

2 Thought

DISCUSSION POINT

Work with a partner. Discuss the questions.

- 1 Why do you think Millennials are more forgetful than their parents?
- 2 Which of these facts surprised you the most?
- 3 What other “amazing facts” do you know about the human brain?

GLOSSARY

brainwaves (n) activity in the brain

participant (n) a person who takes part in an experiment

visual (adj) connected to seeing



YOUR AMAZING BRAIN



On average, people have **70,000 thoughts** per day.

The hippocampus—the part of the brain involved in processing emotions—is **larger** in women than in men.

New cells are born in the brain throughout a person’s life. **You’re never too old to learn!**



Naps, meditation, and taking walks make your brain **more productive**.

Because of multitasking and lack of sleep, Millennials (born between **1981** and **1996**) are **more forgetful** than their parents.

The same part of the brain processes **physical** and **mental** pain. That’s why a “broken heart”  hurts!



Your brain has enough memory to store **three million hours** of television.

The **size** of your brain is not related to your intelligence. Einstein’s brain was smaller than average!

Each time

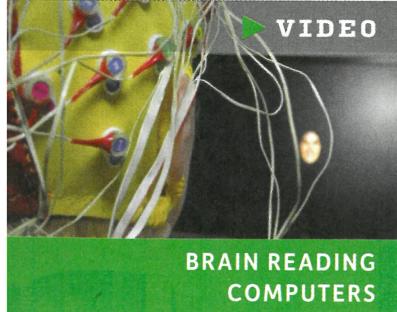
you have a new thought, a new connection is made between the cells of your brain.



BEFORE YOU WATCH

Discuss the questions. Then watch the video to check your ideas.

- 1 Look at the title of the video. How do you think a computer can read brains?
- 2 If computers can actually read brains, what could be the practical use of this technology?



UNIT AIMS

- LISTENING 1** Understanding the structure of a formal argument
LISTENING 2 Listening for repair and elaboration
ACADEMIC SKILL Anticipating opposing views

- VOCABULARY** Words to describe the brain and mind
GRAMMAR Concession
SPEAKING Responding to an argument



Neurologists reviewing MRI brain scans

WHILE YOU WATCH

▶ Watch the video and answer the questions.

- 1 Where is this research being conducted?
- 2 What is the purpose of the research project?
- 3 What does the technology allow investigators to do?
- 4 How is the research original according to Professor Nestor?
- 5 Has EEG data ever been used in a criminal trial?

AFTER YOU WATCH

Work with a partner. Discuss the extent to which you agree with the opinions.

"It would be wonderful to be able to use EEG technology to see what people are really thinking."

"There's no way a criminal court could convict someone because EEG technology suggested they had been seen committing a crime. It just wouldn't be fair."

BRAIN TRAINING**A VOCABULARY PREVIEW****1 Read the sentences. Match the words in bold with the correct definitions.**

- 1 The study explores the **claim** that Internet use damages people's memory.
 - 2 Major changes in brain **function** occur during the teenage years.
 - 3 The conclusions are based on a **sample** of over 1,000 volunteers.
 - 4 Test subjects were given just five minutes to complete a memory **task**.
 - 5 **Evidence** suggests that multitasking is actually inefficient.
 - 6 I think all advertising companies are **dishonest**.
 - 7 We didn't buy the toy because of **criticism** that it was not safe for children.
 - 8 Many people believe that some apps have the **potential** to make them smarter.
- a** (n) something that needs to be done
b (n) a statement that something is true, even though you have not proved it
c (n) a process that happens inside the body, or something that part of the body does
d (n) a group of people who participate in a study or experiment
e (n) facts or signs used to help prove something
f (n) comments that show you think something is bad or wrong
g (n) the possibility to develop or achieve something in the future
h (adj) not truthful

GLOSSARY

anecdotal (adj) based on someone's personal experience, rather than facts that can be checked

neuroscience (n) the scientific study of the brain and nerves in the body that control feelings

2 Work with a partner. Discuss the questions.

- 1 Do you believe claims that exercise can improve your memory? Why / why not?
- 2 What kind of things can have a negative effect on brain function?
- 3 Are you good at multitasking (i.e., doing several tasks at the same time)?
- 4 There is evidence to suggest that use of mobile technology has a negative effect on our memory. Do you think this is true? Why / why not?
- 5 Are you good at receiving criticism? Why / why not?
- 6 Are ten people a big enough sample size for a scientific test? Why / why not?
- 7 Why would someone make a dishonest claim?
- 8 What are some of the potential benefits of artificial intelligence (AI)?

