


LISTENING

A  6.1 Listen to part of a talk about games and the workplace and choose the correct options.

- 1 The speaker begins her talk by saying that a lot of people ...
 - a are certain that games can be very harmful for us.
 - b think of people who play games in a negative way.
 - c have the imagination to create new games
- 2 What does the speaker say is the biggest advantage of doing lateral thinking puzzles?
 - a It can help you get a job with an innovative company.
 - b New companies are able to develop more quickly.
 - c We can invent new ways to solve existing problems.
- 3 According to the speaker, what would be a benefit of having played a lot of video games?
 - a being able to deal with a sudden problem that was not predicted
 - b developing a passion for doing your job
 - c having the ability to solve increasingly sophisticated problems
- 4 What are employers currently investigating?
 - a ways to make work as appealing as some video games
 - b ways to stop people playing games during work time
 - c ways to allow employees to communicate their love of games to employers
- 5 What is at the heart of all nonwork activities, according to the speaker?
 - a encouraging leadership skills
 - b learning to get along with colleagues
 - c repaying the staff for their loyalty
- 6 In the example at the end of the talk, what mistake did the owner of the company make?
 - a He failed to give clear instructions.
 - b He chose unsuitable premises for the company.
 - c He did not successfully implement a playful approach to work.



VOCABULARY

A Match the words (1–8) to the correct definition (a–h).

- | | |
|---------------------|---|
| 1 interpret | a a circumstance that prevents people from communicating with one another |
| 2 self-awareness | b movements of the muscles in the face that can reveal how a person feels |
| 3 eye contact | c looking into a person's eyes when you are communicating with them |
| 4 face-to-face | d communicate with someone in person and not over the phone or by email |
| 5 interact | e the state of knowing yourself and being able to judge your own feelings |
| 6 language barrier | f communicate your ideas well so people understand them |
| 7 facial expression | g communicate or socialize with |
| 8 convey | h decide the meaning behind something |

B Complete the sentences with a word or phrase from the box.

convey eye contact face-to-face facial expression
interact interpret language barrier self-awareness

- 1 I often find it hard to _____ to others exactly how I feel.
- 2 People often _____ John's shyness as hostility, but he really does struggle in groups and means no harm.
- 3 I always try to maintain _____ with people I'm talking to. I find it helps me understand if they're telling the truth.
- 4 I could see from the speaker's _____ that she was not impressed with what she was describing.
- 5 I sometimes have to do business online, but I always prefer _____ communication.
- 6 When children play games together, it soon becomes obvious how well or how badly they _____ with each other.
- 7 Before children reach a certain age, they don't really have the _____ to worry about what they look like or to feel embarrassed about anything.
- 8 The _____ does not really get in the way of communicating basic emotions, but problems occur when you want to explain more sophisticated ideas, like instructions.

GRAMMAR

A Complete the rules with *clause*, *infinitive*, or *subject* to match the examples.

It's understood that body language is an important part of intercultural communication.

It + be + past participle of reporting verb + (that) + 1 _____

Body language is understood to be an important part of intercultural communication.

2 _____ + be + past participle of reporting verb + 3 _____

B Choose the correct options.

- 1 It is believed that puzzles / puzzles to develop the mind.
- 2 Games are supposed that they / to promote team building.
- 3 It is thought that / to be people who don't maintain eye contact can't be trusted.
- 4 Companies are understood that they research / to be researching how games can help the work process.
- 5 It is claimed that / to be games increase productivity.
- 6 Profits are reported that they are / to be double since the new policies were adopted.

C Complete each sentence so that it means the same as the sentence given.

- 1 It's known that companies are changing their policies regarding hiring people who put "gaming" as one of their interests.
Companies _____ regarding hiring people who put "gaming" as one of their interests.
- 2 It is estimated that many millions of people play games online.
Many millions of people _____ games online.
- 3 People are said to reveal more about themselves if they feel comfortable.
It's said _____ more about themselves if they feel comfortable.
- 4 It is assumed that job applicants today have some experience with gaming.
Job applicants today _____ some experience with gaming.
- 5 People often believe that gamers are antisocial, but most online games involve connecting and playing with someone.
Gamers are often _____ antisocial, but most online games involve connecting and playing with someone.
- 6 Chess might just look like a game, but it's thought that the pieces represent different military figures.
Chess might just look like a game, but people _____ the pieces represent different military figures.

