UNIT 2

Attention, Please



In this unit, you will

- read about the effectiveness of multitasking.
- read about the importance of sleep.
- review outlining as you read.
- increase your understanding of the target academic words for this unit.

READING SKILLS Finding the Main Idea; Isolating Causes and Effects

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in *either* speaking *or* writing	used the word confidently in *both* speaking *and* writing
AWL						
benefit						
complex						
consistent						
evident						
identify						
instruct						
issue						
lecture						
mediate						
negate						
normal						
psychology						
require						
research						
whereas						

Outside the Reading What do you know about multitasking?
Watch the video on the student website to find out more.

Oxford 3000™ keywords

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Before You Read

Read these questions. Discuss your answers in a small group.

1. Can you concentrate on two things at the exact same time? Try this: Think about the taste of ice cream while you add the numbers 71 and 56.
2. Picture in your mind the faces of two people you know. Can you see them at the same time, or do you switch back and forth?
3. Are you more productive when you work on a single project or when you work on several projects at the same time?

MORE WORDS YOU'LL NEED

motor skill: a physical skill that requires the use of muscles and bones
neural: something related to nerve cells (neurons) in the brain or the body's nervous system.
stimulus/stimuli (pl.): something that causes activity, development, or interest

Read

This online article is about a behavior that seems to be increasing in our digital world.

"May I Have 30% of Your Attention, Please?"

Today it is possible to be productive, keep in constant contact with associates, and have fun at the same time. At least that is what ads for the latest digital gizmos[1] claim. While writing an email to your boss or finishing a paper for your economics class, you can check for live updates on a tennis match halfway around the world or load songs into your portable media device. The boss expects you to prepare a sales report for tomorrow's meeting. No problem. You can do it and read a movie review at the same time. Or can you?

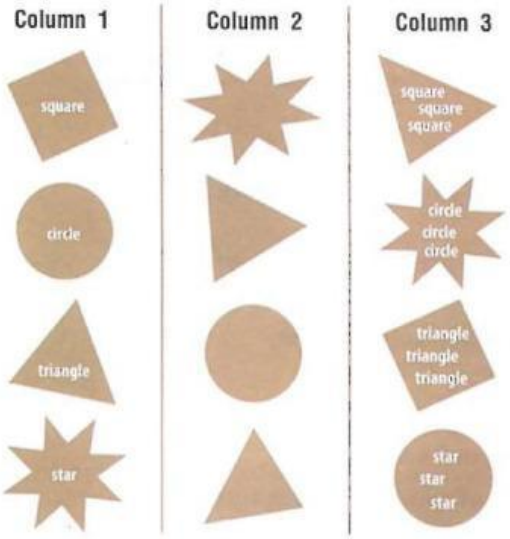
Multitasking, the popular term for this behavior, originally referred to the process by which computers appear to accomplish two or more tasks simultaneously. If computers can multitask with a single microprocessor, then certainly the much bigger human brain can train itself to do the same and enjoy the **benefits** of increased productivity. We humans are quite adept[2] at letting our minds wander while performing a routine motor skill. We can do the dinner dishes while thinking about our next vacation, or chew gum while reading a newspaper. But **psychologists** ask this question: Do multitasking humans operate effectively and efficiently when they really need to concentrate?

The **evidence** suggests that the answer is no. One problem is interference, or what **psychologists** call the "Stroop effect." Back in the 1930s, the **psychologist**

[1] *gizmo:* gadget or small device
[2] *adept:* very good at

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John Ridley Stroop showed there is a danger of error when the brain receives unexpected information while carrying out a routine task. To see what he found, try this experiment on yourself:



As quickly as possible, say the name of each shape in Column 1 out loud. Then, do the same for Column 2. Then, do the same for Column 3.

If you are a good reader, most likely you completed the first column effortlessly, went a bit slower in the second column, and hesitated some, or even made an error, in the third column. Because you are much quicker at reading words out loud than naming shapes, you had difficulty ignoring the incorrect information that you read. Of course, this drill is a bit unnatural and designed to be confusing, but it shows that multitaskers are vulnerable to error and hesitation if they get interference from the wrong set of stimuli while switching between tasks. Imagine the damage a multitasking driver or air traffic controller could do if incorrect information intruded at the wrong time.

