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Listening Skill Focus	Speaking Skill Focus	Vocabulary	Pronunciation
Reflecting on listening	Asking for help with vocabulary	Verbs of communication	Contractions with <i>be</i>
Activating background knowledge (1)	Reflecting on speaking	Words related to books	Stress on content words
Activating background knowledge (2)	Asking for clarification	Geographic areas and the definite article ( <i>the</i> )	Unstressed function words
Predicting	Taking time to think	Verbs and adjectives with prepositions	Stressed and unstressed prepositions
Listening for main ideas	Clarifying	Nouns for professions	Word stress
Working out unknown vocabulary	Asking for further information	Words related to money	Intonation in lists
Identifying speculative language	Using expressions to show interest	Multi-word verbs (1)	Using intonation to show interest
Listening for specific information	Elaborating	Describing trends	Unstressed object pronouns
Identifying sequencers	Saying percentages and fractions	Collocations with <i>make</i> and <i>do</i>	Linking
Summarizing	Giving presentations	Multi-word verbs (2)	Unstressed and contracted auxiliary verbs
Listening for examples	Giving opinions and responding to opinions	Adjectives with <i>-ing</i> and <i>-ed</i> endings	The <i>-ed</i> ending
Identifying important points	Rephrasing to check understanding	The adjective endings <i>-al</i> , <i>-ent</i> , <i>-ive</i>	Intonation with <i>wh-</i> questions



## Introduction

Welcome to *Open Forum*, a three-level listening and speaking skills series for English language learners who need practice in extended listening and discussion in preparation for academic work, or to attain a personal goal.

The series is structured around high-interest listening texts with an academic focus that engage and motivate learners. Chapters feature academic content areas such as History, Communication, or Psychology. The content areas are revisited as the series progresses, ensuring that learners recycle and extend the ideas and vocabulary of each topic. Focused practice in listening and speaking skills is integrated into each chapter.

*Open Forum 1* is for learners at the **high-beginning** to **low-intermediate** level.

## Features of *Open Forum*

### Listening Skills

- Each chapter introduces and practices a specific listening skill (e.g., listening for main ideas, identifying examples, identifying important points).
- Listening selections are adapted from authentic sources. They are carefully chosen to engage learners and teachers and to stimulate discussion.
- A wide variety of texts—including lectures, radio interviews, news reports, and informal conversations—ensures learners practice listening to a range of audio formats.
- Listening comprehension tasks provide opportunities for extensive and intensive listening, which becomes more challenging as learners move through the series.

### Speaking Skills

- Each chapter introduces and practices one specific speaking skill (e.g., elaborating, asking for clarification, giving opinions).
- Speaking practice sections in each chapter provide opportunities for extended discussion on the chapter theme.
- Abundant opportunities for interaction in pairs, groups, and as a class ensure student participation.

### Vocabulary

- Vocabulary sections introduce key lexical items associated with the chapter theme. The sections also highlight word-building, collocations, and multi-word verbs.

### Pronunciation

- Pronunciation sections raise learners' awareness of features of natural spoken English, such as stress, rhythm, intonation, and linking.

## MP3 Component

- Downloadable audio files (in MP3 format) and worksheets for every chapter are available on the *Open Forum* Web site [www.oup.com/elt/openforum](http://www.oup.com/elt/openforum). Each downloadable selection complements the topic in the corresponding chapter, and provides learners with opportunities for extended listening practice in the content area. The listening selections can be used independently, or in a language lab setting.

## Assessment

- Progress Tests (available in the *Answer Key* and *Test Booklet*) enable teachers to check learners' progress and allow learners to demonstrate mastery of the strategies they have studied.

## Unit Format

### 1. Introducing the Topic

This section introduces the topic of the chapter, activates learners' background knowledge, and builds interest. Learners complete a quiz, answer discussion questions, look at photographs, or carry out a short survey.

**Teaching Tip:** Use this section to get learners thinking and speaking about the chapter theme. Have them work in pairs or groups to maximize their speaking opportunities.

### 2. Listening Practice

This is the first of two major listening opportunities in each chapter. Each listening section includes five sub-sections:

#### ■ Preparing to Listen

Here, learners are given specific preparation for the text that they are going to hear. Learners read and discuss information specific to the piece; at this point, new vocabulary may be introduced to facilitate listening.

**Teaching Tip:** Heighten student interest and anticipation by having them predict what speakers will say. Leave some questions unanswered; this will motivate learners to listen more carefully.

