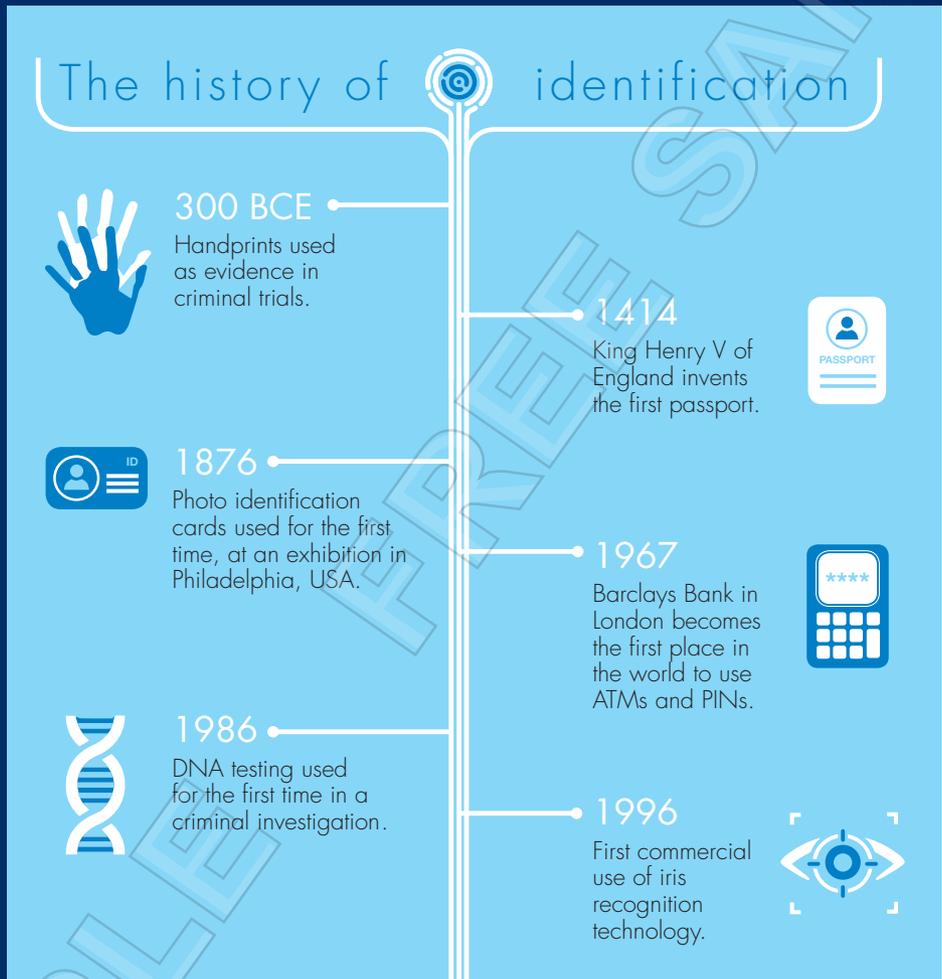


1 IDENTITY

Discussion point

Discuss with a partner.

- 1 Are you surprised by any of the information in the infographic?
- 2 What do you think “iris recognition” is and where might it be used?
- 3 Are you embarrassed by the photo on your ID card or passport?



VIDEO



KEEPING TRADITIONS ALIVE

Before you watch

Match the words in bold with the correct definitions.

- 1 **elders** (n) a musical instruments, such as drums, that you play by hitting or shaking them
- 2 **parade** (v) b a group of people who live in the same area and share a common language and customs
- 3 **percussion** (n) c respected older people in a group or society
- 4 **preservation** (n) d keeping something valuable, like a language, culture, or object alive
- 5 **tribe** (n) e to walk as an organized group to celebrate or protest about something



Researcher working on DNA sequencing.

While you watch

Watch the video. Answer the questions.

- 1 Where do the people live?
 - a In two tribes, one in Mexico, the other in the United States
 - b In one large tribe in the desert of Mexico
- 2 What type of people meet to celebrate the customs of the tribe?
 - a Only adults
 - b Young and old
- 3 What do people do in the annual event of celebrations?
 - a Eat and drink
 - b Dance and parade through the town
- 4 What type of things does the local radio station play?
 - a Modern and traditional music, stories, and language lessons
 - b Only traditional music and stories from people of the tribe

After you watch

Work with a partner. Discuss the questions.

