

Four people watched an online talk by Sherry Turkle about how technology is changing the way we communicate and gave us their opinions.

Preparation

Circle the correct definition of each word in CAPITALS. Look at the word in context to help you.

1. Parents message at the dinner table or use social media during the SCHOOL RUN.
 - a. driving children to school
 - b. children running in a race at school
 - c. children taking part in a school competition

2. It's as if we can't bear to miss out on what our online BUDDIES are up to ...
 - a. celebrities
 - b. friends
 - c. enemies

3. ... so we JUGGLE the real and online world.
 - a. ignore
 - b. improve
 - c. do several things at once

4. The speaker made a VALID point.
 - a. interesting
 - b. difficult to disagree with
 - c. complicated and contradictory

5. Parents post on social media while cooking dinner or waiting at a RED LIGHT.
 - a. traffic light
 - b. street light
 - c. zebra crossing

6. I don't think addiction to social media is such an ISSUE for my generation.
 - a. connection
 - b. expression
 - c. problem

7. We send tiny SNIPPETS of conversation or emoticons to each other when texting.
 - a. big pieces
 - b. small pieces
 - c. insults, rude words

8. This superficial conversation is replacing IN-DEPTH face-to-face interaction.
 - a. never-ending
 - b. superficial
 - c. deep and detailed



We asked four people who watched an online talk on technology and communication by Sherry Turkle for their opinions.

A The talk certainly gave me plenty of food for thought about the way we communicate these days and how technology is changing our behaviour. People are constantly multitasking, whether it be emailing during meetings or texting in the checkout queue. I really believe it's affecting the way we relate to each other and it's not just in the workplace. Kids fade into the background as parents message at the dinner table or post on social networks during the school run. It's as if we can't bear to miss out on what our online buddies are up to, so we juggle the real and online world. My greatest concern is that we don't give our brains a chance to switch off. It's these precious moments when we actually process information that helps us make important decisions.

It was a fascinating talk and the speaker really hit the nail on the head with a couple of things. Take parental influence, for instance. How can we expect teenagers not to text while doing their homework when they witness their parents posting on social media while cooking the evening meal or waiting at a red light? She also made a valid point about people wanting to be in two or several places at once. So they switch back and forth between their real-life and online conversations. I see it all the time with my teenage daughter and her friends. They arrange to meet and then sit together in silence while each one engages in a different conversation online.

C So much of what the speaker said rang true. I honestly believe there's a danger that the more connected we are, the more isolated we feel. I don't think this is such an issue for my generation who've lived without technology for so long. We know how to be alone and, more importantly, we know that it's OK to be alone. But the under 20s are another kettle of fish. They're so busy communicating that they never experience the feeling of solitude and run the risk of not learning how to enjoy their own company. In addition, they're learning conversation through messages that can be edited and changed at the expense of learning the art of real conversation in real time with the person in front of you.

I'm not sure to what extent I agree that people are more alone, but the way we communicate has certainly evolved. We send tiny snippets of conversation or emoticons to each other and I wonder how much this actually allows us to really understand one another. This superficial conversation is replacing in-depth face-to-face interaction with its pauses, intonation and sentiment. The speaker makes a good point about how we're getting used to conversing with machines like Siri or robots, which are totally devoid of any experience of human life. But despite such limitations, we seem to be expecting more from technology and less from each other.

1. Check your understanding: gap fill

Which person, A, B, C or D ...

1. shares A's view that we simultaneously spend our time in different worlds? _____
2. has a similar opinion to C about the importance of conversational skills without technology?

3. gives an example of how people can be simultaneously together and alone? _____
4. agrees with B that online communication is having an impact on family relationships?

5. disagrees with C about people feeling more isolated? _____
6. is the only person who mentions how decision-making skills are affected by technology

7. shares D's opinion that the nature of conversation has changed? _____
8. agrees with A that times without any communication are valuable? _____

2. Check your vocabulary: matching

Complete the sentences to match the expressions from the text with their meanings. Write a–h next to the numbers 1–8.

- | | |
|--|---|
| 1..... If something gives you food for thought, ... | a. they say exactly how something is. |
| 2..... If someone fades into the background, ... | b. it seems to be true. |
| 3..... If someone hits the nail on the head, ... | c. they are less important than before. |
| 4..... If you switch back and forth, ... | d. the first thing harms the second thing. |
| 5..... If something rings true, ... | e. it's completely different from something else. |
| 6..... If something is another kettle of fish, ... | f. you change between two ideas. |
| 7..... If you do something at the expense of something else, ... | g. it doesn't have something that you would normally expect it to have. |
| 8..... If something is devoid of something, ... | h. it makes you think. |

Discussion

What changes in the way we communicate with technology do you think are most important? Why? Do you prefer to communicate face-to-face or online? Why?

Research has shown that focusing too much on grades and performance may not lead to success.

Preparation

Complete the sentences with a word from the box.

boost

do

love

learning

make

test

get

comfort

1. That was a bit scary! I've never spoken in public before – it really took me out of my _____ zone.
2. She's setting up a study with two groups of children to _____ her theory.
3. You can do better than this. You've really got to _____ more effort.
4. It was quite difficult but enjoyable too – I _____ a challenge!
5. He needs to _____ good grades if he wants to be accepted in medical school.
6. When my story was accepted for publication it was just what I needed to _____ my self-esteem.
7. My aunt wants to _____ research into attitudes to learning in small children.
8. If you're having problems remembering anything, maybe you need some _____ strategies.

Do you have the right mindset?

learning growth mastery problem effort mindset challenge education

[1] Think back to when you were in a classroom, maybe a maths classroom, and the teacher set a difficult problem. (That could have been any time between this morning or a few years ago.) Which of the two following responses is closer to the way you reacted?

A

Oh no, this is too hard for me. I'm not even going to seriously try and work it out.

B

Ah, this is quite tricky but I like to push myself. Even if I don't get the answer right, maybe I'll learn something in the attempt.

[2] Early in her career, the psychologist Carol Dweck of Stanford University gave a group of ten-year-olds problems that were slightly too hard for them. One group reacted positively, said they loved challenge and understood that their abilities could be developed. She says they had a 'growth mindset' and are focused on what they can achieve in the future. But another group of children felt that their intelligence was being judged and they had failed. They had a 'fixed mindset' and were unable to imagine improving. Some of these children said they might cheat in the future; others looked for someone who had done worse than them to boost their self-esteem.

