

StartUp

GSE
Global Scale of English
B1+ 49-58

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 **Pearson**

Pearson
Practice English
App 

Learning Objectives

WELCOME UNIT

page 2

In the classroom | Learn about your book | Learn about your app

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
<p>1</p> <p>How was your trip?</p> <p>page 5</p>	<ul style="list-style-type: none"> Weather Results of bad weather Animals Words to describe animals 	<ul style="list-style-type: none"> Get to express change So and such Though, although, and even though 	<ul style="list-style-type: none"> Talk about a weather event Talk about wildlife Discuss endangered animals <p>Skill Reply questions</p>	<ul style="list-style-type: none"> Listen to a talk about endangered animals <p>Skill Listen for questions</p>
<p>2</p> <p>What skills are you looking for?</p> <p>page 17</p>	<ul style="list-style-type: none"> Career advancement Describing employees 	<ul style="list-style-type: none"> Reported speech Defining relative clauses So and therefore 	<ul style="list-style-type: none"> Report what someone said Talk about job qualifications Discuss the future of work <p>Skill Ask if someone has time to talk</p>	<ul style="list-style-type: none"> Listen to a talk about the future of work <p>Skill Listen for counter-arguments</p>
<p>3</p> <p>What's going on?</p> <p>page 29</p>	<ul style="list-style-type: none"> Cultural events Describing TV shows 	<ul style="list-style-type: none"> Superlative adjectives Negative questions Adverbial intensifiers with adjectives 	<ul style="list-style-type: none"> Talk about cultural events Give opinions about TV shows Discuss ways to make life more interesting <p>Skill Disagree with an opinion</p>	<ul style="list-style-type: none"> Listen to a talk about ways to make life more interesting <p>Skill Listen for lists of examples</p>
<p>4</p> <p>What should I buy?</p> <p>page 41</p>	<ul style="list-style-type: none"> Shopping online A store return policy 	<ul style="list-style-type: none"> Embedded <i>wh</i>-questions Think, imagine, and wonder for requests While and whereas 	<ul style="list-style-type: none"> Give shopping advice Ask to return a purchase Discuss how people shop <p>Skill Make suggestions</p>	<ul style="list-style-type: none"> Listen to a talk about how men and women shop <p>Skill Listen for definitions</p>
<p>5</p> <p>Do you belong to a gym?</p> <p>page 53</p>	<ul style="list-style-type: none"> Healthy living Symptoms and injuries 	<ul style="list-style-type: none"> Past intentions So, too, neither, and either Plans and intentions for the future 	<ul style="list-style-type: none"> Talk about health resolutions Describe symptoms and injuries Discuss sleep habits <p>Skill Show understanding</p>	<ul style="list-style-type: none"> Listen to a talk about getting a good night's sleep <p>Skill Listen for understood comparisons</p>

Pronunciation	Reading	Writing	Presentation
<ul style="list-style-type: none"> Linking vowels with /w/ and /y/ 	<ul style="list-style-type: none"> Read about a wildlife rescue center <p>Skill Find the main idea</p>	<ul style="list-style-type: none"> Write a description of a place <p>Skill Use sensory words</p>	<ul style="list-style-type: none"> Give a presentation about an endangered animal <p>Skill Use comparisons for measurements</p>
<ul style="list-style-type: none"> Stress in compound adjectives 	<ul style="list-style-type: none"> Read about job satisfaction <p>Skill Understand rhetorical questions</p>	<ul style="list-style-type: none"> Write about making a change <p>Skill Use linking expressions</p>	<ul style="list-style-type: none"> Give a presentation about a job you were interested in when you were a child <p>Skill Practice by listening to recordings of yourself</p>
<ul style="list-style-type: none"> Phrases with <i>of</i> 	<ul style="list-style-type: none"> Read a TV review <p>Skill Construct mental images</p>	<ul style="list-style-type: none"> Write about local events <p>Skill Categorize</p>	<ul style="list-style-type: none"> Give a presentation about a festival in another country <p>Skill Use pauses</p>
<ul style="list-style-type: none"> The prefix <i>ex-</i> 	<ul style="list-style-type: none"> Read about important possessions <p>Skill Link the past to the present</p>	<ul style="list-style-type: none"> Write a complaint <p>Skill Use polite language</p>	<ul style="list-style-type: none"> Give a presentation about a new store <p>Skill Show enthusiasm</p>
<ul style="list-style-type: none"> Blending phrases with <i>so</i> and <i>neither</i> 	<ul style="list-style-type: none"> Read about the habits of top athletes <p>Skill Notice concluding sentences</p>	<ul style="list-style-type: none"> Write about bad habits <p>Skill Use a hook</p>	<ul style="list-style-type: none"> Give a presentation about home remedies <p>Skill Use large visual aids</p>