- 1 What annual events, like the one you saw on the video, are celebrated in your town or country?
- 2 Why is it important for Native American tribes to get together in an annual event?
- 3 What do you think is the most effective way to keep customs, traditions, and language alive?

Life events

A Vocabulary preview

1 Circle the correct meanings of the words in bold.

- 1 The college student decided to **major in** computer science.
 - a to learn about
 - b to study as a main subject
- 2 The class **influenced** the student's decision to major in business.
 - a had an effect on
 - b criticised
- 3 The student studied hard. This **enabled** him to pass the test.
 - a accepted
 - b made it possible
- 4 Doing homework with a friend is a way to **combine** socializing and studying.
 - a to move toward
 - b to do two things together
- 5 Students often say that college helped define their **identity**.
 - a who someone is
 - b a strong human feeling
- 6 The student wanted to **open up** the discussion to get more ideas.
 - a to consider carefully
 - b to include more people in
- 7 Working hard can **lead to** success.
 - a to decrease
 - b to make something happen
- 8 College life **exposed** the student to many new ideas.
 - a to show something not previously seen
 - b to give the reason

2 Complete the sentences with words from Exercise 1. Change the form if necessary.

- 1 It's hard to _____ school and work.
- 2 Parents shouldn't try to _____ the careers their children decide to have.
- 3 It's important to protect your _____ online.
- 4 Not getting enough sleep can _____ poor health.
- 5 What you _____ doesn't matter. There are lots of jobs.
- 6 Professors should always _____ discussions to the entire class.
- 7 College should _____ students to new ideas.
- 8 The only purpose of college is to _____ students to get a good job.

3 Work with a partner. To what extent do you agree with the sentences in Exercise 2?

Predicting

Listening for main ideas

GLOSSARY

biotech (n) the use of bacteria, and plant and animal cells for industrial purposes (e.g. to make drugs and chemicals)

B Before you listen

You will hear a seminar in which students discuss events that affected their identity. Check (✓) four events you think students are likely to mention.

- | | |
|---|---|
| <input type="checkbox"/> becoming a student | <input type="checkbox"/> doing well on an entrance test |
| <input type="checkbox"/> being selected for a sports team | <input type="checkbox"/> graduating |
| <input type="checkbox"/> taking a very difficult class | <input type="checkbox"/> winning an award |
| <input type="checkbox"/> discovering a personal ability | <input type="checkbox"/> taking an interesting course |

