

Level 3

PROGRESSIVE Skills

Listening & Speaking



Course Book & Workbook

Terry Phillips and Anna Phillips

Garnet
EDUCATION

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PROGRESSIVE

Skills

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Listening

Knowledge area	Topic	Skills
1 Remembering and forgetting	Memory	<i>lecture with sources</i> • note-taking: recording sources
2 Friends and family	Making and keeping friends	<i>lecture with several main points</i> • note-taking: recognizing the main points
3 Managing to be successful	Managing time and self	<i>lecture with contrast</i> • recognizing lecture structure: signpost words and phrases
4 Natural cycles	Greening the desert	<i>lecture with numbers</i> • note-taking: numbers and units of measurement
5 Customs: origins and effects	Cultural diversity	<i>lecture with mixed information types</i> • common adjective endings • note-taking: choosing type of notes

Grammar

Phonology

1	<ul style="list-style-type: none"> indirect questions verb patterns (1): <i>forget, remember, learn, remind</i> 	<ul style="list-style-type: none"> guessing the spelling of proper nouns
2	<ul style="list-style-type: none"> verb patterns (2): transitive and intransitive verbs 	<ul style="list-style-type: none"> recognizing negative prefixes on adjectives
3	<ul style="list-style-type: none"> verb patterns (3): verb + (object) + <i>to do</i> 	<ul style="list-style-type: none"> recognizing adjective suffixes
4	<ul style="list-style-type: none"> replacement subject <i>it</i>: to indicate certainty; to indicate stance 	<ul style="list-style-type: none"> recognizing numbers
5	<ul style="list-style-type: none"> extra information after <i>who, which, where</i> 	<ul style="list-style-type: none"> recognizing adjectives from endings

Speaking

Knowledge area	Topic	Skills
1 Remembering and forgetting	Learner styles	<i>talk about types of learner</i> <ul style="list-style-type: none"> • preparing for a talk • giving a talk clearly
2 Friends and family	Apologizing	<i>talking about research</i> <ul style="list-style-type: none"> • starting a turn • ending a turn • reporting problems
3 Managing to be successful	The time thieves	<i>tutorial about a problem</i> <ul style="list-style-type: none"> • reacting to contributors: agreeing / disagreeing
4 Natural cycles	Oxygen and carbon	<i>talk about a process</i> <ul style="list-style-type: none"> • intonation: rising to a comma; falling to a full stop
5 Customs: origins and effects	Wedding customs	<i>tutorial about customs</i> <ul style="list-style-type: none"> • checking; explaining; asking to wait

Grammar

Phonology

Everyday English

1 • <i>should / could</i> • <i>so / because</i>	• vowel sounds (revision)	• making friends
2 • uses of <i>that</i>	• normal stress in two-syllable words: nouns, adjectives, verbs	• apologizing
3 • tense agreement in short responses	• stress in multi-syllable words	• dealing with interruptions
4 • omitting items in repeated structures	• unstressed syllables • common intonation patterns	• making arrangements
5 • <i>used to / didn't use to</i>	• same letters, different sounds; different letters, same sound • consonant clusters	• suggesting and responding to suggestions



Introduction



This is Level 3 of *Progressive Skills: Listening & Speaking*. This course is in four levels, from Intermediate to Advanced. In addition, there is a remedial / false beginner course, *Starting Skills*, for students who are not ready to begin Level 1.

Progressive Skills: Listening & Speaking is designed to help students who are at university or about to enter a university where some or all of their course is taught in English. The course helps students in these skills:

Listening – to lectures

Speaking – in tutorials and seminars

Progressive Skills: Listening & Speaking is arranged in five themes. Each theme is divided into two skill sections. Each skill section has five core lessons as follows:

Lesson 1: *Vocabulary for the skill*

pre-teaches key vocabulary for the section

Lesson 2: *Real-time practice*

practises previously learnt skills and exposes students to new skills; in most cases, this lesson provides a model for the activity in Lesson 5

Lesson 3: *Learning skills*

presents and practises new skills

Lesson 4: *Grammar for the skill*

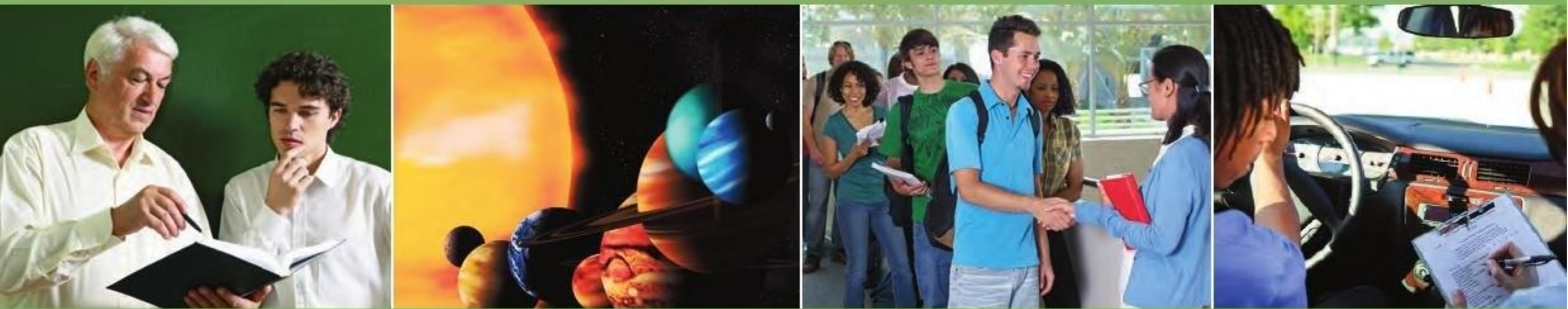
presents and practises key grammar points for the skill

Lesson 5: *Applying skills*

provides practice in the skills and grammar from the section; in most cases, students work on a parallel task to the one presented in Lesson 2

In addition, the **Everyday English** lessons present and practise survival English for everyday life.





Theme 1

Remembering and forgetting

- Memory
- Learner styles

Listening: Memory

1.1 Vocabulary for listening Types of memory



A Activating knowledge

How do you remember each of the things below?

1. a mobile phone number
2. an appointment
3. things to buy at the shops
4. the name of a person
5. the meaning of a new word in English
6. the spelling of a new word in English
7. facts from a lecture
8. an email address

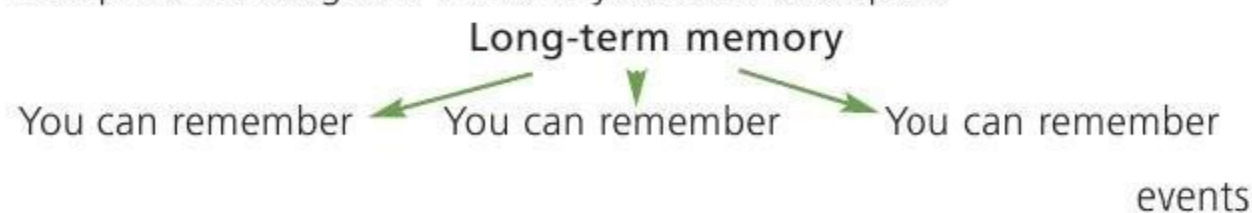
B Understanding vocabulary in context

1.1 Listen to a text. Number the words and phrases below in the order you hear them.

- | | | |
|--|---|--|
| <input type="checkbox"/> encoded | <input type="checkbox"/> perform | <input type="checkbox"/> retrieved |
| <input type="checkbox"/> long-term | <input type="checkbox"/> autobiographical | <input type="checkbox"/> rote learning |
| <input type="checkbox"/> memorize | <input type="checkbox"/> recall | <input type="checkbox"/> short-term |
| <input checked="" type="checkbox"/> 1 memory | <input type="checkbox"/> remembering | <input type="checkbox"/> stored |

C Using new vocabulary

Complete the diagram. Think of your own examples.



D Understanding vocabulary patterns

Underline the correct word in *italics* in each case.

1. Have you got a good memory / reminder for names?
2. I need to *learn* / *memorize* how to drive.
3. Please *remind* / *remember* me to complete that form.
4. I've *forgotten* / *left* my book at home.
5. Can you *retrieve* / *remember* her name?
6. Do you *recognize* / *remind* this person?
7. I've *memorized* / *learnt* my bank account number by heart.

associated (*adj*)
 association (*n*)
 autobiographical (*adj*)
 by heart
 component (*n*)
 encode (*v*)
 forget (*v*)
 frequency (*n*)
 hearing (*n*) [= sense]
 long-term (*adj*)
 memorable (*adj*)
 memorize (*v*)
 memory (*n*)
 mnemonic (*n*)
 model (*n*) [= idea]
 pay attention to
 perform (*v*)
 propose (*v*) [= suggest]
 push out (*v*)
 recall (*v*)
 recognize (*v*)
 rehearsal (*n*)
 rehearse (*v*)
 related to (*adj*)
 remember (*v*)
 remind (*v*)
 repetition (*n*)
 retrieve (*v*)
 rote learning (*n*)
 sense (*n*) [hearing, etc.]
 sensory (*adj*)
 short-term (*adj*)
 sight (*n*) [= sense]
 variety (*n*)

1.2 Real-time listening

Memory models

A Activating ideas

Discuss these questions.

- What are the five senses?
- Do you associate any of the senses with memories?

B Predicting the content of a lecture

Look at Figure 1 on the opposite page.
Think about the answers to these questions.

1. What is the lecture going to be about?
2. According to Figure 1, how many different types of memory are there?
3. What is 'sensory' memory?



