

3

# INSIDE LISTENING AND SPEAKING

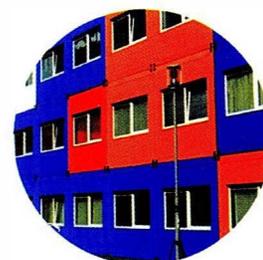
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**The Academic Word List in Context**

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OXFORD



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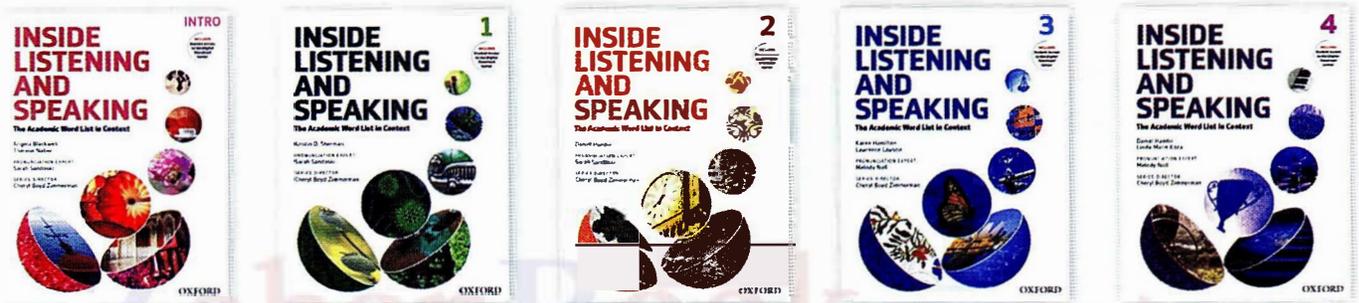
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# The Inside Track to Academic Success

## Student Books



For additional student resources, visit: [www.insidelistingandspeaking.com](http://www.insidelistingandspeaking.com).

## iTools for all levels

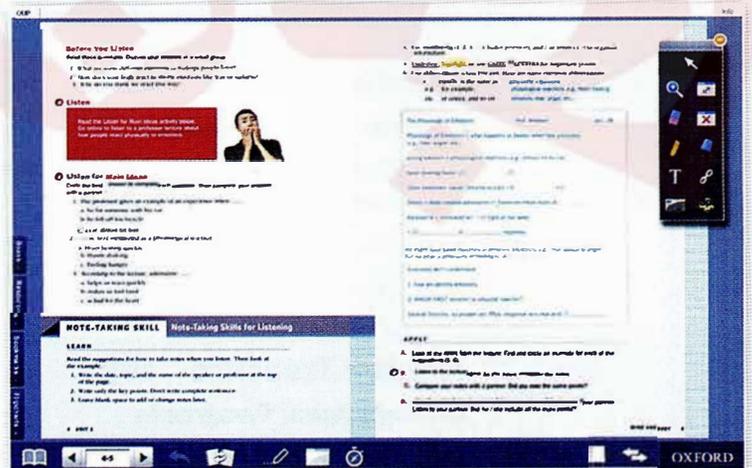
The *Inside Listening and Speaking* iTools component is for use with a projector or interactive whiteboard.

### Resources for whole-class presentation

- > **Book-on-screen** focuses class on teaching points and facilitates classroom management.
- > **Audio and video** at point of use facilitates engaging, dynamic lessons.

### Resources for assessment and preparation

- > Customizable Unit, Mid-term, and Final Tests evaluate student progress.
- > Complete Answer Keys are provided.



For additional instructor resources, visit:

[www.oup.com/elt/teacher/insidelistingandspeaking](http://www.oup.com/elt/teacher/insidelistingandspeaking).

