

CHAPTER 1

What Will You Learn?

In school and on your own, you spend your life learning. In many cases, when you are young, you have little choice about what you learn in school. But, as you get older, you make decisions about what to study based on what you are good at and what interests you. You also spend more time learning outside of school. These choices influence what you will do for a career. **How do you decide what to learn?**



In this chapter, you will

- learn vocabulary related to learning;
- listen to understand;
- ask follow-up questions;
- review tag questions;
- identify personal goals;
- learn how to start, maintain, and end a conversation;
- introduce yourself to a partner and introduce a classmate.

GEARING UP

A. Consider things you would like to do. Look at the diagram and then answer the questions.



1 Winning a sports competition is a specific goal. What is a smaller, achievable step to help you get there?

Scoring a point, improving your skills, or better personal performance.

2 Success in education is often measured by passing courses. What is another measure of success when you study?

Making friends, learning skills, and getting experience are other measures.

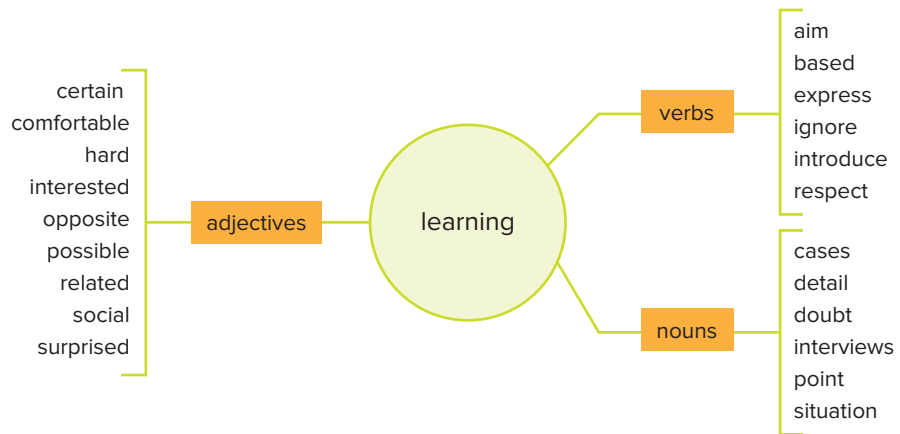
3 What is something difficult for most people that you think is realistic for you?

4 *Timely* means you know you can complete something in a certain time frame. What's something you would like to get done in the next year?

B. Discuss the questions and your answers with a partner.

VOCABULARY BUILD OVERVIEW

Below are the key words you will practise in this chapter. Check the words you understand and then underline the words you use.



These words are from the Longman Communication 3000 and the Academic Word List. See Appendix 2, page 158.



Listening to Understand

There are many different reasons for why you listen. For example, you may listen in a dentist's waiting room for your name to be called. In this example, you are not trying to understand your name. But in most situations, the most important reason to listen is to understand what is being said. Here are some tips to help you when you listen to understand.



- Pay attention. Silence your phone, close your laptop, and look directly at the speaker.
- Use body language to show when you understand and when you don't understand. Nod, smile, and use words like "yes," "I see," and "OK," when you understand. When you don't understand, frown in concentration and tilt your head. The speaker may take these signs and try harder to explain the topic.
- Ask follow-up questions about things you do not understand: "Could you explain that, please?"
- Ask follow-up questions by paraphrasing (saying in other words) ideas you are not sure about. This means you repeat the idea in a new way to check what the speaker means: "By *destination*, do you mean a place?"

A. Listen to six statements. Each statement is spoken three times. Write a follow-up question for each one. Then practise saying the statements and asking the questions with a partner. *Questions will vary. Here are some examples.*

- 1 *What do you mean by "plans?"* _____
- 2 *Did you say drive, like drive a car?* _____
- 3 *By "respect" do you mean look up to?* _____
- 4 *Do you mean at university?* _____
- 5 *You mean stop working?* _____
- 6 *Like travel to another country?* _____

Answers may vary.

