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Ready-to-Use English Lessons by Sean Banville

Level 6
Plants can make intelligent decisions

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http://www.breakingnewsenglish.com/1607/160704-decisions.html

Contents

Please try Levels 0, 1 and 2 (they are easier).

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THE ARTICLE

Plants are a lot smarter than we thought. According to researchers, they are capable of making intelligent decisions regarding risk. Scientists have discovered that one plant, the humble pea, can make decisions regarding how to survive best, even though it does not have a brain. Researchers from the UK's Oxford University and Israel's Tel-Hai College grew several pea plants that had their roots separated between two pots. Each pot contained differing amounts of nutrients. One pot always had the same amount, while the other pot varied between a lot and a little. The plants turned out to be remarkably consistent at diverting their roots to the pot with the most nutrients.

The research paper will be published this week in the 'Current Biology' journal. Researcher Alex Kacelnik said the experiment, "raises a question, not about plants, but about animals and humans". He wondered whether the pea plant might be more efficient in using its limited decision-making resources than humans. He said: "We have a very fancy brain, but maybe most of the time we're not using it." Professor Kacelnik said he did not think that pea plants were intelligent in the human sense, but that they exhibited complex behaviours to efficiently take advantage of natural opportunities. It would be interesting to see how our lives would be different if we adopted similar strategies.

WARM-UPS

1. PLANTS: Students walk around the class and talk to other students about plants. Change partners often and share your findings.

2. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

smarter / capable / intelligent / decisions / survive / roots / nutrients / consistent / research / journal / experiment / question / efficient / resources / complex / strategies

Have a chat about the topics you liked. Change topics and partners frequently.

3. INTELLIGENCE: Students A **strongly** believe plants have intelligence; Students B **strongly** believe they don't. Change partners again and talk about your conversations.

4. SMART: In what ways might these be smarter than humans? Could we do as they do? Complete this table with your partner(s). Change partners often and share what you wrote.

	The ways they might be smarter	Could we do as they do?
Plants		
Ants		
Dolphins		
Leopards		
Rats		
Bees		

5. RISK: Spend one minute writing down all of the different words you associate with the word "risk". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. DECISIONS: Rank these with your partner. Put the most difficult decisions at the top. Change partners often and share your rankings.

- relationships
- financial
- job
- hair
- home
- food
- holidays
- clothes

BEFORE READING / LISTENING

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

a.   Researchers say plants make decisions regarding risk.   **T / F**

b.   Scientists found that the pea plant has a brain.   **T / F**

c.   Scientists tied the roots of different pea plants together.   **T / F**

d.   The roots of pea plants were inconsistent in finding pots with nutrients.   **T / F**

e.   The research will be published in a journal called 'Current Biology'.   **T / F**

f.   A researcher said we don't use our brain most of the time.   **T / F**

g.   The researcher said pea plants were intelligent in the human sense.   **T / F**

h.   The researcher said pea plants took advantage of natural opportunities.   **T / F**

2. SYNONYM MATCH: Match the following synonyms from the article.

1.	smarter	a.	amazingly
2.	capable	b.	divided
3.	humble	c.	meaning
4.	separated	d.	simple
5.	remarkably	e.	competent
6.	raises	f.	exploit
7.	wondered	g.	took on
8.	sense	h.	brings up
9.	take advantage of	i.	cleverer
10.	adopted	j.	pondered

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

1.	they are capable of	a.	to survive best
2.	make decisions regarding how	b.	the most nutrients
3.	Each pot contained differing	c.	similar strategies
4.	The plants turned out to be remarkably	d.	question
5.	diverting their roots to the pot with	e.	amounts of nutrients
6.	research	f.	brain
7.	raises a	g.	consistent
8.	We have a very fancy	h.	of natural opportunities
9.	take advantage	i.	paper
10.	if we adopted	j.	making intelligent decisions

GAP FILL

Plants are a lot smarter than we thought. According to researchers, they are (1) _____ of making intelligent decisions regarding risk. Scientists have discovered that one plant, the (2) _____ pea, can make decisions regarding how to survive best, even though it does not have a (3) _____. Researchers from the UK's Oxford University and Israel's Tel-Hai College grew (4) _____ pea plants that had their roots (5) _____ between two pots. Each pot contained differing amounts of (6) _____. One pot always had the same amount, while the other pot (7) _____ between a lot and a little. The plants turned out to be (8) _____ consistent at diverting their roots to the pot with the most nutrients.