Research also suggests that switching between tasks significantly delays completion. If the two tasks are very routine and not too much alike—say, humming along to a new tune while diapering a squirming baby—the brain does not need to switch between the tasks because the two **require** different input channels. The humming **requires** listening and singing, **whereas** the diapering **requires** sight and the use of arm and hand muscles. But when a similar kind of attention is needed, the pace slows as the brain must switch back and forth between the two tasks.

In a study reported in the *Journal of Experimental* ***Psychology***, Rubenstein, Meyer, and Evans measured the amount of time lost when people switch between tasks such as solving math problems and **identifying** shapes. They discovered that as the tasks become less familiar, the area of the brain that **mediates** task switching and assigns mental resources takes longer to operate. Because each task **requires** a different set of rules, it seems the brain needs time to activate the appropriate set. With **complex** tasks, the switching delays add up, making multitasking less efficient than concentrating on one task at a time. Other **researchers** report that the brain shows less, not more, neural activity when simultaneously attempting two **complex** tasks, even when a different area of the brain is used for each task. And less brain activity comes at a price. In one study, subjects were **instructed** to write a report and check their email. The multitaskers took one and a half times longer than those who completed one task before starting another.

This more leisurely work pace will no doubt appeal to many. But the problems with multitasking go beyond the **issue** of time management. If switching takes time—perhaps a half-second or more—that could be long enough to distract a driver who is fiddling with[3] a cell phone or scrolling through a complicated digital display on a car dashboard. Constant switching is also mentally stressful and may lead to a diminished capacity to remember facts and learn new skills. The brain simply may not get the time it needs to build and maintain neural connections and access memory.

All these **negatives** do not mean that you should never "whistle while you work" or sneak a peak at a ballgame while studying

[3] *fiddle with:* make small adjustments to something restlessly or nervously

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chemistry. But what about the boss who says "I need that website up by Friday and can you take my calls while I'm out" or the digital showoff who sits through a university **lecture** while text-messaging on a tiny cell phone screen and nodding to the beat of music piped into barely visible earphones? Remind them of this: The multitasking machinery of our digital world was most likely developed by very single-minded people focused intently on a single task.

Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 1. Use the dictionary to help you understand new words.

___ 1. Some of the research on which this article was based predates the age of digital technology.

___ 2. The writer believes that the human brain can be trained to multitask effectively like a computer.

___ 3. Processing two sets of stimuli simultaneously diminishes the chance for error.

___ 4. Multitasking is possible when the tasks are routine and very simple.

___ 5. Multitasking can have detrimental effects on a person's memory over time.

___ 6. When multitaskers perform poorly, it is purely due to switching delays.

___ 7. Trying to do two complicated jobs at the same time leads to an increase in brain activity.

___ 8. The people who developed the digital tools we use today probably had to multitask in order to do so.

READING SKILL Finding the Main Idea—Reading Past the "Pivot"

LEARN

Writers can begin an article using several strategies. A news story might state the point of an article early, as in this example:

> A study reported in the *Journal of Experimental Psychology* reveals that multitasking can actually waste time, especially when one of the tasks is complicated. These findings are particularly relevant in an age when switching between tasks is greatly facilitated by digital technology.

Other articles might begin by providing background and context before getting to the main point or the real news featured in the article. They might even first present an idea that is counter to the true main point of the article. The transition or shift to the main idea is often indicated by a pivot word like *but*, *yet*, *however*, or *nevertheless*, as in this paragraph:

> "Let's talk about this while we do the dishes." In the idiom of the digital world, we might call this an invitation to "multitask." The shared assumption? Dishwashing is so routine that even a serious discussion is possible while we finish the chore. However, what happens when we try to do two tasks that require more intense concentration? Do we save time? Psychologists are beginning to have doubts.