[3] Professor Dweck believes that there is a problem in education at the moment. For years, children have been praised for their intelligence or talent, but this makes them vulnerable to failure. They become performance-oriented, wanting to please by getting high grades, but they are not necessarily interested in learning for its own sake. The solution, according to Dweck, is to praise the process that children are engaged in: making an effort, using learning strategies, persevering and improving. This way they will become mastery-oriented (i.e. interested in getting better at something) and will achieve more. She contends that sustained effort over time is the key to outstanding achievement.



[4] Psychologists have been testing these theories. Students were taught that if they left their comfort zone and learned something new and difficult, the neurons in their brains would form stronger connections, making them more intelligent. These students made faster progress than a control group. In another study, underperforming school children on a Native American reservation were exposed to growth mindset techniques for a year. The results were nothing less than staggering. They came top in regional tests, beating children from much more privileged backgrounds. These children had previously felt that making an effort was a sign of stupidity, but they came to see it as the key to learning.

[5] So, back to our original question. If you answered B, well done – you already have a growth mindset. If A, don't worry; everyone is capable of becoming mastery-oriented with a little effort and self-awareness.



1. Check your understanding: matching

Match the headings with the correct paragraph and write a–f next to the numbers 1–6.

- | | | |
|--------|-------------|--|
| 1..... | Paragraph 1 | a. Two ways of responding to a problem |
| 2..... | Paragraph 2 | b. How do you respond to a challenge? |
| 3..... | Paragraph 3 | c. You can change the way you think |
| 4..... | Paragraph 4 | d. The right and wrong kind of praise |
| 5..... | Paragraph 5 | e. Staying in your comfort zone |
| 6..... | Not used | f. Proof that brain training works |

2. Check your understanding: true, false or not given

Read the sentences and write *True* if the information can be found in the text, *False* if the information says the opposite to the text or *Not given* if the information cannot be found in the text.

- | | | |
|----|--|-------|
| 1. | Carol Dweck wanted to find out how children respond to a challenge. | |
| 2. | Having a fixed mindset results in students dropping out of school. | |
| 3. | Praising children for their intelligence has a positive impact on learning. | |
| 4. | Those who persist in trying to improve their abilities over time are successful. | |
| 5. | Knowing how the brain works has little effect on learning. | |
| 6. | As students, children from richer or poorer backgrounds have the same potential. | |

Discussion

Do you enjoy being challenged, or do you dislike being out of your comfort zone?

What's your motivation for studying: to get good grades or to learn things effectively (or both)?

What can we do to be happy in life? How can we avoid being unhappy? Four psychologists give their advice.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | | |
|--------|---------------------------|--|
| 1..... | the feel-good factor | a. because the thing itself is worthwhile (not for any other reason) |
| 2..... | to lounge around | b. the quality in something that makes people feel happy and positive |
| 3..... | to lose track of time | c. to suddenly become angry with someone |
| 4..... | to be true to yourself | d. to have an honest, open chat with someone about feelings |
| 5..... | to play to your strengths | e. to become unaware of the passing of time |
| 6..... | to have a heart-to-heart | f. to spend time sitting or lying somewhere and not doing very much |
| 7..... | for its own sake | g. to do things that you know you can do well and to avoid things you are not so good at |
| 8..... | to fly off the handle | h. to behave in accordance with your beliefs |



We asked four psychologists for their advice on how to be happy and, equally importantly, how to avoid being unhappy.

- A There has been a lot of research which shows the importance of physical health in avoiding anxiety and depression. The mind and the body are highly interconnected. We can all make fairly easy changes in our lifestyle to include more exercise, healthier eating, getting enough sleep, being exposed to sunlight and so on. Research into exercise has found that it has a positive impact on mood. Physical activity stimulates the release of endorphins in the brain to produce the feel-good factor. Sleep is vitally important for children and adolescents to help concentration levels. A good night's sleep also stops people being bad-tempered and flying off the handle.
- B Having good relationships is a big part of being happy. In one study, most happy people were found to have strong ties to friends and family and they made sure they spent time with them regularly. You also need at least one person who you discuss personal feelings with – called 'self-disclosure'. Just one person for a heart-to-heart is enough, together with a network of other relationships. It's not enough to have lots of friends just to do things with or chat to about music or football. That deeper connection is all-important. Some people need to learn how to listen effectively to others in order to develop stronger relationships.
- C I would recommend being completely immersed in a pleasurable activity, sometimes called experiencing 'flow'. The activity could be anything from doing judo to painting a picture to playing chess. Typically, the activities require a certain amount of skill and are challenging but not too challenging. If you are experiencing flow, you lose track of time and are immersed in the present moment. You find the activity rewarding for its own sake. People who spend time doing 'high-flow' activities feel more long-term happiness than those doing things like just lounging around or chatting online.
- D Make like Superman! Discover what your unique strengths and virtues are and then use them for a purpose which benefits other people or your community. People who play to their strengths (e.g. curiosity or persistence) or virtues (e.g. justice or humanity) and use them in different ways and in different situations are happier than those who focus more on their weaknesses. In other words, focus on the positive, not the negative, and be true to yourself. Studies in different countries have shown that people who do this report higher levels of well-being.

1. Check your understanding: multiple choice

Choose the psychologist who gives the following pieces of advice. You can choose each psychologist more than once.

1. Pay more attention to what people are saying to improve social bonding.
 - a. psychologist A
 - b. psychologist B
 - c. psychologist C
 - d. psychologist D
2. Don't attach importance to things you don't do well.
 - a. psychologist A
 - b. psychologist B
 - c. psychologist C
 - d. psychologist D
3. Work on how you bond with other people.
 - a. psychologist A
 - b. psychologist B
 - c. psychologist C
 - d. psychologist D
4. Do something absorbing.
 - a. psychologist A
 - b. psychologist B
 - c. psychologist C
 - d. psychologist D
5. Adjust simple aspects of your daily routine.
 - a. psychologist A
 - b. psychologist B
 - c. psychologist C
 - d. psychologist D
6. Think about how you can help others.
 - a. psychologist A
 - b. psychologist B
 - c. psychologist C
 - d. psychologist D
7. Make sure your activities aren't too easy (or too difficult).
 - a. psychologist A
 - b. psychologist B
 - c. psychologist C
 - d. psychologist D
8. Be authentic.
 - a. psychologist A
 - b. psychologist B
 - c. psychologist C
 - d. psychologist D

2. Check your understanding: true, false or not given

Read the sentences and write *True* if the information can be found in the text, *False* if the information says the opposite to the text or *Not given* if the information cannot be found in the text.

