

Contemporary Topics

21st Century Skills for Academic Success

2

FOURTH EDITION

with Essential Online Resources
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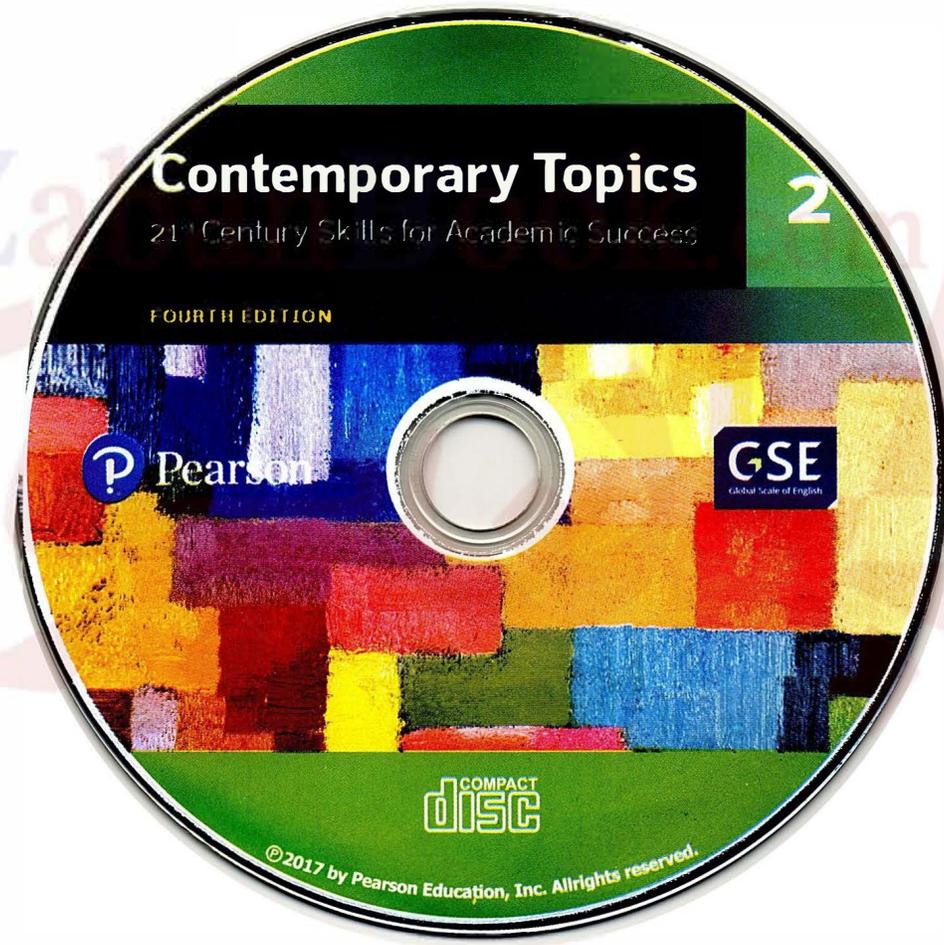
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Ellen Kisslinger