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When looking for the main point of an essay, keep an eye out for these pivot words. Don't assume that the main idea of the article will always be stated in the first lines or even the first paragraph of the article.

APPLY

A. **Circle the pivot word in this paragraph. Underline the main idea.**

Experimental psychology has a large body of work exploring how humans perform on repetitive or individual tasks requiring both cognitive and motor skills. Yet humans in daily life are often required to manage two or more tasks simultaneously. Our interest concerns how the human brain manages multiple tasks simultaneously and factors that inhibit the successful completion of these tasks.

B. **Look again at Reading 1 and find a pivot. What information comes before the pivot? What information comes after the pivot? What point is the author making? Write your answers in your notebook. Compare answers with a partner.**

Vocabulary Activities

Noun	Verb	Adjective	Adverb/ Conjunction
benefit beneficiary	benefit	beneficial	beneficially
complexity complex	_____	complex	_____
evidence	_____	evident	evidently
identity identification	identify	identified identifiable	identifiably
instruction instructor	instruct	instructive instructional	instructionally
issue	issue	_____	_____
lecture	lecture	_____	_____
mediation	mediate	mediated	_____
negative negativity	negate	negative	negatively
psychology psychologist	_____	psychological	psychologically
requirement	require	required	_____
research researcher	research	_____	_____
_____	_____	_____	whereas

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A. Read these comments on multitasking. Fill in the blank with a target word from the chart on page 21 that completes the sentence in a grammatical and meaningful way.

1. Many in the working world today complain that multitasking is a _____ for anyone who wants to get ahead.
2. Despite _____ that multitasking wastes time, a great number of workers say they are expected to work on many tasks at once.
3. _____ suggests that the human brain cannot match a computer's ability to switch back and forth between tasks.
4. An outside party was brought in to _____ the dispute.
5. _____ are interested in studying what the human brain is doing while multitasking.
6. Multitasking can be _____ when tasks are routine and relaxing.
7. One _____ effect of multitasking is a diminished ability to perform each task.
8. Researchers have found that learning new things has _____ benefits for older people, such as improving their brain function and their outlook on life.

The noun *issue* refers to an important topic or problem for discussion. Academic writing often involves the discussion of an *issue*.

The noun *issue* is often used with these verbs: *address*, *avoid*, *discuss*, *explore*, *raise*.

*To explore this **issue**, researchers conducted several experiments.*

*There are several important **issues** that we must address.*

*We wanted to raise the **issue**, but the writer is avoiding it.*

CORPUS

B. Read the statements and identify an issue that each one might be addressing. Write a direct question that you could use to begin a discussion of the issue.

1. College tuition has been rising steadily.
   Issue: how people afford college
   What should we do about rising college tuition? or Why is college tuition rising?
2. Several factors have contributed to a decline in violent crime.
   _____
   _____
3. Raising the driving age will have several noticeable effects.
   _____
   _____
4. Students should be careful when posting personal information on social websites.
   _____
   _____

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5. Parents need to monitor the violent content of video games more closely.

_____

_____

6. Disputes between workers and managers can damage businesses.

_____

_____

The conjunction *whereas* signals a contrast, but it lacks the strong pivot feel of *but*, *yet*, *however*, and *nevertheless*, especially when it occurs in the middle of the sentence.

Humming requires listening and singing, ***whereas*** *cooking requires sight and the use of arm and hand muscles.*

At the beginning of a sentence, *whereas* is more likely to signal a change in direction, or pivot point, in the main clause that follows. The word *while* behaves similarly.

Whereas *humming requires listening and singing, cooking requires sight and the use of arm and hand muscles. It involves both the motor and visual regions of the brain.*

CORPUS

C. **Here is an excerpt from Reading 2. Fill in the blanks with *whereas*, *but*, or nothing (Ø). Experiment with different possibilities. When you finish, compare sentences with a partner. How does the use of *whereas* or *but* affect the meaning?**

Consistently failing to get enough sleep is the biological equivalent of consistently spending more money than you make. Napping can help reduce a sleep debt, (1) _____ there are also long-term benefits to maintaining consistent, predictable sleep patterns. (2) _____ naps do improve cognitive functioning after periods of sleep deprivation, (3) _____ they do little to repair the negative mood that results from sleep loss.