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
6 Has the criminal been caught? page 65	<ul style="list-style-type: none"> • Crime and criminals • The legal process 	<ul style="list-style-type: none"> • Past perfect • Present perfect passive • <i>Do / did</i> as a verb substitute 	<ul style="list-style-type: none"> • Describe a crime • Talk about law and order • Discuss crime-solving technology <p>Skill Keep your listener interested</p>	<ul style="list-style-type: none"> • Listen to a talk about advances in forensic technology <p>Skill Listen for contrasts</p>
7 Did you see what she's wearing? page 77	<ul style="list-style-type: none"> • Verbs related to clothing • Adjectives to describe clothing • Clothing repair 	<ul style="list-style-type: none"> • Reduced defining relative clauses • Passive causatives • <i>Would rather (than)</i> 	<ul style="list-style-type: none"> • Talk about people's clothes • Talk about clothing repairs • Discuss fashion and attitude <p>Skill Accept compliments</p>	<ul style="list-style-type: none"> • Listen to a talk about how clothing affects your attitude <p>Skill Listen for opinions</p>
8 Do I need to install something? page 89	<ul style="list-style-type: none"> • Technology • Using software 	<ul style="list-style-type: none"> • <i>Wish / If only</i> to express regrets • Showing purpose • <i>Even</i> to emphasize a point 	<ul style="list-style-type: none"> • Talk about regrets • Describe using a computer • Discuss social media and friendship <p>Skill Respond to gratitude</p>	<ul style="list-style-type: none"> • Listen to a talk about social media and friendship <p>Skill Listen for sources</p>
9 Are you ready to walk away? page 101	<ul style="list-style-type: none"> • People at a conference • Verbs for negotiating 	<ul style="list-style-type: none"> • Causative verbs: <i>get, have, and make</i> • Advice, obligation, and expectation • <i>Unless</i> 	<ul style="list-style-type: none"> • Talk about a past negotiation • Negotiate a deal • Discuss negotiation skills <p>Skill End a phone call</p>	<ul style="list-style-type: none"> • Listen to a talk about how negotiating is like dancing <p>Skill Listen for comparisons</p>
10 How's she doing? page 113	<ul style="list-style-type: none"> • Explaining and arguing • Interacting with others 	<ul style="list-style-type: none"> • Embedded <i>yes / no</i> questions • Questions with final prepositions • Repeated and parallel comparatives 	<ul style="list-style-type: none"> • Talk about a conversation • Discuss a difficult interaction • Discuss dealing with difficult people <p>Skill Accept an apology</p>	<ul style="list-style-type: none"> • Listen to a talk about dealing with difficult people <p>Skill Listen for words that signal importance</p>