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Global Scale of English

Michael Rost
SERIES EDITOR



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Contemporary Topics

21st Century Skills for Academic Success

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FOURTH EDITION

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SERIES EDITOR

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Scope and Sequence

UNIT SUBJECT AND TITLE	CORPUS-BASED VOCABULARY	NOTE-TAKING AND LISTENING FOCUS	PRONUNCIATION	DISCUSSION STRATEGY	PRESENTATION
1 SOCIOLOGY Names	assignment classic discrimination gender generation image neutral prime symbol	Main ideas	Syllable stress	<ul style="list-style-type: none"> Asking for clarification or confirmation Asking for opinions or ideas 	Present on names, using an outline
2 LINGUISTICS Global English	acknowledge communicate domain facilitate global nevertheless retain unprecedented	Comparisons	Stressing words to focus the listener	<ul style="list-style-type: none"> Disagreeing Agreeing 	Present on varieties of English, using examples
3 PSYCHOLOGY Phobias	constant duration physical psychologist rational	Key words	Contractions	<ul style="list-style-type: none"> Keeping a discussion on topic Asking for clarification or confirmation Offering a fact or example 	Present on overcoming a fear, using descriptive sensory details
4 BUSINESS Success in the Global Economy	acquire adapt attribute complex consumer diverse illustrate	Topics and subtopics	Reduced vowels	<ul style="list-style-type: none"> Trying to reach a consensus Asking for clarification or confirmation Paraphrasing 	Present on a formula for success after developing an introduction
5 EDUCATION How We Each Learn Best	accurately assess aware demonstrate logic mental notion option	Numbered lists	Final -s and -ed sounds	<ul style="list-style-type: none"> Expressing an opinion Asking for clarification or confirmation Offering a fact or example 	Present on learning strengths, using transitions
6 HISTORY The Silk Road	alternate conflict decade decline network route	Dates and numbers	Thought groups	<ul style="list-style-type: none"> Paraphrasing Asking for opinions or ideas Offering a fact or example 	Present on an impactful person, using a conclusion

Acknowledgments

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New to this fourth edition, **Essential Online Resources** are available at www.pearsonelt.com/contemporarytopics4e, using your access code. These resources include the following:

- **VIDEO:** Watch the Lecture academic lecture videos, with or without Presentation Points, and Talk About the Topic student discussion videos are available.
- **AUDIO:** Audio clips for all audio-based Student Book activities as well as Unit Tests and Proficiency Assessment lectures are available. Audio versions of the unit lectures and student discussion are also provided. (Audio and video icons in the Student Book and Teaching Tips indicate which media is needed for each activity.)
- **STUDENT BOOK PRESENTATION SLIDES:** All units of the Student Book are available as PowerPoint® slides, allowing activities to be viewed as a class.
- **INTERACTIVE TESTS:** Teachers can administer the Unit Tests and Proficiency Assessments online.
- **PRINT RESOURCES:** Transcripts of the videos and lecture-specific Coaching Tips (covering listening, critical thinking, and note-taking) are provided along with Teaching Tips, Answer Keys, Audioscripts, Teacher and Student Evaluations Forms, Unit Tests, and Proficiency Assessments.

1

Names



CONNECT to the topic

Names are what we call a cultural universal. This means that all people have names regardless of their culture. Some people say that choosing a child's name is a major responsibility. How important is a name to you?

A THINK ABOUT IT Take this survey about names. Check (✓) your responses. Then compare responses with a partner. Give reasons.

	Agree	Disagree
• My name is part of my identity; it makes me special.	<input type="checkbox"/>	<input type="checkbox"/>
• The meaning of my name is very important to me.	<input type="checkbox"/>	<input type="checkbox"/>
• I would like to change my name.	<input type="checkbox"/>	<input type="checkbox"/>
• Parents should be able to choose any name they want for their child.	<input type="checkbox"/>	<input type="checkbox"/>

B TUNE IN Listen to a research interview with a parent, Lucinda Adler. Then work with a partner to answer the questions, based on the interview.

1 How did Lucinda Adler and her husband choose their son's name?

2 Why did the parents consider "Mason" and "Quinn" for their daughter?

3 Adler says her daughter "prefers the nickname 'Fiefie' Go figure!" What does she mean?

C PAIR WORK Work with a partner. Ask: *What's your name? Do you know what your name means? Do you have a nickname? Who uses the nickname?*



LEARNING OUTCOMES

In this unit you will:

- listen for phrases that signal main ideas
- recognize key points from a sociology lecture
- note details from a sociology lecture
- identify and practice syllable stress
- recognize and practice strategies for asking for clarification and confirmation
- review and summarize your lecture notes to prepare for the unit test
- give a presentation about names, using an outline

BUILD your vocabulary

A LISTEN The boldfaced words are from the unit lecture on names. Listen to each sentence. Then guess the meaning of the boldfaced word.

