

# OFFBEAT Jobs

## 1 FOCUS ON THE TOPIC

1. Look at the photo. What are the people doing? What is the man's job?
2. Read the title of the unit. *Offbeat* means unusual. A bike messenger has an offbeat job. Can you think of other offbeat jobs?
3. What is most important to you when choosing a job? Think about things like salary (how much money you make), hours, interest, safety (how safe or dangerous it is), workplace (indoors, outdoors, home, office), education, and number of job openings (how easy it is to find a job). Compare your answers as a class.

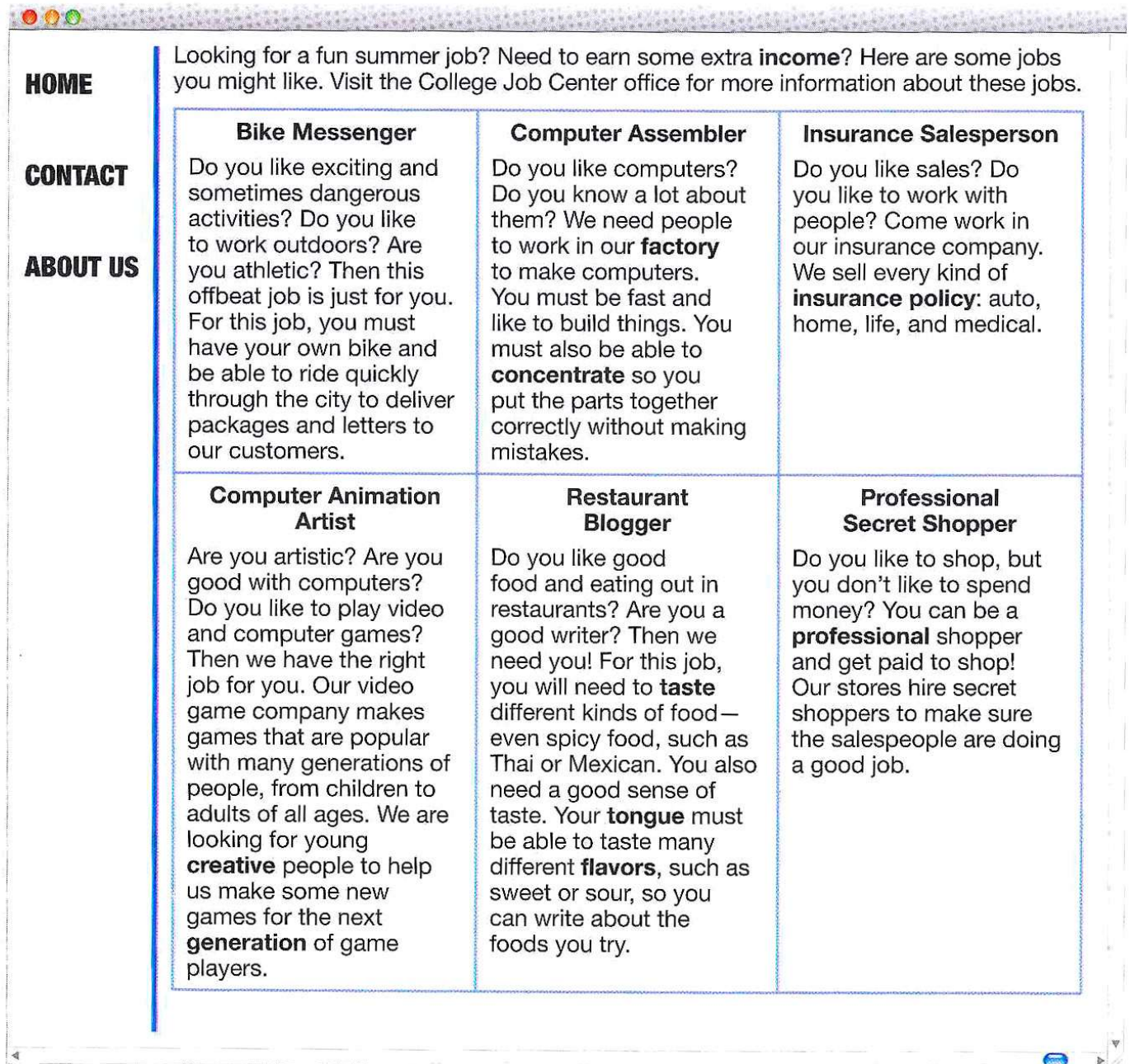
GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

## 2 FOCUS ON LISTENING

### LISTENING ONE WHAT'S MY JOB?

#### VOCABULARY

- 1  Read and listen to the job postings on a website for college students.



The screenshot shows a website interface with a navigation menu on the left and a grid of job postings. The navigation menu includes 'HOME', 'CONTACT', and 'ABOUT US'. The main content area has a header paragraph and a 2x3 grid of job listings. Each listing includes a job title and a short description.

Looking for a fun summer job? Need to earn some extra **income**? Here are some jobs you might like. Visit the College Job Center office for more information about these jobs.


<b>Bike Messenger</b> Do you like exciting and sometimes dangerous activities? Do you like to work outdoors? Are you athletic? Then this offbeat job is just for you. For this job, you must have your own bike and be able to ride quickly through the city to deliver packages and letters to our customers.	<b>Computer Assembler</b> Do you like computers? Do you know a lot about them? We need people to work in our <b>factory</b> to make computers. You must be fast and like to build things. You must also be able to <b>concentrate</b> so you put the parts together correctly without making mistakes.	<b>Insurance Salesperson</b> Do you like sales? Do you like to work with people? Come work in our insurance company. We sell every kind of <b>insurance policy</b> : auto, home, life, and medical.
<b>Computer Animation Artist</b> Are you artistic? Are you good with computers? Do you like to play video and computer games? Then we have the right job for you. Our video game company makes games that are popular with many generations of people, from children to adults of all ages. We are looking for young <b>creative</b> people to help us make some new games for the next <b>generation</b> of game players.	<b>Restaurant Blogger</b> Do you like good food and eating out in restaurants? Are you a good writer? Then we need you! For this job, you will need to <b>taste</b> different kinds of food— even spicy food, such as Thai or Mexican. You also need a good sense of taste. Your <b>tongue</b> must be able to taste many different <b>flavors</b> , such as sweet or sour, so you can write about the foods you try.	<b>Professional Secret Shopper</b> Do you like to shop, but you don't like to spend money? You can be a <b>professional</b> shopper and get paid to shop! Our stores hire secret shoppers to make sure the salespeople are doing a good job.

