



NATIONAL
GEOGRAPHIC
LEARNING

TED TALKS

21ST Century Communication

LISTENING, SPEAKING, AND CRITICAL THINKING

Second Edition

LAURIE BLASS
LIDA BAKER

1

21ST Century **Communication 1**

LISTENING, SPEAKING, AND CRITICAL THINKING

Second Edition

LAURIE BLASS

LIDA BAKER

DAVID BOHLKE

RICHARD WALKER



Topics and Featured Speakers

1

Team Success

Q: What makes a good team?

MALAIKA VAZ

What Makes a Good Team?



2

The Power of One

Q: Can our individual actions really make a difference?

IMOGEN NAPPER

The Power of Consumers



3

Big Decisions

Q: How can we choose the right career?

GAB MEJIA

Combining Your Passions



4

Changed by Technology

Q: How is technology changing our lives?

KAROLIINA KORPPOO

How a Video Game Might Help Us Build Better Cities



5

Give Thanks

Q: Who do we appreciate?

JARRETT J. KROSOCZKA

Why Lunch Ladies Are Heroes



6

Learning Better

Q: How can we get better at what we do?

RAMSEY MUSALLAM

3 Rules to Spark Learning



7

The Livable City

Q: What makes a city livable?

MOSHE SAFDIE

How to Reinvent the Apartment Building



8

Every Voice Matters

Q: How can we make sure everyone is heard?

LYDIA GIBSON

Being a Responsible Researcher



Scope and Sequence

UNIT / THEME		LESSONS		
		VOCABULARY	VIEWING	LANGUAGE
1		Words related to communication Collocations with <i>opinion</i>	▶ A presentation about disagreement Note-taking Skill Write key words and short sentences Listening Skill Listen for reasons	▶ A conversation about teamwork Give reasons for issues related to team communication Communication Skill Give reasons
2		Words related to food and the environment Collocations with <i>solve</i>	▶ A video about food waste Note-taking Skill Use an outline Listening Skill Listen for numbers and statistics	▶ A podcast about plastic waste Give suggestions for making lifestyle changes Communication Skill Give suggestions
3		Words related to careers Noun and verb forms of <i>advice</i> , <i>decide</i> , <i>interest</i> , and <i>specialize</i>	▶ A talk about career paths Note-taking Skill Use a T-chart Listening Skill Make inferences	▶ A conversation about a job fair Express opinions on jobs Communication Skill Express opinions
4		Words related to virtual reality technology Collocations with <i>virtual</i>	▶ A video podcast about virtual reality travel Note-taking Skill Indent details Listening Skill Listen for signposts	▶ A report about virtual reality in professional sports Discuss the disadvantages of using virtual reality Communication Skill Use listing signals
5		Words related to giving thanks Word forms related to giving thanks	▶ A lecture about gratitude Note-taking Skill Use a mind map Listening Skill Listen for key words and phrases	▶ A conversation about appreciating simple things Use examples to support your ideas Communication Skill Support ideas with examples
6		Words related to learning Collocations with <i>mistake</i>	▶ A discussion about learning skills Note-taking Skill Use abbreviations Listening Skill Recognize a speaker's tone and feelings	▶ A conversation about learning strategies Share ideas for improving skills Communication Skill Show interest
7		Words related to livable cities Collocations with <i>indoor</i>	▶ A lecture about public spaces in cities Note-taking Skill Review notes Listening Skill Listen for problems and solutions	▶ A conversation about the lack of "third places" in a city Provide solutions to problems Communication Skill Talk about solutions
8		Words related to sharing opinions Adjective and adverb word forms	▶ A presentation about the value of different personality types Note-taking Skill Record definitions Listening Skill Listen for listing words and phrases	▶ A conversation about listening in meetings Discuss ways to listen better Communication Skill Rephrase key ideas