- 1 Some parents **admire** famous athletes as strong role models, so they name their children after them.
- 2 Taylor had so many homework **assignments** that she had no time to watch TV.
- 3 A **classic** name is one that was popular years ago and is still common today.
- 4 In some families, it's the **custom** to give the firstborn boy the same name as his father and add "Junior."
- 5 Some parents are concerned about **discrimination**. They don't want their children treated unfairly because of their names.
- 6 A name like "Hunter" is **gender** neutral; it can be used for a boy or girl.
- 7 Women in three **generations** of my family have had the name "Sarah"—my grandmother, my mother, and my sister.
- 8 When I hear the name "Barbie," I see an **image** of a tall, blond girl. Fair or not, it's the picture that comes into my mind.
- 9 "John" is a **prime** example of a classic name. It's been used for many years.
- 10 A name can be a **symbol** of identity, especially for celebrities.

B TRY IT Complete each sentence with the correct word.

admire	classic	discrimination	generations	prime
assignments	custom	gender	image	symbol

- 1 A _____ name like Robert has been used for a long time.
- 2 Luis forgot the woman's name although the _____ of her face was easy to remember.
- 3 The couple didn't want to know the _____ of their baby before it was born. Either a boy or a girl was fine.

- 4 In my opinion, a(n) _____ example of a bad name is a name that's hard to pronounce.
- 5 Mr. Lee gave his students three _____ for the weekend.
- 6 Because the Martins **were** worried about gender _____, they gave their daughter a name used by both boys and girls.
- 7 The _____ in our family is to name a baby after a relative who has recently died.
- 8 Basketball star LeBron James is called "The King" because of his _____ as the best player in the world.
- 9 In Robert's family, four _____ have the name "Robert," including Robert's great-grandfather.
- 10 For their new baby, my neighbors chose the name of a politician they _____ in hopes that their daughter will also be successful.

C PAIR WORK Read the sentences with a partner. Notice the boldfaced words. Then choose a particle to complete each sentence.

after as by of to

- 1 An **example** _____ an unusual name is "Sky."
- 2 Unfortunately, people are **judged** _____ the names they have.
- 3 Steven was **named** _____ his dad's college coach, Mr. Stevens.
- 4 "Emily" **qualifies** _____ a classic name because it's always been popular.
- 5 Sociologists study how people **respond** _____ each other's names.

down on out of to with

- 6 Stereotypes are **associated** _____ some names. For example, some people expect a "Jennifer" to be pretty.
- 7 Some couples choose a name in hopes it will provide some social **benefit** _____ their child—for example, their child will be popular or respected.
- 8 The name "Anna" was **passed** _____ from one generation to the next in the girl's family.
- 9 Some parents don't **rely** _____ custom. Instead, they choose a name they like.
- 10 A classic name never goes _____ **style**. It's always popular.

FOCUS your attention

Main Ideas

There are two basic reasons for taking lecture notes:

- to help you focus on the **main ideas** of a lecture
- to help you review the information later

A speaker usually introduces main ideas with **signal phrases**.

SIGNAL PHRASES

In the first half, you'll hear about ...

In the second half, we'll discuss ...

Today's lecture will focus on ...

This afternoon we'll look at ...

I'd like to begin with the first category ...

Today's lecture will be divided into two parts: ...

Paying attention to the introduction can help you organize your notes. For example:

Part 1

Part 2

 **A TRY IT** Listen to an excerpt from a sociology lecture. What signal phrases do you hear? What two topics will the lecturer be discussing? Take notes.

B PAIR WORK Compare notes with a partner. Use your notes to answer the questions in Part A.

WATCH the lecture

A THINK ABOUT IT You are about to watch the unit lecture on names. How does a person's name influence your opinion of him or her? Give reasons.



Professor Alexandra Shaw

B LISTEN FOR MAIN IDEAS Close your book. Watch the lecture and take notes.

C CHECK YOUR UNDERSTANDING Use your notes. Answer the questions, based on the lecture. Circle *a*, *b*, or *c*.

