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Fingernails scraping chalkboard hate explained

MANY FLASH AND ONLINE ACTIVITIES FOR THIS LESSON, PLUS A LISTENING, AT:

<http://www.NewsEnglishLessons.com/1111/111107-noises.html>

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ALL ANSWERS ARE IN THE TEXT ON PAGE 2.

7th November, 2011

THE READING / TAPESCRIPT

From: <http://www.NewsEnglishLessons.com/1111/111107-noises.html>

Don't you just hate the sound of fingernails scraping along a school chalkboard? The screeching sound gives many people goose bumps or makes their hair stand on end. Now scientists think they have found out why. Researchers from the Macromedia University for Media and Communication in Cologne, Germany say the reason the sound is so unpleasant is because it is at a similar frequency to human speech. Our ears are designed to make sounds at that frequency much louder, so the nails on chalkboard sound becomes much clearer to us than other sounds.

Lead researcher professor Michael Oehler did a test where some listeners thought they were listening to strange music, and others were told they had to listen to different horrible sounds. The people professor Oehler told were listening to fingernails found the sound more unpleasant than those he didn't tell. Professor Oehler measured heart rate and blood pressure to find out which sounds were the worst. The researchers found other sounds that people did not like, including a fork scraping across a plate and squeaking polystyrene.

PHRASE MATCH

From: <http://www.NewsEnglishLessons.com/1111/111107-noises.html>

Match the following phrases from the article.

Paragraph 1

- | | |
|---------------------------|---------------------|
| 1. Don't you just hate | a. bumps |
| 2. goose | b. that frequency |
| 3. makes their hair stand | c. clearer to us |
| 4. the reason the sound | d. on end |
| 5. make sounds at | e. the sound |
| 6. becomes much | f. is so unpleasant |

Paragraph 2

- | | |
|------------------------------------|---------------------|
| 1. they were listening | a. horrible sounds |
| 2. they had to listen to different | b. a plate |
| 3. sound more | c. polystyrene |
| 4. heart rate and blood | d. unpleasant |
| 5. a fork scraping across | e. to strange music |
| 6. squeaking | f. pressure |

LISTENING GAP FILL

From: <http://www.NewsEnglishLessons.com/1111/111107-noises.html>

_____ hate the sound of fingernails scraping along a school chalkboard? The _____ gives many people goose bumps or makes their hair stand on end. Now scientists think they _____. Researchers from the Macromedia University for Media and Communication in Cologne, Germany _____ the sound is so unpleasant is because it is at _____ to human speech. Our ears are designed to make sounds at that frequency much louder, so the nails on chalkboard sound becomes much _____ other sounds.

Lead researcher professor Michael Oehler did a test where some listeners thought they were _____ music, and others were told they had to listen _____ sounds. The people professor Oehler told were listening to fingernails found the sound _____ than those he didn't tell. Professor Oehler measured heart rate and blood _____ out which sounds were the worst. The researchers _____ that people did not like, including a fork scraping _____ and squeaking polystyrene.

MULTIPLE CHOICE

From: <http://www.NewsEnglishLessons.com/1111/111107-noises.html>

Don't you (1) _____ hate the sound of fingernails scraping along a school chalkboard? The screeching sound gives many people (2) _____ bumps or makes their hair stand on (3) _____. Now scientists think they have found out why. Researchers from the Macromedia University for Media and Communication in Cologne, Germany say the reason the sound is (4) _____ unpleasant is because it is at a (5) _____ frequency to human speech. Our ears are designed to make sounds at that frequency much louder, so the nails on chalkboard sound (6) _____ much clearer to us than other sounds.

Lead researcher professor Michael Oehler did a test where (7) _____ listeners thought they were listening to strange music, and (8) _____ were told they had to listen to different horrible sounds. The people professor Oehler told were listening to fingernails (9) _____ the sound more unpleasant than those he didn't tell. Professor Oehler measured heart (10) _____ and blood pressure to find out which sounds were the worst. The researchers found other sounds that people did not like, (11) _____ a fork scraping (12) _____ a plate and squeaking polystyrene.

Put the correct words from this table into the article.

- | | | |
|-------------------|----------------|--------------|
| 1. (a) just | (b) only | (c) such |
| 2. (a) chicken | (b) goose | (c) duck |
| 3. (a) up | (b) finish | (c) end |
| 4. (a) so | (b) such | (c) sew |
| 5. (a) same | (b) similarity | (c) similar |
| 6. (a) became | (b) becomes | (c) becoming |
| 7. (a) whole | (b) some | (c) part |
| 8. (a) others | (b) other | (c) another |
| 9. (a) sound | (b) found | (c) round |
| 10. (a) measure | (b) ratio | (c) rate |
| 11. (a) including | (b) plus | (c) as well |
| 12. (a) cross | (b) crossed | (c) across |

SPELLING

From: <http://www.NewsEnglishLessons.com/1111/111107-noises.html>

Spell the jumbled words (from the text) correctly.

Paragraph 1

1. oesgo bumps
2. makes their hair tands on end
3. the reason the sound is so nluanpseat
4. human echesp
5. much lorued
6. much accrele to us

Paragraph 2

7. Lead eahcseerrr
8. listening to taesgnr music
9. listen to different rebilorh sounds
10. heart rate and blood rpsereru
11. which sounds were the trswow
12. a fork scraping sosarc a plate

PUT THE TEXT BACK TOGETHER

From: <http://www.NewsEnglishLessons.com/1111/111107-noises.html>

Number these lines in the correct order.

- () a similar frequency to human speech. Our ears are designed to make sounds at that frequency much
- () louder, so the nails on chalkboard sound becomes much clearer to us than other sounds.
- () end. Now scientists think they have found out why. Researchers from the Macromedia University for
- () Lead researcher professor Michael Oehler did a test where some listeners thought they were
- () sound gives many people goose bumps or makes their hair stand on
- () horrible sounds. The people professor Oehler told were listening to fingernails found the sound more
- (**1**) Don't you just hate the sound of fingernails scraping along a school chalkboard? The screeching
- () unpleasant than those he didn't tell. Professor Oehler measured heart rate and blood
- () Media and Communication in Cologne, Germany say the reason the sound is so unpleasant is because it is at
- () pressure to find out which sounds were the worst. The researchers found other sounds that people did
- () not like, including a fork scraping across a plate and squeaking polystyrene.
- () listening to strange music, and others were told they had to listen to different

THE READING / TAPESCRIPT

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With a partner, put the words back into the correct order.

1. scraping a chalkboard Fingernails along school.

2. sound bumps gives many The people screeching goose.

3. out found have they think Scientists why.

4. human to frequency similar a At speech.

5. to clearer Much sounds other than us.

6. music were listening Listeners to thought strange they.

7. sounds listen to They different had horrible to.

8. and rate heart measured Oehler pressure blood.

9. worst the were sounds which out Find.

10. A scraping a fork across plate.

DISCUSSION (Write your own questions)

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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DISCUSSION (Write your own questions)

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

WRITING

From: <http://www.NewsEnglishLessons.com/1111/111107-noises.html>

Write about noises for 10 minutes. Show your partner your paper. Correct each other's work.

[illegible]

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. NOISES: Search the Internet and find more information about noises. Talk about what you discover with your partner(s) in the next lesson.

3. MAGAZINE ARTICLE: Write a magazine article about noises people hate. Include an imaginary interview with people you know. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

4. 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.

5. LETTER: Write a letter to a noise expert. Ask him/her three questions about noises. Give him/her three of your opinions on horrible noises. Read what you wrote to your classmates in the next lesson. Your partner will answer the questions you asked.