1. According to A, it isn't difficult to make changes to our everyday habits.
2. B thinks having a large group of friends is a waste of time.
3. B believes that you should spend large amounts of time with your close friends.
4. According to C, we should do activities which are enjoyable but require some effort.
5. C thinks that we should seek to develop new skills.
6. D believes that we should prioritise improving our weak points.

3. Check your vocabulary: grouping

Write the collocations in the correct group.

an activity	changes	things with your friends	research	friends with someone
judo	a decision	progress	something enjoyable	like Superman

Do	Make

Discussion

What do you do to be happy?

Which of the advice in the text do you think is good advice?

Are happiness levels high in your country?

Reading skills practice: Me and my brain – exercises

Have you ever wondered what happens in the teenage brain? Read and find out.

Preparation

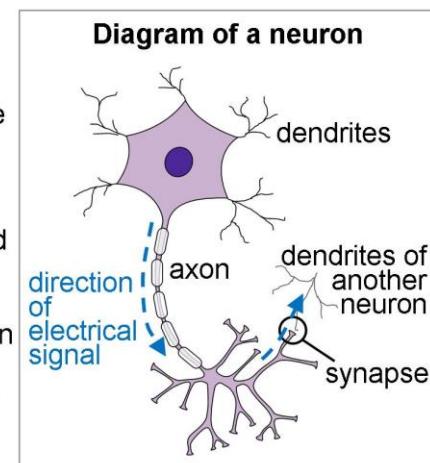
Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

- | | | |
|--------|------------------------|---|
| 1..... | to stem from | a. to weaken |
| 2..... | to master something | b. to depend on |
| 3..... | to witness something | c. to learn to do something well |
| 4..... | to wither | d. to start or develop from |
| 5..... | to reinforce something | e. to see something happen |
| 6..... | to rely on | f. to give strength or support to something |

Me and my brain

We all know that significant changes occur in our bodies during adolescence, but have you ever stopped to wonder what's actually going on inside our brains during this time?

To paint a clearer picture, we should first familiarise ourselves with the different parts of the brain. Did you know, for instance, that our brains are made up of around 100 billion nerve cells called neurons? And stemming from these neurons are several branch-like structures for sending and receiving electrical signals? Every time we do or think anything, a signal is transmitted. The signal travels down a long structure called the axon and, at the end, it passes across tiny gaps called synapses to the dendrites of another neuron, which receive the signal. In this way, messages are sent across our neural network.



Our brain structure changes dramatically as we grow up. Newborn babies have almost all their neurons but few connections between them, which is why they can't do very much. After a few months however, the number of connections explodes, which in turn helps tiny tots master a whole range of new skills such as walking and talking. Despite earlier myths that most brain development is completed in the first few years, we now know that our brains continue to develop throughout our lives and perhaps the most dramatic time of change and development is during puberty.

During this period of reorganisation, the brain witnesses a sudden increase in neurons not dissimilar to a plant growing uncontrollably in spring. Just as we prune a plant to make it stronger and healthier, we prune our brains.



The connections that are used become stronger, whereas those which aren't used wither and die. So, the more frequently an action or thought is activated, the stronger the connections become between the neurons, which in turn strengthens the part of the brain being used. This explains why the more you do something, the better you become at it, reinforcing the old adage 'practice makes perfect'. In fact, it would seem that the teenage brain provides optimum conditions for perfecting skills such as playing a musical instrument, speaking another language or learning a complex computer game. It could therefore be argued that teenagers determine the development of their own grey matter through the activities and experiences they engage in.

It may also be unsurprising to many to learn that the last part of the adolescent brain to develop is the frontal cortex, responsible for self-control, problem solving and decision making. Consequently, long before teens become adept at rational, abstract thinking and logical decision making, they rely on the emotional centre of the brain to make choices and think. So perhaps unpredictable, volatile, risk-taking teenage behaviour, often put down to hormones, may actually have more to do with what's going on inside our brain.



1. Check your understanding: multiple choice

Circle the best answer to these questions.

1. What do we learn about the structure of the brain?
 - a. All neurons are activated when we think.
 - b. The structure of a brain cell is compared to a tree.
 - c. The structure of a brain cell changes when a message is sent.
 - d. Neurons come into contact with one another to allow a message to travel around the brain.

2. What does the second paragraph tell us?
 - a. Brain development is an ongoing process.
 - b. Babies are born with the capacity to do anything.
 - c. A reduction in connections between neurons helps babies learn how to speak.
 - d. It is no longer believed that most changes in the brain occur before adulthood.

3. What does the text tell us about brain reorganisation?
 - a. It normally occurs in the spring.
 - b. When we engage in an activity we strengthen connections in the brain.
 - c. As the number of neurons increases, the brain gets stronger.
 - d. People who play a musical instrument have stronger brain connections than those who play sport.

4. What does the writer imply in paragraph three?
 - a. All teens should play a musical instrument.
 - b. It is just as difficult to speak another language as it is to play computer games.
 - c. If we don't practise an activity in our teenage years, we won't be able to do it as an adult.
 - d. Teens can influence their own brain development.

5. During adolescence ...
 - a. all parts of the brain develop simultaneously.
 - b. we make emotional decisions because of our hormones.
 - c. we gradually improve our ability to think in abstract terms.
 - d. we are unable to carry out problem-solving tasks.

6. Overall, the writer thinks teenagers ...
 - a. are misunderstood.
 - b. want to learn more about the changes in their brains.
 - c. are more intelligent than they used to be.
 - d. can benefit from understanding the changes that happen in their brains.

2. Check your vocabulary: gap fill

Complete the sentences with a verb from the box.

master

reinforce

rely on

stem from

wither

witness

1. Sixty thousand fans were gathered in the Olympic Stadium to _____ that magic moment.
2. Words to express his feelings seemed to _____ and die inside him.
3. The science teacher used whole-class lessons to _____ what she hoped students had already discovered in their investigations.
4. There was no bus at night, so if we wanted to go out in the evening we had to _____ our parents for a lift back in the car.
5. He expected older children to _____ melody, harmony and the art of composing.
6. Part of the problem seemed to _____ the fact that the group didn't communicate with each other properly at the beginning of the project.

Discussion

Did you learn anything new from the text?

Do you know any interesting facts about the human brain?

What is the future of artificial intelligence (AI)? Will robots become as intelligent as humans? Or more intelligent?