**2** Match the words on the left with the definitions on the right.

- |                                  |  |
|----------------------------------|--|
| <u>  d  </u> 1. concentrate      | a. thinking of new ways of doing things  |
| <u>  e  </u> 2. factory          | b. an agreement with an insurance company to be paid money in case of an accident, illness, or death |
| <u>  b  </u> 3. insurance policy | c. all the people who are about the same age   |
| <u>  a  </u> 4. creative         | <del>d. to be careful and pay attention</del>  |
| <u>  j  </u> 5. income           | e. a building where things are made  |
| <u>  i  </u> 6. taste            | f. the part inside your mouth that moves and is used for eating food and speaking                    |
| <u>  h  </u> 7. professional     | g. particular taste of a food or drink   |
| <u>  g  </u> 8. flavor           | h. doing something for money instead of for fun or pleasure  |
| <u>  c  </u> 9. generation       | i. try food by eating a little bit   |
| <u>  f  </u> 10. tongue          | j. the money you earn when you work  |

 [GO TO MyEnglishLab](#) FOR MORE VOCABULARY PRACTICE.

## PREVIEW

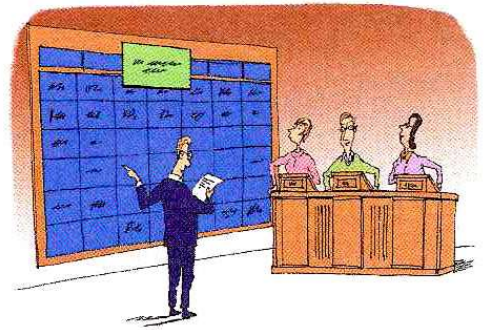
**1**  People can have many different kinds of jobs. Some are usual and some are offbeat.

Listen to the beginning of *What's My Job?* Circle the correct answer to complete each statement.

- You are listening to a \_\_\_\_\_.  
a. job interview      b. game show      c. radio show
- Wayne is a \_\_\_\_\_.  
a. host      b. contestant      c. guest

*(continued on next page)*

3. Rita is a \_\_\_\_\_.  
 a. host      b. contestant      c. guest
4. Peter is going to describe \_\_\_\_\_.  
 a. his job      b. his company      c. himself



**2** Make predictions. Circle more than one answer.

Peter will talk about . . .

- a. what he does.      c. how much money he makes.      e. what he likes to do.  
 b. where he works.      d. what he is like.


## MAIN IDEAS

**1** 🎧 Listen to *What's My Job?* Look at your predictions from the Preview section. Were any of them correct? Did your predictions help you understand the listening?

**2** Circle the correct answer to complete each statement.

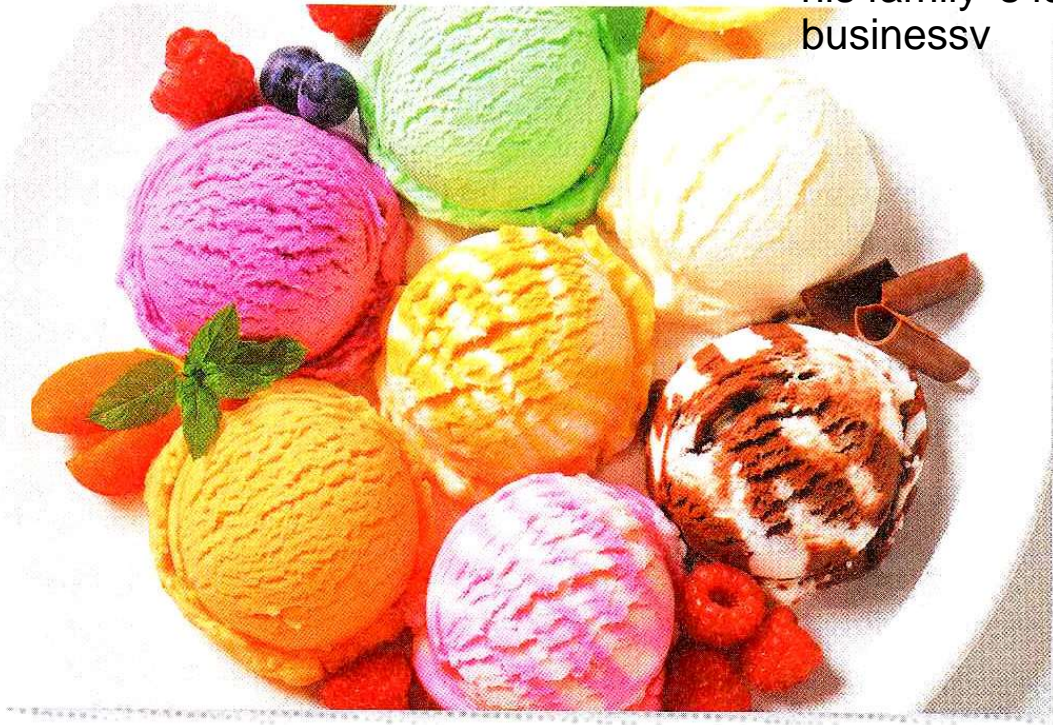
- Rita asks Peter questions to guess \_\_\_\_\_.  
 a. his last name      b. his job      c. his age
- Peter works in a \_\_\_\_\_.  
 a. restaurant      b. factory      c. bakery
- Peter is \_\_\_\_\_.  
 a. a factory worker      b. a chef      c. an ice-cream taster
- Peter has to be careful with \_\_\_\_\_.  
 a. his taste buds      b. the ice cream      c. the factory machines
- Peter thinks his job is \_\_\_\_\_.  
 a. tiring      b. great      c. dangerous

## DETAILS

 Listen to *What's My Job?* again. Then read each statement. Write **T** (true) or **F** (false). Correct the false statements.