B. Listen to six more statements. These statements are also repeated three times. Paraphrase each statement and then compare them with a partner.

1 *These books are like lists of things to do.*

2 *She wants to travel to see a special place but for the wrong reason.*

3 *There might be things she doesn't like.*

4 *You focused on your goals.*

5 *He wanted a record of what he saw.*

6 *Don't worry what other people think.*



In a lecture, a speaker will often say, "If you have questions, please interrupt." Or "If you have questions, please save them until the end."



Sometimes you use other words like "really" to ask questions in a reduced form. They may show surprise, or that you are listening, but no answer is expected.

Asking Follow-up Questions

When you listen, think of questions you want answered. Sometimes your questions are answered as the speaker continues to speak. Sometimes you can wait until the speaker is finished to ask questions. But other times, you could interrupt—or break into the conversation—to get the information you need. Asking follow-up questions in a reduced form is the best way to interrupt because the questions can be a single word: *who*, *what*, *when*, *where*, *why*, and *how*.

Example: **JAY:** I went for a long walk on the weekend.

TOM: Where did you go for a long walk on the weekend?

Tom's question is too long. It would be better to use the reduced form: *Where?* There is no need to repeat the details and this is a shorter interruption.

Read these examples and rewrite the questions in a reduced form.

QUESTIONS IN REDUCED FORM

- 1 Soon it will be time for dinner.
When will we have dinner? When?
- 2 There is something that I need to tell you.
Can you tell me what it is you need to say? What?
- 3 I need to find a store that sells chilli peppers.
How will you find a store that sells chilli peppers? How?
- 4 I can't meet you tomorrow afternoon.
Can you tell me why you can't meet me tomorrow afternoon? Why?
- 5 We are going to meet at six o'clock.
OK, six o'clock, but where will we meet? Where?

LISTENING 1

An Interview about Goals

An interview is a good way to collect information. In Listening 1, Jack interviews Anna to find out about her goals. When you answer interview questions, ask about words and questions you don't understand. Pay attention to how Anna makes sure she understands each interview question.

VOCABULARY BUILD

In the following exercises, explore key words from Listening 1.

A. Match each word to its definition.

WORDS		DEFINITIONS
1 cases (n.)	<u> b </u>	a) difficult
2 hard (adj.)	<u> a </u>	b) situations
3 introduce (v.)	<u> e </u>	c) connected in some way
4 possible (adj.)	<u> f </u>	d) admire someone or something
5 related (adj.)	<u> c </u>	e) present one person to another
6 respect (v.)	<u> d </u>	f) able to be done

B. Fill in the blanks with the correct words to complete the sentences.

hard interview possible respect

- 1 She wanted to go to Italy but didn't know if it was possible .
- 2 It was a hard question and she didn't know the answer.
- 3 The interview was to get a part-time job at the coffee shop.
- 4 You need to respect the books and not leave them on the floor.

C. What do the words in bold mean to you? Complete the sentences.

- 1 What is a career that is **related** to your studies?
A related career is _____
- 2 What **possible** trip might you take someday?
A possible trip I might take is _____
- 3 Which job do you think is **hard** work?
I think _____
- 4 Who did you **introduce** recently?
I introduced _____





Pronunciation: "Wh-" questions usually have falling intonation on the last stressed syllable: e.g., "-pect" as in "Who do you respect?"

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Visit My eLab to complete a pronunciation exercise.

Before You Listen

A. Listening 1 includes these interview questions. Write your own answers as short notes. Then take turns practising the questions and answers with a partner.

- ① What is your educational goal? _____
- ② Do you have a short-term goal? _____
- ③ Where do you want to go? _____
- ④ Why do you want to go there? _____
- ⑤ Who do you respect? _____
- ⑥ When will you achieve your goals? _____
- ⑦ What can help you reach your goals? _____

B. What is something that interferes (gets in the way) with reaching your goals? Discuss with your partner. Then paraphrase your partner's answer.

Answers will vary, but might include such things as money, training, time.

