

Level 4

PROGRESSIVE Skills

Listening & Speaking



Course Book & Workbook

Terry Phillips and Anna Phillips

Garnet
EDUCATION

Level 4

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Skills

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PROGRESSIVE

Skills

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Listening

Knowledge area	Topic	Skills
1 Geography and the modern world	Geography and development	<i>lecture with headings and subheadings</i> • note-taking: scientific numbering
2 Communication	Communicating far and wide	<i>lecture with sequence of events</i> • timelines • using handouts of slides
3 Media and advertising	The case against television	<i>talk with argument</i> • understanding the argument • understanding the speaker's concessions
4 Living life to the full	Life systems	<i>talk with fractured text</i> • adding information (to notes) which comes out of order
5 The past, present and future of food	Agriculture through history	<i>lecture with timeline / sections / problems and solutions</i> • recognizing digressions and end of digressions

Grammar

Phonology

1 • comparing with <i>both / neither, and / but, whereas / while</i>	• stress in two-word phrases
2 • verb patterns (1): ditransitive verbs	• hearing two consonants together
3 • verb patterns (2): verb + <i>~ing</i> ; verb + <i>that</i>	• hearing two vowel sounds together
4 • cleft sentences • pseudo-cleft sentences	• predicting pronunciation of new words
5 • complex sentences with <i>when / if, although, because</i>	• understanding phonemic symbols

Speaking

Knowledge area	Topic	Skills
1 Geography and the modern world	Geography and water problems	<i>discussion group</i> • clarifying • raising / dealing with an objection
2 Communication	Communication aids	<i>presentation and discussion</i> • saying you are lost • helping a speaker
3 Media and advertising	The hidden persuaders	<i>tutorial</i> • linking to previous speaker / topic • expressing uncertainty
4 Living life to the full	A sporting life	<i>presentation and discussion</i> • summarizing • reacting to summaries
5 The past, present and future of food	Interfering with nature?	<i>presentation and discussion</i> • referring to research • making V agree with S

Grammar	Phonology	Everyday English
1 • correcting statements with <i>think + past</i> • showing surprise with <i>realize + past</i> • saying weak forms	• saying weak forms	• expressing opinions politely; persuading
2 • <i>was doing when did</i> • <i>did when did</i>	• linking and suppressing	• talking on the phone
3 • noun phrases with relative clauses: subject noun phrases: object / complement noun phrases	• intrusive sounds	• complaining
4 • review of modals: <i>must</i> for rules / laws; <i>may / might / could</i> for possibility; <i>should</i> for advice	• sense groups • rising to pauses	• talking about health problems
5 • complex sentences with <i>when / if, although, because</i>	• saying vowel letters <i>e, i, o</i> • stress in two-word phrases	• at the supermarket



Introduction



This is Level 4 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.





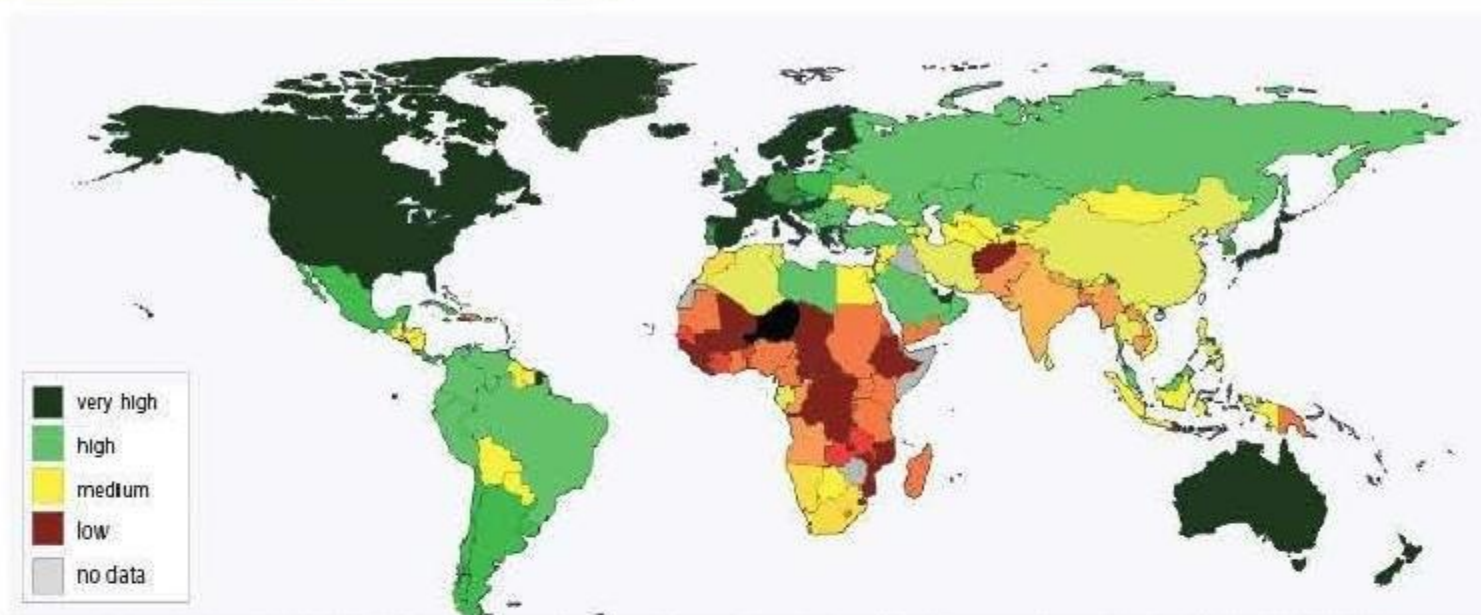
Theme 1

Geography and the modern world

- Geography and development
- Geography and water problems

Listening: Geography and development

1.1 Vocabulary for listening The HDI



Data retrieved from the UNDP Human Development Report website: <http://hdr.undp.org/en/statistics/> © UNDP

A Activating ideas

What does the map above show? Choose one item from below. Explain your answer.

- | | |
|--|---|
| <input type="checkbox"/> population, e.g., <i>total size</i> | <input type="checkbox"/> minerals, e.g., <i>copper</i> |
| <input type="checkbox"/> climate types, e.g., <i>desert</i> | <input type="checkbox"/> cultivation, e.g., <i>crops for food</i> |
| <input type="checkbox"/> natural resources, e.g., <i>oil</i> | <input type="checkbox"/> development, e.g., <i>economic</i> |

B Understanding vocabulary in context

You are going to hear extracts from a lecture.

1. 1.1 Listen to Extract 1. Check your ideas from Exercise A.
2. 1.2 Listen to Extract 2. What questions does the UN ask about each country?
 - a. How long ...?
 - b. What percentage ...?
 - c. How many ...?
 - d. What is the average ...?
3. 1.3 Listen to Extract 3. Why does the lecturer mention the following?
 - a. Canada
 - b. Norway
 - c. Sierra Leone
 - d. natural resources
 - e. location
 - f. fresh water

C Researching information

1. What colour is your country on the map? Find out the exact HDI for your country.
2. Find out the answers to the four UN questions for your country.

absence (n)
 affect (v)
 against (prep)
 availability (n)
 average (v)
 copper (n)
 cultivation (n)
 density (n)
 desalination (n)
 fossil fuel
 global (adj)
 Human Development
 Index (n) [= list]
 iron ore
 lack (n)
 literacy (n)
 mineral (n)
 natural gas
 natural resource
 population (n)
 presence (n)
 range (n) [= extent]
 reflect (v) [= show]
 rural (adj)
 shortage (adj)
 similarity (n)
 split (n)
 standard of living
 sub-area (n)
 temperate (adj)
 underground (adj)
 urban (adj)
 with regard to

1.2 Real-time listening Qatar and Lebanon

A Activating ideas

1. What do you know already about the two countries, Qatar and Lebanon?
2. Study the maps and the photographs on the opposite page. What extra information do they give?

B Understanding an introduction

1. Read the information from the faculty handout on the right. What does *the geography of a country* mean? its location, ...
2. 🎧 1.4 [DVD] 1.A Watch the first part of the introduction to the lecture. Make a list of the sections of the lecture.
3. 🎧 1.5 [DVD] 1.B Watch the second part of the introduction. Complete the subheadings column of the handout.

C Understanding a lecture

1. 🎧 1.6 [DVD] 1.C Watch the main part of the lecture. Work in pairs.
Student A: Make notes about Qatar.
Student B: Make notes about Lebanon.
2. Ask your partner for information about the other country and complete the handout.
3. Which country do you think has the higher Human Development Index? Why? 🎧 1.7 [DVD] 1.D Watch the final part of the lecture and check your ideas.

Faculty of Human Geography

Does the geography of a country affect the human development of its population? In the next lecture, we compare countries and try to answer this question.

small countries:
Qatar and Lebanon

island nations:
Singapore and Tonga

large countries:
Turkey and Chile

headings and subheadings	Qatar	Lebanon
1. Location		
1.1. Region		
1.2. Borders		
2. Population		
2.1.		
2.2.		
2.3.		
3. Land		
3.1.		
3.2.		
3.3.		
4. Climate		
4.1.		
4.2.		
4.3.		
5. Natural resources		
5.1.		
5.2.		
6. Human Development Index		

D Developing critical thinking

Compare the information about the countries for each area. Which parts of each country's geography affect its HDI figure?



1.3 Learning new listening skills

Using lecture structure

A Reviewing vocabulary

1. What could follow each word below?

a. natural	resources
b. temperature	
c. geographical	
d. population	
e. square	
f. agricultural	
g. fossil	

2. 1.8 Listen to some sentences from the lecture and check your ideas.
3. Read the **Pronunciation Check**. What is the stressed word in each phrase above?

B Identifying a new skill (1)

Read Skills Check 1. Correct the numbering of the notes below.