separated

remarkably

capable

varied

humble

several

brain

nutrients

The research paper will be (9) _____ this week in the 'Current Biology' journal. Researcher Alex Kacelnik said the experiment, "(10) _____ a question, not about plants, but about animals and humans". He (11) _____ whether the pea plant might be more efficient in using its limited decision-making (12) _____ than humans. He said: "We have a very (13) _____ brain, but maybe most of the time we're not using it." Professor Kacelnik said he did not think that pea plants were intelligent in the human (14) _____, but that they exhibited complex behaviours to efficiently take (15) _____ of natural opportunities. It would be interesting to see how our lives would be different if we adopted (16) _____ strategies.

resources

raises

sense

similar

published

fancy

wondered

advantage

LISTENING – Guess the answers. Listen to check.

1) they are capable of making intelligent decisions _____
   a. regarding risky
   b. regarding risks
   c. regarding risked
   d. regarding risk

2) the humble pea, can make decisions regarding how _____
   a. to survival best
   b. to survivor best
   c. to survive best
   d. to survives best

3) grew several pea plants that had their roots separated _____
   a. between the pots
   b. between two pots
   c. between two posts
   d. between the posts

4) while the other pot varied between a _____
   a. lots and a little
   b. lot and a little
   c. lots and a little
   d. lot and the little

5) remarkably consistent at diverting their roots to the pot with _____
   a. the most nutrients
   b. the most nutritious
   c. the most new tridents
   d. the most new traders

6) The research paper will be published this week in the _____
   a. 'Current Biology' journey
   b. 'Current Biology' journeyed
   c. 'Current Biology' journal
   d. 'Current Biology' journals

7) He said: "We have a very _____"
   a. fancied brain
   b. fan see brain
   c. fancy brain
   d. fan seed brain

8) he did not think that pea plants were intelligent in _____
   a. the human sense
   b. the human cents
   c. the human sentence
   d. the human senses

9) they exhibited complex behaviours to efficiently take advantage _____
   a. of neutral opportunities
   b. of naturally opportunities
   c. of neural opportunities
   d. of natural opportunities

10) see how our lives would be different if we adopted _____
   a. similarly strategies
   b. similar strategy
   c. similar strategies
   d. similar strategise

LISTENING – Listen and fill in the gaps

Plants are a lot smarter (1) _____. According to researchers, they are capable of making intelligent decisions regarding risk. Scientists have discovered that one plant, (2) _____, can make decisions (3) _____ survive best, even though it does not have a brain. Researchers from the UK's Oxford University and Israel's Tel-Hai College grew several pea plants (4) _____ roots separated between two pots. Each pot contained differing amounts of nutrients. One pot (5) _____ amount, while the other pot varied between a lot and a little. The plants turned out to be remarkably consistent at diverting their (6) _____ with the most nutrients.

The research paper will (7) _____ week in the 'Current Biology' journal. Researcher Alex Kacelnik said the experiment, "(8) _____, not about plants, but about animals and humans". He wondered whether the pea plant might (9) _____ in using its limited decision-making resources than humans. He said: "We have a (10) _____, but maybe most of the time we're not using it." Professor Kacelnik said he did not think that pea plants were intelligent in the human sense, but that they (11) _____ behaviours to efficiently take advantage of natural opportunities. It would be interesting to see how our lives would be different if we adopted (12) _____.

