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Academic Skills

Listening, Speaking, and Study Skills

LEVEL 3 Student's Book

OXFORD

Richard Harrison

Series Editors: Liz and John Soars

Headway Academic Skills

Listening, Speaking, and Study Skills

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DIGITAL AUDIO

OXFORD

Class Audio CD

Unit 1-10

LEVEL 3

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Academic Skills

Listening, Speaking, and Study Skills

LEVEL 3 Student's Book

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1 Learning and intelligence

LISTENING SKILLS Listening for gist • Listening for specific information • Critical thinking (I) Defining terms

• Understanding the language of graphs

SPEAKING SKILLS Assessing yourself • Taking turns in a discussion

VOCABULARY DEVELOPMENT Knowing a word

LISTENING How to be a successful student



1 Look at the students in the photo. They have just graduated. Work in groups and discuss the questions below. Then share your group's ideas with the rest of the class.

- 1 What are the study habits of successful students?
- 2 What are the habits of unsuccessful students?

Add your ideas to the table.

successful students:	unsuccessful students:
<i>plan their time</i>	<i>are late with assignments</i>

2 **Read STUDY SKILL** 1.1 Listen to the first part of a talk to new students. What is the gist of what the speaker is saying? Which two of the following general points are covered in the talk?

- 1 The importance of choosing the right programme of study.
- 2 What it means to be a successful student.
- 3 How to prepare yourself for examinations.
- 4 The differences between university life and school.
- 5 The role of motivation in studying.

3 1.1 Compare your answers with your partner. Then listen again and check your answers.

STUDY SKILL Listening for gist

Sometimes a listener may just want to get a general idea of what the speaker is saying, not detailed information. Listening for the general idea is also called listening for gist.

- 4 **Read STUDY SKILL** 1.2 Listen to the second part of the talk. The speaker explains what students should do in order to be better students. List the main points in column A of the table below. Check your answers with a partner.

A advice	B language signals
time management _____ _____ _____ _____	One of the most important skills is ... _____ _____ _____ _____

STUDY SKILL Listening for specific information

Sometimes we listen for specific information, for example:

- times, dates, facts and figures.
- main points in a list.
- an argument / a line of reasoning.

Important information is often signalled by the choice of words, for example:

- *One of the most important skills is ...*
- *Another piece of advice is ...*
- *I'd like to point out that ...*
- *It's important to remember that ...*

Speakers sometimes speak more slowly and clearly to show that some points are important.

- 5 1.2 Listen again to the second part of the talk. What phrases did the speaker use to signal the main points? Write them in column B of the table above.

Intelligence and learning

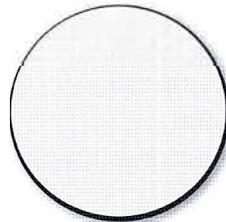
- 1 One way of measuring intelligence (or 'IQ') is by tests. Try the quiz below to test your intelligence.

IQ Quiz

00:60

Answer the following questions in less than 60 seconds!

- 1 How many legs do two chickens and two horses have? _____
- 2 Cut the pie into seven pieces by drawing four lines.



- 3 Two of the following numbers add up to 13: 1, 6, 3, 5, 11. True or False?

- 2 Discuss your results with a partner. What do tests like these try to measure? Are they successful?

3 **Read STUDY SKILL** Work in groups. Discuss the questions.

- 1 What is intelligence? Can you give a definition?
- 2 Is intelligence inherited from parents or is it learned?
- 3 Is intelligence related to brain size?
- 4 Do you know people who are intelligent but who haven't been very well educated? In what ways are they intelligent?
- 5 Is there more than one kind of intelligence?

4 Look at the definitions below. Tick (✓) the option which is closest to your understanding of the word. Improve the definition you choose if you can.

- 1 *Intelligence* is the ability to ...
 - deal with practical everyday problems.
 - pass examinations with high scores.
 - think quickly and find solutions.
- 2 *Success* means ...
 - being respected in society.
 - having a job with a high salary.
 - having good qualifications.
- 3 An *educated* person is one who ...
 - has read many books on a variety of subjects.
 - has been to university and obtained qualifications.
 - treats other people fairly.
- 4 A *healthy* person is one who ...
 - never sees a doctor or goes to hospital.
 - has a positive outlook on life.
 - exercises a lot and has a good diet.

5 Write definitions for these words.

- 1 poverty 2 biased 3 logical

6 Read the text below about IQ tests. Check any vocabulary that is new to you. Then decide if statements 1–4 are True (T) or False (F).