<p>4. <u>Climate</u></p> <p>1.4. Type Mediterranean</p> <p>1.5. Ave. rainfall 900 mm</p>	<p>5. <u>Natural resources</u></p> <p>1.6. Fossil fuels none</p> <p>1.7. Minerals limestone, iron ore</p>
--	---

C Practising the new skill (1)

- 1.9 Listen to the introductions to three lectures.
- Time management
 - Memory
 - Desertification

Organize your notes with scientific numbering.

D Identifying a new skill (2)

- Read Skills Check 2. Write one word in each space in the example sentences and questions.
- 1.10 Listen and check your answers.

E Practising the new skill (2)

- 1.11 Listen to an introduction to a lecture about *communication*. Prepare a page for your notes with scientific numbering. Leave spaces in case you get lost.
- 1.12 Listen to the first part. Make notes.
- Ask other students for missing information.

Pronunciation Check

Stress in two-word phrases

Two-word phrases can be:

'noun + noun 'temperature range

adjective + 'noun natural re'sources

The first noun is stressed in noun + noun.

The noun is stressed in adjective + noun.

Skills Check 1

Note-taking: scientific numbering

This organization is very good for lectures with a **main subject**, e.g., *geographic features*, with several **areas**, e.g., *location, population*, etc., and several **sub-areas** under each area, e.g., *region, borders*.

Qatar

- Location
 - Region
 - Borders
- Population
 - Total

Leave space under each sub-area for your notes.

Skills Check 2

Getting lost ... and recovering

During the lecture

- Stop trying to take notes. Leave a space.
- Wait until the lecturer moves on to the next topic or area. Then start taking notes again.

You will hear things like:

OK. So 's *climate*. Now, 's *look at natural resources*.

Right. We've *about fossil fuels*. *about minerals*?

....., *natural resources*. Let's *on to minerals*.

After the lecture

Ask other students for information to complete your notes. You can say things like:

I *the bit about fossil fuels*.

What *she say about climate type*?

Did you *the information for average rainfall*?

1.4 Grammar for listening

both / neither; and / but; whereas / while

There are special words in English when two things are **the same or similar**.

1.13

Both	(countries)	are		located in the Middle East.	<i>positive thing is the same</i>
		have	a	hot, dry summers.	
			some	small land area.	
Neither	(country)	is		large in area.	<i>negative thing is the same</i>
		has	a	large population.	
			any	agricultural land.	
				mining industries.	

What differences in structure do you notice between *both* sentences and *neither* sentences?

There are special words in English when two things are **different**.

Qatar does not have much agricultural land	but	Lebanon has a great deal.
	whereas	
Qatar has a population density of 120 per square kilometre	while	413 in Lebanon.
	against	

One country has less than 75 mm of rain per annum.

The other has 825 mm.



Singapore



Tongan islands

A Identifying similarities

1.14 Listen to an extract from a lecture about Singapore and Tonga. Tick (✓) if both countries have the feature. Cross (X) if neither country has the feature. Some items are not mentioned.

Both countries are small in land area.

small land area	✓
surrounded by water	
small populations	
tropical climate	
desert areas	
high rainfall in summer	
high rainfall in winter	
high summer temperatures	
high winter temperatures	
mountains	
rivers and lakes	

B Identifying differences

1.15 Listen to another extract about Singapore and Tonga. Tick (✓) the correct column for the country with the bigger, higher, larger number in each case.

Singapore has an area of 660 square kilometres and Tonga has 748.

	Singapore	Tonga
area		✓
population		
density		
highest point		
agricultural land		
highest rainfall		
urban %		
GDP per capita		
HDI		


1.5 Applying new listening skills

Pakistan and Chile

A Reviewing vocabulary

1. Put the words and phrases in the box into five groups. Give a heading for each group.

agricultural area rainfall borders density
fossil fuels minerals lakes and rivers
temperature range region urban:rural split



2.  1.16 Listen and check your answers. Mark the main stressed syllable in each word or phrase.

B Activating ideas

You are going to watch a lecture from the Faculty of Human Geography. It is about Pakistan and Chile. What do you know about these two countries?

1. Where is each country?
2. Which population is larger? Which country is bigger in land area?
3. Which type of climate does each country have?
4. Which country is hotter? Which country has the higher rainfall?
5. What natural resources does each country have?
6. Which country has the higher HDI?

C Understanding the lecture

1.  1.17  1.E Watch the lecture. Make notes about the two countries. Use headings and subheadings with scientific numbering. Leave space for information you miss.
2. Work in groups. Ask for missing information and complete your notes.

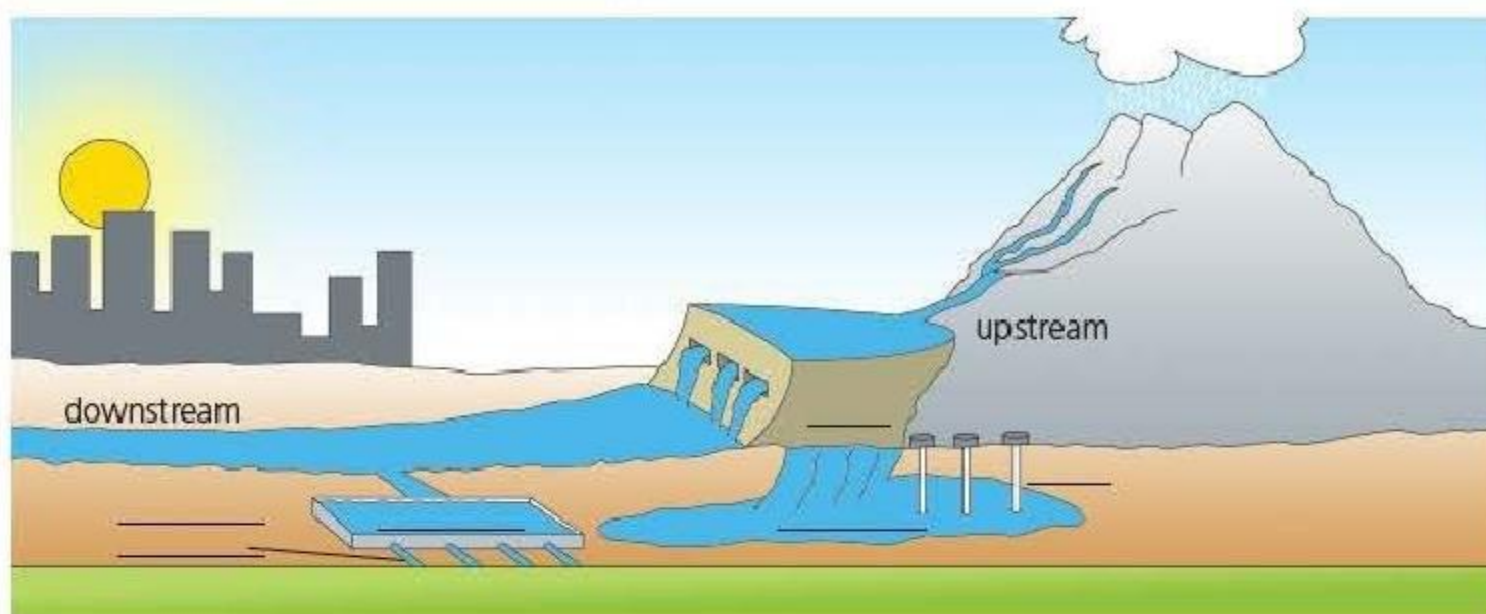
D Developing critical thinking

1. Compare the two countries. Find similarities and differences.
2. Which parts of the geography of the countries explain the human development figure?



Speaking: Geography and water problems

1.6 Vocabulary for speaking Water resources



A Understanding a diagram

aquifer dam irrigation channels reservoir wells

1. Label the diagram with words from the box above.
2. 🎧 1.18 Listen to an extract from a lecture about water resources and check your ideas.
3. Describe the water system.

B Using new vocabulary in context

1. 🎧 1.19 Listen and find an answer to each question about the water system in the diagram above.
 - Yes, into the reservoir.
 - No, because a lot of the rainfall is stored in the dam, the aquifer and the reservoir.
 - No, because there is a lot of fresh water.
 - a It comes from rainfall on the mountains.
 - Several parts – the dam, the reservoir, the irrigation channels, the wells.
 - The reservoir.
 - There's a dam.
 - They draw water from the wells and take it from the reservoir into irrigation channels.
 - It could happen if there was a reduction in rainfall.
 - It could result from the dam breaking.
2. Look again at each answer. What is the question?

C Building vocabulary

What is the *noun* from each of these *verbs*?
(In some cases, it is the same word!)

- | | | |
|------------|-------------|-----------|
| 1. dam | 4. flood | 7. leak |
| 2. divert | 5. flow | 8. shrink |
| 3. extract | 6. irrigate | 9. supply |

announce (v)
 aquifer (n)
 channel (n)
 consensus (n)
 crop (n)
 dam (n and v)
 deliver (v)
 desalination (n)
 destroy (v)
 divert (v)
 downstream (n)
 draw (v) [= take out]
 drought (n)
 dry up (v)
 extract (v)
 extraction (n)
 feed (v) [= supply]
 flood (n and v)
 flow (v)
 grain (n)
 irrigate (v)
 irrigation (n)
 leak (v)
 limit (v)
 pipe (n and v)
 populous (adj)
 privatize (v)
 proposed (adj)
 refill (v)
 reservoir (n)
 run out of (v)
 shortage (n)
 shrink (v)
 shrinkage (n)
 source (n)
 store (v)
 stream (n)
 suffer (v) [- from]
 supply (v)
 underground (adj)
 upstream (n)
 well (n)

1.7 Real-time speaking Water problems in a developed country

A Reviewing vocabulary

1. Divide each word into syllables. Underline the stressed syllable.

a/quifer divert extract
irrigation rainwater reservoir
shrinkage underground

2. 🎧 1.20 Listen, check your answers and repeat each word.

B Gathering information

1. Look at all the assignment details and one student's research on the right. Discuss the questions in the assignment for this research.
2. 🎧 1.21 Listen to the student giving information to a discussion group.
 - a. What points does the student get wrong?
 - b. How do the other students show surprise?
 - c. What do the other students think of the proposed solution?