LESSONS				
D COMMUNICATION	E VOCABULARY	F VIEWING	G CRITICAL THINKING	H PRESENTATION
 Communication issues in a school club Give suggestions to improve communication in a school club	Words related to forming teams Collocations with <i>project</i>	 NG Explorer <i>What Makes a Good Team?</i> Malaika Vaz Pronunciation Skill Contractions with <i>be</i>	Analyze an infographic about roles in a team Synthesize and evaluate ideas about forming good teams	Individual presentation: What makes a good team Presentation Skill End with a strong conclusion
 Waste management rules in Germany Examine practices for waste reduction	Words related to consumer choice Suffixes <i>-ful</i> and <i>-less</i>	 NG Explorer <i>The Power of Consumers</i> Imogen Napper Pronunciation Skill Syllable stress	Analyze an infographic about the environmental impact of different types of bags Synthesize and evaluate ideas about ways to protect the environment	Individual presentation: Things that individual consumers can do to protect the environment Presentation Skill Focus your topic
 Different career paths Give advice on career choice	Words related to pursuing interests Collocations with <i>main</i>	 NG Explorer <i>Combining Your Passions</i> Gab Mejia Pronunciation Skill Thought groups and pausing	Analyze an infographic about the usefulness of degrees Synthesize and evaluate ideas about career paths	Individual presentation: Recommend suitable career options Presentation Skill Use a suitable tone
 A review of a VR video game Design a new VR app	Words related to video games Collocations with <i>likely</i> and <i>unlikely</i>	 TED Talk <i>How a Video Game Might Help Us Build Better Cities</i> Karoliina Korppoo Pronunciation Skill Statement intonation	Analyze an infographic about the benefits of video games Synthesize and evaluate ideas about video games and VR technology	Group presentation: Impact of video games and VR technology on our lives Presentation Skill Introduce examples
 An experiment about expressing gratitude Examine the impact of expressing gratitude	Words related to people we are thankful for Synonyms for <i>amazing</i> , <i>meaningful</i> , and <i>creative</i>	 TED Talk <i>Why Lunch Ladies Are Heroes</i> Jarrett J. Krosoczka Pronunciation Skill Sentence stress	Analyze an infographic about the most and least respected jobs Synthesize and evaluate ideas about the effects of expressing gratitude	Group presentation: Ways to show appreciation Presentation Skill Tell a personal story
 A conversation about problems related to learning Give tips for learning	Words related to curiosity Word forms of <i>curiosity</i> , <i>explanation</i> , <i>information</i> , <i>fascination</i> , and <i>continuation</i>	 TED Talk <i>3 Rules to Spark Learning</i> Ramsey Musallam Pronunciation Skill Intonation in questions	Analyze an infographic about important questions in life Synthesize and evaluate ideas about tips for learning	Individual presentation: How we can get better at what we do Presentation Skill Consider your audience
 A presentation about solutions to make a city more livable Suggest solutions for problems in cities	Words related to designing buildings Collocations with <i>building</i>	 TED Talk <i>How to Reinvent the Apartment Building</i> Moshe Safdie Pronunciation Skill Link words	Analyze an infographic about livable cities Synthesize and evaluate ideas about solutions for livable cities	Group presentation: A proposal for creating a more livable city Presentation Skill Organize a problem-solution presentation
 Recommendations for encouraging people to share opinions Suggest ideas for getting opinions heard	Words related to surveys Prefixes and suffixes in antonyms	 NG Explorer <i>Being a Responsible Researcher</i> Lydia Gibson Pronunciation Skill Vowels in unstressed syllables	Analyze an infographic about crowdsourcing Synthesize and evaluate ideas about getting opinions	Group presentation: How to conduct research for a project Presentation Skill Give definitions

Welcome to 21st Century Communication, Second Edition

21st Century Communication Listening, Speaking, and Critical Thinking uses big ideas from TED and National Geographic Explorers to look at one topic from different perspectives, present real and effective communication models, and prepare students to share their ideas confidently in English. Each unit develops students' listening, speaking, and critical thinking skills to achieve their academic and personal goals.



3

Big Decisions

Q How can we choose the right career?

Mahmoud Elkomy's childhood dream was to see technology created in his country, Egypt, being used around the world. He chose to study engineering at university, and now he invents robots that can solve global problems. In 2021, he received a silver medal at the Geneva International Exhibitions of Inventions for one of his inventions, Cira—a robot that cares for patients with diseases.

Just like Elkomy, most of us hope to be successful in our careers. But choosing a college major and career that is right for us can be challenging. How do we know if we are making the right decision? In this unit, we look at different types of career paths and the workplace of the future.

THINK and DISCUSS

- 1 Look at the photo and read. What types of skills do you think are needed to create a robot?
- 2 Look at the essential question introduction. What do you think your career?

Each unit opens with an **impactful photograph** to introduce the topic and act as a springboard for classroom discussion.

Q How can we choose the right career?

Mahmoud Elkomy's childhood dream was to see technology created in his country, Egypt, being used around the world. He chose to study engineering at university, and now he invents robots that can solve global problems. In 2021, he received a silver medal at the Geneva International Exhibitions of Inventions for one of his inventions, Cira—a robot that cares for patients with diseases.

Just like Elkomy, most of us hope to be successful in our careers. But choosing a college major and career that is right for us can be challenging. How do we know if we are making the right decision? In this unit, we look at different types of career paths and the workplace of the future.

NEW The **Essential Question** outlines the central idea of the unit and directs students' focus to the main topic.

UPDATED **Building Vocabulary** uses infographics and readings to introduce vocabulary in context and teach words and phrases needed for academic studies.

UNIT 3

Building Vocabulary

LEARNING OBJECTIVES

- Use ten words related to careers
- Use noun and verb word forms

LEARN KEY WORDS

A Listen to and read the information below. What things do people think about when they choose their major? Discuss with a partner.

CHOOSING COLLEGE MAJORS

When they **decide** on a college major, many students get **advice** from family, **career** advisors, or teachers. Often they are told to think about two things: their **talents** and their **interests**. In other words, the best choice is one that **combines** what they are good at with what they enjoy.

But those are not the only factors that students consider. In many countries, students prefer to study business because **specialists** in this field usually get jobs with high **pay**. Many students also choose engineering for the same reason.

Another thing students **consider** is whether it will be easy to get a job. Nursing, medicine, and other health-related majors are **popular** choices because there are usually many jobs available. In addition, many students choose these careers because they want to help other people.