While You Listen

C. The first time you listen, try to understand the general idea and fill in the answers that Anna gives in the interview with Jack. Listen again and write reduced form follow-up questions to each of her answers. Listen a third time to check your answers. *Follow-up questions will vary. Here are some examples.*

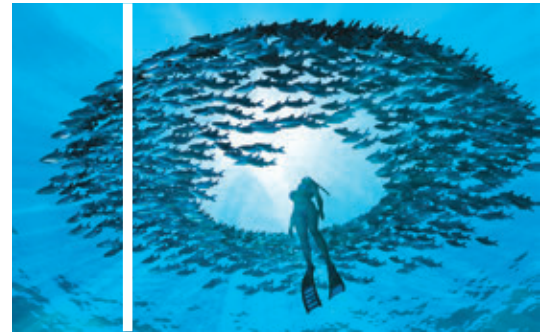


INTERVIEW QUESTIONS	ANNA'S ANSWERS	FOLLOW-UP QUESTIONS
① What is your educational goal?	<i>to become a lawyer</i>	<i>Why?</i>
② Do you have a short-term goal?	<i>learn to scuba dive</i>	<i>What?</i>
③ Where do you want to go?	<i>Italy</i>	<i>Where?</i>
④ Why do you want to go there?	<i>to learn to cook Italian food</i>	<i>How?</i>
⑤ Who do you respect?	<i>Jane Austen</i>	<i>Who?</i>
⑥ When will you achieve your goals?	<i>different times</i>	<i>When?</i>
⑦ What can help you reach your goals?	<i>time, money, lessons</i>	<i>How?</i>

After You Listen

D. Choose the phrase that best completes each sentence, according to the listening.

- 1 Jack is probably doing a survey _____.
 - a) for his own interest
 - b) as a class project**
 - c) to become a lawyer
- 2 Jack's university goals are _____.
 - a) the same as Anna's
 - b) different from Anna's**
 - c) close to Anna's
- 3 Short-term goals refer to goals that _____.
 - a) take one school term
 - b) might take years
 - c) can be done soon**
- 4 Jack makes a mistake and thinks Anna wants to learn _____.
 - a) to drive**
 - b) to dive
 - c) to speak Italian
- 5 The question on respect is about someone _____.
 - a) you are afraid of
 - b) who writes books
 - c) you want to be like**
- 6 Anna can reach her goals with _____.
 - a) time, money, and lessons**
 - b) trips, education, and support
 - c) lessons, training, and money



Full questions will vary. These are based on examples given in task C.

E. Look at the reduced form follow-up questions you wrote in While You Listen, task C. Turn them into full questions you would ask to help you understand. Then ask a partner the questions. Switch and guess the answers.

INTERVIEW QUESTIONS	FULL QUESTIONS
1 What is your educational goal?	<i>Why do you want to become a lawyer?</i>
2 Do you have a short-term goal?	<i>What is scuba diving?</i>
3 Where do you want to go?	<i>Where in Italy do you want to go?</i>
4 Why do you want to go there?	<i>How will you find a cooking school?</i>
5 Who do you respect?	<i>Who is Jane Austen?</i>
6 When will you achieve your goals?	<i>When will you graduate?</i>
7 What can help you reach your goals?	<i>How will you make enough money?</i>



Tag Questions

You can use tag questions to turn statements into questions. You often use tag questions to check information that you think is true.

Form tag questions with an auxiliary verb such as *be* or *have*. Use contractions for negative tag questions.

Examples: There is a test today, **isn't** there?
You have a test, **haven't** you?

If the statement does not include an auxiliary, use *do*.

Example: You like English, **don't** you?

If the statement is positive, use a negative question tag. If the statement is negative, use a positive question tag.

Examples: **It is** time for lunch (positive), **isn't it** (negative)?
It isn't time for lunch (negative), **is it** (positive)?



The question tag after "I am" is "aren't I":
I'm next, aren't I?

A. Change these sentences into tag questions. Use either a positive or a negative tag. Then write an answer for each question. Add two of your own tag questions and answers.