Preparation

Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

- | | |
|-------------------------------------|---|
| 1..... a robot | a. an enemy |
| 2..... an algorithm | b. a computer-controlled machine which can perform jobs without human input. It may have a human-like body |
| 3..... artificial intelligence (AI) | c. mathematical instructions which help a computer calculate an answer to a problem |
| 4..... a drone | d. the field of science concerned with producing machines with qualities of the human mind, e.g. the ability to understand language |
| 5..... a foe | e. independent, with the power to make your own decisions |
| 6..... autonomous | f. an aircraft without a pilot which is controlled by a human on the ground |

Robots: friend or foe?

What is the future of artificial intelligence (AI)? Will it be possible for robots to be autonomous? If so, when will that happen and will it be a good thing? We asked four experts what they think.



I would say that we are quite a long way off developing the computing power or the algorithms for fully autonomous AI, though I do think it will happen within the next thirty or forty years. We will probably remain in control of technology and it will help us solve many of the world's problems. However, no one really knows what will happen if machines become more intelligent than humans. They may help us, ignore us or destroy us. I tend to believe AI will have a positive influence on our future lives, but whether that is true will be partly up to us.

A



B



I have to admit that the potential consequences of creating something that can match or surpass human intelligence frighten me. Even now, scientists are teaching computers how to learn on their own. At some point in the near future, their intelligence may well take off and develop at an ever-increasing speed. Human beings evolve biologically very slowly and we would be quickly superseded. In the short term, there is the danger that robots will take over millions of human jobs, creating a large underclass of unemployed people. This could mean large-scale poverty and social unrest. In the long term, machines might decide the world would be better without humans.

Personally, I think it's fascinating to consider how we'll speed up our evolution as a species by augmenting our bodies. Imagine if you could implant a computer inside our brain! Soon we'll be able to do just that and enhance our mathematical ability, audiovisual perception and our memory, and this idea is only going to become more and more commonplace. AI is also popping up in the world around us. Recent developments include self-driving cars and drones carrying life-saving equipment to people at sea. Granted, there have been a few teething problems: one woman who was asleep on the floor had her hair eaten by her robot vacuum cleaner and there have been fatal accidents with self-driving cars. But progress always comes at a cost, and for me the advantages far outweigh the disadvantages.

C



D



I'm a member of the Campaign to Stop Killer Robots. Forget the movie image of a terrifying Terminator stamping on human skulls and think of what's happening right now: military machines like drones, gun turrets and sentry robots are already being used to kill with very little human input. The next step will be autonomous 'murderbots', following orders but ultimately deciding who to kill on their own. It seems clear to me that this would be completely unethical and dangerous for humanity. We need to be very cautious indeed about what we ask machines to do.

1. Check your understanding: multiple choice

Read the questions and choose the correct expert (A–D). Each expert may be chosen more than once.

2. Check your understanding: matching

Match the verbs with the correct definition and write a–f next to the numbers 1–6.

- | | | | |
|--------|-----------------------------|----|--|
| 1..... | to develop | a. | to go beyond |
| 2..... | to supersede | b. | to start doing something someone else was doing |
| 3..... | to take off | c. | to replace something older or less advanced |
| 4..... | to take over (from someone) | d. | to suddenly start to be successful |
| 5..... | to surpass | e. | to develop gradually (especially for a biological species) |
| 6..... | to evolve | f. | to grow or improve, or to make something grow or improve |

Discussion

Which of the points in the reading do you agree with?

Do you see robots as friends or foes?

Reading skills practice: Superpowers for a super life? – exercises

We asked four people what they thought life would really be like if humans had certain superpowers.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | | |
|--------|------------------------------------|---|
| 1..... | to envisage | a. to fall a long way |
| 2..... | to ignite | b. to reach a great height |
| 3..... | to patrol | c. to have a mental picture of something, to imagine |
| 4..... | to deplete | d. to set alight or start burning |
| 5..... | to soar | e. to have (an idea, belief, etc.) persistently in mind |
| 6..... | to plunge | f. to prevent something from causing a problem |
| 7..... | to harbour (an idea, belief, etc.) | g. to check an area for trouble or danger |
| 8..... | to keep something at bay | h. to reduce in size or amount |



Superpowers for a super life?

What do you think life would
really be like if humans had
certain superpowers?

A If we boasted the superhuman ability to fly, we would no longer need to worry about plunging from balconies or tumbling out of trees. It would also have a significant impact on urban architecture as buildings could soar with no need for lifts, except when transporting heavy loads. In addition to the potential change in city landscapes, dwellings on the sides of steep cliffs and hills would become more accessible, which could affect property prices. On the question of immortality, an obvious drawback would be the strain on the Earth's resources due to intense overpopulation. It's difficult to envisage how food and housing would stand up to such a challenge.

B It would be great if we all possessed superhuman speed like Marvel hero Quicksilver, because we'd be able to stay in bed until the last possible moment without running the risk of being late for school or work. However, the sceptics among us put forward the idea that moving at such speed would ignite our shoes and leave a blaze which would disintegrate everything trailing behind us. This is aside from being blinded by bugs, birds or dirt that happen to get in our path. One superpower I'm not convinced by is immortality. Human existence would become relentlessly monotonous and tedious – a real-life Groundhog Day. Furthermore, any once-in-a-lifetime experiences would completely lose their value. I must admit, I'm intrigued to know to what extent our perception of time would change. As it is, time appears to pass more quickly as we age, but what would happen if we lived for eternity?

C There are obvious pluses to humans being able to fly, such as a huge reduction in traffic congestion and pollution, not to mention more affordable travel expenses. Needless to say, it would not be without its complications. With the entire population racing around above the ground, some degree of air traffic control would be required to keep chaos at bay. However, we would be at even greater risk if we were able to run at superspeed. Not only would we destroy everything in our path but direct collisions with objects or other people would undoubtedly be fatal. Looking on the bright side, perhaps with so many of us being obliterated on impact, overpopulation from immortality wouldn't be so likely.

D In my view, being able to fly would pose a security threat at both national and international level. Border protection would become a major concern and countries would constantly need to patrol their airspace. It would be more difficult to protect individual properties too, which could increase the risk of burglary and personal safety. Air traffic control would be inevitable in towns and cities to bring some order to the skies. With regard to immortality, there is no question it would deplete the planet of its resources and the prospect of living in increasingly overcrowded conditions is far from appealing for most. My superpower of choice would be the ability to move at superhuman speed. With the necessary face and head protection to keep us intact, tardy arrivals would become a thing of the past.

1. Check your understanding: multiple selection

Choose all the texts that mention each superpower. Tick (✓) all the correct answers.