C Understanding key information

1. 1.2 **DVD** 1.A Watch the lecture and check your ideas from Exercise B2.
Can you remember any extra information about each sentence?

2. Match the questions and answers.

- | | | |
|--|-------------------------------------|------------------------------------|
| a. Who proposed the Multi-store memory model? | <input type="checkbox"/> | 1968 |
| b. When did they do this? | <input type="checkbox"/> | 1–3 seconds |
| c. Who conducted research into short-term memory? | <input type="checkbox"/> | 15–30 seconds |
| d. When did he do this? | <input type="checkbox"/> | we need to rehearse it |
| e. How long does sensory memory last? | <input type="checkbox"/> | forever |
| f. How long does short-term memory last? | <input type="checkbox"/> | 1956 |
| g. How long does long-term memory last? | <input type="checkbox"/> | we must pay attention to it |
| h. How can we move information in sensory memory into short-term memory? | <input type="checkbox"/> | 7 |
| i. How many pieces of information can short-term memory hold? | <input type="checkbox"/> | Miller |
| j. How can we move information from short-term into long-term memory? | <input checked="" type="checkbox"/> | Atkinson and Shiffrin |

D Transferring information to the real world

Discuss the following questions.

1. Think about the information you learnt about memory in Lesson 1.1. What are the differences from the Multi-store memory model?
2. Can you think of an experiment to prove Miller's theory about 'The Magical Number Seven'?
3. What relevance does the Multi-store memory model have for education and learning?

THE MULTI-STORE MEMORY MODEL

(ATKINSON-SHIFFRIN 1968)

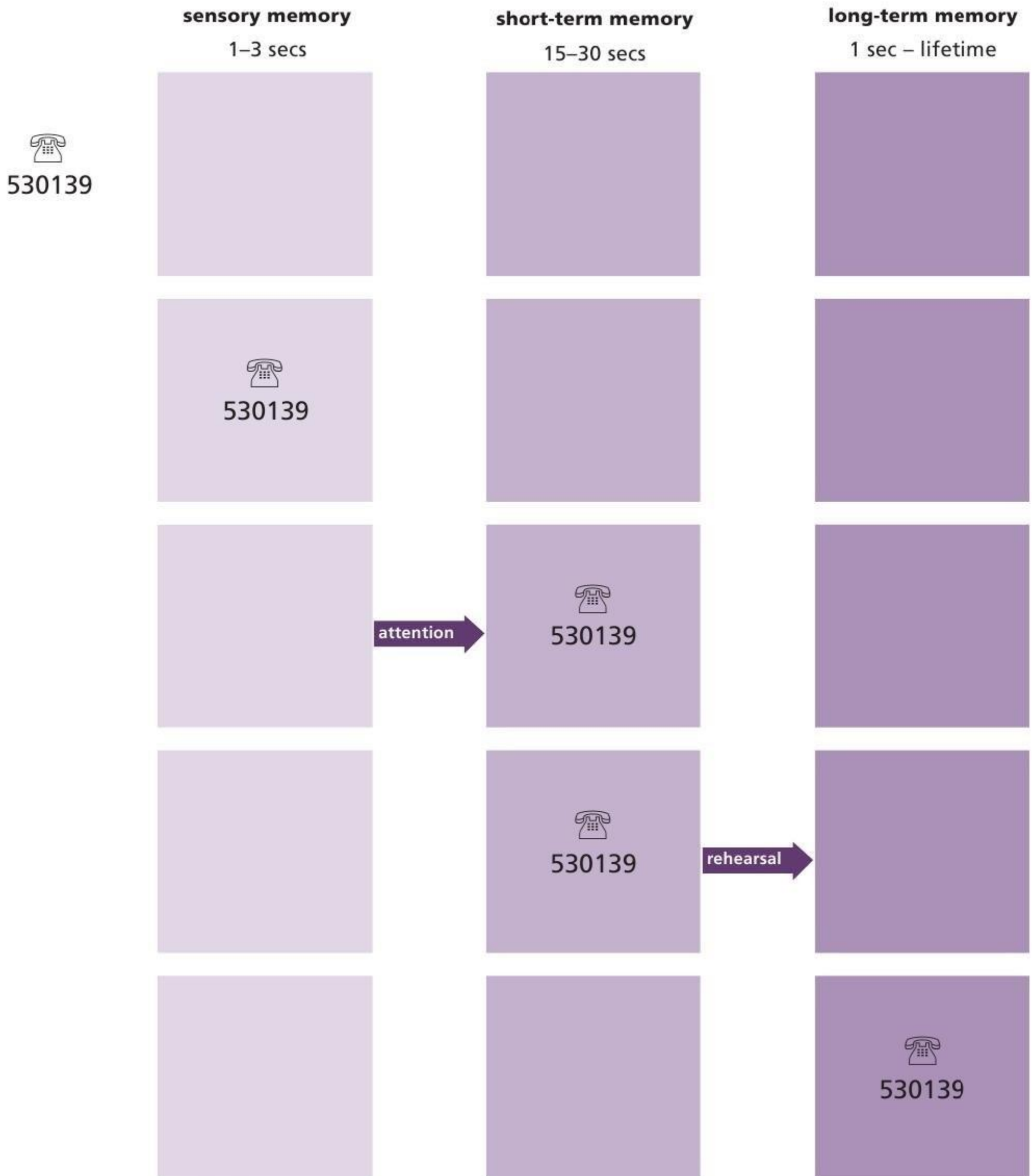


Figure 1: The Multi-store memory model



1.3 Learning new listening skills Recording sources

A Predicting the next information

1.3 Listen to part of the lecture from Lesson 1.2. Number the sentence endings in the correct order.

- the adjective from *sense*.
- short-term memory.
- there is sensory memory.
- from one to three seconds.
- 1968.
- long-term memory.
- related to sight, hearing and so on.
- 'The psychology of learning and motivation'.
- Atkinson and Shiffrin say that there are three parts to memory.
- 1 Atkinson and Shiffrin.

B Identifying a new skill

Read the **Skills Check** and answer the questions.

1. What information must you record **during** the lecture?
2. What information can you check **after** the lecture?

C Practising a new skill

1.4 Listen to some extracts from a lecture on memory. Make notes of the key pieces of information and the source in each case. Guess the spelling of names.

D Identifying words from the stressed syllable

1.5 Listen to the stressed syllable of some words from this theme. Number the correct word in each case.

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> memory | <input checked="" type="checkbox"/> 1 involve |
| <input type="checkbox"/> recognize | <input type="checkbox"/> perform |
| <input type="checkbox"/> attention | <input type="checkbox"/> recall |
| <input type="checkbox"/> consider | <input type="checkbox"/> research |
| <input type="checkbox"/> encode | <input type="checkbox"/> retrieve |
| <input type="checkbox"/> information | <input type="checkbox"/> repetition |



Skills Check

Recording sources

Lecturers often talk about well-known researchers in a particular discipline. You **must record**:

- the topic
- the name of the researcher(s)
- the date of the research

You **do not have to record** the name of the articles or the book. You can check that on the Internet later.

Example:

1.6 Listen to extracts from the lecture in 1.1 again. Study the student's notes in each case.

1. Multi-store mem. model
Atkinson / Shiffrin (1968)
2. Short-term memory
Miller (1956)

Guess the spelling of names, then check with the lecturer or on the Internet later.

1.4 Grammar for listening Indirect questions; verb patterns

Lecturers often use indirect questions in lectures. ①

	introduction	question word	details
1.	We'll see	if	rehearsal is just repetition.
2.	We'll discover	who	proposed this model.
3.	I'll identify	what	the components of the model are.
4.	Let's consider	how	the process works.
5.	Miller explained	why	this is important.

You must identify **the direct question** to get the heading for your notes.

A Direct questions

Identify the direct questions in the table above. Write a heading for notes in each case.

Example: 1. *Is rehearsal just repetition?* rehearsal = repetition?

B Indirect questions

🎧 1.7 Listen to some more indirect questions. Make a heading for the notes in each case.

Example: 1. *I'm going to discuss how we encode sensory information.* How / encode sens. inf.?

There are several common patterns for the verbs in the box. ②

forget learn remember remind

Write one of the verbs in each table. Put it into the past tense.

I				the telephone number.
She			to return	the books to the library.
He			going	to the beach as a young child.
They		how	to use	the machine after a few minutes.

He			to buy	some coffee.
She		me	about	my birthday.
They			of	my own parents.

She				the important information.
He			about	the Second World War.
I		how	to drive	a car.

She			to go	to the bank.
He			about	the problem.
I		how	to spell	the word.

If you know the patterns of a verb, you can predict the possible endings to a sentence.

C Predicting sentence endings

🎧 1.8 Listen to the beginning of some sentences. Choose the best way to complete each sentence.

- | | |
|--|---|
| <input type="checkbox"/> getting my first bicycle. | <input type="checkbox"/> the countries of the region. |
| <input type="checkbox"/> seminar dates. | <input type="checkbox"/> my mother. |
| <input type="checkbox"/> to cook. | <input type="checkbox"/> to hand in the assignment on time. |

1.5 Applying new listening skills

Moving information into long-term memory

A Activating ideas

1. Look at the picture of the Solar System and the sentence below it. What is the connection between them?
2. The sentence is a *mnemonic*. So what is a mnemonic?
3. Read the lecture information below the sentence. Discuss the question.