Measuring intelligence

Originally, IQ, or Intelligence Quotient, was used to detect children of lower intelligence in order to place them in special education programmes. The first IQ tests were designed to compare a child's intelligence to what his or her intelligence 'should be' as relative to the child's age. Today, IQ testing is used mainly for adults. The tests attempt to measure an adult's true mental potential, unbiased by culture. The tests compare the scores of one adult to the scores of other adults who have taken the same test. The average score (IQ) is set at 100, so a person who scores more than 100 is 'more intelligent' than average and someone who scores below 100 is said to be less intelligent. However, some people think that IQ tests only measure a narrow range of intelligence, for example mathematical and logical intelligence. They may also be biased by cultural factors.

- 1 The original IQ test was used mainly for testing adults. _____
- 2 Today's tests compare the scores of one adult with others. _____
- 3 A score of 100 means a person is very intelligent. _____
- 4 Some people think that there may be cultural bias in IQ tests. _____

STUDY SKILL Critical thinking (1) Defining terms

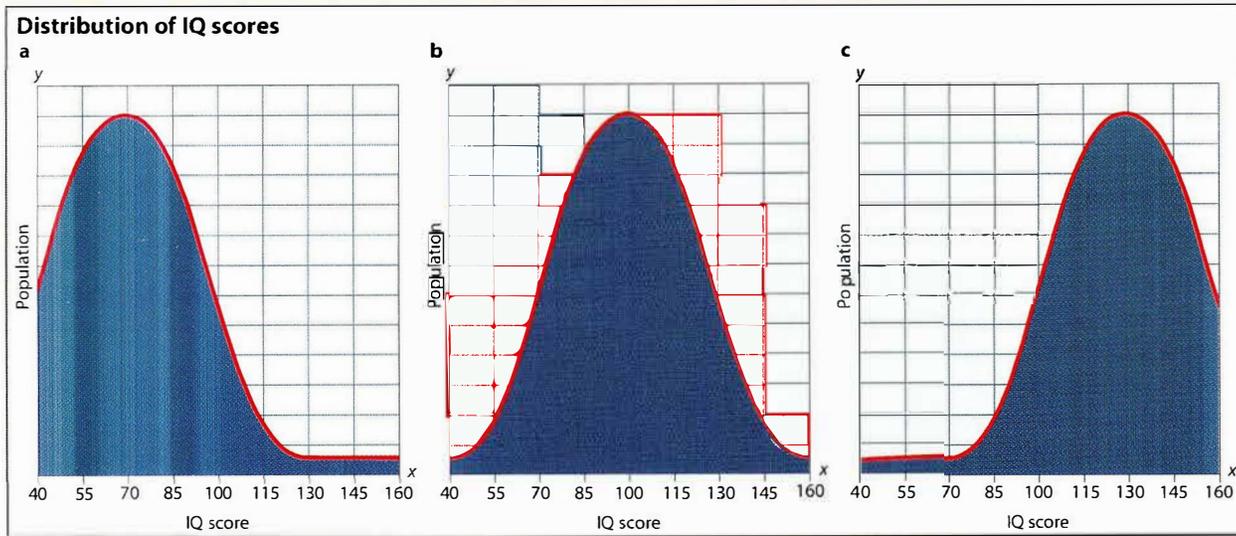
One part of critical thinking is being clear about the exact meaning of the words we use.

We need to define the terms we use clearly, so for example, if we are discussing intelligence, we must first decide:

- What is *intelligence*?
- What do we mean by an *intelligent* person?

Different people have different ideas of what words such as *intelligence* or *intelligent* mean.

- 7 **Read STUDY SKILL** 1.3 Listen to the first part of the lecture on multiple intelligences. Which of the following graphs does the lecturer describe?



STUDY SKILL Understanding the language of graphs

Make sure you are familiar with the basic language of graphs. Some of the key terms are: *vertical axis, horizontal axis, curve, distribution, peak, range*

It is especially important to understand:

- what the graph is meant to show, e.g. the title and dates.
- what the vertical axis measures.
- what the horizontal axis measures.

- 8 1.4 Listen to the second part of the lecture on multiple intelligences. As you listen, match the types of intelligence (1–7) with the features (a–g).

A types of intelligence:	B features
1 <input type="checkbox"/> Linguistic	a read maps and plans effectively
2 <input type="checkbox"/> Logical-mathematical	b move the body well: sports, dancing, making things
3 <input type="checkbox"/> Spatial	c use words well in speaking, writing, etc.
4 <input type="checkbox"/> Bodily-kinaesthetic	d understand other people and their problems
5 <input type="checkbox"/> Musical	e understand himself/herself and reflect
6 <input type="checkbox"/> Interpersonal	f sing, compose or play instruments
7 <input type="checkbox"/> Intrapersonal	g deal with numbers, scientific or legal problems

- 9 1.5 Listen to the last part of the lecture on the implications of this theory. Complete the handout below with information from the lecture.

