

# Contemporary Topics

21<sup>st</sup> Century Skills for Academic Success

3

**FOURTH EDITION**

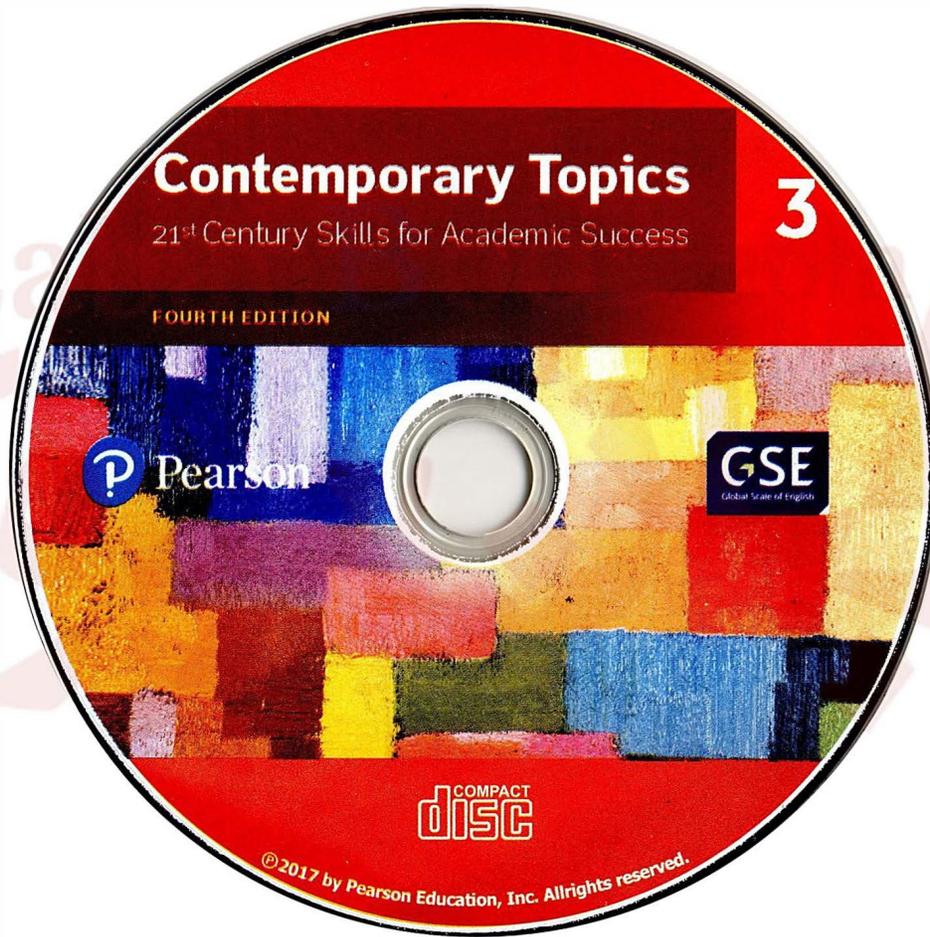
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# Scope and Sequence