C Global listening

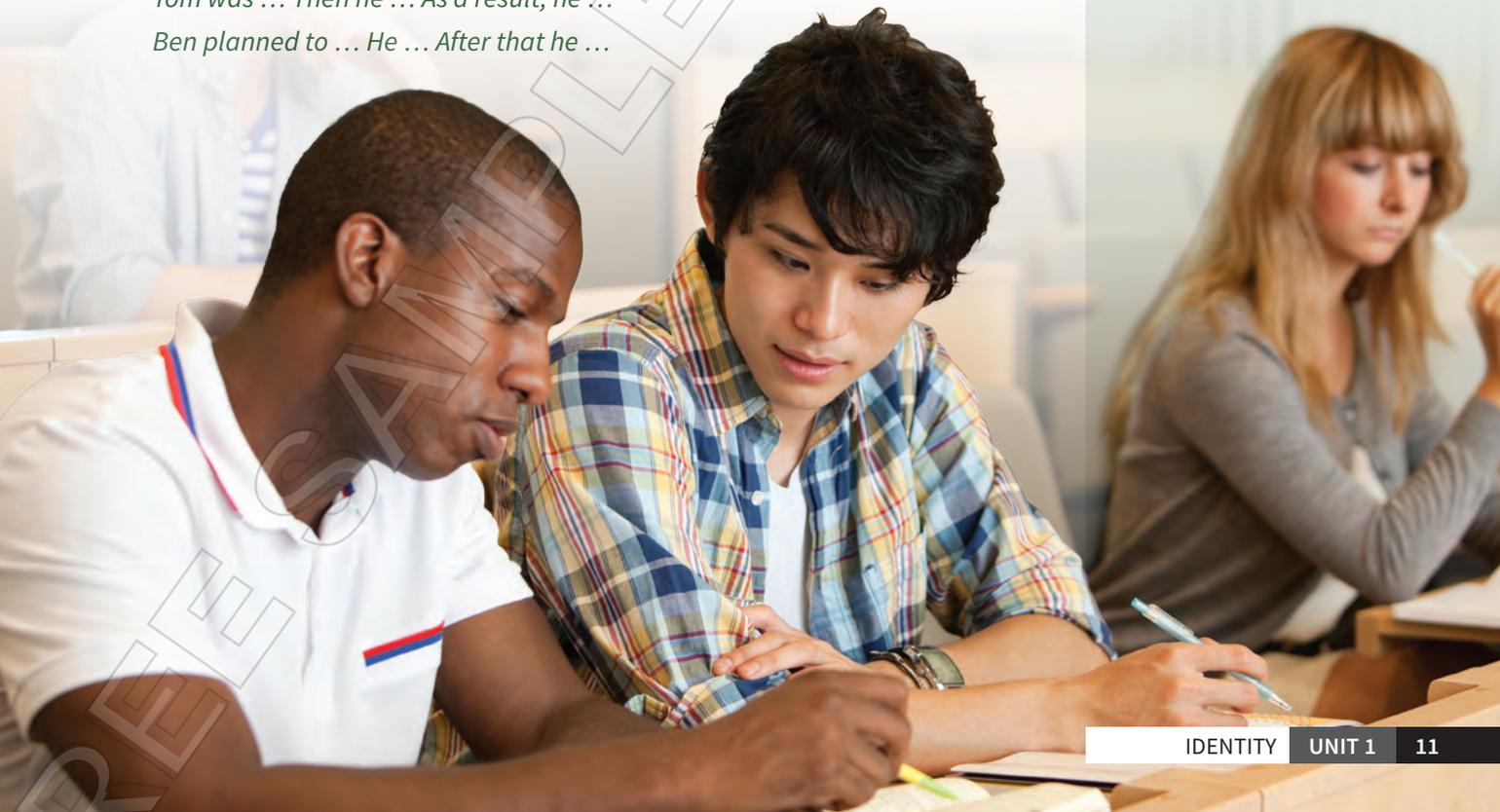
- 1  1.1 Listen to *Life events*. Match each student with a defining event and career goal.

Student	Event	Career goal
1 Tom	made the swim team	business
2 Ben	talked to study group	engineering
3 Dan	took some biology classes	journalist
4 Hassan	took a writing seminar	biotech
5 Sonya	the professor was fantastic	sports management

- 2 Work with a partner. Take turns summarizing what you remember about each of the students.

Tom was ... Then he ... As a result, he ...

Ben planned to ... He ... After that he ...



Listening for reference

D Close listening

In lectures and presentations, speakers often use the pronoun *it* to refer back to a noun, phrase, or idea that they introduced earlier:

*This article is interesting. You should read **it** for class. (it refers to the article.)*

*The engineering course I took last semester was amazing. **It** changed my life. (it refers to the course.)*

Speakers also use the following words to refer back: *he / she, him / her, this / that, these / those.*

*Dr. Karloff was an excellent lecturer. It was a pleasure to hear **him** speak. (him refers to Dr. Karloff.)*

*Many students said they changed courses after taking a class in another subject. **This** supports my research in the area. (this refers to the idea that many students changed course after taking a class.)*

The noun, phrase, or idea being referred to may be in the previous sentence, but in a presentation or discussion it might also be several sentences back.

Listening for reference will help you to understand ideas and how they are tied together.

T 1.1 Listen to *Life events* again. Match the word or phrase in bold with the word it refers to.

- 1 He wanted to be like **them**.
a students b father and uncle c researchers
- 2 **It's** one from a student named Ben.
a major b example c class
- 3 **It** was when I made the swim team.
a example b defining moment c major
- 4 **They** suggested I study business.
a parents b professors c friends

E Critical thinking

Work in a group. Discuss the questions.

- 1 Which of the life events you heard described do you think had the biggest long-term effect on the person's identity? Explain your reasons.
- 2 Why are some people more willing to try something new than others?

Study skills Identifying your current skills

STUDY SKILLS

Think about something you do well, a difficulty you overcame, or a personal achievement, no matter how small. It might be success on your exams, skill in a particular sport, learning to drive, or being accepted at college.

Whether your experience is in cooking, riding a bicycle, a sport, or bringing up children, you are likely to have developed a range of strengths that will help you to succeed. The important thing is to recognize which qualities and abilities you already have so that you can draw on them when you need them.