C Studying the model

1. Study some extracts from the discussion below. Complete B's questions and statements.
2. 🎧 1.22 Listen and check your answers.

A: Basically, the Ogallala Aquifer provides half of all the water for the United States.

B: Just a second. water?

A: Sorry. Did I say half? I meant a third.

B: and irrigation?

A: No, sorry. I mean just for irrigation.

A: The water was formed in the reservoir thousands of years ago.

B: ago? I thought these underground aquifers

.....

B: So, what's the?

A: Well, the farmers are going to stop growing crops which require irrigation.

B: I' that's a very good solution.

A: Perhaps not, but it solves the problem in the short term.

D Practising the model

Practise the extracts of the discussion in pairs. Show you are surprised using stressed words and intonation in the key phrases.

E Developing critical thinking

What do you think of the proposed solution to the Ogallala Aquifer problem? Can you suggest any other solutions?

Department of Environmental Studies

Research ONE problem with water supply or usage in a developed country, e.g., the US. Be prepared to answer these questions at the next discussion group meeting:

1. What is the problem?
2. What is the proposed solution?



Ogallala Aquifer

Prob.

- Ogallala Aquifer = 1/3 of water for irr. in US.
- Water formed mya

BUT

- no longer fed by rainwater.
- level 1 m. p.a. = res. dry in 200 yrs.

Prop. sol.

- Farmers to stop growing crops that req. irr.

Pronunciation Check

Showing surprise

How does a speaker show surprise in English?

- 🎧 1.23 Listen to these sentences.

Half of all the water?

Thousands of years ago?

Underline the stressed word(s). Mark the intonation with arrows.

- 🎧 1.24 Listen and repeat some more sentences. Copy the stress and intonation.



poverty



poor sanitation



preventable disease

22,000 children die every day from hunger, thirst and preventable diseases

2.5 billion people do not have access to clean water and good sanitation

A Activating ideas

Look at the photographs and the newspaper headlines. What are some of the reasons for the problems in the headlines?

B Studying a model

1. 1.25 Listen to the conversation below about the first headline. What do you notice about it?
2. 1.26 Listen to a second version of the conversation. What differences do you notice?
3. Practise the conversation. Add words and phrases from the second version.

A: Did you know that over 20,000 children die every day unnecessarily?

B: You mean from poverty and hunger and so on?

A: Yes. Everyone should give money to charities.

B: The UN should do more.

A: Ordinary people can't just ignore the problems.

B: We can't leave it to charities. And we shouldn't just give aid. We should help the people in developing countries to help themselves.

A: In the long term. But people are dying, including thousands of children. It's terrible. We must do something about that.

C Practising the model

1. Complete these sentences about solutions to the problem in the second headline.
 - a. Governments should dig
 - b. The UN should provide money for
 - c. Factories should not
 - d. We should stop politicians stealing
 - e. People should not throw
 - f. Every child should be immunized
 - g. Celebrities should start
 - h. People in developing countries should find
2. Which solutions are the most effective? Discuss in groups. Be polite!

1.8 Learning new speaking skills

Contributing to discussion groups

A Reviewing vocabulary

Discuss these questions.

1. How can you *extract* water from a river?
2. Why do lakes *shrink* and *dry up*?
3. How can you *refill* a reservoir?
4. Why are some areas *running out* of water?
5. Why do you have to *irrigate* crops?

B Saying vowels

1. What is the connection between the words below?

<i>a</i>	<i>are</i>	<i>do</i>	<i>have</i>	<i>the</i>	<i>was</i>
<i>and</i>	<i>but</i>	<i>for</i>	<i>of</i>	<i>to</i>	<i>were</i>
2. Read the **Pronunciation Check** and check your ideas.
3. Say all the phrases with the correct pronunciation of the underlined words.

C Identifying a new skill

1. Read the Skills Check. Answer the questions.
 - a. When do you need to *clarify*?
 - b. When do you *object* to something?
 - c. How can you *deal with* objections?
2. Practise the conversation extracts.

D Practising the new skill: clarifying

Work in pairs.

Student A: Say the sentence.

Student B: Ask for clarification of the underlined words with *Did you say ...*

Student A: Clarify with the word in brackets.

1. Visual learners like sounds. (colour)
2. Aural learners learn by reading. (listening)
3. American people always use the words *I apologize*. (nearly always)
4. American people offer to pay for damage. (never offer)
5. Consumption of oxygen by plants is called breathing. (respiration)
6. Photosynthesis is the production of oxygen by sunlight on water vapour. (photolysis)
7. Most of the carbon on Earth is stored in the oceans. (rocks)
8. More than eight per cent of energy usage comes from fossil fuels. (eighty)

E Practising the new skill: objecting

Work in small groups.

1. Each student reads one of the ideas from pages 83 to 95.
2. Students object to the ideas they hear.
3. Each student deals with any objections to his/her ideas.

Pronunciation Check

Saying weak forms

We normally use the schwa sound /ə/ for the vowel in articles, prepositions, conjunctions, the verb *be* and auxiliaries.

Mark the words with schwa in these sentences.

It provides a third of all the water for irrigation in the US.

The water was formed millions of years ago.

The farmers are going to stop growing crops.

They could grow crops which are local to the area.

🎧 1.27 Listen and check your answers.

Skills Check

Sharing research

As you know, you should react to the contributions of other students in a discussion.

🎧 1.28 Listen to some more contributions. Mark the main stressed word in each sentence.

Clarifying

- *Do you mean for drinking and irrigation?*
- *No, sorry. I mean just for irrigation.*
- *Did you say thousands of years ago?*
- *Sorry. I meant to say millions of years ago.*

Objecting and dealing with objections

- *They are going to stop growing crops.*
- *I'm not sure that's a very good solution.*
- *No, but it solves the problem in the short term.*
- *They could bring water from another area.*
- *But that would be very expensive.*
- *Yes, I think you're right.*

🎧 1.29 Listen again. Copy the polite intonation.

1.9 Grammar for speaking

Showing surprise with *think* and *realize*

We can show surprise at a statement with *think* or *realize*.

②

What change do we make to the main verb after *think* in this case?

statement		
subject	verb	information
The aquifers	are	thousands of years old.
The reservoir	provides	half of all the water for irrigation.

comment				
introduction		subject	verb	information
I thought	(that)	they	were	millions of years old.
		it	provided	a third of all the water.

1.30 Listen to each statement and comment. In the comment, notice the strong stress on the information that the speaker is surprised about. Notice also the intonation.

A Showing surprise with *think*

These statements are wrong. Show surprise with *think* and the word(s) in brackets.

- The Moon goes round the Sun. (Earth)
- Penguins live in the Arctic. (Antarctic)
- Children start talking at six months. (one year)
- They use the franc in France. (euro)
- Most of the water on Earth is stored in the atmosphere. (oceans)
- Plants don't release carbon dioxide into the atmosphere. (at night)

I thought it went round the Earth.

statement		
subject	verb	information
The aquifer	provides	a third of all US irrigation water.
The level	is falling	by one metre every year.

comment				
introduction		subject	verb	information
I didn't realize	(that)	it	provided	a third.
		it	was falling	by one metre.

1.31 Listen to each statement and comment. In the comment, notice the strong stress on the surprising information, and the rise-fall in intonation at the end.

B Showing surprise with *realize*

These statements are correct but surprising. Show your surprise with *realize*.

- They are greening the desert in the UAE.
- There was a lot of water in the Sahara at one time.
- Sometimes ice can change straight to vapour.
- Sugar is composed of carbon, hydrogen and oxygen.
- Plants release carbon dioxide when they respire.
- Whales are mammals.

I didn't realize they were greening the desert there.

1.10 Applying new speaking skills

Water problems around the world



A Reviewing vocabulary

Use the verbs in the box to talk about the photographs above.

dam desalinate dry up extract
flood irrigate run out of shrink

B Researching information

Read the assignment on the right. Choose one topic from the **reading pack** and make notes.

C Taking part in a discussion

Divide into groups. Report your findings to your group. Other students in the group should check information and raise objections. Try to reach a consensus.

D Developing critical thinking

Discuss this question.

What problems, if any, are there with water supply or usage in your country or area?



Department of Environmental Studies

Water supply and/or usage can affect development of a whole country or a specific area of a country. In your reading pack, you have information on a number of problems with water around the world.

Discussion group assignment

Read about ONE of these problems and report back to our next discussion group meeting.

Water in the 21st century
Reading pack

Table of contents

Mexico City	p. 92
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Turkey	p. 83
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Egypt	p. 89
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India	p. 95



Theme 2

Communication

- Communicating far and wide
- Communication aids

Listening: Communicating far and wide

2.1 Vocabulary for listening






Communication mediums: benefits and drawbacks

A Activating ideas

Study the mediums of communication.

1. What are the benefits and drawbacks of each medium? 2.1 Listen to some students working with Table 1. Fill in the information for *posted letter*.
2. Work in groups. Fill in the table for the other mediums.

Table 1: Benefits and drawbacks of certain mediums of long-distance communication

medium	speed	cost	convenience for sender	convenience for receiver	security
					
					
					
					
					

B Word-building

1. Complete the table below with a word from the list on the right in each space.
2. Mark the stressed syllable in each word.
3. 2.2 Listen and check your answers.

	noun		adjective		opposite adjective
	con ¹ venience				
	security				
	expense	↑			
			beneficial		
	scarcity				common
	complexity				simple

C Recognizing words in context

- 2.3 Listen to some sentences. Number the words in the table above.
Example: 1. Mobile phone calls can be very *expensive*.

allocate (v)
analogue (adj)
beneficial (adj)
benefit (n and v)
browser (n)
cable (n)
code (n)
complex (adj)
courier (n)
customer base
deliver (v)
delivery (n)
device (n)
digital (adj)
drawback (n)
etailer (n)
high street (n)
inconvenient (adj)
infrastructure (n)
insecure (adj)
intercept (v)
market (v)
medium (n) [= way of sending message]
messenger (n)
navigate (v)
network (n)
personnel (n)
post (v) [= put in mail box]
postal system
principle (n)
relay station
retailer (n)
scarce (adj)
secure (adj)
security (n)
signal (n)
stand-alone (adj)
symbol (n)
technology (n)
telegraph (n)
useless (adj)

2.2 Real-time listening

Long-distance communication and business principles


A Activating ideas

1. What is the connection between all the illustrations on the opposite page?
2. Name each method of communication.
3. What is the correct chronological order?