B Understanding an introduction

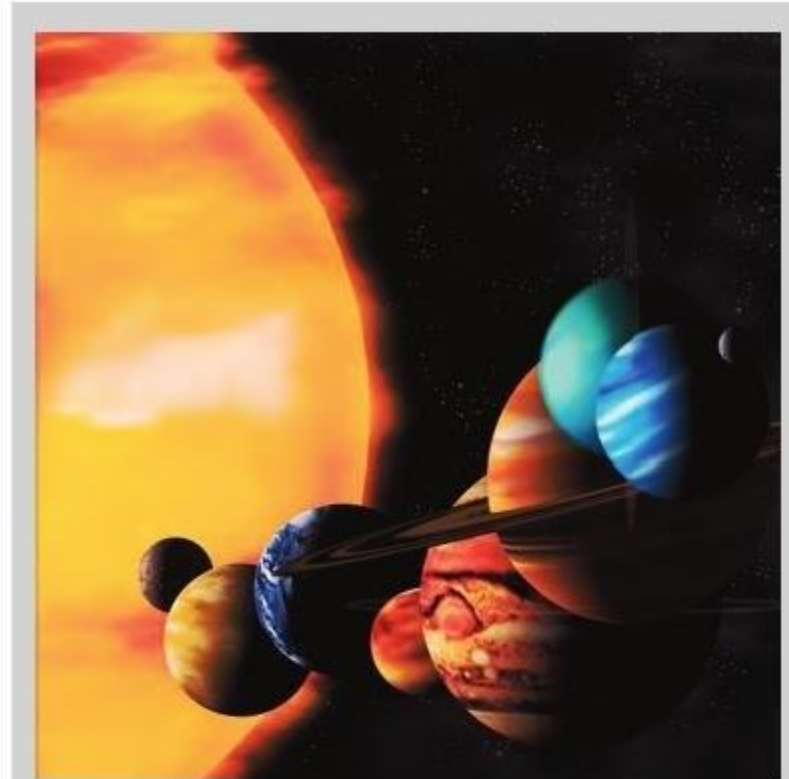
1.9 [DVD] 1.B Watch the introduction to the lecture. Answer the questions.

1. What do researchers disagree about?
2. What do they agree about?

C Following a lecture

1.10 [DVD] 1.C Watch the rest of the lecture. Complete the student notes below with:

- the ways of moving information
- the researchers
- the dates of the research

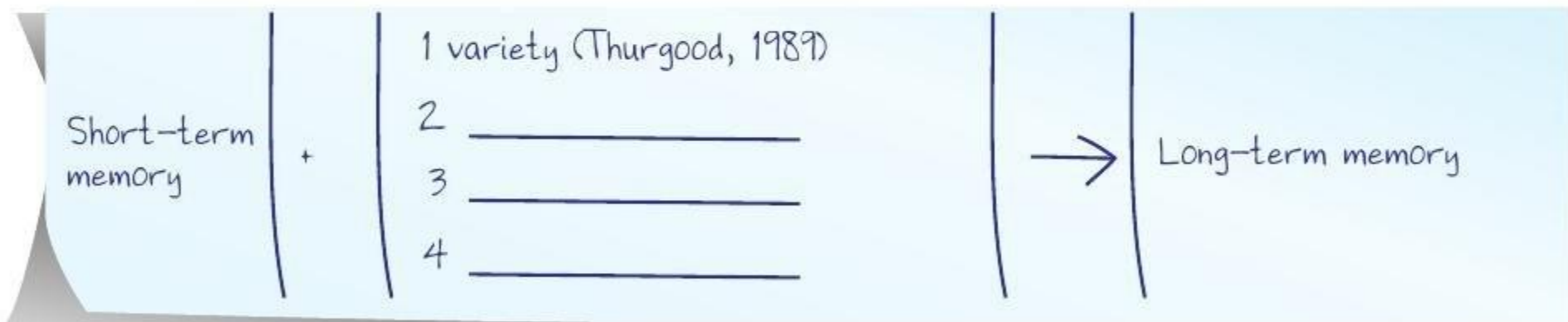


*My Very Efficient Memory
Just Stores Up Nine Planets*

Faculty of Education
Lecture 4

How can we help learners to move information into long-term memory?

Monday 2.00 p.m.



D Checking understanding

1. Describe the process of moving information from short-term to long-term memory. Use the completed diagram above.
2. Who said or wrote the following?
 - a. We learn by doing. _____
 - b. Mind maps help you remember information. _____
 - c. Mnemonics will help you learn. _____
 - d. Rehearsal should involve variety. _____
3. What classroom activities could teachers provide to help with moving information into long-term memory?

Example: *variety* = They could ask students to read the same word in many different texts.

Speaking: Learner styles

1.6 Vocabulary for speaking Types of learner

A Activating ideas

Read the proverb.
Discuss in groups.

*I hear and I forget.
I see and I remember.
I do and I understand.*

Old Chinese proverb

B Understanding new vocabulary

1. 1.11 Cover the text at the bottom of the page. Look at Figure 1. Listen.
2. Say the words in the circles in Figure 1. What does each word mean?
3. What does the figure tell you? Discuss in pairs.

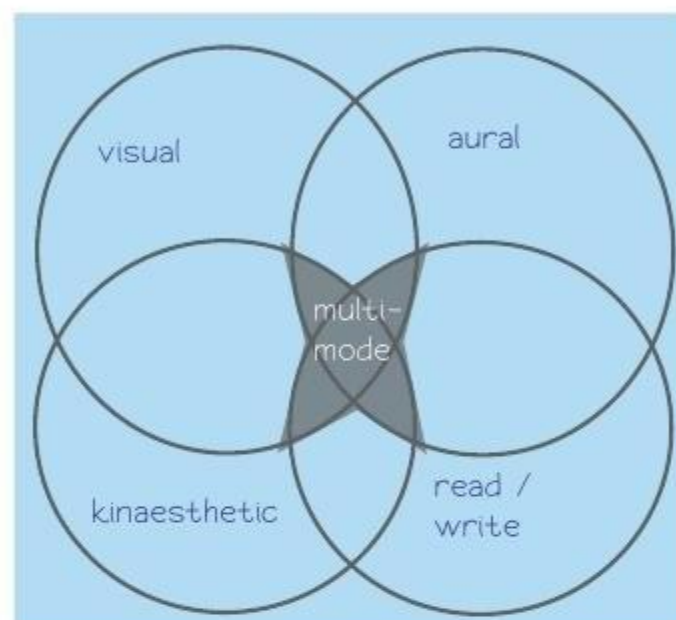


Figure 1: Types of learner

C Producing clear speech

1. Study the Skills Check. What does / and // mean, in this case?
2. Uncover the text. 1.12 Listen again to the first paragraph.
3. Say the paragraph with the correct pauses.
4. Mark the other paragraphs in the same way. Practise saying the paragraphs.

Skills Check

Pausing

We should make small pauses in many places when we are speaking.

Sometimes we need a short pause (/), sometimes a longer pause (//).

D Using new vocabulary

What kind of learner are you?
Do the quiz on page 80 and find out.

How do you learn? // If you like pictures, / graphs / and charts, / you are probably a visual learner. // *Visual* means 'of the eyes'. //

If you like talking about new information with your friends, you are probably an aural learner. *Aural* means 'of the ears'.

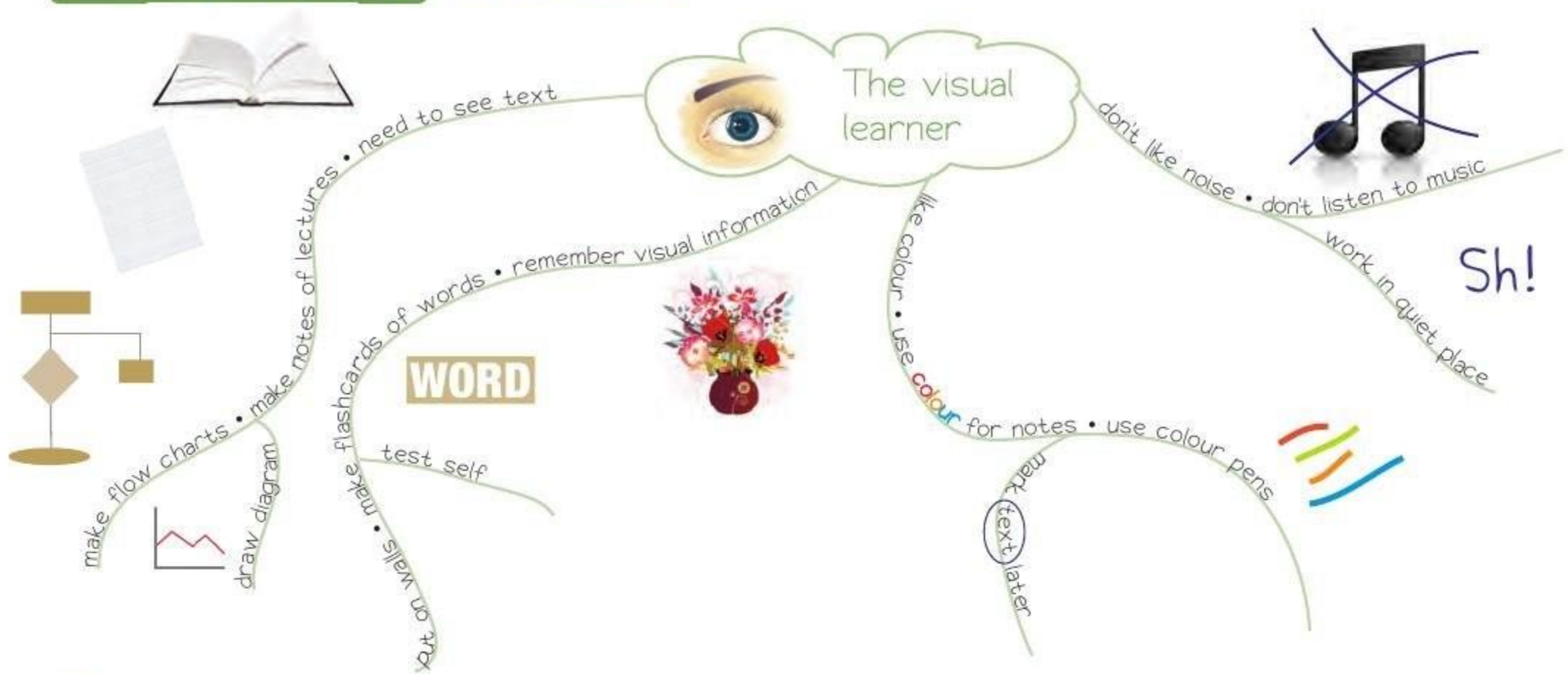
If you like using the library and the Internet to find new information, you are probably a read/write learner. In other words, you need to read things or write them to remember them.