© Stella Cottrell (2013)

- 1 Complete the table about a personal achievement and what you needed to accomplish it.

Achievement:
Skills:
Qualities:
Attitudes:

- 2 Work with a partner. Discuss the questions.

- 1 Are you surprised to discover how many skills you already have?
- 2 Can you think of examples of when you underestimated or overestimated your skills?
- 3 Which qualities and skills do you have that you could adapt to study in higher education?



Beyond the ID card

A Vocabulary preview

1 Match the words in bold with the correct definitions.

- 1 The man's face was recorded **electronically** and then used to confirm his identity.
- 2 The student got a passport because his student ID wasn't **sufficient** ID for international travel.
- 3 The students were offered a **unique** opportunity to visit Italy and were determined to go.
- 4 The woman's hair and eye color, along with other physical **features** made it easy to identify her.
- 5 To identify the man, the police used a **combination** of information from a photo and a hair sample.
- 6 Driver's licenses **vary** from country to country.
- 7 One way to steal someone's identity is to **pretend** to be that person and apply for a credit card using that person's name.
- 8 The woman couldn't say with **absolute** certainty that she recognized the man in the photo.

- a ___ (n) important parts or aspects of something
- b ___ (adv) by means of electronic equipment such as a computer
- c ___ (v) to be different in different situations
- d ___ (adj) being the only one of a kind, unlike anything else
- e ___ (v) to make someone believe that something is true
- f ___ (n) two or more different things used together
- g ___ (adj) complete or total
- h ___ (adj) as much as is needed

2 Complete each sentence with a word in bold from Exercise 1.

- 1 This is a _____ opportunity we don't want to miss!
- 2 The photos of the woman _____ from small to large.
- 3 The images of the men's faces were saved _____.
- 4 The information you provided was not _____. Please include your address and date of birth.
- 5 It's against the law to _____ you are someone that you are not.
- 6 The scientist used a _____ of tests to prove his theory.
- 7 The man said to the police, "that's the _____ truth."
- 8 The color of someone's eyes and hair are _____ that can be used to identify the person.

B Before you listen

Work with a partner. Discuss the questions.

- 1 What types of ID do you regularly use?
- 2 What kind of information is on your ID card or passport?