UNIT SUBJECT AND TITLE	CORPUS-BASED VOCABULARY	NOTE-TAKING AND LISTENING FOCUS	PRONUNCIATION	DISCUSSION STRATEGY	PRESENTATION
<b>1 COMMUNICATION STUDIES</b> Slang and Language Change	attitudes constantly construct evolving expanding identity inevitable phenomenon reinforce widespread	Sequence markers to organize your notes	Contractions	<ul style="list-style-type: none"> <li>Paraphrasing</li> <li>Agreeing</li> <li>Asking for clarification or confirmation</li> </ul>	Present about language after conducting effective research
<b>2 CHILD PSYCHOLOGY</b> The Genius Within	devote exhibit inconsistencies motivation predominant strategy underlying	Examples	Glides	<ul style="list-style-type: none"> <li>Offering a fact or example</li> <li>Asking for clarification or confirmation</li> <li>Asking for opinions or ideas</li> </ul>	Present on giftedness while considering the audience
<b>3 SOCIOLOGY</b> Online Communities	access contribute generate indicate investment obtain potential	Key terms and definitions	Thought groups	<ul style="list-style-type: none"> <li>Keeping a discussion on topic</li> <li>Asking for opinions or ideas</li> <li>Expressing an opinion</li> </ul>	Present on social networking after using various practice techniques
<b>4 BUSINESS</b> Core Business Skills	acquire diverse intelligence occupation prioritize	Symbols and abbreviations	Sounds influencing -s	<ul style="list-style-type: none"> <li>Bringing a discussion to a close</li> <li>Expressing an opinion</li> <li>Offering a fact or example</li> </ul>	Present on a core business skill, using organization techniques
<b>5 COGNITIVE PSYCHOLOGY</b> Memory	chemicals decade implicit logical manipulate psychologist release retain temporarily	Cause-and-effect relationships	Sounds influencing -t	<ul style="list-style-type: none"> <li>Getting a discussion started</li> <li>Keeping a discussion on topic</li> <li>Offering a fact or example</li> </ul>	Present on enhancing memory while connecting with the audience
<b>6 ANTHROPOLOGY/ BIOLOGY</b> The Science of Love	attachment enhance invoke mutual prospective	Lists	Reduced words and disappearing sounds	<ul style="list-style-type: none"> <li>Disagreeing</li> <li>Asking for opinions or ideas</li> <li>Trying to reach a consensus</li> </ul>	Present on a topic related to love, using presentation management techniques

## 1

## Slang and Language Change

Stressed out  
Sweet  
Sick  
epic fail

**CONNECT to the topic**

Slang is an integral part of language in the 21st century. Young people in particular are highly creative in the way they invent and use new slang terms. Without an understanding of slang, communicating with those around us would be difficult. In fact, slang allows people to connect on a deeper level. That's why people who are learning a new language often try to "pick up" a few slang terms early on—it helps them feel like authentic speakers of the language and part of their new second-language community.

**A THINK ABOUT IT** List four more slang terms and their meanings. Work with a partner. Say each term in a sentence. Then have your partner guess the meaning.

Slang term	Meaning
• <u>arm candy</u>	<u>an attractive person who accompanies somebody to public gatherings</u>
• _____	_____
• _____	_____
• _____	_____
• _____	_____

**B TUNE IN** Listen to an interview with language expert Dr. Anna Teesdale about the use of slang in school. Then decide if the statements are *True* or *False*, based on the interview. Compare answers with a partner. Explain what's untrue about the false statements.

	True	False
1 The school in the story is a successful school.	<input type="checkbox"/>	<input type="checkbox"/>
2 The school supports its students' use of slang.	<input type="checkbox"/>	<input type="checkbox"/>
3 Slang is especially popular with the young.	<input type="checkbox"/>	<input type="checkbox"/>
4 Dr. Teesdale supports the use of slang.	<input type="checkbox"/>	<input type="checkbox"/>
5 Slang is a sign of a poor education.	<input type="checkbox"/>	<input type="checkbox"/>
6 Dr. Teesdale recommends that schools teach students slang.	<input type="checkbox"/>	<input type="checkbox"/>

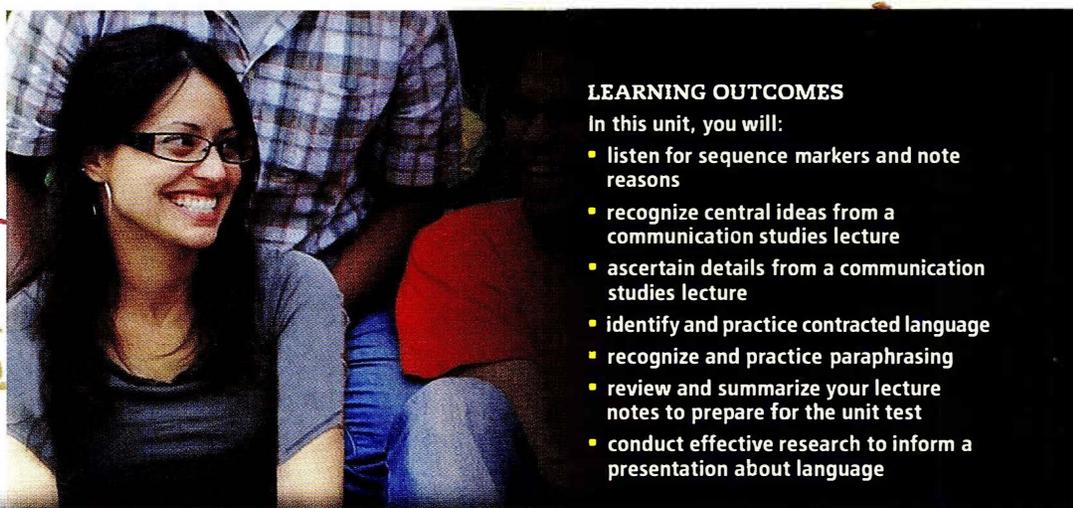
**C PAIR WORK** Do you think slang should be banned in schools? Why or why not? List five reasons to support your view. Then discuss with a partner.