- 1 He is interested in birds, *isn't he?* _____
No, he isn't./Yes, he is. _____
- 2 They are friends, *aren't they?* _____
Yes, they are./No, they aren't. _____
- 3 Jack wants to achieve his goals, *doesn't he?* _____
Yes, he does./No, he doesn't. _____
- 4 Anna isn't a writer, *is she?* _____
No, she isn't./Yes, she is. _____
- 5 Jack likes to learn, *doesn't he?* _____
No, he doesn't./Yes, he does. _____
- 6 They don't scuba dive, *do they?* _____
Yes, they do./No, they don't. _____
- 7 _____

- 8 _____

B. Practise asking and answering the tag questions with a partner.

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LISTENING 2

Enjoy the Journey

Birdwatchers come in two types. The first type rushes around trying to record as many sightings of new birds as possible. The second type goes out into nature, takes a picnic, relaxes, and looks for birds but is not disappointed if none appear. The difference is a focus on *completing* a task or *enjoying yourself* while you do the task. What kind of person are you?

VOCABULARY BUILD

In the following exercises, explore key words from Listening 2.

A. Choose the word or phrase that best completes each sentence. Key words are in bold.

- 1 **Aim** to find a job you _____ every day of your life.
a) change b) hate c) enjoy
- 2 I used to make long lists and _____ my life in **detail**.
a) plan b) waste c) choose
- 3 It's wrong to focus on _____ and **ignore** all the colors, smells, and tastes of India.
a) everything b) anything c) one thing
- 4 My book says something _____ and has the **opposite** message.
a) often b) different c) similar
- 5 It's an important **point** that you _____ forget.
a) should b) can't c) must

B. The words *interested* and *surprised* are both adjectives with root words that are nouns and verbs. Match each word to its definition.

WORDS		DEFINITIONS
1 interest (n.)	<u> c </u>	a) unexpected event
2 interest (v.)	<u> d </u>	b) startle someone with something unexpected
3 interested (adj.)	<u> f </u>	c) feeling of wanting to know more about something
4 surprise (n.)	<u> a </u>	d) get someone excited about something
5 surprise (v.)	<u> b </u>	e) feeling of shock about something
6 surprised (adj.)	<u> e </u>	f) being curious about something

C. What do the words in bold mean to you? Complete the sentences.

- 1 What is something new you're **interested** in?

Something new I'm interested in is _____



- 2 What's a small problem you usually **ignore**?

I usually ignore _____

- 3 What's something that **surprised** you this week?

Something that surprised me _____

- 4 What's a **point** you discussed with friends?

A point I discussed _____

- 5 What's a **detail** you often forget?

I often forget _____

Before You Listen

- A. Read this excerpt from Listening 2. In it Sam Tate says “the journey is often more important than the destination.” Do you know what he means? Discuss with a partner.

I explain that the *journey* is often more important than the *destination*. For example, a few days ago I was talking to someone who told me her big dream was to see the Taj Mahal, in India, and to take a selfie there.

*Questions will vary.
Here are some examples.*

- B. Write two follow-up questions about the second statement.

FOLLOW-UP QUESTION 1: *What is the Taj Mahal?* _____

FOLLOW-UP QUESTION 2: *Why did she want to go there? Why did she want to take a selfie?* _____

- C. Listening 2 mentions John James Audubon (1785–1851). He is famous for his discovery of new birds and for his paintings of them. Read this list of goals and choose those you think Audubon might have wanted to accomplish.

- become a sea captain
- spend time in nature
- become famous around the world
- learn how to draw and paint



While You Listen

D. The first time you listen, try to understand the general idea. Listen a second time to complete the sentences in your own words. Listen a third time to check your answers.