COMPREHENSION QUESTIONS

1. Who said plants were capable of making intelligent decisions?

2. What did scientists say the pea plant did not have?

3. What was the university in the research?

4. What did each pot contain?

5. Which pot did the roots choose most of the time?

6. What is the name of the journal the research will be in?

7. What did the researcher say the experiment raised?

8. What kind of brain did the researcher say we had?

9. In what sense did a professor say pea plants were not intelligent?

10. What did the professor say plants took advantage of?

MULTIPLE CHOICE - QUIZ

1) Who said plants were capable of making intelligent decisions?
a) botanists
b) researchers
c) gardeners
d) a humble person

2) What did scientists say the pea plant did not have?
a) a nose
b) eyes
c) ears
d) a brain

3) What was the university in the research?
a) Tokyo
b) Harvard
c) Oxford
d) Delhi

4) What did each pot contain?
a) nutrients
b) grass
c) pellets
d) worms

5) Which pot did the roots choose most of the time?
a) the biggest one
b) the one with the most nutrients
c) the green one
d) the most expensive one

6) What is the name of the journal the research will be in?
a) 'Current Biology'
b) 'Currently Biology'
c) 'Current Biological'
d) 'Currently Biological'

7) What did the researcher say the experiment raised?
a) risk
b) money
c) a question
d) peas

8) What kind of brain did the researcher say we had?
a) a fancy one
b) a pea-brained one
c) a superior one
d) a grey one

9) In what sense did a professor say pea plants were not intelligent?
a) fashion sense
b) nonsense
c) common sense
d) the human sense

10) What did the professor say plants took advantage of?
a) beans
b) other plants
c) natural opportunities
d) researchers

ROLE PLAY

Role A – Relationships

You think decisions about relationships are the hardest. Tell the others three reasons why. Tell them why their decisions aren't so difficult. Also, tell the others which is the easiest of these (and why): what to buy, hair or what to eat.

Role B – What to buy

You think decisions about what to buy are the hardest. Tell the others three reasons why. Tell them why their decisions aren't so difficult. Also, tell the others which is the easiest of these (and why): relationships, hair or what to eat.

Role C – Hair

You think decisions about hair are the hardest. Tell the others three reasons why. Tell them why their decisions aren't so difficult. Also, tell the others which is the easiest of these (and why): what to buy, relationships or what to eat.

Role D – What to eat

You think decisions about what to eat are the hardest. Tell the others three reasons why. Tell them why their decisions aren't so difficult. Also, tell the others which is the easiest of these (and why): what to buy, hair or relationships.

AFTER READING / LISTENING

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms … for the words 'pea' and 'plant'.

pea	plant

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning…?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

• thought	• week
• humble	• question
• though	• using
• between	• fancy
• little	• complex
• turned	• similar

DECISIONS SURVEY

Write five GOOD questions about decisions in the table. Do this in pairs. Each student must write the questions on his / her own paper.
When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.

- Make mini-presentations to other groups on your findings.

DECISIONS DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?

2. What springs to mind when you hear the word 'pea'?

3. What do you think of peas?

4. What kind of intelligence do you think plants have?

5. What does the adjective "pea-brained" mean?

6. What's the worst decision you've ever made?

7. What do you think about what you read?

8. In what ways are plants more intelligent than humans?

9. What do you think of the test the researchers did?

10. What are your favourite plants, and why?

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DECISIONS DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

11. Did you like reading this article? Why/not?

12. How interesting do you think the research paper might be?

13. What's the best decision you've ever made?

14. What processes do you go through when making a decision?

15. How 'fancy' is our brain?

16. Why do some people talk to plants?

17. How decisive are you?

18. What decisions do you have to make in the next week?

19. How would our lives be different if we made decisions like a pea plant?

20. What questions would you like to ask the researchers?

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

DISCUSSION (Write your own questions)

STUDENT B's QUESTIONS (Do not show these to student A)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

LANGUAGE - CLOZE

Plants are a lot smarter than we (1) _____. According to researchers, they are capable of making intelligent decisions regarding risk. Scientists have discovered that one plant, the (2) _____ pea, can make decisions (3) _____ how to survive best, even though it does not have a (4) _____. Researchers from the UK's Oxford University and Israel's Tel-Hai College grew several pea plants that had their roots separated between two pots. Each pot contained (5) _____ amounts of nutrients. One pot always had the same amount, while the other pot varied between a lot and a little. The plants turned out to be (6) _____ consistent at diverting their roots to the pot with the most nutrients.

