

5 Conversations

LISTENING SKILLS Listening for detail (2) • Distinguishing speakers • Distinguishing levels of formality

SPEAKING SKILLS Conversational topics • Keeping a conversation going (1) and (2)

VOCABULARY DEVELOPMENT Word building (1) and (2)

LISTENING Welcome to the first day

1 Read the notice for the conference. Which degrees in the list are *multi-disciplinary*? Compare your ideas with a partner.

- ☐ M.A. European Law & Technology
- ☐ B.Sc. Pure & Applied Chemistry
- ☐ B.A. Business Administration & Japanese
- ☐ M.Sc. Mechanical Engineering & Social Sciences

What are the advantages or disadvantages of multi-disciplinary degrees?

2 You are going to listen to the welcome speech on the first day. Tick the information you expect to hear.

- ☐ a welcome to participants
- ☐ room details
- ☐ hotel arrangements
- ☐ time details
- ☐ introductions
- ☐ history of the conference
- ☐ lunch menu

5.1 Listen and check your answers.

3 Brainstorm four or five words associated with subjects 1–4. Compare your ideas with a partner.

- 1 Nursing Studies *hospital*
- 2 Law
- 3 Engineering
- 4 Environmental Studies

4 **Read STUDY SKILL** 5.1 Work in groups of four. Listen again and note the information you need.

Student A You are interested in Engineering.

Student B You are interested in Environmental Studies.

Student C You are interested in Law.

Student D You are interested in Nursing Studies.

International Conference on Multi-Disciplinary Studies

In the past, students went to University and studied one subject, for example Pure Mathematics, or two related subjects such as French Language and Literature. However, today we need graduates with a wider understanding of the world. This is why many universities are now offering degrees in two subjects, for example European Law and Technology. This approach to education is known as multi-disciplinary and the Organization of Multi-Disciplinary Studies (OMDS) aims to encourage this development by events such as our conference this week.

Day 1 Programme

9–9.30 Welcome Speech (Dr Felipe Castillo-Fiera, Chair, Organizing Committee) Main Hall

STUDY SKILL Listening for detail (2)

Before listening, think about what information you need. Listen for the key words and associated words. Don't listen for information you do not need. Selecting *what* to listen for will help you focus on the relevant information.

student	topic / subject of talk	room	time
A Engineering			
B Environmental Studies			
C Law			
D Nursing Studies			

5 5.2 Listen to part of each of the four lectures. Which lecture would students A–D listen to?

1 ____ 2 ____ 3 ____ 4 ____

Which words helped you decide?

Who is speaking?

6 Look at the photograph. Answer the questions.

- Where are the people?
- What do you think they are talking about?

7 **Read STUDY SKILL** 5.3 Listen to the start of a conversation. Answer the questions.

- How many people are talking in total?
- How many are men? How many are women?

STUDY SKILL Distinguishing speakers

It can be difficult to understand if there are several people speaking. Listen for different accents and tones. This will help you decide who is speaking, and to understand what they are saying.

8 5.4 Listen to the rest of the conversation. Match each speaker 1–4 with their opinions a–d about Dr Smart's lecture.

speaker	opinion
1 ☐ Tom O'Farrell (first man)	a brilliant
2 ☐ Louisa Parker (first woman)	b excellent
3 ☐ Rebecca Fong (second woman)	c interesting
4 ☐ Richard West (second man)	d one of the best

9 **Read STUDY SKILL** 5.5 Listen to the whole conversation. Answer the questions.

- Which of the speakers know each other?
- Which person is a stranger?
- Is the conversation formal, informal, or neutral? How do you know?

10 5.6 Listen to three conversations. Are the speakers friends (F), a mixture of teachers and students (TS), or strangers (S)?

1 ____ 2 ____ 3 ____

11 5.6 Listen again. Complete the conversations.

- A _____, what did you think of Dr Smart's talk?
B _____. Um, I thought it was very interesting.
- C _____
D _____
C _____ so far?
- E That was fascinating, wasn't it?
F _____, but I _____ in the middle.
G _____, but the handout _____



STUDY SKILL

Distinguishing levels of formality

Listen to *how* people speak to each other and what level of formality they use. This will help you understand the relationship between them, e.g. work colleagues, teachers and students, students, or strangers.

