A hundred years ago, starting a large business involved much more than a good idea. You would build a factory and hire hundreds of employees. The employees would work together to make products and then ship them to shops by truck, train or boat. But many of today’s wealthiest innovators have created businesses that do not require factories, physical products, shipping or shops. For example, the founders of the online photo-sharing site Instagram created a business with just thirteen employees, then sold it in 2012 for one billion dollars.

Is it any wonder people are interested in different business models?
A. Look at the diagram and then answer the questions.

1. A start-up is a new business, often one with a technology focus. A “lean” start-up develops an online business quickly. It is expected that failures will lead to new ideas. Starting with “ideas,” what do you think each of the stages in the diagram means?

   __________________________

   __________________________

   __________________________

2. Which stages do you think are the easiest and which are the most difficult? Why?

   __________________________

   __________________________

3. Instagram’s success was based on a friend’s suggestion to include filters that could modify and re-colour photos. Where in the diagram would you place that suggestion?

   __________________________

B. Discuss the questions and your answers, first with a partner, then in a group.
Listening for the Main Idea

While you listen to a talk, try to identify the main idea. Sometimes the main idea is obvious; often, it is introduced in the title. Here are strategies you can use to help you identify a main idea while you listen.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>EXPLANATIONS</th>
<th>EXAMPLES FROM LISTENING 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen for words and ideas that are repeated.</td>
<td>A speaker says some words more frequently, or uses synonyms and paraphrases.</td>
<td>... we weren’t great at one thing. Right, there wasn’t one thing that was special ...</td>
</tr>
<tr>
<td>Listen for clues from the speaker that tell you some parts of a talk are more important.</td>
<td>A speaker asks questions that will be answered in the talk. A speaker uses words and phrases to indicate that one or more ideas are important.</td>
<td>And the best moment of all was, when things started to grow. The important point is ... What I’m trying to say ...</td>
</tr>
<tr>
<td>Listen for changes in pitch and volume.</td>
<td>Words spoken at a higher pitch or in a louder voice signal important ideas.</td>
<td>And we waited until we felt we had something that we thought was really cool. So, we’re just going to market this thing. (Note: words in bold are said louder or at a higher pitch.)</td>
</tr>
</tbody>
</table>

These key phrases often signal main ideas.

- **INTRODUCTION:** Today, we’ll discuss ...
- **EXCEPTION:** However, ...
- **CAUSE AND EFFECT:** Because of this, ...
- **REPETITION:** In other words, ...
- **EXAMPLE:** For example, ...
- **SUMMARY:** In conclusion, ...

A. Finding the main idea involves ignoring unnecessary details. Read this excerpt from Listening 1. Cross out words, phrases and details you consider unnecessary. Highlight important words that are repeated, as well as their synonyms.

Somewhere asked me once, like what’s my big plan? What would make me really happy? When we were starting Pinterest I was like, “Geez, I just want to go somewhere and see somebody that I don’t know using something that I made and have it be kind of useful.” Like that is what I thought was really exciting. And so, we came up with this idea for something that was Web-based, really simple, something that we would use personally, and that was Pinterest.

B. Ignoring details and considering repeated words, what is the main idea of the paragraph in task A?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A. Below are words and phrases from the Academic Word List that you will find in Listening 1. Highlight the words you understand and then circle the words you use.

- biases
- data
- investors
- operating strategies
- theme

B. Match each word to its definition.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 accessed</td>
<td>a) principles for running a company</td>
</tr>
<tr>
<td>2 biases</td>
<td>b) subject or idea behind something</td>
</tr>
<tr>
<td>3 operating strategies</td>
<td>c) obtained information</td>
</tr>
<tr>
<td>4 theme</td>
<td>d) prejudices against something</td>
</tr>
</tbody>
</table>

C. Fill in the blanks with the correct words to complete the paragraph. Use a dictionary to look up words you don’t understand.

Throughout history, _________ have always _________ to market needs by supporting or developing new companies. They are _________ interested in creating profits for themselves and others. One way investors have been able to create profits is to take advantage of vast amounts of _________.