SAM TATE'S IDEAS	YOUR WORDS
① Sam Tate's book is different ...	<i>It's the opposite message from similar books. The journey is more important than the destination.</i>
② A woman wanted to take a selfie at the Taj Mahal ...	She will miss <i>the other pleasures of India.</i>
③ Tate didn't always feel this way.	He used to make long <i>lists.</i> He used to plan <i>his life in detail.</i>
④ Reading about John James Audubon ...	Reading about Audubon changed <i>Tate's ideas about his plans.</i>
⑤ Audubon painted and ...	Audubon did paintings of <i>birds.</i> He discovered <u> <i>twenty-five</i> </u> new ones.
⑥ Audubon was interested ...	He was interested in <i>many things.</i>
⑦ Audubon's father's goals for him ...	But Audubon got sick on <i>boats.</i>
⑧ Tate's future plans ...	He might write <u> <i>another book. Living, thinking,</i> </u> and <u> <i>learning</i> </u> are more interesting to Tate.

After You Listen



E. Check your follow-up questions in Before You Listen, task B. Were your questions answered in Listening 2? Write the answers here.

- ① _____

- ② _____

F. Review your answers in Before You Listen, task C. Were your choices correct?

G. Indicate whether these statements are true or false, according to the listening.

STATEMENTS	TRUE	FALSE
① Sam Tate wrote a book called <i>No More Goals</i> .		✓
② The book is about all the places you should see and foods you should eat.		✓
③ Focusing on the Taj Mahal might mean you ignore all the colors, smells, and tastes of India.	✓	
④ Tate used to plan his life in detail.	✓	
⑤ Tate suggests you should follow other people's plans.		✓
⑥ Tate is more interested in living, thinking, and learning than in writing another book.	✓	

H. Fill in the blanks to change these statements into tag questions. Don't forget the question mark. Then practise asking and answering them with a partner.

- 1 It's the opposite message from similar books, isn't it?
- 2 The journey is more important than the destination, isn't it?
- 3 Reading about someone's life makes you see things differently, doesn't it?
- 4 Tate doesn't worry about writing another book, does he?
- 5 Living, thinking, and learning are more interesting to Tate, aren't they?



WARM-UP ASSIGNMENT

Introduce Yourself to a Partner

One of the most common conversations you have is when you need to introduce yourself to someone else. Sometimes you only need to give your name. Other times you need to give more information. Giving more information about yourself is a good way to build a relationship.



Sometimes you need to introduce yourself in writing, such as in a job application.

A. Write answers to these questions.

QUESTIONS	ANSWERS
1 What's your name?	
2 How old are you?	
3 Where are you from?	
4 When did you decide to come to this college/university?	
5 Who do you know in this class (give a partner's name)?	
6 Why are you taking this course?	

B. Compare these two introductions. Which is more interesting? Why?

Discuss with a partner. *Example 2 is more interesting because it shares more details.*

EXAMPLE 1	EXAMPLE 2
My name is Emily. I'm eighteen. I'm from China. I decided to go to this college last year. I know Jason. I am taking this course to improve my English.	My name is Emily Chan. I'm eighteen years old. I'm from a small town in China, near Shanghai. I decided to go to this college last year because my friend is a student here. I know another student in this class, my partner Jason Evans. I am taking this course to improve my English so I can study business.



Use feedback from your teacher and classmates on this Warm-Up Assignment to improve your speaking.

C. Add more detail to your answers in task A to make your introduction more interesting. Use your notes to introduce yourself to a partner.

Identifying Personal Goals

Listening 2 suggested goals can sometimes distract you from enjoying other things, but sometimes you need to plan to get things done. Research shows that people who write a list of things they want to do, get more done than people who do not. But you need to keep your list from five to seven items.



- A.** Think about your goals in life. Read the questions and write your answers in point form. After, discuss with a partner.

GOALS IN LIFE	QUESTIONS	YOUR ANSWERS
CAREER	What do you want to do as a career?	
CULTURE	Would you like to learn more about the arts, such as painting and music? Would you like to learn skills in these or other artistic areas?	
EDUCATION	What skills do you want to learn for your own interest or to improve your career opportunities?	
FITNESS	Would you like to be in better shape? Would you like to learn a new sport?	
FUN	What would you like to do for enjoyment? Is there a new experience or skill you would like to have?	
OUTLOOK	Do you have attitudes that you would like to change or improve?	
VOLUNTEER	What would you like to do to help others? You may learn a new skill while you do.	