Implications of Gardner's theory ...

- 1 For education and society:
 Schools focus most attention on _____
 But schools should also focus on _____
- 2 For teachers:
 Teachers should _____

SPEAKING Assessing study habits

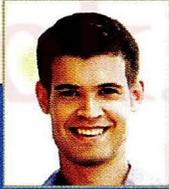
- 1 **Read STUDY SKILL** Decide what your strengths and weaknesses are. Add to the list below.

- *Good at working with others.*
- *Note-taking in lectures.*
- *Meeting deadlines.*

- 2 Think about your study habits. Answer these questions and write notes.

- 1 When do you like to study? **At weekends in the mornings.**
- 2 Where do you like to study?
- 3 Do you take regular breaks?
- 4 Do you take notes while studying?
- 5 Do you make plans for your study time and free time?
- 6 Do you like to study alone or in a group?

- 3  1.6 Listen to Sarah and Andrew talking about their study habits. As you listen, complete the table with information about their strengths, weaknesses and study habits.

	Sarah	study habits	Andrew	
<i>leaves revision to the end</i>		Weaknesses		
		Strengths		
		Time of study		
		Place of study		
		Takes breaks?		
		Takes notes?		
		Has a study plan?		
		Works alone or in groups?		

- 4 Work in pairs or small groups. Discuss your strengths, weaknesses and study habits. Use the expressions in the Language Bank and your notes from exercises 1 and 2.

LANGUAGE BANK Describing yourself

Strengths and weaknesses

- I'm good at giving presentations.*
- I find speaking in seminars quite easy.*
- One of my strengths / weaknesses is researching on the Internet.*
- I'm not so good at checking grammar mistakes.*
- What I find difficult is taking notes.*

Habits

- I always / usually / never work better at night.*
- I like / hate / prefer getting up early to study.*
- What I hate doing is checking spellings.*

STUDY SKILL Assessing yourself

Before starting a new course of study, it is useful to understand what kind of student you are.

What are you good at (strengths) and what are you bad at (weaknesses)?

How can you improve these weak areas?

Think about your study habits.

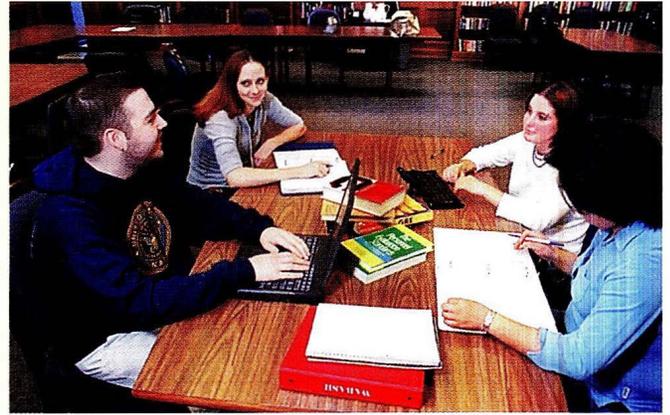
When do you like to study and where?

How can you make your study habits more effective?

Taking part in a discussion

- 1 Rate yourself for each type of intelligence. 1 = 'I am weak' and 5 = 'I am strong' in this type of intelligence.

Linguistic intelligence	1 2 3 4 5
Logical-mathematical intelligence	1 2 3 4 5
Spatial intelligence	1 2 3 4 5
Bodily-kinaesthetic intelligence	1 2 3 4 5
Musical intelligence	1 2 3 4 5
Interpersonal intelligence	1 2 3 4 5
Intrapersonal intelligence	1 2 3 4 5



A discussion group

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- 2 Compare your results with your partner. Explain your choices.

- 3 **Read STUDY SKILL** 1.7 Listen to this extract from a discussion on multiple intelligences. How many examples can you find of the following actions? Write the examples in the box.

action	examples
Handing over to other people Interrupting Holding the floor	

STUDY SKILL Taking turns in a discussion

In a discussion, it is important to take your turn, and also let others take their turns. You should practise how to:

- 'take the floor' or interrupt another speaker.
- 'hold the floor' and stop another person interrupting.
- 'hand over' to other speakers.

- 4 Study these discussion questions and make notes.

- Does the theory of multiple intelligences make sense?
- Which intelligences do you accept as likely? Give reasons.
- Which intelligences (if any) are you not sure about? Give reasons.
- How do you rate yourself, using the seven types of intelligence?
- What implications are there for students and for teachers?

- 5 Work in groups of three or four. Discuss the questions from exercise 4 for about ten minutes. Make sure you contribute fully to the discussion, using the expressions from the Language Bank. Try to:

- interrupt at least once.
- stop interruptions at least once.
- hand over to another student.

