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Listening Skill Focus	Speaking Skill Focus	Vocabulary	Pronunciation
Activating background knowledge	Reflecting on speaking	Compound nouns	Sentence stress
Reflecting on listening	Elaborating to keep a conversation going	Word building with noun suffixes	Unstressed function words
Predicting	Hesitating and taking time to think	Verbs + <i>-ing</i> form or infinitive	Intonation with questions
Listening for main points	Using imprecision	Words and expressions related to art	The schwa sound
Working out unknown vocabulary	Asking for further information	Adjective suffixes <i>-ful</i> and <i>-less</i>	Verb endings
Identifying organizing phrases	Expressing opinions	Words and expressions related to work	Contractions with <i>be</i> and <i>have</i>
Intensive listening for numbers	Preparing for presentations	Expressions for approximations with numbers	Stress in numbers with <i>-ty</i> and <i>-teen</i>
Identifying the purpose of a story or example	Explaining a process	Multi-word verbs (1)	Word stress
Summarizing	Checking for understanding	Words and expressions related to marketing	Using intonation to express interest
Identifying opinions and supporting arguments	Using repetition for emphasis	Collocations related to education	<i>-ed</i> vs. <i>it</i>
Identifying key words to understand details	Managing a conversation	Multi-word verbs (2)	Unstressed modal verbs
Using paraphrase to work out meaning	Managing a group discussion	Words and expressions related to time and punctuality	Linking

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 business, history, 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 2 is for students at the **intermediate** level.

Features of *Open Forum*

Listening Skills

- Each chapter introduces and practices a specific listening skill (e.g., listening for main points, identifying opinions and supporting arguments).
- 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 progress through the series.

Speaking Skills

- Each chapter introduces and practices one specific speaking skill (e.g., explaining a process, managing a conversation).
- 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 phrasal verbs.

Pronunciation

- Pronunciation sections raise learners' awareness of features of natural spoken English (e.g., intonation with questions, linking).

MP3 Component

- Downloadable audio files (in MP3 format) for each chapter are available on the *Open Forum* Web site, www.oup.com/elt/openforum. Each selection complements the topic in the corresponding chapter, and provides learners with opportunities for extended listening practice in the content areas. 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 complete a survey.

Teaching Tip: Use this section to get students 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 subsections:

■ 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 students 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 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 students 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., previewing vocabulary) are introduced before learners listen to the text;
- while-listening skills (e.g., identifying main points) are introduced and practiced as learners listen;
- detailed listening skills (e.g., working out unknown vocabulary) are practiced after students 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 naturally spoken English (e.g., 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 hesitating. 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 students 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 students 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 students 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 Environmental Studies

ABOUT THIS CHAPTER

Topic:	City planning
Listening Texts:	Lecture about city planning; interview about planning public parks
Listening Skill Focus:	Activating background knowledge
Speaking Skill Focus:	Reflecting on speaking
Vocabulary:	Compound nouns
Pronunciation:	Sentence stress

1 INTRODUCING THE TOPIC

1. Complete the survey. Then compare your answers as a class. What are your top three necessities?

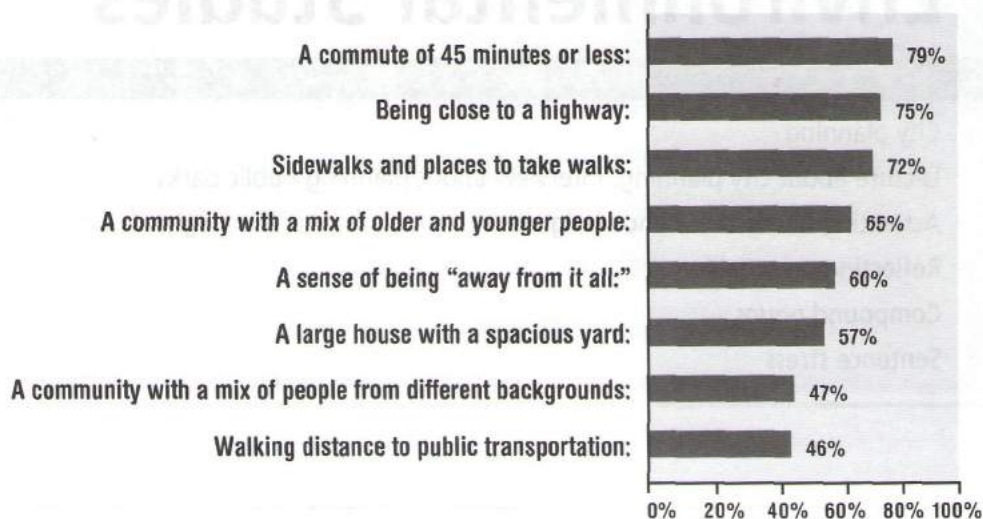
What's important in choosing a place to live?

Check the box that best describes your opinion.

	Not at all Important	Not very Important	Somewhat Important	Very Important
1. A large house with a spacious yard				
2. A sense of being "away from it all"				
3. A commute of 45 minutes or less				
4. Being close to a highway				
5. Walking distance to public transportation				
6. Sidewalks and places to take walks				
7. A community with a mix of older and younger people				
8. A community with a mix of people from different backgrounds				



2. With a partner, look at the published results of the survey. Does your class have the same priorities as the people who took the survey?