Source: Hannon, Melissa. "College Graduate Statistics" (EducationData.org 2021)

Field	Percentage
Business	19.4%
Healthcare	12.1%
Social Sciences & History	8.1%
Psychology	5.5%
Biological & Biomedical Sciences	5.9%
Engineering	5.9%
Communication & Journalism	4.7%
Visual & Performing Arts	4.6%
Education	4.3%
Other Fields	28.5%
Agriculture	0.5%

Student doctors working on a prosthetic arm at a medical school in South Africa.

Big ideas inspire many viewpoints. What's yours?

UNIT 3

Viewing and Note-taking

BEFORE VIEWING

A Listen to a short passage about the advantages and disadvantages of taking time off after college to volunteer. Complete the T-chart below.

Advantages	Disadvantages

B You are going to listen to a talk by a career advisor. Have you spoken to a career advisor before? If you have, how was your experience? If you have not, do you think it would be helpful? Discuss with a partner.



A team of volunteers cleaning up garbage at a mangrove forest in Bangkok, U.S.A.

Note-taking Skill
Using a T-chart

A T-chart is a chart with two columns. It is useful for comparing two things, for example, listing the advantages and disadvantages of something. Using a T-chart is a quick way to organize your notes efficiently.

WHILE VIEWING

C **LISTEN FOR MAIN IDEAS** Watch the talk. Check (✓) the sentence that gives the main idea of the talk.

- Most people don't know what they want to do in the future.
- It is possible to combine skills or explore different interests in one's career.
- Multipotentialites explore different fields before deciding on one career.
- It will become more difficult for specialists to succeed in the modern world.

D **LISTEN FOR DETAILS** Watch the talk again. Complete the T-chart below.

Hybrid professional	Multipotentialite
• Experts in 1 _____ area	• Does many "_____ jobs
• _____ two or more skills	• Has a variety of _____
• Highly unique work that helps them _____	• Quick at _____
	• More able to adapt to _____

E MAKE INFERENCES Check (✓) the answers to the following questions.

- Which of the following advice do you think the speaker would give?
 - You should only explore things that you are good at.
 - If you have more than one interest, you should not specialize.
 - It's good to have a career that is unique.
- What conclusion can we draw about careers based on the presentation?
 - Hybrid professionals and multipotentialites did not exist in the past.
 - In the past, people believed that only specialists could have successful careers.
 - There are more hybrid professionals than specialists in the modern world.

Listening Skill
Making Inferences

When we make an inference, we use information that we have to make a guess about the speaker's view on the topic. We draw conclusions based on what the speaker says and the way the speaker says it.

PART 1 47

UNIT 3

Noticing Language

LEARNING OBJECTIVES

- Notice language for expressing opinions
- Express opinions

LISTEN FOR LANGUAGE Express opinions

A Read the options below. Underline the phrases that tell you these statements are opinions.

- I think that following your passion is more important than earning lots of money.
- We can have many interests, but I don't believe that a person can be good at more than one thing.
- In my opinion, everyone thinks about what they want to work as before they start college.
- Most people want to change their careers later in life, so I don't think it's good to specialize in one area.

B Listen to the following excerpts from the talk in Lesson B. What phrases does the speaker use to express his opinion? Complete the sentences with the correct words.

- But for many others, _____ it's the right question.
- If you can't decide what you want to do with your life, _____ that's OK.
- _____, specialists, hybrid professionals, and multipotentialites all have qualities that are really important in the modern world.
- _____ it doesn't matter if you have one interest or many.

C Listen to a conversation between two friends. Number the phrases in the order you hear them.

- In my opinion
- I think
- I don't think
- I believe that

D Listen to the conversation again. What opinions do Claire and Ali have? Check (✓) the correct statements.

Claire

- The job fair was not very helpful.
- The jobs at the job fair were not very interesting.
- We need to start specializing early to have a successful career.

Ali

- We don't have to specialize early to be successful.
- Trying different things can be helpful if you have a clear idea of what you want.
- Taking your time to decide on a career could mean falling behind in the beginning.



COMMUNICATE

E Work with a partner. Discuss the questions below.

- Why do you think Claire did not find the job fair helpful?
- What do you think are some disadvantages of trying out different things before specializing?

F Note an example for each prompt below and give a reason for your choice.

- A good job for you _____
- A difficult job _____
- A job that requires many talents or skills _____
- A job that is fun _____
- A job that is good for people who prefer to work alone _____

G Work in groups. Take turns sharing your ideas in Exercise F. Ask follow-up questions. Were any of the jobs you chose the same?

In my opinion, writing movie reviews is a fun job. You get to watch lots of great movies!

I think that being a nurse is a very difficult job. You have to work long hours, and it's very stressful.

PART 1 49

NEW Noticing Language provides students with useful language structures and communication skills to share their ideas confidently.

Communication Skill

Expressing Opinions

Your opinion is what you think or feel about something. You can use the phrases below to introduce your opinion.

I (don't) think (that) ...
I (don't) believe (that) ...
In my opinion ...

NEW Communicating Ideas encourages students to express their opinions, make decisions, and explore solutions to problems through collaboration.