- T** 1. Peter can be creative at work.
- T** 2. Peter thinks of new ice-cream flavors.
- F** 3. He eats all the ice cream at work. ( tastes a bit of the ice cream and then spits it out.. he would get too full)
- T** 4. He doesn't eat spicy foods.
- T** 5. He doesn't drink alcohol or coffee.
- F** 6. He smokes. ( doesn't smoke because he would hurt his taste buds
- T** 7. He has a one-million-dollar insurance policy on his taste buds.
- F** 8. He studied ice-cream tasting in school.

his family 's ice cream businessv




 [GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.](#)

## MAKE INFERENCES

### UNDERSTANDING THE USE OF HUMOR

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

Usually speakers use words to express their true meaning, but sometimes speakers want to be funny or humorous. We can often tell when people are using humor when they use words we don't expect. Their words may be surprising, or they may express the opposite of what they mean. We can also tell when people are using humor when they laugh or use a humorous sound in their voice.


 Listen to the example. Listen to the words and the tone of voice. Is the speaker expressing his true meaning, or is he using humor? What words or tone can you hear that tell you the speaker's meaning?

#### Example

**Host:** Gee, sounds like a difficult job, Peter. You taste ice cream all day, and you get paid for it!

- a. true meaning
- b. humor

In the example, the speaker uses the word *difficult* to describe Peter's job, but the words he uses in the next sentence show that he really thinks it is easy to be an ice-cream taster. He just says it is *difficult* in order to be humorous. You can also hear from his tone that he is using humor.

 Listen to the excerpts. Is Wayne expressing his true meaning or is he using humor? Circle the correct word.

#### Excerpt One

*Wow! You do have to be careful.*

- a. true meaning
- b. humor

#### Excerpt Two

1. *Gee, you do have an important job, Peter.*

- a. true meaning
- b. humor

2. *Did you go to ice-cream tasting school?*


- a. true meaning
- b. humor





## COMPREHENSION

You will listen to two people talking with a job counselor about their jobs. A job counselor is someone who helps people find the right job or career. One person is a window washer. The other person is a professional shopper. The job counselor is helping them choose new careers.

 Listen to the conversation. Then look at the statements in the chart. Put a check (✓) in the correct column for the window washer or the professional shopper. Some statements may be true for both.




	WINDOW WASHER	PROFESSIONAL SHOPPER
a. I like my job.		
b. I work outdoors.		
c. I earn a high salary.		
d. My work is dangerous.		
e. I like to work with people.		
f. I'm good with money.		
g. I'm good with my hands.		
h. My work is tiring.		
i. It was difficult to get started in this job.		
j. I have my own business.		
k. I want to quit and find a new job.		
l. I don't want to be the boss.		
m. I like working for myself.		

# LISTENING SKILL

## NOTICING CONTRAST

*But* and *however* are connectors that introduce a clause with an idea, opinion, or action that is different from the first idea. They show a contrast.

 Listen to the example. Note the contrast word.

### Example

The speaker is contrasting two ideas:

**Idea 1:** it was difficult to get started.

**Idea 2:** He started his own business. He likes working for himself.

He uses *but* to connect the two ideas.

 Listen to the excerpts. The speaker contrasts two ideas. What are they? What connector does she use to show the difference?

### Excerpt One

**Idea 1:** I love \_\_\_\_\_ and I like \_\_\_\_\_.

I'm very good \_\_\_\_\_.

**Idea 2:** My job \_\_\_\_\_.

I'm \_\_\_\_\_, so my work \_\_\_\_\_.

What word does she use to show the difference? \_\_\_\_\_

### Excerpt Two

**Idea 1:** I \_\_\_\_\_ my job and \_\_\_\_\_.

I like \_\_\_\_\_.


**Idea 2:** I have to \_\_\_\_\_ and \_\_\_\_\_.

What word does she use to show the difference? \_\_\_\_\_

 [GO TO MyEnglishLab FOR MORE SKILL PRACTICE.](#)

## CONNECT THE LISTENINGS

### STEP 1: Organize

 Listen to the excerpts. Read the questions a person might ask about these three unusual jobs. Then answer the questions with the information from Listenings One and Two.

	WINDOW WASHER	PROFESSIONAL SHOPPER	ICE-CREAM TASTER
1. Can you describe what you do?	<i>I wash office building windows.</i>		
2. What do you like about your job?		<i>I love to shop.</i>	
3. What's difficult about your job?			<i>I can't eat the ice cream. I have to take care of my taste buds. I can't eat spicy food.</i>
4. What skills do you need to do your job?			

Compare your answers with a partner's. Discuss any differences.

### STEP 2: Synthesize

Work with a partner. Student A, you are a host on a radio show. You are interviewing people about their unusual jobs. Student B, you are a guest on the show. You are talking about your offbeat job. Use the questions and the information from Step 1 to guide your conversation.

#### Example

A: What is your job?

B: I'm a window washer.

A: Can you describe what you do?

B: I wash office building windows. I go high up in a basket to reach the windows.

Switch roles and talk about a different job from Step 1.

 **GO TO** MyEnglishLab **TO CHECK WHAT YOU LEARNED.**

### 3 FOCUS ON SPEAKING

## VOCABULARY

### REVIEW

Match the statement on the left with the best response on the right.

- b   1. My friend went to school to learn to cook. She just got her first job cooking in a French restaurant. She loves her job.
- \_\_\_\_\_ 2. Working for myself isn't easy. I have a lot of work to do.
- \_\_\_\_\_ 3. I don't like my job. I want to get a new job.
- \_\_\_\_\_ 4. I need to work where it is very quiet. I have to pay very close attention so I don't make any mistakes.
- \_\_\_\_\_ 5. I love making up stories. Someday I want to write my own book.
- \_\_\_\_\_ 6. I want to be a doctor. I know I need to be in school for a long time, but being a doctor is my dream.
- \_\_\_\_\_ 7. I worked really hard all week, so last weekend I just stayed home and watched movies.
- \_\_\_\_\_ 8. I think walking dogs for a job is fun. The only problem is that all the walking is a lot of work!
- a. It sounds like you want to **quit!**
- ~~b. You're so lucky your friend is a professional chef! Does she ever cook for you?~~
- c. Wow, having your own business sounds really **stressful.**
- d. You are very **creative.**
- e. That sounds very **relaxing!**
- f. If that's really what you want to do, I think it's a **career** you will enjoy.
- g. Yes, it is a very **tiring** job.
- h. You really need to **concentrate.**

## EXPAND

Work with a partner. Read the sentences below. Circle the best definition for each boldfaced word or phrase.

1. I work 60 hours a week, and I always think about my work. I am a **workaholic**.

A workaholic is a person who \_\_\_\_\_.

