

## 21st Century Communication Level 4: Assessment Audio Scripts

### UNIT 1 ASSESSMENT

#### Listening Comprehension: Question 12

Track: [21cc2e\\_assessment\\_L4\\_U1\\_question12.mp3](#)

What is the longest time you've ever spent in an online meeting or class? If you are one of those who work or study using platforms like Zoom, you probably have trouble focusing the longer you sit there. This phenomenon has a name: *Zoom fatigue* – in other words Zoom exhaustion.

What about virtual reality headsets? If you have ever used one, you might recall feeling dizzy and even developing a severe headache, or worse. Known as *cybersickness*, it is similar to the motion sickness some people experience on a boat or a rollercoaster ride. However, some people are now reporting signs of cybersickness even when using an ordinary device such as a laptop or smartphone.

This began to affect more and more of the general population during the COVID-19 pandemic, when millions of people around the world began working from home and studying online. This meant they could only fill their days working remotely, watching TV, and scrolling through endless news updates, Netflix lists and social media feeds on their phones.

Jack Riewe is a 27-year-old journalist and he was one of those unable to leave his home for exercise or to catch up with friends. As he explains it, "I was trapped indoors. After finishing work, I felt my only escape was connecting with others using Twitter and Facebook."

For a whole week he scrolled, and scrolled, and scrolled, until he felt weighed down and dizzy. At times, he could not get to sleep, and even wanted to vomit. Eventually, he made the connection with living almost entirely in an online world. The reason he felt sick is that our eye movements when scrolling trick us into feeling the motion is real, and so we respond in the same way as when on a boat in a storm. Whether real or perceived, the effects are totally real. Although cybersickness is becoming more common, the solution is thankfully something we can control. Making changes to our online habits, such as putting time limits on a device and making time for other activities, can immediately improve our well-being. And this is exactly what Riewe did.

"I immediately put my phone down and started reading my book," he says. "I also found ways to get more exercise indoors. And I went from needing to throw up to falling asleep happily."

#### Pronunciation Skill: Question 14

Track: [21cc2e\\_assessment\\_L4\\_U1\\_question14.mp3](#)

For some people, / soft news isn't actually soft.

#### Pronunciation Skill: Question 15

Track: [21cc2e\\_assessment\\_L4\\_U1\\_question15.mp3](#)

Sports coverage, / for example, / is more than just entertainment / to people who actually work in sports.

**Pronunciation Skill: Question 16**

[Track: 21cc2e\\_assessment\\_L4\\_U1\\_question16.mp3](#)

Also, / how do we see the world / if all our news stories / are serious or upsetting?

**Pronunciation Skill: Question 17**

[Track: 21cc2e\\_assessment\\_L4\\_U1\\_question17.mp3](#)

Some people say / that it's irresponsible / to place such disproportionate emphasis / on bad news.

**Pronunciation Skill: Question 18**

[Track: 21cc2e\\_assessment\\_L4\\_U1\\_question18.mp3](#)

Soft news is important / because it reminds us / that positive and fun things happen too.

## UNIT 2 ASSESSMENT

### Listening Comprehension: Question 12

[Track: 21cc2e\\_assessment\\_L4\\_U2\\_question12.mp3](#)

Do you ever struggle with low mood and poor focus? Would you like to do something to support your own emotional and mental well-being? How about protecting yourself against the kind of memory problems that people often suffer in later life? If you said yes to any of these questions, you're not alone – and neuroscientist Wendy Suzuki thinks she has the key that can address all these issues.

Do you want to know the secret? It's very simple: physical activity. Suzuki's research has helped to prove that taking regular exercise, or just moving your body, has immediate, powerful, and long-lasting effects on the brain.

We all know people who talk about the feel-good rush they get after exercising, don't we? This is a real phenomenon, backed up by the science. A single workout at the gym will immediately increase mood-enhancing chemicals in your brain. But Suzuki's research goes further, and shows that in addition, you can benefit from improved ability to focus for at least two hours. Doesn't that sound like something we could all capitalize on?

And these are just the immediate effects of a single workout. Suzuki is keen to point out that with regular exercise, this becomes a pattern that physically changes the brain, producing new brain cells. Not only does this help you tap into better mood, focus and attention for longer - it also improves your long-term memory! So to maximize the benefits of exercise, remember that regularity is critical.