The research paper will be published this week in the 'Current Biology' journal. Researcher Alex Kacelnik said the experiment, "(7) _____ a question, not about plants, but about animals and humans". He (8) _____ whether the pea plant might be more efficient in using its limited decision-making resources than humans. He said: "We have a very (9) _____ brain, but maybe most of the time we're not using it." Professor Kacelnik said he did not think that pea plants were intelligent in the human (10) _____, but that they exhibited complex behaviours to efficiently (11) _____ advantage of natural opportunities. It would be interesting to see (12) _____ our lives would be different if we adopted similar strategies.

Put the correct words from the table below in the above article.

1.	(a)	thinking	(b)	thinks	(c)	thought	(d)	thoughtful
2.	(a)	humble	(b)	bumble	(c)	crumble	(d)	tumble
3.	(a)	regards	(b)	regarding	(c)	regard	(d)	regarded
4.	(a)	bran	(b)	brawn	(c)	bean	(d)	brain
5.	(a)	diffusion	(b)	daffodil	(c)	differing	(d)	diffident
6.	(a)	remarked	(b)	remarkably	(c)	remarkable	(d)	remarks
7.	(a)	raises	(b)	rises	(c)	risers	(d)	arises
8.	(a)	weaned	(b)	meandered	(c)	wandered	(d)	wondered
9.	(a)	antsy	(b)	infancy	(c)	fancy	(d)	pansy
10.	(a)	sensory	(b)	cents	(c)	sensor	(d)	sense
11.	(a)	make	(b)	take	(c)	fake	(d)	rake
12.	(a)	how	(b)	what	(c)	which	(d)	while

SPELLING

Paragraph 1

1.   <u>eabcapl</u> of making intelligent decisions

2.   the <u>bmlueh</u> pea

3.   had their roots <u>astreeadp</u>

4.   the other pot <u>diaerv</u>

5.   remarkably <u>tnsistecno</u>

6.   the pot with the most <u>iuttsnern</u>

Paragraph 2

7.   the 'Current Biology' <u>uanojlr</u>

8.   be more <u>nfecfteii</u>

9.   they <u>bxeedtihi</u> complex behaviours

10.   take <u>tangdavae</u> of

11.   natural <u>riitopopuetsn</u>

12.   adopted similar <u>itseagesrt</u>

PUT THE TEXT BACK TOGETHER

Number these lines in the correct order.

(   )   using it." Professor Kacelnik said he did not think that pea plants were intelligent in the human

(*1*)   Plants are a lot smarter than we thought. According to researchers, they are capable of making intelligent

(   )   and Israel's Tel-Hai College grew several pea plants that had their roots separated between two

(   )   The research paper will be published this week in the 'Current Biology' journal. Researcher Alex Kacelnik

(   )   amount, while the other pot varied between a lot and a little. The plants turned

(   )   out to be remarkably consistent at diverting their roots to the pot with the most nutrients.

(   )   opportunities. It would be interesting to see how our lives would be different if we adopted similar strategies.

(   )   pots. Each pot contained differing amounts of nutrients. One pot always had the same

(   )   sense, but that they exhibited complex behaviours to efficiently take advantage of natural

(   )   how to survive best, even though it does not have a brain. Researchers from the UK's Oxford University

(   )   said the experiment, "raises a question, not about plants, but about animals and humans". He wondered

(   )   whether the pea plant might be more efficient in using its limited decision-making resources than

(   )   decisions regarding risk. Scientists have discovered that one plant, the humble pea, can make decisions regarding

(   )   humans. He said: "We have a very fancy brain, but maybe most of the time we're not

PUT THE WORDS IN THE RIGHT ORDER

1. regarding of risk making They   intelligent are decisions capable .

2. two plants their between Pea had separated pots that roots .

3. amounts nutrients pot differing of Each contained .

4. to out turned plants The consistent remarkably be .

5. roots pot most their the the Diverting to with nutrients .

6. Biology' 'Current the in week this Published journal .

7. might efficient whether plant more wondered pea be He the .

8. we're most not of using the it time Maybe .

9. Think plants in sense pea intelligent human that were the .

10. our how see to interesting be would It different be   would lives .