GRAMMAR PRACTICE / VOCABULARY PRACTICE page 125

REFERENCES page 155


THE WRITING PROCESS page 163

PRESENTATION SELF-EVALUATION page 165

Pronunciation	Reading	Writing	Presentation
<ul style="list-style-type: none"> The letters <i>-se</i> 	<ul style="list-style-type: none"> Read about Sherlock Holmes <p>Skill Identify examples</p>	<ul style="list-style-type: none"> Write about a crime <p>Skill Use the 5 Ws and <i>how</i></p>	<ul style="list-style-type: none"> Give a presentation about criminals who made mistakes <p>Skill Make eye contact</p>
<ul style="list-style-type: none"> Emphatic stress 	<ul style="list-style-type: none"> Read about a fashion designer <p>Skill Identify reasons</p>	<ul style="list-style-type: none"> Write about personal style <p>Skill Express opinions</p>	<ul style="list-style-type: none"> Give a presentation about how appearances can be deceiving <p>Skill Use notes</p>
<ul style="list-style-type: none"> Contractions of the auxiliary <i>had</i> 	<ul style="list-style-type: none"> Read about a high-tech city <p>Skill Recognize bias</p>	<ul style="list-style-type: none"> Write about a new technology <p>Skill Explain a problem and solution</p>	<ul style="list-style-type: none"> Give a presentation about favorite apps and websites <p>Skill Use charts</p>
<ul style="list-style-type: none"> <i>Have to, has to, had better (not)</i> 	<ul style="list-style-type: none"> Read about negotiating styles <p>Skill Make inferences</p>	<ul style="list-style-type: none"> Write about a conflict <p>Skill Explain different points of view</p>	<ul style="list-style-type: none"> Give a presentation about developing confidence for negotiations <p>Skill Use a loud, clear voice</p>
<ul style="list-style-type: none"> Linking verbs to prepositions 	<ul style="list-style-type: none"> Read about extreme altruism <p>Skill Identify paraphrasing</p>	<ul style="list-style-type: none"> Write about a kindness <p>Skill Use past tenses to show sequence</p>	<ul style="list-style-type: none"> Give a presentation about someone you appreciate <p>Skill End your presentation positively</p>

Key

 audio
  video
  discussion
  presentation self-evaluation

 flashcards
  ActiveTeach
  web search

WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

Talk to your classmates. Find someone who matches each prompt. Write his or her first name on the line.

Find someone who...

- loves to read _____
- has ridden a horse _____
- enjoys cooking _____
- has a pet _____
- has traveled to another country _____
- is great at math _____

B Ask for help

00-01 Complete the conversations with sentences from the box. Then listen and check your answers.

Can you repeat the instructions?	How do you pronounce this word?
What's the difference between "advice" and "advise"?	What's the English word for "barato"?
You're saying we should do this for homework?	Could you explain that a bit more?

1 *Can you repeat the instructions?*
 Sure. Practice the conversation with a partner.
 OK.

2 *Sorry—I still don't get it.*
 Of course. Let me give you an example.

3 *Just to confirm—*
 That's right.
 OK. Thanks.

4 *Can I ask you something?*
 The first word is a noun and the second is a verb.

5 *Can you remind me—*
 Cheap.
 Oh, right. Thanks.

6 *Repeat after me: Gorgeous.*
 Gorgeous.
 Correct.

C ROLE PLAY Choose a conversation from 1B. Make your own conversation. Use different information.

2 LEARN ABOUT YOUR BOOK

1. Look at pages iv-vii. What information is on those pages?

2. How many units are in the book? _____

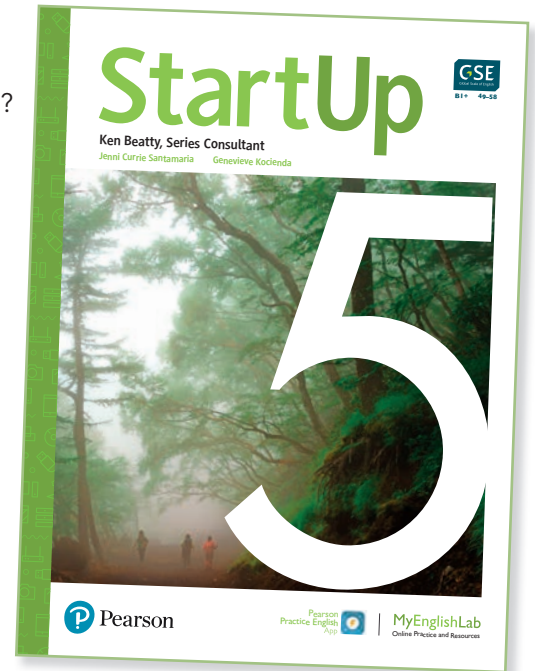
3. How many lessons are in each unit? _____