If you can create this exercise habit, there are other long-term benefits too. Suzuki believes that regular exercise can have a protective effect on the brain. How? She argues that the brain is like a muscle, and like any muscle, it gets bigger and stronger the more you exercise it. A stronger brain will be healthier for longer, and so, while you might not be able to entirely avoid the effects of aging on the brain, you can probably slow them down.

So do you agree with Suzuki that regular exercise is the key to a better life both now and in the future? If so, then how could you get some extra exercise into your life? Remember, it doesn't have to be complicated or expensive – even just going for a walk could help you start making a difference today.

### Pronunciation Skill: Question 14

[Track: 21cc2e\\_assessment\\_L4\\_U2\\_question14.mp3](#)

Did you know my mother's 50th birthday was last Tuesday?

### Pronunciation Skill: Question 15

[Track: 21cc2e\\_assessment\\_L4\\_U2\\_question15.mp3](#)

Finding a nice present was just so hard.

### Pronunciation Skill: Question 16

[Track: 21cc2e\\_assessment\\_L4\\_U2\\_question16.mp3](#)

We couldn't decide on what she wanted.

**Pronunciation Skill: Question 17**

[Track: 21cc2e\\_assessment\\_L4\\_U2\\_question17.mp3](#)

In the end, I suggested a diamond necklace.

**Pronunciation Skill: Question 18**

[Track: 21cc2e\\_assessment\\_L4\\_U2\\_question18.mp3](#)

She said it was the best birthday she'd ever had.

## UNIT 3 ASSESSMENT

### Listening Comprehension: Question 8

Track: [21cc2e\\_assessment\\_L4\\_U3\\_question8.mp3](#)

It's difficult to learn about non-verbal communication in other cultures without finding out the hard way, when something goes wrong. Often, you don't ever find out; you just notice that someone doesn't seem to like talking to you in social settings, or your company doesn't have much success with overseas businesses.

For example, one time when I was giving a presentation to some people from Thailand, I tried to use more gestures to make my words clearer. They sometimes looked slightly confused, then one finally said, "I can't keep up. I don't know whether to look at your face or your hands." That was an interesting lesson to learn.

Another time at work, I had a colleague from Indonesia. He never made eye contact – he just kept looking down. I thought maybe he didn't like me. When we had meetings I wondered if he really believed in what he was saying – or even if he was lying. But I found out later it was more respectful in his culture not to look me directly in the eyes because I was his boss. This was probably the reason behind his lack of eye contact all along.

There was another occasion, this time in China, when I was walking to a restaurant with a large group of colleagues, all female. I was the only non-Chinese person. One of the group became ill, and so we stopped. My reaction was to make sure she had a few friends with her, then to step back. But they all stayed close, standing around her in a big group. I felt like it wasn't giving her enough space. I remember feeling extremely uncomfortable. Now I wonder if they thought I just didn't care about her.

The silence in a conversation can also lead to misunderstanding. For example, when you stop talking – when you pause – you're giving the other people a signal that you're inviting them to say something. But how long a silence is too long? For me, if the other person takes too long, then I feel like I need to explain again or that I've said something stupid or boring. Or I think, "Oh, maybe they're shy, I'll say something to encourage them." But then I worry that I come across as patronizing or dominating.

There are some decent websites which give advice about all this, though to be honest I find them a bit over-simplistic sometimes. Something I really hate is when they talk about "Asian" cultures as though they're all the same. In hindsight, I wish we'd used more videos and role-plays when I was at university, so we could talk about things we noticed, the differences, and what they meant.

### Pronunciation Skill: Question 10

Track: [21cc2e\\_assessment\\_L4\\_U3\\_question10.mp3](#)

The problem was more about communication / than a lack of resources.

### Pronunciation Skill: Question 11

Track: [21cc2e\\_assessment\\_L4\\_U3\\_question11.mp3](#)

We worked so hard, // but in the end, / we raised less money than last year.

**Pronunciation Skill: Question 12**

[Track: 21cc2e\\_assessment\\_L4\\_U3\\_question12.mp3](#)

We worked so hard, // but in the end, / we raised less money than last year.

**Pronunciation Skill: Question 13**

[Track: 21cc2e\\_assessment\\_L4\\_U3\\_question13.mp3](#)

One of the first things she tells trainee teachers / is to listen more.