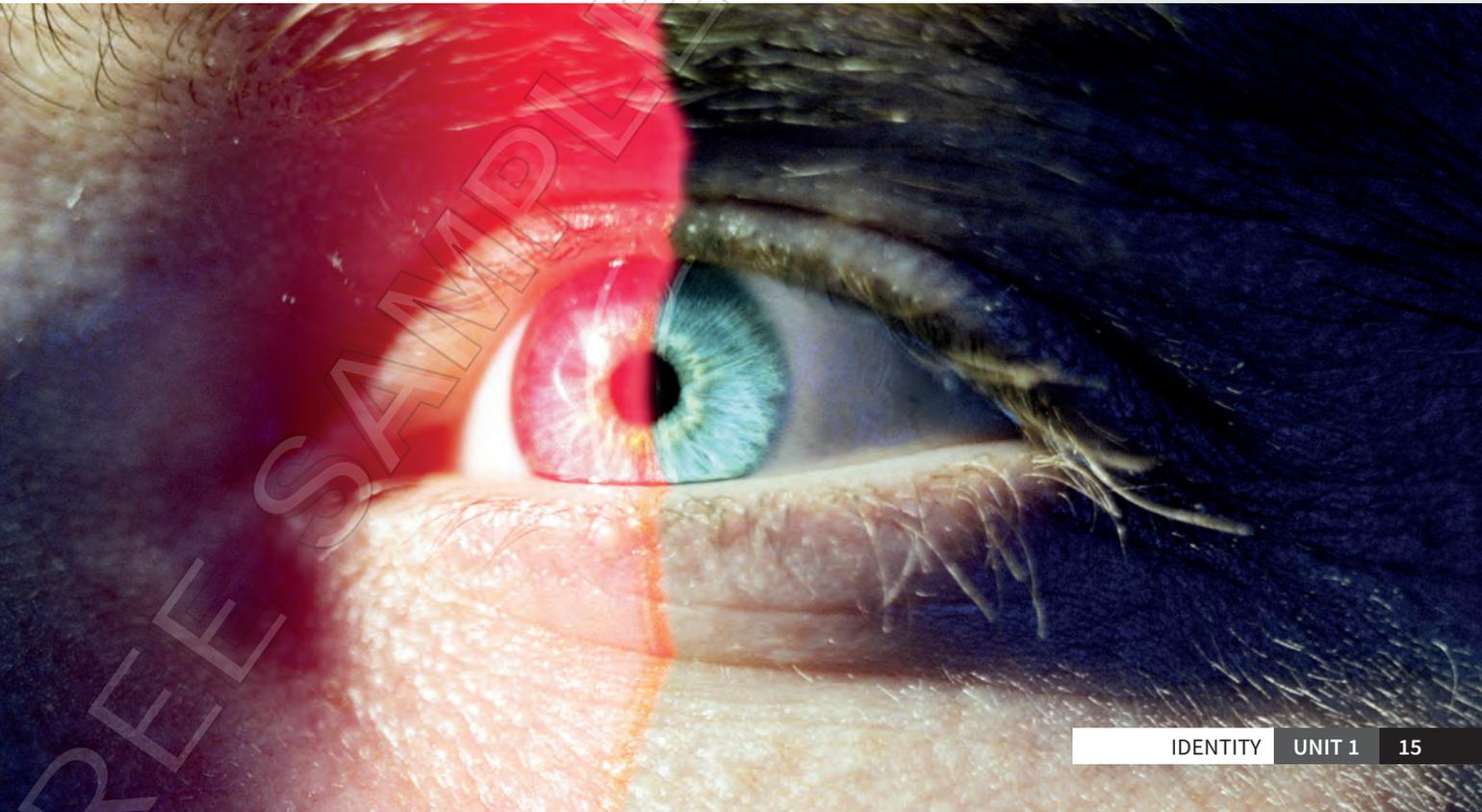
C Global listening

- 1  1.2 Listen to *Beyond the ID card*. Number the types of identification in the order they are mentioned.

- ___ DNA testing
- ___ Photo ID
- ___ PINs
- ___ Iris scans
- ___ Fingerprinting
- ___ Voice recognition

- 2 Work with a partner. Discuss the questions.

- 1 According to the speaker, why do we need more than photo IDs?
- 2 How does the speaker define biometrics?
- 3 What is the speaker's opinion about using biometrics as a form of identification?



Listening for topic shifts

D Close listening

Understanding when a speaker moves on to a different topic can help you focus on specific parts of a lecture, presentation, or talk. Listen for these phrases to help you identify when a speaker shifts topic:

Now let's turn our attention to ...

Now, let's focus on ...

Next, let's consider ...

Let's move on to ...

1.2 Listen to *Beyond the ID card* again. Circle the correct answer.

- Which of the following details about photo IDs is NOT mentioned?
 - identification number
 - height
 - security chip
 - gender
- According to the speaker, passwords are unreliable because:
 - they can be forgotten.
 - they can be too long.
 - they can be changed.
 - they can be stolen.
- According to the speaker, fingerprints are reliable because:
 - they've been used a long time.
 - they're easy to do.
 - many countries use them.
 - each fingerprint is different.
- To use voice to identify someone, the person must speak:
 - as loudly as the recording.
 - as slowly as the recording.
 - as clearly as the recording.
 - the same words as the recording.
- The disadvantage mentioned of using DNA testing is that:
 - it takes a long time.
 - it's expensive to do.
 - it isn't totally certain.
 - it must be done in a lab.
- Why does the speaker mention that "the iris doesn't change over time"?
 - To explain the color.
 - To indicate an advantage.
 - To explain why it's flat.
 - To show how it's scanned.

E Critical thinking

Work in a group. Discuss the questions.

In addition to crime scenes, what are other places and situations in which the reliability of biometric identification might be useful?

Critical thinking

Recognizing contradiction

Sometimes a speaker presents an argument, a piece of evidence, or an idea that seems to disagree with something else they said. If the ideas presented are so different that they cannot both be true, this is called a **contradiction**.

The development of DNA testing has led to lower crime rates

The rise of crime in the area means we need DNA testing more than ever.

(The crime rate cannot be increasing and decreasing at the same time.)

Forty-eight percent of the American public are worried about identity theft

Over two thirds of Americans are concerned about having their identity stolen.

(These statistics are different and cannot both be true.)

Recognizing points that contradict each other will help you to evaluate the strength of an argument.