4. Where is the grammar practice? _____

5. Look at the QR code . Find the icon on page 7. What does it mean? _____

6. Look at the  I CAN STATEMENT. Find it on page 11. What does it tell you? _____

7. Look at this icon . Find it on page 13. What does it mean?



3 LEARN ABOUT YOUR APP

1. Look inside the front cover. Where can you go to download the Pearson Practice English app for StartUp? _____

2. Where are the instructions for registering for the app? _____


3. Look at the picture of the app. What do you see?

4. Look at the picture again. Fill in the blanks with the numbers 1-3.

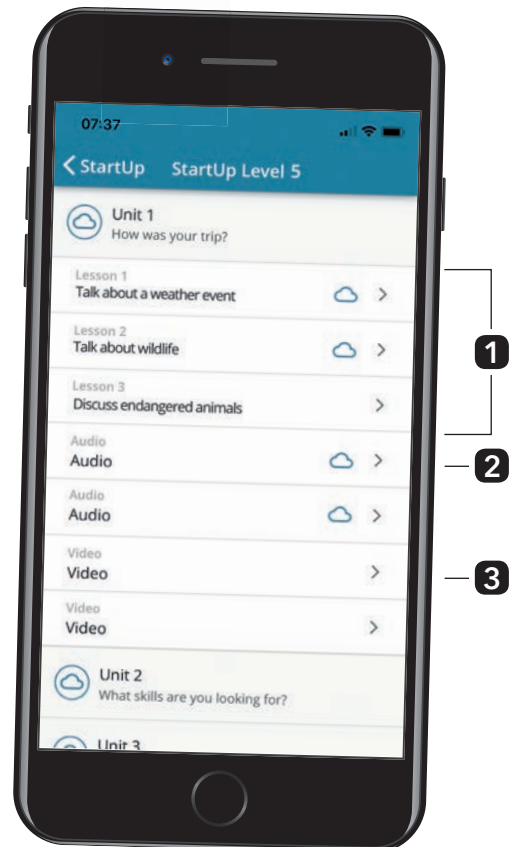
a. Number _____ shows the practice activities.

b. Number _____ shows the video files.

c. Number _____ shows the audio files.

5. Look at the picture again. What does this  mean? _____

6. Look at the QR code on page 7 again. What happens when you scan the code? _____





MEET THE PEOPLE OF TSW MEDIA

To find out more, watch the videos!

TSW Media is a big company with big ideas. It has offices all over the world. It works with international clients to help them market their products and services.



LETICIA MOLINA

Photographer

▶ 00-02 My name is Leticia Molina, but everyone calls me Leti. I live in Santa Cruz, Bolivia. I'm a photographer.



AHMET TANIR

Illustrator

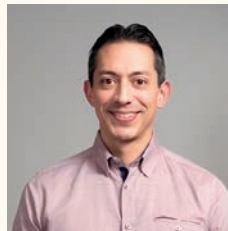
▶ 00-05 Hi! I'm Ahmet Tanir. I live in New Jersey with my wife and two kids. I'm an illustrator.



ED MILLER

Copywriter

▶ 00-03 Hi! I'm Ed Miller. I live in New York, but I'm originally from Minneapolis, Minnesota. I'm a copywriter.



MARCOS ALVES

Market Research Analyst

▶ 00-06 Hello. I'm Marcos Alves. I'm from São Paulo, Brazil, and I'm a market research analyst.



LAN PHAM

Event Planner

▶ 00-04 Hi! My name is Lan Pham. I'm from Ho Chi Minh City, in Vietnam. I'm an event planner, and I love my job.



PAULA FLOREZ

Sales Representative

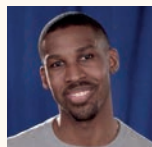
▶ 00-07 My name is Paula Florez. I'm from Mexico City, Mexico, and I'm a sales rep.

Every year, TSW sponsors a competition for employees to get mentoring and coaching to improve their public speaking skills. Here are three of the winners!



ADRIANA LOPEZ

▶ 00-08 Hi. My name is Adriana Lopez. I work in the technology department in the Quito office.