Gotta bounce!

COOL  
chillax dude!

SOME THAT'S CRAY CRAY

WICKED  
IDER



#### LEARNING OUTCOMES

In this unit, you will:

- listen for sequence markers and note reasons
- recognize central ideas from a communication studies lecture
- ascertain details from a communication studies lecture
- identify and practice contracted language
- recognize and practice paraphrasing
- review and summarize your lecture notes to prepare for the unit test
- conduct effective research to inform a presentation about language

## BUILD your vocabulary

**A LISTEN** The boldfaced words are from the unit lecture on slang and language change.

Listen to each sentence. Then guess the meaning of the boldfaced word. Work with a partner.

- 1 **Attitudes** toward slang vary widely. While some people approve of it, others are neutral or disapprove of it strongly.
- 2 Language never stays the same for long; it's **constantly** changing.
- 3 Slang helps us to **construct** friendships by showing others that we “speak their language” and are therefore part of their group.
- 4 The world is continually **evolving** thanks to the development of new and better technology.
- 5 Young people play an important role in **expanding** language by adding a variety of slang and new meanings.
- 6 People often try to create an **identity** for themselves by wearing a particular style of clothing or speaking in a certain way.
- 7 Many people think that a desire to be different is an **inevitable** part of teenage development, a natural phase teens can't avoid.
- 8 Language is a fascinating and unique **phenomenon**. How human language distinguishes us from other animals has been studied for years.
- 9 For some people, teenagers' use of slang and other forms of “bad” language **reinforces** the idea that they are rebellious and do not want to conform.
- 10 The use of slang was not always as **widespread** as it is today; nowadays most people use it quite freely.

**B TRY IT** Choose the best definition for each boldfaced word.

- 1 **attitudes** vary
- a ways of behaving
  - b personalities
  - c opinions and feelings

- 2 **constantly** change
- a all the time
  - b unwillingly
  - c without thinking

- 3 **construct** friendships
- a search for
  - b create or build
  - c understand the meaning of

- 4 continually **evolving**
- a developing
  - b becoming worse
  - c going out of fashion

5 **expanding** language

- a showing off
- b checking
- c increasing

6 create an **identity**

- a facial expression
- b quality that makes someone distinct
- c sense of interest

7 an **inevitable** part

- a unavoidable
- b important
- c difficult

8 a **phenomenon**

- a human characteristic
- b remarkable thing
- c idea

9 **reinforces** the idea

- a devalues
- b supports
- c creates

10 not as **widespread** as

- a important
- b popular
- c common

**C PAIR WORK** Cover Group A as your partner reads sentences 1–5. Listen and write the missing words in Group B. Your partner corrects your answers. Switch roles for 6–10.

**GROUP A**

- 1 People always try to **adapt to** their communities.
- 2 Slang **breeds in** groups who don't want to be understood.
- 3 We show our beliefs **by using** particular language.
- 4 Slang is **the focus of** a lot of language research.
- 5 Many parents aren't **in tune with** their teenagers' interests.
- 6 New language tends to be closely **associated with** youth.
- 7 Some slang is **exclusive to** particular communities.
- 8 **Experts in** language are often fascinated by slang.
- 9 Language is crucial to our **integration into** society.
- 10 Some social groups are **made distinct by** their unique use of language.