B. A goal without a plan is just a wish. Choose a goal from task A, and using the SMART criteria from Gearing Up (page 3), write a plan. Then discuss your plan with a partner.

SMART GOAL CRITERIA	YOUR PLAN
SPECIFIC: Can you shorten your goal to make it clearer?	
MEASURABLE: How will you know when you have met your goal?	
ACHIEVABLE: What skills and hard work do you need to reach your goal?	
REALISTIC: How do you know you can reach your goal?	
TIMELY: When can you achieve your goal? Give a time or date.	

LISTENING 3

How to Learn Anything

What’s the most difficult thing you ever tried to learn? The Massachusetts Institute of Technology (MIT) offers a four-year degree in computer science. Scott Young started what he called “the MIT challenge” to learn everything taught in the degree in twelve months. He used MIT’s own online courses. What is a learning challenge you would like to try?

VOCABULARY BUILD

In the following exercises, explore key words from Listening 3.

A. Fill in the blanks with the correct words to complete the paragraph.

comfortable	doubt	situation	social
-------------	-------	-----------	--------

You might sometimes doubt your ability to learn new things. Most people stick to things they feel comfortable doing. But sometimes you find yourself in a situation where everything is new: for example, a social gathering doing something different with new people. When you do learn something new, you feel good about yourself.



B. Read these sentences. Then write the part of speech (adjective, noun, or verb) and the definition of the words in bold. Look up words you don't know in a dictionary.

SENTENCES	PARTS OF SPEECH	DEFINITIONS
① There was no doubt in my mind that I could do it.	<i>noun</i>	<i>feeling of not knowing something</i>
② And there are certain parts of your intelligence that are probably fixed.	<i>adjective</i>	<i>specific</i>
③ A lot of it is based on your past experience.	<i>verb</i>	<i>used as a starting point or foundation</i>
④ I have the ability to express just a handful of concepts.	<i>verb</i>	<i>communicate by saying or writing</i>

C. What do the words in bold mean to you? Complete the sentences.

- ① What is something you find easy to **express**?
Something I find easy _____
- ② What's something you're never **certain** about?
I'm never certain _____
- ③ What are your interests in music **based** on?
My interests are based on _____
- ④ What's something you **doubt**?
Something I doubt _____
- ⑤ What's your favourite **social** activity?
My favourite _____

My eLab 

Visit My eLab to complete Vocabulary Review exercises for this chapter.



Before You Listen

A. Scott Young says he spent a year in four countries, learning Spanish in Spain, Portuguese in Brazil, Mandarin Chinese in China, and Korean in Korea. Write follow-up questions about what Young did. *Questions may vary. Here are some examples.*

- ① Who *did he go with (or did he go alone)?* _____
- ② What *else did he do while he learned?* _____

- ③ When *did he do this?* _____

- ④ Where *in each country did he live?* _____

5 Why *did he want to learn four languages in a short time?*

6 How *well did he learn each language?*

B. When people speak, they often make grammar mistakes and say things in ways that can be difficult to understand. Read this excerpt from Listening 3. Then choose the best paraphrase.

And if you suddenly go into a situation where you're at the beginning, where you don't speak a language very well, and I no longer understand anything that you're saying, and I have the ability to express just a handful of concepts—and this is a real social situation, this isn't a classroom where the person, you know, is forgiving and understanding—they're kind of like, "Wait, what do you want?" and you're trying to explain it. That's the part that scares most people.

- In a real social situation, it's hard to speak another language. It scares people that others are not forgiving and understanding.
- In a social situation, I have a handful of concepts and it isn't like a classroom where people ask me what I want.

C. Write a follow-up question to the paraphrase in task B.

Questions will vary. One possibility might be: How can you stop yourself from being scared?

While You Listen

D. The first time you listen, try to understand the general idea. Listen a second time to complete the paraphrase of each idea. Listen a third time to check your notes and add details to your paraphrases.