B BEFORE YOU LISTEN

Work with a partner. Discuss the questions.

- 1 What activities can make our brains work faster or more efficiently?
- 2 Do you think brain-training apps and games can make people more intelligent?
Why / why not?
- 3 What experience do you have with these types of apps and games?

Activating prior knowledge

C GLOBAL LISTENING

 **2.1 Listen to Brain training. Choose the best option to complete the sentences.**

- 1 Steve doesn't think there is any evidence that ...
 - a brain-training apps make you more intelligent.
 - b brain-training apps make you better at games.
 - c brain-training apps help you master new concepts.
- 2 Anna believes there is a lot of research to support ...
 - a link between brain-training apps and improved focus.
 - b a link between brain-training apps and improved brain function.
 - c a link between brain-training apps and improved memory.
- 3 Anna and Steve agree that brain-training apps ...
 - a don't deliver what they promise.
 - b aren't as effective as physical exercise.
 - c have the potential to make you more intelligent.
- 4 The conversation is about ...
 - a claims made in brain-training advertisements.
 - b problems with scientific research on brain training.
 - c whether brain-training apps improve brain function.

Listening for main ideas



D CLOSE LISTENING

Understanding the structure of a formal argument

In formal discussions and debates, speakers try to persuade listeners to agree with their point of view by presenting a **formal argument**. Formal arguments consist of two parts—a claim and supporting evidence.

A **claim** is the speaker's main idea or opinion. Phrases that signal a claim include:

I'm (not) convinced that ... / I'd argue that ... / My position is that ...

All claims should be supported by **evidence** such as references to scientific research, statistics, or quotations from experts.

1  **2.1 Listen to Brain training again. Write Steve or Anna next to the claim they make.**

- 1 There were issues with the brain-training research that showed positive results. _____
- 2 A large group of scientists claims brain training does work. _____
- 3 Most of the studies showing positive results were poorly designed. _____
- 4 Brain training has the potential to make our brains work better. _____
- 5 It's dishonest to sell brain-training apps that don't work. _____

2  **2.1 Listen again. Match the supporting evidence (a–f) with the claims made in Exercise 1 (1–5).**

- a Some studies compared brain-training apps with watching DVDs. _____
- b Companies marketing the apps earn over \$25 million dollars a year. _____
- c Improvement doesn't seem to transfer into the real world. _____
- d 132 studies showed brain training can improve brain function. _____
- e Some of the best scientists in the world are working to develop tasks that make people smarter. _____

E CRITICAL THINKING

Work in a group. Discuss who you think “won” the discussion, Steve or Anna. Explain your reasoning.

ACADEMIC SKILLS**ANTICIPATING OPPOSING VIEWS**

As you know, there is more to academic study than learning facts. You also need to suggest theories, offer explanations, and make evaluations. Whereas facts cannot really be debated, theories, explanations, arguments, and evaluations can be.

In academic discussions, referring to other ideas about the topic, including ideas that you disagree with, demonstrates that you have considered different views. It also makes your own claims seem more cautious and academic.

a) Contrast your idea with other people's experience or opinion:

Everybody thinks of Einstein as a genius, but much of his career was unremarkable.

b) Acknowledge that your idea might be surprising for other people:

I know this seems hard to believe, but being highly confident about your own intelligence can actually make you less able to think rationally.

c) Present an argument and your counterargument:

Some people say kids shouldn't start school until they're 6 or 7. Well, the fact is that starting young improves a child's grades in the long term.

1 Look at the example extracts (1–5) from an academic discussion. Identify which technique above (a–c) the speaker is using to anticipate opposing views.

- 1 Now this may come as a surprise, but sometimes people who know nothing about a subject are able to make better decisions than so-called experts. _____
- 2 We're actually learning new things every day of our lives, even if it doesn't always seem like it. _____
- 3 Now, it could be argued that computer games improve your cognitive ability. Well, that's not what the evidence says; research suggests that gaming makes you less able to learn. _____
- 4 It may seem hard to believe that what you eat can have any impact on your brain's performance, but I'm going to argue that it does. _____
- 5 A lot of people think that you can't train yourself to be a better thinker. Well, I'm not one of them. _____

2 Work with a partner. Prepare to give a short talk about one of the two topics below. Anticipate any opposing views that your partner might have.