LISTENING

LISTEN TO UNDERSTAND DIFFERENT NATIVE SPEAKERS

Not all native speakers sound the same, and it is the job of the listener to overcome certain problems. The more you listen, the easier this becomes, but there are certain things you can prepare for. These include strong regional accents, very fast speech, unclear speech, and the use of lots of idioms and expressions. If you are ready for these things, you will understand more.

A 6.2 Listen to four people speaking and match the speakers to the speaking style.

has a strong accent mumbles a lot speaks fast uses a lot of idioms

Speaker 1 _____.

Speaker 3 _____.

Speaker 2 _____.

Speaker 4 _____.

B 6.2 Listen again and choose the correct options.

- 1 The first speaker says that gamers **lose** / **develop** their social skills.
- 2 The second speaker says that gaming **gets in the way of people's** / **could be used to help people with their** work and studies.
- 3 The third speaker says that the idea that games make people happy **shouldn't be ignored** / **is not worthy of consideration**.
- 4 The fourth speaker is concerned about what happens to our brains **with continued use of** / **at the actual time when we are gaming**.

GRAMMAR

A Choose the correct options to complete the rules.

With *Before/Since/After*, keep the **1 subject** / **time expression**, remove the **2 subject** / **time expression**, and change the verb to the gerund or use **3 a noun** / **an adverb**.

With *As soon as*, delete it and replace with **4 at** / **on**, remove the subject, and change the verb to the **5 gerund** / **infinitive**.

B Complete the sentences in the table.

Full Clause	Reduced Clause
1 Before I got a game console, I used to read much more.	Before _____ a game console, I used to read much more.
2 Since _____ that article, I have cut down my game playing.	Since reading that article, I have cut down my game playing.
3 As soon as I arrive home, I turn on my computer.	_____ arriving home, I turn on my computer.
4 Before _____ a game, I like to try it at a friend's house first.	Before buying a game, I like to try it at a friend's house first.
5 After I have been playing for a while, I forget where I am.	After _____ for a while, I forget where I am.

VOCABULARY

A Match the words (1–8) to the correct definitions (a–h).

- | | |
|-----------|---|
| 1 boast | a to make someone aware of a danger |
| 2 clarify | b to explain something more clearly |
| 3 confess | c to proudly tell other people about what you have done |
| 4 deny | d to say that you did not do something |
| 5 doubt | e to admit that you have done something wrong |
| 6 imply | f to advise someone strongly to do something |
| 7 urge | g to feel uncertain about something |
| 8 warn | h to suggest that you think something |

B Complete the text with words from the box.

boasted clarified confessed denied doubted implied urged warned

In a conversation with my best friend, I simply **1** _____ that I thought he was spending a lot of time on his computer, and he got very defensive. Before I had even **2** _____ what I wanted to say, he **3** _____ that he was addicted to games. "I'm in control. I can stop whenever I want to," he **4** _____. He then got a little angry and **5** _____ me not to interfere in his affairs.

A week later, he **6** _____ that he had a problem. He said he was sorry that he had **7** _____ my good intentions and asked if I would help him stop. I **8** _____ him to just get rid of his games and try to stop that way. In the end, that's what he did.

WRITING

A Read the review and match the sections (a–d) to the descriptions (1–4).

Minecraft® ★★★★★

- | | |
|--|--|
| a Can there really be anyone left out there who has not played Minecraft? Well, if there is, and if you're one of them, it's a game about building a whole new world for yourself, while defending yourself against hostile attackers. | c If there has to be a criticism, it is the same one that applies to all good computer games—there's a temptation to avoid the real world. But unlike many games, you are less likely to develop violent tendencies or encounter unhealthy stereotypes. |
| b Among the many things this game has going for it is the challenge it presents to the mind. There are seemingly endless ways to exercise your imagination, and there is enough variety to make sure that it caters to just about every kind of creative impulse. On completing a simple task, you soon discover that you have learned some of the fundamentals of a science like electronics. These are real-world skills that don't just teach you things that are only useful in a fantasy land. | d Minecraft regularly features high on the lists of most played games. It is a game that manages to be fun while at the same time allowing players to develop their creative thought processes. |

