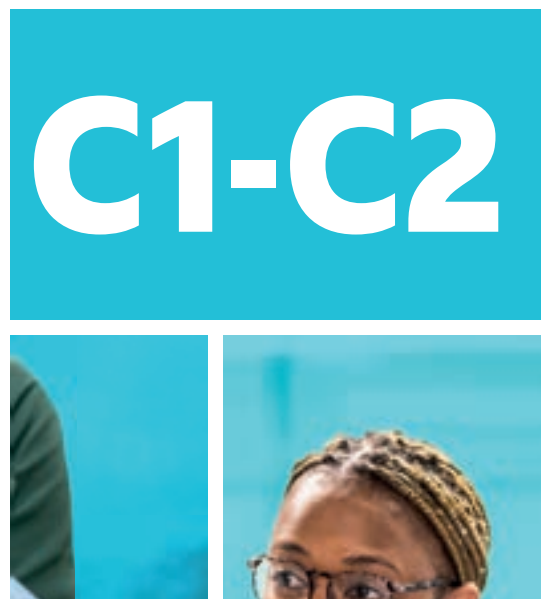


B B C

Speak out

3RD EDITION

C1-C2



Lynda Edwards
Frances Eales | Steve Oakes

Student's Book and eBook

with **Online Practice**



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	B B C Street Interviews about jobs	Make suggestions for a better workplace	Write a report on work experience
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	LISTENING/VIDEO	SPEAKING	WRITING
		Talk about positive and negative first impressions	
	Understand a radio programme about a fake news story	Talk about fake news	Write a report
		Give a presentation MEDIATION SKILLS give opinions about a course of action	
	B B C Street Interviews about people who influence us	Discussing types of influence	Write a contribution for a website
		Talk about books or films you think should become classics	Write a review of a book or film
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		Discuss ways to create a healthier work environment FUTURE SKILLS Goal setting: time management MEDIATION SKILLS make a decision as a group	
	B B C Programme <i>QI</i>	Describing psychological effects	Write a story about strange effects

PARTS OF SPEECH

1 A Work in pairs and discuss the questions.

- 1 How important is it to set goals for yourself when learning something new?
- 2 What different motivations might people have for studying a language to a high level?

B Read the article. What surprising facts did the recent survey throw up?

Goals and growth

'If you know your goals, you're more likely to reach them.' Quite clearly, this could be said about many things, including language learning. People who devote time and energy to learning a foreign language take on this challenge for several reasons. What is surprising, however, is that a significant proportion of advanced learners of English are unable to describe their motivation in anything but the vaguest of terms. In some cases, not only were the respondents to a survey about study goals unable to actually identify their goals, but they also admitted to being remarkably undisciplined when it came to their study habits, which were often part-time.

C Answer the questions and compare with a partner. Are you similar or different?

- 1 What is your motivation for learning English?
- 2 What opportunities do you have to use English in your daily life?
- 3 What are your study habits when it comes to learning English?
- 4 Which aspects of English do you hope to have improved by the end of this course?

D Find examples of the following in the article in Ex 1B.

- 1 a conjunction
- 2 a comment adverb
- 3 inversion
- 4 a relative pronoun
- 5 a compound adjective
- 6 a defining relative clause
- 7 a phrasal verb
- 8 a gerund
- 9 a passive form
- 10 a comparative structure

GRAMMAR

2 Work in pairs and discuss why the tenses and phrases in bold have been used and how they affect the meanings of the sentences.

- 1 a I **really enjoy** studying the intricacies of grammar.
b I'm **really enjoying** studying the intricacies of grammar.
- 2 a We've **learnt** how to use a whole range of punctuation.
b We've **been learning** how to use a whole range of punctuation.
- 3 a If I **were working** in England, I'd **be able** to practise my English every day.
b If I **work** in England, I'll **be able** to practise my English every day.
- 4 a **Despite the weather**, we completed the walk in just over an hour.
b **Because of the weather**, we completed the walk in just over an hour.
- 5 a We'll **have covered** the main grammatical structures by the end of the month.
b We'll **be covering** the main grammatical structures at the end of the month.
- 6 a The teacher said she **was** extremely pleased with the progress we'd made over the course.
b The teacher said she'd **been** extremely pleased with the progress we'd made over the course.
- 7 a I've **tried to check out** some websites for advice.
b I've **tried checking out** some websites for advice.