#### ■ Listening for Main Ideas

This stage ensures that learners are able to identify the main idea of a text. The listening task encourages learners to listen to the entire recording once through, without stopping, and to pick out the general gist of the text.

**Teaching Tip:** Read through the directions for the task before learners listen. Check that they understand the vocabulary in the task and know what they have to do. Encourage them to focus only on the listening task as they listen. After they listen, have learners compare their answers, and check as a class.



### ■ Listening for More Detail

In this section, learners practice listening for specific details. As the series progresses, learners move from reacting with a minimal response (e.g., deciding whether a statement is true or false) to making more extended notes (e.g., filling in a chart). They are also guided to use context to work out unknown vocabulary.

**Teaching Tip:** Go through the questions before learners listen, and check that they understand what they are being asked. Then play the recording. Learners may already be able to answer some of the questions. Acknowledge this fact, but do not confirm right or wrong answers at this point: encourage learners to listen a second time to check their answers. After they have listened again, ask learners to compare their answers, and check as a class. If learners have difficulty with one or more of the questions, replay the relevant section of the recording as necessary.

### ■ Thinking and Speaking

At this point, learners are encouraged to respond to the ideas in the text, synthesize what they have heard, and apply it to their own experience. Learners also get an opportunity for speaking practice on the chapter theme.

**Teaching Tip:** Learners can discuss the questions in pairs, small groups, or as a class. Give them time to think before asking for answers. Encourage them to refer to the listening transcript if appropriate. The tasks are designed to be flexible and can take as little as a few minutes, or as long as 20–30 minutes, depending on class and teacher preference.

### ■ Focus on the Listening Skill

This section raises learners' awareness of listening skills and strategies, and provides focused training in those skills. The *Listening Skill* boxes introduce three types of listening skills:

- pre-listening skills (e.g., activating background knowledge) are introduced before learners listen to the text;
- while-listening skills (e.g., identifying main ideas) are introduced and practiced as learners listen;
- detailed listening skills (e.g., working out unknown vocabulary) are practiced after learners have grasped the main points.

**Teaching Tip:** Read the information in the *Listening Skill* box aloud as the learners follow along. Check that they understand. Then have them complete the tasks alone or with a partner. After they listen, have learners compare their answers, and check as a class.

## 3. Vocabulary

The vocabulary section introduces key items of vocabulary that are useful for the topic, and provides written and oral practice of the items. Where necessary, *FYI* boxes highlight relevant information.

**Teaching Tip:** Read the information in the *FYI* box, if there is one, aloud as the learners follow along. Check

that learners understand. Then ask learners to complete the tasks alone or with a partner.

## 4. Listening Practice

This section provides a second listening opportunity. The text in this section is longer than the first text, to give learners practice in extended listening. The text is usually of a different type from the first text (e.g., a lecture vs. a radio interview). The sequence of tasks is the same as in the first listening section, without the specific focus on a listening skill.

**Teaching Tip:** See previous *Listening Practice*.

## 5. Pronunciation

Learners are offered practice in listening for and understanding features of natural spoken English such as stress, linking, weak forms, and verb endings. Learners practice focused listening to identify stress and intonation and to pick out words and complete sentences. As in the *Vocabulary* section, *FYI* boxes provide relevant instruction.

**Teaching Tip:** Read the information in the *FYI* box, if there is one, aloud as the learners follow along. Check that learners understand. Then ask learners to complete the tasks alone or with a partner.

## 6. Speaking Skills

This section raises learners' awareness of a specific speaking skill or strategy, such as asking for clarification or taking time to think. These are presented in *Speaking Skill* boxes. Learners listen to a short text that exemplifies the skill or strategy in question.

**Teaching Tip:** Read the information in the *Speaking Skill* box aloud as the learners follow along. Check that learners understand. Then ask learners to complete the tasks alone or with partner.

## 7. Speaking Practice

This section provides an extensive, guided speaking activity on the theme of the chapter, and encourages learners to use the skill learned in the previous section. The activity is carefully staged to maximize speaking; for example, learners might first make notes individually, then discuss the topic with a partner, and finally move into group or class discussion.

**Teaching Tip:** Allow plenty of time for this activity. Ask learners to gather and note down their ideas; this will ensure that they have enough to say in the speaking stage. If necessary, remind learners to use the speaking skill from the previous section.

## 8. Taking Skills Further

The chapter concludes with suggestions to increase learners' awareness of listening and speaking skills, and ideas for listening and speaking practice outside the classroom.

