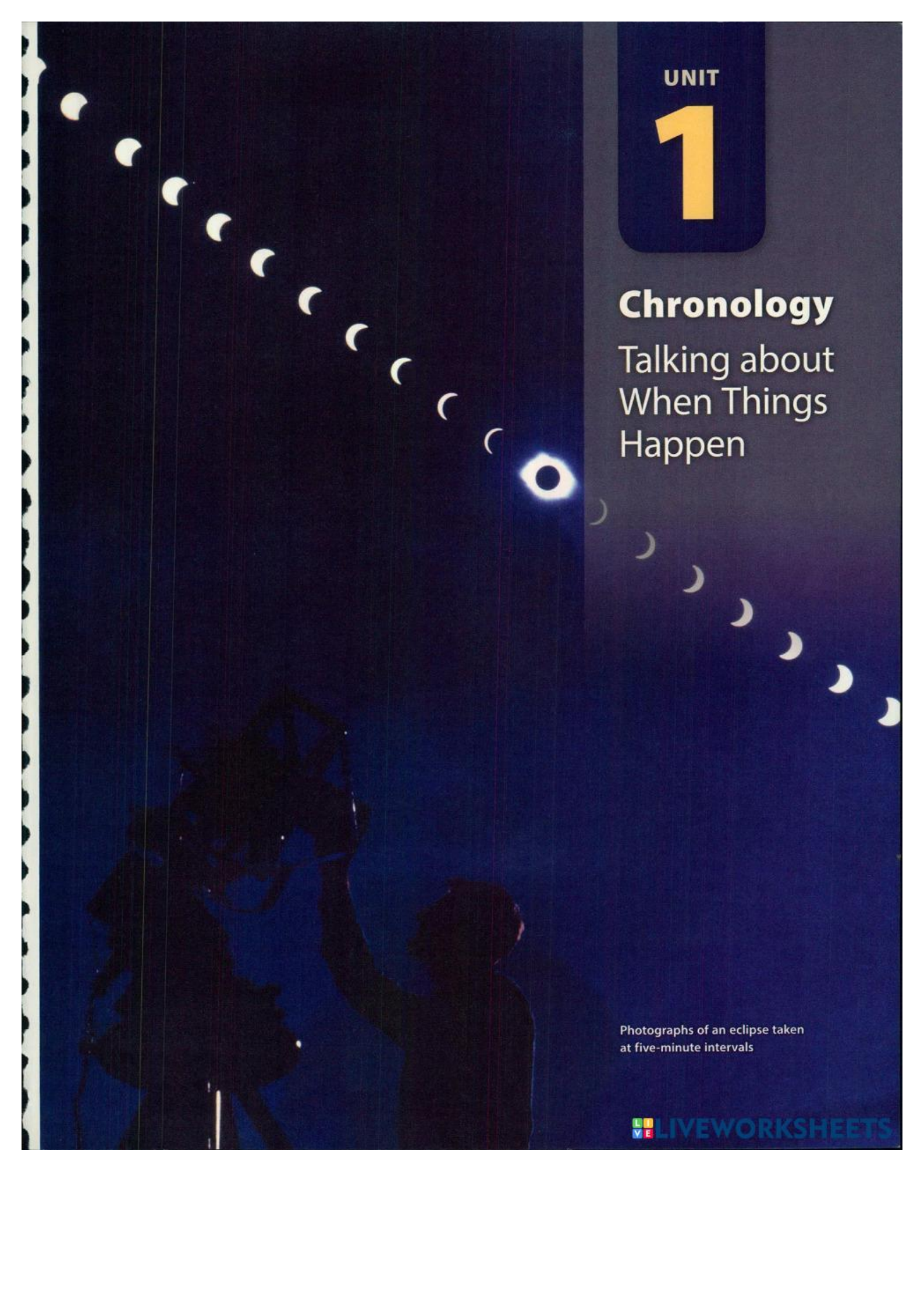




UNIT

1

Chronology

Talking about
When Things
Happen

Photographs of an eclipse taken
at five-minute intervals

Napoleon

From Schoolboy to Emperor

TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. Who was Napoleon Bonaparte? What is he famous for?
2. When do you think Napoleon was born?
3. How are Alexander the Great, Julius Caesar, and George Washington like Napoleon? Do you know any dates of the important events in these people's lives?



