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Listening Skill Focus	Speaking Skill Focus	Vocabulary	Pronunciation
Working out unknown vocabulary	Explaining a process	Words related to the environment	The <i>-es</i> ending
Reflecting on listening	Using expressions to show interest	Words related to art crime	Word stress with nouns and verbs
Listening for main ideas	Reflecting on speaking	Expressions with <i>can't</i>	Voiced and voiceless consonants
Listening for specific information	Expressing limited agreement	The endings <i>-ful</i> and <i>-ly</i>	Lengthening vowel sounds before a voiced consonant
Identifying restatements and explanations	Checking for understanding	Nouns for professions with <i>-ist</i>	The vowel sounds /I/ and /iy/
Key phrases to introduce an example	Using repairs	Words related to land use	<i>Can</i> vs. <i>can't</i>
Key phrases to introduce important facts	Using imprecision	Multi-word verbs	Contractions with nouns
Listening for comparisons and contrasts	Expressing opinions	Verbs starting with <i>out-</i>	Silent <i>h</i> in pronouns
Using paraphrase to work out meaning	Managing a group discussion	Collocations with verbs and prepositions	Emphasizing focus words
Identifying pronoun reference	Preparing for a presentation	Words related to management	Using stress to show contrast
Identifying technical language	Conducting a survey	Metaphorical language	Linking
Identifying expressions of uncertainty	Asking for more details	Words related to archaeology	The <i>-ed</i> ending

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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 3 is for learners at the high-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. 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 Ecology

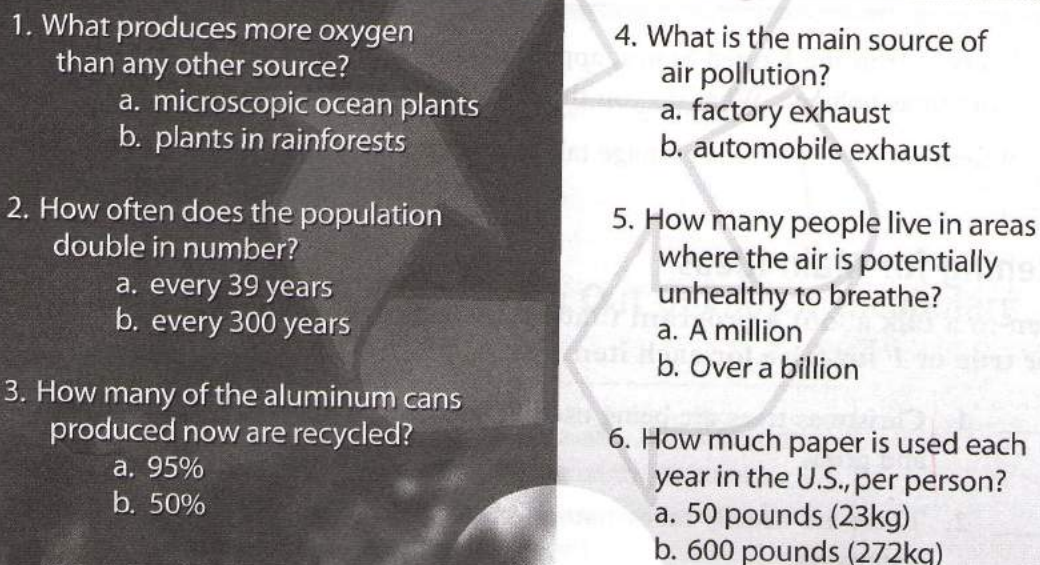
ABOUT THIS CHAPTER

Topic:	Conservation
Listening Texts:	Talk on recycling Christmas trees; radio program about biodiesel
Listening Skill Focus:	Working out unknown vocabulary
Speaking Skill Focus:	Explaining a process
Vocabulary:	Words related to the environment
Pronunciation:	The -es ending

1 INTRODUCING THE TOPIC

1. Work with a partner. Read the quiz about ecological concerns. Discuss possible answers to the questions. (The answers are at the bottom of the page.)

ENVIRONMENTAL QUIZ

- 
1. What produces more oxygen than any other source?
 - a. microscopic ocean plants
 - b. plants in rainforests
 2. How often does the population double in number?
 - a. every 39 years
 - b. every 300 years
 3. How many of the aluminum cans produced now are recycled?
 - a. 95%
 - b. 50%
 4. What is the main source of air pollution?
 - a. factory exhaust
 - b. automobile exhaust
 5. How many people live in areas where the air is potentially unhealthy to breathe?
 - a. A million
 - b. Over a billion
 6. How much paper is used each year in the U.S., per person?
 - a. 50 pounds (23kg)
 - b. 600 pounds (272kg)

2. Check your answers to the quiz. Which fact surprises you most?

Answers: 1. a, 2. a, 3. b, 4. b, 5. b, 6. b

2 LISTENING PRACTICE

A Preparing to Listen

Work with a partner. Look at the pictures and discuss the questions below.