- 1 what the reviewer liked: _____
- 2 what the reviewer disliked: _____
- 3 the reviewer's recommendations: _____
- 4 basic information about the game: _____

READING

 READ TO UNDERSTAND EXPLANATIONS AND EXAMPLES

When a writer makes a point (usually in a topic sentence in the first sentence of a paragraph), he or she then usually goes on to support the point with reasons and/or examples. Words and phrases like *so*, *in other words*, *this means that*, and *this is because* can introduce explanations. Examples can be introduced with *such as*, *for example*, or *for instance*.


A Read the text and complete the sentences with one or two words from the text.

Dog Behavior

If you watch young dogs interacting together, there seems to be a lot of use of teeth, but no animal gets hurt. Yet we all know how terrifying a real dog fight can be. Why are all the elements of fighting there in puppies but without the aggression?

Like other young animals, puppies play, and there is a specific reason for this. Among other actions, young dogs play at fighting and running away in preparation for when they need to do the real thing. This explains why they bite but do not break the skin—it is a much milder version of real fighting. As powerful as the dog’s jaws are, it will not close its mouth fully in play, so the actions, but not the intended result, are mimicked.

You will also see dogs reverse roles in play-fighting, which is further evidence that it is a vital part of their training to become adults. Watch dogs at play for any length of time and you will see that the one being bitten soon becomes the biter. It is the same with chasing. In a real aggressive situation, you would not expect to see one dog chasing the other only for them to switch roles.

What they are learning is essential to their survival in a real fight. Further to this, some experts believe that they are training for the unexpected. If a dog has been knocked off balance in a play fight, it is more likely to be able to respond quickly to such a situation in a real fight. This would be vital time for it to react before suffering serious harm from an attacking animal. Dogs deliberately place themselves at a disadvantage during play.

In a process known as self-handicapping, a dog will place itself in a vulnerable position, such as on its back, in order to give itself a chance to practice getting out of it.

Behavioral studies show that there are very clear signals between dogs that convey the message “Let’s play.” The ritual is not unlike martial arts experts who bow before they fight. The dog’s bow is performed by extending the front legs while placing the head almost on the ground. The back legs remain in the usual position. Some more recent studies are suggesting that the bow is not the signal to start playing but to continue. Dogs are known to bark when they do not have eye contact in these games. The barking is believed to attract attention to the bowing movement. In other words, the barking is a further signal to continue to play. As well as preparing for a real fight, the dogs here are developing collaborative skills. If dogs are going to work well in a pack, they have to know which other dogs they can trust.

Since pet dogs are domesticated animals, we observe different traits from those animals that exist in the wild. One of these is that pet dogs continue their play into adulthood, and they are also often happy to interact with humans. Dogs frequently have favorite toys, too. In choosing a toy, dogs express a preference for something that can be torn apart, rather than for things that are hard or impossible to damage. Scientists believe this is directly related to dogs hunting—and killing—for food.

It may be disconcerting to see dogs “killing” their favorite toys, but remember that this behavior is just to please you, its master.

- 1 In the opening paragraph, we learn that play-fighting is nowhere near as _____ as the real thing.
- 2 Puppies usually bite during play, but they do not completely _____ their mouths.
- 3 Role reversal means that dogs will alternate between the one _____ and the one doing the biting.
- 4 In a real fight, a dog is in a _____ if it is on its back.
- 5 Playing also teaches dogs skills to find out if they _____ other dogs.
- 6 When a dog destroys a toy, this behavior is _____ to killing another animal.
- 7 Pets are domesticated, so they display different _____ from animals living in the wild.
- 8 Dogs are always trying to _____ their owner, even when playing with a toy.