- a. works a lot and finds it difficult not to work                      b. knows a lot of people
2. I want a career where I can work with money. I am very **good with numbers**.

Someone who is good with numbers \_\_\_\_\_.

- a. likes to count and do math                      b. doesn't like doing math
3. I want to be a professional shopper because I **don't want to have a boss**.

If I don't want to have a boss, I want to \_\_\_\_\_.

- a. work for myself                      b. work in a big company
4. Some people like office jobs. Not me. I enjoy a job that lets me make things. I am **good with my hands**.

A person who is good with his or her hands \_\_\_\_\_.

- a. likes to do office work all day                      b. is good at fixing or building things
5. I'm good at finding solutions to difficult situations. My friends often ask me to help them. They say I am a good **problem solver**.

A problem solver \_\_\_\_\_.

- a. is good at finding the best way to do something                      b. needs a lot of help doing things
6. I really enjoy working in a store because I like talking to and helping people. I have **good people skills**.

Someone with good people skills \_\_\_\_\_.

- a. can relate well with other people                      b. is usually very shy

7. I am good at telling people what I think, and I can explain things well. I am very clear when I speak. I have **good communication skills**.

A person with good communication skills \_\_\_\_\_.

- a. is difficult to understand                      b. is very easy to understand

8. I always come to work on time and do my work well. Sometimes I stay longer at work to finish my job. My boss says I'm **hardworking**.

A hardworking person \_\_\_\_\_.

- a. works a lot and is not lazy                      b. doesn't do a good job

9. My favorite job was working in a restaurant. There were many people working there, and we worked well together. We were all **team players**.

A team player \_\_\_\_\_.

- a. works alone and doesn't help others                      b. works in a group and helps others

10. I worked in a store last year. The boss let me count the money at the end of the day and take it to the bank. My boss didn't worry because I am **trustworthy**.

A trustworthy person is \_\_\_\_\_.

- a. honest    b. not honest

11. I really enjoy working as a dog walker. I don't have to sit indoors at a desk. I can work **outdoors** in the fresh air and sunshine.

A job that is outdoors is \_\_\_\_\_.

- a. not a desk job    b. inside a building

12. I think being up high washing windows is very exciting, but it's important to be careful so you don't fall or have an accident. If you are not careful, it can be very **dangerous**.

A dangerous job is not \_\_\_\_\_.

- a. exciting    b. safe

## CREATE

Work with a partner. Look at the words in the box. Can you add any other words that you might use in a job interview? Practice asking and answering the questions. Use the words from the box and vocabulary from Review and Expand in your answers.

<b>Skills: Talents or abilities</b>	<b>Characteristics: Your strengths (strong points) and weaknesses (weak points)</b>	<b>Types of jobs</b>
be good with numbers be good with my hands have good people skills have good communication skills _____ _____ _____	friendly creative hardworking trustworthy a team player a problem solver a workaholic _____ _____ _____	indoors outdoors safe dangerous high-paying offbeat stressful relaxing tiring _____ _____ _____

1. Tell me about yourself. What do you do now? What kind of person are you? Give an example.

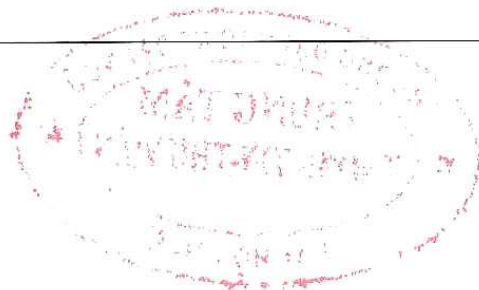
I am \_\_\_\_\_  
\_\_\_\_\_

2. What type of job do you want?

I'd like \_\_\_\_\_  
\_\_\_\_\_

3. What skills do you have? Give an example of when you used that skill.

I \_\_\_\_\_  
I \_\_\_\_\_



4. What are your strengths? Give an example.

I \_\_\_\_\_.

I \_\_\_\_\_.

5. What are your weaknesses? Give an example.

I \_\_\_\_\_.

I \_\_\_\_\_.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## GRAMMAR

1 Work with a partner. Read the conversations aloud. Look at the underlined words. Then answer the questions.

1. A: What's your job like?  
B: My job is interesting.

2. A: What kind of person are you?  
B: I'm a friendly person.

a. Look at the answers to the questions. What is the verb in each sentence?

b. What is the noun in each sentence?

c. Which words describe the nouns? Where do they come in the sentences?

### DESCRIPTIVE ADJECTIVES

Adjectives describe nouns.

1. Adjectives can come after the verb *be*.

My job **is tiring**.

2. Adjectives can also come before a noun.

Artists are **creative people**.

3. When a singular noun follows an adjective, use *a* before the adjective if the adjective begins with a consonant sound.

This isn't **a high-paying job**.

4. When a singular noun follows an adjective, use *an* before the adjective if the adjective begins with a vowel sound.

Peter has **an offbeat job**.





**2** Some words describe a person, some describe a job, and some describe both. Write the words in the correct box.

boring    dangerous    friendly    hardworking    interesting    relaxing    tiring  
 creative    difficult    happy    high-paying    offbeat    safe

WORDS ABOUT PEOPLE	WORDS ABOUT JOBS	WORDS ABOUT BOTH

**3** Work with a partner. Take turns making statements using the nouns and adjectives provided. After one of you makes a statement, the other one reacts, saying, “I agree” or “I don’t agree.” If you don’t agree with a statement, correct it.

**Example**

*A restaurant blogger’s work / dangerous*

**A:** A restaurant blogger’s work is dangerous.


**B:** I don’t agree. A restaurant blogger’s work isn’t dangerous. It’s safe.

1. a bike messenger’s job / tiring
2. an ice-cream taster / creative person
3. an insurance salesperson’s work / stressful
4. computer animation / offbeat job
5. window washing / interesting job
6. a game show host / hardworking
7. a professional shopper’s job / relaxing

# PRONUNCIATION

## STRESS

In words with multiple syllables, one syllable is stressed. Stressed syllables sound longer than unstressed syllables. They are also louder and higher in pitch than unstressed syllables.


 Listen to the examples.

careful

creative

generation


A compound noun is formed when two nouns are used together as one noun. In compound nouns, the stress is stronger on the first word in the compound.

 Listen to the examples.

bike messenger


sales clerk

When an adjective is followed by a noun, the stress is usually stronger on the noun.

