

Homework: Unit 8: Lesson 7

Listening 1

Listening

Section 4

Audio

2.1 SECTION 4 Questions 31–40

Questions 31–40

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Rural to urban migration

More than **31** of people in European countries live in urban areas

This is the equivalent of everyone in **32** moving somewhere else

China's **33** reduced families in the countryside to 1.5 children

The Hukou System **34** the number of rural to urban migrants

The limits were **35** because of China's major economic policy

Migrants born after 1990 have less **36** as they leave at age 17

An increase in income has led to health-related problems such as **37**

38 per cent of kids younger than one have a higher survival rate in urban areas

Many migrants can now afford items that improve their **39**

Urban residents have increased opportunity to continue in higher levels of **40**



Listening 2

Listening

Section 4

Don't forget!

- As there is no title, look at the last question. Skim the passage and/or the questions quickly to get the gist.

-  Work in groups. Discuss the main ways you are familiar with for purchasing items. Are any methods becoming more common? Explain why.
- Skim **Questions 31–40**. Discuss the topic of the talk and list as much detail about the topic as you can. Compare your list with another group.



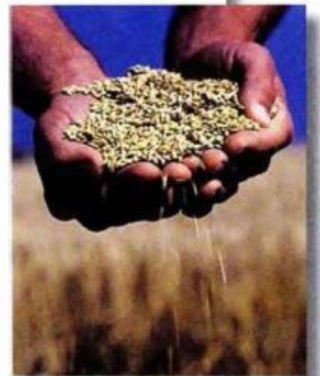
21 SECTION 4 Questions 31–40

Audio

Questions 31–34

Choose the correct letter, **A**, **B** or **C**.

- The speaker says that money is more than an economic tool and has a
 - psychological and historical dimension.
 - social and psychological dimension.
 - social and historical dimension.
- According to the speaker, money is an invention resulting from the human capacity to
 - allocate symbols a value.
 - label the world.
 - create special symbols.
- What does the speaker say about accepting any object as money?
 - The community needs to establish procedures for its use.
 - Its use needs to be accepted by the user and the community.
 - Laws need to be introduced to make it legal tender.
- When bartering goods, the seller had to
 - agree a standard of exchange as part of the purchasing process.
 - accept whatever the local common medium of exchange was.
 - find someone who was willing to purchase the goods for sale.



Questions 35–40

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.

Commodity money

Commodity money depended on the acceptance of certain objects as money that was inherently **35** for every person.

All metals were accepted as commodity money – being convertible into precious tools, e.g. **36** and

Metals, e.g. gold and silver, had secondary advantages – identifiable and **37**

Metal coins

They acted as a **38** for exchanging goods and services.

Representative money

When adopted, representative money was a **39** in human consciousness.

Psychologically, there needed to be a transfer in the sense of value from a usable material object to an **40** symbol.

Socially, there had to be a group agreement on the common usage of the symbol.

READING PASSAGE 1

Understanding Owls

Owls are far more complex and varied than most people realise

Owls are one of the most easily recognisable of all bird species, as well as one of the most widely distributed around the world. There are actually 216 species of owl, the majority of which are nocturnal creatures who sleep in the day and hunt at night. They mainly prey on small rodents, but some owls hunt other birds, rabbits, and even foxes. They are highly suited to this task, with talons that are similar in strength to those of eagles despite being much smaller.

There are two main families of owls, true owls and barn owls. True owls are the most typical, comprising 189 of the 216 owl species in existence. Barn owls are generally longer than true owls, and skinnier than their characteristically fluffy and round counterparts. The largest owl species is the great grey owl, a type of true owl that lives mainly in the Northern Hemisphere, and can reach 84 centimetres in length.

Female owls are larger than males in most owl species. This is thought

to be because females have to stay with their eggs to incubate them, which requires more body mass, while males go out and get food. Owls are generally faithful to one mate for the duration of the mating season, and some owl species have been observed partnering up for life.

Although most owls live and nest in trees, this is by no means universal. The snowy owl, for example, often has no choice, since it lives on the barren and largely treeless Arctic tundra; it nests in holes in the ground. The burrowing owl, on the other hand, uses the abandoned burrows of prairie dogs. Barn owls, as their name suggests, will often nest in barns or other man-made structures.

Questions 1–5

Do the following statements agree with the information given in Reading Passage 1?

Write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 1 All owls hunt in the daytime.
- 2 Barn owls are fatter than true owls.
- 3 Male owls do not live as long as female owls.
- 4 Some owls stay with one mate for their whole life.
- 5 The snowy owl nests in holes in the earth.

