

# 3

## Life on Mars



### A Thinking about the topic

1 You're going to hear a lecture containing all the words below. The bigger words occur more often, the smaller words less often. Look at them and answer these questions with a partner.

- 1 What do you think the lecture might be about?
- 2 Are there any words that you want to ask about or look up in a dictionary?



2 Read about the speaker. Does this information confirm your ideas from Exercise 1?



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My research aims to show the molecules and brain structures which lie behind the drive to learn and explore. Ultimately, I hope my research will contribute to a greater understanding of life and help release the power of our imagination. I am also interested in space exploration and the possibility of living permanently on Mars.

3 Watch the lecture. What did you understand? Compare with a partner.

### B Focus on language

4 Read the beginning of the lecture (1–10 below) while you watch again (00:00–00:34). Pay attention to the pronunciation. Why do you think the words are printed in different sizes?

- 1 I implore you to take a look at the sky tonight.
- 2 Between now and sunrise ...
- 3 ... you'll be able to see five planets ...
- 4 ... with your naked eye.
- 5 I was staring up at the Red Planet last night, ...
- 6 ... thinking to myself, ...
- 7 whenever it comes for me the opportunity ...
- 8 ... to live on Mars, ...
- 9 ... I will go in a heartbeat, ...
- 10 ... and I can tell you three reasons why.

### C Listening for the main ideas and detail

5 Watch Part 1 of the lecture again (00:00–01:21) and number these points in the order you hear them

Bechara ...

- a asks us to imagine we live on an island.
- b asks if we would go to another island.
- c tells us that, every now and again, a giant wave destroys our island.
- d gives us three reasons to go somewhere new.

6 Match the phrase beginnings (1–4) with the endings (a–d). Compare with a partner.

- 1 Mars is much colder than Earth – a at the polar caps and elsewhere on the surface.
- 2 There are huge reserves of CO<sub>2</sub> b release hydrocarbons.
- 3 After a few thousand years, c you can't wander around in bare feet.
- 4 People living on Mars d we'd learn how to control the climate on Earth.

7 Watch Part 2 of the lecture (01.22–03.03) and check your answers to Exercise 6.

8 Watch the whole lecture again and decide if these statements are true (T) or false (F). Correct any false ones.

- 1 In the imaginary world, you can see the second island all the time.
- 2 People might go to the second island because they're curious.
- 3 The greenhouse effect will produce liquid water.
- 4 We don't know anything about how releasing hydrocarbons will affect the planet.
- 5 Complex plants and animals will produce oxygen.

### D After watching

9 How many technical words and phrases can you remember from the lecture? Add them to this table. Then watch the lecture again or read the script to find more.

chemistry	oxygen,
astronomy	planet,
climatology/geography	polar caps,

10 In the last part of the lecture, Bechara talks about children running around Mars 'without any scuba gear'. What do you think he means? Discuss with a partner.

### E Extension and review

11 Are you convinced by Bechara's explanation of how to control the climate on Mars? Write a summary of the lecture or tell a partner. Explain why you are or aren't convinced.

12 Which of these activities helped you understand the lecture best?

- using the speaker's body language
- listening for the main ideas