- 1 **Work with a partner. Read the extract from a lecture on iris recognition and answer the questions.**

Iris-recognition technology is an incredibly reliable form of identification. In fact, recent studies suggest that it's ten times more accurate than fingerprinting, only producing an incorrect result once every two million tests. It also works with clear contact lenses, glasses, and non-mirrored sunglasses. However, we should remember that it is still a relatively new technology and many commercial scanners can be tricked by high-quality images of a person's face. For this reason, we cannot rely on iris-recognition software in all situations.

- 1 What is the contradiction in the extract?
- 2 Does this strengthen or weaken the speaker's argument? Why?

- 2 **Circle the option that contradicts each sentence.**

- 1 Students waste precious time exploring new ideas.
 - a Students take required classes their first year.
 - b Students benefit from taking a variety of classes.
- 2 Using biometrics is the best way to confirm identity.
 - a There are limits on the usefulness of biometrics to identify people.
 - b It's increasingly important to establish people's identity in certain situations.

- 3 **In a group, discuss why it is important to recognize contradiction in society as a whole.**

Vocabulary development

Suffixes

A suffix is a group of letters added to the end of a word to change the form or meaning.

Knowing the meaning of common suffixes will help you to develop a rich vocabulary. Some common suffixes and their meanings are:

ADJECTIVAL ENDINGS

SUFFIX	MEANING	EXAMPLES
-ive	having the nature of	<i>creative, expensive</i>
-al	related to	<i>departmental, architectural</i>
-ible / -able	able to be	<i>convertible, washable</i>

NOUN ENDINGS

SUFFIX	MEANING	EXAMPLES
-ation / -tion / -sion	state or result	<i>determination, solution</i>
-ty / -ity / -ility / -ality / -ance	quality of	<i>possibility, accessibility</i>

1 Complete the sentences with the correct suffix.

- Police are asking anyone with inform_____ to come forward.
- He forgot to write his national_____ on the visa application.
- There was a high probab_____ the samples would match.
- Voice-recogni_____ software uses the features of a person's voice.
- He has consider_____ knowledge about local history.
- The situation seemed unmanage_____.
- The house has some structur_____ issues.

2 Complete the paragraph with the correct form of each word in the box.

create identify possible recognize rely technology

Confirming someone's ¹_____ can be a particularly difficult thing to do. Although biometric technology has come a long way, there is always the ²_____ that results will be inaccurate. This is why companies that specialize in biometrics work hard to develop ³_____ approaches that work every time. For example, one way to identify a person is to analyze their way of walking, or "gait." Recent ⁴_____ advancements mean that gait-⁵_____ software is now a fairly ⁶_____ way to identify someone.

Academic words

1 Match the words in bold with the correct definitions.

- 1 The man relied on his strong family **structure** to provide him with support.
 - 2 Attending an elite university improved his **status** in the community.
 - 3 Six students **attained** full marks on the exam.
 - 4 The lab **established** the identity of the victim using DNA testing.
 - 5 His **diverse** interests made it difficult to decide on a career.
 - 6 Applicants must **submit** proposals by Tuesday afternoon.
 - 7 The lab had to **extract** DNA from several samples for comparison.
- a (n) the social position of someone in relation to others
 - b (v) to succeed in getting something you want
 - c (v) to give someone a document, proposal, etc. for consideration
 - d (v) to discover, prove, or decide something is true
 - e (n) the ways parts of something connect to form a whole
 - f (v) to remove something from a particular place
 - g (adj) very different from each other

2 Complete the sentences with a word in bold from Exercise 1.

- 1 Students must _____ an application for campus housing.
- 2 To genetically modify food, scientists _____ DNA from the cell of one plant and transfer it to another.
- 3 The _____ of universities varies from country to country.
- 4 The company has a _____ workforce.
- 5 Some careers lead to a higher _____ in society than others.
- 6 After years of hard work, Mishal _____ a medical degree.
- 7 The bank _____ his identity using voice-recognition software.

3 Work with a partner. Discuss the questions.

- 1 What careers in your country have high status?
- 2 What is your family structure like?
- 3 What type of personality is needed to attain goals?
- 4 What are the advantages of studying in a group of students with diverse backgrounds?

Speaking model

You are going to learn about using past tenses with subordinating conjunctions, expressing interest in ideas you hear, and using intonation to express interest. You are then going to use these to discuss life events that have affected your self-identity.