FUNCTIONS

3 A Work in pairs. What would you say in these situations (1–4)? How many different phrases could you use?

- 1 Your friend finds learning new vocabulary difficult and asks you for your advice.
a
b
c
- 2 You'd like your friend to look over an essay you've written.
a
b
c
- 3 Your friend asks for your opinion about the importance of trying to achieve perfect pronunciation in English.
a
b
c
- 4 You borrowed a book from a friend and you've mislaid it.
a
b
c

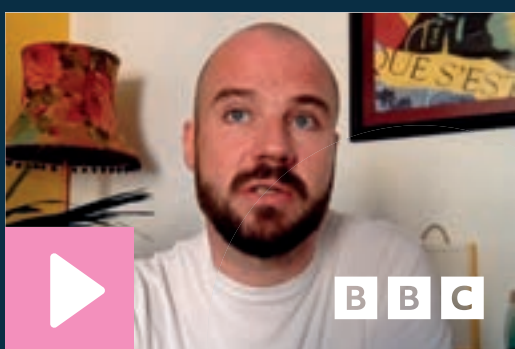
B Compare your ideas in Ex 3A with the class. Then work in pairs and discuss the questions about learning English.

- 1 What are the best ways of learning new vocabulary?
- 2 Is it important to have perfect pronunciation? Why/Why not?
- 3 Should a fear of making mistakes put students off speaking in English?






learning 1



VLOGS

Q: What's one thing you think everyone should learn to do?

- 1  Watch the video. What things do people mention that you think are essential for everyone to learn?
- 2 What other things would you recommend that everyone learns?

GSE LEARNING OBJECTIVES

- 1A READING** | Read an article about attitudes to failure: describing attitudes; idioms
Pronunciation: *if* in natural speech
Talk about conventional wisdom: conditional forms
- 1B LISTENING** | Understand a radio programme about future learning: collocations: education; compound nouns
Talk about future educational developments: nominal relative clauses
Pronunciation: emphatic syllable stress
Write a summary of an extract from a radio programme
- 1C HOW TO ...** | manage interaction during a discussion: creativity
Pronunciation: polite intonation
- 1D BBC STREET INTERVIEWS** | Understand street interviews about teaching and learning
Talk about education: teaching and learning
Write a nomination for an award

1A Is that a fact?

GRAMMAR | conditional forms

VOCABULARY | describing attitudes; idioms

PRONUNCIATION | *if* in natural speech



READING

1 Look at the photos. Work in pairs and discuss the questions.

- 1 What is being learnt in each picture? What is the best way to learn these things?
- 2 When was the last time you learnt a new skill and how did you learn it?
- 3 In what ways is a learning process good for us?
- 4 In general, how do you cope when you do badly or fail at something? Give examples.

2A Read the introduction to *Is failure good for you?*. What opinions might you find in the article? Scan the article to check.

B Which reporter holds a different view from the others? How is it different?

C Read the article again. Which reporter:

- 1 feels more strongly about the topic than the others? How do you know?
- 2 agrees with Kate that some often-repeated phrases are untrue?
- 3 is motivated to question their own attitudes by another's comments?
- 4 mentions an alternative career option?
- 5 compares two differing attitudes to failure from real experiences?
- 6 agrees with Molls that failing at something can in fact open up new opportunities?

VOCABULARY

describing attitudes

3A Look at the phrases in bold in the article in Ex 2A. Which ones reflect the writer's opinion that a statement is:

- 1 true? 2 partially true? 3 completely wrong?

B Choose the correct options to complete the sentences.