Ben Silbermann at Startup School

Those who follow technology news are fascinated with what are called origin stories. An origin story explains the steps involved in the creation of a new product that went on to be worth millions or billions of dollars. Pinterest, a company that Ben Silbermann co-founded, was valued at five billion in 2014—just four years after the Pinterest app became available. When you hear Pinterest’s origin story in Listening 1, consider the steps that led to its success.
Before You Listen

A. Based on the excerpt you read in Focus on Listening (page 4), and on the title and introduction to Listening 1, which questions about Ben Silbermann would you expect to have answered? Write the questions and discuss them with a partner. Then, while you listen, take notes and use them to write complete answers.

1. Who is Ben Silbermann?
   
   Ben Silbermann is a young entrepreneur who co-founded Pinterest.

2. What __________________________

3. When __________________________

4. Where __________________________

5. Why __________________________

6. How __________________________

B. What do you already know about technology start-ups? Discuss in a group.

C. Define the words and phrases in bold based on their context in the paragraph. Look at the surrounding words, definitions and examples. These words will help you understand Listening 1.

Many young entrepreneurs are attracted to California’s Silicon Valley to work in the technology industry. Getting a job can be as easy as connecting with employers attending one or more meetups. At meetups, they can get together with technically minded people who have the necessary engineering resources to do an app’s programming. Those who create apps tend to continue iterating an idea until they think it is ready for the market. It doesn’t have to be the final version, but it has to reach the stage of being a minimum viable product. Only then are they ready to launch. Once they do, it’s time to get people jazzed about it. This excitement can be generated through a campaign. In some cases, it helps to get a blogger to spread the news.
Silicon Valley (n.): ________________
meetups (n.): ________________
engineering resources (n.): ________________
iterating (v.): ________________
minimum viable product (n.): ________________
launch (v.): ________________

While You Listen

D. Listen to a talk by young entrepreneur Ben Silbermann. The first time you listen, try to understand the main idea. Listen for words that are repeated, words that point out parts that are more important and changes in pitch and loudness. The talk consists of eight sections. The first sentence or phrase of each section is numbered below. While you listen the second time, choose the best main idea for each section. Listen a third time to check the main ideas and make corrections.

1. Somebody asked me once, like what’s my big plan?
   a) His plan is to work for a large and successful software company.
   b) Pinterest is the speaker’s goal of a useful product that others want to use.
   c) He would like to make something exciting and useful, like Pinterest.

2. We’d learned the lesson from doing the iPhone app ...
   a) There is no point in launching a product you are not proud of.
   b) It’s better to launch a product early and get feedback to improve.
   c) It’s difficult to launch a product on your own; work together.

3. And we decided that the one thing we had to do really well ...
   a) To succeed, the app needed to appeal to everyone.
   b) To succeed, the app had to be inexpensive.
   c) To succeed, the app had to be attractive.
4. So, this is the first version of Pinterest ...
   a) Creating the final app depended on countless small improvements.
   b) The initial app turned out to be much the same as the final product.
   c) The trial version of the app was thrown out and they started over.

5. I e-mailed out all my friends, like all my family ... 
   a) It’s better to change the product than find more users.
   b) It’s better to find more users than change the product.
   c) Changing the product can help find more users.

6. And that’s what we started to do ...
   a) By not having any strategy, we were able to let people choose.
   b) It was important to see which strategies were successful elsewhere.
   c) Finding a strategy appropriate to the app was important.

7. So it was a really, really exciting moment for us.
   a) The app avoided dividing people according to their interests.
   b) The best part of the app was connecting people with their shared interests.
   c) The unexpected part was that most people didn’t want to meet others.

8. A lot of people in Silicon Valley didn’t get it.
   a) The app included a virtual booklet to explain the app’s special features.
   b) Others expected the app to have the same features as other apps.
   c) Once an app is launched, everyone expects it to do as well as other apps.

After You Listen

E. Indicate whether these statements are true or false, according to the listening.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Silbermann created Pinterest on his own.</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>2. He wanted to create something that he would want to use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A new app has to have good features for you to get any feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Silbermann didn’t show the app to anyone until it was launched.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. He tried to get his friends and family involved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Meetups were used to create a community of engineers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The word <em>genuine</em> is used to describe the connections that were made.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. It’s important to listen to everyone else when designing a new app.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. Now that you have identified the main idea for each section, what would you say is the main idea of the entire talk? Discuss this with a partner and then write the main idea below.