Student A: The impact of certain foods on the brain

- Healthy fats: improved memory
- Processed food: mental health probs
- Nuts: reduced brain decline
- Leafy green vegetables: contain iron, which can reduce fatigue

Student B: How the brain is affected by lifestyle

- Crosswords: improved memory
- Too much time: depression.
- Very loud music: forgetfulness

SCREEN TIME

A VOCABULARY PREVIEW

1 Match the sentence halves to show the meaning of the words in bold.

- | | |
|--|--|
| 1 Listening to music doesn't affect my | a than just memorizing facts. |
| 2 I don't think using mobile devices has a | b negative impact on my memory. |
| 3 I can work more efficiently if I | c interfere with my concentration. |
| 4 I think storage capacity is the key | d turn off my cell phone while studying. |
| 5 In my opinion, the ability to communicate is the most | e essays before I hand them in to my professor. |
| 6 I write several versions of my | f important characteristic of a good student. |
| 7 In my country, schools emphasize critical thinking more | g thing to consider when buying a computer. |
| 8 When I am working, I don't allow anything to | h ability to concentrate while studying. |

2 Match the words in bold from Exercise 1 with the correct definitions.

- a _____ (n) amount of something that can be stored, e.g., on a computer or in the brain
- b _____ (n) an effect or influence on something
- c _____ (v) to disturb, prevent something from happening
- d _____ (v) to change or influence something
- e _____ (n) the ability to analyze and evaluate information without emotion
- f _____ (adv) in a good way that doesn't waste time or energy
- g _____ (n) corrected, or changed forms of an original document, story, etc.
- h _____ (n) quality or feature that is a typical part of someone or something

3 Work with a partner. Are any of the sentences in Exercise 1 true for you? Why?

B BEFORE YOU LISTEN

Activating prior knowledge

Work with a partner. Discuss the questions.

- 1 What electronic devices with screens are most important to you?
- 2 Do you spend more or less than the average amount of time looking at screens?
- 3 Is a person likely to be affected by spending too much screen time? How?

C GLOBAL LISTENING

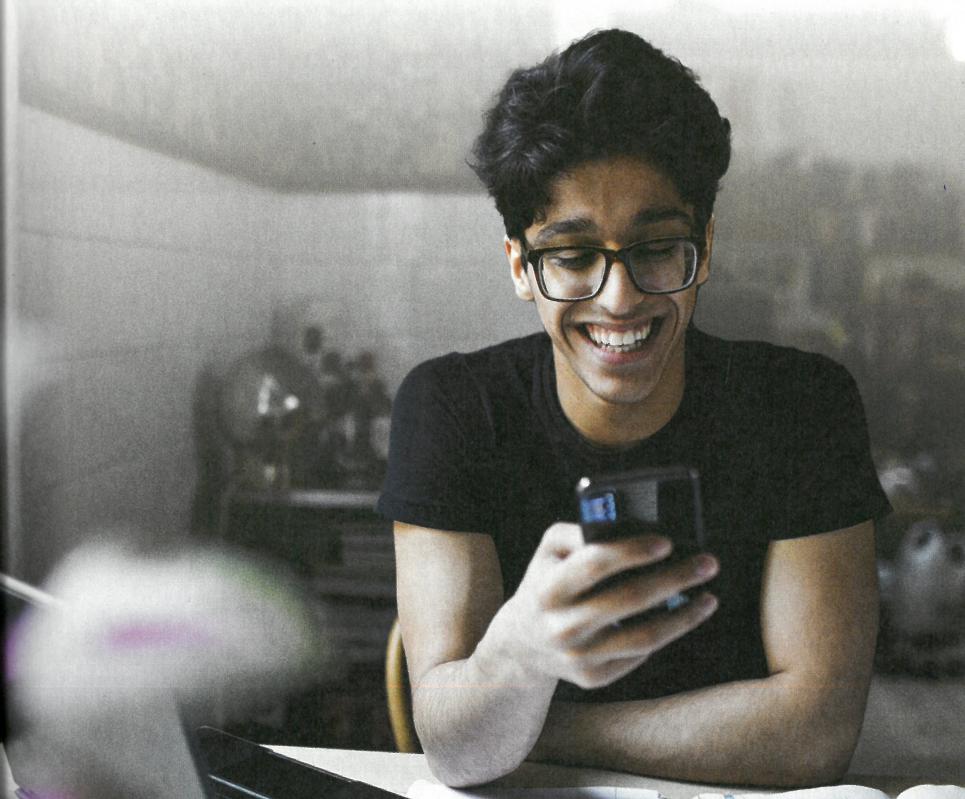
- 1  **2.2** Listen to *Screen time*. Number the topics in the order they are discussed.