 Listen to the examples.

professional shopper

good pay

**1**  Listen to the adjectives. Write the number of syllables you hear in each adjective. Then listen again and underline the stressed syllable. Listen a third time and repeat the words.

\_\_\_ 1. dangerous

\_\_\_ 2. important

\_\_\_ 3. tiring


\_\_\_ 4. educated

\_\_\_ 5. difficult

\_\_\_ 6. spicy

\_\_\_ 7. unusual

\_\_\_ 8. interesting

**2**  Read each item and underline the stressed syllable. Next, listen to check your answers. Then work with a partner. Take turns saying each item and listening for the correct stress.

1. animation artist
2. window washer
3. high salary
4. computer assembler
5. ice cream
6. spicy foods
7. department store

**3** Work with a partner. Student A, ask *Wh-* questions with the phrases on the left. Student B, answer with the phrases on the right. Be sure to use the correct stress. Switch roles after item 4. Write your answers on the lines.

**Example**

A: What do you call someone who washes windows?

B: A window washer.

- |  |                             |
|--|-----------------------------|
| <u>  b  </u> 1. someone who washes windows                   | a. bike messenger           |
| ___ 2. a frozen dessert                                      | <del>b. window washer</del> |
| ___ 3. someone who sells things                              | c. job counselor            |
| ___ 4. someone who makes animated movies or games            | d. animation artist         |
| ___ 5. a large store that sells many different products      | e. ice cream                |
| ___ 6. someone who puts together computers                   | f. department store         |
| ___ 7. a person who delivers letters and packages by bike    | g. computer assembler       |
| ___ 8. someone who helps people find the right job or career | h. salesclerk               |

## SPEAKING SKILL

### MAKING CONVERSATION

When making conversation, it's polite to ask about a person's job and interests (what people like to do in their free time). It's also polite to express interest (to react positively) when people tell you something about themselves.

Asking About Someone's Job and Interests	Talking About Yourself	Showing Interest
What do you do?	I'm not working right now. I'm a (student / chef / homemaker). I'm retired. <sup>1</sup>	Oh . . . really?
How do you like it?	It's great. It's interesting. It's all right, but . . . I don't like it at all.	Good for you.  Oh, I see. Oh, why not?
What do you like to do in your free time?	I like to (listen to music / play tennis).  I enjoy (reading / playing computer games).	That's interesting.  That's nice. Really? Me, too! Oh, yeah?

Work with a partner. Complete the conversation with your own information. Then practice it aloud.

A: Hi. My name's \_\_\_\_\_.

B: Hi. I'm \_\_\_\_\_. Nice to meet you.

A: Nice to meet you, too. So what do you do?

B: I'm \_\_\_\_\_.

A: \_\_\_\_\_. How do you like it?

B: \_\_\_\_\_. How about you? What do you do?

A: \_\_\_\_\_.

B: \_\_\_\_\_. So what do you like to do in your free time?

A: \_\_\_\_\_. How about you?

B: \_\_\_\_\_.

<sup>1</sup> retired: no longer working at a job, usually because of age

## FINAL SPEAKING TASK

---

*In this activity, you will take part in a workshop for people looking for jobs. In the workshop, people with offbeat jobs want to get different jobs. Job counselors talk with them to identify their skills and think of new jobs. Try to use the vocabulary, grammar, pronunciation, and language to make small talk that you learned in the unit.\**

---

Follow the steps.

**STEP 1:** Divide into two groups.

**Group A:** people with offbeat jobs who want to change jobs

**Group B:** job counselors, who can help identify skills and new jobs

**Group A:** Each student chooses one job from the list below or another offbeat job. This is the job you now have. List the skills, characteristics, and strengths a person needs to do that job. Use words like: *creative*, *good with numbers*, and *trustworthy*. Then list reasons why you want to find a new job.

animation artist

restaurant blogger

game show host

window washer

ice-cream taster

other: \_\_\_\_\_

professional shopper

**Group B:** Write five questions to ask the job holders.

### Examples

What skills do you have?

Why do you want to change jobs?

**STEP 2:** Form new groups. Half of each new group is from group A, half from group B. Offbeat job holders (Group A) sit in a line facing the job counselors (Group B).

Conduct a workshop:

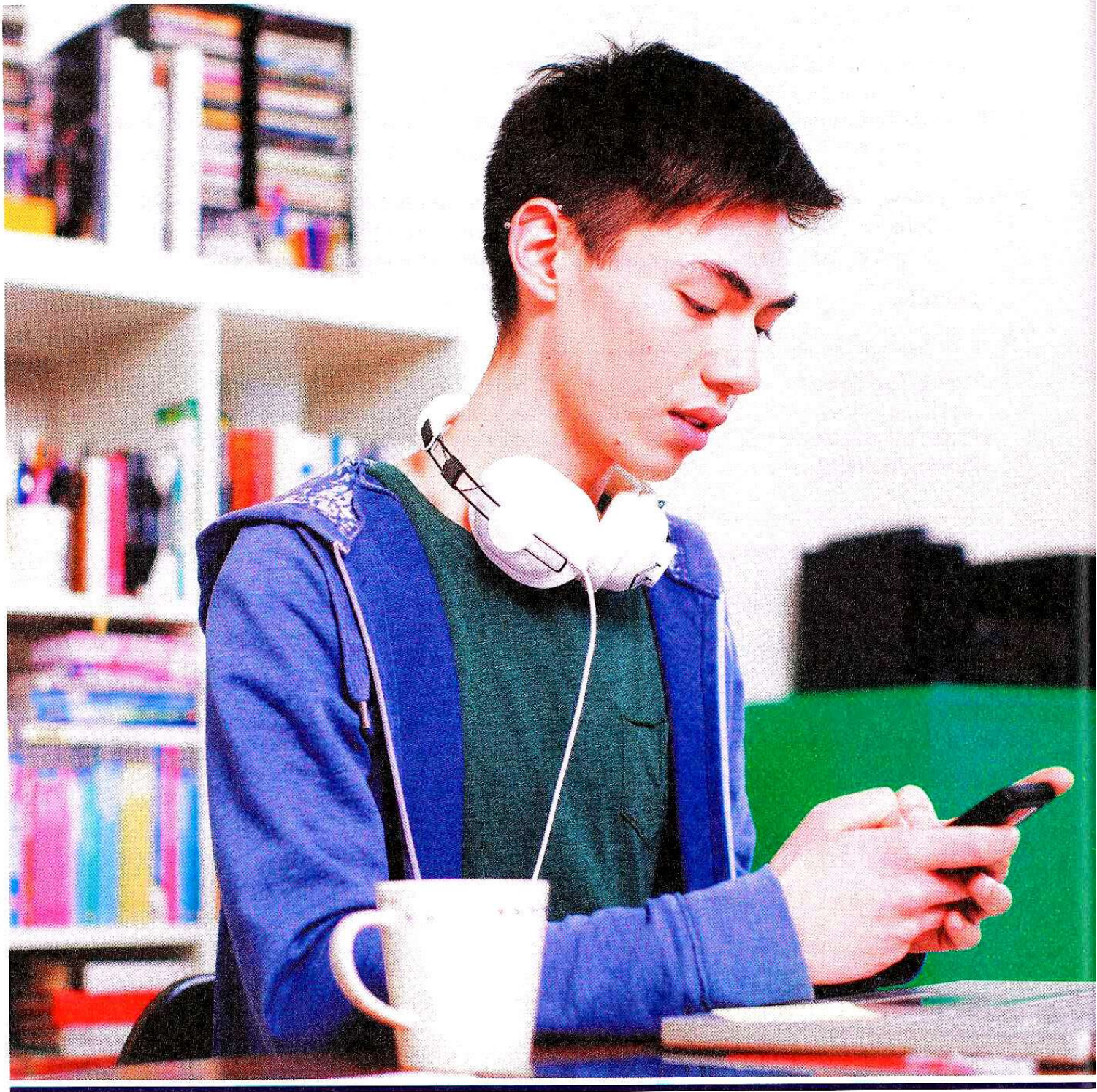
- Each job holder briefly introduces himself or herself and then gives a short talk about his or her current job.
- Each counselor asks one or two questions to each job holder.