______________________________
Taking Notes

You take notes to help you remember the details of an assignment or lecture, or to have a record of a meeting so that you can bring up points and ask questions later. When your teacher offers additional explanations about something in your textbook, you can add notes to the particular section.

Taking notes helps to develop your listening skills. Learn to listen for main ideas and important details while blocking out information that doesn’t matter. There are a number of ways to take notes including using mind maps, timelines or outlines.

Mind maps

Mind maps show relationships among ideas. Start with a central idea, such as the title of the lecture, and branch off to related ideas. In turn, the related ideas branch off further. If a topic changes, start a new mind map. One way to use a mind map is to write the topic in the centre circle with who, what, when, where, why and how circles branching off from it.

A. Look at this example of a mind map based on Listening 2. Based on the mind map, discuss with a partner what you think Listening 2 is about.

![Mind Map Example]

B. When you take notes, you don’t have time to write everything the speaker says. Instead, write key words and use abbreviations and symbols: sec, hrs and wknd for seconds, hours and weekend. Write symbols you could use for the following terms.

<table>
<thead>
<tr>
<th>MEANING</th>
<th>SYMBOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>greater than</td>
<td>&gt;</td>
</tr>
<tr>
<td>less than</td>
<td></td>
</tr>
<tr>
<td>equals/equal to</td>
<td></td>
</tr>
<tr>
<td>not equal to</td>
<td></td>
</tr>
<tr>
<td>connected ideas</td>
<td></td>
</tr>
<tr>
<td>up/popular</td>
<td></td>
</tr>
<tr>
<td>down/unpopular</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEANING</th>
<th>SYMBOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>number</td>
<td></td>
</tr>
<tr>
<td>dollars/money</td>
<td></td>
</tr>
<tr>
<td>percent</td>
<td></td>
</tr>
<tr>
<td>and/plus</td>
<td></td>
</tr>
<tr>
<td>at</td>
<td></td>
</tr>
<tr>
<td>essential information</td>
<td></td>
</tr>
<tr>
<td>not clear/question</td>
<td></td>
</tr>
</tbody>
</table>
Timelines
When a talk features several dates or refers to changes over time, take notes using a timeline. Draw a horizontal or vertical line on a page and add dates. While you listen, write short notes next to each date or point in time.

C. Fill in the timeline with these short notes from Listening 1.
• meetups
• developed it with friends
• Pinterest success
• desire to design app
• S. wanted an app he could use
• showed friends, family

Outlines
Outlines work on the principle that main ideas are followed by supporting details. Look at this example. You will use this model to take notes in Listening 3.

| Startup Weekend | • 2007                      |
|                | – non-profit                |
|                | • Isaac Newton             |
|                | – work better in groups    |
|                | • entrepreneurs, business people, designers |
|                | – meet 1 wknd/54 hrs       |
|                | – teams, develop prototype |

VOCABULARY BUILD 2
A. Below are words from the Academic Word List that you will find in Listening 2. Highlight the words you understand and then circle the words you use.

commitment  facilitator  format  incentives  option  proportion

B. Highlight the word in parentheses that best completes each sentence. Key words are in bold.
1. I don’t want to make a commitment so I’ll (choose / avoid) a date.
2. The new facilitator came to (organize / observe) the meeting.
3 The company has a special e-mail **format** that (everyone / no one) must use.
4 The company provided many **incentives** to (inform / reward) employees.
5 She wanted to do everything in **proportion** and (balance / unbalance) things.

