

Connections to Thinking in English
The CEFR-informed EAP Textbook Series

B1(A2) to B1+

Chapter 1 Social Networking
[Unit 1] What is good about Social Networking?

Task 2: Parallel Reading Text (A2) with Chunks

Today people worry / about Social Networking very much. // Students spend more time / reading “tweets” and Facebook “statuses” / than doing their homework. // ^{A)} They care more / about their friends’ daily activities / than their own. // Social networking makes / people’s minds numb. //

Is this good for us? // Is this a destruction / of our creative and private lives? // Not quite. // Social Networking has many good points, too. // First of all, / social networking helps communication / among friends and family members. // Not all family members / live together. // The child who studies abroad / can talk with his or her parents / with Skype every day. // Grandparents and grandchildren communicate easily / even if they live far apart. // Not all people are good / at communicating in person. // Some people are shy / and afraid of talking face to face. // They may find it easier / to communicate through the internet. // Social networking helps our communication / and strengthens our relationships. //

Social networking also links people / with common interests and opinions. // We can work together / and improve our personal lives. // Some people may form a group / to talk about works / by famous architects. // They may plan a short trip / to visit buildings / designed by the architects. // social networking also makes it easy / to communicate. // People in different countries / can exchange their ideas and cultures / easily through social networking sites. // People can share their experiences / and understand different cultures more deeply. //

^{B)} Today society does not work well / without social networking. // Most workplaces heavily depend / on social networking. // ^{C)} Workers need to have good computer skills / because they have to get important information / from various social networking sites. // Our lives are becoming simpler and more satisfying / thanks to social networking. // Despite the bad points, / social media will grow / and continue to affect our lives. //

Chapter 1 Social Networking

[Unit 2] What problems are there in using Social Networking?

Task 2: Parallel Listening Script (A2) with Chunks

Today I will talk / about Facebook depression. // This is something / we have heard a lot about recently. // ^{A)} Is this like normal depression, / or a different type of depression / that is linked with using online sites? //

This type of depression affects people / who spend a lot of time on Facebook. // On Facebook pages / everybody can see / how many friends you have. // There are photos of happy-looking people / having great times. // ^{B)} Some teens may feel depressed, / as they might think / they are not as popular / as their Facebook friends. //

^{C)} A 16-year old in Chicago said, / “If you see people on Facebook with many friends / and doing interesting things, / it could make you sad”. // Facebook is like a competition / to see who can get the most friends / or get the most pictures tagged. //

^{D)} Social media might be harmful / in another way. // It can be a place for bullying. // Many teens admit / making fun of classmates online. // Negative or bullying comments / can affect sensitive people. // It has even led to suicide. // People have to be careful / not to post things / that are hurtful. // Please be careful about these points / when using the internet. //

Chapter 2 Health Practices
[Unit 1] Is running good for your health?

Task 2: Parallel Reading Text (A2) with Chunks

Happy New Year! // It is a New Year— / a time that many people around the world / make New Year's promises to themselves / to improve their futures. // ^{A)} Some of the most common promises repeated / will be 'lose weight,' / 'become healthier' / and 'stress less.' // Could there be one solution / for all three problems? // Perhaps the answer is simple— / 'running. //

People in many countries are becoming fat. // ^{B)} It is a problem of the twenty-first century / because more people are using the Internet. // People are spending more time / behind their computers / on social networking sites / such as Facebook and Twitter. // This is not helping people / remain healthy. // They are not getting enough exercise / to keep a healthy weight. // Running is one of the best exercises / to keep a good weight, / and also a great way / to use extra calories / to lose weight. // ^{C)} Some doctors say / that running is a good way / to help fight diseases / and common health problems / such as the cold. // One reason is / because our bodies can kill bacteria quickly / when we exercise. // This means / that people may be absent / from work or school less / if they run. // Finally, running may help / to decrease stress. // Some people may depend on unhealthy habits / like drinking alcohol / to reduce stress. // When we run / our bodies make good hormones / that can improve our mood. // It is really a great exercise / that can improve our future. // In order to become healthier this year, / put on some sneakers / and go running! //

Chapter 2 Health Practices

[Unit 2] What are problems with long-distance running?