KENDRICK SCOTT

▶ 00-09 Hey! I'm Kendrick Scott and I'm a designer in the Vancouver office.



DAVID CRUZ

▶ 00-10 Hi. My name is David Cruz. I'm from Florida, but I've lived and worked in Singapore for the past six years. I'm an advertising manager.

1

HOW WAS YOUR TRIP?

LEARNING GOALS

In this unit, you

- ⊗ talk about a weather event
- ⊗ talk about wildlife
- ⊗ discuss endangered animals
- ⊗ read about a wildlife rescue center
- ⊗ write a description of a place



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Leti's message. Would you like to do this?



LETI MOLINA

@LetiM

Taking pictures of wildlife in Botswana was a dream come true!

LESSON 1

TALK ABOUT A WEATHER EVENT



LETI MOLINA

@LetiM

Just got back to New York from my photo shoot. I'm tired but happy!

1 VOCABULARY Weather

A ▶01-01 Listen. Then listen and repeat.

Weather			Results of bad weather	
				
It's pouring.	It's drizzling.	It's humid.	get soaked	get sunburned
				
It's freezing.	It's hailing.	It's overcast.	get damaged	get stuck

B ▶01-02 Listen. Circle the correct word to complete the sentence.

1. It's **drizzling** / **pouring** outside.
2. It's **drizzling** / **overcast**.
3. She got **sunburned** / **soaked**.
4. It's **humid** / **freezing** outside.
5. It's **hailing** / **overcast**.
6. His car got **stuck** / **damaged** in the storm.

C PAIRS Talk about ways to prepare for or deal with each kind of weather in 1A.

If it's pouring, take the subway. There are lots of car accidents in the rain.

2 GRAMMAR Get to express change

Use get + adjective or the passive with get to express a change of state.

Get + adjective				Commonly used with get	
Subject	Get	Adjective		Adjectives	Participles
People	are getting	sick	from the heat.	cold	caught
It	got	hot	after the rain stopped.	dark	confused
				dirty	excited
				hot	hurt
				nervous	lost
				thirsty	scared
				wet	worried

Notes

- When get is followed by an adjective, it gives the idea of change or of becoming:
People are getting sick. = People weren't sick before, but now they are beginning to be sick.
- For the passive with get, the past participle describes the subject.
- The passive with get is more common in conversation than in writing.

>> FOR PRACTICE, GO TO PAGE 125



3 CONVERSATION SKILL

A ▶01-03 Read the conversation skill. Listen. Notice that B's reply question uses a pronoun and the same verb tense as A's statement.

- A: It's going to hail tomorrow.
B: Is it?
- A: I got really sunburned this weekend.
B: Oh, no! You did?

B ▶01-04 Listen. Write a reply question.

- _____
- _____
- _____
- _____
- _____
- _____

Reply questions

We use reply questions to show interest and keep a conversation going. There are two ways to form these questions:

Pronoun + auxiliary verb / verb be:

You do?
She did?
He has?
They are?
It was?

Auxiliary verb / verb be + pronoun

Do you?
Did she?
Has he?
Are they?
Was it?

4 CONVERSATION



A ▶01-05 Listen or watch. What does Leti tell Marcos about?



B ▶01-06 Listen or watch again. Write *T* (true) or *F* (false).

- Leti saved her camera by putting it in a plastic bag. ___
- The rain didn't last for a long time. ___
- Leti feels disappointed about the weather on her trip. ___



C ▶01-07 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



How did Leti react to the difficulties she experienced on her trip? Do you think you would react the same way? Why or why not?

Leti: A couple of the people in my group _____ from the heat.
Marcos: They did?
Leti: Yeah, I was lucky. I _____ a little _____, but that's it.
Marcos: Was it humid?
Leti: No, it was super dry.

5 TRY IT YOURSELF

A **THINK** Think about a time you got caught in bad weather. Complete the chart.

Where were you?	
How did the weather change?	
What did you do?	
How did you feel?	

B **PAIRS** Tell your partner about the weather event in 5A. Use the conversation in 4C as an example.