# About *Inside Listening and Speaking*

## Unit features

- > **Explicit skills instruction** prepares students for academic listening
- > **Authentic videos** from a variety of academic contexts engage and motivate students
- > **Pronunciation instruction** ensures students are articulate, clear speakers

**UNIT**  
**1**

**ARCHITECTURE**

## Recycled Buildings

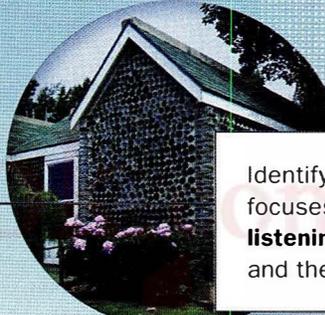
**In this unit, you will**

- > learn about recycled building materials.
- > increase your understanding of the target academic words for this unit.

**LISTENING AND SPEAKING SKILLS**

- > Using Abbreviations in Notes
- > Signal Phrases in a Speech

**PRONUNCIATION** Noun Phrases



Identifying the unit's goals focuses students on the **listening and speaking skills** and the academic topic.

**Self-Assessment**

Think about how well you know each target word, and check (✓) the appropriate column. I have...

	never seen this word before.	heard or seen the word but am not sure what it means.	heard or seen the word and understand what it means.	used the word confidently in <i>either</i> speaking or writing.
<b>TARGET WORDS</b>				
<b>AWL</b>				
assemble				
assume				
bulk				
component				
construct				
contrary				
element				
extract				
factor				
innovate				

Self-assessment prepares students for the vocabulary in the audio and video activities.

## The Academic Word List and the Oxford 3000

Based on a corpus of 4.3 million words, the **Academic Word List (AWL)** is the most principled and widely accepted list of academic words. Compiled by Averil Coxhead in 2000, it was informed by academic materials across the academic disciplines.

The **Oxford 3000™** have been carefully selected by a group of language experts and experienced teachers as the most important and useful words to learn in English. The Oxford 3000 are based on the American English section of the Oxford English Corpus.

**Oxford 3000 and Academic Word List vocabulary** is integrated throughout the unit and practiced in context through audio and video resources.

# Explicit Skills Instruction

## About the Topic

Architects do more than design how buildings will look. They also choose the materials that the building will be made of. In this guest lecture, you'll learn about using unusual materials to build environmentally friendly homes.

**Discussion questions activate students' knowledge** and prepare them to listen.

## Before You Listen

Read these questions. Discuss your answers in a small group.

1. Would you ever like to build your own home? Why or why not?
2. What materials (wood, bricks, etc.) are buildings on your campus made from?
3. Have you ever made something new out of old materials? Explain.

## Listen

Read the Listen for Main Ideas activity below. Go online to listen to a lecture on salvaged building materials. The definition and examples of salvaged materials are given.



**Comprehension activities** help students understand the listening materials in preparation for academic skills instruction.

## Listen for Main Ideas

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

1. Re-using materials is the best way to make a "green" building.
2. Salvaged materials are some of the most expensive resources to use.
3. A converted bus can have running water and electricity.
4. George Sorvino found car parts on the Internet.

## PRESENTATION SKILL Signal Phrases in a Speech

### LEARN

*Signal phrases* are words or short phrases that help you organize a speech or a presentation. They introduce ideas and examples. They are also used to identify key ideas. Signal phrases help your listeners understand your ideas and how they connect.

**Listening and speaking skill instruction** is linked to the academic content. **Apply** sections give students the opportunity to practice the skills in context.

Introducing an Idea	Giving examples
I'm going to talk about ...	For example,
The topic of today's presentation is ...	... such as ...
We'll begin with ...	In this case,

Connecting Ideas	Summarizing
First, / Second, / Third,	In summary,
Next, I'd like to talk about ...	To summarize,
Finally,	To sum up,

- Read the lists of signal phrases with a partner. Think of other signal phrases you may have heard. Add them to the lists.
- In the audio clip, the lecturer says: "Good afternoon. Today I'm going to talk to you about some really creative sustainable homes." What kind of signal phrase does she use here?
- Look at the following sentences from the audio. Underline the signal phrases. Discuss with your partner what those phrases signal.