Task 2: Parallel Listening Script (A2) with Chunks

People believe / that the more we run, / the thinner and healthier we become. // Running is a very popular sport / and easy to start. // One can run anytime and anywhere. // So more and more people run / long-distance regularly / in order to lose their weight. // However, / new research shows / that long-distance running is unhealthy. // Regularly running long-distances / of 35 kilometers or more a week / causes health problems / and is not the best way / to lose weight. //

Too much running is bad / for muscles and bones. // If we run long distances, / our muscles become damaged. // ^{A)} This increases bad hormones. // These hormones hurt muscles and the heart / while they cause burning. // Muscles are finally broken down. // ^{B)} We know / that decreased muscle / leads to weaker bones. // In some cases, / runners are 1-2 cms shorter / after running a marathon. // It is difficult to recover / from running long distances. //

Perhaps the most serious problem / with running / is heart damage. // ^{C)} When we run, / the heart beats faster. // It pumps 5-6 times more blood. // This can lead to heart disease. // Marathon runners have / high levels of unhealthy fat / in the heart area. // In fact, / their levels are similar to people / who don't exercise / and eat too many cheeseburgers! // Too much running / is bad for the heart. // There are also many runner injuries: / hip, knee and ankle problems, / and pains in the feet and back. // Running isn't always healthier. // In fact, / it seems that running is unhealthy / in several ways mentioned above. //

Chapter 3 Charity Activities

[Unit 1] How can you participate in charity activities?

Task 2: Parallel Reading Text (A2) with Chunks

What happens to the money / you give to charity? // ^{A)} It is difficult to run charities / because big charity organizations / need a lot of staff, offices and projects. // They need a lot of money / so they use some of the money you give / to pay for these things. // A good charity tries / to spend 90% of the money people give / on good work. // A new charity, GiveDirectly, / is trying to give more. //

GiveDirectly has a simple system. // It takes the money you give / and then passes it to poor people / in places such as Kenya. // ^{B)} GiveDirectly believes / that Kenyan people should decide / how to spend the money themselves. // Many Kenyans buy a roof for their house. // Some people buy animals. // One person bought a motorcycle / to start a taxi business. // The important point is / that the Kenyans decide / and spend the money themselves. //

^{C)} Some people think / GiveDirectly is a bad idea. // They are worried / that poor people might spend the money / on things they don't need. // They might waste the money / on cigarettes or alcohol. // They will buy the wrong things / and won't develop. // They will need / to get money again. // It will be a waste. // They also worry / that if one person gets money / and another person doesn't / then people will get jealous. //

So far, GiveDirectly say / that people are not wasting money / and are using it well. // Most use the money for education. // Google decided / they liked GiveDirectly / and gave them 1.5 million dollars in 2013. // Hopefully many people will get money / and use it well. //

Chapter 3 Charity Activities

[Unit 2] What are concerns with charity activities?

Task 2: Parallel Listening Script (A2) with Chunks

Hello, today I would like to talk / about GiveDirectly. // It is a very popular charity now. // ^{A)} It was voted / the number two charity in the world. // A report said / it is a very honest, / hardworking and growing charity. // They said we should support it. // ^{B)} However, / today I want to talk about / if GiveDirectly has any problems. //

Of course, / the report is very positive / but there are small problems / with the staff, system / and how they use money. // ^{C)} Firstly, because GiveDirectly is a very new charity, / all of the staff are very young / and lack experience. // Although the charity has a lot of energy / many of the staff are part-time / or unpaid. // Secondly, nobody knows / what will happen in the future. // This is a new style of charity giving. // Now it is having positive results / and making improvements in people's lives. // However, what about in three, five or ten years? // Nobody knows. // Nobody can know yet / if GiveDirectly will have / the same positive effects in the future. //

Finally, GiveDirectly say / they do not waste money / on things like advertising and lots of staff / like other charities. // But, so far, they have not given a report / showing how they spend money. // GiveDirectly needs to show more clearly / how they and the people / they give money / spend money. //

So you see / that although giving money directly to people / sounds like a good idea, / it might not be. // ^{D)} Is GiveDirectly a good idea? / We still do not know the answer. // For now it is up to you to decide / if it sounds like a good idea or not. //

Chapter 4 Sustainable Environment
[Unit 1] What is good about eco-tourism?

Task 2: Parallel Reading Text (A2) with Chunks

Today, more and more people have money / to travel abroad / and many are trying to experience / the world's most interesting and beautiful places. // Some of these have been registered / as cultural and natural World Heritage Sites. // Because there are many travelers to these sites, / people worry about its environmental effects. //

Tourist travel can, however, / be seen as a positive event / if we support sustainable travel. // In this type of travel, / economy and the environment keep / equal importance. // ^{A)} Traveling to experience nature / provides the area with economic benefit. // At the same time / travelers take responsibility / for environmental protection. // This kind of traveling is known / as ecotourism. //

^{B)} There are various ways / to encourage ecotourism. // Travelers can be made to realize / the importance of recycling programs, / keeping a clean water supply / and the efficient use of energy. // However, people worry about the destruction of wildlife / in more remote World Heritage sites / due to infrastructure projects. // Here local communities have an important role to play / in keeping wildlife. //

One such example is in the Ogasawara Islands, / which were registered / as Japan's fourth natural World Heritage Site in 2011. // Now, it takes 24 hours / to go there by ferry from Tokyo. // People in the Ogasawara Islands, however, / do not want to build an airport / even though the travel would become much easier. // Building the airport / may destroy the islands' wildlife. // ^{C)} Hopefully the Ogasawara Islands will not experience / the kind of environmental damage in the Galapagos Islands. // They got the first World Heritage status in 1978 / and have unique wildlife. // Planning is very important for tourism to be eco-friendly.