- 6 Each group should report on their discussion to the rest of the class.

- How did you respond to the questions? Summarize the views of the group.
- How successful was the discussion? Did all members participate?

LANGUAGE BANK Language for discussions

Taking the floor / Interrupting

- Could I just make a point ...?*
I'd like to add something here ...
I agree with ... but I'd just like to say ...
Could I say something here ...?
Yes, but ...!

Holding the floor

- Could you hold on ...?*
Could I just finish ...?
Well, let me explain ...
Sorry, but I'd just like to finish by saying ...

Handing over to other speakers

- What does everyone else think?*
Does everyone agree?
What do you think?
Would you like to comment?

VOCABULARY DEVELOPMENT Using a dictionary

- 1 **Read STUDY SKILL** Study the table. It shows what 'knowing' the word *intelligent* means. Complete the table with information from the dictionary entry.

word	intelligent	
the meaning(s)	having the ability to understand learn and think	
part of speech		
pronunciation		
synonyms	clever, bright, brainy	
antonyms	unintelligent	
collocations	verbs: be, look, seem adv.: extremely, highly, fairly	
forms of the word	intelligence, intelligently, intellectual, intellect, intelligible	

- 2 Use a dictionary to complete the rest of the table for one of the words in the box.

organize success logical critical

- 3 Use a dictionary to help you complete the rest of the table below. Then practise saying the words with a partner.

word	stress	word	stress
intelligence	o O o o	intelligently	
intellect		intellectual	o o O o o
intelligent		intelligible	

- 4 Find the parts of speech of these words related to *intelligent*. Write (n), (adj) or (adv).

intelligent **(adj)** intelligence ___ intelligently ___
intellect ___ intellectual ___ intelligible ___

- 5 Complete the sentences with one of the words from exercise 4.

- This subject seems very difficult but the writer explains it in a way that is completely _____ to the average reader.
- She looked at me coolly and _____ before answering the question.
- Kim took an _____ test last week and is waiting for the result.
- Maria is a very _____ child. Although she is only three, she can already do simple calculations.
- Einstein was man of considerable _____. We only need to look at his record as a scientist.
- Gandhi was a great _____. He thought deeply about life, the world and the spirit.

STUDY SKILL Knowing a word

To know a word fully, we should know:

- the meaning
- the part of speech
- the spelling
- its synonyms and antonyms
- the words that occur with it (collocations)
- forms of the word
- its pronunciation

In a multi-syllable word (such as *intelligence*) it is important to know where the main stress lies. For example, the word *intelligence* has four syllables. The main stress is on the second syllable:

intelligence
o O o o

intellect /'ɪntəlekt/ **noun** 1 [U] the power of the mind to think and to learn: *a woman of considerable intellect* 2 [C] an extremely intelligent person: *He was one of the most brilliant intellects of his time.*

intellectual¹ /'ɪntə'lektʃʊəl/ **adj.** 1 (only before a noun) connected with a person's ability to think in a logical way and to understand things: *The boy's intellectual development was very advanced for his age.* 2 (used about a person) enjoying activities in which you have to think deeply about sth
► **intellectually** **adv.**

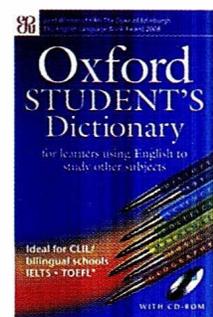
intellectual² /'ɪntə'lektʃʊəl/ **noun** [C] a person who enjoys thinking deeply about things

intellectual 'property **noun** [U] (LAW) an idea, a design, etc. that sb has created and that the law prevents other people from copying: *intellectual property rights*

intelligence **noun** [U] /ɪn'telɪdʒəns/ **AW**
1 the ability to understand, learn and think: *a person of normal intelligence* ◊ *an intelligence test*
2 important information about an enemy country

intelligent **adj.** /ɪn'telɪdʒənt/ **AW** having or showing the ability to understand, learn and think; clever: *All their children are very intelligent.* ◊ *an intelligent question* ► **intelligently** **adv.**

intelligible /ɪn'telɪdʒəbl/ **adj.** (used especially about speech or writing) possible or easy to understand ◊ **unintelligible** ► **intelligibility** /ɪn'telɪdʒə'bɪləti/ **noun** [U]



6 **Read STUDY SKILL** 9.4 Listen to the rest of the lecture and complete the information on the visuals.