UNIT 3
Communicating Ideas

LEARNING OBJECTIVES

- Use appropriate language to express opinions
- Collaborate to advise someone about career choices

ASSIGNMENT
Task: You are going to collaborate with a partner to learn about a person's interests and advise on career choices.

LISTEN FOR INFORMATION

A **LISTEN FOR DETAILS** Listen to a passage about three people and their different careers. Check (✓) the statements that are true.

- ☐ Zara Rutherford is the first in her family to become a pilot.
- ☐ Zara Rutherford's dream is to become an astronaut.
- ☐ Leonardo da Vinci had many different talents and skills.
- ☐ Leonardo da Vinci worked as an engineer before he decided to become a painter.
- ☐ Julia Collins combines her skills to create unique products.
- ☐ Julia Collins became a chef for a robot pizza company.

B **LISTEN FOR MAIN IDEAS** Listen again and write the names of the three people in the correct column.

Multipotentialite	Hybrid professional	Specialist
• _____	• _____	• _____

C Work with a partner. Think of five famous people. What careers do they have? Which category do they fall into? Note their names and careers in the chart in Exercise B.

D Work with a partner. What do you think about the careers of the people listed in Exercise B? Share your opinions and explain your ideas.

It's amazing how Julia Collins managed to find a way to combine her talents. I believe she must've tried many things before she succeeded.

I think maybe Leonardo da Vinci should have just continued as a painter for his entire career. He explored so many different careers but he's still most famous for his paintings.

COLLABORATE

E Work with a partner. Read about Olivia. What are some possible jobs that Olivia could consider?

Olivia
Olivia is graduating from college soon and needs some advice on the best career to choose. She is good at biology, enjoys being with people, and is thinking about studying medicine. She likes to travel and would love to work overseas. Olivia is also a talented musician and she sings in a band. Some of her friends say she should make music her career.

Possible jobs: _____

F Make a recommendation for Olivia. Which job would you recommend to Olivia? Which career path do you think would be best for her: specialist, hybrid professional, or multipotentialite? Give reasons for your recommendation.

Final recommendation: _____

Reasons: _____

G Share your recommendation with the class. What are the most popular job recommendations for Olivia?

Checkpoint

Reflect on what you have learned. Check your progress.

I can ... understand and use words related to careers.

advice interest	career pay	combine popular	consider specialist	decide talent
☐ use noun and verb forms of advice, decide, interest, and specialize.				
☐ watch and understand a talk about career paths.				
☐ use a T-chart to take notes.				
☐ make inferences based on what the speaker says.				
☐ notice language for expressing opinions.				
☐ use language for expressing opinions.				
☐ collaborate and communicate effectively to advise on career choices.				

UNIT 3
Viewing and Note-taking

LEARNING OBJECTIVES

- Watch and understand a talk about combining passions
- Notice the use of thought groups and pausing

NATIONAL GEOGRAPHIC EXPLORER

Gab Mejia is a storyteller, engineer, photographer, and writer. In his talk, *Combining Your Passions*, he describes how he found a way to use his skills as an engineer and nature photographer to create unique work opportunities.

BEFORE VIEWING

A Look at the title of Gab Mejia's talk. What passions or interests do you have? Do you think it's possible to combine them with your career? Discuss with a partner.

NATIONAL GEOGRAPHIC EXPLORER



“Combining your passions could lead you to more opportunities and dreams.”

UPDATED Viewing and Note-taking uses big ideas from TED and National Geographic Explorers to present another aspect of the unit theme and help students improve their academic listening, note-taking skills, and pronunciation.

NEW Thinking Critically gives students a chance to synthesize, analyze, and evaluate the unit's ideas and find their voice in English.

LEARNING OBJECTIVES

- Interpret an infographic about the usefulness of degrees
- Synthesize and evaluate ideas about career paths

UNIT 3

Thinking Critically

LEARNING OBJECTIVES

- Interpret an infographic about the usefulness of degrees
- Synthesize and evaluate ideas about career paths

ANALYZE INFORMATION

A Look at the infographic and answer the questions. Discuss your answers with a partner.

- What were the most common reasons the graduates thought their degree was worth doing? What are some possible reasons for their choices?
- Do you think it is worth getting a degree? Why, or why not?

IS A DEGREE USEFUL?

Many students decide to go to college or university because they believe that it will help them get a better job in the future. But how useful is a degree actually? A YouGov survey in 2020 asked U.K. graduates the reasons they thought their degree was worth doing. The top reason was not to find a good job or develop a career, but to get knowledge and new skills. The most common reason was to experience life as a student.

One explanation for the results could be that nearly half of the graduates were now working in a field unrelated to their degree. Therefore, their degrees were not very useful for their jobs. But does this mean that the graduates felt that their degree was a waste of time? In fact, only 8% of the graduates wished they had not gone to university. However, it is worth noting that nearly two in five graduates said that they would choose a different major if they could decide again.

Source: YouGov (2020)



B Listen to a podcast about Industry 4.0. How are the third and fourth industrial revolutions different? Circle the correct words in the T-chart.

Industrial Revolutions	
Third	Fourth
- Began in 'early / late 20th century - Technology became 'digital / global - Appearance of 'electronics / automobiles and IT → Factories made products automatically	- More advanced 'workers / technology → AI, robots, 3D printing - Inventions 'combining / dividing different fields - Physical and digital world 'separated / connected

C Listen to the podcast again. Check (x) the statements that best describe Industry 4.0.