C. Synonyms are words that have similar meanings. Highlight the word or phrase that has the closest meaning to each word in bold.
1 One last **option** is to get money from a venture capitalist.
   a) decision  b) dead end  c) possibility
2 Wages were cut in half and **consequently** many people left the company.
   a) therefore  b) beforehand  c) unfortunately
3 Their idea of **networking** involved meeting people in the computer industry.
   a) wiring  b) connecting  c) spreading
4 The engineering plans were too **technical** for me to understand.
   a) unusual  b) important  c) scientific
5 The software program tries to **simulate** the feeling of meeting friends in person.
   a) recover  b) imitate  c) introduce

D. VOCABULARY EXTENSION: Some words have both noun and verb forms. Write definitions for these words.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>NOUN DEFINITIONS</th>
<th>VERB DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 format</td>
<td>way in which something is arranged</td>
<td></td>
</tr>
<tr>
<td>2 network</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 option</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 proportion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fifty-four Hours: Startup Weekend**

Imagine you have a great idea for a new business but don’t know anyone with the technical skills to help you make it happen. What would you do? Startup Weekend has been answering that question since 2007 with weekend get-togethers in more than one hundred countries. Participants share ideas and form teams to work on bringing the more interesting ideas closer to reality—all in just a fifty-four hour period. In Listening 2, you will hear how some ideas might attract funding to get them started as real businesses.
Before You Listen

A. Form groups of six or more students. Ask each group member to write three or more skills he or she has, each one on a separate slip of paper. One member of the group collects and mixes these slips, then lays them out for everyone to see. In your group, look over the skills and make connections. Discuss how several skills could work together in a new business.

B. Fill in the blanks with the words that have the closest meaning to the words and phrases in bold. These words will help you understand Listening 2.

| circulate | incessantly | iterations | pitch | prototype | skits |

In funding meetings, **short performances** are often used as icebreakers to get people to **move around** and meet other people. If everyone moves **without stopping**, however, then there won’t be any time to make a **proposal**. So there are **variations** of icebreakers, such as ones where you stand at a table with a **model** and people come to you.

While You Listen

C. While you listen to the interview, try to focus on both the questions and the answers. On the next page are Jeff Smith’s interview questions. Take notes on Louise Fox’s answers. Then, when the listening is finished, go back and add examples and explanations. Remember to use abbreviations when you take notes. You will hear the interview more than once, but take notes during the first listening, just as you might during a lecture.
<table>
<thead>
<tr>
<th>SMITH'S QUESTIONS/COMMENTS</th>
<th>FOX'S ANSWERS/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome, and today we’re talking to Louise Fox who is working with Startup Weekend, an organization that’s been around since 2004.</td>
<td>around since 2007</td>
</tr>
</tbody>
</table>
| ... it’s sort of a meeting of geniuses and inventors, isn’t it? | many innovations from groups  
Isaac Newton agreed |
| Did you say giants? What did he mean by giants? | |
| Got it! So tell us about Startup Weekend. Is it something that’s going to change the world? | |
| Excuse me, just fifty-four? I heard that no one sleeps at these things! | |
| And I’ve heard it’s been a success. Would you agree? | |
| Technical, design, business. Uh-huh. | Startup Weekend Friday night networking |
| I’ve heard it’s expensive to attend, but you said it was a non-profit. Can you tell me where all the money goes? | question not answered |
| I understand that the teams are not just working on their own. Can you give me an example of the help they get? | coaches are Startup Weekend veterans |
| Let me cut in here. It seems they’re very motivated. What do you think? | |
| Would you be able to tell me what the presentations consist of? | presentations consist of |
| Very impressive. For you, what would you say is the measure of success for Startup Weekend? | |
After You Listen

D. Write short answers to these questions.

1. When did Startup Weekend first begin?

2. Why is the scientist Isaac Newton mentioned?

3. How many hours does Startup Weekend last?

4. What is the measure of the success for Startup Weekend?

5. What is the purpose of the Startup Weekend icebreaker activity?

6. Why do you think Pitchfire’s time limit is only sixty seconds?

7. What is the purpose of the talks by experts?

8. What is the reason for the many formats used in the final presentations?

E. What would you expect to do at a Startup Weekend event? Number the following in order.

1. ask for help from coaches
2. form teams
3. listen for winners of top prototypes and then celebrate and network
4. listen to a short speech by the facilitator
5. network over dinner
6. vote on best and most viable ideas
7. prepare for a late-afternoon presentation and then respond to questions
8. participate in an icebreaker
9. share ideas in a Pitchfire session
10. work together in teams, taking breaks to eat and drink

F. Based on your notes and answers to task D, what is the main idea of Startup Weekend? Discuss in a group.
Managing a Conversation

Sometimes you are asked to listen without interrupting, such as in a lecture. Other times you are involved in the discussion and are expected to participate. An important part of participating is managing the conversation. These strategies can help improve your understanding of what is being said and allow you to contribute more effectively.