VOCABULARY

A Complete the sentences with a word from the box.

academics aquatic dramatic energetic periodic specific

- 1 Advice to gamers and all computer users is to take _____ breaks from the screen.
- 2 Some _____ birds have longer legs so they can wade in water.
- 3 One theory says that young animals like playing because they are so _____ and need something to do.
- 4 By observing the _____ behavior of different animals, we can learn more about their actions.
- 5 _____ have written many research papers on behavioral psychology among animals.
- 6 When dogs play-fight, it looks _____ but they are unlikely to hurt each other.

CONFIDENT COMMUNICATOR

A Read the dialogue and match each phrase (1–8) to the correct function (a–e). You will use some functions more than once.

Fran: I'm all in favor of keeping dogs as pets, but I think we take things too far. I mean, people spend too much time with their pets. It's fine to have them as ...

Peter: But you're ignoring the fact that some people think of their dogs as family members.

Paulina: Actually, Peter, I'd like to hear what Fran was going to say. Fran ... you were saying ...

Fran: I was going to say that I think dogs make great guards. But they're not human, and we shouldn't humanize them by letting them sleep in our homes and playing with them.

Paulina: I recognize what you're saying, Fran, and, Peter, we'll get back to you in a moment. Fran, do you not think that maybe dogs have needs—you know, above and beyond the basics like food and water? Don't you feel that, as domesticated animals, they deserve a little time invested in them?

Fran: They are animals, and their job is to serve us. I don't see why we should ...

Peter: That's just ridiculous!

Paulina: Peter! Let us hear what Fran's saying, please!

Peter: Sorry.

Fran: We make a fuss about our pets for our own amusement. It doesn't benefit the animal at all.

Paulina: OK, that's one side of the argument. Jeremy—you have a lot of experience with the subject. What do you think?

Jeremy: I think you all have a point. But one thing I would say is that dogs are animals that can recognize changes in behavior. If all the dog has ever known is regular food and water, somewhere safe to sleep, and an understanding of its role, as Fran said, then the dog is being reasonably well treated ... assuming it has the other basic need—room to exercise—and is not chained up all day. The problem comes when a dog that has lived with regular human attention is suddenly deprived of it. That's cruelty, and the dog will pick up on that.

Peter: I'm with Jeremy here, but I think all dogs need human companionship. They need us to talk to them, take them for walks, and play with them. Look at all the websites saying the same thing. They can't all be wrong, can they?

- | | |
|--|--|
| 1 But you're ignoring the fact that ... _____ | a insisting on hearing what someone was going to say |
| 2 Fran ... you were saying ... _____ | b not letting people finish what they are saying |
| 3 I was going to say that I think dogs make great guards. _____ | c considering all comments seriously and fairly |
| 4 I recognize what you're saying, Fran, and, Peter, we'll get back to you in a moment. _____ | d continuing after being interrupted |
| 5 That's just ridiculous! _____ | e bringing someone new into the discussion |
| 6 Peter! Let us hear what Fran's saying, please! _____ | |
| 7 Jeremy—you have a lot of experience with the subject. What do you think? _____ | |
| 8 I think you all have a point. _____ | |

LIFE SKILLS

A Read the case study and the email. Then decide which comment from employees (1–6) could be addressed with which tip (a–f). Use each tip only once.

A company has recognized that they have a problem with the way their managers use interpersonal communication. A number of comments have been received, and the email below has been sent out.

New Message

To: All employees **Cc** **Bcc**

Subject: Interpersonal communication—six tips for all managers

Following discussions with staff, it has become clear that interpersonal communication is an area that the company needs to focus on. Starting next month, everyone who directly manages staff will receive training. In the meantime, please read these six tips provided by our interpersonal communication consultant.