My friends and I were at the beach and it started getting cloudy and overcast ...

C **REPORT** Tell the class about your partner's story. Is it similar to your story?



I CAN TALK ABOUT A WEATHER EVENT.

1 VOCABULARY Animals

A ▶ 01-08 Listen. Then listen and repeat.



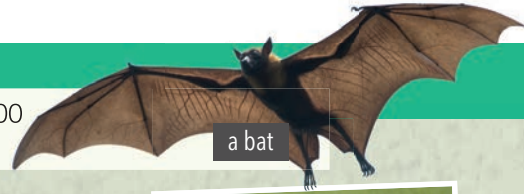
LETI MOLINA

@LetiM

I got photos of some pretty dangerous animals—but I didn't get too close!

FUN FACTS

about Animals!



a bat

Some bats eat 600 insects per hour.



an elephant

An elephant's trunk (its long nose) is so strong that it can knock down a tree, but it can also pick up an object as tiny as a grain of rice.



a hippopotamus (a hippo)

The hippopotamus (hippo) spends most of its day in water, but it cannot swim or float. It always keeps its feet on the bottom of the river.



a lion

A lion's roar is so loud that humans can hear it from eight kilometers (five miles) away.

The blue whale is the largest animal that has ever lived on Earth. A newborn blue whale weighs as much as 100 people.



a blue whale



a snake

The smallest snake is as thin as a spaghetti noodle. The largest snake weighs more than 227 kilograms (500 pounds).

Most spiders live for about a year, but some tarantulas live for more than 20 years.



a tarantula

WORDS TO DESCRIBE ANIMALS

enormous: very large

tiny: very small

adorable: very attractive and cute

gorgeous: very beautiful

fierce: ready and able to attack

aggressive: behaving in a way that shows it wants to fight

playful: active and wanting to have fun

B Read the fun facts. Which do you find the most surprising? Tell a partner.

C PAIRS Decide together. Which animals are enormous? Tiny? Adorable? Gorgeous? Fierce? Aggressive? Playful? Take notes.

2 GRAMMAR *So and such*

Use *so* with adjectives and *such* with noun phrases to show emphasis.

		Adjective		Noun phrase
The lion is	so	fierce.	Hippos are	dangerous animals.
He looks		calm.	We had	a good time!



>> FOR PRACTICE, GO TO PAGE 126

3 PRONUNCIATION

A ▶01-09 Read and listen to the pronunciation note.

B ▶01-10 Listen. Notice how the two words in the examples are linked. Then listen and repeat.

Linking with /w/	Linking with /y/
so ^w adorable	three ^y elephants
_____	_____
_____	_____
_____	_____

Linking vowels with /w/ and /y/

We often use /w/ or /y/ to link a word ending in a vowel to a word beginning with a vowel. When the first word ends in /u/, /ou/, or /au/, use /w/ to link it to the following vowel: so^wadorable, how^woften. When the first word ends in /i/, /eɪ/, /ɔɪ/, or /aɪ/, use /y/ to link it to the following vowel: very^yattractive, stay^yaway.

C ▶01-11 Listen. Write each phrase in the correct box in 3A. Listen and check your answers. Then listen and repeat.

- | | | |
|-----------------|-------------------|--------------|
| 1. so enormous | 3. baby elephants | 5. too early |
| 2. slow animals | 4. free advice | 6. tiny ants |

4 CONVERSATION



A ▶01-12 Listen or watch. Check (✓) the animals that they mention.

elephants bats lions hippos spiders monkeys



B ▶01-13 Listen or watch again. Which animal does Leti say is ...?

- | | |
|-------------------|----------------------|
| 1. social _____ | 3. aggressive _____ |
| 2. gorgeous _____ | 4. fascinating _____ |

How does Leti feel about spiders? How does Marcos feel about them? Are you more like Leti or Marcos? Explain.



C ▶01-14 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Leti: Well, here's the first elephant I saw.
 Marcos: Wow, he's enormous!
 Leti: He's a she, actually. This is her baby.
 Marcos: Aw, he's _____!
 Leti: He's adorable. And _____ and playful.