Find the excerpt in paragraph 4 of Reading 2. How does it compare with your answers?

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Before You Read

Read these questions. Discuss your answers in a small group.

1. What is your typical sleeping schedule? Do you regularly take naps?
2. How much sleep do you need? Would you be more effective if you got more sleep?
3. The reading uses the term "sleep debt." What do you think it might mean?

MORE WORDS YOU'LL NEED

hormones: chemicals that are produced in the body and travel through the blood to send messages to different parts of the body

metabolism: the process by which living things change food into energy and materials for growth

REVIEW A SKILL **Outlining as You Read** (See p. 12)

In Unit 1, you studied methods of outlining. As you read, use the bullet point and indentation method to make a quick outline of the reading.

Read

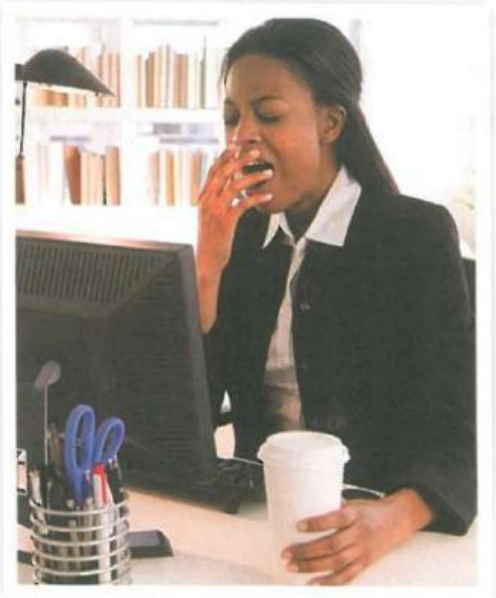
This article from the website of the American Psychological Association explains how more sleep would make most people happier, healthier, and safer.

You're Getting Very Sleepy

FINDINGS

Many people are surprised to learn that **researchers** have discovered a single treatment that has many **benefits**. It improves memory, increases concentration, strengthens the immune system, and decreases accidents. Sound too good to be true? It gets even better. The treatment is completely free, even for people with no health insurance. It also has no side effects. Finally, most people consider the treatment highly enjoyable. Would you try it?

You probably should. For most people, this treatment **consists** of getting an extra 60–90 minutes of sleep each night. Both **psychologists** and psychiatrists have maintained for years that Americans have overlooked one of the most significant public health problems—chronic[1] sleep deprivation. That is, few Americans regularly obtain the seven or more



Few Americans regularly obtain the sleep they require each night.

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hours of sleep they **require** each night. The consequences of chronic sleep deprivation can be truly disastrous. Laboratory experiments provide **evidence** that failing to get enough sleep dramatically impairs memory and concentration. It increases levels of stress hormones and disrupts the body's **normal** metabolism. **Research** outside the laboratory further suggests that long-term sleep deprivation leads to greater susceptibility to motor vehicle accidents.

Research shows that many people are carrying a heavy "sleep debt" built up from weeks, months, or even years of inadequate sleep. In experiments on sleep debt, **researchers** pay healthy volunteers to stay in bed for at least 14 hours a day for a week or more. Most people given this opportunity sleep about 12 hours a day for several days, sometimes longer. Then they settle into sleeping seven to nine hours per night. As William Dement put it, "this means ... that millions of us are living a less than optimal life and performing at a less than optimal level, impaired by an amount of sleep debt that we're not even aware we carry."