B Preparing for a lecture

Study the title slide from a Business Studies lecture. Number the headings of the slides underneath in a logical order.

C Understanding a lecture

1.  2.4 **DVD** 2.A Watch the lecture. Check your ideas for Exercise B. Which slide(s) does the lecturer *not* deal with?
2. Study these bullet points from the slides. Put each one on the correct slide.
 - faster, more secure
 - first postal service
 - horse riders + relay stations
 - ~~benefits~~
 - infrastructure
 - invention of writing
 - Morse code
 - personnel
 - semaphore stations
 - smoke signals and drums
3. Which sort of information do you hear for each slide? Choose from the words in the box.

biographical chronological classification
exemplification description pros and cons

D Developing critical thinking

What is the main point of the lecture? Write the phrases below in the correct order to make a two-sentence summary.

shows that must provide
of long-distance communication
successful businesses the history
when it offers greater benefits
people use to customers
benefits new technology

Business Studies Faculty
Module: 1463

Building a successful business

What does the history of long-distance communication teach us about business?

Three key business principles

1. **benefits**

Early systems: Sumeria, China, Egypt

Early systems: before writing

The telegraph: how did principles apply?

The telephone: how did principles apply?

Early systems: France

Early systems: A new approach

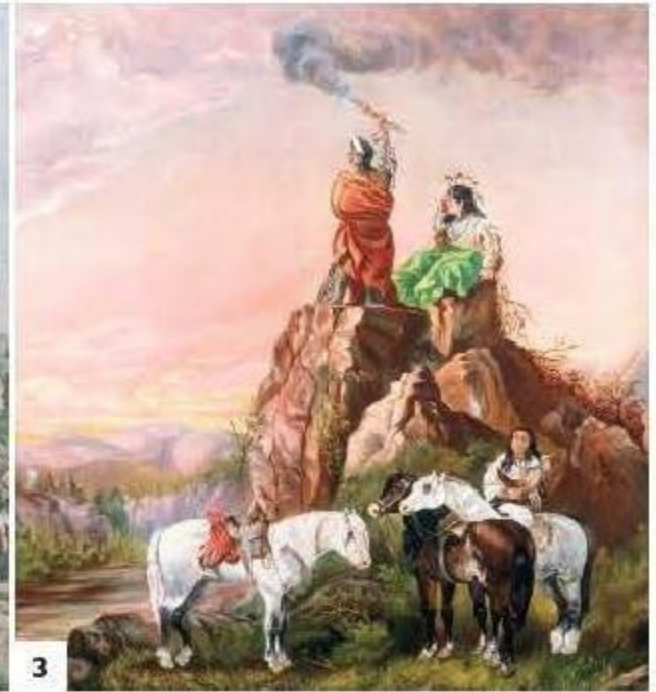
The telegraph: how did it work?



1



2



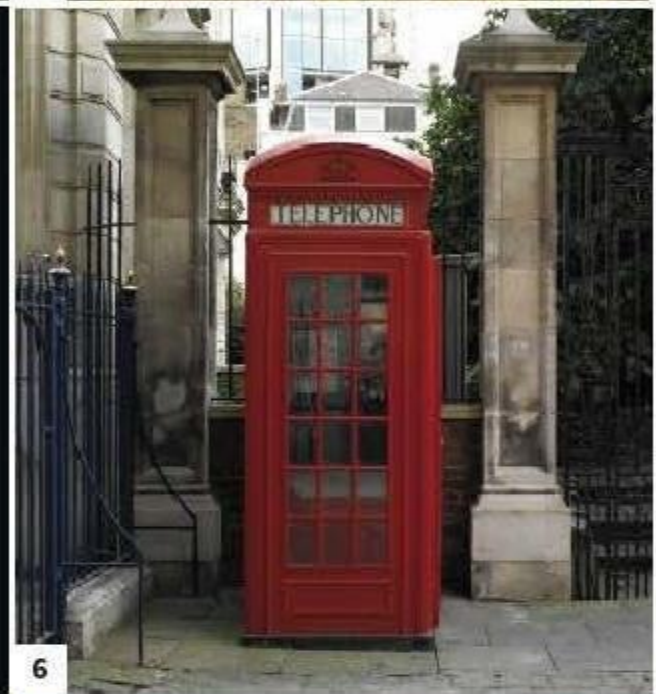
3



4



5



6



7



8



9



10



11

2.3 Learning new listening skills

Taking notes onto handouts

A Reviewing vocabulary

1. Match words to make phrases from the lecture in 2.2.

- | | | |
|---------------|-------------------------------------|-----------|
| a. electrical | <input type="checkbox"/> | beings |
| b. Morse | <input type="checkbox"/> | business |
| c. postal | <input type="checkbox"/> | code |
| d. skilled | <input checked="" type="checkbox"/> | device |
| e. successful | <input type="checkbox"/> | message |
| f. human | <input type="checkbox"/> | personnel |
| g. urgent | <input type="checkbox"/> | system |

2. 2.5 Listen and check your answers.
3. How does the speaker say the end of the first word in each case? Read the **Pronunciation Check** and check your ideas.
4. Which word is stressed in each phrase? Why?

B Identifying a new skill

Look at this slide from the lecture in 2.2.

Three key business principles

1. **benefits**
2. **trained personnel**
3. **infrastructure**

1. How can you use this slide to *prepare* for the lecture?
2. How can you use the slide *during* the lecture?
3. Read the Skills Check and check your ideas.

C Practising a new skill

1. Look at some slides from the next Business Studies lecture. Follow the advice in the Skills Check.

The telephone – business model

- benefits
 - fast
 - secure
- personnel
 - telephonists
 - linesmen
- infrastructure
 - exchanges
 - intercontinental cables

Development – fixed line and mobiles

Fixed line	Mobiles
• 1876 invented	• 1973 invented
• 1890 5 m.	• 1985 340 k.
• 1922 20 m.	• 1995 33 m.
• 1965 300 m.	• 2003 1.5 b.
• 1995 600 m.	• 2010 4.6 b.
• 2008 1.2 b.	

Mobiles – why did they grow so quickly?

- benefits?
- personnel?
- infrastructure?
- another reason?

2. 2.6 Listen and add notes to each slide.

Pronunciation Check

Hearing two consonants together

Look at the bold letters in the words below. They are both consonants. When two consonants occur together, we do not 'explode' the first consonant. Sometimes we do not say it at all.

Examples:

send **m**essages write **l**etters
make **p**rogress ask **q**uestions

2.7 Listen to the pronunciation of some pairs of words. Can you hear the first consonant?

Skills Check

Using handouts of slides

Lecturers sometimes provide a copy of the slides *before* the lecture.

1. Look up any new words on the slides. Check the meaning and the pronunciation, especially the stress. Say the word several times.
2. Think: *What might the lecturer say about each slide?*
3. During the lecture, use the contents of the slides as headings for notes of the important points.

Early systems (2)

900 BCE: China	1st post. syst. couriers on foot 8 kph riders on horses relay stations 15 kph semaphore relay stats 32 kph
150 BCE: Egypt	
1793: France	

2.4 Grammar for listening

Ditransitive verbs; verbs with prepositions

A number of verbs in English are followed by two objects. We can put the objects in two different orders. What do you notice about the two different word orders?

2.8

Table 1

subject	verb	object: person	object: thing
New businesses	should offer	customers	better products.
Companies	give	them	details of products.
They	didn't teach	the couriers	the routes.

Table 2

subject	verb	object: thing		object: person
New businesses	should offer	better products	to	customers.
Companies	give	details of products		them.
They	didn't teach	the routes		the couriers.

Sometimes a verb takes two objects but there is a preposition before the second object. What do you notice about the objects in this case?

Table 3

subject	verb	object 1	preposition	object 2
Thieves	could steal	the messages	from	the courier.
Successful companies	supply	customers	with	benefits.
The machine	printed	the letters	on	strips of paper.

A Hearing the two objects

2.9 Listen to each sentence. Number the two objects you hear in each case.

Example: 1. *I'm going to ask you a question.*

- object 1**
- a message
 - customers
 - her
 - me
 - the book
 - the government
 - the Social Sciences lecturer
 - thousands of francs
 - us
 - 1a you

- object 2**
- a lot of money
 - a message
 - a present
 - 1b a question
 - for me
 - for the government
 - his invention
 - some money
 - the truth
 - to school

B Consolidation

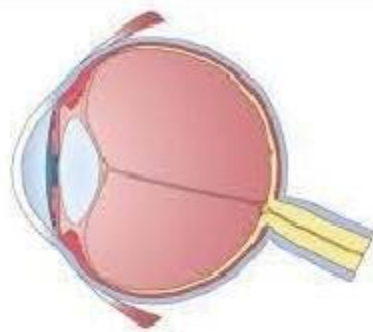
Complete each sentence with a second object. Use a preposition if necessary.

1. He gave me a message.
2. The courier took the letter to the government office.
3. I offered her _____
4. The company sold its main business _____
5. Mobile phone companies often give customers _____
6. Telegraph offices delivered telegrams _____
7. The employment agency found a good job _____

Speaking: Communication aids

2.6 Vocabulary for speaking

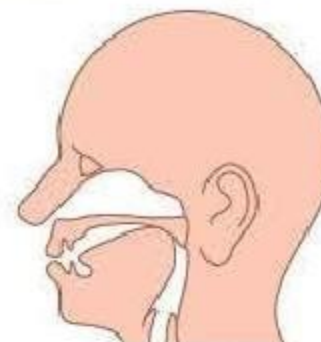
Living with communication disability



sight



hearing



speech

A Activating ideas

Read the lecture information.