- 1 Reading about how people sometimes just freeze in exams really **struck a chord** / **trotted out a trite phrase** with me. I've experienced the same thing, many times.
- 2 The advice about never giving up was, in my opinion, **spot on** / **way too oversimplistic**. It's misguided to say you should 'never' do something.
- 3 People might think it's **a sweeping statement** / **spot on**, but I'd say that to be successful at something you just need to practise.
- 4 It's **a complete fallacy** / **an element of truth** to claim you can become proficient in a foreign language within a few weeks, as the adverts suggest – we all know that can't be done. People **strike a chord** / **trot out these trite phrases** to get us to buy things.
- 5 I get irritated when I hear people coming out with **spot on** / **vacuous** comments on topics that are actually quite complex.
- 6 I think it's **an element of truth** / **patently not true** that our ability to learn a new language disappears as we become older.
- 7 It **rings true** / **is a complete fallacy** for me when people say that all things are good in moderation. Therefore, some level of failure is helpful to us, and beyond a certain point it becomes harmful.

C Work in pairs. Tell your partner about something you've read about or heard recently which:

- | | |
|---------------------------|----------------------------|
| a was patently not true. | d was spot on. |
| b was a complete fallacy. | e had an element of truth. |
| c was oversimplistic. | f struck a chord with you. |

D Learn and practise. Go to the Vocabulary Bank.

▶ page 136 **VOCABULARY BANK** idioms

4 Work in pairs. Imagine you had been asked to write a comment for the article in Ex 2A. What would you have said?

Is failure good for you?

Have you messed up recently? Not achieved the right grades or had a cringe-worthy interview? Did friends pat you on the back and reassuringly murmur, 'Let it go, don't worry about it', 'Be resilient', 'Failure's not a bad thing – it's all part of the learning curve'? We are constantly being told failure can actually be a positive. But are you on board with this whole 'failure is good for you' thing? Recent research indicates that many of us are not and that comments like these are overly simplistic. In light of this, we asked four of our reporters from different departments how they feel about the topic. There might be a few surprises!



Molls Pickering | HEALTH

Well, no one likes to fail, do they? If you put your heart and soul into something, you don't want to be told it isn't good enough. But I think the whole attitude to failure has changed over the last fifty years, and in a good way. If we treat our failures as learning opportunities and not something to be ashamed of, we are going to make strides going forward in every aspect of our lives from learning at school, pursuing a career – even in relationships. My memories of the shame I felt when I failed school tests contrast dramatically with the way teachers used my son's failings to help him achieve success. Fear of failing can also entrap you and prevent you from taking risks. But for the intervention and encouragement of my son's drama teacher, he would never have risked going into acting. So, for me **the idea is spot on**. It definitely **rings true**. Failing can, and should, be a positive in that it makes you reassess and perhaps change tack, and I think this generation of young people are much better at dealing with it than mine was.



Kate Quinn | ARTS

I might be flying in the face of popular opinion and the results of numerous studies, but I simply cannot go along with the fashionable belief that failing is almost something to be pleased about because it allows you to learn and progress from what you've done wrong. OK, to me it **makes sense** that we shouldn't dwell on failure because that is – in itself – negative, and if we were to get hung up about all our mistakes, we would probably get nowhere in life. But, the old saying – try, try, try again – assumes that persistence will help you succeed. This is not necessarily true at all. It might be that however hard you try, however often you fail, you are not going to succeed because what you're trying to achieve lies outside your ability, or talent. It bugs me when I hear people saying that anyone can do anything, should they want it hard enough. Rubbish! **It is patently not true**. Give it a good go, but give up if you clearly don't have what it takes. Had I not accepted that I wasn't cut out to be a crime writer (seventy-one rejection letters!), I wouldn't be enjoying the rewards of being a reporter now! We need to get real about failure and think about what it is really telling us.