But is carrying a sleep debt really so harmful? Careful experiments by **psychologist** David Dinges and others show that the answer is yes. Dinges and colleagues recruit healthy young volunteers who live continuously in Dinges's sleep laboratory for 10–20 days. Dinges randomly assigns them to receive different amounts and patterns of sleep over time. He controls access to stimulants, such as caffeine, and constantly monitors the amount of sleep they get. Dinges has learned that people with fewer than eight hours' sleep per night show pronounced cognitive and physiological deficits. These deficits include memory impairments, a diminished ability to make decisions, and dramatic lapses in attention. As sleep deprivation continues, these deficits grow worse. **Consistently** failing to get enough sleep is the biological equivalent of **consistently** spending more money than you make. Napping can help reduce a sleep debt, but there are also long-term **benefits** to maintaining **consistent**, predictable sleep patterns. **Whereas** naps do improve cognitive functioning after periods of sleep deprivation, they do little to repair the **negative** mood that results from sleep loss.

Many people argue that they get by just fine on very little sleep. However, **research** shows that few people can truly function well on less than eight hours' sleep per night. Dinges estimates that, over the long haul, perhaps one person in a thousand can function effectively on six or fewer hours of sleep per night. Many people with chronic sleep debts end up napping during the day or fighting off sleepiness in the afternoon. Moreover, people who chronically fail to get enough sleep may be cutting their lives short. A lack of sleep taxes the immune system and may even lead to disease and premature aging. To make this worse, most people who are sleep deprived do not even realize it. If you get sleepy during long meetings or long drives, chances are you are chronically sleep deprived.

SIGNIFICANCE

The National Highway Traffic Safety Administration estimates that drowsy or fatigued driving leads to more than 100,000 motor vehicle crashes per year. Even small disruptions in sleep can wreak havoc on[2] safety and performance. In a nationwide study between 1986 and 1995, **psychologist** Stanley Coren studied the effects of the single hour of lost sleep that many Americans experience when they start daylight saving time[3]. The result? A 17% increase in traffic deaths on Mondays following the time change (compared with the Mondays before). **Psychologists** such as Gregory Hicks have observed similar findings. They observed an increase in traffic fatalities in the week following the change to daylight saving time. It is harder to estimate the toll sleep deprivation takes on people's health, happiness, and productivity. But according to the National Sleep Foundation, the annual loss in worker productivity due to sleeplessness is about $18 billion.

[1] *chronic:* constant
[2] *wreak havoc on:* cause damage to
[3] *daylight saving time:* the period of the year when the clock is turned one hour ahead to allow an extra hour of daylight

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PRACTICAL APPLICATION

In light of[4] the dramatic public health consequences of sleep deprivation and unhealthy sleep patterns, the National Sleep Foundation (NSF) established National Sleep Awareness Week. In cooperation with partner organizations, this event is promoted each year during the week when people set their clocks forward for daylight saving time. In 2003, the NSF reported that about 600 sleep centers in North America sponsored **instructional** activities in local communities during National Sleep Awareness Week. Many U.S. states now educate drivers not only about the dangers of driving while intoxicated but also about the dangers of "driving while drowsy."

[4] *in light of:* informed by, due to

Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 2. Use the dictionary to help you understand new words.

___ 1. In David Dinges's experiment, the subjects stayed in bed for more than 14 hours a day.

___ 2. Research suggests that most people need more than seven to nine hours of sleep.

___ 3. It is the rare individual who can function effectively on fewer than six hours of sleep per night.

___ 4. If we are seriously deprived of sleep, a nap may help us think more clearly.

___ 5. Sleep deprivation affects not only a person's cognitive ability but also his or her mood.

___ 6. An enhanced immune system is one benefit of sleep deprivation.

___ 7. Studies have shown that people drink more when they are sleep deprived.

___ 8. Sleep deprivation is having an effect on the U.S. economy.

READING SKILL Isolating Causes and Effects

LEARN

Reading 2 uses the nouns *benefits* and *consequences* to signal that the reading is looking at the positive and negative effects of sleeping habits.

*There are long-term **benefits** to maintaining consistent, predictable sleep patterns.*

*The **consequences** of this chronic sleep deprivation can be truly disastrous.*

Writers can also use verbs to discuss effects more directly and describe specific positive or negative effects. Study the verbs in activity A for examples.