Napoleon Bonaparte

VOCABULARY PREVIEW



CD 1, TR 1

A Listen to the following sentences that contain information from the lecture. As you listen, write the word from the box that completes the sentence.

campaign	controlled	deserted	emperor
excelled	fame	figures	victories

- One of the most important historical _____ in European history was Napoleon Bonaparte.
- Napoleon _____ in mathematics and military science.
- In 1785, Napoleon began the military career that brought him _____, power, riches, and, finally, defeat.
- Napoleon won many _____ on the battlefield.
- Napoleon became the first _____ of France.
- At one time, Napoleon _____ most of Europe.
- In his military _____ against Russia, Napoleon lost most of his army.
- The great French conqueror died alone, _____ by his family and friends.

B Match the words to their definitions.

- | | |
|-------------------|--|
| _____ 1. desert | a. a planned series of actions against an enemy |
| _____ 2. fame | b. to leave all alone |
| _____ 3. control | c. the recognition of many people for something you did |
| _____ 4. victory | d. a person, usually someone important in a particular way |
| _____ 5. emperor | e. success in winning a competition or war |
| _____ 6. campaign | f. to have power or authority over something |
| _____ 7. figure | g. to do extremely well |
| _____ 8. excel | h. the ruler of a group of countries |

PREDICTIONS

Think about the questions in the Topic Preview on page 2 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.



NOTETAKING PREPARATION

Notetaking Basics: Abbreviations and Symbols

When you listen to a lecture and take notes, you have to write down a lot of information very quickly. Don't try to write every word. Use symbols and abbreviations as much as possible.

- Abbreviate names, places, and titles by using the first letter or the first several letters. You can use a period, but when taking notes, this isn't always necessary.

R. (Rita)

S.A. (South America)

Pres (President)

S. (Steve)

Prof (Professor)

dir. (director)

US (United States)

Gen (General)

- Abbreviate important words in a lecture by shortening them.

exc (excelled)

fath (father)

mil it sch (military school)

bril (brilliant)

- Use symbols to indicate relationships between things.

& (and)

≠ (not, not the same as)

= (equals, is, has)

@ (at)



CD 1, TR 2

- A** Listen to information from the lecture. Match the notes below to the information you hear. Write the number of the sentence in the blank.

____ N. = exc math & mil it sc

____ @ 16 Fr. arm

____ N. ≠ gd stud

____ att Rus. & defeated

____ N. died 1821 @ 51

Discourse Cues for Chronology In a lecture with historical information, listen for dates. In English, when a year is given, the speaker will first give the number for the century, for example, *eighteen*; and then the number within the century, for example, *twenty-three*. So 1823 is said, *eighteen twenty-three*. When the year is in the first decade of the century, however, the speaker will say, *O five*, *O six*, *O seven*, and so on. So 1902 is said, *nineteen O two*.



CD 1, TR 2

- B** Listen to four dates. As you listen, write the dates as numbers in the spaces below.

1. _____

3. _____

2. _____

4. _____

LISTENING



CD 1, TR 3

FIRST LISTENING

Listen to the lecture about Napoleon. As you listen, put the following parts of the lecture in the order that you hear them. Number them 1 to 5.

- ___ Napoleon is all alone.
- ___ Napoleon controls most of Europe.
- ___ Napoleon lives on Corsica.
- ___ Napoleon becomes Emperor of France.
- ___ Napoleon attacks Russia.



CD 1, TR 4

SECOND LISTENING

Listen to information from the lecture. The speaker will talk slowly and carefully. You don't have to do anything as you listen. Just relax and listen.

THIRD LISTENING

Listen to the lecture in two parts. Follow the directions for each part. When you have finished, review your notes. Later, you will use them to summarize the lecture with a partner.



CD 1, TR 5

Part 1

You will hear the first part of the lecture again. Listen and complete the notes by adding the abbreviations and symbols from the box.

N. gen. yrs @ Fr.

N.'s early life

- born 1769

- 10 _____ old - to milit sch

- poor stud mst subj - exc. _____ math and milit sci

when _____ 16 yrs old joins _____ army

_____ @ 24



CD 1, TR 5

Part 2

As you listen to the second part of the lecture, take your own notes on a separate piece of paper.



CD 1, TR 6

ACCURACY CHECK

You will hear questions and statements about the lecture. For 1–4, listen to the question and write the letter of the best answer. For 5–8, listen to the statement and write *T* for true or *F* for false.