- ☐ Technology will take over jobs and there will be very few jobs left.
- ☐ People will spend most of their time in the digital world.
- ☐ Jobs will be constantly changing at a fast rate.
- ☐ Education will no longer be able to help students prepare for their careers.
- ☐ Workers will need a variety of skills, including technical skills.

D Work with a partner. Think of the skills you have learned at school or college. Which ones do you think will be most useful for your job in the future? Why?

COMMUNICATE Synthesize and evaluate ideas

E What advice do you think the speakers in this unit would have for students who are preparing for Industry 4.0?

University career advisor in Lesson B:

Gab Maja in Lesson F:

F What can you do to help you do well in the Industry 4.0 environment? Discuss with a partner.

I think it's good not to specialize too quickly. Maybe I can be a multipotentialite. I'd be ready to take on any job in the future!

I think I'll try to combine my interests. My interests are math and music. I believe that having a unique career will be good for my future.

PART 2 59

UPDATED Putting It Together has students prepare, plan, and present their ideas clearly and creatively in a final assignment.

UNIT 3

Putting It Together

LEARNING OBJECTIVES

- Research, plan, and present options for careers
- Use a suitable tone when presenting

ASSIGNMENT

Individual presentation: You are going to take on the role of a career advisor and present some career options to a classmate.

PREPARE

A Review the unit and the various perspectives on planning for a future career. Then interview your partner. Ask your partner the questions below to find the information you need. You can add your own questions.

Name: _____

What subjects do you enjoy or are you good at? _____

What are your main interests outside of work/college? _____

What would you say are your best skills? _____

Would you prefer to work with people or on your own? _____

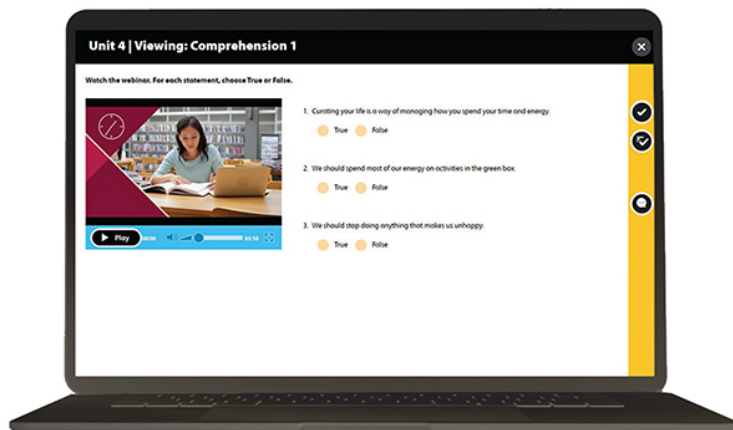
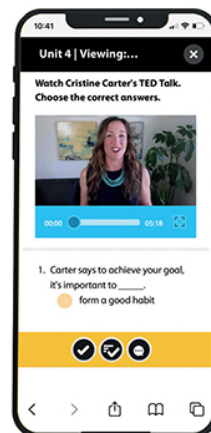
B Search online for jobs that could be suitable for your partner. Note any useful ideas below.

C Plan your presentation. Choose three suitable jobs from your list in Exercise B. Think about the career path that might be best for your partner—specialist, multipotentialite, or hybrid professional. Add details and explain your choices. Use the chart below to take notes.

Job / Career Path	Reasons

60 UNIT 3 Big Decisions

The **Spark** platform delivers your digital tools for every stage of teaching and learning, including auto-graded Online Practice activities, customizable Assessment Suite tests and quizzes, Student's eBook, Classroom Presentation Tool, and downloadable Teacher's Resources.



A pit stop during
the Formula One
Dutch Grand Prix in
Zandvoort, Netherlands.





1

Team Success

Q What makes a good team?

This picture shows a Formula One pit crew team working on a race car at a pit stop. The team has two seconds to complete their tasks. This includes changing the tires and checking parts of the car. All 22 members of the team have to work together to achieve this goal. What's the secret to their success? Why are some teams successful while others aren't? In this unit, we'll look at the factors that make a good team.

THINK and DISCUSS

- 1 Look at the photo and read the caption. What are the team members doing? What do you think are some challenges when working in such a large team?
- 2 Look at the essential question and the unit introduction. What are some teams you have worked in? Were they good teams? Why, or why not?

Building Vocabulary

LEARNING OBJECTIVES

- Use ten words related to team communication
- Use collocations with *opinion*

LEARN KEY WORDS

- A  Listen to and read the information below. What did the researchers find out about successful teams? Discuss with a partner.

