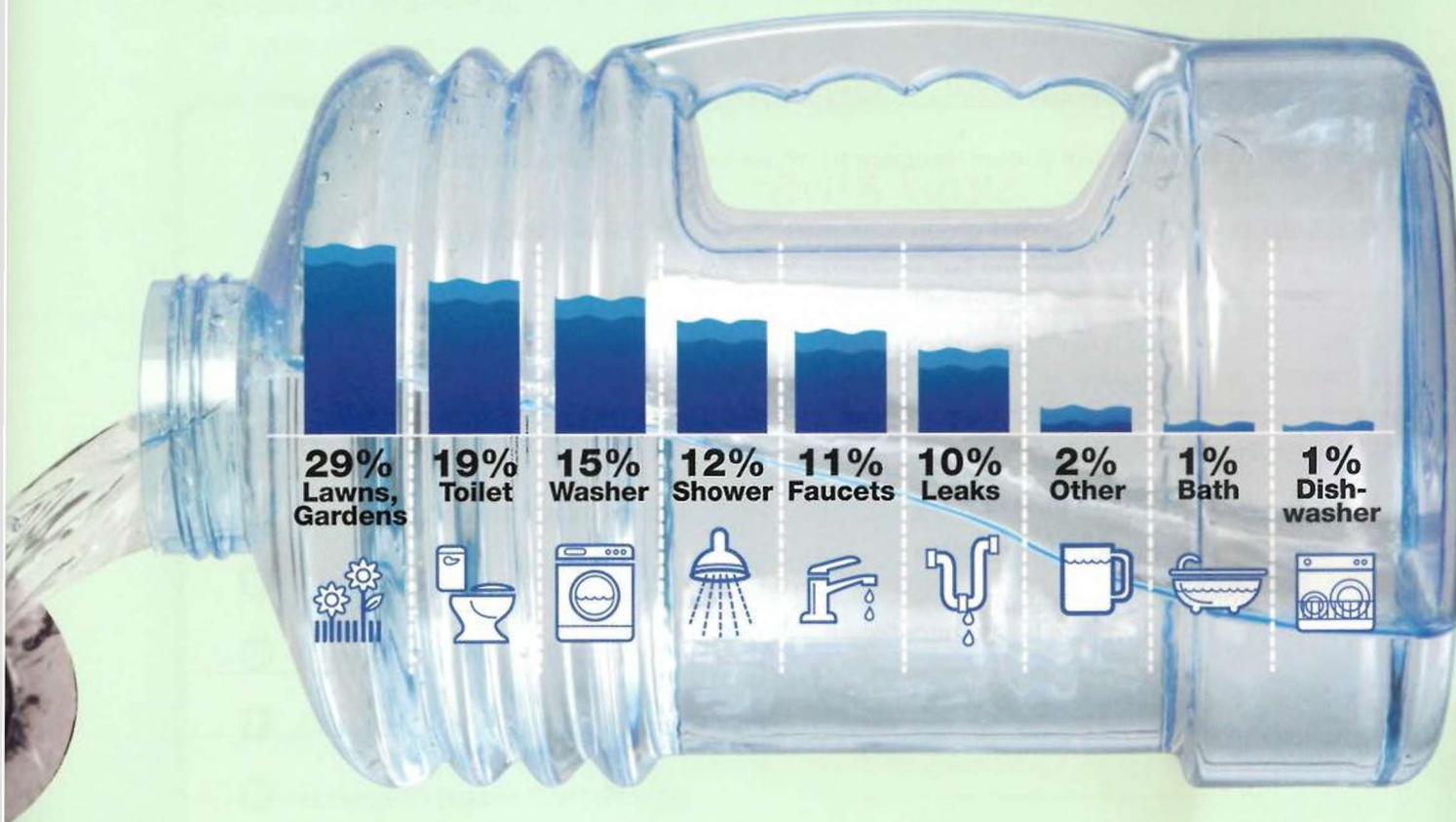


**THINK CRITICALLY** Interpret an Infographic. Work in a group. Look at the infographic and discuss the questions that follow.

## Where does our water go?

The average U.S. household uses 265 gallons of water each day.

Here's how it's used . . .



1. How many gallons does the average American family use each day?
2. What percentage of their water do Americans use outdoors?
3. Which indoor item uses the most water? Does this surprise you? Why, or why not?
4. Which water uses do you think are part of "Other"?
5. The graph gives average numbers. The percentages will be higher or lower in different places. What do you think the graph would look like in your country?

# SPEAKING

## SPEAKING SKILL Give Tips or Suggestions

To give tips or suggestions, we often use the *imperative* form. The imperative form does not have a subject. We understand that the subject is *you*. Imperatives begin with an affirmative or negative verb:

- **Fix** leaky faucets.
- **Don't eat** meat.

Here are other ways of offering tips or suggestions:

- *You should / shouldn't eat meat.*
- *It's (not) a good idea to take long showers.*

(See page 167 in the *Independent Student Handbook* for more information on using outlines.)

**J COLLABORATE** Work in a small group. Complete the outline below with tips for saving water. Use the verbs in the box or choose your own.

fix	(don't) run	(don't) take	(don't) water	(don't) flush
turn off	cut	(don't) use	replace	fill

### I. Saving Water

- Why is it crucial to save water?
- Tips for saving water at home
- More tips for saving water

*Replace leaky faucets*

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**K COMMUNICATE** Share your tips from exercise J with another group.

## PRONUNCIATION SKILL Syllable Stress

A syllable is a single unit of speech. Words have one or more syllables. For example, *drink* has one syllable. *Water* has two syllables. In words with two or more syllables, one of the syllables is stressed (pronounced a little louder and more clearly). Listen to these examples. The stressed syllables are in bold.



Two syllables: **wa**-ter    Three syllables: **nat**-u-ral    Four syllables: en-**vi**-ron-ment

(See page 172 in the *Independent Student Handbook* for more information on using outlines.)