If you like to move around when you are studying, you are probably a kinaesthetic learner. *Kinaesthetic* means 'of feeling and movement'.

Finally, if you like to do two or more of these things, you are probably a multi-mode learner. *Mode* means 'method or way of doing something', and *multi* means 'many'. Sixty to seventy per cent of learners are multi-mode.

aloud (*adj*)
annoying (*adj*)
aural (*adj*)
clearly (*adv*)
collect (*v*) [= bring from a place]
colour-coding (*n*)
concept (*n*)
consider (*v*)
corridor (*n*)
efficiency (*n*)
fire alarm
highlight (*v*)
improve (*v*)
improvement (*n*)
in halls
institute (*n*)
kinaesthetic (*adj*)
know your way around
learner (*n*)
mode (*n*)
noisy (*adj*)
on campus
preference (*n*)
preferred (*adj*)
recommendation (*n*)
rent (*n*)
sum up (*v*)
theory (*n*)
think of (*v*) [= opinion]
underline (*v*)
untidy (*adj*)
visual (*adj*)
visualize (*v*)

1.7 Real-time speaking The visual learner



A Activating ideas

Study the mind map above and the assignment on the right. Which parts of the mind map provide information for each part of the assignment?

B Preparing to give a talk

Study the extract from a talk on the right.

- Find:
 - the learning preference
 - the recommendations
- Practise saying the sentences.
- Make three more paragraphs from the information in the mind map above. Practise giving the talk.

C Studying a model

1.13 1.D Watch a student. He is giving a talk about visual learners. Answer the questions.

- How many sections are there in his talk?
- What information is in each section?
- What signpost words does he use to help the listeners?
- What do you notice about the way he gives the talk?

He looks at the audience.

D Developing critical thinking

Discuss these statements.

- In a large class, it is not possible for the teacher to consider the needs of different types of learner.
- It is the responsibility of the student to improve learning efficiency, not the teacher.

Faculty of Education

According to the Institute of Learning Styles Research, there are seven types of learning style.

Research the topic and prepare a short talk on ONE learning style.

- Explain the learning preferences for that learning style.
- Make recommendations to improve learning efficiency.

Firstly, / visual learners need to see written text / so they should make notes of lectures. They could draw diagrams and make flow charts from the notes.

Extract from a talk

Everyday English Making friends



A Activating ideas

1. When you arrive at university, what do you talk about with other new students?
2. Look at the pictures. What areas of university life do they show?

B Studying models

1. Cover the conversations. Look at the questions in the box. Think of a possible answer for each one.
2. 1.14 Listen and complete the conversations.

What course are you doing?	Have you met your tutor?	Are you staying on campus?
When are your lectures?	Have you been into town yet?	How long have you been here?

1 A: _____
 B: Environmental Science.
 A: Is that a BSc?
 B: Yes. It's three years, full time.

4 A: _____
 B: Yes, I went to her office yesterday.
 A: What's her name?
 B: I've forgotten. But she seems really nice.

2 A: _____
 B: Yes. I'm in the halls of residence.
 It's really good.
 A: Are the rooms shared or single?
 B: They're all single study bedrooms.

5 A: _____
 B: I arrived on Sunday by train. You?
 A: I've been here for a week.
 B: So you know your way around then?

3 A: _____
 B: No, not yet. Have you?
 A: I'm going today. I've got a map here.
 B: Oh great. Can I come with you?

6 A: _____
 B: I've got five hours a week, on three days.
 A: My lectures are on Monday and Friday.
 B: Oh, that means no long weekends, then?
 A: Yes, it's a bit annoying.

C Practising the model

1. Practise the conversations.
2. Ask your partner the questions in Exercise B1. Continue your conversations. Give real facts if possible.

Are you in halls? Yes, I'm in Holland House, near the sports centre.

I know the place. One of my friends lives there. He says it's nice. Yes it's great. It's clean and warm.

1.8 Learning new speaking skills

Giving a short talk

A Reviewing vowel sounds

1. Read the **Pronunciation Check**. How many vowel sounds are there in the examples?
2. Say each pair of words with correct vowel sounds.

a.	word	ward
b.	most	must
c.	learn	lean
d.	how	hoe
e.	notes	knots
f.	means	mains
g.	ways	wise
h.	all	Al
i.	room	rom
j.	should	showed
k.	could	cold

B Identifying a key skill

What should you do:

- before a talk?
- during a talk?

Read the **Skills Check** and check your ideas.

C Rehearsing a model

1. Write a short talk about yourself.
Follow the advice in *Before the talk*.
Include information about:
 - your education
 - your qualifications
 - your plans for the future
2. Give your talk in groups.
Follow the advice in *During the talk*.

D Evaluation

Who gave the best talk in your group?

Why was it the best talk?

Think about:

- content
- organization
- presentation



Pronunciation Check

Vowel sounds

1.15

Sometimes words only have one vowel sound that is different.

Examples:

pat = /pæt/ part = /pɑ:t/
 pet = /pet/ pert = /pɜ:t/
 pit = /pɪt/ Pete = /pi:t/
 pot = /pɒt/ port = /pɔ:t/
 putt = /pʌt/ put = /pʊt/
 pout = /paʊt/ pate = /peɪt/

You must use the correct vowel sounds when you speak.

Skills Check

Giving a talk

Before the talk

Brainstorm / research and write down your information in a mind map, a spidergram, a table, etc.

Organize your ideas logically, e.g., point, explanation, example.

Make notes of the key words on file cards.

Number the cards in order.

During the talk

Look at each card before you speak.

Then **look** at the audience.

Speak **loudly** and **clearly**.

Do not speak **too fast**.

1.9 Grammar for speaking *should / could; so / because*

We can use *should* and *could* to make recommendations. ③
 We use *should* for very strong recommendations. We use *could* for suggestions or ideas.

subject	modal	inf. to	object	function
Visual learners	<i>should</i>	make	notes of all lectures.	= strong recommendation
They	<i>could</i>	draw	diagrams.	= suggestion, idea
		make	flow charts.	= suggestion, idea

🎧 1.16 Listen to the sentences in the table.
 The vowel sound in both *should* and *could* is short, /ʊ/, the sound in *good*.
 The letter *l* is silent in both words. The letter *d* is silent in front of consonants.

A Talking about recommendations

What *should* you do in these situations?

1. You are late with an assignment.
2. The fire alarm goes off in a lecture.
3. A friend offers to write your assignment.
4. You have an important test tomorrow.
5. Your rent is due and you have no money.



B Talking about suggestions

What *could* you do in these situations?

1. You don't understand an assignment.
2. You have lost your room key.
3. You have no coursework this weekend.
4. You share a house with four friends. It is always dirty and untidy.
5. It's your turn to cook dinner tonight.



We can talk about **reason** and **result** with *so* or *because*. ④

reason	result	
Visual learners need to see written text	so	they should make notes of lectures.
or	Because	visual learners need to see written text, they should make notes of lectures.
result	reason	
Visual learners should make notes of lectures	because	they need to see written text.

🎧 1.17 Listen to the sentences in the tables.

C Giving reasons

Give a reason for each of your recommendations in Exercise A.

Example:

You should explain the reason to your tutor because then he/she will still mark it.

1.10 Applying new speaking skills The aural learner

A Previewing vocabulary

What is the missing word in each sentence?

1. According to the Institute for Learning Styles Research, there are seven types of learning style.
2. Today, I'm going to talk _____ one of the seven types, the visual learner.
3. How _____ the visual learner prefer to learn?
4. How _____ the visual learner improve learning efficiency?
5. I _____ mention some learning preferences and make recommendations in each case.
6. Visual learners _____ make notes of lectures.
7. They _____ draw diagrams or make flow charts from the notes.
8. _____ visual learners like colour, they should use colour for their notes.
9. I _____ explained some of the learning preferences of visual learners.
10. _____ you are a visual learner, try some of the ideas that I have suggested.



B Activating ideas

You have heard a talk about visual learners. In this lesson, you are going to give a talk about **aural** learners or **kinaesthetic** learners.

Work in two groups.

Group A

1. How do aural learners learn?
2. How can they improve their learning efficiency?

Group B

1. How do kinaesthetic learners learn?
2. How can they improve their learning efficiency?

C Researching information

Continue in your groups.

Group A

Study the information on page 83.
Make notes, a mind map or a spidergram.

Group B

Study the information on page 86.
Make notes, a mind map or a spidergram.

D Using a key skill

1. In your group, prepare a talk about your learning style.
Remember:
 - Make three sections – introduction, main body, conclusion.
 - In the main body, talk about each learning preference then give one or more recommendations.
 - Link the points with *Firstly*, *Secondly*, etc.
 - Make notes on cards.
2. Make pairs – a student from Group A with a student from Group B. Give your talk. Follow the advice in *During the talk* in the *Skills Check* on page 20.