Listening for main ideas

- a what the lecture will be about
- b further work that needs to be done
- c definition and examples of screen time
- d why phones can be hard to put down
- e statistics about people's daily screen habits
- f ways in which electronic devices help people
- g the impact of lots of screen time on the brain
- h why people don't realize how much time they spend looking at screens

- 2 Choose the sentence that best expresses the speaker's main point.

- a People should identify more ways in which screen time can benefit them.
- b Screen time is damaging the mental health of the majority of young people.
- c It's important to have better understanding of how the overuse of screens can affect people.
- d Research shows that spending too much time in front of a screen can adversely affect intelligence.



D CLOSE LISTENING**Listening for repair
and elaboration**

In presentations and lectures, speakers sometimes make a mistake and need to correct what they've said. This is called a **repair**. To identify repairs, listen for signals like these:

Excuse me, what I meant to say was ... / Let me rephrase that.

Sorry, I meant ... / Perhaps I should have said ...

At other times, speakers may need to give examples, provide more detail, or explain something in a different way to make their ideas clearer. This is called **elaboration**. To identify elaborations, listen for signals like these:

To give an example ... / To be more precise ... / That is to say, ...

In other words ... / Basically, ...

What I mean by that is ... / In case you don't know, ...

Listening for **repair** and **elaboration** will help you to identify specific details accurately.

**2.2 Listen to Screen time again. Choose T (True) or F (False).**

- | | | |
|---|---|-------|
| 1 | Watching a music video and playing video games are both examples of screen time. | T / F |
| 2 | Checking social media messages is an effective way to have a break from typing an essay. | T / F |
| 3 | British people spend an average of 12 minutes each time they look at their phone. | T / F |
| 4 | The speaker gives two examples of ways smartphones benefit people. | T / F |
| 5 | Research by the University of Florida studied the average length of interruptions to a person's work. | T / F |
| 6 | The influence of high screen time on the brain may make a person less able to make plans. | T / F |

E CRITICAL THINKING

Work in a group. Discuss the questions.

- 1 What do you think would be the easiest way to measure a person's average screen time, and what would be the most reliable?
- 2 To what extent do you agree with the lecturer's views about people's screen time? Do you act in the way the lecturer describes? What about people you know?
- 3 How can a person decide whether or not their screen time is excessive?

CRITICAL THINKING

Appeal to popularity

Claiming that something is true because lots of people believe it is called an **appeal to popularity**. It is a flawed type of argument because in reality, it's possible for lots of people to believe something that isn't supported by facts or evidence. For example, many people used to believe that the Earth was flat—an idea later proven incorrect.

To properly evaluate an argument, we need to assess the evidence presented, not how popular something is.

- 1  **2.3 Listen to two extracts from *Brain training*. Decide whether the speakers make a valid argument or an appeal to popularity.**
- 2 **Work with a partner. Choose the statements that illustrate an appeal to popularity.**
 - 1 Companies that market brain games are earning more than \$25 million a year for products that don't deliver what they promise. I think that's dishonest.
 - 2 Studies show that people of all ages perform more poorly on cognitive tests when they multitask.
 - 3 In one survey, 95% of college students reported reading assigned texts and watching television at the same time. I believe this proves that multitasking is not harmful.
 - 4 The new SmartPhone 9 is the best cell phone on the market today, as shown by the fact that more than 20 million people have bought it since it came out in 2021.
 - 5 Surveys show that 21% of adults, and 24% of teens are connected to the Internet almost constantly. Scientists are very interested in finding out what effect all this Internet use is having on people's brains.
- 3 **Work in a group. Discuss the questions.**
 - 1 Think of three examples when the majority of the population believed something that turned out to be false.
 - 2 Can you think of any examples of appeals to popularity in advertising? Why is this such a common strategy?
 - 3 What's the best way to respond to this type of argument in a discussion or debate?