A. Read the strategies and practise the example conversation with a partner. Write phrases of your own in the empty squares in task B.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>PURPOSE</th>
<th>EXAMPLE CONVERSATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASK FOR A RESPONSE</td>
<td>Make sure everyone is engaged in the conversation.</td>
<td>Do you agree? What's your opinion? What do you think?</td>
</tr>
<tr>
<td>ASK FOR MORE DETAIL</td>
<td>Find out more information.</td>
<td>Could you explain that? How exactly does that work?</td>
</tr>
<tr>
<td>ASK FOR CLARIFICATION</td>
<td>Find out the meaning of a word or other detail.</td>
<td>So you’re saying that ... Let me get this straight ... I’m not sure what you mean by ... Are you sure?</td>
</tr>
<tr>
<td>EXPRESS AN OPINION</td>
<td>Share an idea even though it may not be supported by facts.</td>
<td>I don’t agree. That seems wrong. That doesn’t seem right to me.</td>
</tr>
<tr>
<td>POLITELY INTERRUPT</td>
<td>Make space in the conversation for your questions or point of view.</td>
<td>Excuse me, but my point is ... Before you go on, could I add ... Please, let me say something here.</td>
</tr>
</tbody>
</table>

B. In a small group, discuss which of your courses will most likely help you get a job. During the conversation, try to use each strategy at least once. Keep your book open to this page and when one of your group members uses one of the strategies, be the first to point to it.

C. With your group, discuss which strategies were used more often and which strategies were seldom used, and why.
Yes/No Questions

You have already seen questions that ask who, what, when, where, why and how. These types of questions are called information questions. Information questions ask for information by using question words that encourage short specific answers. But when you want the briefest answer possible, ask questions that have yes or no answers.

<table>
<thead>
<tr>
<th>VERB to be</th>
<th>SUBJECT</th>
<th>PHRASE</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are</td>
<td>you</td>
<td>networking?</td>
<td>Yes, I am (networking). No, I’m not (networking).</td>
</tr>
<tr>
<td>Aren’t</td>
<td>she</td>
<td>Louise Fox?</td>
<td>Yes, she is (Louise Fox). No, she’s not (Louise Fox).</td>
</tr>
<tr>
<td>Am</td>
<td>I</td>
<td>late?</td>
<td>Yes, you are (late). No, you aren’t (late).</td>
</tr>
<tr>
<td>Aren’t</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERB to do</th>
<th>SUBJECT</th>
<th>PHRASE</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>you</td>
<td>know Louise?</td>
<td>Yes, I do (know Louise). No, I don’t (know Louise).</td>
</tr>
<tr>
<td>Don’t</td>
<td>he</td>
<td>network?</td>
<td>Yes, he does (network). No, he doesn’t (network).</td>
</tr>
<tr>
<td>Does</td>
<td>they</td>
<td>finish?</td>
<td>Yes, they did (finish). No, they didn’t (finish).</td>
</tr>
<tr>
<td>Doesn’t</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERB to have</th>
<th>SUBJECT</th>
<th>PHRASE</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has</td>
<td>he</td>
<td>networked?</td>
<td>Yes, he has (networked). No, he hasn’t (networked).</td>
</tr>
<tr>
<td>Hasn’t</td>
<td>you</td>
<td>met Louise?</td>
<td>Yes, I have (met Louise). No, I haven’t (met Louise).</td>
</tr>
<tr>
<td>Has</td>
<td>the group</td>
<td>finished?</td>
<td>Yes, the group has (finished). No, the group hasn’t (finished).</td>
</tr>
<tr>
<td>Hasn’t</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Change these information questions to yes or no questions.

1. Who offers the workshops?

2. What has made your company more efficient?

3. When did you start your company?

4. Where is your company located?

5. Why did you start a company?

6. How do people volunteer with you?

B. Practise asking and answering the questions with a partner.

When people speak quickly, they often blend the final sound of one word together with the first sound of another. Listen carefully to understand the individual words.