Communication in Successful Teams

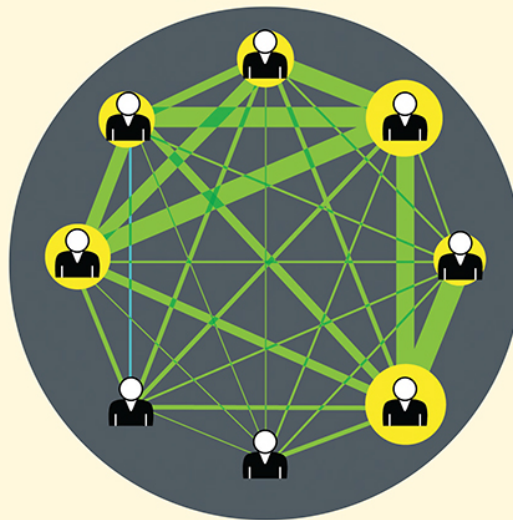
People have different **opinions** on how to build **successful** teams. Some believe that there are no fixed rules, but researchers at the Massachusetts Institute of Technology (MIT) **disagree**. The researchers observed several teams, and the **facts** were clear: The way people **communicated** was most important. The researchers looked at three things:

1. **ENERGY:** *the amount of time a **team member** spends communicating*
2. **ENGAGEMENT:** *how often a team member communicates with other members of the team*
3. **OUTSIDE COMMUNICATION:** *how often team members talk to people outside their team*

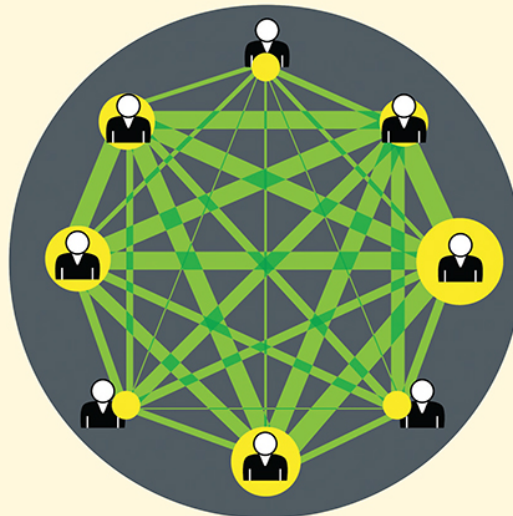
The researchers discovered that successful teams do similar things. All members spend about the same amount of time talking and listening. They **discuss** things with everyone on the team, not just the **leader**. They **encourage** face-to-face communication, and they often get new information and **ideas** from people outside the team.

Source: Harvard Business Review (2012)

Poorly Performing Team



High-Performing Team



KEY:

The circles show the energy of each team member.
The lines show the engagement between team members.

B Match the correct form of the words in **bold** in Exercise A with their meaning.

- | | |
|---|---|
| 1. _____ to talk about something
in detail | 6. _____ a person who belongs
to a group |
| 2. _____ a thought or suggestion | 7. _____ a person in control of
a group |
| 3. _____ something that we know
is true | 8. _____ to have a different
thought or belief |
| 4. _____ achieving what you want | 9. _____ to support something |
| 5. _____ to share or exchange
information | 10. _____ a belief about something |

C The words in the box collocate with the noun **opinion**. Complete the sentences with the correct form of the words.

share	change	have	ask
-------	--------	------	-----

1. When making a team decision, it is important to _____ for everyone's opinion.
2. The meeting today is a chance for everyone in the team to _____ their opinions.
3. I didn't like him at first. But after I got to know him, I _____ my opinion.
4. Sometimes it is hard to come to an agreement when everyone _____ a strong opinion.

D Complete the passage using the correct form of the words in **bold** from Exercise A.

Many researchers agree that face-to-face communication is important for team success. It is easier for team members to ¹_____ ideas when they can see each other's faces and body language. Alex Pentland and his team at MIT wanted to find out what made some teams more successful than others. They observed that what ²_____ talked about with each other did not seem to matter. However, successful teams ³_____ more often.

With their findings, Pentland's team gave a manager at a call center in Rhode Island the ⁴_____ to have employees take a break at the same time. This ⁵_____ people to talk to their team members outside of work. This change helped the call center employees become more ⁶_____—they had a 20% increase in productivity and reported that they felt happier in their jobs.

COMMUNICATE

E Work with a partner. Discuss the questions below.

1. What is especially important for you when you work in a team?
2. What are some other ways to encourage communication in a team?

Viewing and Note-taking

LEARNING OBJECTIVES

- Watch a presentation about disagreement
- Write key words and short sentences when taking notes
- Listen for reasons

BEFORE VIEWING

- A** Read the short passage in the box. Underline the key words—the words that show the meaning. Then use the key words to complete the notes below.

When two people disagree, they have different opinions about an idea. A disagreement can be unpleasant but not always harmful. However, a conflict, on the other hand, is mostly harmful. A conflict is a disagreement with negative emotions. The result is usually negative and can damage relationships.