STUDY SKILL
Getting the most out of visuals

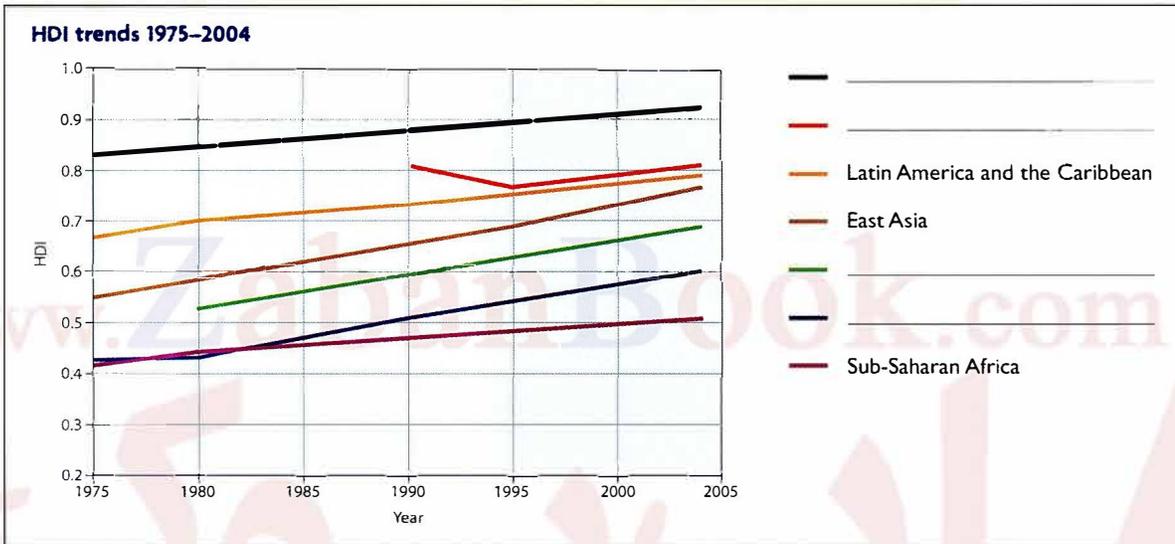
To understand the data in visuals, read:

- the title of the visual.
- any headings in tables.
- information on the vertical and horizontal axes (bar charts and graphs).
- the key (colours, symbols, etc. used in the charts).

Try to see the overall pattern or trends in the data.

HDI by country for year 2 _____		
rank	country	HDI
1	Norway	0.938
2	_____	_____
3	_____	_____

2

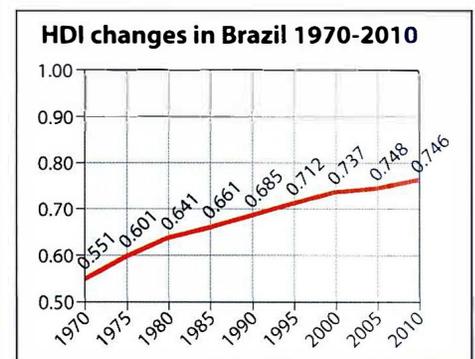
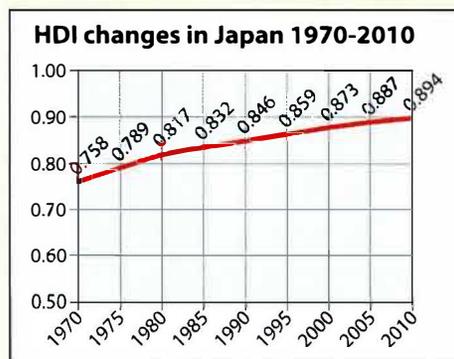
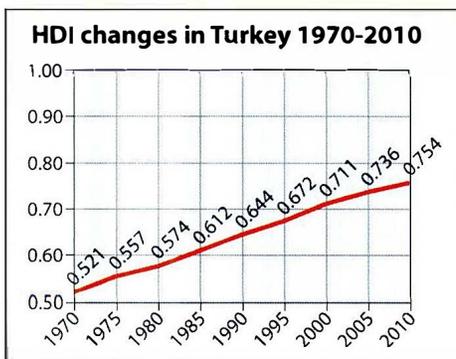


7 9.4 Listen again and answer the questions.

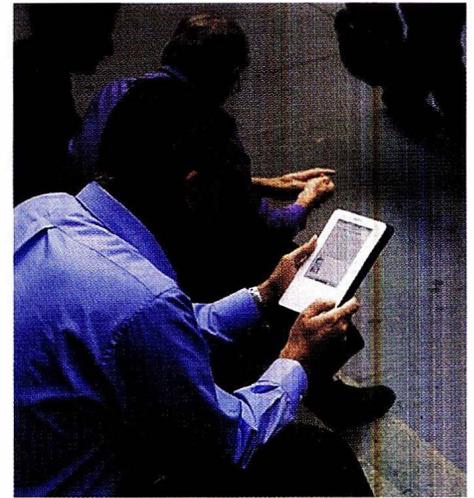
- 1 When was the Human Development Index launched?
- 2 What are the three dimensions to the HDI? Explain how they are measured.
- 3 What HDI do 'high development' countries have?
- 4 What are the predictions for the HDI in the future?
- 5 What are the three main criticisms of the HDI?
- 6 What alternative to HDI has been suggested?