**Pronunciation Skill: Question 14**

[Track: 21cc2e\\_assessment\\_L4\\_U3\\_question14.mp3](#)

Once we signed that contract // everything changed.

## UNIT 4 ASSESSMENT

### Listening Comprehension: Question 12

Track: [21cc2e\\_assessment\\_L4\\_U4\\_question12.mp3](#)

Think back to your childhood. What kind of risks did you take? Were you even allowed to take any?

Parents are, of course, concerned about protecting their children, as are teachers in elementary schools. We give children special scissors, we design play equipment to be safer, we have rules about what they can't do, we tell them stories to warn them about dangers and the consequences ... These days, this means that children often don't have the chance to learn from experiences where there are new challenges, and where they're not 100% safe.

New research shows that giving children more opportunities to experience risks when playing has important benefits for their development. Moderately risky activities like, for example, riding a bike, climbing a tree, swimming at the beach, or cooking on a barbecue, are all chances for them to find their limits and learn about dangers and the risk of injury, and to develop problem-solving skills. The findings also show that learning about dangers through experience helps make children more independent, confident, and creative. On the other hand, children who don't engage in risky play are more likely to be less physically fit, to feel uncomfortable in their own body, and to have poor balance. These children tend to be afraid of danger while lacking the skills to manage risks by avoiding or minimizing them. So, a lack of risky play has an effect on their cognitive skills as well as their physical health.

What we can conclude from this is that children can and should learn from being afraid – though not too much! Of course, we still need to make sure they are not in danger of, say, breaking their leg or hurting someone else. But there's plenty of things they can do where they can take some kind of risk. Even providing them with a box of objects to use to build something on their own is a form of risk they can learn from, where they can find out how to put things together for themselves and use their imagination instead of following the instructions to build the same thing as everyone else. It doesn't help children if you make the activity so easy that there is no challenge. They can learn from failure too, when things don't go as planned, and when it isn't as perfect as they might have wanted.

These early experiences can be long-lasting. How do you, as an adult, cope when things are uncertain or dangerous? How well do you cope with failure? Perhaps you can think about this now in the light of your own early experiences as a child.

### Pronunciation Skill: Question 14

Track: [21cc2e\\_assessment\\_L4\\_U4\\_question14.mp3](#)

phenomenon

### Pronunciation Skill: Question 15

Track: [21cc2e\\_assessment\\_L4\\_U4\\_question15.mp3](#)

cognitive

**Pronunciation Skill: Question 16**

[Track: 21cc2e\\_assessment\\_L4\\_U4\\_question16.mp3](#)

judgement

**Pronunciation Skill: Question 17**

[Track: 21cc2e\\_assessment\\_L4\\_U4\\_question17.mp3](#)

subconscious

**Pronunciation Skill: Question 18**

[Track: 21cc2e\\_assessment\\_L4\\_U4\\_question18.mp3](#)

confident



## MID-TERM ASSESSMENT

### Listening Comprehension: Question 22

Track: [21cc2e\\_assessment\\_L4\\_midterm\\_question22.mp3](#)

Just before jumping from the top of a cliff, Steph Davis's heart begins to beat fast. As she jumps, fear and excitement soon turn to deep concentration. She has to position her body perfectly, so her wingsuit fills with air, and then, only seconds later, open her parachute and land safely. Davis is a climber, wingsuiter, and BASE jumper. As an extreme sports professional, she risks her life regularly. She BASE jumps or wingsuits almost every day and has jumped off thousands of cliffs. She is fully aware of the risks – her husband and her ex-husband both died in wingsuiting accidents. What makes Davis and other extreme sports professionals put themselves in such danger? Are they just reckless thrill seekers, as many believe?

According to research, the answer is “no.” Eric Brymer, a psychologist in Australia, has studied extreme athletes for many years. He concludes that they are highly skilled, very well-prepared, and careful. Brymer believes that extreme athletes do these sports to connect with themselves and the natural world more deeply.

A study in France by researcher Cynthia Thomson supports Brymer's conclusions. Thomson compared two groups of people – a high-risk and a low-risk sports group. The high-risk group included skiers, ice climbers and paragliders. The low-risk group was mostly runners. Thomson wanted to see how impulsive people were, meaning how much they made decisions without thinking of the consequences. Contrary to what many may expect, there was no difference in how impulsive people in the two groups were.