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APPLY

A. **Reading 2 discusses the effects of two conditions: getting adequate sleep and chronic sleep deprivation. Without referring to the reading, mark the phrases *AS* (effects of adequate sleep) or *CD* (effects of chronic deprivation). Then review the reading to check your answers.**

___ improves memory
___ increases concentration
___ strengthens the immune system
___ decreases accidents
___ impairs memory
___ disrupts the body's metabolism
___ improves cognitive functioning
___ cuts their lives short
___ taxes the immune system
___ wreaks havoc on human safety

The verb *lead to* links a cause to its later effects. The verb *show* also describes an effect. The subject of the sentence is the *victim* or *beneficiary* of the effect.

Cause		Effect
Long-term sleep deprivation	*leads to*	...greater susceptibility to accidents
		...premature aging
		...disease
		...more motor vehicle crashes
People who get fewer than eight hours of sleep per night (victim)	*show*	...pronounced cognitive and physiological deficits
		...a diminished ability to make decisions
		...dramatic lapses in attention

B. **Fill in the blanks with *lead to* or *show*.**

1. Chronic sleep deprivation can _____ pronounced cognitive and physiological deficits.
2. People who get less than eight hours of sleep per night _____ a greater susceptibility to motor vehicle accidents.
3. People who get adequate sleep _____ improved cognitive functioning.
4. Not getting enough sleep can _____ dramatic lapses in attention.
5. Getting adequate sleep _____ improved memory.
6. According to laboratory experiments, people who are sleep deprived _____ increased levels of stress hormones.

C. **Referring to the reading and the preceeding tables, write a brief paragraph that summarizes the dangers of sleep deprivation. The paragraph has been started for you.**

Sleep deprivation can be dangerous. For example, _____

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Vocabulary Activities

Noun	Verb	Adjective	Adverb/ Conjunction
consistency inconsistency	_____*	consistent inconsistent	consistently inconsistently
normal normality abnormality	normalize	normal abnormal	normally abnormally

* The verb *consist of* is treated in Unit 9.

A learner's dictionary, such as the Oxford Advanced Learner's Dictionary, typically has information not found in a regular dictionary. Look up the words *evidence*, *research*, and *study*, for example. Find the [C] and [U] marks in the definitions. These are dictionary code for *countable* or *uncountable* nouns.

Countable nouns can be plural (can be counted). Uncountable nouns cannot be plural (cannot be counted). The words *evidence* and *research* are uncountable. They cannot be plural and cannot be counted.

Research *shows that many people are carrying a heavy "sleep debt."*

The noun *study*, like many nouns, can be countable in one sense and uncountable in another.

Studies *show that many people are carrying a heavy "sleep debt."*

The effect of sleep deprivation on highway safety deserves more ***study.***

A. Read this information on sleep deprivation. Circle *C* (countable) or *U* (uncountable) for each underlined noun.

The National Sleep Foundation provides information (C / U) on the health consequences (C / U) of sleep deprivation. It offers practical suggestions (C / U) on how to get more sleep and advice (C / U) on how to take advantage of the benefits (C / U) that sleep provides. The organization believes that greater knowledge (C / U) and understanding (C / U) of sleep and sleep disorders will increase public health (C / U) and safety (C / U). To this end, it promotes the study (C / U) of sleep and sleep disorders.

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The word *normal*—meaning "typical, as expected, ordinary"—can be a noun or adjective.

Here are some useful phrases:

return to *normal*	*normal* behavior
back to *normal*	*normal* conditions
below/above *normal*	*normal* development

The adjective *consistent* means "without much variation" or "without contradiction."

The athlete is a ***consistent*** *player.* (The athlete is dependable and predictable.)

The witness's answers were ***inconsistent.*** (The witness's answers changed or were contradictory.)

Our results are ***consistent*** *with other studies.* (We had similar or identical results.)

Here are some useful phrases:

consistent answers	*consistent* quality
consistent findings	*consistent* results
consistent pattern	*consistent* rules



B. **Read this description of a crime. Then discuss the questions that follow in a small group.**

The sole employee of a small dress shop claimed that an armed robber stole all the cash while the owner was out running an errand. A few minutes before the owner returned, a witness sitting at a nearby café noticed a young man in a blue jacket leave the store and walk calmly but quickly away. The witness said he behaved normally, and there was nothing remarkable about his appearance.