Chapter 4 Sustainable Environment

[Unit 2] What are problems of tourism?

Task 2: Parallel Listening Script (A2) with Chunks

Do you know about the Galapagos Islands, / off the coast of Ecuador? // Charles Darwin studied nature here, / and wrote “On the Origin of Species”. // The Galapagos Islands are one of the world’s most unique places. // Many of the species in the Galapagos Islands / exist nowhere else in the world. // For example, the Galapagos Giant Tortoise / and the unusual-looking marine iguana. // ^{A)} Since it became a World Heritage site in 1978, / the Galapagos has become a great tourism place. // However, lots of tourists have been making / a bad effect on the environment. //

^{B)} The number of tourists to the Galapagos has increased, / from 11,000 to 180,000 people every year, / since it became a World Heritage site. // While there is more money in Ecuador, / the environment is suffering / due to increased traffic. // ^{C)} Travelers have walked upon some island paths so much / that they have been turned into mud. // Hikers often end up stepping on / plants near these paths, / and very important nature is disappearing. // Also, plants from outside the islands are taking over. // They arrive as seeds in tourists’ clothing. // The increased tourists also create problems / with garbage and pollution. // When cruise ships come to the Galapagos, / they leave behind lots of waste. // Cruise ships also often put their dirty water / directly into the sea. // This means that snorkelers are swimming / in used water from ships’ toilets and kitchens. // That doesn’t sound like a good vacation, does it? //

^{D)} You would expect / that travel to such special islands / would be limited. // However, Ecuador has doubled the number of tourists / allowed onto the Galapagos / in order to make more money. // If we are not careful, / the wish for more money / may destroy the environment. // If we do not take any action now, / we will lose a beautiful paradise on Earth. //

Chapter 5 Lifelong Learning

[Unit 1] What are the benefits of lifelong learning?

Task 2: Parallel Reading Text (A2) with Chunks

People who retire / often look for new hobbies or new things to learn. // Lifelong learning, / or taking courses after retirement, / is very popular right now. //

There are many retirement communities now / on or near university or college campuses. // ^{A)} In these communities, / people who lives there get the same benefits / available to students and teachers. // They can take classes, / use the library and attend concerts and lectures / for little or no money. //

This can benefit everyone. // Residents enjoy the intellectual and social stimuli / of a college town. // The institutions profit / both financially and culturally. // The older students not only bring money, / but lots of life experiences to share. // Students can get advice from the older classmates. // They also get on-campus job opportunities / in restaurants and other services for the older learners.

^{B)} This new model of retirement / may change older people's way / of living after retirement. // By taking part in lectures and other activities / related to university life, / the older learners can open their mind to new ideas. // If they have such structure in their lifestyle, / they can lead an active life after retirement. // In this they can maintain / a healthy lifestyle. //

Chapter 5 Lifelong Learning

[Unit 2] What are the difficulties of lifelong learning?

Task 2: Parallel Listening Script (A2) with Chunks

Let me talk about three types of problems / related to senior citizens studying in college:
/ problems for the senior citizens, / difficulties for classmates / and administration problems. //

For the senior citizens, / they cannot understand new things / as quickly as younger
classmates. // They can ask classmates for help. // ^{A)} However, it is difficult for senior citizens /
to perform new activities. // Learning will often be at a slower pace than normal. // They may
also get tired easily, / or go to the doctor often. // This can again disturb studies. //

It is also difficult for the classmates. // ^{B)} Some students said to us / that they were too
busy / to explain things to senior citizens. // It is hard to explain some things to senior citizens.
// ^{C)} Their age and unfamiliar vocabulary / may cause a slow pace in interaction. // The younger
classmates need to make an effort / to somehow help their older classmates. // This can again
slow down progress. // And others say it is hard / to be friends with them / because of the
generation gap. //

For university administrators, / they need to provide classes / that appeal to this new
group of students. // Classes may be changed / to suit this need. // Those just graduating from
high school complain / if there are too many older students in classes. // Education must
prepare / this main group of students / for their future jobs. //