**GROUP B**

- 1 People always try to **adapt** \_\_\_\_\_ their communities.
- 2 Slang **breeds** \_\_\_\_\_ groups who don't want to be understood.
- 3 We show our beliefs \_\_\_\_\_ **using** particular language.
- 4 Slang is **the focus** \_\_\_\_\_ a lot of language research.
- 5 Many parents aren't **in tune** \_\_\_\_\_ their teenagers' interests.
- 6 New language tends to be closely **associated** \_\_\_\_\_ youth.
- 7 Some slang is **exclusive** \_\_\_\_\_ particular communities.
- 8 **Experts** \_\_\_\_\_ language are often fascinated by slang.
- 9 Language is crucial to our **integration** \_\_\_\_\_ society.
- 10 Some social groups are **made distinct** \_\_\_\_\_ their unique use of language.

## Sequence Markers to Organize Your Notes

Lecturers will often use sequence markers to signal when they are about to introduce the next point or part of a lecture or the next item in a list. Being able to identify these markers can help you distinguish different ideas and better organize your notes.

### COMMONLY USED SEQUENCE MARKERS

*To start / begin with, ...*

*First, ... ; Second, ... ; Third, ...*

*Next, ...*

*Then ...*

*Moving on ...*

*Let's move on to ...*

*Another point / idea ...*

*Last, ...*

*Finally, ...*

 **A TRY IT** Listen to an excerpt from a lecture on language. What sequence markers do you hear? Take notes on the four reasons the speaker gives.

Reasons people adjust the way they speak:

1)

2)

3)

4)

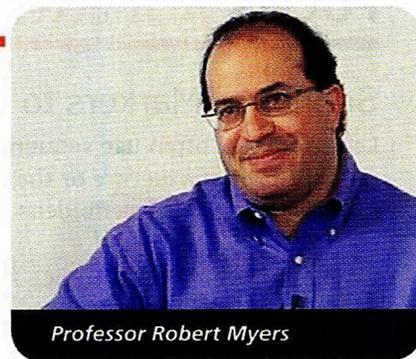
**B PAIR WORK** Compare lists with a partner.

## WATCH the lecture

**A THINK ABOUT IT** You are about to watch the unit lecture on slang. Why do you think people use slang?

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

**C 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 We cannot stop language change from happening.
- \_\_\_ 2 Slang only breeds among deprived and secretive groups.
- \_\_\_ 3 Slang takes away people's identity.
- \_\_\_ 4 Well-educated, successful people rarely use slang.
- \_\_\_ 5 Slang allows people to share experiences.
- \_\_\_ 6 Slang is fun.
- \_\_\_ 7 New technology has led to a decrease in the use of slang.
- \_\_\_ 8 Slang has not yet become the subject of serious academic study.

**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. Choose the word or phrase that best completes each idea, based on the lecture.

- 1 Today the association of slang with underground groups is \_\_\_\_\_.
- a weaker  
b the same as before  
c stronger  
d much stronger
- 2 One use of slang is to \_\_\_\_\_ understanding.
- a improve  
b create  
c prevent  
d check
- 3 People who are "out-group" are \_\_\_\_\_.
- a excluded  
b respected  
c opponents of slang  
d poor users of slang



- 4 Slang can give people status if they \_\_\_\_\_ .
- a know the latest slang terms                      c avoid bad slang  
b use it frequently                                      d know how to use it
- 5 S.I. Hayakawa describes slang as "the poetry of everyday \_\_\_\_\_ ."
- a love    c emotions  
b life    d feelings and beliefs
- 6 One of the richest sources of slang today is \_\_\_\_\_ .
- a love and romance                                      c new technology  
b expressions of like and dislike                      d websites about slang
- 7 According to the lecture, slang \_\_\_\_\_ considered taboo.
- a used to be    c is still  
b was never    d is increasingly
- 8 People who dislike slang often associate it with groups who are \_\_\_\_\_ and \_\_\_\_\_ .
- a uneducated / criminal                                      c impolite / uneducated  
b criminal / undesirable                                      d undesirable / uneducated
- 9 People who see themselves as "guardians" of a language feel that changes make it \_\_\_\_\_ .
- a worse    c full of slang  
b better    d more creative
- 10 The lecturer's attitude toward language change is \_\_\_\_\_ .
- a extremely negative                                      c neutral  
b negative    d positive

## HEAR the language

### Contractions

In natural speech, it is often difficult to hear the boundaries between words. As a result, two words may often sound like one word. This is especially true when we use **contractions**—for example, *it's* (*it is*), *they're* (*they are*), and *here's* (*here is*). In these shortened forms, the second word (*is, are, is*) can often be difficult to hear because it is usually said very quickly.