"I'll begin today's talk with a brief overview of using salvaged materials in architecture. Then, we'll discuss two very interesting ways that ordinary people

## High-Interest Media Content

### Before You Watch

Read these questions. Discuss your answers in a small group.

1. How can recycling and reusing materials help us to minimize the effects we have on the land and water around us?
2. People often say a home's value is "all about location, location, location." What do you think this saying means?
3. Would you live in a building made out of recycled materials? Why or why not?

### Watch

Read the Listen for Main Ideas activity below. Go online to watch a video about "green" architecture. A lecturer gives some background information on this architectural trend, then shows a video clip of one example.



### Listen for Main Ideas

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

- F* 1. Ian Felton's apartment surprises his friends because it is next to a river. *His home surprises his friends because it's made of shipping containers.*
- \_\_\_ 2. Apartment buildings can be made out of recycled shipping containers.
- \_\_\_ 3. Shipping containers are primarily used to send goods from Europe and North America to Asia.
- \_\_\_ 4. Shipping containers are an inexpensive kind of building material.
- \_\_\_ 5. Ian Felton's apartment building is the only one of its kind.

**Audio and video** including lectures, professional presentations, classroom discussions, and student presentations expose students to a **variety of academic contexts**.

**High-interest, original academic video** and authentic BBC content motivate students.

## NOTE-TAKING SKILL Using Abbreviations in Notes

### LEARN

When you listen to a lecture or watch a video, it can be difficult to write down all the important information. Abbreviations help you take notes quickly. Use abbreviations for words you often hear in class. For example, in this unit you may want to use *arch.* as an abbreviation for *architecture* or *SC* for *shipping container*.

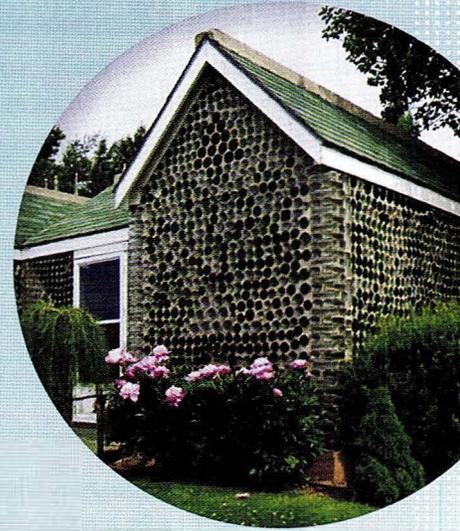
#### Symbols

+, &	and	→	in / into	↑	up / high
~	about	=	is / are / equals	↓	down / low
@	at	\$, €, ¥	money	∴	therefore
2	to / too	x	times		
/	per	#	number		

UNIT

1

# Recycled Buildings



**In this unit, you will**

- > learn about recycled building materials.
- > increase your understanding of the target academic words for this unit.

**LISTENING AND SPEAKING SKILLS**

- > Using Abbreviations in Notes
- > Signal Phrases in a Speech
- > **PRONUNCIATION** Noun Phrases

**Self-Assessment**

Think about how well you know each target word, and check (✓) the appropriate column. I have...

**TARGET WORDS**

AWL

assemble

assume

bulk

component

construct

contrary

element

extract

factor

innovate

minimize

sustain

transform

utilize

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in either speaking or writing.

**Vocabulary Activities**

*Sustain* means “to make something continue for a long period of time” or “to provide enough to keep someone or something alive and healthy.”

*Celia has **sustained** her high grades by visiting the tutoring center every day.*

*Generous portions of fruits and vegetables **sustained** the children.*

The adjective *sustainable* means “involving the use of natural products and energy in a way that does not harm the environment” or “that can continue or be continued for a long time.”