1. Which texts mention the ability to fly?

- | | |
|-------|---|
| | A |
| | B |
| | C |
| | D |

2. Which texts mention the ability to move at superhuman speed?

- | | |
|-------|---|
| | A |
| | B |
| | C |
| | D |

3. Which texts mention immortality?

- | | |
|-------|---|
| | A |
| | B |
| | C |
| | D |

2. Check your understanding: multiple choice

Read the questions and choose the correct expert (A–D). Each expert may be chosen more than once.

1. Which writer does not share B's optimism about superhuman speed?

- a. A b. B c. C d. D

2. Which writer makes reference to two examples of superpowers in fiction?

- a. A b. B c. C d. D

3. Which writer shares C's view of one of the consequences of being able to fly?
a. A b. B c. C d. D

4. Which writer has a similar opinion to writer D about the disadvantage of immortality?
a. A b. B c. C d. D

5. Which writer is curious about one of the consequences of becoming immortal?
a. A b. B c. C d. D

6. Which writer gives a balanced view of living with superhuman speed?
a. A b. B c. C d. D

7. Which writer agrees with A that superhuman speed would mean that people were always punctual?
a. A b. B c. C d. D

8. Which writer points out that one particular superpower could make it cheaper to buy a house?
a. A b. B c. C d. D

3. Check your understanding: multiple choice

Circle the correct meaning of the words from the text.

1. a dwelling
 - a. a house
 - b. a river
 - c. a footpath
 2. a drawback
 - a. an advantage
 - b. a disadvantage
 - c. an attraction
 3. steep
 - a. flat
 - b. curved or bendy
 - c. rising or falling very sharply
 4. a blaze
 - a. a fire
 - b. a hole
 - c. an explosion
 5. tedious
 - a. unpredictable
 - b. boring and too slow
 - c. sudden and exciting
 6. intrigued
 - a. interested
 - b. repulsed
 - c. shocked

7. a plus
- a. an advantage b. a disadvantage c. a misunderstanding
8. traffic congestion
- a. high-speed traffic b. flowing traffic c. heavy, slow traffic
9. affordable
- a. free b. not expensive c. expensive
10. appealing
- a. desirable b. shocking c. undesirable
11. intact
- a. awake b. not damaged c. informed
12. tardy
- a. early b. on time c. late

Discussion

If you could choose one superpower, which would you like to have? Why?

What would life be like?

Super-recognisers have an extraordinary ability to remember faces. In the police force, this rare group of people can provide incredibly valuable information.

Preparation

Match the vocabulary with the correct definition and write a–j next to the numbers 1–10.

- | | | |
|---------|------------------------------|--|
| 1..... | to convict someone | a. (closed-circuit television) the use of video cameras in public places for security purposes |
| 2..... | a defendant | b. recorded film or video |
| 3..... | a pickpocket | c. someone who steals things from a shop |
| 4..... | to plead guilty | d. someone who steals from a person, e.g. from their bag, without their knowledge |
| 5..... | a shoplifter | e. someone who does something illegal |
| 6..... | a rioter | f. (in a court of law) a person accused of doing something illegal |
| 7..... | footage | g. to be officially accused by the police of doing something illegal |
| 8..... | to be charged (with a crime) | h. to prove that someone is guilty in a court of law |
| 9..... | a perpetrator | i. to admit in a court of law that you have committed the crime you are accused of |
| 10..... | CCTV | j. someone who is part of a violent, uncontrolled crowd |



[1] Hundreds of angry people took to the streets in London and at least ten other English cities in 2011. Petrol bombs were thrown, buildings and vehicles destroyed and shops looted. Many of the rioters were caught on CCTV cameras, but most of the images were poor and the perpetrators had covered their faces.

[2] Gary Collins, an off-duty policeman, was watching the London riots on TV. He immediately recognised several people and cut his holiday short to help with identification. He ended up spending six months going through the CCTV film and managed to identify 190 people, many from their eyes alone. His help was of decisive importance in the investigation. Even with 200,000 hours of footage, facial recognition software managed to identify just one person.

[3] Collins is no ordinary police officer. Soon after joining the police force, he realised he had a special gift: after seeing a face briefly, he could remember it in detail years later. He is what is known as a super-recogniser. This term was first used in 2009 when a study estimated that 1–2 per cent of the population have severe problems recognising faces – called prosopagnosia or ‘face-blindness’ – and another 1–2 per cent are exceptionally good at it. They can recall up to 95 per cent of faces they see, whereas an average person remembers about 20 per cent.

[4] London’s Metropolitan Police set up a unit of super-recognisers in 2015 after Collins’ success proved it could be useful. It is the first of its kind in the world. Detective Chief Inspector Mick Neville of Scotland Yard, one of its founders, had realised that there was a problem with CCTV back in 2008. CCTV film was not used efficiently in the courts and did not seem to work as an effective deterrent. If criminals were captured on film, they knew they were unlikely to be recognised.

[5] Neville’s unit has changed all that. Since it started, the tiny team of six officers has made nearly a quarter of all identifications in London, mainly by spending hours scanning film and photos. This is impressive, considering that there are 32,000 police officers in the city. The team’s success relies on the ubiquity of CCTV; there are thought to be more than four million cameras throughout Britain.



[6] This winning combination of human skill and technology has helped convict criminals from shoplifters and pickpockets to sex offenders and murderers. Offenders are very seldom convicted solely on the evidence of a super-recogniser, but it is used to direct investigations. Many defendants plead guilty when they realise they have been caught red-handed.

[7] Super-recognisers could be useful in many jobs such as security and passport control. Find out about *your* powers of recognition with the University of Greenwich test: <http://superrecognisers.com/>

1. Check your understanding: matching

Choose the best heading for each paragraph and write a–h next to the numbers 1–8.

- | | | |
|--------|-------------|--------------------------------------|
| 1..... | Paragraph 1 | a. Making CCTV useful |
| 2..... | Paragraph 2 | b. From identification to conviction |
| 3..... | Paragraph 3 | c. The right man for the job |
| 4..... | Paragraph 4 | d. Are you a super-recogniser? |
| 5..... | Paragraph 5 | e. Disturbances across the UK |
| 6..... | Paragraph 6 | f. Big Brother is watching you |
| 7..... | Paragraph 7 | g. The limitations of CCTV |
| 8..... | Not used | h. A recently discovered phenomenon |

2. Check your understanding: multiple choice

Circle the best answer to these questions.