- 1 What does calling the professor "Alex" versus "Dr. Shaw" show?
 - a how names can influence how we respond to people
 - b how we can change our names
 - c which name the speaker prefers students use with her
- 2 What is the most common way parents choose a name?
 - a They follow family customs.
 - b They choose what's popular.
 - c They choose a name they like.
- 3 How is a classic name defined?
 - a as a name that has a good sound
 - b as a name that doesn't go out of style
 - c as a name that has a nice feeling
- 4 Does an unusual name make someone successful?
 - a Yes, the research shows this.
 - b Yes, sociologists agree on this.
 - c No, the research doesn't show this.
- 5 What does the example about the names "Michael" and "Hubert" tell us?
 - a that there are stereotypes associated with names
 - b that Michael is a classic name
 - c that other people aren't affected by our names



D LISTEN FOR DETAILS Close your book. Watch the lecture again. Add details to your notes and correct any mistakes.

E CHECK YOUR UNDERSTANDING Use your notes. Decide if the statements are *T* (true) or *F* (false), based on the lecture. Correct any false statements.

- ___ 1 A cultural universal is defined as a practice we all share.
- ___ 2 A first name is also referred to as a given name.
- ___ 3 In some families, it's custom to name the first son after the grandmother.
- ___ 4 "Taylor" is an example of a name that works for either gender.
- ___ 5 Some parents believe a name can give their child social benefit.
- ___ 6 "Alex" and "Emily" are examples of classic names.
- ___ 7 Sociologists agree that it is better to have a classic than an unusual name.
- ___ 8 The name "Hubert" was on all of the homework assignments.
- ___ 9 The teachers were given the same homework assignment.
- ___ 10 Parents who want their son to be considered smart should name him "Hubert."

12

Risk Management

CONNECT to the topic

We know we can't control nature. We know every year there are natural hazards such as tornados, hurricanes, earthquakes, floods, and wildfires. We also know that we can *prepare* for them so that they don't automatically become natural disasters.

A THINK ABOUT IT Consider these questions about natural disasters. Then compare responses with a partner.

- What natural disasters have you heard about recently?
- Have you experienced a tornado, hurricane, earthquake, or flood? If so, what happened?
- What seem to be the biggest problems for people right after a natural disaster?

B TUNE IN Listen to a journalist's interview with Tanya Green, a resident of New Orleans. Then work with a partner to answer the questions, based on the conversation.

1 What event are they discussing?

2 Why didn't Tanya Green's family leave their house right away?

3 How long was Green's family on the roof before they were rescued?

4 What does "a silver lining" mean? What was the silver lining in this story?

C PAIR WORK Work with a partner. Ask: *If you had to leave your home because of a natural disaster, what would you take with you? Why? How would you use social media to reconnect with family, friends, and emergency services?*



LEARNING OBJECTIVES

In this unit you will:

- practice marking your notes for questions and follow-up
- articulate the key ideas of a public administration lecture
- extract details from a public administration lecture
- identify and practice pausing after thought groups
- recognize and practice strategies for asking for opinions and ideas
- discuss the lecture with a partner to prepare for the unit test
- give a presentation about a survivor's story and answer audience questions

BUILD your vocabulary

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▶ A LISTEN The boldfaced words are from the unit lecture on emergency planning. Listen to each sentence. Then match the meaning to the boldfaced word.