SCOTT YOUNG'S IDEAS	PARAPHRASES
1 Intelligence is such a huge one that people believe, usually from poor school experiences, that ...	<i>People believe they're not smart or smart at some things.</i>
2 Or, "I'm not good at languages" ... we don't have a positive experience with it ...	People are discouraged because they <i>compare themselves to others</i> .
3 People say "you can't change your intelligence."	Some parts of intelligence are fixed but <i>you can improve others</i> .
4 I was more of a math sort of science person ... a little bit less languages, and used to think, I probably can't learn other languages very easily.	Learning French became <i>an automatic process</i> .
5 I took a year off, and went to four countries in one year to learn four languages.	His goal was to not speak English <i>for an entire year</i> .

SCOTT YOUNG'S IDEAS	PARAPHRASES
6 So it was Spanish in Spain, Portuguese in Brazil, Mandarin Chinese in China, and Korean in Korea.	<i>It went well:</i> <ul style="list-style-type: none"> • a decent conversational level in all of them; • Korean rustier for conversation; • Very comfortable in Spanish.
7 So I felt that learning a language was not so much of an intellectual challenge as it was a social challenge.	<i>In a real social situation, it scares people that others are not understanding or forgiving.</i>
8 That's the part that's hardest for most people to be like, "No, I'm going to keep trying with this, ..."	Learning a language eventually <i>becomes easier</i> .
9 We did have to break character in China a little bit, and in Korea.	Chinese and Korean are <i>more difficult</i> .
10 Like, it's not a situation where, "OK, now it's over and we're speaking English."	After a short break, it's important to <i>keep speaking the language</i> .
11 Having a big blog where you've told people that you're going to do this, and you're filming a documentary really helps [keep on task].	Young was motivated by <i>his blog and documentary</i> .

Answers will vary. Here are the answers to example questions given in task A.

After You Listen

E. Look at the questions you wrote in Before You Listen, task A. Write answers to the ones that Young answered in the interview.

- (Who) Young mentions "we," so he did not go alone.
- (What) He doesn't say what else he did while he learned.
- (When) He doesn't say when he did this, spent a year learning the four languages.
- (Where) He doesn't say where in each country he lived.
- (Why) It seems he wanted to prove learning four languages in a short time was possible.
- (How) He learned each language to different levels—very well in Spanish, not as well in Korean.

F. Choose the phrase that best completes each sentence, according to the listening.

- When Young talks about people's ideas that they cannot learn, he blames _____.
 a) schools and other people
 b) people who don't try hard enough



- 2 Young probably chose the four languages because they were _____.
 - a) quite different from each other
 - b) all easy for beginner learners
- 3 Young's opinion of intelligence is that it is _____.
 - a) fixed and unlikely to change
 - b) mostly fixed but possible to change
- 4 The experience that probably made Young think he could succeed was learning _____.
 - a) English in England
 - b) French in France
- 5 A big motivation for Young was that he was also doing a _____.
 - a) blog and a documentary
 - b) part-time job and a textbook
- 6 After the MIT challenge and learning four new languages, Young will likely _____.
 - a) look for a new challenge
 - b) return to study at MIT

G. Write two follow-up questions about Young's year learning four languages? Then practise asking and answering the questions with a partner.

- 1 _____

- 2 _____



Starting, Maintaining and Ending a Conversation

Conversations have three main stages. First, you need to start a conversation with a greeting. Then, as you talk, you need to maintain the conversation by giving feedback to the other speaker. Finally, you need to know how to end a conversation.



START A CONVERSATION

EXAMPLE	TIPS
In Listening 1, Jack begins with, "Excuse me, do you have a minute?"	<ul style="list-style-type: none"> • Give a general greeting: Hello. • Introduce yourself: My name is _____. • Ask a question or make a comment. <p>Examples: Could you give me a [request]? I like your [personal remark]. I want to talk to you about [introduce a topic].</p>

MAINTAIN A CONVERSATION

EXAMPLE	TIPS
In Listening 3, Ramit Sethi uses a follow-up question, "OK. And how did it go?"	<ul style="list-style-type: none"> • Ask follow-up questions: Does that mean _____? • Ask questions to understand: I don't know what you mean by _____? • Change the subject: On another topic, _____.