1. What are *communication disabilities*?
2. Why are the figures for unemployment so high?

B Understanding new vocabulary in context

2.11 Listen to the case studies of Maria, Alfred and Elena from the lecture. Ask and answer these questions.

1. What disability does each person have?
2. How did they become disabled?
3. What aids do they use, if any?
4. What employment do they have, if any?

C Recognizing vowel sounds

Find a word connected with communication in the list on the right that has the same vowel sound as each word below.

- | | | | | | |
|--------|-------------|---------|-------|----------|-------|
| 1. let | <u>deaf</u> | 5. two | ..... | 9. we're | ..... |
| 2. but | ..... | 6. four | ..... | 10. boy | ..... |
| 3. six | ..... | 7. nine | ..... | 11. how | ..... |
| 4. eat | ..... | 8. way | ..... | 12. go | ..... |

D Consolidating vocabulary

Find a word or words in the list on the right for each category below.

sense noun	sight,
parts of the body	eyes, brain,
disability nouns	blindness,
disability adjectives	blind,
verb phrases	can't see,
aids to disability	Braille,

Department of Education and Social Work

Lecture 3:

Communication disabilities and employment

Statistics show that around 80 per cent of blind people in the world are unemployed. The figure for deaf people is around 90 per cent. There are no reliable figures for those without speech.

In this lecture, I will describe how we can help people with sight, hearing and speech disabilities get into the workplace.

- accident (n)
- adopt (v) [= take up]
- alphabet (n)
- binary (adj)
- blind (adj and v)
- blindness (n)
- Braille
- code (n)
- consequence (n)
- damage (n and v)
- deal with (v) [= cope]
- dot (n)
- dumb (adj)
- eyesight (n)
- finger (n)
- flat (adj)
- give one's name to
- go deaf / blind
- go on to be [= result]
- hand
- hearing (n)
- impaired (adj)
- impairment (n)
- infected (adj)
- leather (n)
- lip (n)
- lose your sight / hearing / voice
- lung (n)
- mouth (n)
- mute (adj)
- nose (n)
- raised (adj) [= above the surface]
- result (n)
- sight (n)
- sign language
- standard (n) [= norm]
- symbol (n)
- synthesis (n)
- synthesizer (n)
- teeth (n pl)
- thumb (n)
- tongue (n)
- vocal chords
- worldwide (adj)

2.7 Real-time speaking Braille – reading and writing for the blind

A Activating ideas

You are going to hear about the life and work of Louis Braille. Think of questions you would like to ask with each question word.

Did ...? Was ...? When ...? Where ...?
What ...? How ...? Why ...?



B Gathering information

Look at the assignment details and the research notes underneath. Find the words in italics in the notes, and discuss these questions.

1. What's a *saddle*?
2. Where do we get *leather* from?
3. How do you *raise* something?
4. What are the main *symbols* in maths?
5. What does *adopt* mean, in this case?
6. What's a *standard*, in this case?

C Studying the model

1. 2.12 Listen to a student giving information about Braille to a study group. How does she talk about dates, ages and time periods? Make a list of expressions.

in 1809

when he was three

2. Why does the speaker use a range of time expressions? Read the Skills Check.

D Practising the model

1. 2.13 Listen and repeat some of the sentences from the presentation. Copy the pronunciation, including the pauses.
2. In pairs, make sentences from the first set of notes.

E Producing the model

1. In groups, present the remaining biographical information about Braille.
2. 2.14 Listen to a student presenting the information. What extra comments do the students make?
3. Think about your questions in Exercise A. Did the presentation answer all of them?

Faculty of Education and Social Work

Tutorial assignment 3:

Research Braille, the system of reading and writing for blind people. Find out about the inventor and how the system works.

Braille
Inventor: Louis Braille (1809–1852)
1809 b. small town near Paris – father = saddle-maker
1812 blinded in accident – playing with f's awl*
1815 leaves normal school
1819 goes to National Institute for Blind (NIB), Paris
1819–21 learns to read raised letters of the alphabet but does not like the system

Notes:

* awl = pointed tool for making holes in leather

1821–29 works on new system – raised dots* instead of letters
1828 becomes teacher at NIB, but not allowed to teach own system
1837 adds symbols for maths + music
1852 d. Paris
1853 NIB adopts Braille system
1868 Braille accepted as worldwide standard

Notes:

*dot = small circle

Skills Check

Giving biographical information

Biographies can be very boring if you just use *in + date* for every piece of information.

Use a range of time expressions, and vary the position – beginning or end of the sentence.


Pause after the time expression if you put it at the beginning of the sentence.

Everyday English Talking on the phone

A Activating ideas

How long do you spend on your mobile each day?
Who do you call? What do you talk about?

B Studying models

1. Cover the conversations. Look at the sentences in the table. Match each sentence on the left with a situation on the right.
2.  2.15 Listen and complete the conversations.
 - a. Can you speak up?
 - b. Sorry, I think you've got the wrong number.
 - c. If you are calling about bus times, press 1.
 - d. I'll text you later.
 - e. Give me a call when you pick up this message.
 - f. Certainly. It's d.marshall@hadford.ac.uk.



- leaving voice messages
- a bad line
- sending SMS messages
- a mistake in dialling
- an automated menu
- phoning the college for information

1 A: Hello. Could you give me David Marshall's e-mail address please?
B:
A: Thank you.
B: You're welcome. Bye.

2 A: *[recording]* The person you have called is not available. Please leave a message after the tone.
B: Hi Katia. It's Piera. OK, talk to you later. Bye.

3 A: Hi Stef. It's Peter. How are you?
B: Hi. Fine. I can't hear you very well.
A: Do you know Alan's mobile number?
B: You're breaking up. Can you hang up and redial?

4 A: Hi, is that Carlo?
B:
A: Oh, sorry.
B: No problem. Bye.

5 A: *[recording]* If you require information about family or student passes, or about Day Rover tickets, please press 2. For all other enquiries, please hold. ... You are in a queue. One of our operators will be with you as soon as possible.

6 A: Send me a text this afternoon. My phone's always on.
B: OK. What's your number?
A: It's 0774 5559 173.
B: Great.

C Practising the model

1. Practise the conversations.
2. Explain to your partner how to:
 - a. say your phone number
 - b. send a text
 - c. use an Internet video phone system
 - d. phone the tutors in your department
 - e. use some of the applications on your phone
 - f. find out times of trains by phone
 - g. visit your social networking page on the web
 - h. say your college e-mail address
 - i. leave a message on your mobile's voicemail system
 - j. use the college intranet

2.8 Learning new speaking skills

Repairing communication

A Reviewing vocabulary

- What is the stressed syllable in each word?

a. accept	e. inventor
b. accident	f. standard
c. adopt	g. system
d. institute	h. worldwide
- 2.16 Listen, check and practise.

B Saying consonants

- Read the **Pronunciation Check**.
- Mark the sentences below with linking (u) and suppressing (s).
 - He was ~~born~~ in a small town near Paris.
 - He wasn't blind from birth.
 - He left normal school three years later.
 - He invented a system of reading.
 - He became a teacher at his old school.
- 2.17 Listen, check and practise.

C Identifying a new skill

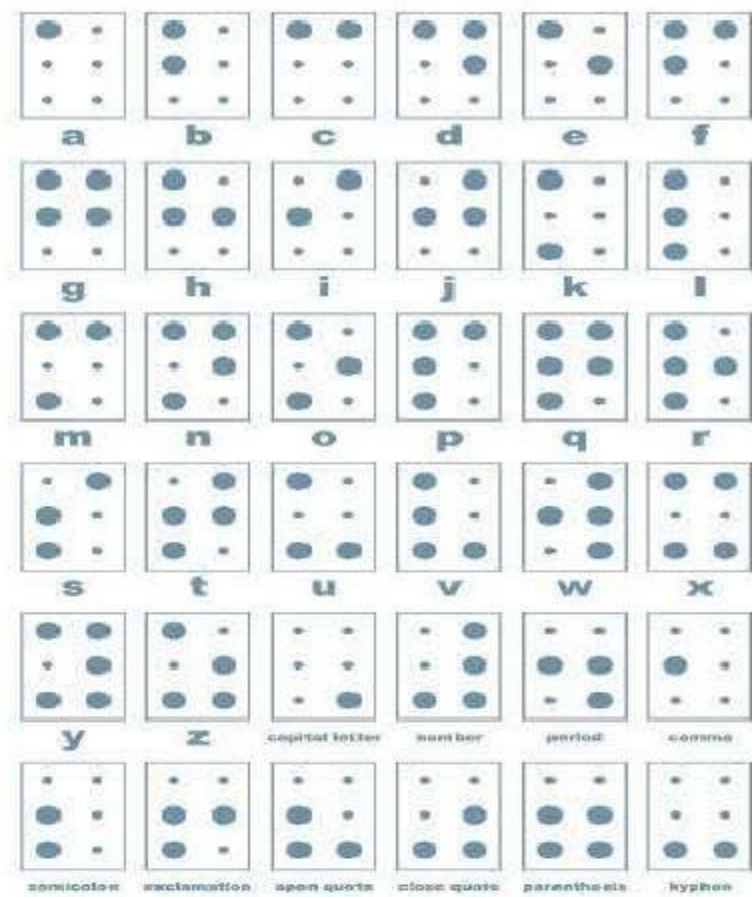
- Study the extract from the presentation in 2.7. Write a word or phrase in each space.

A: He was playing with an awl when he hit his eye with the tool.
 B: What's a nawl?
 A: It's not a nawl. It's an awl.
 C: Was he blinded in both eyes at once?
 A: No. He damaged his right eye and then his left eye got infected.
 B: That's dreadful!
 A: Yes, it is. Anyway,
 B:
 C:
 B: Oh, yes. the accident.
 A: That's right.

- Read the Skills Check. Which words do you think should be stressed in each sentence?
- 2.18 Listen to the extract. Check your answers.
- Work in threes. Practise the extract above.