- | | |
|--|---|
| _____ 1. a. in 1821
b. in France
c. in 1769
d. in Corsica | _____ 3. a. power
b. wealth
c. defeat
d. all of the above |
| _____ 2. a. outstanding
b. excellent
c. good
d. poor | _____ 4. a. when he was 51 years old
b. in 1804
c. after he attacked Russia
d. just before he defeated England |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

ORAL SUMMARY

Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following statements with a classmate or in a small group.

1. Napoleon was a great man.
2. It would be impossible today for a person to have a career like Napoleon's.
3. Ten-year-old children are too young to be sent to a military school.
4. Every young man and woman should be required to do at least two years of military service for his or her country.



TASK 1 Famous Historical Figures

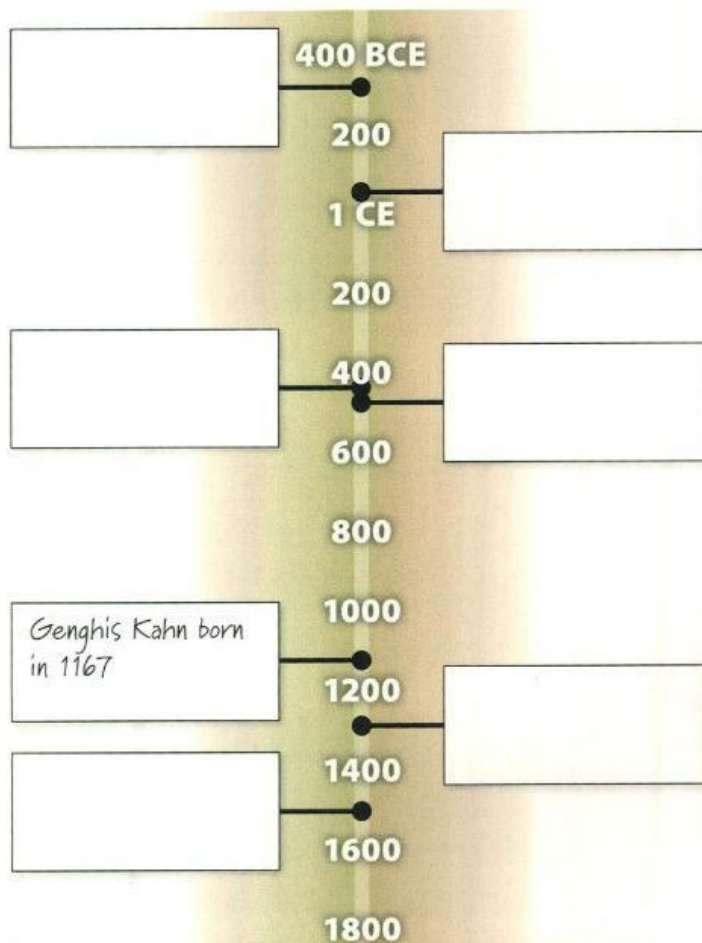


CD 1, TR 7

- A** Listen to six short biographies of famous figures in history. As you listen, fill in the missing information in the sentences below. The first one is done for you.

1. I lived in Central Asia. I ruled a large empire. I am Genghis Kahn, born in 1167.
2. I am _____ the Great. I became ruler of my people in _____ BCE.
3. In _____ I traveled to China. I am from _____. My name is Marco Polo.
4. I am Suleiman the Magnificent. I ruled the _____ Empire from the year _____.
5. I am from _____. I was a great queen who died at age 39 in _____ BCE.
6. My name brings fear to many. I was born around the year _____. In _____ I conquered Gaul. I am _____ the Hun.

- B** Work with a partner and complete the time line below. Use information from the sentences in **A** above. The first one is done for you.



TASK 2 The History of the Bicycle



CD 1, TR 8

- A** Listen to a short history of the bicycle. As you listen and read, write the missing information in the blank spaces. The first one is done for you.

History of the Bicycle

The earliest "bicycle" appeared in France in the 1790s¹. It was a little wooden horse with a front wheel that could not be turned right or left. This little horse did not have any pedals, and the only way it could be moved was by the rider pushing against the ground with his or her feet.