Disagreement: Different opinions, unpleasant but not always harmful

Conflict: _____

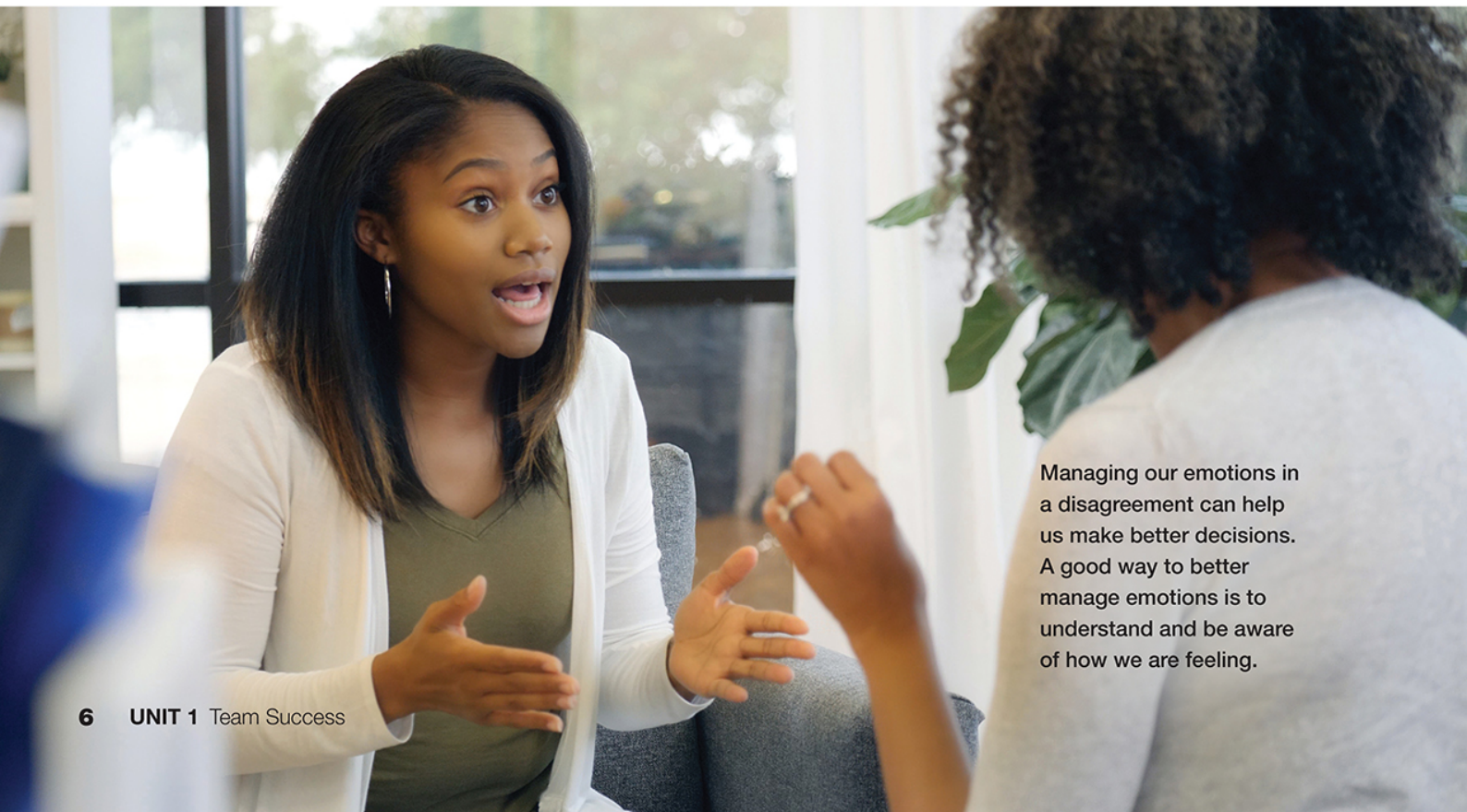
- B**  Listen to three sentences. Take notes by writing key words or short sentences.

1. _____
2. _____
3. _____

Note-taking Skill

Writing Key Words or Short Sentences

When you take notes, use key words and short sentences or phrases. Avoid long, full sentences. This helps you to write notes faster and avoid missing any important information.



Managing our emotions in a disagreement can help us make better decisions. A good way to better manage emotions is to understand and be aware of how we are feeling.

- C** You are going to watch a presentation about disagreement. Think of when you last disagreed with someone. What happened? How did you feel? Discuss with a partner.

WHILE VIEWING

- D**  **LISTEN FOR MAIN IDEAS** Watch the presentation. Check (✓) the sentence that gives the main idea of the presentation.

- a. ☐ Companies perform better when people avoid disagreements.
- b. ☐ Having disagreements is important for improving as a team or an organization.
- c. ☐ When having a disagreement, it is important to help others understand your emotions.

- E**  **LISTEN FOR DETAILS** Watch the presentation again. Complete the outline below.

How to have healthy disagreements

- Focus on ¹_____, not ²_____
 - Give ³_____
 - Don't make it ⁴_____
- Respect others and be ⁵_____
 - Build ⁶_____ → people care more
- See disagreement as ⁷_____
 - A way of thinking about ⁸_____
 - Help us make ⁹_____ decisions
- ¹⁰_____ team decisions

- F**  **LISTEN FOR REASONS** Listen to excerpts from the presentation. What reasons does the speaker give for these ideas? Complete the chart below.

Ideas	Reasons
We don't say what we think.	
Many managers don't discuss problems.	
We should respect others and be fair.	

Listening Skill

Listening for Reasons

When people talk about their ideas, they usually give reasons to explain them using words like *because* and *so*. We use *because* before the reason, and *so* after it.