*Using old building materials is a **sustainable** way to create new buildings.*



**A.** Work with a partner. Discuss the sources of energy in the box. Decide whether each source is *sustainable* or *unsustainable*.

batteries	natural gas	solar power	wind power
coal	oil	tidal power	wood

Sustainable	Unsustainable
<i>wind power</i>	

**B.** People often ask for advice. However, one piece of advice can be contrary to another. With a partner, match the advice from the first column with contrary advice from the second column.

*“Forget about the past” is **contrary** to “Learn from previous mistakes.”*

- |                                    |  |
|------------------------------------|--|
| ___ 1. Enjoy the moment.           | a. Always plan for tomorrow.           |
| <u>d</u> 2. Forget about the past. | b. Respect only those who respect you. |
| ___ 3. Respect everyone you meet.  | c. Follow other people’s examples.     |
| ___ 4. Always be yourself.         | d. Learn from previous mistakes.       |

Word Form Chart		
Noun	Verb	Adjective
assumption	assume	assumed
construction	construct	constructive
innovation innovator	innovate	innovative
_____	minimize	_____
transformation	transform	_____

- C.** Using the target words in the Word Form Chart, complete the paragraph below. Be sure to use the correct form and tense of each word. Use the words in parentheses to help you.

In the 1800s, Henry Bessemer created a new, innovative process for making steel. Steel was expensive compared to other kinds of metal used in \_\_\_\_\_ at the time. But steel is a much stronger and safer building material. Utilizing the Bessemer process \_\_\_\_\_ the cost of making steel. This \_\_\_\_\_ how factories and buildings were designed and built. Steel may always be needed for some buildings. But more and more people are interested in “green” architecture. Its use of building materials is \_\_\_\_\_ architecture again. Architects \_\_\_\_\_ that “green,” or sustainable, materials will become more popular over the next decade.

- D.** What tools do people utilize in each of the following professions? Share your answers with a partner.

- |  |                     |
|--|---------------------|
| 1. firefighter<br><i>hose, axe, fire truck, and helmet</i> | 4. mechanic         |
| 2. scientist   | 5. author           |
| 3. football player   | 6. fashion designer |

### About the Topic

Green architecture is building design that uses environmentally friendly methods and materials. Environmentally friendly materials either use less new material, can be used again, or are re-purposed from another use. What are some environment-friendly materials you’ve heard of for building houses?

## Before You Watch

Read these questions. Discuss your answers in a small group.

1. How can recycling and reusing materials help us to minimize the effects we have on the land and water around us?
2. People often say a home's value is "all about location, location, location." What do you think this saying means?
3. Would you live in a building made out of recycled materials? Why or why not?

## Watch

Read the Listen for Main Ideas activity below. Go online to watch a video about "green" architecture. A lecturer gives some background information on this architectural trend, then shows a video clip of one example.



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## NOTE-TAKING SKILL

### Using Abbreviations in Notes

#### LEARN

When you listen to a lecture or watch a video, it can be difficult to write down all the important information. Abbreviations help you take notes quickly. Use abbreviations for words you often hear in class. For example, in this unit you may want to use *arch.* as an abbreviation for *architecture* or *SC* for *shipping container*.

#### Symbols

+, &	and	→	in / into	↑	up / high
~	about	=	is / are / equals	↓	down / low
@	at	\$, €, ¥	money	∴	therefore
2	to / too	x	times		
/	per	#	number		

**Words**

A	answer	des	design	Q	question
aka	also known as	esp	especially	re:	about
b/c	because	Ex	example	sm	small
betw	between	imp	important	u	you
bldg	building	lg	large	w/	with

- A.** Read the lists of abbreviations with a partner. Which abbreviations do you already use? Which ones are new to you? Add two to three more abbreviations to each list.
- B.** Read the following sentence from the video. Compare the full sentence to the abbreviated notes.

“Next we’re going to watch a video clip about an **innovative** movement in green architecture, also known as **sustainable** architecture.”

*Video innovative movemt in gr. arch, aka sustainable arch*

**APPLY**

- A.** Circle the abbreviations in the sentences. Then write out the complete sentence.

1. 2 (advan) of (SCs) = strength & cost.