Ethan Knowles | SPORTS

Something **struck a chord with me** the other day. I was interviewing a local football manager, an intelligent guy, on the subject of criticism – and we all know football managers get their fair share of that! He admitted really resenting it and the sense of failure it brought, however constructive it was intended to be. In fact, he resented it so much that if it hadn't been for his love of the game, he would have thrown in the towel early on. He made the point that most humans probably feel the same, although we have been conditioned to accept criticism, and try to respond gratefully when we receive it. I could see where he was coming from, and I started to analyse my own reactions to being criticised (self-reflection being very on trend at the moment!). They are mixed. If I do my best and then get a critical reaction, the feeling of failure can be galling. After all, human beings are inherently self-centred creatures: we like to be liked, to be right, to succeed, to be praised. However, I also realised that as long as the person criticising me was someone I admired or respected, I was OK with it – at least to a certain extent ... 😞



Jay Masters | BUSINESS

I, for one, simply cannot stand all these **vacuous comments** and **sweeping statements** we get on social media, like 'Failing is part of the journey.' I promise you, if I hear the word 'journey' once more in this context, I'm going to lose it. And as for 'failure is good for you', it's simply a saying that most definitely is not always true. I admit there is often **an element of truth** in there somewhere, but people overuse these phrases and treat them as if they're completely valid for all situations. They **trot out these trite phrases** regularly to explain or excuse whatever they've done or not done. For me, it's not just that **they are way too oversimplistic**, but were we to analyse them, we'd probably find some that are often actually wrong: **complete fallacies**. Failure is so often NOT good for you. It can have dire consequences: knock your confidence, lead to disasters, rob you of a job, lose you money. Honestly folks, whatever the trendy psychologists say, success is definitely better. And encouragement to prepare better, in order NOT to fail, is surely the best way forward.

GRAMMAR

conditional forms

5A Complete the examples from the article with the correct words. Then decide which sentence(s) use:

- inversion.
 - alternatives to *if*.
 - an alternative to the past tense in the *if* clause.
 - 'not be for'.
- the intervention and encouragement of my son's drama teacher, he would never have risked going into acting.
 - If it hadn't his love of the game, he would have thrown in the towel early on.
 - It bugs me when I hear people saying that anyone can do anything, they want it hard enough.
 - If we to get hung up about all our mistakes, we would probably get nowhere in life.
 - we to analyse them, we'd probably find some that are often actually wrong.

B Rewrite the sentences in Ex 5A using a different conditional form. Use 'If' to start each sentence and retain the meaning.

C Complete the sentences with the correct forms of the verbs in brackets.

- But for my teacher's advice on revising, I (not / pass) the exam with flying colours.
- If it (not / be) for my brother's daily encouragement, I (not still be) on this course.
- (have / you / not / check) your essay before handing it in yesterday, you (not / got) that A grade!
- (be / you / take) constructive criticism on board and reapply for the job next month, you might stand a better chance of succeeding.
- If it (not / be) for watching so many English films, I (never / become) so fluent in English.

D Read the situations and complete the sentence starters with your own ideas. Then compare with a partner.

- about your college or workplace some time ago
 - If it hadn't
 - But for
- about something that happened recently
 - I wouldn't be if
 - If it weren't
- about something you're considering doing in the future
 - If I were
 - Should I

E Read the quote and say whether you agree with it. Tell your partner about a mistake that a) you learnt from, b) you didn't learn from.


'Mistakes are the portals of discovery.'

Absolutely. If it hadn't been for clicking on the wrong link, I'd never have discovered that amazing band, and I'm now a big fan.

F Learn and practise. Go to the Grammar Bank.

▶ page 112 **GRAMMAR BANK**

PRONUNCIATION

6A  **1.01** | *if* in natural speech | Listen to a sentence from the article being spoken at natural speed. What do you notice about the pronunciation of the word *if*?

... if it hadn't been for his love of the game, he would have thrown in the towel early on.

B Practise saying the sentences (1–3) as fast as you can.

- If you believe that, you'll believe anything!
- If people thought about these sayings more, they'd never repeat them.
- If it's really true, then I'm definitely doing the wrong thing.