Theme 2

Friends and family

- Making and keeping friends
- Apologizing

Listening: Making and keeping friends

2.1 Vocabulary for listening Describing personality



A Activating ideas

2.1 Listen to some statements about the Internet. Do you agree or disagree with each one?

1. Websites like Facebook waste a lot of time.

That's true.

I don't agree. I think Facebook is fantastic.

B Understanding vocabulary in context

1. Find and underline all the adjectives on the right which describe people.
2. 2.2 Listen to some people. Each person is talking about his/her best friend. Number the adjectives in the order you hear them.
3. 2.3 Listen again and make a note of the meaning of each adjective.

C Using new vocabulary

Talk about some of your friends. Use these patterns:

I	really	like	him	because	he	's	very	(adjective).
		love	her		she		so	
							extremely	

For example,	he	always	(verb).
	she	often	
		never	

D Word-building

We can often add a prefix to make an adjective negative.

Tick the correct prefix for each adjective in the table.

	un	in	im	dis
friendly	✓			
considerate				
honest				
communicative				
reliable				
confident				
polite				

acceptance (n)
 acquaintance (n)
 adolescent (n)
 allow (v)
 appreciation (n)
 approval (n)
 approve (v) [of]
 available (adj)
 barrier (n)
 close friend
 communicate (v)
 communicative (adj)
 complex (adj)
 considerate (adj)
 critical (adj)
 criticize (v)
 draw (v) [= pull]
 give up (v)
 honestly (adv)
 independent (adj)
 live your own life
 make friends
 negative (adj)
 [= attitude]
 neighbourhood (n)
 personality (n)
 positive (adj)
 [= attitude]
 promise (v)
 ready and willing
 reliable (adj)
 see (v) [= have a view on]
 simply (adv)
 social network site
 so (adv) [= very]
 support (v)
 supportive (adj)
 thinker (n)
 through history

2.2 Real-time listening Making friends

A Activating ideas

Study the information on the right. Discuss these questions.

1. What is a friend?
2. Are there different kinds of friends?
3. How can you *make* friends with someone?

B Understanding an introduction

You are going to watch a lecture about friendship.

1. 2.4 2.A Watch the first part of the introduction. Make a note of the research source.
2. 2.5 2.B Watch the second part of the introduction. Which points below will the lecturer talk about in the main body of the lecture? Number the correct points in order. There are some extra points.

- acquaintance → friend
- characteristics of people with many friends
- personal survey on friendship
- difference between friends / family members
- difference between friends / acquaintances
- problems with friends

C Understanding a lecture

2.6 2.C Watch the main part of the lecture. Decide if each statement below is true (T) or false (F), according to the lecturer.

1. Some people do not have many acquaintances.
2. Friends and acquaintances are very similar.
3. Acquaintances only become friends if we like them.
4. Family members can never be true friends.
5. People like you because you make them like you.

D Applying information to the real world

Mark the statements on the handout on the right. Check your answers with someone who knows you. Read the interpretation below. Do you agree?

Interpreting your answers:

6, 7, 8 ticks = very likeable

less than 6 = you must change some things!

Humanities Faculty Sociology Department

Theme 2: Friendship

We talk about our friends all the time but, in sociological terms, there is some uncertainty about the meaning of friendship (see Allan [1996]).

In this theme, we look at the basic idea of friendship, then explore some classical and modern views.

Allan, G. (1996) *Kinship and Friendship in Modern Britain*, Oxford: Oxford University Press.

Would you like to be ... **YOUR friend?**

Consider these statements. Is each statement true for you? Be honest! Mark each statement ... ✓ = very, ? = not very, or ✗ = not at all.

Check your answers with people who know you well. Do they agree with your answers?

1. I am independent.
2. I am positive.
3. I am honest.
4. I am reliable.
5. I am considerate.
6. I am communicative.
7. I am available.
8. I am supportive.



2.3 Learning new listening skills **The main idea**

A Recognizing fixed phrases

In English, there are many fixed phrases with two nouns.

2.7 Listen and number the next noun in each case.

- women
- 1 acquaintances
- friends
- children
- sisters
- daughters
- fathers

B Identifying a new skill

Read the **Skills Check**. What were the main ideas in the lecture in Lesson 2.2? Complete the list.

1. we must like acquaintances then they may become friends
2. _____
3. _____
4. _____

C Practising a new skill

2.8 Listen to some extracts from lectures and tutorials. Make a note of the main idea in each case.

1. Psych = indiv. ; Soc. = group
2. _____
3. _____
4. _____
5. _____



Skills Check

Recognizing the main points

When you listen to a speaker, in a lecture or a tutorial, you must always ask yourself:

*What is the **most important point** in this section of the lecture, or this turn in the tutorial?*

Speakers often **introduce** the main idea.

The (key / main) point is ...

The (most important) thing is ...

The thing to remember is ...

Most importantly, ...

Speakers often **repeat** the main idea or ideas at **the end** of the lecture.

So, to sum up, ...

As we have seen, ...

We've heard today that ...

The things to remember are ...

Write the main idea(s), or go back and **underline** the main idea(s) in your notes.

Some English verbs **do not need an object**. They are called **intransitive** verbs (often marked *v.i.* in a dictionary). They are usually followed by a **prepositional phrase** or an **adverb**. ⑤

Table 1

subject	verb	prep. phrase / adverb	type of information
We	go	to many places every week.	location
Most people	live	in communities.	location
Something	happens	between acquaintances.	time, frequency
Friendship	occurs	sometimes.	time, frequency

Many English verbs **must have an object**. They are called **transitive** verbs (often marked *v.t.* in a dictionary). The object is a **noun** or noun phrase.

Table 2

subject	verb	object	type of information
Ueno	studied	adolescents.	person, topic
A basic idea	links	psychology and sociology.	two people, two areas
We	will look at	the idea of friendship.	topic
You	're going to do	a personal survey.	activity

Always think about the type of information that can follow each verb.

A Predicting the type of information

2.9 Listen to the start of some sentences with intransitive verbs.

What kind of information do you expect to come next?

Example: 1. At the time of his most famous research, Ueno worked ...
 location? e.g., at / for the University of Florida
 job? e.g., as a Psychology professor

B Predicting the object

1. 2.10 Listen to the start of some sentences with transitive verbs.

Find and number a suitable object in each case.

2. 2.11 Listen to the full sentences and check your ideas.

- considerate people.
- a handout.
- 1 over 11,000 teenagers.
- several colleagues.
- a lot of acquaintances.
- acquaintances in many different places.
- friendship.
- the differences between friends and acquaintances.

C Predicting the next word or phrase

2.12 Listen to the start of some more sentences with transitive verbs. Complete each sentence with something logical.

Example: 1. Short-term memory stores ... information for a short time.

2.5 Applying new listening skills Keeping friends

A Activating ideas

In English, we talk about keeping friends. Can you *keep* friends? Or does friendship end naturally sometimes?

B Understanding an introduction

You are going to watch another lecture about friendship. Cover the student notes below.

2.13 [DVD] 2.D Watch the introduction.

1. What research source does the lecturer mention?
2. What is the best way to make notes for this lecture? Why?

Uncover the notes and write in the research source.

C Following a lecture

2.14 [DVD] 2.E Watch the lecture.

Make a note of the main point from each section. Listen for the phrases:

The point is ...

What I'm saying is ...

The thing to remember is ...

Barriers to friendship - ()

1. A

2. A

3. A

D Checking understanding

Complete these sentences about the information in the lecture.

1. In the last lecture, I looked at ...
2. You must like ...
3. There are many barriers which get ...
4. Milliken has written ...
5. The barriers are ...
6. Some people cannot accept ...
7. They don't allow ...
8. Some people criticize ...
9. Some people don't show ...
10. If you accept, approve and show appreciation, you will make ...

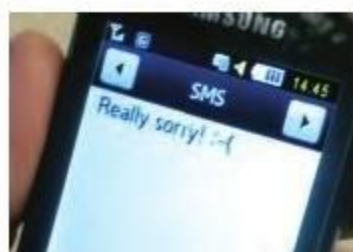
E Transferring information

Give examples of the last time you showed acceptance, approval or appreciation to a friend.



Speaking: Apologizing

2.6 Vocabulary for speaking *Sorry is the hardest word*



A Reviewing key vocabulary

Complete the table. Make a sentence with one word from each row.

verb	adjective	noun
1. consider	<i>considerate</i>	consideration
2. rely		reliability
3.	critical	criticism
4. appreciate	appreciative	
5.	communicative	communication
6. support		support
7. like		
8.	honest	

B Understanding new words in context

1. Read the **Problem** below. What do *you* normally do in this situation?
2. Work in groups. Study the possible **Solutions**. Try to reach agreement on the best solution. Give reasons for your choice.
3. 2.15 2.F Watch a group of students in a tutorial. They are discussing this problem. Which solution do they agree on? Why? What is wrong with some of the other solutions?
4. Work in groups. Role-play the tutorial.

Problem

You have done something which has upset your friend. What do you do?

Solutions

- a. Ignore it and carry on as if nothing has happened.
- b. Avoid your friend for a little while and hope he/she forgets about it.
- c. Say sorry but make an excuse for your actions or words.
- d. Meet your friend and apologize with emphasis – *I'm very, very sorry.*
- e. Say sorry and promise not to do it again.
- f. Say sorry and ask the person to forgive you.
- g. Apologize for behaving badly.
- h. Offer to put things right.