CIRCLE THE CORRECT WORD (20 PAIRS)

Plants are a *lot / loads* smarter than we thought. According to researchers, they are *capacity / capable* of making intelligent decisions *regarding / regardless* risk. Scientists have discovered that *one / once* plant, the humble pea, can make decisions regarding how to survive best, even *though / thought* it does not have a brain. Researchers from the UK's Oxford University and Israel's Tel-Hai College *grown / grew* several pea plants that had their roots separated *among / between* two pots. Each pot contained differing amounts of *nutritious / nutrients*. One pot always had the same amount, while the other pot *varied / various* between a lot and a little. The plants turned out to be remarkably consistent *at / of* diverting their roots to the pot with the most nutrients.

The research paper will be *publishing / published* this week in the 'Current Biology' journal. Researcher Alex Kacelnik said the *experimental / experiment*, "*raises / rises* a question, not about plants, but about animals and *humans / humanise*". He wondered whether the pea plant might be more *efficient / efficiently* in using its limited decision-making resources than humans. He said: "We have a very *fancy / fancied* brain, but maybe most of the time we're not *using / useful* it." Professor Kacelnik said he did not think that pea plants were *intelligently / intelligent* in the human sense, but that they exhibited complex behaviours to efficiently *take / took* advantage of natural opportunities. It would be interesting to see how our lives would be different if we adopted *similarly / similar* strategies.

Talk about the connection between each pair of words in italics, and why the correct word is correct.

INSERT THE VOWELS (a, e, i, o, u)

Pl_nts _r_ _ l_t sm_rt_r th_n w_ th__ght. _cc_rd_ng t_ r_s__rch_rs, th_y _r_ c_p_bl_ _f m_k_ng _nt_ll_g_nt d_c_s__ns r_g_rd_ng r_sk. Sc__nt_sts h_v_ d_sc_v_r_d th_t _n_ pl_nt, th_ h_mbl_ p__, c_n m_k_ d_c_s__ns r_g_rd_ng h_w t_ s_rv_v_ b_st, _v_n th__gh _t d__s n_t h_v_ _ br__n. R_s__rch_rs fr_m th_ _K's _xf_rd _n_v_rs_ty _nd _sr__l's T_l-H__ C_ll_g_ gr_w s_v_r_l p__ pl_nts th_t h_d th__r r__ts s_p_r_t_d b_tw__n tw_ p_ts. __ch p_t c_nt__n_d d_ff_r_ng _m__nts _f n_tr__nts. _n_ p_t _lw_ys h_d th_ s_m_ _m__nt, wh_l_ th_ _th_r p_t v_r__d b_tw__n _ l_t _nd _ l_ttl_. Th_ pl_nts t_rn_d __t t_ b_ r_m_rk_bly c_ns_st_nt _t d_v_rt_ng th__r r__ts t_ th_ p_t w_th th_ m_st n_tr__nts.

Th_ r_s__rch p_p_r w_ll b_ p_bl_sh_d th_s w__k _n th_ 'C_rr_nt B__l_gy' j__rn_l. R_s__rch_r _l_x K_c_ln_k s__d th_ _xp_r_m_nt, "r__s_s _ q__st__n, n_t _b__t pl_nts, b_t _b__t _n_m_ls _nd h_m_ns". H_ w_nd_r_d wh_th_r th_ p__ pl_nt m_ght b_ m_r_ _ff_c__nt _n _s_ng _ts l_m_t_d d_c_s__n-m_k_ng r_s__rc_s th_n h_m_ns. H_ s__d: "W_ h_v_ _ v_ry f_ncy br__n, b_t m_yb_ m_st _f th_ t_m_ w_'r_ n_t _s_ng _t." Pr_f_ss_r K_c_ln_k s__d h_ d_d n_t th_nk th_t p__ pl_nts w_r_ _nt_ll_g_nt _n th_ h_m_n s_ns_, b_t th_t th_y _xh_b_t_d c_mpl_x b_h_v___rs t_ _ff_c__ntly t_k_ _dv_nt_g_ _f n_t_r_l _pp_rt_n_t__s. _t w__ld b_ _nt_r_st_ng t_ s__ h_w __r l_v_s w__ld b_ d_ff_r_nt _f w_ _d_pt_d s_m_l_r str_t_g__s.