VOCABULARY DEVELOPMENT**WORDS TO DESCRIBE THE BRAIN AND MIND****1 Match the words in bold with the correct definitions.**

- 1 Studies suggest that drinking water improves **concentration**.
- 2 Sharing can be a difficult **concept** for children to understand.
- 3 Stress has a negative impact on **short-term memory**.
- 4 According to the author Malcolm Gladwell, people need 10,000 hours of practice in order to **master** a skill.
- 5 **Mental** health issues can be difficult to identify.
- 6 I disagree with your **observation** that it's hard to read and listen to music at the same time.
- 7 Turning off my cell phone helps me to **focus** when I'm writing an academic paper.
- 8 Dr. Shapiro is a **psychologist** who specializes in the behavior of young children.
 - a (v) to pay close attention to something
 - b (v) to learn how to do something extremely well
 - c (adj) relating to the brain or mind
 - d (n) giving all of your attention to something
 - e (n) an idea, thought, or theory
 - f (n) a professional who studies how the mind affects human behavior
 - g (n) the ability to remember recent events or information for a short period of time
 - h (n) a comment about something seen or heard

2 Work with a partner. Discuss the questions.

- 1 What has a negative effect on your concentration when you're studying?
- 2 Is it hard for you to focus in a noisy room?
- 3 Which skills would you like to master?
- 4 Which foods do you think can improve people's short-term memory?
- 5 Which activities in your daily life require the most mental effort?
- 6 Why do you think it's become more common to seek help from psychologists these days?
- 7 How do you feel when a professor makes an observation about your coursework?
- 8 What is a concept you find difficult to understand?.

ACADEMIC WORDS AND IDIOMS

1 Match the words and idioms with the correct definitions.

- | | |
|----------------------------------|--|
| 1 boil down to (id) | a to be so different from another piece of information, that both cannot be true |
| 2 contemporary (adj) | b the ability to understand things quickly and apply knowledge to a high level |
| 3 context (n) | c to be the main reason for something |
| 4 contradict (v) | d to recognize something and understand exactly what it is |
| 5 diverse (adj) | e containing lots of variety |
| 6 establish (v) | f the general situation in which something happens |
| 7 identify (v) | g modern, relating to the present time |
| 8 intelligence (n) | h the money generated by a business |
| 9 revenue (n) | i the main idea that you learn from something |
| 10 take-home message (id) | j find out or prove |

2 Complete the sentences with the words and idioms in bold from Exercise 1.

- 1 In general, digital technology is having a negative effect on _____ society.
- 2 Testing and exams are the best way to measure a person's _____.
- 3 Cell phones should never be used in an educational _____.
- 4 Brain-training companies are more concerned about increasing their _____ than about making people smarter.
- 5 It's always more important to understand the _____ from the lecture than to remember all the details.
- 6 In some cultures, it's not acceptable to _____ your lecturer, as this shows a lack of respect.
- 7 It's important to _____ potential weaknesses in your own arguments.
- 8 Most disagreements between people _____ a simple lack of communication.
- 9 Surveys are the best way to _____ what people think about something, as most people answer survey questions truthfully.
- 10 Studying at a _____ university with students from all over the world enables you to learn a lot about other cultures.

3 Work with a partner. Which of the sentences in Exercise 2 do you agree with? Why?

ACADEMIC IDIOMS

BOIL DOWN TO

When you are cooking, you can heat a liquid in order to reduce it to its basic ingredients. For example, you can heat sugar and water so that the unnecessary water boils away, and you are left with syrup. In the same way, when there is a lot of information to consider, we can remove unnecessary information to concentrate on one main idea.

How much I enjoyed different subjects at school all boiled down to whether I liked the teacher.

SPEAKING MODEL

You are going to learn about concessions, responding to an argument, and word stress in statements of contradiction. You are then going to use these to hold a debate about the use of technology in education.

A ANALYZE

Work with a partner. Read an extract from a debate and answer the questions below.

Evan: Look, I think it's better to type notes with a laptop than to write everything by hand. Basically it all boils down to speed. Most people can type much faster than they can write, so by typing, you're working more efficiently, and you can even write down almost every word the professor says. That way you can be sure not to miss anything. And another thing is that writing for a long time can be physically tiring. Typing on a laptop causes much less muscle strain.

Jay: Well, I agree with your observation that typing is more comfortable than writing by hand, but I think there's a problem with your first argument. It's true that typing enables us to write down almost everything the professor says, but that isn't necessarily a good thing because recording every word doesn't require us to interact with the information in ways that help us master it. In fact, I was just reading a contemporary research paper on note-taking. And the take-home message from that was that students who took notes by hand understood concepts better. And they were able to apply them more successfully than students who typed their notes. The researchers' explanation was that because handwriting is slower and we can't write everything, we're forced to listen, think, and summarize the information, and this mental effort helps comprehension, and memory. In contrast, it's easy to type automatically, without any critical thinking. So, the fact that handwriting is slower turns out to be an advantage, while the fact that typing is faster is actually a disadvantage.