SPEAKING Making conversation

1 Work with a partner. Would you discuss these topics with a friend (F), a stranger (S), or both (FS)?

- the weather _____
- your salary / income _____
- politics _____
- a place, e.g. the city you are in / where you study / work _____
- work / studies _____
- family _____

2 **Read STUDY SKILL** 5.7 Listen to four conversations. Are the speakers friends (F) or strangers (S)?

- Conversation 1 _____ Conversation 3 _____
 Conversation 2 _____ Conversation 4 _____

STUDY SKILL Conversational topics

How you speak depends on who you are speaking to and the topic you talk about. With people you don't know, talk about neutral topics, e.g. the weather, places, work, your studies.

Topics for conversation vary in different countries. For example, in many countries it would not be correct to ask about someone's salary. It is important to find out and respect these cultural 'rules'.

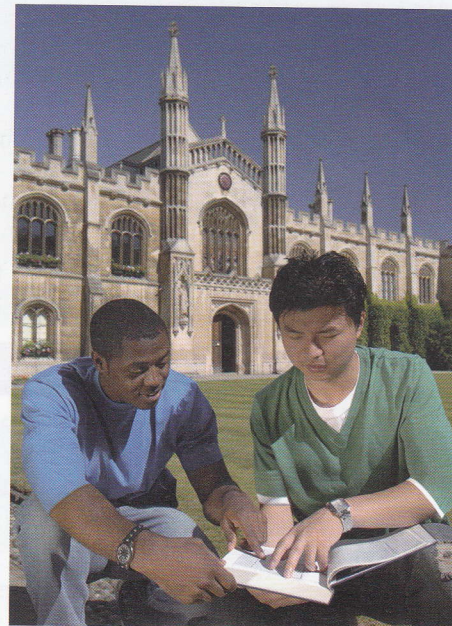
3 **Read STUDY SKILL** 5.7 Read and listen to the conversations again. Underline the examples of returning questions.

- 1 A Hi, Lucy! How's your family?
 B Hello, Sally. They're fine, thanks. And yours?
 A Yes, well, thanks. Are you going ...
- 2 A It's a great city for a conference, isn't it?
 B Yes, it is. Is this the first time you've been here?
 A No, actually, I know the city quite well. What about you?
 B This is the first time ...
- 3 A I'm from Chicago.
 B Really! Me, too. Where exactly?
 A Hyde Park district, near the university. And you?
 A I'm quite close to you. I've got an apartment ...
- 4 A I've finished my essay. How about you?
 B Another five minutes. Will you wait for me?
 A Yeah, sure. I'll just ...

STUDY SKILL Keeping a conversation going (1)

To keep a conversation going, invite the other person to speak by:

- asking a new question, e.g. *Is this the first time you've been here?*
- asking for further, more detailed, information, e.g. *Where exactly?*
- returning a question, e.g. *And you / yours?, What / How about you?*



- 4 5.8 Read and listen to the conversation. Work with a partner. Take turns to keep a conversation going. Student A Start the conversation. Student B Keep the conversation going by asking questions and for more information.

Student A OK, that's it. I think I'll stop now and have a break. What about you?

Student B Yes, I think I will too. Are you going for lunch now?

Student A Yes, I am – what are you going to do?

Are you from here?

Are you enjoying the course?

What did you think of the lecture?

What are you doing at the weekend?

- 5 5.9 Read and listen. Complete the conversation with the words in the box.

study habits and really Leyburn

A I had an interesting time this weekend.

B ¹ _____? What did you do?

A I went on a study trip to Leyburn.

B ² _____?

A Yeah, it's a small coastal town in the north.

B Oh, ³ _____?

A Well, it was fascinating. We did a survey of study habits.

B ⁴ _____?

A Yeah, study habits. It was amazing what we discovered about ...

- 6 **Read STUDY SKILL** Work with a partner. Practise the conversation in exercise 5. Use the correct intonation.

STUDY SKILL Keeping a conversation going (2)

To keep a conversation going, show interest in what the speaker is saying. Use: 5.10

- *Really?* with rising intonation
- *And?* with rising intonation
- repetition of a key word with rising intonation, e.g. *Leyburn?*

You can express stronger interest by increasing the level your voice rises:

- *Really?* and *Really?*



- 7 Work with a partner. Take turns to have two conversations, using the instructions given.

1 A Start the conversation. Tell your partner about something you did at the weekend.

B Show interest and ask for more information.

A Continue the conversation.