*Two advantages of shipping containers are strength and cost.*

2. It's imp 2 des homes u will want 2 spend time in.

3. SC homes = a good choice 4 ppl who want 2 b green.

- B.** Watch the first part of the video. Use abbreviations to complete the notes below.

1. green arch. = pop. approach 2 bldg des

2. \_\_\_\_\_ = min. impact of new constr. on our envmnt.

3. Mats should b local, renewable, and \_\_\_\_\_

4. \_\_\_\_\_ focus of new model of \_\_\_\_\_

5. Des'rs and archs r transforming \_\_\_\_\_

- C.** Go online to watch the second part of the video again. Take notes. Use abbreviations.

- When you finish, review your notes and and compare your abbreviations with a partner.
- What were some common words you heard repeated during the video? What abbreviations did you use for those words?
- Use your notes to retell key ideas from the video.

**Vocabulary Activities**

*Assemble* means “to come together or bring things or people together in a group” or “to fit all the separate parts of something together.”

*The manager assembled the employees for a meeting.*

*She took pieces from old bicycles and assembled a new bicycle.*

*Re-*, meaning “again” and *dis-*, meaning “not” can be added to the front of *assemble* to create *reassemble* (*assemble* again) and *disassemble* (take apart).

*My desk fell apart, so I need to reassemble it.*

*My car’s engine was making strange noises, so I had to disassemble it and fix it.*



**A.** Read each sentence. Work with a partner to decide if each is an example of *assemble*, *reassemble*, and / or *disassemble*. There may be more than one answer for each.

- assemble 1. I just bought a new desk, and I need to put it together.
- \_\_\_\_\_ 2. Our bookcase fell apart, so I put it back together.
- \_\_\_\_\_ 3. My family met at the park for a celebration.
- \_\_\_\_\_ 4. The shed in our backyard is old, and I need to take it apart.

The noun *factor* means “one of the several things that influences a decision.”

*Money was one factor in her decision to take a second job.*

*Grades are one factor in deciding whether a student receives a scholarship.*



**B.** Imagine you are deciding which university to attend. Rank these factors from most important to least important. Explain your reasons to a partner.

- |                              |                                       |
|------------------------------|---------------------------------------|
| ___ cost of tuition          | ___ if friends attend there           |
| ___ located near family      | ___ size of university                |
| ___ reputation of university | ___ scholarship offered by university |

**Vocabulary Activities**

**A.** Complete each sentence with the correct verb form and tense of *interpret*, *misinterpret*, or *reinterpret*.

- Mr. Wang was upset that the employees had misinterpreted his instructions.
- The trail map was difficult to \_\_\_\_\_ because the trail lengths weren't drawn accurately.
- In order for a person to find geocaches, a GPS device has to \_\_\_\_\_ the cache's coordinates.
- The Peters Projection World Map offers a(n) \_\_\_\_\_ of the traditional world map. In it, country sizes are shown in their true proportions.
- The vehicle's GPS device \_\_\_\_\_ the address and directed the driver to the wrong location.

**B.** Complete the Word Form Chart below with the correct forms of the target words. Use a dictionary to check your answers.

concept	displace	interval	stabilize
conceptual	displaced	stability	stable
conceptually	displacement	stabilization	

Word Form Chart			
Noun	Verb	Adjective	Adverb
<i>concept</i>			

Word Form Chart			
Noun	Verb	Adjective	Adverb
equation	equate	_____	_____
principle	_____	principled unprincipled	_____
volunteer	volunteer	voluntary	voluntarily

## About the Topic

Geocaching is a sport in which people, called geocachers, look for items other geocachers hide in public places. The items, such as wooden tokens or plastic toys, are not valuable. The excitement comes from searching for them. People use hand-held GPS (Global Positioning System) devices or apps on their smartphones to find the locations of the items.

## Before You Watch

Read these questions. Discuss your answers in a small group.