- ___ 1 The government will **allocate** part of its budget for roads, but it also needs to budget money for schools.
- ___ 2 After a natural disaster, people should **cooperate** by doing what the officials ask.
- ___ 3 It's important to **minimize** the impact of hurricanes. We can reduce the damage by being prepared.
- a do what someone is asked to do
b make the amount of something as small as possible
c decide to allow a certain amount of money to be used
-
- ___ 4 Sometimes, people **ignore** government orders to evacuate. They don't listen to instructions to leave, even though it might be dangerous to stay home.
- ___ 5 Experts can't **predict** exactly when an earthquake will occur.
- ___ 6 Governments set spending **priorities**. What's needed more: better health care or more public transportation?
- ___ 7 The Gulf Coast region of the United States is disaster-**prone**; in other words, a disaster is more likely to occur there than in some other parts of the country.
- d likely to do something or to suffer from something
e say that something will happen before it happens
f the things that are most important and need attention first
g refuse to pay attention to
-
- ___ 8 Our local public safety officer held an informational meeting about what to do during a tornado, in hopes of **mitigating** the townspeople's fears.
- ___ 9 Educational programs **targeted** at students help them understand the risks of local natural hazards.
- ___ 10 It's difficult for every citizen to be totally prepared for a natural disaster. **Ultimately**, it's up to the government to try its best to keep people safe.
- ___ 11 The hurricane caused **widespread** damage: Houses were destroyed throughout the region.
- h in the end
i happening in many places or situations or with many people
j aimed at, developed for
k making less severe, not as bad

B PAIR WORK Work with a partner. Read the sentences in Column A and discuss the meanings of the boldfaced phrases. Then read sentences 1–4 aloud as your partner fills in the blanks in Column B. Switch roles for 5–8.

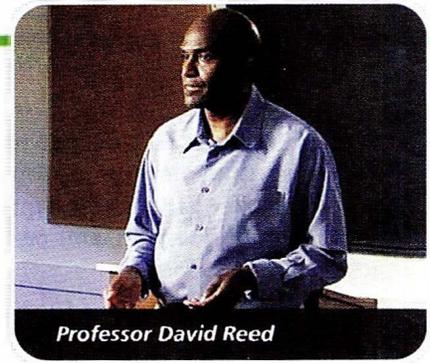
COLUMN A

- 1 Small earthquakes usually don't cause damage. **By the same token**, there are always exceptions.
- 2 Fortunately, the hurricane **died out** and caused no problems.
- 3 Let's look at some factors **involved in** generating an emergency plan.
- 4 Experts can't **predict with 100 percent accuracy**. They don't know for sure when a storm will hit.
- 5 Preparedness is **the state of being ready**.
- 6 The government needs to establish a **channel of communication** with scientists.
- 7 The government had a strong emergency plan **in place** in many cities. They were well prepared.
- 8 **The logic behind** the UNESCO program is that educating children will benefit everyone.

COLUMN B

- 1 Small earthquakes usually don't cause damage. _____ **the same token**, there are always exceptions.
- 2 Fortunately, the hurricane **died** _____ and caused no problems.
- 3 Let's look at some factors **involved** _____ generating an emergency plan.
- 4 Experts can't **predict** _____ **100 percent accuracy**. They don't know for sure when a storm will hit.
- 5 Preparedness is **the state** _____ **being ready**.
- 6 The government needs to establish a **channel** _____ **communication** with scientists.
- 7 The government had a strong emergency plan _____ **place** in many cities. They were well prepared.
- 8 **The logic** _____ the UNESCO program is that educating children will benefit everyone.