- a** Consult. The best way to find out what’s happening in your company is to talk to your staff. You might be surprised; too often they know their jobs but they don’t offer suggestions or improvements because, well, nobody asks them.
- b** A dialogue is a two-way street. Asking questions is only part of the equation. You have to be prepared to listen to the answer and not just wait for a pause so you can add more of your own opinion. If you don’t listen to the answer, the next time, they might not be so willing to talk.
- c** Mind your language. Have a strict company-wide policy on how to address people. There should never be the slightest possibility that any comment could be interpreted as racist, sexist, or in any other way derogatory. It’s not just polite—it’s the law.
- d** Timing is everything. It is very important to pick your moment when you want to speak to a colleague. Take a second. Look. Is he or she busy doing something? Looking stressed? Your message will not be best received right now. Wait—check the temperature before you dive in.
- e** Acknowledge what the other person says. If possible, empathize, too. Make the speaker feel important. Use a phrase such as “I can see how you feel about this.” Let them know you’ve heard what they said. If you can show them you understand them, they will feel they’ve been treated fairly, even if you can’t solve their problem for them.
- f** Make sure that anyone addressing other workers is trained in their use of positive body language, such as making eye contact and not crossing your arms. This counts as much in formal meetings as it does in informal, on-the-job conversations. Remind them that their words are just part of what they are communicating.

Send

- 1 Anthony (Accounts):** I got the impression that my line manager was not paying attention when I reported a problem. He wouldn’t look me in the eye, and he didn’t speak to me. I was offended, to be honest. _____
- 2 Christine (Sales):** I get the distinct impression that female employees are not taken seriously. And I strongly object to us being referred to as “girls.” I don’t know how long I can stick around in an unhealthy environment like that. _____
- 3 Frederic (IT):** I was brought in to do a job, but since then, nobody has shown the slightest interest in how well it’s going. In truth, there are many changes I would like to make, but management seems happy that things work—just about. _____



- 4 **Hannah (Administration):** I'm not shy about reporting problems, and very often changes are implemented soon after I suggest them. But you'd never know. There's rarely any recognition that I've even spoken. _____
- 5 **Jonathan (Research and Development):** I'm happy to carry out any instructions, but I feel a recent incident was very badly handled. I was in the middle of a complete system failure, and my superior walked in and started explaining a task he wanted me to do that, quite frankly, was not urgent. It was the worst possible day to do that. _____
- 6 **Lily (Marketing):** Communication with management is a dead end. I have made a number of suggestions—and I think they could be worth thousands to the company—but they always seem more concerned with giving me more instructions. I'm tempted to keep my ideas to myself. _____

THINKING SKILL

A Look again at the tips and the comments and match to make predictions.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 If you don't adhere strictly to a policy of addressing everyone in a nonprejudicial way, _____ 2 If you ask someone to do something when they have the time to listen, _____ 3 If you make a point of acknowledging a person's problem and let them know you've heard what they said, _____ 4 If you consult your staff and ask them directly what's happening in the company, _____ 5 If you use negative body language that conveys a lack of interest, _____ 6 If you don't listen to the other person's answer and just wait for your moment to talk, _____ | <ol style="list-style-type: none"> a the person you are with might stop talking to you. b you may have communication problems in both formal and informal meetings. c you may lose staff and face legal repercussions. d you will get a more favorable response. e they will feel better about the encounter. f you will probably be surprised by how well they understand the problems. |
|--|--|

Progress Check

Lesson 1

I can understand interpersonal communication.

To review, go to LIFE SKILLS **A**, p. 70.

I can use interpersonal phrases.

To review, go to VOCABULARY **A**, p. 70.

I can use passive reporting structures.

To review, go to GRAMMAR **B & C**, p. 71.

I can predict.

To review, go to THINKING SKILL **C**, p. 72.

I can talk about games.

To review, go to SPEAKING **B & C**, p. 72.

Lesson 2

I can understand as I listen to different native speakers.

To review, go to LISTENING **B**, p. 73.

I can use reduced adverb time clauses.

To review, go to GRAMMAR **B**, p. 74.

I can use reporting verbs.

To review, go to VOCABULARY **B & C**, p. 74.

I can structure a review.

To review, go to WRITING **C**, p. 75.

I can talk about gaming.

To review, go to SPEAKING **C**, p. 75.

Lesson 3

I can read to understand explanations and examples.

To review, go to READING **C**, p. 76.

I can use suffixes with *-ic*.

To review, go to VOCABULARY **C**, p. 77.

I can use stress patterns in *-ic* words.

To review, go to PRONUNCIATION **B**, p. 77.

I can encourage group discussion.

To review, go to CONFIDENT COMMUNICATOR **E**, p. 78.