D Practising the new skill

Work in threes. Use the research information about Braille on pages 81, 85 and 90. Use phrases in the Skills Check.



Pronunciation Check

Linking and assimilation

How do we say the consonant **d** in bold in each case below?

He was **blinded** in an accident.
 It's a **pointed** tool.

The rules are:

- consonant end + vowel beginning = **link**
 e.g., blin - ded in an ac - cident
- consonant end + consonant beginning = **assimilate**
 e.g., poin - ~~ted~~ ool

2.19 Listen and copy the linking and suppressing.

Skills Check

Repairing communication

These phrases will help you in a discussion if you need to check information, or if one of you gets lost!

Checking information

Sorry, I don't understand.

Saying you are lost

Where was I?

What was I saying?

I've forgotten what I was going to say.

Helping a speaker

You were talking about ...

You were going to tell us about ...

Saying you can't help

Sorry, I can't remember.

I've forgotten, too.

2.9 Grammar for speaking Using the past continuous

We sometimes talk about an **action or situation** (1) which is **interrupted** by **another action** (2). ⑤

We often give the **result or consequence** of the interruption. We can make similar sentences with *While ...*

action / situation 1			action 2			result or consequence 3			
S	V	O		S	V	O	S	V	O
Braille	was playing with	an awl	when	he	hit	his eye.			
			When	he	hit	his eye,	he	damaged	it.

action / situation 1				action 2		
	S	V	A	S	V	O
While	the children	were studying	at the institute,	they	learnt	a system of reading.

What tense do we use for:

- action or situation 1?
- the interrupting action 2?
- the result or consequence 3?

How do we say *was / were* in the past continuous?

2.20 Listen to the sentences in the tables. Notice the pronunciation of *was / were*, the stress and pausing.

I	was	(doing)
You	were	
He / She / It	was	
We	were	
You (p/)	were	
They	were	

How do we make questions with *was / were*?

A What happened ... and what happened next?

Complete each sentence, then give the result or consequence.

- I was doing my homework when ...
- We were driving home when ...
- She was beginning to get worried when ...
- While I was studying yesterday evening, ...
- While they were waiting for the bus, ...
- While he was living in Paris, ...

B Describing action / situation, interruption and result or consequence

You are going to research one or more accidental discoveries or inventions on pages 80–95.

Fill in Table 1 with information from your research. Then find out about the other cases.

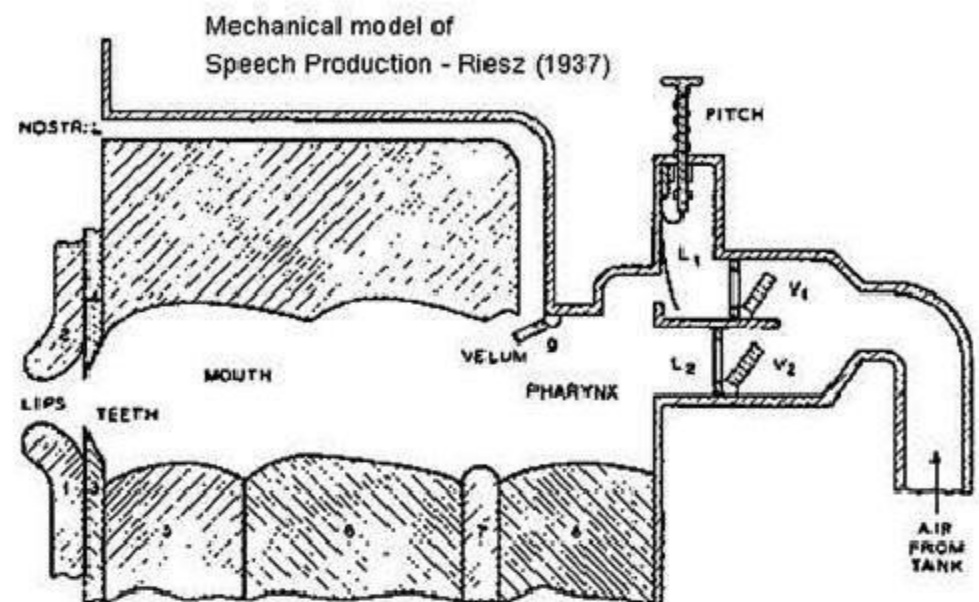
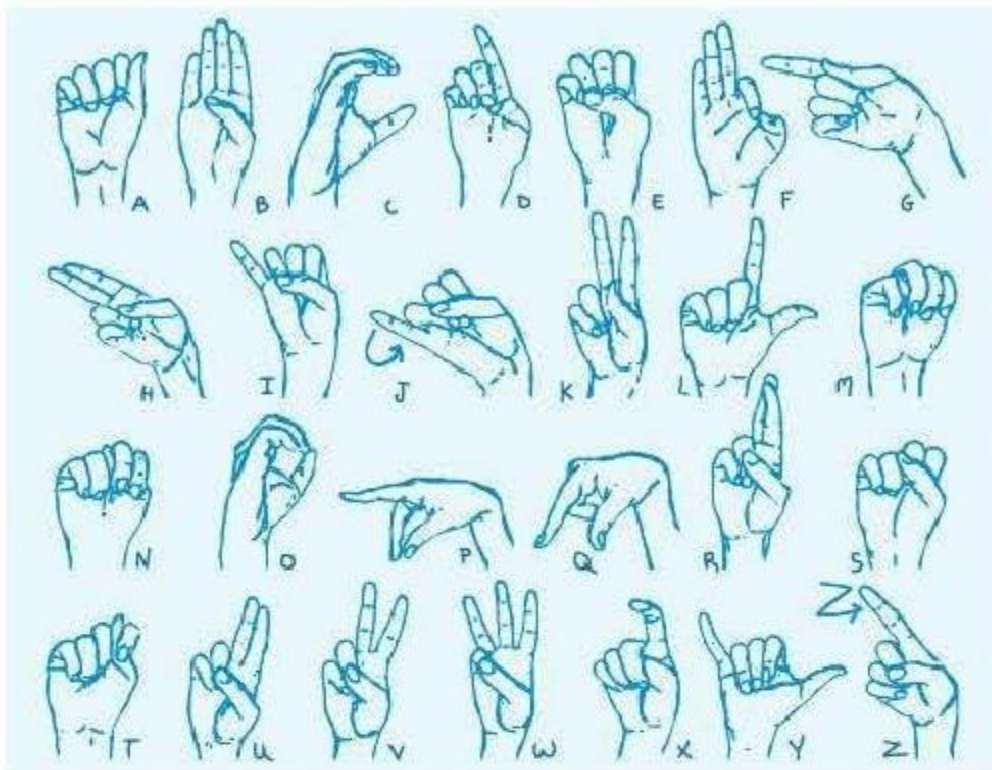
Example: There is a story that, in 1665, the British scientist Sir Isaac Newton was sitting under an apple tree when an apple fell on his head. He began to think about gravity. The falling apple probably didn't hit his head, but it did inspire his theory about gravity.

Table 1: *The top ten accidental discoveries or inventions*

date	person	situation / action 1	action 2	discovery / invention	T/F?
1665	Newton	sitting under apple tree	apple fell on head	gravity	?

2.10 Applying new speaking skills

Sign language and speech synthesis – the early days



A Previewing vocabulary

Look at the diagrams of two systems above.

1. Talk about each system with words from the box.
2. What is the purpose of each system?

hands fingers teeth
mouth lips nose thumbs

B Researching information

Read the assignment on the right. Choose one topic then look at some student notes.

Sign language: page 91

Speech synthesis: page 81

Work with other people with the same topic. Practise making sentences from the biography.

- Use a range of time expressions.
- Try to make at least one sentence with *was / were doing*.

Divide your presentation into sections and decide who will present each section.

Faculty of Education and Social Work

Tutorial assignment: 4

Research the early days of
EITHER sign language for the deaf
OR speech synthesis.

Be prepared to give a talk on an inventor in your field.

C Presenting

Work in groups with two or three people from each topic.

Remember, when you are presenting:

- Introduce your turn.
- Use expressions about your research such as *Apparently, ...; I understand that ...*
- Be prepared to explain any words or ideas in your research information if you are asked.
- Ask people to wait for explanations if you want to finish a sentence or section first.
- If you get lost, ask for help.

Remember, when you are listening:

- Check words and ideas but choose your time carefully.
- Help the speaker if he/she gets lost.

D Developing critical thinking

What help is given to people with communication disabilities in your country? Think about shops, offices, restaurants, public transport, etc. Think also about communicating with the government.



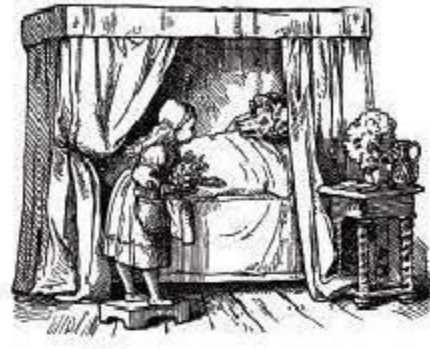
Theme 3

Media and advertising

- The case against television
- The hidden persuaders

Listening: The case against television

3.1 Vocabulary for listening Violence in stories for children



A Activating knowledge

Study the illustrations above.

1. Which fairy tale is illustrated? What is the basic story?
2. Do you have a similar story in your culture?

B Understanding vocabulary in context

1. 3.1 Listen to part of a talk about fairy tales. Answer the questions.
 - a. How has the story of Little Red Riding Hood changed through history?
 - b. Why has it changed in those ways?
 - c. What was the message of the story originally?
 - d. What is the message now?
 - e. What other stories are mentioned in the talk?
2. 3.2 Listen to part of the talk again. Number each word from the list on the right as you hear it.
3. Write a numbered word from the list in each sentence. Make any necessary changes.
 - a. Young children need to experience fear.
 - b. Fairy tales were very _____, originally.
 - c. The _____ is often against children or young people.
 - d. The Father Bear in the Goldilocks story deals with Goldilocks with _____.
 - e. _____, in the Little Red Riding Hood story, the weak people died.
 - f. Nowadays, extreme violence is _____ in fairy tales.
 - g. The violence and aggression _____ in recent years.
 - h. Some people say that the _____ has changed, as a result.
 - i. Now the message of the story for children is: 'Don't speak to _____.'
 - j. Perhaps there is a message for adults too, _____.
 - k. 'Always _____ your children when they are young.'
 - l. Some people say this is _____ – in other words, taking a complex idea and making it so simple that it is not useful.
4. 3.3 Listen and check your answers.