- 1 What is Evan's claim and what reasons does he provide to support it?
- 2 What is Jay's claim and what reasons does he provide to support it?
- 3 Which speaker did a better job of supporting their position, in your opinion?

B DISCUSS

Work with a partner. Discuss the questions.

- 1 Do you usually take lecture notes by hand or on a device such as a laptop? Why?
- 2 After this class, will you change your method of taking lecture notes? How?
- 3 Is it possible to use technology in ways that encourage interaction with information in order to remember it better? How?

GRAMMAR

Concession

In discussions and debates you can make arguments more persuasive by agreeing with part of your opponent's position, then contrasting it with your own.

We use the following to make concessions:

Conjunctions	Although / Even though / Though tablets are useful, there is no evidence that they improve academic performance.
may / might + but	Using mobile devices might improve engagement, but there is nothing to suggest it improves performance.
Adverbials	Cell phones can affect concentration. Nevertheless / Nonetheless , they play an important role in modern education.

1 Match the two halves to form sentences.

- | | |
|--|--|
| 1 While it's true that smartphones have made our lives easier, | a I don't believe they make you smarter. |
| 2 Although brain-training apps can be fun to play, | b research suggests this actually has a negative effect on their understanding of the subject. |
| 3 That may be true, | c but modern students expect to use technology in the classroom. |
| 4 Students enjoy using mobile devices in the classroom. | d they have had a negative impact on our memory. |
| 5 Even though many students prefer to take notes on their laptops, | e Nevertheless, research shows that the highest-performing schools in the world have lower levels of computer use. |

2 Rewrite the sentences using the words in parentheses.

- Students enjoy using mobile devices in the classroom. Studies show this has a negative effect on exam performance. (although)
- Some students are easily distracted by the Internet. Others find it a useful research tool. (while)
- Modern websites are more interesting. They actually have a negative effect on our memory. (may / but)
- Technology can have a powerful impact on learning. Most teachers think cell phones are a distraction in class. (Nevertheless)
- Students say technology has improved their education. Much more research is needed to prove this is true. (Even though)

SPEAKING SKILL

Responding to an argument

A key part of speaking in a debate is responding to your opponent's claims and arguments. There are three common ways to do this:

- 1 Point out the weakness of your opponent's evidence, sources, or logic.
Those studies were poorly designed. There is no evidence to support that claim.
- 2 State an opposing claim or opposing argument and provide evidence to support it.
I think the opposite is true. According to [source], ...
I disagree. Research shows ...
- 3 Concede your opponent's point is partly correct, then contrast it with your own.
You may have a point there, but ... / That may be true, but ...

1 2.4 Listen to five short dialogues and complete the sentences.

- 1 A: A professor at Stanford University, Clifford Nass, says that listening to music with words can interfere with a person's ability to focus on reading and writing tasks.
B: _____, lots of studies have shown that listening to classical music can help boost concentration.
 - 2 A: I think students take better lecture notes when they use a laptop instead of writing by hand.
B: _____ to support that idea. In fact, the sources I've read say that students remember information better if they take notes by hand.
 - 3 A: Online courses are super-convenient, don't you agree?
B: _____, but I think face-to-face courses are a lot more interesting.
 - 4 A: This article says that lost or damaged brain cells aren't replaced in adults.
B: That research is way _____. Scientists have known for a long time that some parts of the brain can continue to produce new cells even into old age.
 - 5 A: Kids are spending too much time playing games online. It's a waste of time.
B: _____. Studies have shown that online games can increase teamwork among children and promote creativity.
- 2 Work with a partner. Take turns responding to the statements below using techniques from the Speaking skill box.
- 1 Brain-training apps make you more intelligent.
 - 2 Cell phones have a negative impact on our memories.
 - 3 Laptops make it easier to take notes.

PRONUNCIATION FOR SPEAKING

Stress in statements of contradiction

In English, the last content word of a phrase, clause, or short sentence normally gets the strongest stress:

The professor spoke SOFTly. I prefer taking notes by HAND.