WATCH the lecture



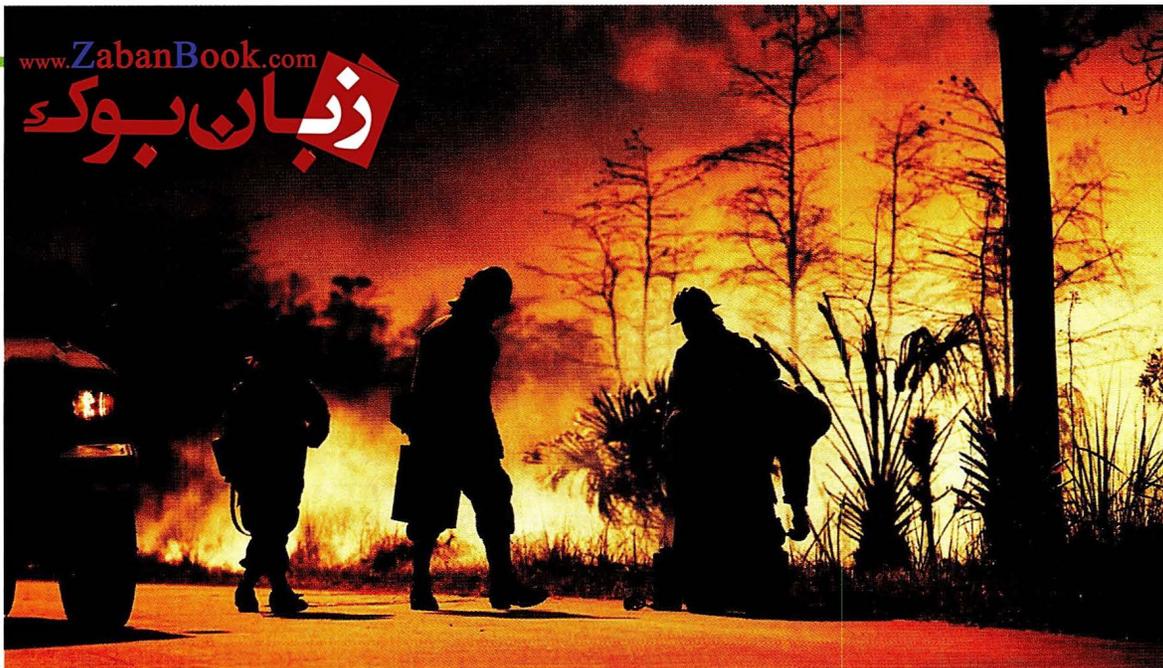
A THINK ABOUT IT You are about to watch the unit lecture on emergency planning. What are important considerations for a government? Rank this list from 1 to 6 (1 = most important).

- | | |
|--|---|
| — buy food, blankets, emergency supplies | — have temporary housing ready |
| — train emergency workers | — give emergency cell phones to every household |
| — tell the public what the emergency plan is | — build emergency animal shelters for pets |

B LISTEN FOR MAIN IDEAS Close your book. Watch the lecture and take notes.

C CHECK YOUR UNDERSTANDING Use your notes. Answer the questions, based on the lecture. Circle a, b, or c.

- Why does the speaker compare natural hazards and natural disasters?
 - to emphasize the different types of natural disasters
 - to emphasize that they are not the same thing
 - to emphasize that they can happen anywhere
- What is the main point of the lecture?
 - that it's possible to prevent some natural disasters
 - that emergency plans are vital
 - both a and b
- What is a government's first step in developing an emergency plan?
 - setting spending priorities
 - evaluating services
 - identifying the natural hazards it faces
- What is one of the biggest challenges for governments and scientists?
 - organizing emergency supplies
 - knowing what to tell the public and when
 - trying to control natural hazards
- What is the speaker's main point about Hurricane Katrina and the public?
 - Many services are needed.
 - Information isn't useful if it's ignored.
 - It hit New Orleans.
- What seems to be the speaker's attitude toward the UNESCO program?
 - It shouldn't be a spending priority.
 - It's a very positive step.
 - It's not an essential part of emergency preparation.



  **D LISTEN FOR DETAILS** Close your book. Watch the lecture again. Add details to your notes and correct any mistakes.

E CHECK YOUR UNDERSTANDING Use your notes. Decide if the statements are *T* (true) or *F* (false), based on the lecture. Correct any false statements.

- ___ 1 A natural hazard means there is the potential for a lot of damage.
- ___ 2 The speaker mentions the earthquake in Pakistan in 2005 as an example of a terrible disaster.
- ___ 3 Disaster mitigation means preparing for a natural disaster so that people will suffer less.
- ___ 4 The speaker mentions earthquakes and typhoons as examples of natural hazards in the United States.
- ___ 5 If scientists predict incorrectly, the public may not be willing to cooperate in the future.
- ___ 6 Sixty-one percent of the people in New Orleans didn't evacuate because they didn't want to leave.
- ___ 7 The fourth factor in an emergency plan includes determining if there are enough trained emergency workers.
- ___ 8 Setting spending priorities is difficult because governments know natural disasters always happen.
- ___ 9 The main goal of the UNESCO program is to make just children safer.
- ___ 10 The speaker mentions Turkey, Japan, and Cuba as countries where UNESCO safety programs have been successful.