1. Do you like to search for hidden items?
2. Why do you think people like to search for hidden items?
3. Have you ever used a GPS device? If so, what for?

## Watch

Read the Listen for Main Ideas activity below.  
 Go online to watch news clips about the sport of geocaching.



## Listen for Main Ideas

Read the questions about the video. Work with a partner to ask and answer these questions.

1. How do people use GPS in geocaching?
2. Why are the people in the video excited about geocaching?
3. What kind of data do people need to interpret for geocaching?
4. What happens after geocachers find a hidden cache?
5. What is the most important principle geocachers follow?



**NOTE-TAKING SKILL**

**Synthesizing Information**

**LEARN**

Synthesizing information means combining many parts to make a logical whole. Students often receive information about one topic from multiple sources. For example, your professor may ask you to read an article about a specific place and then show you a video about it. Each source probably has some information that the other one does not. As you review your notes, you will want to make connections between the two sources. This is called *synthesizing information*. After synthesizing, you may be able to make conclusions that you could not make with just one source of information.

- A.** Read the example of *synthesized* information. Information from both sources, the magazine and video, are necessary to come to the conclusion.

Information from <i>Outdoor Excursions</i> magazine:	Information from <i>Adventure Quest</i> video:
<ul style="list-style-type: none"> <li>• Tourists love that Buenos Aires, Argentina, has an average annual temperature of 64 degrees Fahrenheit.</li> <li>• Los Angeles, California, has warm summers and mild winters that make it a perfect travel destination.</li> </ul>	<ul style="list-style-type: none"> <li>• Buenos Aires and Los Angeles are approximately 6,000 miles apart.</li> <li>• Both cities are a nearly equal distance from the equator.</li> </ul>

*Even though they are far apart, Buenos Aires and Los Angeles both have nice weather because they are similar distances from the equator.*

**APPLY**

- A.** Ask five of your classmates these questions and record their answers. Next, compare and contrast your classmates' responses. Finally, *synthesize* the information to make generally true statements about your classmates.

1. What time did you leave home this morning?
2. What will you do after this class?
3. How much time do you spend doing homework each day?

- B.** The people in the video are sources of information about geocaching. Watch the video again and take notes on the information each person gives. *Synthesize* the information you heard in order to write at least two conclusions based on both sources.

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- C.** Work with a partner. Compare your conclusions.

**Vocabulary Activities**

Word Form Chart			
Noun	Verb	Adjective	Adverb
compound	compound	compounding	_____
imposition	impose	imposing	_____
manual	_____	manual	manually
passivity	_____	passive	passively
ratio	_____	_____	_____
uniqueness	_____	unique	uniquely

**A.** Using the target words in the Word Form Chart, complete the paragraph below. Be sure to use the correct form and tense of each word.

National parks are a treasure for any country. These parks capture the beauty and individuality of the local natural world. They also preserve that beauty and uniqueness for future generations. To minimize the negative impact (1) people have on these places, park rangers have to \_\_\_\_\_ certain (2) rules. Visitors can use tents or stay in recreational \_\_\_\_\_ created by (3) the rangers. These \_\_\_\_\_ have wooden cabins that visitors can stay (4) in overnight. Overnight camping in some national parks is a \_\_\_\_\_ (5) experience because park rangers put on shows to entertain overnight campers. The \_\_\_\_\_ of visitors to rangers is 20-to-1, so rangers often (6) entertain large groups of people. The rangers discourage \_\_\_\_\_ by (7) making these shows active for the visitors. Visitors often go on night hikes and identify nocturnal, or nighttime, animals. In the morning, visitors can \_\_\_\_\_ enter the names of the animals they identified into a database. (8) Visitors enjoy the work; it's not an \_\_\_\_\_ on them. It's part of the (9) effort to identify, count, and protect the animals that live in the park. Everyone has a role to play in preserving these national parks.

The word *compound* has slightly different meanings depending on its context.

A *compound* refers to “an area surrounded by a fence or wall in which a group of buildings stands.”