In ², the German baron Karl von Drais made a front wheel that could turn. Now the rider could direct the wooden horse right or left. The rider still needed to push it with his or her feet on the ground.

The next development occurred in ³, when a Scottish blacksmith, Kirkpatrick MacMillan, designed the first bicyclelike machine with pedals. MacMillan rode his machine the 70 miles from his home to Glasgow, Scotland, in only ⁴.

In ⁵ Pierre Lallement applied for and received a U.S. patent for a machine that he called the "bisicle." Some people called it a "boneshaker" because it had steel wheels. ⁶ later, in 1869, rubber tires were introduced

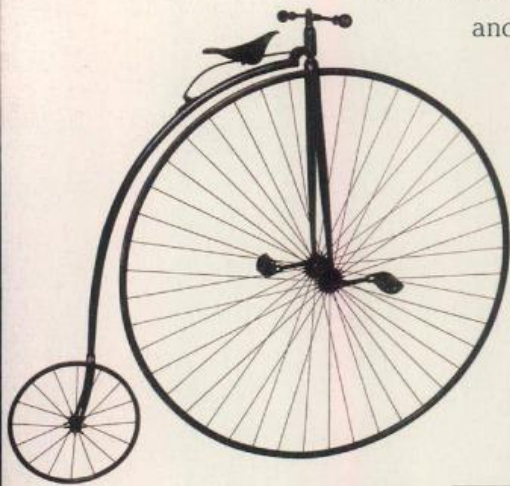
and the bicycle got more comfortable. Around the same time, the front wheels began to get larger and the back wheels got smaller.

The first "highwheeler" was introduced in 1872. During the ⁷, bicycles enjoyed a sudden growth in popularity. The highwheelers were very popular, especially among young men. They could go very fast, but they weren't very safe. A rider sitting high up on the bicycle and traveling very fast could easily fall off if the bicycle hit even a small bump in the road.

Fortunately, the "safety bicycle" was invented in

 ⁸. The safety bicycle had equal-sized wheels, a chain, and a gear-driven rear wheel. The rider was now sitting further back on the bicycle and in less danger. More improvements followed. Pneumatic tires—that is, tires with air in them—were invented in ⁹. The last major innovation, the derailleur gear, arrived ¹⁰ after that, in 1899.

Beginning in the ¹¹, bicycles became lighter, and changes in design and materials allowed bicycles to go faster. No doubt there will be more improvements in design and materials in the future.



- B** Check your answers with a partner.