AFTER VIEWING

- G** **APPLY** Work with a partner. Discuss the questions below. Explain your reasons. Use *because* and *so*.

- Why do people usually think disagreement at work is a bad thing?
- Do you find it easy or difficult to disagree with others? Why?

Noticing Language

LEARNING OBJECTIVES

- Notice language for giving reasons
- Give reasons to explain an idea

LISTEN FOR LANGUAGE *Give reasons*

A  Listen to the following excerpts from the presentation in Lesson B. Write the words the speaker uses to give reasons.

1. We often keep quiet and don't say what we think
_____ we can be good team members.
2. _____ that they're afraid of
disagreeing with others.
3. Secondly, we should respect others and be fair _____ that builds
trust in the team.
4. Thirdly, we should see disagreement as a good thing _____ it's a
way of thinking about a problem and it helps us make better decisions.

B Read the sentences. Circle the correct answers.

1. It's important to listen to other opinions **because** / **so** it helps us learn.
2. I wanted to get my team members' opinions, **because** / **so** I asked for a meeting.
3. **So** / **The reason why** a lot of people keep quiet in meetings is that they don't like to disagree.
4. He always thinks he's right, **so** / **the reason is** it's difficult to disagree with him.

C  Listen to a conversation between Maya and Sam about teamwork. For each statement below, write **T** (true) or **F** (false).

1. _____ Sam thinks that Jon talks too much in team meetings.
2. _____ Sam's teammates do not have ideas to share during meetings.
3. _____ Sam thinks Jon has bad ideas.
4. _____ Maya suggests that everybody write down their ideas before meetings.

D  Listen to the conversation again. What are the reasons for the following situations?

1. Sam had a difficult meeting with Jon.

Reason: _____

2. Jon often talks a lot during team meetings.

Reason: _____

Communication Skill

Giving Reasons

Speakers often give reasons for their ideas, or reasons for an event or situation. If your reasons are clear, your listeners will be more likely to understand your ideas.



To encourage people to participate in a meeting, it is important to first understand why people are not speaking up.

COMMUNICATE

E Choose a situation from the box below. Think of possible reasons and make notes. Then compare your ideas with a partner.

- Not many ideas are shared during project meetings.
- In group meetings, only the leader gives their opinion.
- Two people are always quiet during group discussions.
- No one ever disagrees during meetings.

Problem: _____

Possible reasons:

F Work in a group. Take turns speaking for one minute. Talk about the problems and possible reasons for them.

I think a possible reason why people stay quiet during discussions is that they don't want to say the wrong thing.

When only the group leader gives an opinion, it could be because the others are not interested.

Communicating Ideas

LEARNING OBJECTIVES

- Use appropriate language to give reasons
- Collaborate to give suggestions for better communication

ASSIGNMENT

Task: You are going to collaborate in a group to give suggestions to a school club president for better communication between club members.

LISTEN FOR INFORMATION

A  **LISTEN FOR MAIN IDEAS** Listen to Monica talking about an issue in her school club. Check (✓) the statements that are true.

- ☐ The problem in Monica's club is that most members don't have good ideas to share.
- ☐ The club members frequently disagreed with each other.
- ☐ Monica has given up on asking everyone for their opinions.
- ☐ Monica thinks it is bad that everyone agrees with her opinion.

B  **LISTEN FOR DETAILS** Listen again and complete the outline below.

Monica's club

- Everyone is encouraged to say what they think
→ Everyone can feel like ¹ _____
- In the beginning
 - Everyone wanted to ² _____
 - Could not reach an agreement → Resulted in ³ _____
- Now
 - Problem 1: ⁴ _____
→ Don't make the best decisions
 - Problem 2: No sharing of information → ⁵ _____

C Work with a partner. Look at your outline in Exercise B. Discuss the questions below.

1. Why does Monica's club encourage everyone to say what they think?
2. Why were there disagreements in the club?
3. Why is Monica concerned about the club?

COLLABORATE

- D** Work in a group. Look at Monica's problems in Exercise B. What do you think are the reasons for these problems? Make notes in the chart below.

Problem 1	Problem 2
Reasons:	Reasons:

- E** What are some things Monica could do to solve her problem? Write two suggestions for Monica and her club.

Suggestions:

1. _____
2. _____

- F** Share your group's ideas with the class. Give reasons for your suggestions. Are they similar to or different from the ideas of the other groups? Which ideas are the most popular?

Monica could ask the club members to share their ideas through email so they won't have to worry about other members disagreeing with their ideas.

We think it would be a good idea for Monica to speak with the members in small groups to get their feedback.

Checkpoint

Reflect on what you have learned. Check your progress.

- I can ...** ☐ understand and use words related to team communication.

communicate
idea

disagree
leader

discuss
opinion

encourage
successful

fact
team member

- ☐ use some common collocations with the word *opinion*.
- ☐ watch and understand a presentation about disagreement.
- ☐ write key words and short sentences when taking notes.
- ☐ listen for reasons.
- ☐ notice language for giving reasons.
- ☐ use language for giving reasons.
- ☐ collaborate and communicate effectively to give suggestions for better communication.

Malaika Vaz dives with manta rays in the Indian Ocean while investigating illegal trade of dried manta ray gill plates.