SPEAKING

7 Work in pairs and discuss points 1–3.

- Choose two of these pieces of conventional wisdom and discuss how true you think they are. Give examples to support your opinion.



A little knowledge is a dangerous thing.

Practice makes perfect.

Tidy room, tidy mind.

Good things come to those who wait.

What doesn't kill you makes you stronger.

It doesn't matter as long as you do your best.

- What other pieces of conventional wisdom have you come across that are either true or not true in your opinion?
- Invent your own piece of conventional wisdom related to learning. Share it with the class and discuss how true you think others' contributions are.

1B Tomorrow's learning

GRAMMAR | nominal relative clauses

VOCABULARY | collocations: education; compound nouns

PRONUNCIATION | emphatic syllable stress



VOCABULARY

collocations: education

1 A Work in pairs and discuss the questions.

- 1 Which educational experiences have you found enjoyable?
- 2 Which educational experiences have you found difficult?
- 3 What do you think is important in education?

B Work in pairs. Look at these different responses to Question 3 in Ex 1A. Match the collocations in bold in 1–10 with their meanings (a–j).

- 1 For me, **developing a nurturing environment** is essential.
- 2 In my opinion, **finding your own path** is key.
- 3 **Striving for excellence** has always got to be the aim.
- 4 **Fostering good relationships** is definitely one of the goals of a teacher.
- 5 I would say that **fulfilling your potential** is the main focus of education.
- 6 For a school or college, it's **delivering a quality curriculum** that is at the heart of education.
- 7 As a parent, I believe that **maintaining rigorous standards** is vital.
- 8 **Taking the initiative** is something we all need to learn for our future lives.
- 9 An educational environment is the ideal place to learn about **establishing mutual respect**.
- 10 A newer, but significant, element of teaching is **focusing on individuality**.
 - a never settling for second best
 - b doing things first, not waiting to be told to do them
 - c providing a context where someone is helped to grow
 - d becoming as good as you're able to be
 - e meeting challenging or difficult requirements
 - f not treating people as if they are all the same
 - g helping people to get along in a positive way
 - h encouraging the belief that the other person is as worthy as oneself
 - i providing educational content of a high standard
 - j discovering what interests you in life

C Complete the sentences with the correct form of the collocations in Ex 1B.

- 1 Nobody wanted to speak, so I and kicked off the discussion.
- 2 It took me a long time to and I tried several career options before settling on teaching.
- 3 If you do not strive for excellence in life, it's likely you won't and you'll feel undervalued.
- 4 A good manager should and realise what each person can bring to a team.
- 5 Arranging social events outside school or work will between classmates or colleagues.
- 6 In my school, we work hard to and we reassess it at the end of each academic year.

D Learn and practise. Go to the Vocabulary Bank.

▶▶ page 136 **VOCABULARY BANK** compound nouns

PRONUNCIATION

2 A | emphatic syllable stress | Look at the words in the collocations in Ex 1B. Which words have:

- 1 three syllables?
- 2 four syllables?

B 🔊 1.02 | Underline the stressed syllables. Then listen and check.

- 1 a nurturing environment
- 2 striving for excellence
- 3 fostering good relationships
- 4 fulfilling your potential
- 5 a quality curriculum
- 6 rigorous standards
- 7 taking the initiative
- 8 mutual respect


C Work in pairs. Student A: Say the first part of one of the collocations in Ex 2B. Student B: Complete the collocation. Remember to stress the words correctly.

Student A: a quality ...


Student B: ... curriculum!

LISTENING

3A What sort of knowledge do you think will be important for people to have in the future? Why?

B  **1.03** | Listen to an extract from a radio programme about future learning. Which points (1–5) are covered?

- 1 past reforms in education
- 2 different types of knowledge
- 3 changes in teacher training
- 4 the changing nature of the world
- 5 the importance of exams

C  **1.03** | Listen again and take notes about the key points you chose in Ex 3B.

D Work in pairs. Use your notes from Ex 3C to answer the questions.