C Understanding and reporting apologies

1. 2.16 Listen to some apologies. Report them.

I'm sorry. I lost your pen.

He apologized for losing my pen.

a little while
 accident (n)
 according to
 agreement (n)
 anger (n)
 apologize [for]
 apology (n)
 arrange (v)
 avoid (v)
 blame (v)
 bow (n)
 by accident
 by itself
 carry on (v)
 determined (adj)
 [= fixed]
 emphasis (n)
 emphasize (v)
 excuse (n)
 face to face
 fault (n)
 forgive (v)
 forgiveness (n)
 formal (adj)
 formality (n)
 go away (v)
 ignore (v)
 informal (adj)
 lateness (n)
 make an effort
 make an excuse
 promise (n)
 put things right
 sincere (adj)
 sincerity (n)
 speech group
 stranger (n)
 upset (v)

2.7 Real-time speaking Components of apologizing

A Previewing vocabulary

Study the verbs and nouns below. Which verbs and nouns go together?

- | | | |
|------------------|--------------------------|-----------|
| 1. do | <input type="checkbox"/> | a promise |
| 2. make | <input type="checkbox"/> | research |
| 3. give | <input type="checkbox"/> | a mistake |
| 4. have | <input type="checkbox"/> | an excuse |
| 5. accept | <input type="checkbox"/> | a reason |
| 6. reject | <input type="checkbox"/> | an effort |
| 7. apologize for | <input type="checkbox"/> | an offer |



B Activating ideas

- In Britain, people say sorry a lot. Is it the same in your culture?
- Read the tutorial assignment on the right. What does *culturally determined* mean?

<input type="checkbox"/> very strong in some cultures	<input type="checkbox"/> the same in all cultures
<input type="checkbox"/> different in different cultures	<input type="checkbox"/> not related to culture

C Understanding a model

- 2.17 Listen to the first part of a tutorial. What did the students research?

component	British culture

- 2.18 Listen to each student. What did he/she discover about British culture? Complete the second column of the table.

D Practising a model

Study the extract from a tutorial on the right.

- Find:
 - the area of research
 - an explanation of the area
 - an example
 - the research findings
- Mark the sense groups in each sentence.
- Practise saying the sentences.
- Give four more descriptions from the information in the table.

E Producing a model

- Make a table like the one in Exercise C for *your* culture.
- Talk about **one** component of apologizing in your culture.

Faculty of Language and Linguistics

Tutorial assignment

Apologizing is culturally determined (see Cohen and Olshtain [1981]).

Research the topic of apologizing. Be prepared to talk about apologizing in British culture at the next tutorial.

Cohen A. D. & Olshtain E. (1981). Developing a measure of sociocultural competence: the case of apology. *Language and Learning* 31 (1): 113-34.

I looked at excuses. An excuse is a reason for your action. For example, you can say 'I'm sorry I'm late. The train didn't come on time.' In some cultures, it is not polite to give an excuse. It means you are not really sorry for your action – you think that you had a good reason. In British culture, it is good to give a reason. If you don't give a reason, people think that you don't care. And that's it, really.

Extract from a tutorial



A Activating ideas

1. Look at the pictures. What is happening?
2. When do you apologize? Think of as many situations as you can.
3. What might you say in each case? How can you answer if someone apologizes to you?

I'm sorry. I think I've broken your pen.

Oh, don't worry. It's an old one.

B Studying models

1. Cover the conversations. Look at the sentences. Why was the apology necessary in each situation?
 - a. I don't have enough time to do the research.
 - b. Well, I think you should apologize to her.
 - c. Sorry about that. Do you need it for the lecture?
 - d. I'm sorry. I thought it was for next week.
 - e. Let me move my things.
 - f. Sorry I'm late. Can I come in?
2. 2.19 Listen and complete the conversations.

1 A: _____
 B: Of course. What happened?
 A: I slept in. I'm really sorry.
 B: OK. Have a seat. We're just starting.

4 A: Excuse me, I was sitting there.
 B: Oh were you? Sorry. I didn't realize.
 A: That's OK.
 B: _____

2 A: Oh, I forgot to bring that book for you!
 B: Never mind. I'll get it tomorrow.
 A: _____
 B: No. Not today.

5 A: I don't think I've got your assignment.
 B: _____
 A: No. The deadline was this week.
 B: I'm sorry. I misunderstood.

3 A: I'm very sorry. I don't think I can finish my assignment on time.
 B: What's the problem?
 A: _____
 B: Don't worry. Can you do it for Monday?

6 A: What's wrong with her?
 B: She's upset because you were rude to her.
 A: But I didn't mean to be rude!
 B: _____

C Practising the model

1. Practise the conversations.
2. Role-play conversations. One of you must apologize to the other because:
 - you are late for your tutorial
 - you need to cancel an evening with friends
 - you have forgotten to pay your rent
 - you misunderstood what your assignment was
 - you can't accept an invitation
 - you have damaged a library book
 - you didn't hear what your partner said
 - you missed a study group meeting

2.8 Learning new speaking skills Starting and ending a turn

A Reviewing sounds

Which word is the odd one out in each row? Why?

- | | | | | |
|-----------|--------|---------|---------|---------|
| 1. reason | excuse | effort | promise | action |
| 2. honest | angry | happy | tidy | aloud |
| 3. reject | accept | prepare | offer | explain |

Read the **Pronunciation Check** and check your answers.

B Identifying a key skill

- Read **Skills Check 1**. How can you:
 - introduce a turn?
 - end a turn?
- Read **Skills Check 2**. What should you explain to the tutor?

C Practising key skills

Study these extracts from the tutorial in Lesson 2.7.

- Correct the mistakes.
- 🎧 2.20 Listen and check your answers.
- Practise the sentences.

- My topic was offer.
- In British culture, the offers are good.
- That's what I found it.
- Sorry, I didn't really get many information.
- I was asked look at eye contact.
- I find a lot more information ...
- I made some research on formality.
- One website it said that all cultures have formal and informal speech.
- ... but other one said it is not true.

D Rehearsing key skills

You are going to report some research. Work in pairs, one Student A and one Student B.

- Read your research. Student A: page 81.
Student B: page 87.
- Report your research to your partner. Introduce your turn and end your turn.
Example: There are four main kinds of learning style. They are visual, aural, kinaesthetic and read / write.

I was asked to look at learning style. Apparently, there are four main kinds of learning style. They are: visual, aural, kinaesthetic, and read / write. That's all I found.



Pronunciation Check

Word stress

🎧 2.21

There are some patterns with nouns, adjectives and verbs.

Two-syllable **nouns**: stress on **1st syllable**.

Examples: 'reason, 'effort, 'action

There are exceptions: ex'cuse, su'pport

Two-syllable **adjectives**: stress on **1st syllable**.

Examples: 'honest, 'angry, 'tidy

There are exceptions: a'fraid, po'lite

Two-syllable **verbs**: stress on **2nd syllable**.

Examples: re'ject, ac'cept, pre'pare

There are exceptions: 'promise, 'offer

Check new two-syllable words in a dictionary.

Skills Check 1

Extended turns

🎧 2.22

You must **introduce** your turn.

State the topic of your turn.

Use a plural noun or an uncountable noun.

Examples:

I looked at excuses.

My topic was formality.

You must **end** your turn.

Examples:

That's it, really.

That's what I found.

Skills Check 2

Reporting problems

🎧 2.23

You should explain any problems you had.

Examples:

I couldn't find any information about ...

There wasn't much information ...

One website said ...

but another one said ...

2.9 Grammar for speaking Uses of *that*

2.24 6

The word *that* has several uses in English:

1. to **refer to an object** away from the speaker – *Could you give me that book, please?*
2. to **finish** a turn – see Table 1
3. to **join** an introduction and a sentence – see Table 2

Table 1

That's what I found.
And that's it, really.
That's the end.
I think that's all.
That's all I want to say.

In these cases, you must say *that*. You must use a full vowel: /ð æ t/.

Table 2

introduction		sentence
I think	(that)	British people say sorry a lot.
I believe		promises are good.
I found		you can emphasize an apology with <i>really</i> or <i>very</i> .
I understand		British people often offer to pay for mistakes.
Research suggests		British people usually give a reason.
It seems		it is good to give a reason.
One website said		all cultures have formal and informal speech.

It is not necessary to say *that* after an introduction. If you say *that*, you must **not emphasize** the word. You must use the schwa vowel: /ð ə t/.




A Introducing sentences

1. Make each set of words into a sentence, with an introduction.
 - a. people I a that believe lot Japanese apologize
I believe that Japanese people apologize a lot.
 - b. Americans apologize lateness understand for that I
 - c. not it after that accident seems an Americans do apologize
 - d. people one more said strangers website to to than that Chinese apologize friends
 - e. Chinese look someone people if understand they make apologize that I silly
 - f. ask research forgiveness that their suggests for actions Mexicans often
 - g. told I to that for found apologize reasons legal Americans are not
 - h. people I not that eye understand make when contact Japanese do they apologize
2. 🎧 2.25 Listen and check your answers.
3. Practise saying each sentence, with and without the word *that*.

2.10 Applying new speaking skills Apologizing around the world

A Previewing vocabulary

Study some of the components of apologizing on the right.

1. Give an example sentence for each component.
2.  2.26 Listen to some sentences. What is the speaker doing in each case?

B Researching information

1. Study the tutorial assignment on the right. What are **speech groups**?

2. Work in groups. Read your research information.

Group 1: page 85

Group 2: page 87

Group 3: page 84

Group 4: page 86

Complete Table 1 at the bottom of the page for your speech group.