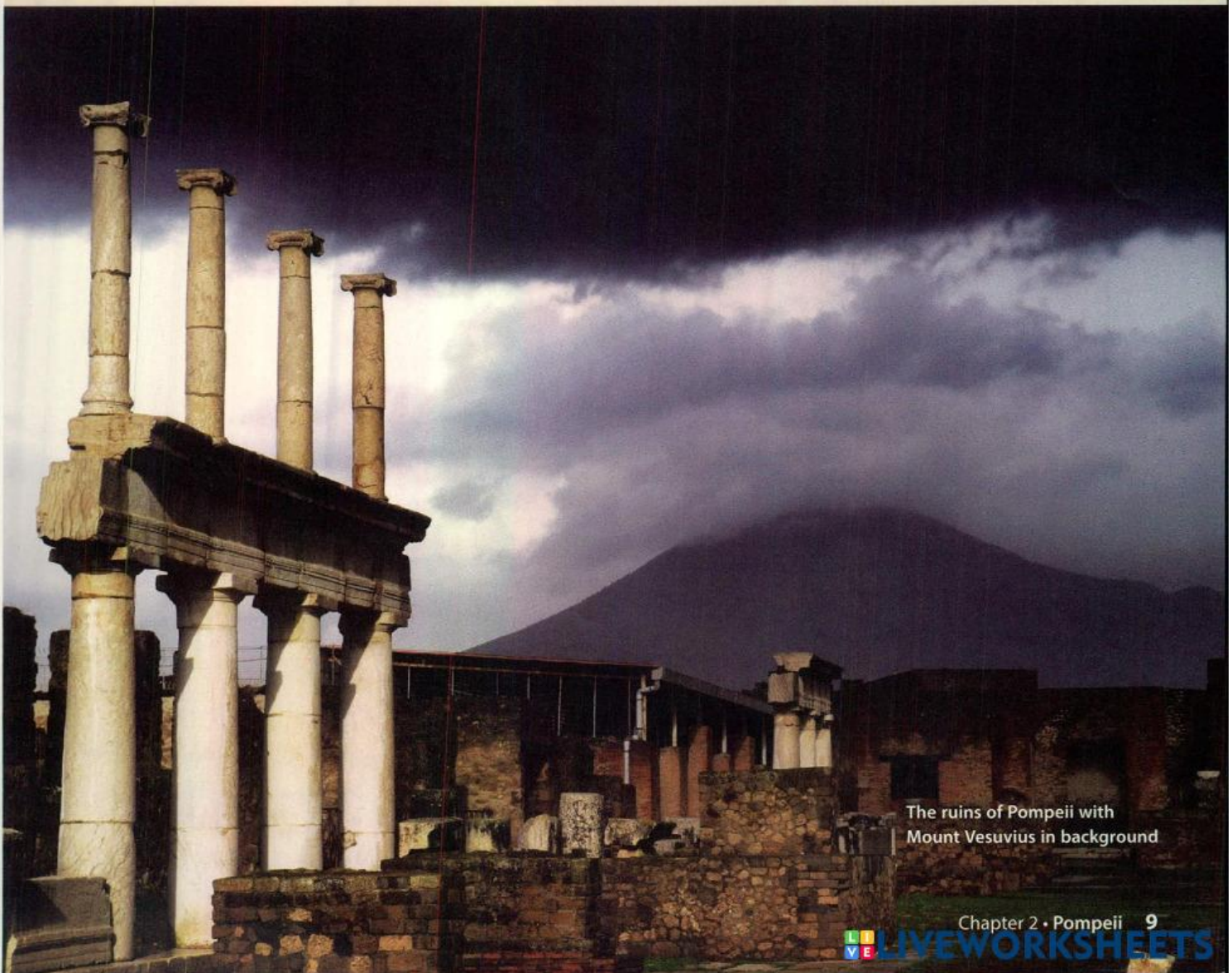
Pompeii

Destroyed, Forgotten, and Found

TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. Where is the city of Pompeii? What natural disaster happened there about 2,000 years ago?
2. Have you or someone you know ever experienced a natural disaster? What happened?
3. Name one or two cities somewhere in the world that are in danger if a nearby volcano erupts or explodes. What would happen to those cities?



The ruins of Pompeii with
Mount Vesuvius in background

VOCABULARY PREVIEW



CD 1, TR 9

- A** Listen to the following sentences that contain information from the lecture. As you listen, write the word from the box that completes the sentence.

archaeologists	ancient	ash	CE
eruption	metropolitan	ruins	volcanic

- Many rich people who live in large _____ areas leave the city in the summer and go to the mountains or to the seashore.
- In the summer of the year 79 _____, a young Roman boy was visiting his uncle at Pompeii.
- Pliny saw the _____ of the volcano called Mount Vesuvius.
- Rock and _____ flew through the air.
- When the eruption was over, Pompeii was buried under 20 feet of _____ rock and ash.
- In 1748, an Italian farmer digging on his farm uncovered part of a wall of the _____ city of Pompeii.
- Soon, _____ began to dig in the area.
- Today, tourists come from all over the world to see the _____ of the famous city of Pompeii.

- B** Match the words to their definitions.

- | | |
|-----------------------|--|
| _____ 1. archeologist | a. the time when a volcano explodes and sends hot rock and dust into the air |
| _____ 2. ash | b. very old or from many years earlier |
| _____ 3. volcanic | c. a scientist who studies things left by people who lived long ago |
| _____ 4. ancient | d. the Common Era |
| _____ 5. eruption | e. the remains of destroyed buildings or cities |
| _____ 6. metropolitan | f. from a volcano |
| _____ 7. ruins | g. a soft, gray powder that is left when something burns |
| _____ 8. CE | h. of or connected to a large city |

PREDICTIONS

Think about the questions in the Topic Preview on page 9 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.

NOTETAKING PREPARATION

Using Symbols in Notes

As you learned in Chapter 1, you can use symbols to get information down quickly. Several of these symbols come from mathematics.

< less than	↑ many, increase, up
> more than	+ and, also, more than
~ about, approximately	∴ therefore, as a result
→ leads to, then, next, become, go to	# number
↓ not so many, get less, down	K thousand



CD 1, TR 10

- A** Listen to the sentences that contain information from the lecture. As you listen, complete each of the following notes with one of the symbols from the box above.