1. What newsworthy event took place in 2011?
 - a. There were lots of violent political protests.
 - b. There were riots on the streets of London.
 - c. A lot of people tried to steal things from shops.
 - d. There was a wave of public disorder across England.
2. When Gary Collins saw the riots on TV, he ...
 - a. realised he should become a police officer.
 - b. changed his holiday plans.
 - c. stopped his job for six months.
 - d. came out of retirement.
3. How did Gary Collins manage to identify so many rioters?
 - a. He recognised people he knew personally on TV.
 - b. He spent many hours looking at images on CCTV film.
 - c. He has an exceptional memory for faces.
 - d. He had undergone special visual memory training.
4. Which of the statements about the population is not true?
 - a. About 2 per cent can remember faces seen briefly for years.
 - b. About 96 per cent have an average memory for faces.
 - c. About 2 per cent can't recognise people's faces at all.
 - d. About 2 per cent have a near perfect memory for faces.
5. Mick Neville thought there was a problem with CCTV because ...
 - a. there weren't enough cameras on the streets.
 - b. it was hard to identify criminals from the film.
 - c. the film quality wasn't good enough.
 - d. the police didn't have time to watch all the footage.

6. The super-recognisers unit is impressive because ...
 - a. it is unique to the world.
 - b. six officers have made as many identifications as around 10,000 of their colleagues.
 - c. the team have identified a lot of murders who were then convicted.
 - d. the team is incredibly hard-working.
7. Identification by super-recognisers is used to ...
 - a. help the police conduct investigations effectively.
 - b. convict all kinds of criminals.
 - c. prove guilt when there is little other evidence.
 - d. deter crime of all kinds.
8. In paragraph 6, 'caught red-handed' means ...
 - a. caught with blood on your hands.
 - b. caught with red dye on your hands (from security devices).
 - c. caught in the act of committing an offence.
 - d. caught in a very embarrassing situation.

3. Check your grammar: gap fill

Complete the sentences with a preposition from the box.

about	as	at	by	from
of (x2)	on (x3)	throughout	to	with

1. Many rioters were caught _____ CCTV.
2. Collins is what is known _____ a super-recogniser.
3. 1–2 per cent _____ the population are exceptionally good _____ recognising faces.
4. The unit is the first _____ its kind.
5. The team has identified many criminals _____ spending hours scanning film and photos.
6. The team's success relies _____ the ubiquity of CCTV.
7. There are thought to be more than four million cameras _____ Britain.
8. The winning combination of human skill and technology has helped convict criminals _____ shoplifters _____ murderers.
9. Offenders are seldom convicted solely _____ the evidence of a super-recogniser.
10. Find out _____ your own powers of recognition _____ the University of Greenwich test.

Discussion

Are you good at remembering faces?

Reading skills practice: The rise of fake news – exercises

What is fake news? Why is it so hard to disprove? Who creates it, and why? Read this article to find out.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | |
|------------------------------|--|
| 1..... a liar | a. not factually correct or true |
| 2..... false | b. something which appears to be true or real but actually isn't; it is intended to confuse or deceive people |
| 3..... a conspiracy theory | c. a person who tells lies |
| 4..... to claim | d. a lie, or an incorrect or untrue statement |
| 5..... fake | e. a belief that a particular situation or event has been secretly planned and organised by powerful people to serve their own interests |
| 6..... to denounce something | f. to say something which is real or correct |
| 7..... a falsehood | g. to state that something is true, often without providing any evidence to support the statement |
| 8..... to tell the truth | h. to state strongly and publicly that something is incorrect |



In December 2016 Edgar M. Welch drove six hours from his home to Washington DC, where he opened fire in a pizzeria with an assault rifle. He had previously read an online news story about the restaurant being the headquarters of a group of child abusers run by Hillary Clinton. He decided to investigate for himself; fortunately, no one was hurt.

The story about Hillary Clinton is one of the most famous examples of the growing phenomenon dubbed 'fake news'. The conspiracy theory about the pizzeria began to appear on websites and social networks in late October, before the US election. This was quickly denounced by publications such as *The New York Times* and *The Washington Post*. However, many people thought that these papers were themselves lying for political ends and instead of disappearing, the fake story snowballed. Tweets from 'Representative Steven Smith of the 15th District of Georgia' claimed that the mainstream media were telling falsehoods. Even though both this name and district were invented, the message was re-tweeted many times. A YouTube refutation of the *New York Times* article got 250,000 hits.

Fake news stories can be hard to control for several reasons. Many people mistrust established news sources and others just don't read them, so the debunking of a fake story by a serious newspaper or TV channel has limited effect. In addition, the internet is very hard to police. When users are caught misusing one media platform, they simply go to another one or start up a website themselves.

There are also various reasons why people create fake news. Some have political motives, to belittle or incriminate their opponents. Other websites, like *The Onion*, deliberately publish fake news as satire – humorous comment on society and current affairs. Another group is in it for the profit: many people clicking on entertaining fake news stories can bring in a lot of advertising revenue. One man running fake news sites from Los Angeles said he was making up to US\$ 30,000 a month in this way. There are also those, like the small-town teenagers in Macedonia who wrote fake news stories about Donald Trump, who seem to be motivated partly by money and partly by boredom.

So, what can we do to stop fake news spreading? First, make sure that the websites you read are legitimate, for example by looking carefully at the domain name and the About Us section. Check the sources of any quotes or figures given in the story. Remember that amazing stories about famous people will be covered by the mainstream media if they are true. Only share stories you know are true and let your friends know, tactfully, when they unknowingly share fake news. Together we can turn around the post-truth world!

1. Check your understanding: matching

Match the headings with the correct paragraph and write a–f next to the numbers 1–6.

- | | | |
|--------|-------------|---|
| 1..... | Paragraph 1 | a. Why fake news is hard to stop |
| 2..... | Paragraph 2 | b. How we can try and control fake news |
| 3..... | Paragraph 3 | c. Motives for creating fake news |
| 4..... | Paragraph 4 | d. The financial rewards of fake news |
| 5..... | Paragraph 5 | e. An example of a fake news story |
| 6..... | Not used | f. How a fake news story can grow |

2. Check your understanding: multiple choice

Circle the best answer to these questions.