**Teaching Tip:** The task can usually be checked in the next class. Many of the activities can be expanded into a project, if desired.



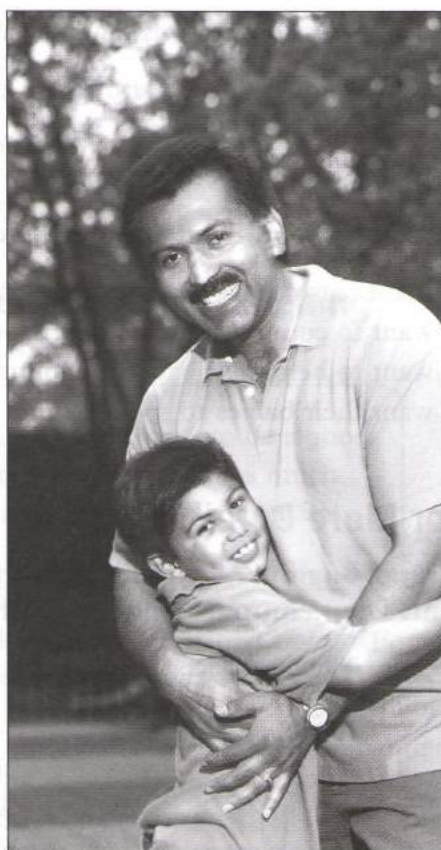
# CHAPTER 1 Communication

## ABOUT THIS CHAPTER

<b>Topics:</b>	Sign language; gestures
<b>Listening Texts:</b>	Radio report about babies and sign language; lecture about gestures
<b>Listening Skill Focus:</b>	Reflecting on listening
<b>Speaking Skill Focus:</b>	Asking for help with vocabulary
<b>Vocabulary:</b>	Verbs of communication
<b>Pronunciation:</b>	Contractions with be

## 1 INTRODUCING THE TOPIC

1. Work in small groups. Look at the pictures. How are the people communicating? What are they communicating in each picture?



2. Work in pairs or small groups. Make a list of other ways that people communicate without using words.

## 2 LISTENING PRACTICE

### A Preparing to Listen

You are going to listen to a radio report. Read the description of the report. Then discuss the questions with a partner.


#### Radio Highlights

*WDLG 10:00: Using sign language with babies*

*This report investigates why parents are teaching their babies to use sign language before they can talk.*

1. What is the radio report about?
2. What are some possible reasons that parents might teach babies to use sign language?


### B Listening for Main Ideas

 Listen to the radio report. Then choose the correct answer to the question.

What is the main reason that parents are learning to use sign language?

- a. They want to communicate with deaf people.
- b. They want to help their babies to communicate.
- c. They want their babies to speak earlier.

### C Listening for More Detail

 Listen to the report again. As you listen, choose the correct answer to complete each statement. Then compare answers with a partner. Listen again if necessary.

1. The interview is taking place \_\_\_\_\_.
  - a. at a radio station
  - b. at a sign language class
  - c. on a street corner
2. In the sign language classes, teachers teach signs to \_\_\_\_\_.
  - a. babies
  - b. parents
  - c. researchers



3. The babies in the sign language class are \_\_\_\_\_.
  - a. all the same age
  - b. about two
  - c. different ages
4. Parents like to use sign language because \_\_\_\_\_.
  - a. it helps them understand what their children want ✓
  - b. it stops them from screaming at their children
  - c. it stops the children from speaking
5. Researchers noticed that deaf children learn to sign \_\_\_\_\_.
  - a. earlier than hearing children learn to speak ✓
  - b. more quickly than hearing children do
  - c. later than hearing children do
6. Sign language may help children \_\_\_\_\_.
  - a. become more intelligent ✓
  - b. learn to speak earlier
  - c. both a. and b.

## D Thinking and Speaking

Work in small groups and discuss the questions.

1. What are the advantages to teaching sign language to babies?
2. What do you think of the idea?

## E Focus on the Listening Skill: Reflecting on Listening

### LISTENING SKILL

It is helpful to think about the skills that are necessary to be a good listener. Thinking about these skills and practicing them as much as possible will improve your listening abilities and make you feel more confident when listening.

1. Work with a partner. Look at the listening situations below. For each pair of situations, discuss which type of listening is easier for you. Why is it easier? What kinds of listening situations are most difficult for you?
  1. Listening to a recording OR listening to someone face to face
  2. Listening in an informal situation (at a meal with friends) OR listening in a formal situation (in a lecture)
  3. Listening to a talk on a familiar topic OR listening to a talk on an unfamiliar topic

2. Look at these strategies for becoming a better listener. Then look back at sections A through D on pages 2 and 3. Which strategy did you use in each section?