#### EXAMPLES

Study these examples:

*So I'm going to talk a bit about what slang is.*

*When you use slang well, you show that you're in tune with the times—that you know what's culturally in fashion and you're part of it.*

 **A LISTEN** Listen and complete the statements from the lecture. Write the contractions you hear.

- 1 The first thing to say about language change is \_\_\_\_\_ inevitable.
- 2 \_\_\_\_\_ a definition you might want to jot down.
- 3 By using the slang associated with a particular social group, \_\_\_\_\_ staking a claim to membership of that group.
- 4 For example, if you say to your friend, "My new sound system is really safe," \_\_\_\_\_ saying more than just "\_\_\_\_\_ very good."
- 5 \_\_\_\_\_ being replaced by newer words and phrases all the time.
- 6 And, like I said, if you want to stay cool, \_\_\_\_\_ got to keep up with the changes.
- 7 But \_\_\_\_\_ another category of slang term \_\_\_\_\_ really taken off recently, and \_\_\_\_\_ the slang of new technology.
- 8 So, \_\_\_\_\_ seen what slang is, who uses it and why, and what inspires it.
- 9 But that \_\_\_\_\_ mean everybody likes it.
- 10 As \_\_\_\_\_ tried to show, \_\_\_\_\_ a fascinating social and linguistic phenomenon.

**B PAIR WORK** Practice saying the sentences with a partner. Focus on the contractions.

## 12

## Marriage

**CONNECT to the topic**

Why do people get married? While many people today might answer “for love,” the answer to this question is complex. People marry for many different reasons, and many forms of marriage exist in the world. Also, ideas about marriage can change radically in any society over the course of even a single generation. This can be seen in the many ways some parents and children disagree about issues such as who and when to marry, and what type of wedding ceremony to have. Despite all of the complexities, however, one thing seems certain: People will still be getting married for many years to come.

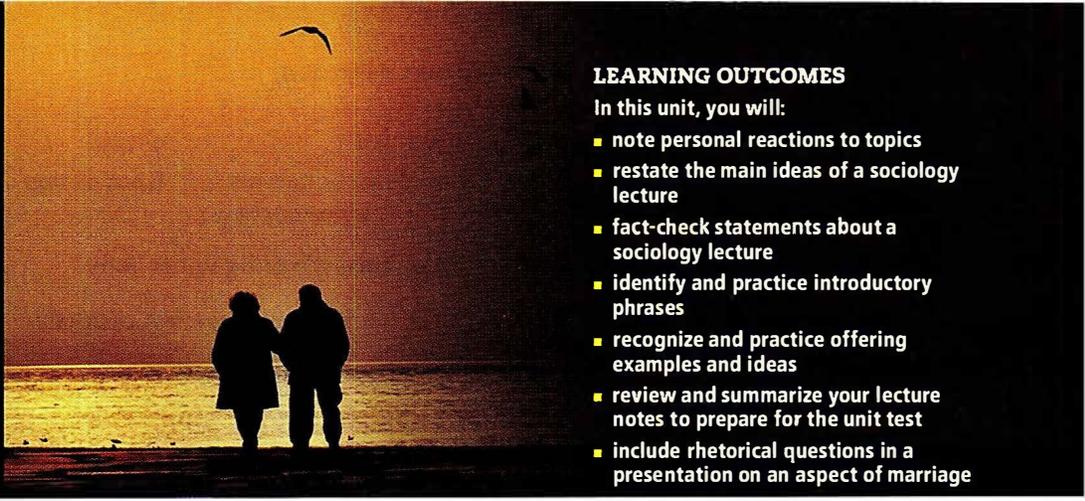
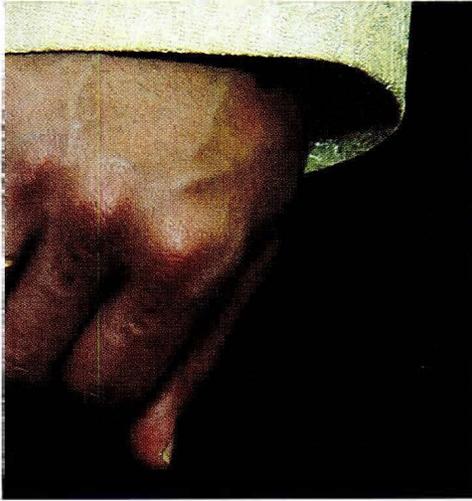
- A THINK ABOUT IT** Which of these characteristics do you think are most important in a marriage partner? Write your ranking: 1–5 (1 being the most important). Survey two classmates. Then add the numbers and divide by 3 to get the average. Share results with the class.