1. boy look _____ in sky
2. boy _____ fam Rom. historian
3. no time to escape _____ buried alive
4. _____ 2000 ppl died
5. P. forgotten _____ 1700 yrs

Discourse Cues for Chronology Listen carefully for words and phrases that tell you when something happened and the order in which something happened. Such words and phrases are particularly important when someone is telling a story.

in [year]	today / one day	for [length of time]
in the winter of [year]	a few years later	as / after / before
[length of time] ago	after [number] years	then / next / later



CD 1, TR 10

- B** Listen to information from the lecture and write down the chronological discourse cues you hear.

1. _____
2. _____
3. _____
4. _____
5. _____



CD 1, TR 11

FIRST LISTENING

Listen to the lecture on Pompeii. As you listen, put the following parts of the lecture in the order that you hear them. Number them 1 to 5.

- _____ Mount Vesuvius erupted.
- _____ Tourists visit the ruins of Pompeii.
- _____ Pliny the Younger went to visit Pompeii.
- _____ Eighteen thousand people escaped from Pompeii.
- _____ Pompeii was completely buried.



CD 1, TR 12

SECOND LISTENING

Listen to information from the lecture. The speaker will talk slowly and carefully. You don't have to do anything as you listen. Just relax and listen.

THIRD LISTENING

Listen to the lecture in two parts. Follow the directions for each part. When you have finished, review your notes. Later, you will use them to summarize the lecture with a partner.



CD 1, TR 13

Part 1

You will hear the first part of the lecture again. Listen and complete the notes by adding the abbreviations and symbols from the box.

→ P. K beaut ~

Pompeii – natural disaster _____ 2000 yrs ago
 2 _____ yrs ago Roms → P. in summer
 • _____ city
 • on Medit. S.
 Summer 79 CE boy in _____ w/ uncl
 • _____ famous Rom hist.
 • Pliny the Younger



CD 1, TR 13

Part 2

As you listen to the second part of the lecture, take your own notes on a separate piece of paper.



CD 1, TR 14

ACCURACY CHECK

You will hear questions and statements about the lecture. For 1–4, listen to the question and write the letter of the best answer. For 5–8, listen to the statement and write *T* for *true* or *F* for *false*.

- | | |
|---|---|
| _____ 1. a. for holidays
b. in the summer
c. in the fall
d. for vacation | _____ 3. a. a volcano
b. a dark cloud
c. a mountain
d. an eruption |
| _____ 2. a. 2000 CE
b. 1748 CE
c. 79 CE
d. 1800 CE | _____ 4. a. 79 CE
b. 2,000 years ago
c. 1748
d. 2000 CE |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

ORAL SUMMARY

Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following questions with a classmate or in a small group.

1. Why do you think the lecturer explained that Pliny the Younger became a famous historian?
2. If you had lived in Pompeii in 79 CE, what would you have done when the volcano began to erupt?
3. Name some disaster movies that you are familiar with. Why do you think so many people enjoy watching disaster movies?
4. The eruption of Vesuvius was a *natural* disaster that could not be prevented. But other disasters can be prevented, for example, an explosion at a nuclear power plant. What do you think is the most dangerous situation today that could cause a disaster? What do you think people can do to change the situation?



TASK 1 What Happened First?

CD 1, TR 15

A Listen to two sentences. For each pair of sentences, take notes as you listen.

1.

2.

3.

4.

5.

6.



CD 1, TR 15

B Listen to the two sentences again. Circle *before* if the event in the first sentence happened before the event in the second sentence. Circle *after* if it happened after.

1. The event in Sentence 1 happened **before** / **after** the event in Sentence 2.
2. The event in Sentence 1 happened **before** / **after** the event in Sentence 2.
3. The event in Sentence 1 happened **before** / **after** the event in Sentence 2.
4. The event in Sentence 1 happened **before** / **after** the event in Sentence 2.
5. The event in Sentence 1 happened **before** / **after** the event in Sentence 2.
6. The event in Sentence 1 happened **before** / **after** the event in Sentence 2.