C Using a key skill

1. Rehearse your turn for the tutorial. Remember to:
 - introduce your turn
 - introduce sentences with, e.g., *Research shows that ...*, *I understand that ...*
 - use expressions such as *According to ...*, *Apparently, ...*
 - talk about any problems with research
 - end your turn
2. Work in new groups. There must be one student from each group in Exercise B in each new group. Take part in a tutorial. Complete Table 1 for the other speech groups.



Fig 1: Components of apologizing

Faculty of Language and Linguistics

Tutorial assignment

Bergman and Kasper (1993) investigated apologizing in different speech groups.

Read their paper and be prepared to talk about the findings at the next tutorial.

Bergman M. and Kasper G. (1993) 'Perception and performance in native and non-native apology' in *Interlanguage Pragmatics* Kasper G. and Blum-Kulka S. Oxford University Press US

Table 1: Components of apologizing for selected speech groups

speech group	actual words	emphasis	responsibility	explanation	offer	promise
Americans	nearly always					
Russians		no information				
British			very often			
Germans				very rarely		



Theme 3

Managing to be successful

- Managing time and self
- The time thieves

Listening: Managing time and self

3.1 Vocabulary for listening Important vs urgent



A Activating ideas
What information do you put on a To Do list?

B Understanding vocabulary in context

3.1 Listen to part of a lecture on the management of To Do lists. Number the word or phrase to complete each sentence.

- order.
- important.
- urgent.
- 1 time management.
- prioritize.
- faces.
- the To Do list.
- urgency.
- stressed.
- impossible.

TO DO	
	Wed. 15 th
	finish Bus. Stud. assignment (by Fri)
	see tutor re. project
	call Jane re. weekend
	get food!
	take books back to library - overdue!
	revise for exams - only 28 days left
	prepare for 3.30 lecture today
	tidy desk
	do the chores

Table 1: Rating items on a To Do list

rating	important	urgent
A	✓	✓

C Using new vocabulary

- 3.2 Listen to some advice about using To Do lists. Complete Table 1.
- Look at the To Do list on the right at the top. Mark each item A, B, C or D.

D Word-building

Study the examples in the table.

- Can you add *-ful* and/or *-less* to the other nouns?
- 3.3 Listen and check your answers.
- What does the adjective mean in each case?

noun	-ful	-less
use	✓	✓
stress	✓	-
waste		
hope		
truth		
care		
beauty		
harm		
time		
fear		

alternative (n)
 alternatively (adv)
 behind (adj) [= late]
 chores (n pl)
 cross out (v)
 current (adj)
 disorganized (adj)
 doubtful (adj)
 enough (adv)
 equal (v)
 equation (n)
 everything or nothing
 face (v)
 hopeless (adj)
 impossible (adj)
 intend (v)
 miss (v) [= not attend]
 organized (adj)
 ourselves (pron)
 overdue (adj)
 previous (adj)
 prioritize (v)
 rating (n)
 refuse (v)
 rest (n) [= relaxation]
 self (n)
 solve (v)
 stress (n)
 stressed (adj)
 task (n)
 time management
 To Do list
 ugly (adj)
 urgent (adj)
 useful (adj)
 versus (prep)
 waste (v) [= time]
 work flow

3.2 Real-time listening **Work vs time**

A Activating ideas

3.4 Listen to some sentences. Find the correct photograph on the opposite page for each sentence.

B Understanding an introduction

Read the information about a lecture on the right.

- 3.5 [DVD] 3.A Watch the first part of the introduction. Make a note of the research source.
- 3.6 [DVD] 3.B Watch the second part of the introduction. Make a note of the sections of the lecture.

C Understanding a lecture

3.7 [DVD] 3.C Watch the main part of the lecture. Complete each sentence.

- There is a basic time management equation.
- The equation is *work = time* _____
- Both sides of the equation must _____
- Can you reduce the amount of _____
- No, because you can't _____
- Can you increase the amount of _____
- No, because rest is as important _____
- There are basically two types of _____
- There is current work and _____
- Today's work is current work plus _____

D Summarizing a lecture

Study the final slide from the lecture. Summarize the lecture.

E Transferring information to the real world

- What do you have to do today? Make a list.
- How many items on the list are previous work – work from yesterday, last week, etc.?

Management and Business Studies

Lecture 3: Managing time

Some managers have to manage people, some have to manage things and some people and things. But all managers have to manage time. It is the most basic resource in any organization. If you lose control of time, you will lose control of the organization.



MANAGING WORK

WORK = TIME AVAILABLE

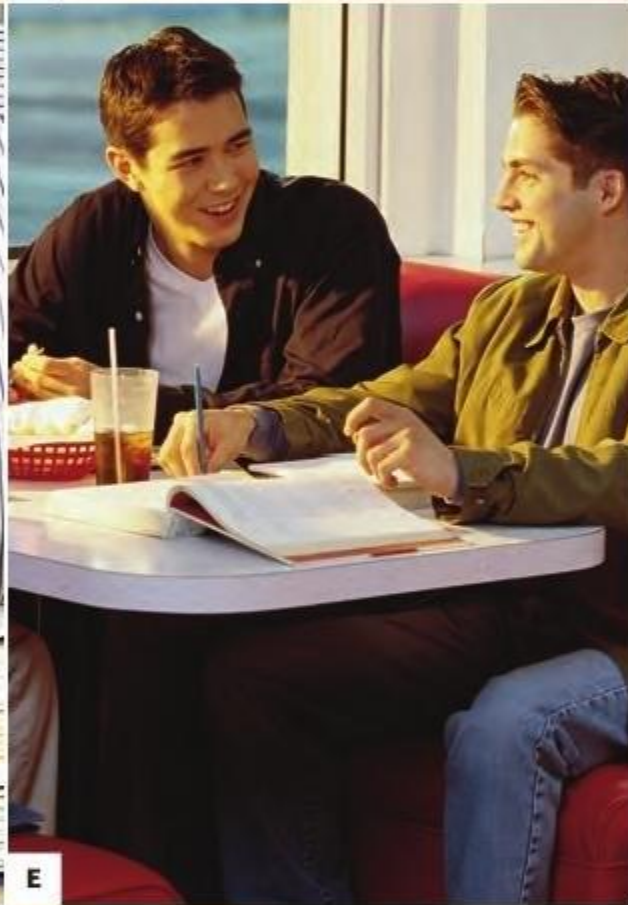
↓ work?

↑ time?

No ... can't refuse No ... rest as important

So ...

Do current work TODAY



3.3 Learning new listening skills Signpost words and phrases

A Reviewing vocabulary

Find pairs of words from the lecture in Lesson 3.2.

current	earlier	finally	firstly	increase
later	previous	reduce	rest	
tomorrow	work	yesterday		

B Identifying a new skill

The lecturer in Lesson 3.2 used all the words and phrases below.

1. What do you expect to hear next in each case?
 - a. Firstly, I'm ...
 - b. On one side ...
 - c. Some management books say ...
 - d. There are two types of work ...
 - e. You could get up ...
2. Read the **Skills Check**. Check your ideas.

C Recognizing stress patterns

🎧 3.8 Listen to extracts from the lecture in Lesson 3.2. Underline the stressed words in each signpost phrase.

1. Firstly, I'm going to talk about the reason for managing time.
2. On one side, we have WORK ...
3. Some management books say you must prioritize.
4. There are two types of work. Firstly, there is current work. But there is another type of work as well. This is previous work.
5. You could get up an hour earlier, or go to bed later, or you could reduce the number of breaks during the day.

D Practising a new skill

🎧 3.9 Listen to the introductions from some lectures. Make notes of the organization of each lecture.

1.
Types of work
1. External - from other people
 2. Internal - from ourselves



Skills Check

Signpost words and phrases

Lecturers in English often provide signposts when they are speaking.

Signpost pairs:

On one side, we have WORK.

On the other side, we have TIME AVAILABLE.

Some management books say you must prioritize.

Other books say you should say no to work.

Signpost groups:

You could get up earlier ...

(Alternatively) you could stay at work later.

(Or) you could refuse to do some of the work.

Firstly, I'm going to talk about ...

Secondly / Then, I'm going to explain ...

Finally, I'm going to look at ...

Signpost words and phrases help you to predict the **organization of information** in the lecture. Sometimes they enable you to predict the **actual content**.

3.4 Grammar for listening verb + infinitive

Many verbs in English are followed by the infinitive with *to*. ⑦

subject	verb	infinitive	other information
The student	promised	to finish	the work yesterday.
I	intend	to write	the essay next week.
Students	can't refuse	to attend	lectures.
You	could try*	to reduce	the amount of work.
Everyone	must remember*	to complete	assignments on time.
You	have (/hæv/)	to do	all the work.

In speech, the verb and the infinitive go together. Try to hear both parts.

🎧 3.10 Listen to the sentences. How is *to* pronounced?

A Hearing the two verbs

🎧 3.11 Listen to each sentence. Number the two verbs you hear in each case.

Example:

1. You can't refuse to attend lectures.

verb		infinitive	
	forget	1	attend
	learn		complete
	need		drive
	prefer		live
	promise		read
1	refuse		tell
	remember		watch
	want		work

Some verbs need an object between the verb and the infinitive. 🎧 3.12 ⑧

subject	verb	object	infinitive	type of information
Tutors	expect	you	to hand in	all assignments.
Books	will tell	you	to get up	earlier.
They	don't want	students	to miss	lectures.

Note: *want* can also be used without an object. Listen for the object between the verb and the infinitive.

B Hearing the object

🎧 3.13 Listen to each sentence. Write the object.