Vocabulary

Đáp án · Dịch nghĩa · Giải thích trang 289

recognisable a. có thể nhận ra **nocturnal** a. về đêm **prey on** phr. săn mồi **rodent** n. loài gặm nhấm
talon n. móng, vuốt **true owl** phr. họ cú mèo **barn owl** phr. họ cú lợn **comprise** v. bao gồm
fluffy a. bông xù, mịn mượt **incubate** v. nuôi, ấp (trứng) **by no means** phr. không chút nào
barren a. cằn cỗi **burrowing owl** phr. chim cú đào hang **abandoned** a. bị bỏ lại **burrow** n. cái hang

READING PASSAGE 2

The Invention of Paper

Although it now seems commonplace, paper is one of the most significant inventions in human history. It was first developed in China, with most accounts attributing it to the imperial eunuch Cai Lun, who is thought to have made a form of paper in AD 105. At first, it was used as wrapping for presents, but it was soon discovered to be an effective material to write on. In China, it played a significant role in the extension of literacy throughout the country and the development of a sophisticated literary culture.

It spread to the Middle East in the 9th century, during a period when the Islamic world was experiencing a cultural golden age. Paper allowed the artistic, scientific, and literary writings produced during this cultural boom to spread throughout the region, thereby facilitating the spread of Islamic culture. Europe was slow to adopt paper because literacy rates were so low there. Paper manufacturing did finally start to appear in Europe from around the 12th century, producing a similar effect on literacy and the spread of religious culture.

Prior to the 19th century, paper manufacturing relied on fibre from used textiles. This gave rise to people who would search through rubbish for discarded clothes and other rags. In the 1840s two men, Friedrich Gottlob Keller in Germany and Charles Fenerty in Canada, simultaneously invented a means of paper production using wood pulp. By the end of the 19th century, wood was the primary material used in the manufacture of paper. This significantly reduced the cost of paper and, along with the invention of mass-produced fountain pens and pencils at the same time, allowed it to be used for letters, journals, and mass-market books.

Questions 6–9

Do the following statements agree with the information given in the Reading Passage 2?

Write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 6 Initially, paper was widely used for writing Chinese manuscripts.
- 7 Islam was not widespread before the invention of paper.
- 8 Paper was once made out of clothes people had thrown away.
- 9 The two inventors of wood-based paper production worked together.

Question 10

Choose the correct letter, **A**, **B**, **C** or **D**.

- 10 Why did Europe take a long time to start using paper?
 - A** It was considered an Islamic invention.
 - B** Other materials were already available.
 - C** Many people could not read.
 - D** Europeans were not aware of its existence.

Đáp án · Dịch nghĩa · Giải thích trang 289

Vocabulary

commonplace a. tầm thường **imperial** a. (thuộc) hoàng đế, đế quốc **eunuch** n. hoạn quan, thái giám
literacy n. khả năng đọc viết, biết chữ **sophisticated** a. tinh vi, công phu **literary** a. (thuộc) văn học
facilitate v. tạo điều kiện thuận lợi **literacy rate** phr. tỷ lệ biết chữ **textile** n. vải dệt
give rise to phr. gây ra, làm phát sinh **rag** n. vải vụn **simultaneously** adv. cùng lúc
mass-produced a. sản xuất hàng loạt **fountain pen** phr. bút máy

Vocabulary

History

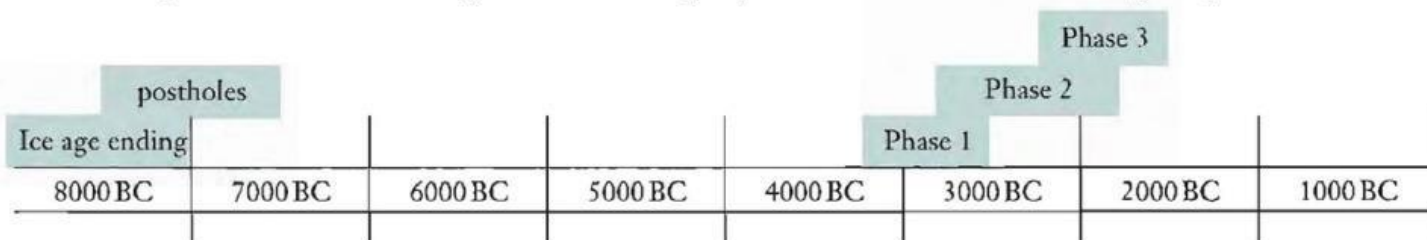
2.1 Read the text and then answer the questions below.



Vocabulary note

BC is used in the Christian calendar to refer to the time before the birth of Jesus Christ. AD is used to refer to the time after Christ was born. *Circa* is used to mean *about* or *approximately* and is sometimes written simply *c.* NB We do not use an apostrophe to talk about decades: *the 1960s* NOT *the 1960's*.

Stonehenge was built over a long period. If we consider only the ancient stones themselves, the work spanned seventy generations – some 1,600 years. However, the first construction at this site began in prehistoric times. True, these first artefacts were just wooden poles which have long gone, but these were raised by men in times so ancient that Britain was still recovering from the Ice Age. The timeline below shows this history, with a frenzy of activity from just before 3000 BC through to 1600 BC being responsible for most of what we now gaze upon in awe.