UNIT 11

EVALUATION FORM: Using quotations

CATEGORY		RATING	HOW TO IMPROVE	
5 = Very strong and clear	4 = Strong but with a few errors	3 = Good but some distracting errors	2 = Some sections need more work	1 = Needs a lot of improvement

DELIVERY Speakers presented information confidently by speaking with adequate volume while looking at me.

COMPREHENSIBILITY Speakers used stress to help me focus on key words.

FLUENCY Speakers delivered quotations without breaks or hesitations.

ORGANIZATION Speakers took turns describing and discussing two (or more) aspects of the scientific advance.

COMPLEXITY Speakers offered appropriate quotations and details to support their main ideas, and offered information on how the scientific advance will help us.

Total: _____

UNIT 12

EVALUATION FORM: Answering audience questions

CATEGORY		RATING	HOW TO IMPROVE	
5 = Very strong and clear	4 = Strong but with a few errors	3 = Good but some distracting errors	2 = Some sections need more work	1 = Needs a lot of improvement

DELIVERY Speaker looked directly at me and my classmates while answering our questions.

COMPREHENSIBILITY Speaker used pauses to signal important information.

FLUENCY Speaker told the survivor's story without fillers.

ORGANIZATION Speaker used a brief introduction, interesting details, and clear conclusion, and invited my questions.

COMPLEXITY Speaker linked story details to personal learning and provided clear, comprehensive responses to questions.

Total: _____

Notes and Assignments

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HIGH INTERMEDIATE

What are the four characteristics a leader needs to succeed in business? What are the benefits of being a sports fan? Why is a disease that once afflicted mostly the wealthy now a global epidemic?

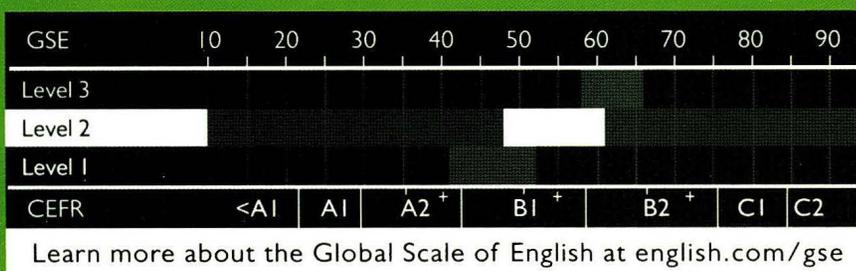
Discover the answers to these questions and more in *Contemporary Topics 2*. Now in a fourth edition, this series expands on its highly respected approach to developing academic listening and study skills. Organized around realistic college lectures, the text guides learners through carefully sequenced activities in skills such as note-taking, focusing attention, intensive listening, and vocabulary building. It also helps students prepare for public speaking, evaluate their interests, and explore possible career paths.

NEW TO THIS EDITION

- New subject areas, presented as one-on-one academic lectures, emphasize professional applications such as business, social psychology, public health, and urban planning.
- Learning Outcomes, listed at the outset of each unit, let students know the goals of each unit and what their learning experience will be.
- Audio interviews with topic experts provide context for the upcoming unit lecture.
- Bottom-up listening and pronunciation exercises emphasize important principles and improve real-time perception.
- An oral presentation activity, supported by specific preparation and delivery strategies, concludes each unit and includes the opportunity for peer evaluation.
- Proficiency assessments composed of short academic audio lectures and multiple-choice exams simulate TOEFL-style test format for practice on high-stakes tests.
- Essential Online Resources include audio, video with optional presentation points, and teacher materials (teaching notes, answer keys, audioscripts, evaluation forms, and more).

OTHER HIGHLIGHTS

- Corpus vocabulary drawn from the Academic Word List ensures that students are exposed to core academic vocabulary.
- Collaborative activities allow students to make connections and develop critical thinking skills.
- Unit comprehension tests assess students' grasp of key concepts presented in the unit lecture.



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