A Analyze

Alex: So, there are lots of events that have affected my self-identity, but I want to tell you about a trip that had a positive influence on me when I was younger.

Miki: Oh, right. So, where did you go?

Alex: To the Azores, a group of islands off the coast of Portugal. Before we went there I'd never even heard of them. I really didn't want to go, but the more I read of my parents' travel guide, the more excited I was to go. I realized it was a unique opportunity to learn about another culture.

Miki: So, what happened when you got there?

Alex: As soon as I got there, I realized how different it was from back home. It was so diverse. There were volcanoes, mountains, beautiful beaches . . . I just wanted to see and do everything.

Miki: Wow! That sounds amazing.

Alex: Yes, it was. On the first day we were there, we went on a boat tour and saw whales, dolphins, sea turtles . . . The day after that we hiked

to a volcano called Caldeira. Once we got to the lookout, we had an amazing view of the island. Oh, yeah, and then the following day, we climbed Pico Mountain.

Miki: It sounds like you and your family like to be active! Didn't you ever get tired?

Alex: Definitely, but it was a lot of fun. Before we came home, I went horseback riding too.

Miki: Nice. So, how do you think this trip affected your self-identity?

Alex: Umm . . . really it just opened up a new world to me. I'd never been exposed to other cultures, and that trip gave me my first taste of the world outside my country. Also, it was on that trip I realized how much I love physical activity. I'd wasted so much time indoors playing video games or watching TV, but after that I started to spend more and more of my time hiking, diving, or rock-climbing.

Miki: Sounds like it was a really positive experience; thanks for telling me about it.

Read the model and answer the questions with a partner.

- 1 Where did Alex go?
- 2 Before the trip, how did he feel and why did he change his mind?
- 3 How did he feel about the trip afterwards?
- 4 How did the trip affect the student's self-identity?

B Discuss

Work with a partner. Discuss the questions.

- 1 Does this sound like the kind of trip you that you'd usually go on? Why? / Why not?
- 2 Have you ever had a cultural experience that changed your world view?

Connecting past actions with subordinating conjunctions

When we talk about the past, we can use subordinating conjunctions to show different relationships between events. Common uses are:

To show that one action happened *earlier* than another:

Before I went to college, I'd never left my home town.

To show that one action happened *later* than another:

After I left school, I decided I wanted to go traveling.

To show that one action happened immediately *after* another:

As soon as the class began, I realized I'd chosen the wrong course.

To define a period from a specific time in the past to now:

Since I started college, I have learned many new ideas.

To show that one action happened up to a specific time, then finished:

*I waited with her **until** the bus arrived.*

To show that two actions happened at the same time:

While I was studying, my roommate took a nap.

1 Choose the correct conjunction to complete each sentence.

- Until / As soon as** I got to college, I realized I didn't want to study finance.
- Before / When** going to college, I'd never actually left my home state.
- My grades began to improve **while / once** I'd moved to a different dorm.
- While / Since** studying at Pennbrook State, I met my future business partner.
- After / Until** speaking to my tutor, I decided to change my major.
- I've met such a diverse group of people **while / since** I started college.

2 Complete the second sentence so it has a similar meaning to the first, using the conjunction in bold, and no more than four additional words.

- It was almost dark when I left the university. **UNTIL**
I didn't leave university until it was almost dark.
- My brother became an engineer when he finished college. **SINCE**
My brother has _____ he finished college.
- I went traveling immediately after I had finished my exams. **SOON**
I went _____ I had finished my exams.
- The student didn't eat dinner until he got home. **AFTER**
The student _____ he got home.

Speaking skill

During a conversation or informal discussion, you can show interest in what other people are saying by:

Making comments

Wow! / Really? / You're kidding! / That sounds interesting.

Repeating part of what you heard

Sorry, you left college after only ten weeks?

Asking follow-up questions

So how did you decide which course to apply for?

Why did you change your major to engineering?

1 Read the conversations and cross out the response that would not be appropriate.

1 A: When I was about 12, I decided I wanted to be a professional photographer. I started taking pictures everywhere I went. I kept that up for about five years, and then I stopped.

B: Why did you stop? / That's a shame. / You're kidding!

2 A: I went to an amazing exhibit at the National History Museum when I was younger. It's really what inspired me to study biology.

B: What was it about? / Really? / I can't believe it.