C Developing critical thinking

What do you think about changing fairy stories? Do you think we should remove the violence?

accept (v)
 aggression (n)
 aggressive (adj)
 argument (n) [= thesis]
 authorities
 ban (v)
 brand (n) [= named product]
 calculate (v)
 childminder (n)
 clearly (adv)
 commit (v)
 conform (v)
 counter-argument (n)
 deny (v)
 dependency (n)
 dependent (adj)
 dumb down
 eliminate (v)
 experience (v)
 fairy tale
 fictional (adj)
 golden age
 incidentally (adv)
 initially (adv)
 media (n pl)
 mediate (v)
 medium (n)
 message (n) [= meaning]
 model (v) [= copy]
 obviously (adv)
 proposition (n)
 sedative (n)
 socialize (v)
 stranger (n)
 supervise (v)
 supervised (adj)
 tone down
 unsupervised (adj)
 unvarying (adj)
 violence (n)
 violent (adj)
 vulnerable (adj)

3.2 Real-time listening Violence on television

A Activating ideas

1. 3.4 Listen to statements about television from adults and children. Who is making each comment?
2. Study the transcript on page 145. What is your reaction to each comment?
3. Study the department information. Discuss the question in pairs. Make a note of your ideas. (We will return to this later.)

B Preparing for a lecture

You will hear all the words and phrases below in the talk. What sort of information will follow in each case?

- Let's start with some facts. *facts*
- Nobody can deny that ... *opinion of speaker*
- According to research ...
- Just think about that for a minute.
- Now, I accept that ...
- Clearly, ...
- So that's the first point.
- It's true that ...
- What should we do about this issue?
- We must consider the counter-arguments.
- Some people say ...
- Incidentally, ...

C Understanding a lecture

3.5 [DVD] 3.A Watch the talk. For each slide:

1. Add notes to the bullet points.
2. Make notes of arguments against each point.

Violent TV and young children

- children watch a lot of television
- children see a lot of TV violence
- children become violent

1

Violent TV and young children

- children are visual learners
- children 'model' behaviour

2

Violent TV and young children

- TV is like a stranger in your house
- children shouldn't watch unsupervised

3

Violent TV and young children

- Studies
 - Berkowitz
 - Parke
 - Williams

4

Media Studies Department

Guest lecture

'Does violent television produce violent children?'
A talk by Gillian Marsh, educational psychologist.

There will be an opportunity to ask questions at the end of the talk.

D Developing critical thinking

1. Have the points in the talk changed your mind, or reinforced your opinion?
2. Think of some questions about TV violence and young children to ask the speaker.



3.3 Learning new listening skills

The concessive argument structure

A Recognizing sounds in context

1. Read the **Pronunciation Check**.
2. Study each sentence from the lecture in 3.2. Mark the places in the sentences where you might hear /r/, /w/ or /j/.
 - a. But we must take into account several factors.
 - b. Fairy tales are initially told to children.
 - c. Young children see a lot of violence.
 - d. Of course, there are counter-arguments.
 - e. There was no increase in aggression.
 - f. They often have trouble with the authorities.
3. 3.6 Listen and check your ideas.

B Identifying a new skill

Look at this slide from the lecture in 3.2 with student notes.

Violent TV and young children

- children watch a lot of television
US 28 h.p.w
- children see a lot of TV violence
8,000 murders by 12
- children become violent
predict violent response from adults by 8

*Counter-argument ...
children have to experience fear, e.g., fairy tales = violent*

1

1. 3.7 Listen to part of the lecture again. How does the lecturer introduce the counter-argument?
2. Read the Skills Check.

C Practising the new skill

3.8 Listen to sections from three lectures. What's the lecturer's argument in each case? What counter-arguments does he/she concede?

Lecture 1: Friendship in the 21st century

Lecture 2: Time management

Lecture 3: Going green

Pronunciation Check

Hearing two vowel sounds together

When two vowels occur together, we sometimes hear an extra sound between them.

Examples:

a twelve-year-old; Grandma is eaten; used to aggression; you expect the average child; be able to cope

3.9 Listen to the pronunciation of each phrase. Can you hear the extra sound? Where does it occur? What is it in each case?

Skills Check

Conceding the counter-arguments

Speakers often concede points against their argument or personal opinion. This shows that they can see 'the other side' of the argument.

Here are some ways speakers introduce this kind of concession.

I *accept* that ...

.....
.....
.....

It is *true* that ...

.....
.....

Clearly, ...

.....
.....

After the concession, speakers return to their argument. They often begin *But ...*, *However, ...*, *Even so, ...*.

3.10 Listen. What other words and phrases can you use in place of each word in italics?

Notice the stressed word in each concession.

3.4 Grammar for listening verb + gerund; verb + that

Many verbs in English are followed by the gerund, the *-ing* form.

3.11

subject	verb	gerund	other information
Children	are used to	seeing	aggression.
Parents	keep	telling	them not to fight.
TV executives	deny	being	responsible for real-life violence.

Some verbs need an object between the verb and the gerund.

subject	verb	object	gerund	other information
Children	spend	a lot of time	watching	television on their own.
We	should stop	TV companies	broadcasting	violent children's programmes.
I	recall	my mother	telling	me fairy stories.

When you learn a new verb, find out if it is followed by the gerund.

A Hearing the gerund

3.12 Listen to some sentences. Number the gerund you hear in each case.

Example: *I remember using the television as a childminder.*

	doing		seeing	1	using
	making		stopping		watching
	producing		telling		writing

Many verbs in English are followed by *that* and a full sentence.

3.13

subject	verb	[that]	sentence
I	accept	that	children need to experience fear.
Research	suggests		children's programmes are more violent than adult TV.
Parke et. al.	concluded		there was a significant increase in aggression.

When you learn a new verb, find out if it is followed by *that* and a full sentence.

You must think about the function of the verb in each case, e.g., **conceding**, **expressing possibility**, **expressing certainty**.

B Recognizing the function

3.14 Listen to some sentences. Number the function of the sentence in each case.

Example:

I predict that the problem will get worse.

	conceding		expressing possibility		expressing assumption
1	predicting		expressing statistical fact		expressing observable fact
	reporting speech		expressing strong possibility		expressing old idea

C Predicting next word – gerund or that

3.15 Listen to the start of some sentences. What do you expect to hear next – gerund or *that*?

Example: 1. *I realize ...* 2. *The lecturer dislikes ...*

1. that
2. gerund

3.5 Applying new listening skills **Let's ban television!**

A Reviewing vocabulary

3.16 Listen to the stressed syllables from each word or phrase. Number the correct word in each case.

Example: 1. *cour*

agree	obviously
clearly	↑ of course
correct	realize
however	understand

B Activating ideas

Study the department information. Can you think of *one* argument for banning television?

C Preparing for a lecture

The speaker is going to use concession to show that he has thought about the other side of each argument. What is the best way to organize your notes?

- scientific numbering
- flowchart
- tree diagram
- timeline
- table
- spidergram

D Following a lecture

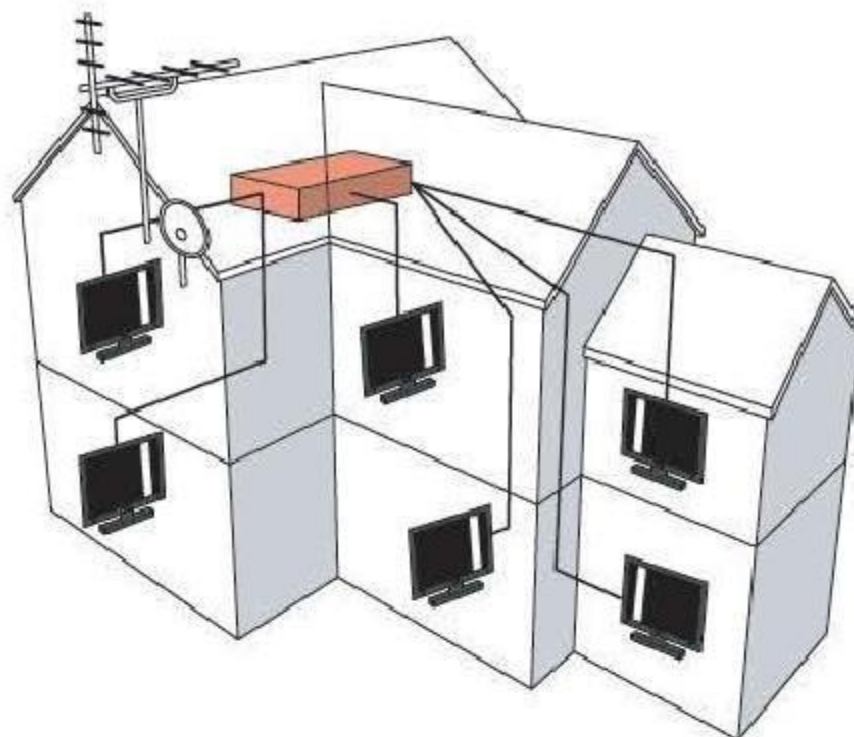
- 3.17 [DVD] 3.B Watch the first part of the lecture. Make notes of the speaker's first argument and the concession(s).
- 3.18 [DVD] 3.C Watch the rest of the lecture. Make notes in the same way.