The police then questioned the employee and collected these statements:

- I was cleaning the mirrors near the dressing rooms when the robber grabbed me from behind.
- He had a knife. I wanted to scream, but he had his hand over my mouth the whole time.
- He told me to take the money from the cash register and hand it to him.
- I gave him the money. He put it in a plastic bag and stuffed it in his jacket.
- He pushed me down and ran out before I could get a good look at him.
- The suspect's face was never toward me. I think he was very tall.
- I could not tell what color jacket the suspect was wearing.
- I know it was not a blue jacket.
- I didn't call the police because I wanted to wait for the owner.

1. Do you find the employee's statements logically consistent with each other or are they inconsistent?
2. Is there anything unusual or abnormal in the employee's behavior?
3. Are the employee's statements consistent with what the witness said?
4. Do you think the man in the blue jacket committed the crime? Why or why not?

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C. Fill in the blanks with a target vocabulary word from the box. Use the plural form where necessary.

advice	fact	research	suggestion
consequence	information	study	understanding
evidence	instruction		

1. The _____ suggest that multitasking is only successful under limited circumstances.
2. The pamphlet offers several _____ for people who have difficulty sleeping.
3. In the experiment, the subjects were asked to follow _____ that were designed to be confusing and hard to follow.
4. One good piece of _____ is to avoid caffeine before bedtime.
5. Multitasking can lead to errors if an incorrect piece of _____ intrudes at the wrong time.
6. _____ show that multitasking can delay the completion of tasks requiring concentration.
7. There is little _____ that multitasking leads to greater productivity unless the tasks are routine and use different input channels.
8. Recent _____ has raised some doubts about the efficiency of multitasking.
9. Psychologists now have greater _____ of how the brain handles task switching than they did 15 years ago.
10. In some fields, multitasking can definitely have negative _____ .

D. The verb *identify* means to name or recognize something. To *identify* with someone means that you understand their feelings, thoughts, or values. Moviemakers want their audience to identify with the characters on screen. Check (✓) the characters you think are easy for people to identify with.

___ 1. a rebellious farm boy, bored with helping his aunt and uncle, who wants to fly spacecraft

___ 2. a smuggler who works for whichever side in a war pays him well

___ 3. a mother of three children who has fallen behind in her bills

___ 4. an awkward high-school kid who is honest and intelligent but has trouble making friends

___ 5. a taxi driver without much ambition who is taken hostage

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___ 6. a pair of charming men who sneak into wedding receptions to meet interesting and important people

___ 7. a successful 32-year-old woman who wants to start a family but is very busy with her career

___ 8. career criminals who want to steal something priceless and very well-guarded

In a small group, discuss your choices. Why are some of these characters easy to identify with?

Why are the others not? What would need to happen in the story to make the audience identify with them?

Sentence Pattern Chart		
Target word	**Pattern**	**Sample sentence**
consistent	to be consistent with sth	His research on sleep is *consistent* with other studies.
evident	to be evident that...	It is now *evident* that multitasking has its limits.
evidence	there is evidence that... the evidence shows that...	There is little *evidence* that multitasking is more efficient. The *evidence* shows that multitasking can be inefficient.
require	to require sth to be required to do sth to require sth to do sth	Most adults *require* eight or more hours of sleep. They are *required* to perform several tasks at once. The boss *requires* us to do several jobs simultaneously.
benefit	to benefit from sth	Most adults could *benefit* from some more sleep.
beneficial	to be beneficial to do sth	It is *beneficial* to sleep.

E. With a partner, use these words to make a single sentence. Refer to the chart above for sentence patterns.

1. evident / constant / beneficial

   It is evident that constant exposure to TV violence is not beneficial to a child's development.

2. benefit from / psychological
3. consistent with / research
4. required / maintain
5. evidence / negatively
6. evident / beneficial

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