1. Why did Elgar Welch go to the pizzeria?
 - a. He was trying to commit robbery.
 - b. He hated all supporters of Hillary Clinton.
 - c. He was working as a private investigator and investigating a crime.
 - d. He had become concerned after reading an untrue news story.
2. Why did many people not believe *The Washington Post* and *The New York Times* when they denounced the pizzeria story?
 - a. They checked the facts and found that the articles were incorrect.
 - b. They didn't trust anybody.
 - c. They thought the newspapers had a political agenda.
 - d. They thought the newspapers had not researched the story carefully enough.
3. Who is Steven Smith?
 - a. a local politician from Georgia
 - b. a journalist on *The New York Times*
 - c. a member of the US House of Representatives
 - d. a fictitious person, created to attack the media
4. Which reason for the difficulty of controlling fake news stories is not given in the article?
 - a. Many people don't read the mainstream media.
 - b. Online media platforms don't check stories before publishing them.
 - c. People are sceptical of the mainstream media.
 - d. Fake news stories can easily switch to other websites and platforms if caught.
5. Which type of motivation for the creation of fake news is not given?
 - a. It's a way of making money from people who pay to read the stories.
 - b. It's a way of commenting on current affairs.
 - c. It's a way of attacking your political opponents.
 - d. It's a form of entertainment.

6. How does the author feel about stopping fake news spreading?
- cautiously optimistic
 - doubtful
 - positive
 - pessimistic

3. Check your vocabulary: gap fill

Complete the sentences with a word or phrase from the box.

claimed	conspiracy theories	denounces	liar
truth	falsehood	false	fake

1. I know you're lying to me. Just tell me the _____!
2. Let's play a game. I tell you a fact and you have to tell me whether it's true or _____.
3. After John F Kennedy's assassination, there were lots of _____ about who killed him and why.
4. Many people prefer to wear _____ fur instead of clothes made from real animal fur.
5. The newspaper article is of great importance. It _____ human rights abuses all over the world.
6. She accused him of telling a _____.
7. I swear that's the truth! Are you saying I'm a _____?
8. The website _____ that the government has been lying to us, but it didn't present much real evidence.

Discussion

Where do you get your news from?

Do you follow mainstream news media?

Do you think fake news is a problem?

Reading skills practice: Two remarkable people – exercises

Can a person change the world? Find out about two people who have done some extraordinary things in their attempt to do just that.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | | |
|--------|----------------------|---|
| 1..... | a coral reef | a. to some degree |
| 2..... | somewhat | b. to spread rubbish across an area |
| 3..... | to litter | c. an area of coral that can be seen just below the sea |
| 4..... | to bleach | d. to remove the colour of something or make it lighter |
| 5..... | the summit | e. to spread things in an untidy way |
| 6..... | reluctant | f. before a particular time or event |
| 7..... | to strew | g. the highest point of a mountain |
| 8..... | prior to (something) | h. unwilling to do something |

Two remarkable people

Keeping an eye on the health of our seas

You might be forgiven for thinking that Lewis Pugh is somewhat out of his mind, particularly since he once swam in water so cold at the North Pole that the cells in his fingers burst. The extreme swimmer then went on to almost drown while swimming in a glacial lake on Mount Everest because of the thin air, and more recently has become the first person to swim long distances across seven seas including the Mediterranean, the Red Sea and the Black Sea. His motive is crystal clear: to draw the attention of politicians and leaders to the degradation of the environment, particularly our oceans, before it is too late. Lewis would like to see the number of marine protected areas in the world increase from 3 per cent to 10 per cent in an attempt to reverse the damage caused by human activity such as overfishing, polluting and littering. During his expeditions, Lewis has witnessed this environmental destruction first-hand. He's swum over coral reefs bleached by the increase in water temperature, and observed underwater deserts beneath the shallow waters of the Red Sea, devoid of life and strewn with plastic. Pugh believes that nature can recover if it is given space to do so, but the clock is ticking. If we don't start looking after our seas, we may soon have an unsolvable problem on our hands.



Hula-hooping for human rights

Wasfia Nazreen first came across a hula hoop as a young girl, when she saw a foreign child who was visiting her native Bangladesh playing with one. Wasfia reluctantly stood by and watched, as in her country it was believed that girls should not play with hula hoops or ride bikes. Now Wasfia is one of the few people in the world to have climbed the Seven Summits, including Everest and Kilimanjaro, and the first to have hula-hooped on each peak. Her reason for doing so: to empower women and girls in a country which discourages them from doing sport. Wasfia has dedicated her life to supporting human rights and has witnessed numerous international humanitarian projects in her homeland to educate and train women and girls, but once too often they have been left with nothing when such projects have stopped running. Wasfia saw that Bangladesh needed to stand up for itself and so she brought together two of her passions, mountaineering and human rights, in order to try and change attitudes towards women in her country. She originally took up climbing while working on humanitarian campaigns in Tibet and Nepal, as in a coastal, primarily flat country like Bangladesh most people have never set eyes on a mountain. Her campaign seems to be doing the trick as fellow countrymen and women are sitting up and taking notice along with the rest of the world.



1. Check your understanding: grouping

Write sentences a–i in the correct group.

- | | |
|--|--|
| a. He/She is concerned about human rights. | f. He/She is concerned about the environment. |
| b. He/She came close to death. | g. He/She disagrees with his/her country's beliefs. |
| c. He/She has done something nobody has done before. | h. He/She carried out his/her feat in seven significant places around the world. |
| d. He/She wants change on a national level. | i. He/She is very clear about what needs to be done. |
| e. He/She wants change on an international level. | |

Lewis Pugh	Wasfia Nazreen	Both

2. Check your understanding: true, false or not given

Read the sentences and write *True* if the information can be found in the text, *False* if the information says the opposite to the text or *Not given* if the information cannot be found in the text.

1. Wasfia wanted to play with the foreign child's hula hoop.
2. Some of Wasfia's childhood friends secretly rode bikes.
3. Wasfia hula-hooped her way up each mountain.
4. There has been little effort made to help girls and women in Bangladesh until now.
5. The writer believes that the people of Bangladesh are proud of Wasfia's achievements.
6. Wasfia learned to climb in Bangladesh.

3. Check your vocabulary: multiple choice

Circle the correct meaning of the phrase in CAPITALS.

1. If someone is OUT OF THEIR MIND, it means they're ...
a. intelligent. b. crazy. c. unconscious.
2. If something is CRYSTAL CLEAR, it's ...
a. very easy to understand. b. meaningless. c. illogical.
3. If you witness something FIRST-HAND, ...
a. you touch something before you see it. b. you're the first person to see it. c. you see it yourself.
4. If THE CLOCK IS TICKING, ...
a. time has stopped. b. there's plenty of time. c. time is running out.
5. If something has happened ONCE TOO OFTEN, it means it's happened ...
a. only once. b. too many times. c. not often enough.
6. If you've NEVER SET EYES ON SOMETHING, it means ...
a. you don't want to see it. b. you refuse to look at it. c. you've never seen it before.
7. If something DOES THE TRICK, ...
a. it creates a problem. b. it gives people false hope. c. it has the effect that was needed.
8. If people SIT UP AND TAKE NOTICE, ...
a. they show interest or surprise. b. they write down an important message while seated. c. they change their opinion about something.