TASK 2 Famous Volcanoes of the World



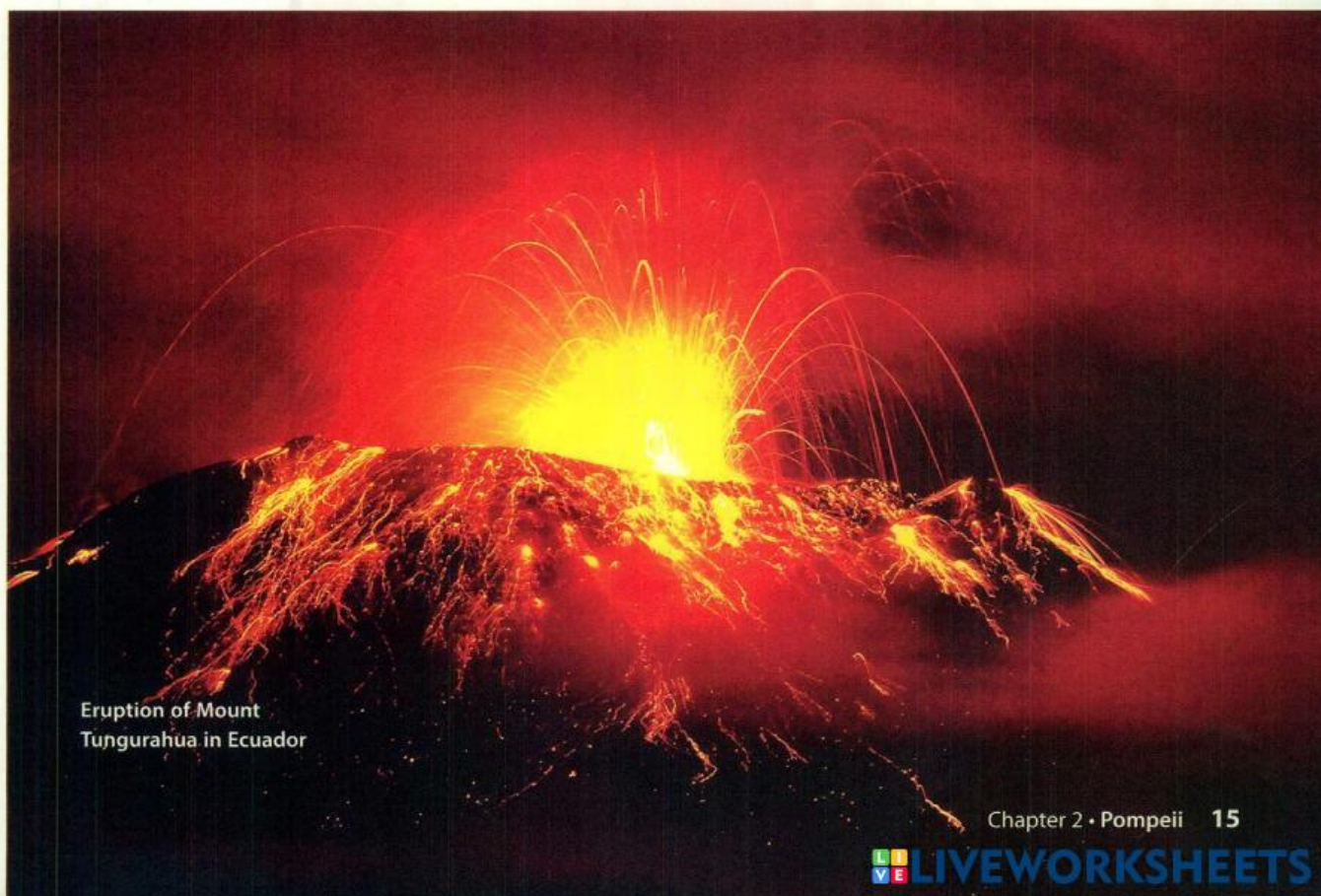
CD 1, TR 16

- A** Listen to the short lecture. As you listen, fill in the missing information about the famous volcanoes in the chart below.

Famous Volcanoes of the World

Name	Location	Date of Eruption	Approximate Number of People Who Died
Vesuvius	Italy	79	2,000
Cotopaxi	Ecuador	1877	
Krakatoa	Indonesia		36,000
Mont Pelée	Martinique	1902	
Mount St. Helens	Washington State (U.S.A.)	1980	
Mount Tambora	Indonesia		

- B** Check your answers with a partner.



Eruption of Mount
Tungurahua in Ecuador