Timeline of the building of Stonehenge

If we consider the structure chronologically, we can see that construction took place in several phases over more than a thousand years. Exact dates are not possible, since dates are inferred from minute changes in physical measurements, such as the radiocarbon dating method. Nevertheless, archaeologists have sketched out the following outline of events. First, the people of the Mesolithic period erected pine posts, known as the postholes, near Stonehenge. In the 1960s a car park was built over these. During the next stage, Phase 1 (c. 3100 to 2700 BC), a ditch was carved into the chalk less than 1 km from Stonehenge. This would have appeared brilliant white in the green of what had now become pastureland as the hunter-gatherers that erected the postholes gave way to farmers. Also during this time the 'henge' (the earthworks; ditch and bank) was constructed. Many visitors to Stonehenge fail to notice the 'henge' since the ditch and bank have been greatly eroded over the passing millennia. In Phase 2 of the construction (c. 2700 to c. 2500 BC), a large number of wooden posts were placed on the site. These may have served as markers for astronomical measurements. We do not know if there are more of them as excavation did not cover a large area. This was followed by Phase 3 (c. 2600 to 2500 BC). Stones began to arrive in this era and the circular shape and pattern of these enormous stones, which predate all other known structures, is still standing today. According to historians, there was no written mention of Stonehenge until 1100 AD.

- 1 Approximately when was the Mesolithic period?
- 2 What method was used to establish the dates of construction?
- 3 When did the earliest structures become permanently hidden from view?
- 4 What type of people lived at Stonehenge during the Mesolithic period?
- 5 Why do many visitors not see the 'henge'?

2.2 Read the text again and find a word or words that match these definitions.

- | | |
|--|--|
| 1 an interval of time | 6 stage of development |
| 2 very old | 7 worn away over time |
| 3 extended over | 8 thousands of years |
| 4 before people made written records of events
..... | 9 digging for artefacts |
| 5 arranged in the order in which they actually
happened | 10 a period of history |
| | 11 to exist earlier than something else
..... |

2.3 Complete the sentences with suitable words from the box. You do not need to use all of the words. Use a dictionary and make a note of the different meanings in your notebook.

age ancient chronological antique
antiquated consecutive era
the Middle Ages middle-aged



Vocabulary note

Age = a particular period of history: *the Victorian **age**, the digital **age***. Era = a period of time that is remembered for particular events: *The arrival of moving pictures marked the end of an **era** for live theatre. Middle-aged* = people in their middle years of life: *Most companies are run by **middle-aged** men.* The Middle Ages = a period of European history between 1000 and 1500 AD.

- You should organise the dates into order from the oldest to the most recent.
- The museum has an excellent exhibition about life during
- I much prefer studying history to modern history.
- The first moon landing marked the beginning of an exciting in space exploration.
- My grandparents are refusing to adapt to the computer
- It would be better if the meetings were on days. We'd get more done that way.

3.1 Answer the questions in your notebook.

- Do you often think back to the past or do you prefer to concentrate on the future?
- Do you think it is important for children to study history? (Why? / Why not?)
- If you could go back in time, which period of time would you like to visit? (Why?)

3.2 Correct the mistakes in *italics* in these answers to the questions in 3.1. Use a dictionary to help you.

- Yes, I do think about the past almost all *times*, in fact. I think I am a very *nostalgia* person, so I often *look backwards* at my life and remember good times as well as bad. I definitely think about it more than the future.
- I didn't really enjoy studying history at school. I think teenagers are more interested in *the modern time* than in the past! But now that I'm older, I can see that actually it is very important. We need to know about important *history* events because hopefully they can stop us from making the same mistakes in the future.
- The *stage* of history I'd most like to visit is ancient Egypt. I think it would be amazing to *go back in times* and watch how they lived and how they built the pyramids. I wouldn't want to stay long though – I think I would miss the digital *period* too much!

- | | | |
|-----------------------|---------|---------|
| 1 (of) the time | 2 | 3 |
| | | |
| | | |

Test practice

Test Tip



Listen for any plural words and be sure to add an s at the end if you need to.
Make sure you check your spelling at the end of the test.

Listening Section 4



8b Questions 1–10 **Audio**

Complete the notes below using **NO MORE THAN TWO WORDS AND/OR A NUMBER**.

The history of dentistry

Early history

- The earliest reference to problems with teeth was in (1).....
- The ancient Sumerians called problems with teeth 'tooth (2).....'.
- There is (3)..... to show that the Chinese used dental treatments.

Remedies and treatment

- An old text from (4)..... reveals medical practices from 1700 to 1500 BC. The text refers to the use of (5)..... and (6)..... to relieve toothache.
- In the fifth century BC a Greek (7)..... noted the beginnings of specialisation in medicine.
- A Greek doctor was the first to (8)..... problem teeth.
- In Europe during the (9)....., doctors performed dentistry in people's homes.
- A dentist from France is said to have founded (10)..... dentistry.