Another study by Thomson suggests that our genes may influence the amount of risk we are willing to take. In 2014, Thomson worked with nearly 400 volunteers – mostly skiers or snowboarders – to study something called the “adventure gene.” The results of the study showed that many of the people who enjoyed risky sports shared the gene.

But how could this gene be influencing people's decisions? Scientists believe that it affects how the body processes dopamine, a feel-good chemical. They believe that people with the gene produce more dopamine receptors. This could mean that these people need more stimulation than others to reach the same dopamine level. Alternatively, they may experience more intense pleasure than others when in risky situations, which makes them want to repeat the experience.

In the end, it seems that a complex mix of influences: genetic, environmental, and our life experiences, may explain why some people have a greater tendency to seek out risk – and how, for them, it isn't about living life dangerously, but rather, living life to the fullest.

**Pronunciation Skill: Question 24**

[Track: 21cc2e\\_assessment\\_L4\\_midterm\\_question24.mp3](#)

Watching negative news / results in the release of the stress hormone cortisol, / which can increase our levels of anxiety, / fear, / and depression, / and that can make us want to watch more news.

**Pronunciation Skill: Question 25**

[Track: 21cc2e\\_assessment\\_L4\\_midterm\\_question25.mp3](#)

One of the reasons I moved to the country / was to develop new, / healthy habits, / like going for regular walks and runs / surrounded by nature.

**Pronunciation Skill: Question 26**

[Track: 21cc2e\\_assessment\\_L4\\_midterm\\_question26.mp3](#)

When you're about to give a presentation, / and you're feeling a bit nervous, / it can really help calm your nerves / and boost your confidence / if you take a few slow deep breaths.

**Pronunciation Skill: Question 27**

[Track: 21cc2e\\_assessment\\_L4\\_midterm\\_question27.mp3](#)

When I think back to my teenage years, / I can hardly believe some of the things I used to do – / that all seems so risky to me now.

**Pronunciation Skill: Question 28**

[Track: 21cc2e\\_assessment\\_L4\\_midterm\\_question28.mp3](#)

Part of being an active listener is asking questions, / but that is not something that social media encourages, / and some say that's a problem.

## UNIT 5 ASSESSMENT

### Listening Comprehension: Question 12

Track: [21cc2e\\_assessment\\_L4\\_U5\\_question12.mp3](#)

Every year, for many years, the people of Milpa Alta, in Mexico, have prepared a traditional meal in the week before Christmas. Sixty thousand corn rolls and fifteen thousand litres of hot chocolate are made in less than a week for the thousands of people who show up to share the meal.

It's made specially for them, as they have come to take part in a long walk up the famous mountain there. The volunteers responsible for organizing the event see it as an honor to be chosen. In fact, so many people want to hold the event that the waiting list is full until 2046!

The stages of organizing this huge event are the same every year. Local farmers grow most of the corn, meat, and vegetables needed as ingredients for the meal. The corn is used to make the rolls, which are then filled with the meat or vegetables, sometimes with the addition of cheese. And a whole year before the event, people start going to the forest to collect wood that they pile up high near the homes of the people chosen to cook, so that it will be properly dried before it's used for open-air cooking. Everything is made from fresh ingredients – no instant mixes or other culinary shortcuts are allowed.

These traditional approaches are part of everyday life here. Eating together is perhaps the most important example. "In my experience, eating together brings us closer together," says Josefina, one of the ones chosen to prepare the meal. She often cooks for her nieces and nephews and says, "It feels like I am passing down a tradition, and when it comes to their turn to be adults, they will remember what I have done. Here we have time to cook, time to think just what ingredients are needed, time to show our kids through cooking that we love them."

When the day of the meal arrives, the volunteers have been up all night, though no one admits to feeling tired. They have made sure there are enough rolls for everyone, and the head cook has been stirring the chocolate drink all night. This is one of the biggest tasks, as 15,000 litres is nearly 4,000 gallons. However, no one complains as they have waited 14 years for their turn and spent a full year on preparation. As soon as the event ends, it's almost time to start collecting wood again for the next year.

### Pronunciation Skill: Question 14

Track: [21cc2e\\_assessment\\_L4\\_U5\\_question14.mp3](#)

He started working on this project about four months before me.