**STEP 3:** To end the workshop, each job counselor names a new job that might be good for the job holders. Explain which skills the job holders can use in their new jobs.

---

\*For Alternative Speaking Topics, see page 23.





# WHERE DOES THE Time Go?

## 1 FOCUS ON THE TOPIC

1. Look at the photo. Which of these activities do you think the student is doing: Doing school work, listening to music, texting (sending a written message by phone), chatting online (having a conversation), surfing the Web (looking at different Internet sites), watching videos, playing video games? Do you ever do any of these activities at the same time? Which ones?
2. *Challenges* are things that are difficult to do. What are some challenges that students face? What are some challenges you face as a student?
3. Read the title of the unit. What do you think this expression means? When do people say this?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

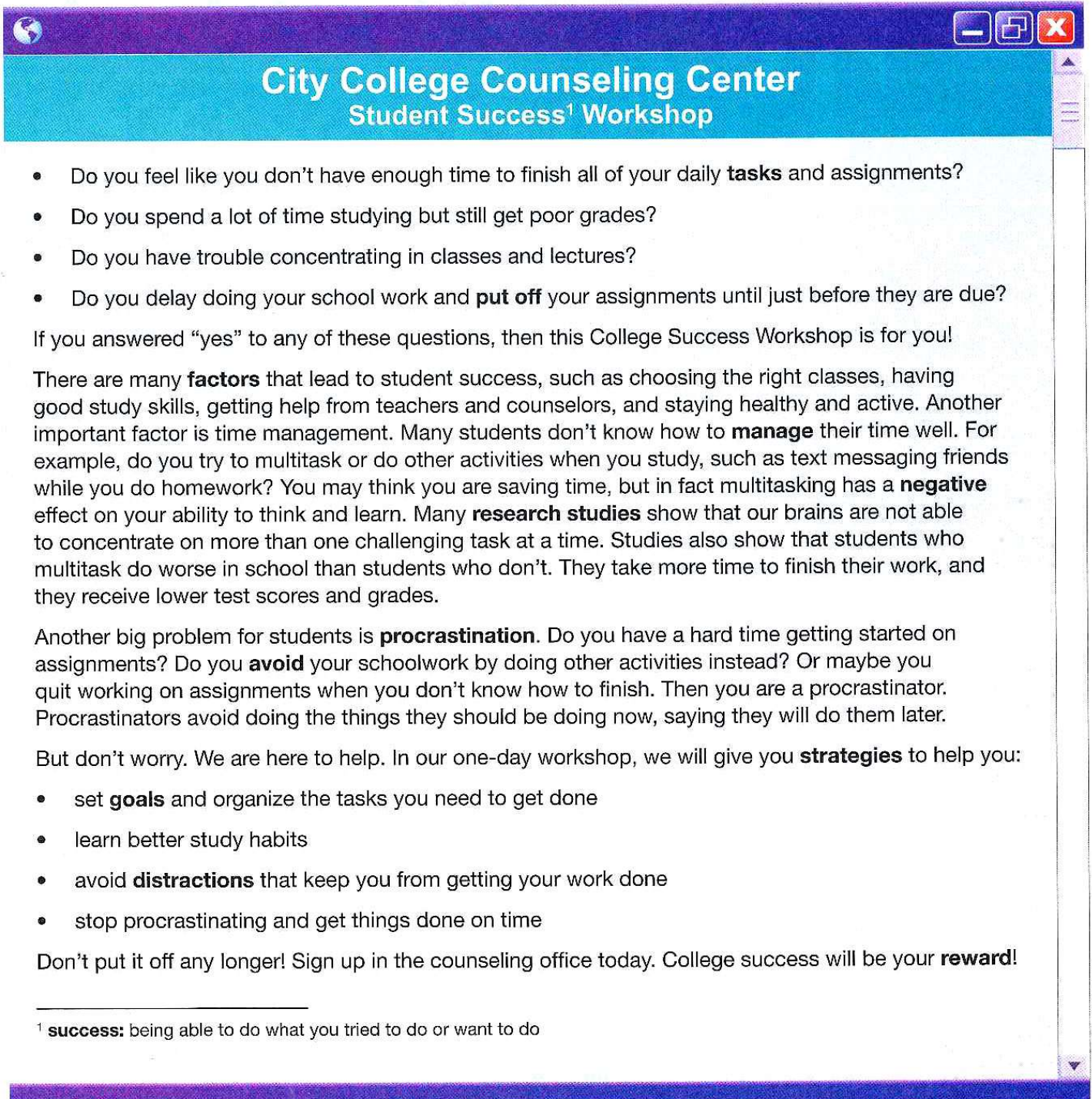


## 2 FOCUS ON LISTENING

### LISTENING ONE STUDENT SUCCESS WORKSHOP

#### VOCABULARY

- 1  Read and listen to the college website about a student workshop.