E Checking understanding of facts

- Complete these sentences with the information from your notes.
 - A. C. Nielsen estimates that an American child spends hours a year at school and hours watching television.
 - On average, people in the States see adverts a year.
 - Researchers have calculated that of Americans don't own a passport.
 - Only companies own the majority of television output in the States, and in large parts of the Western world.
 - per cent of Americans have three or more televisions.
 - On average, an American parent spends minutes a week watching television and minutes having a meaningful conversation with a child.
 - In a survey, per cent of American children said they preferred television to their father.
 - In the average four-hour programme of Saturday morning cartoons, children see adverts for junk food.
 - In the US, per cent of 7- to 17-year-olds are obese.
 - per cent of American women believe they are too fat.
- 3.19 Listen and check.

F Developing critical thinking

Have the points in the talk changed your mind, or reinforced your opinion?



Media Studies Department

Guest lecture

'Four arguments for the elimination of television'
A talk by Andrew Mitchell,
a media analyst.

There will be an opportunity to ask questions at the end of the talk.

Speaking: The hidden persuaders

3.6 Vocabulary for speaking Selling a product

A Understanding new vocabulary in context

1. Study the assignment. How can you sell a new car in a magazine advertisement?
2. 3.20 Listen to a group of students doing the first choice in the assignment. Complete the advertising brief.

The Marketing Institute

Group task 3: Selling a product
You are advertising account executives. Design a magazine advertisement for EITHER a new car, the Hitoshi ZX Drive, OR a new yoghurt, YoGo.

Advertising brief: 343/79	
Product	the ZX Drive
	value for money
	Elliot Horn
Endorsement	
Slogan	young men, sporty women
	Buy before 31 st July and we pay the VAT.
	test drive to enter, win a brand new ZX
	1 st August



B Recognizing vowel sounds and stress within words

1. Say the first word in each row. Tick other words in the row with the same stressed vowel sound.
2. 3.21 Listen and check.

a. endorse	order ✓	audience	August	money	sports
b. appeal	release	litre	competition	e-mail	need
c. slogan	show	product	offer	suppose	economical
d. exaggerate	catchy	value	star	personality	address

C Practising new vocabulary in context

1. Complete the suggestions from the discussion in Exercise A.
2. 3.22 Listen and check.
3. Practise the extracts in pairs.

<p>A: So, how are we going to sell this product?</p> <p>B: We use a star from the movies.</p> <p>A: we ask him to present the advert?</p> <p>B: No, just to endorse it.</p> <p>A: We something catchy for the slogan.</p> <p>B: Yes, something which will appeal to the target market.</p>	<p>A: we have a special offer of some sort?</p> <p>B: There's one already.</p> <p>A: We have a competition, too.</p> <p>B: What's the prize?</p> <p>A: What's the main selling point?</p> <p>B: I it's 'value for money'.</p>
--	---

D Producing new vocabulary

Work in groups. Do the second choice in the assignment. Complete an advertising brief during your discussion.

audience (n) [= target market]

billboard (n)

BOGOF (n)

bribe (n and v)

buddy (n)

catchy (adj)

CGI

competition (n)

disgusting (adj)

endorse (v)

endorsement (n)

episode (n) [= part of a series]

exaggerate (v)

eye-catching (adj)

franchise (n)
[= successful series]

genre (n)

intriguing (adj)

jingle (n)

joke (n)

live action

loss-leader

narrative (n)

one-off

personality (n) [= star]

prequel (n)

punchline (n)

release (v and n)
[= a film]

review (v and n)
[= of a film, book]

sequel (n)

slogan (n)

spread (v)

tag line (n)

trailer (n)

uncertainty (adj)

unknown (adj)

value for money

viral (adj)

3.7 Real-time speaking Jingles, tag lines, punchlines and other tricks

A Reviewing vocabulary

What is the noun from each verb? Where is the main stress in each case?

advertise appeal compete endorse
exaggerate present produce release register

B Gathering information

1. Study the assignment. Answer the question.
2. Study Table 1. What does the Youth4U advertisement probably contain?
3. 3.23 Listen to some students and complete the information about the second method.

Table 1: Common TV advertising methods

method	Contents of the ad	science behind the ad	current TV example
the big lie (= not true)	exaggerated claims, e.g., this product will make you richer, more attractive, etc.	people believe big promises more than little ones; people believe what they want to believe	Youth4U – anti-ageing cream
BOGOF (= _____)			

C Studying a model

1. Study extracts from the discussion below. Find expressions which:
 - introduce the presentation
 - ask for clarification
 - clarify
 - introduce research
 - ask people to wait
 - explain that you are lost
 - help the speaker
2. 3.24 Listen to some expressions from the extracts. Repeat, copying the stress and intonation.
3. Practise the extracts.

S1: I worked with Sarah on this research. We chose BOGOF, which means Buy One, Get One Free.
 S2: Sorry. I don't understand. Is it a word?
 S1: No, it's the initial letters.
 S2: I still don't get what you mean.
 S1: What I'm saying is, it's the first letter of each word. Buy One, Get One Free.
 S2: Oh, I see.
 S2: So what's the science behind this method?
 S1: I'm just coming to that. Apparently, people don't want cheap products. They want expensive products cheaply.
 S2: Did you find any good examples of BOGOF on TV at the moment? We couldn't find any.
 S1: Sorry. Can I deal with that in a second? So they pay full price for one product and get the second one free. And, um, ah. I've forgotten what I was going to say.
 S2: You were going to give us examples on TV at the moment.

D Producing a model

1. Research an advertising method – see pages 81–92. Think of current TV examples.
2. Work in groups. Make sure people have researched different methods. Discuss your research and examples.

Marketing Institute

Module 325/7

Tutorial assignment

How do advertisers try to sell their products?

Research the methods, then choose one and find an example of a current TV advertisement which uses the method.

Be prepared to talk about the method and the ad at the tutorial.

Everyday English **Complaining**

A Activating ideas

Look at the photographs. Have you ever complained in any of these places? What was the result of your complaint?

B Studying the models

1. 3.25 Listen to the conversations below. What is the complaint in each case?
2. Write one word in each space.
3. Practise the conversations.

1 A: Hello, reception.
 B: Ah, yes. This is Mr Adams in Room 306.
 A: Yes, Mr Adams. How I help you?
 B: I'm afraid the air conditioning working.
 A: Have you changing the thermostat?
 B: Yes, it do anything.
 A: OK. send someone up.
 B: Thank you.

2 A: Excuse me.
 B: Yes, madam?
 A: Well, we have waiting a long time.
 B: I'm sorry. you ordered yet?
 A: No. We haven't even the menu.
 B: OK. Sorry. Here you
 A: Thanks.
 B: Now, what you like?
 A: you give us a moment?
 B: Oh, yes. Sorry.

3 A: Can I help you?
 B: I hope so. I this iPod here a few days ago but when I unpacked it, I found the screen cracked. See?
 A: Oh, dear. OK, so have you the receipt?
 B: No, I I've lost it.
 A: Well, we replace the item but I'm afraid we give you a refund.
 B: No, that's OK. I a replacement.
 A: Right. Just, me a moment. I'll get the form.
 B: Thanks.



C Building vocabulary

What could each word apply to, in a hotel or a restaurant, or with a product?

- | | | | |
|------------|------------|--------------------------|----------------|
| a. broken | d. damaged | g. missing | j. scratched |
| b. blocked | e. dirty | h. overcooked | k. wrong |
| c. cold | f. faulty | i. past its sell-by date | l. not working |

D Practising the model

Role-play a conversation about a problem in each of the locations in the photographs.

3.8 Learning new speaking skills

Linking to a previous speaker

A Saying vowels

1. Read the **Pronunciation Check**.
2. Mark the sentences below with intrusive sounds.
 - a. BOGOF products are often loss-leaders.
 - b. I worked with Sarah on this research.
 - c. It's on TV at the moment.
 - d. So I did a bit more research.
 - e. The word *free* is very powerful.
 - f. You get two of them.
3. 🎧 3.26 Listen, check and practise.

B Identifying a key skill

1. Read the Skills Check.
2. Study the extracts from the tutorial in 3.7. Mark the pauses and the stressed words in the sentences in *italics*.
3. Practise the extracts.

Joe: Customers who buy a packet of biscuits get another packet free.

Sarah: Superbuys is using BOGOF at the moment.

Mark: *But going back to Joe's point, BOGOF is the same as half price, isn't it?*

Mark: So BOGOF sells more than half price?

Joe: Yes. Apparently, it does.

Mark: That's weird.

Joe: Not really. *As Sarah has said, people want something for nothing.*

Debbie: *I don't know if this is relevant, but I read that BOGOF products are often loss-leaders.*

Tutor: Yes, that's a good point.

Pierre: Sorry, I'm late.

Tutor: That's OK. We're talking about BOGOF.

Pierre: Right. *Has anyone mentioned that BOGOF products are often loss-leaders?*

Tutor: Yes, we've just talked about that.

C Practising the new skill

🎧 3.27 Listen to some sentences about information in this course so far. Repeat the information, beginning with a phrase from the Skills Check.

Example: Visual learners don't like noise.

As Joe has said,
Going back to
Sarah's point,
Has anyone
mentioned that

visual learners don't
like noise(?).

Pronunciation Check

Intrusive sounds

What do we do when two vowels occur next to each other?

Examples:

They are all in the promotion.

Have you all looked at the examples?

🎧 3.28 Listen and copy the intrusive sounds /r/, /j/ and /w/.

Skills Check

Linking to a previous speaker

In a tutorial or discussion, we often need to link to a previous speaker.

Agreeing with a previous speaker

As [Joe] has said, ...

Taking up [Sarah's] point ...

Referring to a previous point

Going back to [Joe's] point, ...

Returning to [Sarah's] point, ...

Expressing uncertainty about relevance

I don't know if this is relevant but ...

I'm not sure if this is related but ...

Expressing uncertainty about previous contributions

Has anyone mentioned that ...?

When you make long sentences, you must divide them into **sense groups**, pause between each sense group and stress the key words.

Example:

As Sarah has said, / people / want expensive products / cheaply.

🎧 3.29 Listen to some sentences with linking expressions.

Which words are **stressed**?

Where are the **pauses**?