### Pronunciation Skill: Question 15

Track: [21cc2e\\_assessment\\_L4\\_U5\\_question15.mp3](#)

The famine affected *thousands* of people.

### Pronunciation Skill: Question 16

Track: [21cc2e\\_assessment\\_L4\\_U5\\_question16.mp3](#)

We'll need at least *three* bags to carry all that.

**Pronunciation Skill: Question 17**

[Track: 21cc2e\\_assessment\\_L4\\_U5\\_question17.mp3](#)

I've cut down to just one cup of coffee a day.

**Pronunciation Skill: Question 18**

[Track: 21cc2e\\_assessment\\_L4\\_U5\\_question18.mp3](#)

The project will take nine *years* to complete.

## UNIT 6 ASSESSMENT

### Listening Comprehension: Question 8

Track: [21cc2e\\_assessment\\_L4\\_U6\\_question8.mp3](#)

Smartphone use is widespread. 68 percent of the world's population now owns one. And most people spend between three and six hours a day using one. Perhaps that's not so shocking, considering that we use smartphones for so many aspects of our life, including work, study, gaming, watching TV, and shopping. But a growing body of research suggests that we should think twice about how much we let smartphones dominate our lives.

In two recent studies, almost 800 participants participated in various cognitive and problem-solving tasks. These participants were divided into three groups. The first group left their phones in another room. The second group kept their phones in their pockets or bags, and the third group kept their phones face-down on the desk in front of them. All the phones were turned off. But can you guess which group performed better on the tasks? That's right – the group with the phones in another room. Just having their phones nearby was enough to adversely affect the performance of the second group. And the third group, with their phones on the table in front of them, performed worst of all.

Why is this? Well, humans learn to automatically pay attention to things that are relevant to them – like when someone calls your name across a room. In a similar way, researchers believe that our phones are calling for our attention, even when they are turned off. Trying to ignore this has an impact on our cognitive performance. In short, we are distracted. Now think about all the times when you have your phone with you, even when you are not using it: in classes, at dinner with friends, seeing the sights on vacation ... Would you be more focused, and enjoy yourself more, if your phone wasn't right there with you?

There's other research, too, that suggests smartphones are making us mentally lazy. One study of more than 650 people found that those who used their phones more tended to have lower cognitive and problem-solving skills. The researchers suggested that some people may over-rely on their phones to find information that they should know or could easily learn. For example, they don't bother to memorize a phone number, work out the cost of something, or figure out the best route to a particular destination. They always let their phone do the work.

Nobody's saying you have to stop using your phone completely – that's going to be unrealistic in today's world. But we can be more mindful about how easily we let it into all aspects of our lives. And maybe, sometimes, we can put our phones away.

### Pronunciation Skill: Question 10

Track: [21cc2e\\_assessment\\_L4\\_U6\\_question10.mp3](#)

I wish he'd told me that he was leaving.

### Pronunciation Skill: Question 11

Track: [21cc2e\\_assessment\\_L4\\_U6\\_question11.mp3](#)

I think that problem is the one to focus on.

**Pronunciation Skill: Question 12**

[Track: 21cc2e\\_assessment\\_L4\\_U6\\_question12.mp3](#)

She said that we have to submit the assignment on Friday.

**Pronunciation Skill: Question 13**

[Track: 21cc2e\\_assessment\\_L4\\_U6\\_question13.mp3](#)

She's looking for the folder that has all the research data in it.

**Pronunciation Skill: Question 14**

[Track: 21cc2e\\_assessment\\_L4\\_U6\\_question14.mp3](#)

Let's try that new Japanese restaurant for lunch today.

## UNIT 7 ASSESSMENT

### Listening Comprehension: Question 12

Track: [21cc2e\\_assessment\\_L4\\_U7\\_question12.mp3](#)