2 B Start the conversation. Tell your partner about something you have seen in the news.

A Show interest and ask for more information.

B Continue the conversation.

VOCABULARY DEVELOPMENT Suffixes

- 1 **Read STUDY SKILL** 5.11 Listen to the words. Underline the main stress.

Do you notice any patterns?

- | | | |
|--------------|--------------|--------------|
| 1 discussion | introduction | conversation |
| 2 biology | archaeology | anthropology |
| 3 medical | musical | physical |

- 2 Underline the stress on the words. Practise saying the words aloud.

- | | | |
|------------------|--------------|--------------|
| 1 administration | 4 technology | 7 electrical |
| 2 education | 5 geology | 8 mechanical |
| 3 pronunciation | 6 zoology | 9 economical |

5.12 Listen and check your answers.

- 3 5.13 Listen and mark the stress on the words in bold. Practise saying the sentences aloud.

- The **government** is increasing tax on fuel.
- We are looking into the **development** of a new multi-disciplinary course in Arabic and American Studies.
- Thank you for that very interesting talk on the **environment**.
- This morning's lecture is on the early history of **capitalism**.
- As a teacher, you must not show **favouritism** in the classroom.
- I know many of you are interested in a career in **journalism**.
- The **friendliness** of the island people is well known.
- The accident was caused by the driver's **carelessness**.
- Blindness** can be caused by bacteria in rivers and lakes.
- Young children have the **ability** to learn languages easily.
- The local **community** will benefit from the new sports centre.
- It is important that biological **diversity**, that is, the range of animals and plants, is maintained.

STUDY SKILL Word building (1)

Suffixes are added to the end of a word and tell you the part of speech of that word.

- Common noun endings are:
-ion, -ment, -logy, -ness, -ism, -ity
- Common adjective endings are:
-ful, -ical, -al, -able
- For these suffixes: -ion, -logy, -ical the main word stress is on the preceding syllable,
e.g. *discussion* /dɪ'skʌʃn/

For other suffixes, use a dictionary to find the main stress in the word you need.

-ion

-ology

-ment

Prefixes

- 4 **Read STUDY SKILL** Add a prefix from the box to the word in brackets to complete the sentences.

anti bi micro multi post

- A _____ (organism) is a very tiny living creature.
- A _____ (-doctorate) student is someone who continues to study after they have a Ph.D.
- An _____ (-theft) alarm is a device in a car that makes a loud noise if someone tries to steal the car.
- A _____ (national) organization is one that works in many different countries.
- A _____ (annual) event is one that happens twice in one year.

- 5 5.14 Listen and check your answers. Listen again. Mark the stress on the words. Practise saying the sentences aloud.

STUDY SKILL Word building (2)

Prefixes are added to the beginning of a word and change the meaning of the word. For example, a book about the life of a person is a *biography*. A book about the life of a person written by the person is an *autobiography*.

Use your dictionary to check the stress pattern.

REVIEW

- 1 Put the key words and phrases under the correct heading in the table.

accountancy buildings design human resources Internet microchip profit
production skyscrapers social networking urban planning world wide web

Business Management	IT (Information Technology)	Architecture

- 2 5.15 Listen to the introduction to three lectures.
- a Number the subjects from exercise 1 1–3 in the order you hear them.
Business Management _____ IT _____ Architecture _____
- b Listen again and tick the key words and phrases in exercise 1 that are used.
- 3 5.16 Listen to three conversations. How many speakers are there in each conversation?
- 1 _____ 2 _____ 3 _____
- 4 5.17 Listen to two conversations. Answer the questions.
- a What is the topic of conversation?
- b Are the speakers friends (F) or strangers (S)?

	Topic	(F)/(S)
Conversation 1		
Conversation 2		

- 5 5.18 Read and listen to the conversation. Complete the gaps with words and phrases that keep the conversation going.
- A Is this your first term?
- B Yes, it is. ¹ _____ ?
- A Yes! And I'm having problems finding my lecture room!
- B What ² _____ is that?
- A Archaeology 101.
- B ³ _____ ?
- A Yes. ⁴ _____ ?
- B I'm studying Archaeology, too!
- 6 Work with a partner. Take turns to have a conversation using the prompts.

Student A

1 Tell your partner about your plans for the evening, weekend, or holidays.

3 Give more information and ask about your partner's plans.

5 Show interest. <

Student B

2 Show interest and ask for more information.

4 Tell your partner your plans.