1. Think about what you already know about the topic before you listen.

\_\_\_\_\_ Section A \_\_\_\_\_

2. Focus on the main ideas, not on the details. \_\_\_\_\_

3. Listen for specific information that you want to find out. \_\_\_\_\_

4. After you listen, try to summarize what you heard. \_\_\_\_\_


3. Look at the list of listening skills in the Table of Contents. Which chapters focus on the strategies above?

### 3 VOCABULARY: Verbs of Communication

**FYI**

Verbs of communication, like *say* or *tell*, are followed by different sentence structures. The chart below shows how some of these verbs are used in sentences.

	... to someone	... something to someone	... someone something or ... someone about something
talk ...	✓		
speak ...	✓		
say ...		✓	
explain ...		✓	
tell ...		✓	✓
ask ...			✓

 1. Read and listen to the conversation. Which verbs of communication do the speakers use?

A: Did you talk to Mike?

B: Yes. He explained why he was late for the meeting. He was sick.

A: He didn't say anything about a new job?

B: No. He told me he had the flu.

A: Hmm. That's strange.



2. Choose the correct answer to complete each statement. Use the chart on page 4 to help you.

1. My friend isn't speaking \_\_\_\_ because he's mad.
  - a. me
  - b. to me
2. He tells \_\_\_\_ all his problems.
  - a. me
  - b. to me
3. You never say \_\_\_\_\_.
  - a. me hello
  - b. hello to me
4. Could you please explain \_\_\_\_ again?
  - a. me the homework
  - b. the homework to me
5. When people are talking \_\_\_\_, I don't always understand.
  - a. each other
  - b. to each other
6. I'm going to ask \_\_\_\_ about the exam.
  - a. the teacher
  - b. to the teacher

3. Work with a partner. Discuss the following questions. Use some of the different communication verbs from the chart in your discussion.


1. Who do you talk to most often on the phone? Why?
2. What stories did your parents tell you when you were a child?
3. What would you like someone to explain to you?
4. If you met the President of the United States, what would you say?

## 4 LISTENING PRACTICE

### A Preparing to Listen


1. Work with a partner. Describe how to do something, like how to get to your home from where you are now, how to make an unusual drink, or how to operate a motorcycle. As you speak, keep your hands behind your back and do not move your head!
2. Work in small groups and discuss the questions.
  1. Is it difficult to speak without using hand or head movements?
  2. How do a speaker's gestures help people understand him or her?
  3. In what situations might you use more gestures than usual?

## B Listening for Main Ideas

 Read the statements. Then listen to the lecture by a university professor. As you listen, write *T* for true or *F* for false for each statement. Compare answers with a partner.

- \_\_\_\_\_ 1. We learn to use hand movements by watching other people.
- \_\_\_\_\_ 2. Gestures usually match what a person is saying.
- \_\_\_\_\_ 3. Gestures help people put thoughts and ideas into speech.

## C Listening for More Detail

 Listen to the lecture again. Choose the correct answer to complete each sentence. Then compare answers with a partner. Listen again if necessary.

1. Professor Goldin-Meadow is \_\_\_\_\_.
  - a. the person giving the lecture
  - b. a researcher on the subject of gestures
2. The lecture is about \_\_\_\_\_.
  - a. well-known gestures such as the "thumbs up" sign
  - b. hand and eye movements that we use when we talk
3. Blind people make gestures. This shows that \_\_\_\_\_.
  - a. it's harder for blind people to express themselves
  - ☒ b. gestures are not learned from watching other people
4. The example of the "downstairs" gesture is an example of \_\_\_\_\_.
  - a. a gesture that gives additional information that is not in the words
  - b. a gesture that doesn't match the words
5. Goldin-Meadow studied children in order to see \_\_\_\_\_.
  - a. how their hand movements are different from adults'
  - ☒ b. when their hand movements didn't match their words
6. When people are speaking a foreign language or explaining something complicated, they often \_\_\_\_\_.
  - a. use more gestures
  - b. use gestures that don't match their words

## D Thinking and Speaking

Work with a partner. Choose one of the following points from the lecture. Imagine that your partner did not hear the lecture, and explain the point in your own words, using examples from the lecture.

1. Gestures are not learned by watching people.
2. Gestures usually match what someone is saying.
3. Gestures help us put thoughts into words.