**City College Counseling Center**  
Student Success<sup>1</sup> Workshop

- Do you feel like you don't have enough time to finish all of your daily **tasks** and assignments?
- Do you spend a lot of time studying but still get poor grades?
- Do you have trouble concentrating in classes and lectures?
- Do you delay doing your school work and **put off** your assignments until just before they are due?

If you answered "yes" to any of these questions, then this College Success Workshop is for you!

There are many **factors** that lead to student success, such as choosing the right classes, having good study skills, getting help from teachers and counselors, and staying healthy and active. Another important factor is time management. Many students don't know how to **manage** their time well. For example, do you try to multitask or do other activities when you study, such as text messaging friends while you do homework? You may think you are saving time, but in fact multitasking has a **negative** effect on your ability to think and learn. Many **research studies** show that our brains are not able to concentrate on more than one challenging task at a time. Studies also show that students who multitask do worse in school than students who don't. They take more time to finish their work, and they receive lower test scores and grades.

Another big problem for students is **procrastination**. Do you have a hard time getting started on assignments? Do you **avoid** your schoolwork by doing other activities instead? Or maybe you quit working on assignments when you don't know how to finish. Then you are a procrastinator. Procrastinators avoid doing the things they should be doing now, saying they will do them later.

But don't worry. We are here to help. In our one-day workshop, we will give you **strategies** to help you:

- set **goals** and organize the tasks you need to get done
- learn better study habits
- avoid **distractions** that keep you from getting your work done
- stop procrastinating and get things done on time

Don't put it off any longer! Sign up in the counseling office today. College success will be your **reward!**

---

<sup>1</sup> **success:** being able to do what you tried to do or want to do

**2** Match each boldfaced word or phrase in the text with its definition or synonym.


- |                         |  |
|-------------------------|--|
| <u>h</u> 1. tasks       | a. something you want to do in the future  |
| ___ 2. put off          | b. things that make it difficult to think or pay attention                               |
| ___ 3. factors          | c. something that is given for doing good work   |
| ___ 4. manage           | d. harmful or bad  |
| ___ 5. negative         | e. to have control of something  |
| ___ 6. research studies | f. plans or ways to get something done   |
| ___ 7. procrastination  | g. to delay something  |
| ___ 8. avoid            | <del>h. jobs or pieces of work that must be done</del>                                   |
| ___ 9. strategies       | i. things that cause a situation   |
| ___ 10. goals           | j. careful study to report new knowledge about something                                 |
| ___ 11. distractions    | k. to delay doing something that you should do, usually because you do not want to do it |
| ___ 12. reward          | l. to choose not to do something or to stay away from someone or something               |

GO TO [MyEnglishLab](#) FOR MORE VOCABULARY PRACTICE.

## PREVIEW


A college counselor welcomes new students to a workshop on time management for college success.




 Listen to the beginning of a student success workshop. What strategies do you think the counselor will suggest?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## MAIN IDEAS

**1**  Listen to the whole workshop. Look again at your predictions from the Preview section. How did your predictions help you understand the listening?

**2**  Listen and check (✓) the strategies that the counselor suggests.

- \_\_\_ 1. Set goals and write down all of the tasks you need to do.
- \_\_\_ 2. Put your list of goals in order.
- \_\_\_ 3. Review your class notes every day.
- \_\_\_ 4. Use a calendar to schedule your time.
- \_\_\_ 5. Divide big assignments into smaller tasks.
- \_\_\_ 6. When school is stressful, take a lot of breaks.
- \_\_\_ 7. Avoid distractions.
- \_\_\_ 8. Join a study group.
- \_\_\_ 9. Reward yourself for finishing your work on time.

## DETAILS



Listen to the workshop again. Circle the best answer to complete each statement.

1. \_\_\_\_\_ of the students in the workshop like to multitask while they study.
  - a. A few
  - b. A lot
  - c. All
  
2. \_\_\_\_\_ percent of students procrastinate sometimes.
  - a. 20–35
  - b. 70–85
  - c. 80–95
  
3. The counselor suggests that you number your goals from \_\_\_\_\_.
  - a. most important to least important
  - b. most difficult to least difficult
  - c. biggest to smallest
  
4. The counselor suggests that you schedule things like \_\_\_\_\_.
  - a. exercising, taking naps, and seeing movies
  - b. exercising, getting enough sleep, and seeing friends
  - c. eating, doing homework, and taking breaks
  
5. The counselor thinks you should \_\_\_\_\_ to get your work done.
  - a. find the strategies that work best for you
  - b. always use the “Do Nothing” strategy
  - c. do your English paper all at once

*(continued on next page)*

6. With the “Do Nothing” strategy, you can \_\_\_\_\_.
- a. do your work or do nothing
  - b. get distracted or do nothing
  - c. turn off your phone or do nothing
7. \_\_\_\_\_ is NOT a way to remove distractions.
- a. Putting away your video games
  - b. Turning off your Internet
  - c. Reading but not answering your text messages
8. Piers Steele took \_\_\_\_\_ to finish his research on procrastination.
- a. 2 years
  - b. 10 years
  - c. 20 years
9. Piers Steele suggests giving away \_\_\_\_\_ if you don't get your work done.
- a. some money
  - b. your phone
  - c. your video games


GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.

## MAKE INFERENCES

### UNDERSTANDING QUESTIONS

An inference is an educated guess about something that is not directly stated in the text. To make an inference, use information that you understand from what you hear.

Speakers often ask questions when they are teaching or presenting information. This is a way to get our attention and involve us in the presentation. Sometimes we need to guess when a speaker wants responses to a question and when a speaker wants us to just listen for the answer. When speakers want us to respond, they may use phrases to signal that they want a response. They also pause and wait for us to answer the question or raise our hands.


-  Read and listen to the example. How do you know the speaker wants a response?

### Example 1

So, how many of you like to multitask—you know, like surf the Web or chat with your friends while you study? (pause). . . . OK . . . I see a lot of you . . .

In this example, the speaker signals the question by saying “So how many of you . . .” She also pauses and waits for the students to respond.