- 1 What do we learn from the extract?
 - a Changes in education over the last decades include
 - b Despite many educational reforms, some countries
 - c Considerations that will drive future changes in educational systems will be
- 2 Why are the following examples given during the extract?
 - a a 19th-century classroom
 - b Paris
 - c using GPS
 - d cooking a meal

E How far do you agree that 'knowing that' will no longer be important in the future?

4A Work in pairs. Imagine a student and their learning environment in 100 years' time. Note down points about:

- a learning routine.
- b topics covered.
- c educational tasks and interactions.
- d the technology in use.
- e the role of the classroom and teacher.
- f types of assessment.

B Compare your ideas with the class. Which ideas are the most interesting, the most unusual and the most probable?

GRAMMAR

nominal relative clauses

5A Complete the nominal relative clauses in bold (1–7) with the words in the box.

however what (x3) whatever whenever whoever

- 1 **you look at it**, approaches to future education will need to change.
- 2 I think in your introduction you've laid out exactly **we need to be considering**.
- 3 ... and that is **makes new learning easier**.
- 4 Of course, students in the future will adapt to **the educational system asks of them**.
- 5 **And** **I'm talking about here** is that it's more than knowing how to play an instrument or cook a meal ...
- 6 **makes the big educational decisions** has set out that students should know maths, history or geography ...
- 7 The students' role has been to store the knowledge and use it **they need it** ...

B Find relative pronouns in the sentences in Ex 5A that mean:

- a the thing(s) that (object)
- b the thing(s) that (subject)
- c the person who
- d any way that
- e anything that
- f any time that

C Complete the sentences with your own ideas. Compare your answers in pairs.

- 1 Whenever I find it challenging to learn something,
- 2 What I think will be important in future education
- 3 Whichever subjects are taught to children in the future,
- 4 Exams are just

D Learn and practise. Go to the Grammar Bank.

 page 113 **GRAMMAR BANK**

SPEAKING

6A Look at the questions. Think about your answers and make notes.

- 1 What improvements could be made to the current educational experience?
- 2 What changes will we definitely see in the future?

Consider areas such as:

- developing a nurturing environment and establishing mutual respect between learners and teachers.
- helping students to find their own path and deal with their individual needs.
- striving for excellence and fulfilling students' potential.
- delivering a curriculum relevant for modern learners.
- harnessing technology to improve the learning experience.

B Work in pairs. Discuss your answers to the questions, using your notes to help you.



WRITING

note-taking and summary writing

7A Work in pairs and discuss the questions.

- 1 When do you usually need to take notes?
- 2 What kind of things do you note down and how?
- 3 What kind of problems do you have when note-taking?
- 4 How similar or different are the notes you took in Ex 3C?

B Read the tips for taking better notes. Which of the tips do you use the most or the least? Why?

Take better notes!

- Work out a system of note-taking that suits you.
- Don't write down everything – only main points.
- Don't let yourself be distracted – focus!
- Don't be so concerned with writing that you miss the next points.
- Use your own symbols to replace or abbreviate words.
- Look over your notes immediately – add other points or finish unfinished notes.
- Check over your notes later to improve recall.

8A Read a summary of the extract you heard in Ex 3B and a list of what is important to remember when writing a summary (1–7). Discuss with a partner how the writer has used the advice.

- 1 condense the main points into one paragraph
- 2 link more than one idea in a sentence
- 3 avoid quoting directly
- 4 give an objective account
- 5 use reporting verbs to guide the reader through the summary
- 6 use the present tense for the summary
- 7 eliminate extra details or complex examples

In this extract about the future of learning the presenter, Sarah Butler, **begins** by outlining the way educational systems have changed and will continue to change in order to address the changing nature of the world. She **compares** classrooms and student and teacher roles from the past with the present but **accepts** that not all countries' systems and teaching methods are going in the same direction. Her guest, Rob Taylor, **gives** his views on the subject and **focuses on** different types of 'knowledge', knowing *that* and knowing *how*, explaining which he believes will be more important in the future and giving his reasons. He **goes on** to suggest that future generations will need to offload large quantities of fact-based knowledge technology in order to focus on learning skills required to collaborate in order to deal with global issues. He **cites** skills such as developing empathy, critical thinking, creative problem-solving and understanding each other, which in his opinion human beings are well suited to do. Both Sarah and Rob **point out** the vital role technology has already played and will continue to play in every aspect of education.