3 A: So, yesterday I was walking down the street and I saw this guy who looked very familiar, but I wasn't sure who it was. As he got closer, I realized it was my favorite teacher from high school.

B: What a coincidence! / It was a guy you didn't recognize? / How did you know who it was?

4 A: In my first year at college, I was supposed to go on a research trip to Brazil. It would have been amazing, but the night before I was due to leave, I realized I'd lost my passport.

B: So, what did you do? / Oh no! / That sounds interesting.

2 Work with a partner. Student A: Answer the questions below. Student B: Show interest in your partner's answers using techniques from the skills box.

1 What's the most challenging course you've ever studied?

2 Have you ever thought that you might be studying the wrong subject?

3 What are your future career goals?

4 Is there anything else you'd like to study in the future?

5 What was your least favorite subject at school?

Pronunciation for speaking

Using intonation to express interest

Statements in English naturally have *falling intonation*. The speaker's voice goes up on the last stressed syllable of a sentence, then falls:

*When I was 21, I decided to leave college to start my own **business**.*

When speakers want to express interest, they emphasize this fall by using a higher pitch for key words and phrases. This is called a **high fall tone**:

A: *I took a year off college to travel around Japan.* B: *That sounds a **mazing!***

- 1  **1.3** Listen to the pairs of responses. Choose the response that is said with enthusiastic intonation.

- | | |
|--------------------------|------------------------|
| 1 a That sounds amazing. | b That sounds amazing. |
| 2 a Oh, really? | b Oh, really? |
| 3 a That's great. | b That's great. |
| 4 a Me too. | b Me too. |
| 5 a Yes, I have. | b Yes, I have. |

- 2  **1.4** Read the conversations. Draw arrows () to predict where a high fall tone will be used in the responses. Then listen and check.

1

A: When I was 17, I became the youngest person ever to study at NSY.

B: Oh, really? That's amazing.

2

A: I taught English in Japan for a year in my twenties.

B: Me too! Where did you work?

3

A: Last summer, a friend and I climbed Mount Everest.

B: Wow! That sounds incredible. How long did it take?

4

A: I traveled around Iceland for a few months after I graduated from college.

B: It's a beautiful country, isn't it?

- 3 Practice the conversations in Exercise 2.

Speaking task

Discuss a positive life event that affected your self-identity.

Brainstorm

Work alone. Make a list of positive events in your life that have affected your self-identity.

EVENT	AGE	HOW IT HAS AFFECTED YOU

Plan

Choose one event to talk about. Plan what you are going to say using the speaking model on page 20.

Speak

Practice your answer. Remember to use subordinating conjunctions to connect your ideas.

Share

Work with a partner.

Student A: Tell your partner about the positive event that affected your self-identity.

Student B: Listen and show interest using words and phrases from page 22 and a high fall tone where appropriate.

Swap roles when you've finished.

Reflect

Work in a group. Discuss the questions.

- 1 How important is it to protect your identity in this digital age?
- 2 What factors do you think might influence your self-identity in the future?

Review

Wordlist

Vocabulary preview

absolute (adj) **	enable (v) ***	influence (v) ***	pretend (v) **
combination (n) ***	expose (v) **	lead to (phr v)	sufficient (adj) ***
combine (v) ***	feature (n) ***	major in (phr v)	unique (adj) ***
electronically (adv)	identity (n) ***	open up (phr v)	vary (v) ***

Vocabulary development

accessible (adj)	knowledgeable (adj)	nationality (n) *	recognition (n) ***
information (n) ***	manageable (adj) *	probability (n) **	structural (adj) **

Academic words

attain (v) *	establish (v) ***	status (n) ***	submit (v) ***
diverse (adj) **	extract (v) **	structure (n) ***	

Academic words review

Complete the sentences using words from the box.

attain diverse established status submitted

- 1 Essay's must be _____ to your tutors by Thursday 27th July.
- 2 In most countries, being a lawyer is a very high-_____ profession.
- 3 The forensic team _____ the identity of the body using dental records.
- 4 Students are expected to _____ high levels of academic achievement.
- 5 New York is home to people from a _____ range of cultures.

Unit review

- Listening 1 I can listen for reference.
- Listening 2 I can listen for topic shifts.
- Study skill I can identify my current skills.
- Vocabulary I can use common suffixes.
- Grammar I can connect past actions using subordinating conjunctions.
- Speaking I can express interest in the ideas I hear.