- S1: So what do you think about the infographic?
- S2: You mean this one about the survey? About how happy and optimistic Americans feel?
- S1: Yes, that's the one. It's a bit surprising, isn't it! For example, the oldest age group seemed to be the happiest.
- S2: I'm with you. It's strange, but I guess by that age you've learned what's worth worrying about and what's not. I mean, it seems to me that attitude is a key factor in how happy you feel.
- S1: Ah, I see where you're coming from, you mean focusing on positives and letting go of negatives? I wish I could do that more often.
- S2: Me too!
- S1: But then look at this, they also say they're less optimistic. How do you explain that?
- S2: Hmm, I wonder if it's related to not being able to look forward to anything new in their lives? I know my grandparents say that, that they notice they're not doing new and different things as much as they used to.
- S1: Good point, that might explain it. So what about people in their 40s and 50s? They said they felt optimistic even though they scored their happiness as lower. That's a bit confusing: I'd expect them to be similar, you know, happiness and optimism going together.
- S2: Well, it probably makes sense, you know, people in their 40s and 50s, maybe that's when they feel they're working too hard and not doing much else ... when they start wondering if they've made the right choices, worrying their life could be or should be different.
- S1: Sounds like my parents, for sure. It makes me wonder if I'm doing the right thing with my own career path.
- S2: Hey, we've still got something to look forward to. Did you see this part, where people over 80 said the best time of their lives was in their 50s?
- S1: Well, I'd love to know more about why.
- S2: Is it because when they look back, they forget the difficulties they had at that age? Was that when they felt at their peak in their careers, or their children were finding their own careers and settling down?
- S1: Do you think so?
- S2: Or maybe it's because that's the age before they started noticing the effects on themselves of getting older, slowing down.
- S1: All I can say is I'm glad we've got years before we need to worry about all this.

**Pronunciation Skill: Question 14**

[Track: 21cc2e\\_assessment\\_L4\\_U7\\_question14.mp3](#)

a member of your generation

**Pronunciation Skill: Question 15**

[Track: 21cc2e\\_assessment\\_L4\\_U7\\_question15.mp3](#)

people from other generations

**Pronunciation Skill: Question 16**

[Track: 21cc2e\\_assessment\\_L4\\_U7\\_question16.mp3](#)

discuss in a group

**Pronunciation Skill: Question 17**

[Track: 21cc2e\\_assessment\\_L4\\_U7\\_question17.mp3](#)

the results of the test

**Pronunciation Skill: Question 18**

[Track: 21cc2e\\_assessment\\_L4\\_U7\\_question18.mp3](#)

wait for a while



## UNIT 8 ASSESSMENT

### Listening Comprehension: Question 8

Track: [21cc2e\\_assessment\\_L4\\_U8\\_question8.mp3](#)

- S1: Well, now we've both decided when we can go on vacation, I've been thinking about where. What do you think about going to Australia?
- S2: Australia? I think that's a great idea! I've never been there.
- S1: Yeah, it's a first for me as well. But we've only got 2 weeks, and it's a huge country.
- S2: There are always heaps of ads online about that tropical part, in the north. What's it called? Queens something.
- S1: Queensland? That's where the Great Barrier Reef is, isn't it?
- S2: That's it. Sounds perfect. Let me have a quick look online. Yeah, check this!
- S1: Wow, stunning. I can just picture us there. OK, we can fly into ... what's this place? Cairns? It's got an international airport.
- S2: And it's about 7 hours from here. Not too far. Not as far as Hawaii was.
- S1: Let me look at a map. Yeah, we can get out to the reef from there for sure.
- S2: Maybe we can find some kind of tour company so we can make the most of the time. Hah, look at this! Already ads are popping up.
- S1: Hang on, stop, look at this one – no, scroll back up a bit – that one called 'Local Experience'. What's that?
- S2: Hmm, ok, sounds like an indigenous travel company, with ... interesting ... day trips from Cairns up the coast to ...
- S1: ... national parks... managed by the local indigenous people ... rainforests and beaches ... showcasing cultural traditions... unique wildlife ... Sounds good! Different from the usual tours.
- S2: It'd be cool to see what life is really like outside the resort hotels. Like we did in Hawaii driving round in that hire car. Remember?
- S1: How can I forget! That flat tire ... And you trying to change it! Lucky that guy stopped and helped. But here, it's not the same level. I mean look at the size of the towns. And there's miles between each one.
- S2: Then definitely book with that company. It'd be too much hassle to organize it ourselves.
- S1: Maybe we can find out about staying overnight there. Go up one day and come back the next. Not so rushed then.
- S2: Yeah, it is supposed to be a holiday. Hey, there's also a couple places in Cairns with some more angles on local culture. This one, looks like they have not just a museum but some performances, storytelling, ... in the local language. Er ...
- S1: But with headsets for the translations.