8 Work in groups of three. Each student should study one of the graphs.

- 1 Explain the title and the information on the vertical and horizontal axes.
- 2 Give a short description of the data to the group.
- 3 Answer any questions the group may have.



4 **Read STUDY SKILL** 10.2 Listen to an extract from the radio documentary. Discuss the questions in groups.



- 1 What are the views of the publisher?
- 2 What reasons does he give to support these views?
- 3 Does he give any evidence?
- 4 What is his main conclusion?
- 5 In general, do you think he gives a strong argument in support of e-books?

STUDY SKILL Critical listening

When someone presents their views in an interview or talk, try to evaluate the argument they are using. As you listen try to:

- identify the speaker's views.
- look for reasons.
- evaluate evidence.
- evaluate conclusions.

Speakers often signal the conclusions of their arguments by markers such as: *therefore, as a result, so, consequently*

In this way we can follow the argument and judge its strength or weakness. It helps us to present other views or counter-arguments.

5 10.2 Listen again and answer the questions.

- 1 What two things are new about the service the publisher is offering?
- 2 Why does he think the reading experience using e-readers is more rewarding?
- 3 Does he think that all people will prefer e-books?
- 4 How does he think e-books and e-readers can be useful at work or at home?
- 5 What does he think about 'glare' from screens?
- 6 Why does he think the music industry made a mistake?
- 7 What does he think the publishing industry should do about the new technology?
- 8 What will happen to the market for reading?

6 In the table below are some arguments that an author is using against e-books and e-readers. Match the reasons with the conclusions using a linking phrase.

reasons		conclusions
1 People will download e-books illegally.	Therefore ...	a the reader may be distracted from the content of the book.
2 Glare from a screen can hurt the eyes.	As a result ...	b people do not like reading in this way.
3 E-books also contain videos, music, games, etc.	So ...	c the reader can only use them for a few hours at a time.
4 E-readers need a source of power.	Consequently ...	d they will not need to buy traditional books.

7 Discuss the conclusions from exercise 6 in pairs. Do you agree or disagree? Can you come to any other conclusions about e-books? What are your reasons?

Technology of the future

- 1 How do you think technology will develop in the future? Discuss with a partner, with reference to the words in the box.

mobile phones TV sets electric cars the Internet computers

- 2 Study the terms below. What do you think the terms mean? Discuss with a partner. Use a dictionary or the Internet to help.

- solar fuel
- social television
- green concrete
- implantable electronics
- real-term search

- 3  10.3 Listen to this introduction to lecture on emerging technologies and answer the questions.

- 1 How does *Technology Review* choose the most important emerging technologies?
- 2 What examples are given of 'large-scale changes'?
- 3 Are all of the changes large scale? What other types of change are there?
- 4 What medical example is given?

- 4 **Read STUDY SKILL**  10.4 Listen to extracts from the introduction. Try to identify the content words and underline them. The first is done as an example.

- 1 The winners are chosen by the editors to cover key fields. The question we ask is simple: is the technology likely to change the world?
- 2 Some of these changes are on the largest possible scale: better bio-fuels, more efficient solar cells and green concrete all aim to tackle global warming in the years ahead.
- 3 Other changes are more local and involve how we use technology: for example, 3D screens on mobile devices, new applications for cloud computing and social television.
- 4 What I'd like to do in today's lecture, the last in this semester on Technology, is to briefly review five of the selected technologies – new technologies that may become important in the near future.
- 5 The five examples we have selected come from five different fields – from communication, construction, medicine, science and lastly the media.

STUDY SKILL Dealing with fast speech

Some lecturers and presenters speak quickly. Listeners can adopt some strategies to help.

Before the lecture:

- prepare even more carefully and read about the topic.
- ask for permission to record the lecture.

During the lecture:

- focus on the stressed, content words in the sentence.
- take notes using abbreviations and symbols where you can.
- listen for signal words and clues to important information.

After the lecture:

- check your notes with those of other students.
- study any hand-outs from the lecture.

solar

green

change

5 **Read STUDY SKILL** The following are examples of good questions for a lecture. What type of questions are they? Match the questions with the four types in the study skill.