Use what you learned about yes/no questions when you prepare assignments.
WARM-UP ASSIGNMENT

Create and Present an Idea for an Application

In this Warm-Up Assignment, you will work in groups to create an idea for a new application.

The following are among the most popular applications downloaded for mobile phones.

- banking
- communication
- entertainment
- food
- games
- maps
- music
- news
- productivity
- shopping
- social networking
- sports
- travel
- video
- weather

A. Form groups of three. From the list above, work together to combine two or more of the applications to create an idea for a new one. For example, you might combine social networking + banking to compete with friends on ways to save money, or you might combine weather + maps + entertainment to play a game to learn about different kinds of clouds.

B. Discuss your ideas. Use the conversation strategies you learned in Focus on Speaking (page 15). Ask questions about different applications and how they work (refer to Focus on Grammar).

C. Present your application to the class and briefly explain it. Each group member should talk about one part of the process. For example, one member might explain how the idea came about. A second member might introduce the application itself, demonstrating how it will work. A third member might give evidence of how the application could solve a problem, or how it could be used to learn something new.

D. After your presentation, ask for feedback from your teacher and classmates. Use this feedback to improve your application or your presentation. You will revise your presentation for the Final Assignment.

VOCABULARY BUILD 3

A. Below are words from the Academic Word List that you will find in Listening 3. Highlight the words you understand and then circle the words you use.

- chapters
- co-founders
- ratio
- enhance
- nouns
- adjectives
- core
- diverse
- verb
- adverbs
- accessibly
- definitely
- side project

B. Choose the phrase that best completes each sentence. Key words are in bold.

1. She established chapters in each city so members could ________
   a) read parts of books
   b) get together
   c) work alone
The core members of the workshops _______.
   a) were not good programmers
   b) attended one session
   c) were the instructors

An accessibly priced package meant _______.
   a) no one could afford it
   b) everyone could afford it
   c) everyone could find out the cost

As co-founders of the company they _______.
   a) were also in charge of it
   b) had to answer to others
   c) could only volunteer

C. Highlight the word that has the closest meaning to each word in bold.

1. The ratio of instructors to students is one to four.
   a) total
   b) proportion
   c) remainder

2. The organization had several diverse plans to teach software.
   a) different
   b) similar
   c) traditional

3. To enhance service, the organization looked for passionate employees.
   a) reduce
   b) ignore
   c) improve

4. Programming workshops were definitely needed for those with no coding experience.
   a) temporarily
   b) certainly
   c) possibly

Hack to Start: Heather Payne

Young entrepreneur Heather Payne founded Ladies Learning Code, a not-for-profit start-up that runs inexpensive workshops teaching computer programming and other technical skills. The start-up was a side project—an idea outside her normal work. Many people have ideas for side projects but do not act on them. Payne suggests that this is because they lose momentum, or the desire to move forward.

Before You Listen

A. Read this excerpt from Listening 3. In it Payne talks about how she got started. Based on the excerpt, and on the title and the introduction, which questions would you expect to have answered? Write the questions and the answers.

I grew up outside of Toronto, in Brampton, and went to Western to study business, so I graduated with a business degree in 2009, and that whole time actually, entrepreneurship wasn’t really something that I was necessarily interested in. I went through all of university thinking that I would join, you know, like a company, and work my way up or something like that. And it wasn’t until after I graduated, and I guess, you know, really realized that I preferred smaller companies, because you get to be more of a generalist.
Develop Your Vocabulary: When speakers use words or phrases you don’t know, politely interrupt to clarify: “Do you mean…?”

B. In the speech, Payne talks about setting up coding workshops for women. Why might she have been more interested in having the workshops for women rather than for men or for a mixed group?