S2: Ah, ok. And in the restaurant you can try local food, including crocodile!

S1: Er ... Not sure how I feel about that.

S2: Don't worry, I'll make sure you find a burger bar first.

#### Pronunciation Skill: Question 14

Track: [21cc2e\\_assessment\\_L4\\_U8\\_question14.mp3](#)

We are not the ones who make the decision: *they* are.

#### Pronunciation Skill: Question 15

Track: [21cc2e\\_assessment\\_L4\\_U8\\_question15.mp3](#)

Let's write the labels in English *and* in the local language.

#### Pronunciation Skill: Question 16

Track: [21cc2e\\_assessment\\_L4\\_U8\\_question16.mp3](#)

They've campaigned for *decades* to get the artifacts returned.

#### Pronunciation Skill: Question 17

Track: [21cc2e\\_assessment\\_L4\\_U8\\_question17.mp3](#)

Some people think the artifacts should *not* be returned.

#### Pronunciation Skill: Question 18

Track: [21cc2e\\_assessment\\_L4\\_U8\\_question18.mp3](#)

Why *are* these objects still in European museums?

## FINAL ASSESSMENT

### Listening Comprehension: Question 18

Track: [21cc2e\\_assessment\\_L4\\_final\\_question18.mp3](#)

In 2022, the world's population reached 8 billion, and by 2050 it will be 9 billion. As we add another billion mouths to feed over the next few decades, the amount of food we will need is expected to increase by 70 percent. Producing enough food for the world will become an enormous challenge – and it will require new types of food and new production methods.

You've probably already heard of plant-based burgers and maybe insect ones, too. And you may be familiar with the idea of meat grown in the lab. Let's look at a couple more ideas for how we may feed the world in the future, without causing further damage to the environment or contributing to global warming.

Wheat is an important type of food all over the world. But it has its disadvantages. Like other annual crops, it produces grain for only one year and it needs a lot of fertilizer. And when it is harvested, carbon is released into the atmosphere.

An agricultural research group in Kansas has created a plant called Kernza, which can produce grain for up to five years. Because the plant stays in the soil, carbon isn't released into the atmosphere so often, the soil becomes healthier, and less fertilizer can be used. The use of Kernza is currently small-scale, used to make specialty breads and beers. But the long-term goal is to make this environmentally friendly grain available to more people. An American food company, General Mills, has created a Kernza-based cereal and is working to increase production. From just 500 acres grown in 2019, there are now about 6,000 acres of Kernza planted in the U.S. It is still a tiny amount compared to wheat. But over the coming decades, Kernza may slowly overtake wheat, and become the grain that feeds the world.

Another idea is to create a new type of oil. Humans have been using plant oils like olive oil in cooking for thousands of years. In recent years, palm oil has become the most consumed oil in the world. But its increased use has led to deforestation. Looking to produce a more environmentally friendly oil, a Dutch company, Corbion, has successfully made oil from algae. The algal oil, called Thrive, is light and healthy. It's also good for the planet, because it needs less land and water than most oils. In 2017, Corbion created a butter made from algal fat. This can be used in place of normal butter to make cakes and croissants. The company has a large factory in Brazil that they say could one day make enough oil to supply all of the U.S. and Europe.

### Pronunciation Skill: Question 20

Track: [21cc2e\\_assessment\\_L4\\_final\\_question20.mp3](#)

Increasingly, people are trying to eat food that is healthy as well as good for the planet.

### Pronunciation Skill: Question 21

Track: [21cc2e\\_assessment\\_L4\\_final\\_question21.mp3](#)

Many experts believe phone addiction is becoming more common, but I don't think it's that much of a problem.

**Pronunciation Skill: Question 22**

[Track: 21cc2e\\_assessment\\_L4\\_final\\_question22.mp3](#)

A lot of older people say that our generation is lazy and self-centered, but it isn't true.

**Pronunciation Skill: Question 23**

[Track: 21cc2e\\_assessment\\_L4\\_final\\_question23.mp3](#)

If someone takes part in a festival from a different culture, is that cultural appreciation?

**Pronunciation Skill: Question 24**

[Track: 21cc2e\\_assessment\\_L4\\_final\\_question24.mp3](#)

The cameras that are on modern smartphones are so good these days.