B Complete the sentences with the correct form of the verbs in bold in Ex 8A.

- 1 The lecturer a useful website as the source of his information.
- 2 Both guests out how classrooms need to physically change to accommodate new tech.
- 3 The speaker by asking us about our most interesting learning experiences.
- 4 The experts took it in turns to their views on how they saw learning developing in the future.
- 5 The expert the education systems in his country with those in the UK and on recent changes.
- 6 He on to suggest that more research should be carried out on the subject.
- 7 The psychologist that not all his colleagues agreed with his interpretation of the matter under discussion.

9A 1.04 | Listen to another extract from the same programme. Take notes to include in a summary.

B Use your notes from Ex 9A to write a summary paragraph of the extract.

C Exchange your summary with a partner. Compare the ways you have summarised the information and the points you chose to include or not to include.

D Read the Future Skills box and answer the question.

FUTURE SKILLS Self-management



Developing note-taking and summarising skills are important for breaking down complex information. This enables us to remember key points which we may need to recall at some point in the future.

Think about the note-taking skills you have learnt in this lesson. Will these skills be important for you in the future? Why/Why not?

1C Creativity

HOW TO ... | manage interaction during a discussion

VOCABULARY | creativity

PRONUNCIATION | polite intonation

VOCABULARY

creativity

1 A Work in pairs and discuss the questions.

- 1 In what ways are you or people you know creative? Think about people at home, work, online, etc.
- 2 What examples of creative things have you done in the last month?

B What do you know about the difference between people who are 'left-brained' and people who are 'right-brained'? Read the article and check your ideas.

C Do you agree with the conclusions of the article? Would you say that you have or don't have a particular left- or right-brain dominance? Why?

2 A Match the sentence beginnings (1–8) with the endings (a–h).

- 1 An **intuitive** person is someone who
 - 2 If you have a **fertile** imagination, you
 - 3 Our **imagination** can be
 - 4 Many people believe that a **creative genius**
 - 5 People can be trained
 - 6 **Creative thinking** is all about coming
 - 7 Problems can sometimes be solved by
 - 8 Sometimes new ideas can
- a come completely **out of the blue**.
 b getting **flashes of inspiration** or **insight**.
 c relies on **instinct** rather than facts.
 d to think **outside the box**.
 e **sparked** by seeing or hearing something unusual.
 f are good at thinking of stories or good excuses.
 g up with **novel ideas** in business settings.
 h needs a degree of **innate** or **raw talent**.

B Work in pairs. Tell your partner, with examples, about someone you know who:

- 1 has a fertile imagination.
- 2 regularly comes up with novel ideas.
- 3 is not good at thinking outside the box.
- 4 has a raw talent for something.
- 5 did something out of the blue.

Left- or right-brained?



In the 1960s, research by the Nobel Prize winner Roger W. Sperry concluded that we are either right-brained or left-brained, meaning that one side of our brain is dominant. Left-brain dominance implies that a person is more analytical, logical and organised, better at dealing with facts, mathematics and linear thinking. The right brain is more concerned with intuitive and imaginative thinking, visualisation and daydreaming, and people with this dominance are more artistic, creative and able to think outside the box and come up with novel ideas, seemingly out of the blue.

However, a study of over a thousand people, published by a team of neuroscientists a decade ago, seems to have debunked this theory and showed that in fact both sides of the brain work in tandem. Whereas it is undoubtedly true that different areas of the brain have different functions and control, for example, movement, motivation, visual processing, aspects of language and so on, there is no real evidence to show that the two hemispheres play a significant part in determining our overall personalities in terms of whether we have a fertile imagination, more flashes of inspiration, better insight or whether we use logic and pay attention to detail. In fact, today it is believed that to become a good mathematician or artist, both sides of the brain need to collaborate.