5 TRY IT YOURSELF

A **THINK** Think about a time you saw a wild animal. Write your ideas in the chart.

Animal	Where I was	Description	How I felt

B **PAIRS** Talk about your animal encounter. Ask questions about each other's stories.

A: I saw a lot of bats once. **B:** You did? Where were you?

C **CATEGORIZE** Talk about animals that people in the class have seen.

- Make a list of the animals that pairs discussed in 5B.
- Categorize the animals according to the descriptions in 1A.

I CAN TALK ABOUT WILDLIFE.





LETI MOLINA

@LetiM

People are doing so many creative things to protect animals!

1 BEFORE YOU LISTEN

A How do humans put animals in danger? How do we help them?



B **01-15 VOCABULARY** Listen. Then listen and repeat.

a deer: a large wild animal that lives in forests and eats plants
 soil: the substance in which plants grow; dirt
 a field: an area of land where crops are grown
 a crop: a plant such as corn, wheat, or vegetables that farmers grow
 an endangered species: a type of animal or plant that soon might not exist anymore
 a collar: a narrow band put around the neck of an animal
 a hook: a curved piece of metal used for catching fish
 a shelter: a place to protect people or animals from bad weather or danger

C Write one of the words in 1B under each picture.



2 GRAMMAR *Though, although, and even though*

Use clauses beginning with *though*, *although*, and *even though* to show a contrast with the main idea. The main clause shows an unexpected result.

<i>Though / although / even though</i> clause	Main clause (an unexpected result)
Though hunting laws are great,	they aren't enough to protect all animals.
Although a butterfly is a tiny insect,	it can fly thousands of miles.
Even though it can be expensive,	protecting wildlife is important.

Though, although, and even though can also be used after the main clause, usually after a comma.

Main clause (an unexpected result)	<i>Though / although / even though</i> clause
Most spiders live for about a year,	though some live much longer.
Hippos can't swim,	although they spend most of the day in water.
Species will continue to disappear	even though we try to save them.

>> FOR PRACTICE, GO TO PAGE 127



3 LISTENING



A ▶01-16 Listen or watch. What is the main idea?

- Efforts to save endangered wildlife ____ .
- have not been very successful
 - are important for both animals and humans
 - are getting more and more high-tech



B ▶01-17 Read the Listening Skill. Listen or watch again. How does the speaker answer each of these questions? Write a short answer.

- Problem solved. But have you created a new problem? With no wolves around, deer invade the nearby hills. And the deer _____
- Most countries have laws that limit hunting and fishing. Isn't that enough? _____ .
Though hunting laws are great, _____ .



C ▶01-18 Listen or watch again. Complete the chart.

Animal	Problem	Solution
	moving out of the jungle	tracking collars
	caught by mistake	magnetic fishhooks
monkeys		
turtles		turtle tunnels
bees	too many tall buildings.	

D **VOCABULARY EXPANSION** Read the sentences from the talk. What do the underlined expressions mean?

- Every animal is part of a complicated system. If we allow whole species to disappear, no one can predict the result.
- Although we can't predict the effects of allowing a specific animal to die off, we *do* know that our planet is stronger when there are many species of both animals and plants.
- One way to save endangered animals is to make sure that people don't kill them. Most countries have laws that limit hunting and fishing.

E **PAIRS** Compare your answers in 3D.

4 DISCUSSION

A **THINK** Make a list of reasons why saving wildlife is important. Make a list of other things that money and effort could be spent on instead of helping animals.

B **DISCUSS** In small groups, talk about your ideas in 4A. Should the money and effort people are spending on animals be used in other ways? Why or why not?

Although it takes time and effort to save animals, it's worth it because ...
Though I understand why people want to save wildlife, I think ...

C **EVALUATE** As a class, discuss the reasons why people want to spend money and effort on saving wildlife or on something else instead. Vote on the three most convincing reasons for each argument.



LISTENING SKILL Listen for questions

Speakers sometimes ask questions and then answer them. This is a way to highlight important ideas or transitions. Listen for questions to understand the important ideas in a talk.