Example:

1. Lecturers expect students to take notes. 1. *students*

C Consolidation

Complete each of these sentences in a logical way. Use one of the verbs from this lesson.

- I gave the lecturer my essay and she promised *to mark it quickly*.
- These books are overdue so I have _____
- This problem is so difficult. I tried _____
- I'm so tired. I don't want _____
- I asked my friend for help but _____
- I forgot to buy milk but _____

3.5 Applying new listening skills


Self 1 vs Self 2

A Activating ideas

In English, we talk about 'managing yourself'. What do you understand by the phrase 'managing yourself'? How can you do it?


B Understanding an introduction

You are going to watch another lecture about management. This time it is about managing yourself.

 **3.14** **DVD** **3.D** Watch the introduction. Decide on the best way to organize your notes. Write headings for the sections in your notebook. Leave space for the notes for each section.



C Following the lecture

 **3.15** **DVD** **3.E** Watch the lecture. Use the signpost phrases to help you understand. Make a note of the main points from each section.

D Checking understanding

1. Answer these questions about the theory in the lecture in general. Use your notes.

- Who devised the theory?
- When did it first appear?
- Where did he write about it?
- What is the theory about, basically?

2. Complete these sentences about the detailed theory. Use your notes.

- | | |
|--|--|
| a. Self 2 is ... <i>doubtful</i> . | e. Self 2 thinks that a feeling is ... |
| b. Self 2 is the way ... | f. Self 2 believes that there is only ... |
| c. Self 2 believes in everything or ... | g. Self 2 thinks that single actions are ... |
| d. Self 2 thinks that the future will be ... | |

3. Study the sentences above about Self 2. Make sentences about Self 1 in the same way.

- | | |
|--------------------------------|----------|
| a. <i>Self 1 is confident.</i> | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | |

4. Complete this summary of Gallwey's ideas about self-management.

We all have _____
Self 1 _____
Self 2 _____
People _____
But we _____
We must ensure _____

E Transferring information to the real world

Which Self is stronger in you? Explain your answer.

Speaking: The time thieves

3.6 Vocabulary for speaking Wasting time



A Activating ideas

1. What is the connection between all the items in the photographs?
2. What do the two quotations mean?

Most time is wasted, not in hours, but in minutes.

Paul J. Meyer

You have 24 hours in every day, seven days a week, for a total of 168 hours. And every day, ... time thieves ... take some of that precious time away ...

Dr Donald E. Wetmore

B Understanding new vocabulary in context

1. 3.16 Listen to each dialogue. Complete it with a word from the list on the right. Make any necessary changes.
2. Practise the dialogues in pairs. Write and say two more lines for each one.

1 A: A study group is a good idea because ...
 B: I don't It's a waste of time.
 A: Please don't I haven't finished.
 B: Sorry.

3 A: Should I write the essay first?
 B: Don't me!
 A: Or should I revise?
 B: Look! I have to on with my work.

2 A: Have you done the assignment?
 B: No, I haven't. I'll do it tomorrow.
 A: Don't it off any more! It's urgent.
 B: I've got plenty of time.

4 A: I'm trying to
 B: Sorry? What do you mean?
 A: The television's me.
 B: But this is my favourite programme!

C Word-building

1. Complete the table. Add more words with the same pattern.
2. Use one word from each row in a sentence.

verb	noun
distract	
interrupt	
concentrate	
	solution
	quotation

verb	noun
	appreciation
communicate	
	recommendation
	introduction
contribute	

a couple of
 absolutely (*adv*)
 agree (*v*) [with]
 bursary (*n*)
 change my mind
 concentrate (*v*)
 distract (*v*)
 disturb (*v*)
 get on with (*v*)
 [= continue]
 I suppose so
 instead (*adv*)
 interrupt (*v*)
 interruption (*n*)
 me, too
 mind (*v*)
 neither do I
 nor me
 portal (*n*)
 possible (*adj*)
 put off (*v*) [= delay]
 quotation (*n*)
 renew (*v*)
 reserve (*v*)
 reward (*n*)
 screen (*v*)
 so do I
 social network site
 steal (*v*)
 still (*adv*) [= up to now]
 thief (*n*)
 thieves (*n*)
 waste (*n* and *v*)
 yet (*adv*)

3.7 Real-time speaking Time thieves – people and things

A Activating ideas

1. What is the main distraction for you when you are trying to study?
2. How can you prevent the distraction, or deal with it?

B Understanding a model

1. 3.17 Listen to the first part of a tutorial about interruptions by people. Complete the **solutions** part of the notes below.
2. 3.18 Listen to the second part of the tutorial.
 - a. What did the students think about each solution? Complete the **problems with solutions** part of the notes below.
 - b. Which solution did they agree on? Tick one.



solutions	problems with solutions

C Studying a model

Study the extract from the tutorial below.

1. Find and correct the grammar mistakes. There are extra words and missing words. There are wrong words and wrong tenses. There are 15 mistakes altogether.
2. Practise the corrected sentences in pairs.

A: Some people ~~they~~ said: 'Tell them to go away. ^{Other} ~~Another~~ people said that you stop for a few minutes.

B: I agree the first solution. They know that you are having to study so they should not to interrupt you.

A: I don't think is possible. You can't be rude someone, even if you study. I think the second solution better.

B: That's it. You can polite but then tell that you have study.

D Practising a model

1. Role-play another part of the tutorial on time thieves. Look at the time thief on the right.
 - How can mobile phones distract you from study?
 - What are some of the solutions to the problems?
2. 3.19 Listen to the students discussing mobile phones. Compare their ideas with yours.





A Activating ideas

Look at the photographs. Discuss these questions.

1. Why is the man interrupting the meeting? What is he saying to the woman?
2. What is the woman saying to the caller?
3. Why is someone interrupting the lecturer? What is he saying?

B Studying the models

1. 🎧 3.20 Listen to the conversations. Find **three** conversations that match the photographs above.
2. Where are the other conversations taking place?
3. Which of the six conversations are **formal**? Which are **informal**?
4. Practise the conversations.

1 A: I'm really sorry to interrupt but there's an urgent call for you.
 B: Who is it?
 A: The CEO.
 B: Right. I'd better take it. Excuse me a moment.

2 A: Can you help me with this?
 B: I can't, I'm afraid. I'm flat out.
 A: It'll only take a minute.
 B: OK. Pass it over.

3 A: Am I disturbing you?
 B: Well, I am a bit busy at the moment.
 A: OK. I'll phone back later.
 B: Thanks. After two.

4 A: Is it OK if I put the television on?
 B: Well, actually, I'm trying to read.
 A: I won't have it on loud.
 B: You always say that.

5 A: Can I disturb you for a moment?
 B: Yes, what is it?
 A: The Internet connection has stopped working again.
 B: Well, phone the maintenance department then.

6 A: Sorry, could I possibly interrupt?
 B: Yes, of course. What's the problem?
 A: Well, would you mind repeating that last figure? I'm afraid I missed it.
 B: Certainly. It was \$15,783,000.

C Practising the model

Have more conversations beginning with the phrases below. Decide where each conversation is taking place, and if it should be formal or informal.

- I'm sorry to disturb you but ...
- Sorry to interrupt but ...
- Do you mind if I ...?
- Would you mind ...?
- Is it OK ...?
- Am I ...?

3.8 Learning new speaking skills Tutorial skills

A Reviewing vocabulary

- Mark the stressed syllable in each word.
- 🎧 3.21 Listen and check your answers.

a. distraction	appreciation	contribution
b. preference	emphasis	possible
c. apologize	impossible	alternative
d. annoying	agreement	remember
- What is the pattern in each row? Read the Pronunciation Check and check your answers.

B Identifying a key skill

- Read the Skills Check.
- Find and copy one more phrase from the box below into each section of the Skills Check.

I'm not sure.
 Absolutely.
 I still don't believe that ...
 Yes. Actually, that's true.
 I suppose so.

- 🎧 3.22 Listen and repeat the phrases in the Skills Check. Copy the intonation patterns.

C Practising a new skill

- Read the opinions below. Do you agree (✓), partly agree (?) or disagree (✗) with each opinion?
- Work in groups. Give the opinions that you agree with. Ask for reactions from the other students. Try to persuade people who disagree with you.
 - There is no value to rote learning.
 - Teachers should give students tests every day.
 - Memory is not culturally determined. I mean, everyone all over the world has the same kind of memory.
 - Mnemonics are very old-fashioned.
 - The whole idea of learning style is wrong. Everybody is the same, really.
 - Friendship is not important. You don't have to have friends to be happy.
 - You should not give a reason when you apologize. Reasons sound like excuses.
 - Mind maps are the only way to learn new information.

Pronunciation Check

Multi-syllable words 🎧 3.23

Many words in English have more than two syllables.

Examples: quotation, emphasize, sincerity

There are two common stress patterns in multi-syllable words.

- The stressed syllable in words which end *-tion* is often **two syllables from the end**.

4	3	2	1
	quo	'ta	tion
in	te	'rup	tion

- In other multi-syllable words, the stressed syllable is often **three syllables from the end**.

4	3	2	1
	'em	pha	size
sin	'ce	ri	ty
e	'ffi	cien	cy

Examples: for'givenness, im'provement

Skills Check

Reacting to contributors

You should **react** to the contributions of other students in a tutorial. Study the possible contributions below.

Agreeing:

*I agree (with you / that) ...
 That's right.*

Partly agreeing:

*Possibly.
 Perhaps ...
 You could be right.*

Disagreeing politely:

I don't really agree (with you / that) ...

Holding to your opinion:

I still think that ...

Changing your mind:

*I've changed my mind. Now, I think ...
 OK. You're right.*