However, sometimes speakers just want us to pay attention and think about the answer to a question. In this case, speakers don’t wait long enough for us to respond. Instead, they answer the questions themselves.

-  Read and listen to this example.

### Example 2

And be careful with big assignments—like that English paper—you can’t do it all at once, right? No, you need to divide it into smaller tasks that you can do one at a time.

In this example, the speaker doesn’t wait for responses. She just wants us to think about the answer, but then he answers the question himself.

-  Listen to three excerpts from the workshop. Does the speaker want the students to respond? How do you know? Circle the correct answer.

### Excerpt One

The speaker \_\_\_\_\_.

- a. wants a response
- b. doesn’t want a response

How do you know?

- a. The speaker uses signal phrases to invite a response.
  - b. The speaker doesn’t use signal phrases to invite a response.
- 
- a. The speaker waits for a response.
  - b. The speaker doesn’t wait for a response.

*(continued on next page)*

### Excerpt Two

The speaker \_\_\_\_\_.

- a. wants a response
- b. doesn't want a response

How do you know?

- a. The speaker uses signal phrases to invite a response.
  - b. The speaker doesn't use signal phrases to invite a response.
- 
- a. The speaker waits for a response.
  - b. The speaker doesn't wait for a response.

### Excerpt Three

The speaker \_\_\_\_\_.

- a. wants a response
- b. doesn't want a response

How do you know?

- a. The speaker uses signal phrases to invite a response.
  - b. The speaker doesn't use signal phrases to invite a response.
- 
- a. The speaker waits for a response.
  - b. The speaker doesn't wait for a response.

## EXPRESS OPINIONS

Discuss the questions with the class.

1. The speaker says that multitasking has a negative effect on students' ability to study. Do you agree? Why or why not?
2. What do you think is the main reason that students procrastinate? Is there ever a good reason to procrastinate?
3. Do you think that the strategies mentioned by the counselor are a good idea? Are there any you would never try? Why or why not? What other strategies do you use?

GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

## VOCABULARY

Read the words in the box. Then read the statements. Circle the best definition for the word or phrase in bold.


achieve      focus      positive attitude      pressure      waste

- Anita wants to graduate from college. She is hardworking, so I'm sure she will **achieve** her goal.
  - to want to do something
  - to get something by working hard
- When you are in class, it's important to **focus** on what the teacher is saying. You should pay attention so you can remember the important points.
  - to direct your attention or effort
  - to remember what someone told you
- This history class is very challenging, but I have a **positive attitude**, and I think that I can do well if I work hard.
  - a hardworking person
  - a hopeful way of thinking
- At my school, there is a lot of **pressure** to get good grades. Some parents and teachers even expect you to get straight A's.
  - getting good grades in school
  - feeling of stress because people expect you to do something
- My roommate **wastes** a lot of time talking on the phone when she should be doing her homework. Then she never has enough time to finish.
  - to use something in a way that is not useful or effective
  - to do something quickly

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.



## COMPREHENSION

 You will listen to a group of students having a discussion in the college success workshop.

Read the statements. Put a check (✓) in the correct column for Annie, Sam, and Justin. Some statements may be true for more than one student




	ANNIE	SAM	JUSTIN
a. My grades aren't very good.			
b. I want to go to medical school.			
c. My parents pressure me to get straight A's			
d. I multitask while I'm studying or in class.			
e. I listen to music and chat with friends while I study.			
f. I surf the Web while I'm working on the computer.			
g. Sometimes it's hard for me to focus in class.			
h. I don't think multitasking is so bad for you.			
i. I put off assignments that are hard.			
j. I put off assignments I don't like to do.			
k. It's important to me to achieve my goals.			
l. I want to set goals and schedule my time better.			
m. I plan to put my phone away during class.			
n. I plan to give myself rewards for getting my work done.			

## LISTENING SKILL

### UNDERSTANDING DISAGREEMENT

Speakers use different phrases to disagree with each other's opinions. To disagree politely, speakers usually avoid saying "I disagree with you" directly. Instead, they use other phrases to disagree and then give a different opinion.


 Read and listen to this example.

#### Example

**A:** My counselor said this workshop would help, but I don't know. I think we're wasting our time.

**B:** Really? You think so? I hope it's going to be useful. I want to go to medical school, so it's really important for me to do well in school.

In this example, the first speaker expresses his disagreement with the counselor's opinion by saying "I don't know." This is a polite way to say "I disagree" or "I have a different opinion." The second speaker disagrees by saying "Really?" Then she gives a different opinion.

 Listen to excerpts from *A Student Discussion*. Write the phrase the second speaker uses to disagree. Then write the speaker's different opinion.

#### Excerpt One

Phrase to disagree: \_\_\_\_\_

Different opinion: \_\_\_\_\_

#### Excerpt Two

Phrase to disagree: \_\_\_\_\_

Different opinion: \_\_\_\_\_

 GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

## CONNECTING THE LISTENINGS

### STEP 1: Organize

Complete the chart with the statements about the bad study habits of the students in Listening Two. Then write the strategies from Listening One that the students could use to improve their study habits. Some of the answers are done for you.

Try the “Do Nothing” Strategy

Text friends during class.

Divide big assignments into smaller tasks

Listen to music and chat online while doing homework.

Give yourself rewards for finishing your work.

~~Remove distractions, such as phones, games, Internet~~

~~Waste time playing video games instead of studying~~

~~Set goals and put them in order of importance~~

Put off assignments that you don't like to do.

Use a calendar to plan your time.

Avoid starting difficult assignments.

Surf the Web while working online.

BAD STUDY HABITS FROM LISTENING TWO	STRATEGIES FROM LISTENING ONE
<b>MULTITASKING</b>	
	<i>Remove distractions, such as phones, games, Internet</i>
<b>PROCRASTINATION</b>	
<i>Waste time playing video games instead of studying</i>	<i>Set goals and put them in order of importance</i>

## STEP 2: Synthesize

Work in groups of three. Have a discussion about your study habits and strategies for improving them. Use information from the chart. In your discussion, you can ask these questions:

1. Do you multitask? If so, what do you do?
2. Do you procrastinate? Why or why not?
3. What strategies do you want to try?
4. What other strategies do you suggest for each other?

### Example

A: Sam, do you multitask?

B: Yes, I do. I use my phone to text friends in class.

C: How about you, Justin?

 [GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.](#)