C. These words and phrases will help you understand Listening 3. Read each statement and use the context to match the word or phrase in bold to its meaning. Discuss your answers with a partner.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>MEANINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. As a generalist, she was in demand everywhere.</td>
<td>a) dissatisfied</td>
</tr>
<tr>
<td>2. He tried to walk straight to the front, but stumbled.</td>
<td>b) gossip or casual talk</td>
</tr>
<tr>
<td>3. I’m passionate about coding; it’s my whole life.</td>
<td>c) lost footing or balance</td>
</tr>
<tr>
<td>4. I was unable to do it at first and became frustrated.</td>
<td>d) natural development</td>
</tr>
<tr>
<td>5. The first coding she did was with Python.</td>
<td>e) initiated</td>
</tr>
<tr>
<td>6. It wasn’t planned; the project had an organic growth.</td>
<td>f) one who can do everything</td>
</tr>
<tr>
<td>7. As the team leader, she spearheaded the new project.</td>
<td>g) coding language</td>
</tr>
<tr>
<td>8. We heard by word of mouth, not from what we read.</td>
<td>h) deeply interested</td>
</tr>
</tbody>
</table>
While You Listen

D. The first time you listen, try to get the main idea. Listen a second time for key words. Use the outline technique from Academic Survival Skill (page 9) to take notes. Listen a third time to check your notes and add details.

NARRATOR: Can you tell us a little bit about yourself?
• grew up Brampton

NARRATOR: How did you decide to start this organization?
• 2009 the economy had collapsed

LOS ANGELES: For work; joined workshop for women to learn Python.
• idea to have workshops in Toronto
NARRATOR: How did you actually hack the growth for Ladies Learning Code?

- 19 chapters in less than three years

- Melissa Cernic

- Other cities: Not difficult.

TWITTER: Participants helped promote the workshops.

OTHER CITIES: Not difficult.

After You Listen

E. Highlight the word or phrase in parentheses that best completes each sentence.

1. Heather Payne graduated from Western University in (programming / business).
2. After graduating, she decided to (get a job / travel).
3. A group in Los Angeles (inspired / borrowed) the idea of Ladies Learning Code.
4. In Toronto, she co-founded Ladies Learning Code, an organization to teach (programming / business).
5. After starting in Toronto, the next city to host workshops was (Vancouver / Ottawa).

6. The low cost plus lunch are two reasons the workshops are (profitable / popular).

7. Each city’s workshops are organized by (Payne / core members).


F. Choose the best summary of Listening 3.

☐ Heather Payne was inspired by the Los Angeles group Ladies Learning Code to teach herself coding and start a business teaching others how to build and program computers.

☐ Heather Payne’s interest in business made her look for an opportunity in which she could compete against other groups delivering programming training to Canadian women.

☐ After Heather Payne learned to code, she decided it was a skill that could benefit other women so she set up enjoyable workshops that now continue without her involvement.

FINAL ASSIGNMENT
Give a Presentation and Take Notes

Use what you learned in this chapter to deliver a revised version of the presentation you first gave in the Warm-Up Assignment. You will also take notes on the presentations of other groups.

A. Re-form your Warm-Up Assignment groups.

B. Based on the feedback you received from your teacher and classmates, consider how you can improve your Warm-Up Assignment application or presentation and make revisions.

C. Follow the same procedure and divide the revised presentation among group members. When you have finished, ask for feedback.

D. While you listen to your classmates’ presentations, take notes using symbols and a mind map, a timeline or an outline format (see Academic Survival Skill, page 9).
E. While you listen, write your feedback questions, comments and suggestions. Depending on the response you need, ask either yes/no questions or information questions with **who**, **what**, **when**, **where**, **why** and **how** question words (see Focus on Grammar, page 16). If you need to interrupt a presentation, do so politely.

F. When presentations are finished, as a class, vote for the best application. A group cannot vote for its own application.

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**How confident are you?**

Think about what you learned in this chapter. Use the table to decide what you should review.

<table>
<thead>
<tr>
<th>I LEARNED ...</th>
<th>I AM CONFIDENT</th>
<th>I NEED TO REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>vocabulary related to new business models;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to listen for the main idea;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>how to organize ideas using note-taking strategies;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>how to manage conversations and ask questions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>about yes/no questions and information questions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>how to participate in group discussions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>how to give a presentation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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** VOCABULARY Challenge **

Think about the vocabulary and ideas in this chapter. Use these words to write two sentences about new business models.

- commitment
- conducive
- incentives
- initiatives
- innovative
- visionary

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________