(1) *Geocachers hide caches in old military compounds.*

Additionally, *compound* may refer to “a substance formed by a chemical reaction of two or more elements in fixed amounts relative to each other.”

(2) *Water is a compound made of two hydrogen atoms and one oxygen atom.*

The word can also mean “a noun, adjective, or verb made of two or more words.”

(3) *Homework is an example of a compound noun.*



**B.** Using the sample definitions above, list different words related to each meaning (1–3) of *compound* discussed above. Explain your answers to a partner.

Compound (1)	Compound (2)	Compound (3)
1. <i>military compound</i>	1. <i>water</i>	1. <i>homework</i>
2.	2.	2.
3.	3.	3.

**C.** Complete the following sentences using the correct form of *impose*. When finished, discuss with a partner what it means to be in an imposing situation.

- Monitoring geocaches can sometimes be an imposition for park rangers.
- When geocachers don't ask before hiding their caches in national parks, they \_\_\_\_\_ on the park rangers' goodwill.
- It can be an \_\_\_\_\_ to ask park rangers to bend park rules to accommodate geocaching.
- Borrowing someone's GPS device to geocache is an \_\_\_\_\_ if you don't return it promptly!

**D.** Find the most appropriate synonym and antonym for each target word from the list of words below.

	<b>synonym</b>	<b>antonym</b>	
1. compound	<u>combined</u>	<u>separate</u>	(closed / combined / individual / separate)
2. passive	_____	_____	(shy / assertive / uninvolved / thoughtful)
3. unique	_____	_____	(distinct / accurate / faithful / common)

## About the Topic

A national park is land set aside for people to enjoy. Park rangers work in national parks to ensure the parks' rules are followed. An important rule is people cannot leave litter, or trash, in a park. Another rule is that these public spaces should be left as they were found. These spaces have always been natural and wild, and they should be left that way for future generations to view and enjoy.

## Before You Listen

Read these questions. Discuss your answers in a small group.

1. Do you know or can you think of any rules people have to follow when visiting national parks?
2. When do you make exceptions to rules?
3. Are there places people shouldn't be allowed to hide geocaches? Explain.

## Listen

Read the Listen for Main Ideas activity below. Go online to listen to a student debate about geocaching in national parks.



## Listening for Main Ideas

Read the questions about the debate. Work with a partner to ask and answer these questions.

1. What is one possible negative effect of geocaching in national parks?
2. According to the students, how are geocaches different from litter?
3. What are the debaters' opinions about making an exception to park rules regarding geocaches?
4. What are two arguments for each side of the debate?

## PRESENTATION SKILL

## Participating in a Debate

### LEARN

A classroom debate is a well-organized argument about an issue. Students are assigned to one of two teams, either affirmative or negative. The affirmative team, sometimes called *for*, argues in favor of something and the negative team, sometimes called *against*, argues against it.

Word	Sublist	Location
shift	3	L2, U7
<b>significant</b>	<b>1</b>	<b>L3, U2</b>
similar	1	L1, U5
<b>simulate</b>	<b>7</b>	<b>L3, U4</b>
site	2	L0, U5
so-called	10	L2, U9
sole	7	L4, U10
<b>somewhat</b>	<b>7</b>	<b>L3, U7</b>
source	1	L1, U1
specific	1	L1, U6
specify	3	L1, U8
sphere	9	L4, U6
<b>stable</b>	<b>5</b>	<b>L3, U10</b>
<b>statistic</b>	<b>4</b>	<b>L3, U8</b>
status	4	L0, U4
<b>straightforward</b>	<b>10</b>	<b>L3, U6</b>
strategy	2	L2, U2
<b>stress</b>	<b>4</b>	<b>L3, U7</b>
structure	1	L2, U1
style	5	L2, U2
submit	7	L1, U10
subordinate	9	L4, U3
<b>subsequent</b>	<b>4</b>	<b>L3, U5</b>
subsidy	6	L4, U8
substitute	5	L2, U3
<b>successor</b>	<b>7</b>	<b>L3, U6</b>
sufficient	3	L4, U2
<b>sum</b>	<b>4</b>	<b>L3, U9</b>
summary	4	L1, U3
supplement	9	L2, U6
survey	2	L2, U6
survive	7	L2, U9
suspend	9	L4, U5
<b>sustain</b>	<b>5</b>	<b>L3, U1</b>
symbol	5	L0, U8
<b>tape</b>	<b>6</b>	<b>L3, U8</b>
target	5	L2, U6
task	3	L0, U5
team	9	L0, U3
<b>technical</b>	<b>3</b>	<b>L3, U3</b>
<b>technique</b>	<b>3</b>	<b>L3, U5</b>
technology	3	L2, U10
temporary	9	L0, U8
tense	7	L2, U6
terminate	7	L4, U10
text	2	L0, U1
theme	7	L1, U5
<b>theory</b>	<b>1</b>	<b>L3, U8</b>
thereby	7	L4, U7
thesis	7	L4, U7