Characteristic:	Good looks	Kindness	Wealth	Nationality	Intelligence
My rankings:	_____	_____	_____	_____	_____
Classmate A:	_____	_____	_____	_____	_____
Classmate B:	_____	_____	_____	_____	_____
TOTAL / 3 = Average	_____	_____	_____	_____	_____

- B TUNE IN** Listen to an interview with author Martin Carey about marital relationships. Then circle the best answer, based on the interview. Compare answers with a partner. If they are different, try to agree on the correct answer.

- 1 Dr. John Gottman’s research was based on **detailed statistical analyses / extensive interviews / observations of married couples.**
- 2 Dr. Gottman’s research indicates that good marriages are based on **mutual trust / deep friendship / complete honesty.**
- 3 According to Carey, successful married couples display **mutual respect for / a liking of / a sense of responsibility for** one another.
- 4 Successful couples relieve tension by **ignoring each other / being apart / using humor.**
- 5 Carey says that successful couples **praise one another / correct one another / solve problems together.**
- 6 Carey implies that unsuccessful couples are **willing to compromise / unwilling to compromise.**

- C PAIR WORK** In your opinion, what are the three most important ingredients in a healthy marriage? Provide an example for each. Then discuss with a partner.



## LEARNING OUTCOMES

In this unit, you will:

- note personal reactions to topics
- restate the main ideas of a sociology lecture
- fact-check statements about a sociology lecture
- identify and practice introductory phrases
- recognize and practice offering examples and ideas
- review and summarize your lecture notes to prepare for the unit test
- include rhetorical questions in a presentation on an aspect of marriage

## BUILD your vocabulary

 **A LISTEN** The boldfaced words are from the unit lecture on marriage. Listen to each sentence. Then guess the meaning of the boldfaced word. Work with a partner.

- 1 Most people don't get married until they've reached **adulthood**. Marriages involving children and young teenagers are rare in most parts of the world.
- 2 Naomi heard that many women are delaying marriage until after they turn 30. She **confirmed** that information by checking the Internet.
- 3 As people from many countries meet and develop relationships, the number of **interracial** marriages increases.
- 4 Married couples enjoy a kind of **legitimacy**, while unmarried couples may be considered outside the accepted standards of society.
- 5 Saed has **matured** a lot since moving out of his parents' house. He's become very responsible and is able to take care of himself.
- 6 **Nationalistic barriers** to international marriages are gradually disappearing because meeting someone from a different country is fairly common.
- 7 One societal **norm** of marriage is that people are expected to marry someone of a similar age. Many people view large differences in age as strange.
- 8 Growth in the Hispanic **population** in some parts of the United States has caused the number of marriages between Hispanics and whites to rise.
- 9 One strong reason for marriage in many cultures is a woman becoming **pregnant**. It is important that the child has a father and mother to care for it.
- 10 My parents are from the same **social class**. They lived in similar neighborhoods, and their parents' incomes were nearly the same.

**B TRY IT** Match each word to the correct definition.

a adulthood	c interracial	e matured	g norm	i pregnant
b confirmed	d legitimacy	f nationalistic barriers	h population	j social class

- \_\_\_ 1 when a woman is carrying an unborn offspring in her body
- \_\_\_ 2 fully developed and behaving in a reasonable way; not childish
- \_\_\_ 3 a block people face because of their national beliefs
- \_\_\_ 4 between different races of people
- \_\_\_ 5 people in a particular area or members of a particular group
- \_\_\_ 6 determined that something is definitely true
- \_\_\_ 7 the period of life when a person is completely grown
- \_\_\_ 8 acceptance, validity
- \_\_\_ 9 a group of people with a similar rank in society
- \_\_\_ 10 the usual or acceptable way of doing something



Now say each word to yourself. Write **N** if it is a noun, **V** if it is a verb, and **A** if it is an adjective.