1. Every year in the United States, approximately 33 million real trees are bought for the Christmas holidays. What do you think might happen to those trees after the holidays?
2. Where you live, where is garbage taken when it leaves your home? What happens to it?


B Listening for Main Ideas



Listen to a talk about a program that uses Christmas trees. As you listen, write *T* for true or *F* for false for each item.

- ___ 1. Christmas trees are being used in lakes and rivers as a place for fish to live and grow.
- ___ 2. There are usually many natural places for fish to hide and grow in lakes and waterways.
- ___ 3. This program is happening in only one or two states.
- ___ 4. This program is expensive and difficult to maintain.

C Listening for More Detail


 Listen to the talk again. Then choose the correct answer for each question.

1. Who is the person giving the talk?
 - a. She is a biologist.
 - b. She is a park ranger.
2. How are trees being used as homes for fish?
 - a. The trees grow underwater.
 - b. The trees are dropped into lakes and rivers.
3. Why do fish need these trees?
 - a. They need a place to hide from bigger fish.
 - b. They eat the leaves.
4. Why do many lakes not have natural vegetation in them?
 - a. The vegetation has died.
 - b. Many lakes are manmade.
5. Where are some of the places the practice of reusing Christmas trees is taking place?
 - a. California and Maryland
 - b. Colorado and Maryland
6. How many trees are officials and fishermen planning to sink in the Colorado River?
 - a. 700
 - b. 4,000
7. Why have some fishermen dropped their own trees in lakes?
 - a. They hope the trees will attract fish.
 - b. They are required to do this by law.

D Focus on the Listening Skill: Working Out Unknown Vocabulary

LISTENING SKILL

If you don't know what a word or expression means, pay attention to the words around it and the general meaning of the sentence. Also, use your background knowledge to help you. This can help you work out the meaning of the unfamiliar word.


-  1. Read and listen to the extract from the talk. Look at the example below to see how the meaning of *fry* was worked out.

Young fish, or fry, and small fish living in bodies of water that have no vegetation are particularly vulnerable to larger predators—like bigger fish or other creatures who are hunting for food.

Fry probably means ____.

- a. young fish
- b. small lakes


How did you know? Because "young fish" was next to "fry" so it's another way of saying it.

-  2. Listen to the extract again. Then choose the correct meaning for *predators* and explain the reason for your choice.

Predators probably means ____.

- a. fishermen
- b. animals that hunt and eat other animals

How did you know? _____

-  3. For each item, listen to the extract and try to work out the meaning of the word in *italics*. Compare answers with a partner and discuss the reasons for your choices.

1. *Habitat* probably means ____.

- a. a place to fish
- b. a place to live

2. A *reef* is probably ____.

- a. a dam
- b. an underwater line of rocks or sand

3. *Debris* probably means ____.

- a. fish and other animals
- b. the remains of something, like leaves, sticks, or branches

4. *Sink* probably means ____.

- a. cut something down
- b. drop something below the surface of the water

E Thinking and Speaking

Discuss the questions in small groups.

- 1. Do you think it is worthwhile to create fish habitats with Christmas trees? Why or why not?
- 2. Do you know of any other creative solutions to environmental problems?

3 VOCABULARY: Words Related to the Environment

Read the following information from a Web site. Then match each word in bold with the correct definition.

Easy Conservation Tips

As we all know, it's important to use our **natural resources** wisely. Wasting our resources is not only expensive; it's harmful to our environment. **Conserving** may be easier than you think. Try following these simple tips:

- ✓ Don't throw cans, used plastic containers, or paper in the trash. Instead, **recycle** them.
- ✓ Shut off lights and **appliances** when you're not using them. Leaving TVs, fans, and other appliances on unnecessarily wastes electricity and leads to high energy bills.
- ✓ Use public transportation. Taking the bus or riding on trains is a great way to cut down on the number of automobiles on the roads. Fewer cars means less automobile exhaust, and that could eventually lead to less **smog** in the air.
- ✓ Consider driving a **hybrid vehicle**. These automobiles use less gasoline because they're powered by electricity. That means you'll spend less money on **fuel** and you'll use less of the earth's **petroleum**.

<u> c </u> 1. recycle	a. to protect something or keep it from being wasted; save
<u> </u> 2. conserve	b. a mixture of fog and smoke, or some other pollution in the air
<u> </u> 3. natural resource	c. to process a used material so that it can be used again
<u> </u> 4. appliance	d. something valuable, like water or oil, that is produced by nature
<u> </u> 5. fuel	e. oil that is produced naturally by the earth
<u> </u> 6. hybrid vehicle	f. something that is burned to provide power or heat
<u> </u> 7. smog	g. an automobile that uses both gasoline and electricity
<u> </u> 8. petroleum	h. an electrical machine that is used in the home