So, there is no reason why an artistic person cannot also be strong at critical thinking and reasoning, nor for a scientist not to have ideas sparked by something unexpected, to appreciate colour or improvise on a musical instrument. To me, that makes a lot of sense.

How to ...

manage interaction during a discussion

- 3A** Do you think creativity can be learnt? Work in pairs and note down some ideas.
- B**  **1.05** | Listen to a radio programme about creativity and check if your ideas from Ex 3A were mentioned.
- C**  **1.05** | Listen again and answer the questions.
- 1 Would you say that all the participants share the discussion time equally?
 - 2 Do they all take turns well? Give some examples.
 - 3 Do you think the presenter manages the discussion well? Why/Why not?
- 4A** Complete the phrases (1–12) from the programme with the correct words.
- 1 To get the rolling, let's start with ...
 - 2 If I can in here, ...
 - 3 ... and going back to I was saying earlier ...
 - 4 Sorry, I didn't mean to you off ...
 - 5 Sorry Kelly, you were ?
 - 6 I'd like to hear Jake's on this.
 - 7 To go back to my point, ...
 - 8 Let me up on that ...
 - 9 ... what I to say was ...
 - 10 ... as we before, ...
 - 11 ... if I can just Jake back in ...
 - 12 Earlier you an important point about ...

B  **1.06** | Listen and check.



C Match the phrases from Ex 4A with the categories.

- interrupting
- returning to a previous point
- directing the interaction

D Learn and practise. Go to the Grammar Bank.

 page 114 **GRAMMAR BANK**

PRONUNCIATION

- 5A**  **1.07** | **polite intonation** | Listen to the comments said in two different ways. Which intonation, A or B, is more polite? Why? Listen again and repeat.
- 1 But surely we can't all be creative geniuses. **A / B**
 - 2 So you're saying that if I wanted, I could sit down and write a novel? **A / B**
 - 3 Did you just say 'green'? What's that got to do with being creative? **A / B**
- B**  **1.08** | Practise saying these comments in two different ways, first politely and then impolitely. Listen and check.
- 1 But don't you think that's a bit of an exaggeration?
 - 2 So you're saying that anyone can learn to paint a masterpiece?
 - 3 Did you just say 'daydream'? What's daydreaming got to do with it?

SPEAKING

6A Read the Future Skills box and do the task.

FUTURE SKILLS

Collaboration



In a discussion, it is important to listen to others' opinions and to take turns, not to dominate. If you are leading a discussion or find yourself with others who are too outspoken, you can manage the discussion by politely bringing in other speakers, and if necessary, returning to a previous point to give them an opportunity to contribute.

Talk to a partner about a time when you were in a discussion that needed management. What did you do?

B Work in groups of three or four. Do the task. You have been asked to come up with and discuss ways of developing people's creativity at college or work.

Here are some possible things your college or company could do:

- Organise creative skills sessions to encourage people to learn something new, e.g. a language, creative writing or art.
- Engage participants in team-building training days or activities.
- Introduce special courses on brainstorming and creative thinking.
- Invite guest speakers to give talks on a range of inspirational, creative projects.

Decide which two or three of the options (or your own ideas) might be most useful to develop people's creativity and discuss why. How would you set them up? Think about:

- looking at things from different perspectives.
- activating different areas of the brain.
- sparking ideas.
- putting people on the spot.
- raising people's awareness of their own abilities.
- getting people out of their comfort zones.

People might think they are not intuitive or don't have fertile imaginations, but raising people's awareness about their own abilities can ...

C Think about the discussion you have just had and identify points where there were interruptions, returns to previous points and where the interaction was directed.

D Compare and discuss the choices your group made with the rest of the class.

MEDIATION SKILLS

describing genres

share recommendations



 page 144 **MEDIATION BANK**