However, a speaker may shift away from the basic stress pattern to **contradict** something a previous speaker has said:

A: *I think multitasking is an efficient way to do several tasks at the same time.*

B: *I disagree. There's lots of research proving that multitasking ISN'T efficient because it slows you down.*

Note that in contradictions, speakers use *do / does / did* in affirmative statements:

A: *The researchers didn't say that cell phones cause lower test results.*

B: *Actually, they DID say that. They said there is a possible relationship between the two.*

1 2.5 Listen to an extract from the conversation from *Brain training*.

Complete the sentences with one word. Why does the speaker stress these words?

1 First of all, there's a pretty big group of researchers who claim brain training _____ work.

2 One website published a list of 132 studies showing that brain training _____ improve brain function.

2 2.6 Read the dialogues. Predict which word Speaker B will stress most strongly. Then listen to choose your predictions.

1 **A:** These statistics aren't correct. The numbers are too large.

B: They are correct. I reviewed them myself and I'm sure they're right.

2 **A:** We don't need to remember numbers anymore because we can store them on our cell phones.

B: I think we do need to remember them. What if you lose your cell phone?

3 **A:** Taking notes by hand is inefficient because we can't write everything.

B: Researchers say that's a good thing because it forces you to think about what you choose to write.

4 **A:** It's not good for young children to learn two languages at the same time. It confuses them.

B: It doesn't confuse them. In fact, it makes them smarter!

SPEAKING TASK

Debate the positive and negative effects of technology on academic performance.

Brainstorm

Work in a group of four. Discuss the effects of technology on education.

Think about the following:

access to information potential for teaching outside the classroom
dependency on technology effects on our memory
use of media in the classroom collaboration

Plan

Divide each group into two pairs.

Pair 1: Present the positive effects of technology on academic performance.

Pair 2: Present the negative effects of technology on academic performance.

With your partner, plan for the debate by following these steps:

- 1 Choose the three best arguments from the brainstorming session to support your position.
- 2 Find evidence (e.g., reasons, facts, expert quotations, findings from research, etc.) to support each argument.
- 3 Try to predict the opposing team's arguments. Decide how you will respond: by conceding, or by presenting counter-arguments.

Speak

Get back into your group of four and hold your debate. After each argument is presented, allow time for concession or counter-arguments. Use concession language from page 41 and remember to use the correct intonation when contrasting ideas.

Review

Work as a class to discuss the result of the debates. Choose one member of your group to summarize the main points presented in your debate. Compare ideas.

Reflect

Work with a partner. Discuss the questions.

- 1 Does technology have a positive or negative effect on your studies?
- 2 How will you try to change your “technology habits” in the future?

WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

affect (v) ***	critical thinking (n)	evidence (n) ***	potential (adj) ***
capacity (n) ***	criticism (n) ***	function (n) ***	sample (n) ***
characteristic (n) **	dishonest (adj) *	impact (n) ***	task (n) ***
claim (n) ***	efficiently (adv)	interfere (v) **	version (n) ***

Vocabulary development

concentration (n) ***	focus (v) ***	mental (adj) ***	psychologist (n) **
concept (n) ***	master (v) *	observation (n) ***	short-term memory (n)

Academic words and idioms

boil down to (id)	contradict (v) *	identify (v) ***	revenue (n) **
contemporary (adj) ***	diverse (adj) **	intelligence (n) **	take-home message (id)
context (n) ***	establish (v) ***		

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences using the words and idioms above.

boil down to contradict diverse establishing identify take home message

- 1 The speaker talked about the many impacts that tech has on our lives, but her _____ was that technology can threaten our mental health.
- 2 The findings were unexpected, as they seem to _____ earlier studies into teenage brain development.
- 3 Which course you should choose at college will all _____ what career you want to pursue.
- 4 It took years of painstaking research to _____ the cause of the disease.
- 5 This blog covers a _____ range of issues, from sports to high tech.
- 6 _____ what makes some people addicted to their phones may be impossible.

UNIT REVIEW

Listening 1	<input type="checkbox"/> I can understand the structure of a formal argument.
Listening 2	<input type="checkbox"/> I can listen for repair and elaboration.
Academic skill	<input type="checkbox"/> I can anticipate opposing views.
Vocabulary	<input type="checkbox"/> I can use words to describe the brain and the mind.
Grammar	<input type="checkbox"/> I can use phrases to show concession.
Speaking	<input type="checkbox"/> I can respond to an argument.