Discussion

What do you think about Lewis's and Wasfia's actions? What national or international problem would you like to draw people's attention to?

There are around 40,000 spider species roaming the planet, but just how much do you know about these often misunderstood arachnids?

Preparation

Circle the correct definition of each word in CAPITALS. Look at the word in context to help you.

1. There are around 40,000 spider species ROAMING the planet.
 - a. moving around
 - b. living
 - c. destroying slowly
2. They CAPTURE their prey by spinning a web or jumping out of a hiding place.
 - a. work
 - b. take (something) prisoner
 - c. eat hungrily
3. ... spider venom serves the purpose of STUNNING or killing their prey.
 - a. causing to become confused, dizzy or unconscious
 - b. avoiding someone
 - c. damaging seriously
4. Spiders rarely STRAY from their home environment.
 - a. move outside an area
 - b. attack suddenly
 - c. set up home somewhere
5. Ballooning spiders can migrate long distances by DRIFTING through the air.
 - a. moving in a certain direction
 - b. turning around
 - c. moving in no particular direction
6. Spiders WEAVE webs to capture their prey.
 - a. cross threads to make something
 - b. join pieces of cloth together
 - c. make something less strong
7. HARVESTING the thread on spider farms is complicated.
 - a. seeing
 - b. collecting
 - c. producing
8. Spiders have managed to REPLICATE the resilient fibre of spider silk.
 - a. examine
 - b. discover
 - c. copy

What do you know about spiders?



Spiders can be found on every continent of the planet except Antarctica. They are both hunters and hunted. They capture their prey in a variety of ways, either by spinning a web and waiting for their unsuspecting prey to fall into the trap, or jumping out of a hiding place onto a passing meal. Except for the plant-eating *Bagheera kiplingi*, these eight-legged invertebrates are serial carnivores: most love to snack on insects while others are tempted by lizards, birds, frogs, fish and the occasional snake. There are spiders that eat other spiders, and some female widow spiders eat their mates, even while they are mating. In turn, spiders are preyed on by lizards, birds, snakes and scorpions as well as some insects such as the mantis and a type of wasp that buries the arachnid alive! Spiders are also eaten by humans; they are a delicacy in some cultures of the South Pacific and a popular street food in South East Asia.

Spider venom is present in most species and serves the purpose of stunning or killing their prey rather than attacking humans. In fact, only 25 of the known spider species produce venom which can actually harm humans, and although spider bites can be painful, they are rarely deadly. Australia's notorious Sydney funnel-web spider has not produced any fatalities since anti-venom was developed in 1981. However, take care not to rub hairy spiders like tarantulas up the wrong way. When they feel in danger, they defend themselves by ejecting a cloud of urticating hairs. These irritating hairs then embed themselves in the skin or eyes of the attacker.

Despite having adapted to a range of habitats and temperatures, spiders rarely stray far from their home environment. Ballooning spiders are an exception as they can migrate fairly long distances by drifting through the air with air-filled balls of silk. Spiders tend not to favour significant changes in temperature, and tropical spiders such as tarantulas prefer warm surroundings and find many European climates a little nippy. Even the ones who hitch a ride to Britain by boat or plane from the tropics don't survive long.

Spiders can produce several different types of silk from their silk glands and nozzles, otherwise known as spinnerets. They range from stickier threads used to weave webs to capture their prey to incredibly strong threads which can support their own weight. The toughest spider silk is up to six times stronger than human bone, and that made by orb-weaver spiders is on a par with the strength of steel. In fact, some experts suggest that spider silk would be more effective than Kevlar in bulletproof vests. However, harvesting the thread on spider farms is complicated as these territorial creatures prefer their own company and could end up killing each other. Nevertheless, having studied the complex nature of spider silk, scientists have managed to replicate the resilient fibres, which has enormous potential for developing a range of things from synthetic muscle tissue to high-performance sports clothing.

Arachnophobia, or the irrational fear of spiders, is among the most common phobias in the Western world. It is thought to date back thousands of years and might be the result of an instinctive response displayed in early humans. For a long time throughout Europe, spiders were wrongly believed to spread diseases such as the plague. However, out of all the known spider species on the planet, only around 2% are actually harmful to humans. Other cultures such as Native Americans depict them in a more favourable light as they believe spiders are lucky and consider them symbols of wisdom.

1. Check your understanding: multiple selection

Which information about spiders is NOT mentioned in the text? Tick (✓) three.

- | | |
|-------|---------------------------|
| | Diet |
| | Digestive system |
| | Defensive mechanisms |
| | Environment |
| | Sense organs |
| | Types of web |
| | Benefits to humans |
| | Relationships with humans |

2. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | | |
|-----|---|-------------|--------------|
| 1. | The web is every spider's preferred method of catching food | <i>True</i> | <i>False</i> |
| 2. | Most spiders prefer eating insects to birds. | <i>True</i> | <i>False</i> |
| 3. | Female widow spiders sometimes eat the male spiders during reproduction. | <i>True</i> | <i>False</i> |
| 4. | A quarter of all spiders produce venom which can kill humans. | <i>True</i> | <i>False</i> |
| 5. | Bites from the Sydney funnel-web spider were more deadly before 1981 | <i>True</i> | <i>False</i> |
| 6. | Contact with tarantula hairs will probably make you want to scratch. | <i>True</i> | <i>False</i> |
| 7. | Most spiders migrate to warmer climates in winter. | <i>True</i> | <i>False</i> |
| 8. | Spiders produce different types of silk for different functions. | <i>True</i> | <i>False</i> |
| 9. | Some spider silk is stronger than steel. | <i>True</i> | <i>False</i> |
| 10. | Generally speaking, spiders are not sociable animals. | <i>True</i> | <i>False</i> |
| 11. | In the past, certain diseases were frequently transmitted to humans by spiders. | <i>True</i> | <i>False</i> |
| 12. | Not all cultures believe spiders bring good luck. | <i>True</i> | <i>False</i> |

Discussion

How do you feel about spiders? What do people in your culture think about them?

What have you learned from this text?