The **SOFTEN** technique helps you create a good impression: **S**mile, **O**pen your posture, **F**orward lean, **T**ouch, **E**ye contact, **N**od.

END A CONVERSATION

EXAMPLE	TIPS
In Listening 2, Tara Jones ends the conversation with, "Well, thanks. It's been great hearing from you."	<ul style="list-style-type: none"> • Signal that the conversation is over. <p>Examples: I really enjoyed talking to you. It was nice to see you again. I will let you go now.</p>

A. Indicate when you would use each sentence in a conversation.

SENTENCES	START	MAINTAIN	END
① That reminds me of something I read today.		✓	
② I'm sorry, I have to go now. Bye.			✓
③ Hello, I'm Amir.	✓		
④ It was great talking with you. Goodbye.			✓
⑤ That's a good point, but I disagree.		✓	
⑥ How are you doing?	✓		
⑦ Oh, I had better hurry. I'm late for class.			✓
⑧ Hi. Do you have a few moments?	✓		
⑨ What did you think of the movie we just saw?		✓	

B. Work with a partner. First, read this conversation.

ELLEN: Hi. I'm Ellen.

MIKE: Hi, Ellen. I'm Mike.

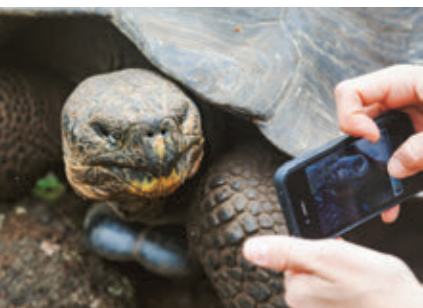
ELLEN: I'd like to go to Galapagos Ecuador and dive with the fish. Any suggestions?

MIKE: You should try to see the tortoises.

ELLEN: That's a good idea. Thanks. I have to go now. Goodbye.

C. Now, follow these points and add ideas to start, maintain, and end a conversation of your own. Practise the conversation together.

- Use your names and introduce yourselves.
- Introduce a goal you have, such as a place you would like to travel.
- Suggest information you might need before the trip.
- End the conversation in a polite way.



a tortoise in Galapagos

FINAL ASSIGNMENT

Introduce a Classmate

Use what you learned in this chapter to introduce a partner to the class.

- A.** Ask your partner the questions from the Warm-Up Assignment (page 13), task A, to get basic information about him or her. Take notes on your partner's answers.

QUESTIONS	ANSWERS
① What's your name?	
② How old are you?	
③ Where are you from?	
④ When did you decide to come to this college/university?	
⑤ Who do you know in this class (give a partner's name)?	
⑥ Why are you taking this course?	

- B.** Then have a conversation to find out more details. Use what you learned in Focus on Speaking (page 19). Ask about your partner's goals and plans (see Academic Survival Skill, page 14). Include one goal in your introduction.
- C.** Organize your notes and prepare your introduction.
- D.** Practise your introduction with your partner. Then introduce your partner to the class. Other students can ask follow-up questions.



How confident are you?

Think about what you learned in this chapter. Use the table to decide what you should review. Share your answers with a partner.

I LEARNED ...	I AM CONFIDENT	I NEED TO REVIEW
vocabulary related to learning;	<input type="checkbox"/>	<input type="checkbox"/>
to listen to understand;	<input type="checkbox"/>	<input type="checkbox"/>
to ask follow-up questions;	<input type="checkbox"/>	<input type="checkbox"/>
tag questions;	<input type="checkbox"/>	<input type="checkbox"/>
to identify personal goals;	<input type="checkbox"/>	<input type="checkbox"/>
how to start, maintain, and end a conversation;	<input type="checkbox"/>	<input type="checkbox"/>
how to introduce myself to a partner and introduce a classmate.	<input type="checkbox"/>	<input type="checkbox"/>

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