- 1 Some people say that solar fuel is the way forward. What's your view on this?
- 2 I didn't quite catch what you said about streaming data. Could you go over it again?
- 3 You mentioned 'cloud computing' earlier on. What is that exactly?
- 4 I was interested to hear that silk can be used for medical implants. I wonder if you could give us some more examples of how silk is used for medical purposes?

6  10.5 Listen to the lecture and write notes on each type of technology.

7  10.5 Use your notes from exercise 6 to say if the following sentences are True (T) or False (F). Correct the false statements. Then listen again and check your answers.

- 1 Streams can be defined as continuous data.
- 2 Solar fuel comes from crops such as corn.
- 3 Carbon dioxide is generated by the production of cement for concrete.
- 4 Green concrete takes in carbon dioxide during the production process.
- 5 Implants are small electronic devices that are placed inside the body.
- 6 Implants made of silk have to be removed after a few years.
- 7 TV viewing is becoming more popular around the world.
- 8 Social TV combines social networking with TV.

8 Write five questions you would like to ask the lecturer. Use different types of question. Compare your questions with a partner.

9 **Read STUDY SKILL**  10.6 Listen and complete the sentences with the correct form of the words you hear.

- 1 Our course starts next _____ and ends in January.
- 2 The results showed that Osman was rather _____ in Maths and Physics.
- 3 A note was made of the _____ of the substance before and after heating.
- 4 The committee decided to _____ for the report before making a decision.
- 5 The airport terminal was constructed using mainly glass and _____.
- 6 If a student plagiarizes a text then they really _____ the author's ideas.
- 7 The _____ aim of the presentation is to outline changes in book technology.
- 8 An important _____ of chemistry is that it is better to prevent waste than to clean it up afterwards.
- 9 The _____ of the new airport will be decided by the government next year.
- 10 The _____ of so many people in the crowded shopping mall made Sami feel claustrophobic.

STUDY SKILL

Active listening: asking questions

It's important to listen actively. Do this by asking questions for:

- clarification
- repetition
- further information
- opinion

STUDY SKILL

Pronunciation: homophones

Homophones are words which sound the same but have different meanings, and usually different spellings. Common examples are:

*here/hear made/maid peace/piece
their/there/they're wear/where*

SPEAKING Giving and supporting opinions

1 Imagine that all the textbooks you need for your course of study are available on an e-reader. Would you choose to buy one, or would you prefer to use books? Discuss your ideas with a partner.

2 **Read STUDY SKILL**  10.7 Listen to two speakers giving their opinions of e-readers. Answer the questions.

- 1 Which speaker presents the best argument?
- 2 Why is this speaker's argument the best?
- 3 What are the weaknesses in the other speaker's argument?

3 Read the statements below. How would you support these arguments by recognizing the opposing view? Work with a partner and use expressions from the Language Bank. For example:

'Smoking in public should be banned.'

It's true that personal freedoms are important. However, I feel that smoking in public should be banned.

- 1 Public transport should be free in cities.
- 2 Children should be given jobs to do in the home.
- 3 The Internet is harmful for children.
- 4 Mobile phones are the most important invention of the last fifty years.

LANGUAGE BANK Building an argument

Supporting an argument:

Research seems to indicate ...

A recent survey showed ...

According to a study by X, ...

An example of ... is ...

Recognizing the opposite view:

I agree that ... but ...

I admit that ...

It is true that ...

4 You are going to discuss the benefits of new technologies. Work in small groups and follow the stages.

1 Each person should choose one of the following topics:

- Facebook
- Plastic surgery
- 3D films
- Laptop computers
- Mobile phones

2 Research information on the topic.

3 Prepare to give your opinions on the topic. Find ways to support your point of view, for example:

Social networking sites such as Facebook can be dangerous. For example, there are many examples of personal information being used ...

Also consider views opposing your own:

Many people say they are a wonderful way for people to get in touch with others ...

5 Present your views to the rest of your group. Give a short (two-minute) account of your views to the group. Be prepared to answer any questions they may have.

STUDY SKILL

Recognizing an opposing view

One way to strengthen your argument in a discussion or debate is to recognize the opposing view. This shows that you:

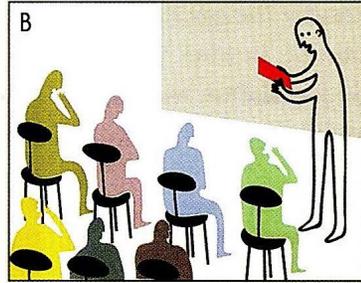
- are an open-minded person.
- have spent time thinking about the issue deeply.
- have looked at all sides of the argument.
- have considered the alternatives to your point of view and rejected them.

Make sure you support your argument further by saying why you disagree with the opposing arguments.