Word	Sublist	Location
topic	7	L0, U6
trace	6	L4, U5
tradition	2	L0, U2
transfer	2	L1, U6
<b>transform</b>	<b>6</b>	<b>L3, U1</b>
transit	5	L2, U8
transmit	7	L4, U1
transport	6	L1, U1
trend	5	L1, U4
trigger	9	L4, U1
<b>ultimate</b>	<b>7</b>	<b>L3, U8</b>
undergo	10	L4, U9
underlie	6	L4, U5
undertake	4	L4, U2
uniform	7	L2, U4
unify	9	L2, U5
<b>unique</b>	<b>7</b>	<b>L3, U10</b>
<b>utilize</b>	<b>6</b>	<b>L3, U1</b>
<b>valid</b>	<b>3</b>	<b>L3, U8</b>
vary	1	L2, U1
vehicle	7	L1, U1
version	5	L1, U7
via	7	L4, U4
violate	9	L4, U3
<b>virtual</b>	<b>8</b>	<b>L3, U3</b>
visible	7	L2, U6
vision	9	L0, U8
<b>visual</b>	<b>8</b>	<b>L3, U7</b>
volume	3	L1, U8
<b>voluntary</b>	<b>7</b>	<b>L3, U10</b>
welfare	5	L4, U9
whereas	5	L4, U5
whereby	10	L4, U10
widespread	7	L2, U3

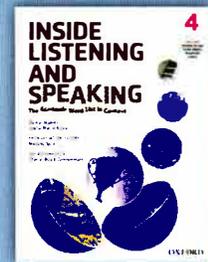
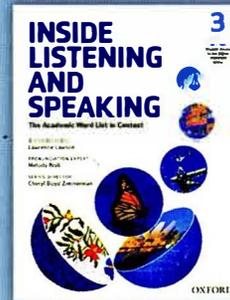
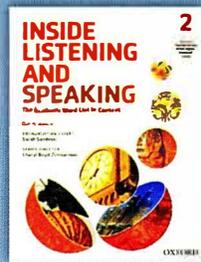
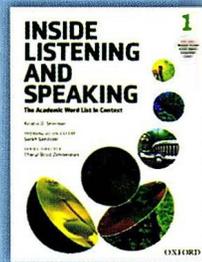
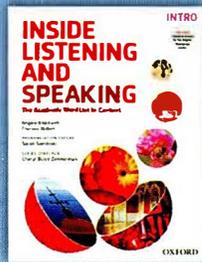
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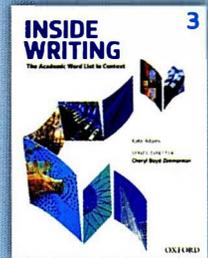
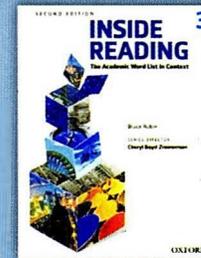
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