2 LISTENING PRACTICE

A Preparing to Listen

1. You are about to listen to a lecture on the topic of city planning. Read the description of the talk.

3:30 Lecture: City Planning

Description: One of the most serious problems facing America's towns and cities has been the decline of inner cities alongside the growth of suburbs. A city planner describes the causes of this decline and discusses a new approach to development that aims to revitalize our cities and make them more attractive places to live.

2. Work with a partner. For each of the following items, find a word in the description that has the same meaning.

- The building of houses, streets, and so on, in an area: development
- Residential areas outside the central part of a city: _____
- Central areas of a large city that often have a lot of social problems: _____

4. The process of becoming weaker or less healthy: _____

5. To bring life back to a place: _____

B Focus on the Listening Skill: Activating Background Knowledge


LISTENING SKILL

Before you listen to a talk on a particular topic, think about what you already know about the subject and brainstorm some words and expressions that are connected to the topic. This is a useful way to prepare for listening, even if the words and expressions are not actually used in the talk.

1. Think about the topic of the talk: revitalizing inner cities. Discuss the following questions with a partner.
 1. Why might some U.S. inner cities need to be revitalized?
 2. How do you think it might be possible to revitalize the inner cities?
2. Now brainstorm some words that are connected to the topic. Then compare lists with your partner.


development

C Listening for Main Ideas

 Listen to the lecture. As you listen, number the topics in the order that they are discussed.

- _____ a. The characteristics of smart growth
- _____ b. The decline of the inner cities
- _____ c. The growth of the suburbs
- _____ d. The role of city planners

D Listening for More Detail

 Listen again. For each item, choose the correct sentence ending according to the lecture. Then compare answers with a partner. Listen again if necessary.

1. America's inner cities have been in a bad state for _____.
 - a. 30–50 years
 - b. about 100 years
2. Inner cities declined because _____.
 - a. people moved to the suburbs
 - b. the downtown stores weren't of high quality
3. Many towns are losing their cultural life because _____.
 - a. people aren't interested in culture
 - b. people don't want to go downtown at night
4. It's important to revitalize the inner cities because _____.
 - a. people want to live closer to their jobs
 - b. people don't like the suburbs
5. Diversity of use helps to revitalize a neighborhood because _____.
 - a. people can live near their jobs
 - b. it brings people to a neighborhood throughout the day
6. Housing diversity is a good thing because _____.
 - a. it attracts different age and income levels
 - b. communities should provide affordable housing
7. City planners now prefer to locate schools and stores _____.
 - a. away from residential areas
 - b. close to residential areas
8. Attractive outdoor spaces are good for a community because _____.
 - a. they encourage people to come out to the streets
 - b. they make people feel better

E Thinking and Speaking

1. Work with a partner. Choose one of the following topics, and explain what the speaker said about it. Use your own words, and give details.
 - How inner cities declined
 - Diversity of use and why it is important
 - Diversity of housing and why it is important

2. Think of an area where you live that has changed in some way. How has development (or lack of development) helped or not helped the area? Use the following items as examples. Discuss in small groups.

A neighborhood that has declined

A place where there is a lot of new housing

A neighborhood that is being revitalized

An outdoor space that has become more attractive

3 VOCABULARY: Compound Nouns

FYI

A compound noun is created by putting together two or more nouns. The first noun acts like an adjective. For example, a *shopping area* is an area where there is *shopping*. A *tourist attraction* is an attraction for *tourists*.

1. Underline seven more compound nouns in the following extract from a guidebook.

SEEING *the* CITY

There are many notable buildings in the business district. City Hall and the Opera House are both fine examples of classical architecture, and are worth a visit. From there, it's a short walk to the main shopping area of the city where there are several large department stores and sidewalk cafés. Since the traffic can be slow, especially at rush hour, consider taking the subway. The nearest subway station is 24th Street.

2. Form six more compound nouns by matching a word from the first column with a word from the second column.

1. tourist attraction

a. building

2. shopping mall

b. ~~attraction~~

3. bus stop

c. market

4. office park

d. park

5. ball game

e. stop

6. produce market

f. mall

3. Work with a partner. Imagine a friend is interested in coming to live in your town or city. Describe your town or city in terms of the following features. Use words from exercise 2 on the previous page.

Features of a Town or City
The inner-city and the suburbs
Traffic management and public transportation
Shopping and leisure
Tourist attractions

4 LISTENING PRACTICE

A Preparing to Listen

1. You are going to hear an interview with an expert on planning public parks. Work in small groups and answer the following questions.


- What do you think an expert on planning public parks does? _____

- What decisions might he or she have to make? _____

- What words and expressions are connected to the topic "planning public parks"?

2. Compare answers with a partner. For item 3, did you think of the same words?

B Listening for Main Ideas

-  Listen to the interview. As you listen, check the three features that are discussed.

- ___ a. activities
- ___ b. trees and plants
- ___ c. seating
- ___ d. entrances and paths
- ___ e. monuments