PUNCTUATE THE TEXT AND ADD CAPITALS

plants are a lot smarter than we thought according to researchers they are capable of making intelligent decisions regarding risk scientists have discovered that one plant the humble pea can make decisions regarding how to survive best even though it does not have a brain researchers from the uk's oxford university and israel's tel-hai college grew several pea plants that had their roots separated between two pots each pot contained differing amounts of nutrients one pot always had the same amount while the other pot varied between a lot and a little the plants turned out to be remarkably consistent at diverting their roots to the pot with the most nutrients

the research paper will be published this week in the 'current biology' journal researcher alex kacelnik said the experiment "raises a question not about plants but about animals and humans" he wondered whether the pea plant might be more efficient in using its limited decision-making resources than humans he said "we have a very fancy brain but maybe most of the time we're not using it" professor kacelnik said he did not think that pea plants were intelligent in the human sense but that they exhibited complex behaviours to efficiently take advantage of natural opportunities it would be interesting to see how our lives would be different if we adopted similar strategies

PUT A SLASH (/) WHERE THE SPACES ARE

Plantsarealotsmarterthanwethought.Accordingtoresearchers,theya
recapableofmakingintelligentdecisionsregardingrisk.Scientistshave
discoveredthatoneplant,thehumblepea,canmakedecisionsregardin
ghowtosurvivebest,eventhoughitdoesnothaveabrain.Researchersfr
omtheUK'sOxfordUniversityandIsrael'sTel-HaiCollegegrewseveral
peaplantsthathadtheirrootsseparatedbetweentwopots.Eachpotcont
aineddifferingamountsofnutrients.Onepotalwayshadthesameamou
nt,whiletheotherpotvariedbetweenalotandalittle.Theplantsturnedo
uttoberemarkablyconsistentatdivertingtheirrootstothepotwiththem
ostnutrients.Theresearchpaperwillbepublishedthisweekinthe'Curre
ntBiology'journal.ResearcherAlexKacelniksaidtheexperiment,"raise
saquestion,notaboutplants,butaboutanimalsandhumans".Hewonde
redwhetherthepeaplantmightbemoreefficientinusingitslimiteddecisi
on-makingresourcesthanhumans.Hesaid:"Wehaveaveryfancybra
in,butmaybemostofthetimewe'renotusingit."ProfessorKacelniksaid
hedidnotthinkthatpeaplantswereintelligentinthehumansense,butth
attheyexhibitedcomplexbehaviourstoefficientlytakeadvantageofnat
uralopportunities.Itwouldbeinterestingtoseehowourliveswouldbedif
ferentifweadoptedsimilarstrategies.

FREE WRITING

Write about **decisions** for 10 minutes. Comment on your partner's paper.

_____

_____

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ACADEMIC WRITING

Plants are intelligent and we can learn from them. Discuss.

_____

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HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about pea plants. Share what you discover with your partner(s) in the next lesson.

3. DECISIONS: Make a poster about decisions. Show your work to your classmates in the next lesson. Did you all have similar things?

4. PLANTS: Write a magazine article about plants being smart. Include imaginary interviews with people believe this is true and with people who think it is not true.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

5. WHAT HAPPENED NEXT? Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

6. LETTER: Write a letter to an expert on decision-making. Ask him/her three questions about it. Give him/her three of your ideas on how best to make decisions. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

ANSWERS

TRUE / FALSE (p.4)

a T   b F   c F   d F   e T   f T   g F   h T

SYNONYM MATCH (p.4)

1.	smarter	a. cleverer
2.	capable	b. competent
3.	humble	c. simple
4.	separated	d. divided
5.	remarkably	e. amazingly
6.	raises	f. brings up
7.	wondered	g. pondered
8.	sense	h. meaning
9.	take advantage of	i. exploit
10.	adopted	j. took on

COMPREHENSION QUESTIONS (p.8)

1.   Researchers
2.   A brain
3.   Oxford
4.   Nutrients
5.   The one with the most nutrients
6.   'Current Biology'
7.   A question
8.   A fancy one
9.   The human sense
10.   Natural opportunities

MULTIPLE CHOICE - QUIZ (p.9)

1. b   2. d   3. c   4. a   5. b   6. a   7. c   8. a   9. d   10. c

ALL OTHER EXERCISES

Please check for yourself by looking at the Article on page 2.
(It's good for your English ;-)