- |                   |                              |                     |
|-------------------|------------------------------|---------------------|
| ___ 1 adulthood   | ___ 5 matured                | ___ 9 pregnant      |
| ___ 2 confirmed   | ___ 6 nationalistic barriers | ___ 10 social class |
| ___ 3 interracial | ___ 7 norm                   |                     |
| ___ 4 legitimacy  | ___ 8 population             |                     |

**C PAIR WORK** With a partner, take turns completing each sentence with the correct form of the word. Notice the boldfaced words. Read the completed sentences aloud. Review any words you don't understand.

confirm	confirmed	confirmation
---------	-----------	--------------

- 1 Researchers have \_\_\_\_\_ that caring for children properly is important to the **survival of** any society.
- 2 Research showing that married couples are healthier than single people is \_\_\_\_\_ of the **benefits of** marriage.

legitimate	legitimately	legitimacy
------------	--------------	------------

- 3 Children need to be \_\_\_\_\_ **linked to** their father.
- 4 One of the **functions of** marriage is to give the couple \_\_\_\_\_ in the eyes of society.

mature	maturity	maturation
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- 5 As couples \_\_\_\_\_, they become **similar to** one another.
- 6 Greater \_\_\_\_\_ can result in a **rise in** tolerance toward people of other races.

nations	national	nationalistic
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- 7 The tax policies of \_\_\_\_\_ governments can provide **pressure for** young people to get married.
- 8 In most \_\_\_\_\_, marriages are legally **recognized by** the government.

## FOCUS **your attention**

### Personal Reactions to Topics

Taking good notes is a crucial part of understanding a lecture, but it is also important to actively think about the notes.

#### ACTIVE NOTE-TAKING

- Add examples from your own life.
- Agree and disagree with information in the lecture.
- Suggest an alternative point of view.
- Consider the implications of information in the lecture.
- Provide additional reasons for something.
- Consider the strengths and weaknesses of a position or situation.
- Predict how the situation will change in the future.

Considering the information in the lecture from various points of view and making a personal connection with that information will help you 1) understand and remember the information better, 2) clarify what you do not understand, and 3) create a more unified understanding of the topic. In short, reacting to the information in your notes is as important as taking high-quality notes.

 **A TRY IT** Listen to an excerpt from a speech discussing marriage in Europe. Complete the notes.

Love and marriage

- A new idea \_\_\_\_\_
- Up to 300 years ago \_\_\_\_\_
- People lived and worked \_\_\_\_\_

Marriage = \_\_\_\_\_

Economic reason = external motivation for marriage

Internal motivation for marriage = \_\_\_\_\_

**B PAIR WORK** Compare notes and reactions with a partner. Then react to the information in your notes by using some of the approaches described above.

## WATCH the lecture

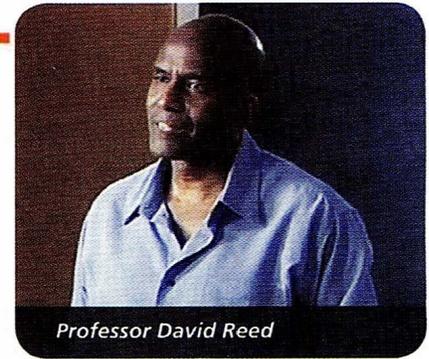
**A THINK ABOUT IT** You are about to watch the unit lecture on marriage. Think of two benefits of marriage and two criteria that people use for choosing a marriage partner.

Benefit of marriage

- \_\_\_\_\_
- \_\_\_\_\_

Criteria for choosing a partner

- \_\_\_\_\_
- \_\_\_\_\_



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

**C CHECK YOUR UNDERSTANDING** Use your notes. Choose the best answer, based on the lecture.

- Some form of marriage exists in \_\_\_\_\_.
  - a few societies
  - most societies
  - every society
- A universal benefit of marriage is that it creates \_\_\_\_\_.
  - individual wealth
  - relationships between families
  - social harmony
- Marriage increases the likelihood that \_\_\_\_\_.
  - children will be cared for
  - families will be economically successful
  - society will develop rapidly
- In most societies, marriage establishes \_\_\_\_\_.
  - the parents' legal status
  - the children's caretakers
  - the rights of children
- Homogamy means that people marry \_\_\_\_\_.
  - someone similar to themselves
  - someone chosen by their parents
  - someone only after a long courtship
- The strongest major trend in marriages of the future is a decline in \_\_\_\_\_.
  - religious homogamy
  - racial homogamy
  - educational homogamy
- Interracial marriages in the United States are increasing because of increases in the \_\_\_\_\_ populations.
  - African-American and white
  - Asian and white
  - Hispanic and Asian



**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 Anthropologists agree that marriage is the union of two or more people who are legally recognized by the government.
- \_\_\_ 2 The alliance theory states that marriage increases social cooperation.
- \_\_\_ 3 Because of the slow development of human children, they need the protection of their parents for a relatively long time.
- \_\_\_ 4 The legitimacy argument states that a child must be legally linked to his or her mother.
- \_\_\_ 5 According to the lecturer, 75 percent of Americans marry someone from the same racial group.
- \_\_\_ 6 Since 1980, the number of interracial marriages in the United States has remained steady.
- \_\_\_ 7 A recent poll indicated that African Americans showed the greatest acceptance of their grandchildren marrying someone of a different race.

## UNIT 9

### EVALUATION FORM: Using visual data

1 - Strongly Disagree, 2 - Disagree, 3 - Agree, 4 - Strongly Agree	1	2	3	4
<b>SUPPORT</b> The visual data was easy to read and understand.				
<b>CONTENT</b> The presenter's visual data made it easier for me to follow the ideas.				
<b>IMPACT</b> The visual data made the presentation more powerful.				
<b>COMPLEXITY</b> The presentation contained the right amount of visual data.				
<b>CLARITY</b> The presenter clearly explained the visual data.				

Total: \_\_\_\_\_

Suggest how the person might improve his or her techniques for future presentations. List 3 points.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## UNIT 10

### EVALUATION FORM: Answering audience questions

1 - Strongly Disagree, 2 - Disagree, 3 - Agree, 4 - Strongly Agree	1	2	3	4
<b>RECEPTIVENESS</b> The presenter welcomed questions from the audience.				
<b>CLARITY</b> The presenter repeated or rephrased questions.				
<b>DIRECTNESS</b> The presenter answered questions directly and clearly.				
<b>AUDIENCE INVOLVEMENT</b> The presenter addressed answers to the whole class.				
<b>CONFIRMATION</b> The presenter checked that questions were answered adequately.				

Total: \_\_\_\_\_

Suggest how the person might improve his or her techniques for future presentations. List 3 points.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

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# Contemporary Topics

21<sup>st</sup> Century Skills for Academic Success

3

FOURTH EDITION

David Beglar • Neil Murray

Series Editor: Michael Rost

ADVANCED

Why do people seek out online communities? What is “social intelligence” and why do companies value it? Why is artificial intelligence controversial?

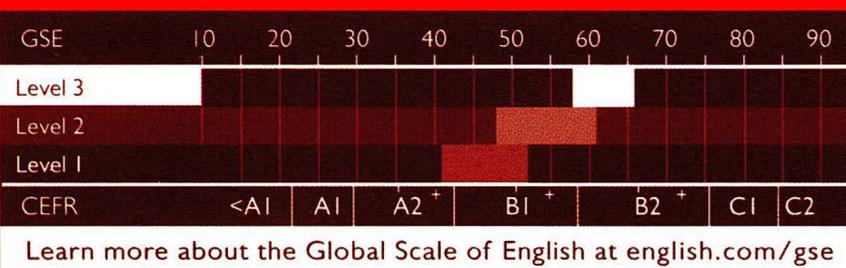
Discover the answers to these questions and more in *Contemporary Topics 3*. Now in a fourth edition, this series expands on its highly respected approach to developing academic listening and study skills. Organized around realistic college lectures, the text guides learners through carefully sequenced 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 sociology, business, technology, and political science.
- 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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