Giving a presentation on new technology

- 1 Imagine that you have to give a presentation about a tablet computer or a similar piece of technology. Work with a partner. Decide how you would structure the presentation. What headings would you use?
- 2 **Read STUDY SKILL** 10.8 Listen to introductions to three presentations. Decide which presentation is best and how could they each be improved.
- 3 Look at the pictures of presenters. Match the presenter with the advice about body language in the Study Skill box.



- 4 You are going to give a presentation on a new piece of technology. In pairs, decide which new technology you are going to use.
 - 1 Plan the structure of your presentation.
 - Introduction
 - Description / history of the technology
 - Features / uses
 - Evaluation – will it be successful?
 - Conclusion
 - 2 Prepare visuals for the presentation.
 - 3 Make sure you follow the points in the checklist.

Presentation checklist

- Plan the presentation in advance.
- Make sure there is a good introduction and conclusion.
- Use a logical structure (chronological, cause-effect, etc.).
- Use content and language appropriate to the audience.
- Provide clear, concise visuals where necessary.
- Introduce yourself to the audience.
- Deliver the presentation clearly and use appropriate body language.
- Establish rapport with the audience.
- Keep to the time limits.

STUDY SKILL

Presentations (7) Delivery

Delivery is an important presentation skill. For example speakers should:

- speak clearly and confidently.
- speak loudly enough for everyone to hear.
- use an appropriate level of language and content for the audience.
- face the audience.
- make eye contact with people in the audience.

Speakers should not:

- turn their backs on the audience.
- use too many hand gestures.
- move around unnecessarily.
- cross their arms or legs.
- read from notes.
- speak too quickly.

- 5 Give your presentation to the class. Follow all of the guidelines regarding delivery and body language.

VOCABULARY DEVELOPMENT Register

- 1 **Read STUDY SKILL** Look at the following extract from the first part of a fairly informal talk. Choose the more formal options.

Today ¹I'm going to/I intend *to* discuss the ²various/different problems associated with book publishing. First I will ³present/give an overview of trends in book publishing over the last ⁴couple of/two hundred years. Then I'll ⁵talk about/discuss recent trends in book publishing, and finally I'll ⁶attempt/try to make predictions about the future of publishing. OK, I'll begin by ⁷looking at/examining how the book has ⁸evolved/changed since the 19th century. Of course, we have to ⁹think about/consider the question of literacy. In Britain in the 19th century, for example, not everyone was literate. In 1841 ¹⁰approximately/about a third of the male population and 44% of the female population were not able to write their names. ¹¹However/But with the spread of schooling, literacy rates continued to ¹²go up/rise during the ¹³remainder/rest of the century.

STUDY SKILL Register (formal and informal)

Lectures can be formal or informal. However, to sound more academic, and more serious, it is better to use formal language.

One of the main features of style is the choice of vocabulary. Many common informal words and phrases in English have a formal equivalent, e.g.

buy / purchase *talk / discuss* *look at / examine*
find out / discover *would like to / intend to* *lots of / a large number of*

- 2 Read the sentences. Try to make the style more formal by replacing the word or phrases in bold with more formal vocabulary. Use a dictionary to help.
- 1 Sales of tea in the UK have **gone down** steadily over the last few years. This is due mainly to the popularity of coffee as an alternative **drink**.
 - 2 Evidence shows that **eating** fast food on a regular basis causes young people to become very fat.
 - 3 The participants were **picked** for the study on the basis of their level of education.
 - 4 The solution was **put** in a glass container and heated gently until a change in colour was seen.
 - 5 Photosynthesis is a process where sunlight is **taken in** by plants. The sun's energy is then used to **change** carbon dioxide in the air into proteins.
 - 6 Consumers can **buy** these devices in e-shops.
 - 7 **Also**, it is important to **think about** the effect that this process has on the environment.

PHONETIC SYMBOLS

Consonants			
1	/p/	as in	pen /pen/
2	/b/	as in	big /bɪg/
3	/t/	as in	tea /ti:/
4	/d/	as in	do /du:/
5	/k/	as in	cat /kæt/
6	/g/	as in	go /gəʊ/
7	/f/	as in	four /fɔ:/
8	/v/	as in	very /'veri/
9	/s/	as in	son /sʌn/
10	/z/	as in	zoo /zu:/
11	/l/	as in	live /lɪv/
12	/m/	as in	my /maɪ/
13	/n/	as in	near /nɪə/
14	/h/	as in	happy /'hæpi/
15	/r/	as in	red /red/
16	/j/	as in	yes /jes/
17	/w/	as in	want /wɒnt/
18	/θ/	as in	thanks /θæŋks/
19	/ð/	as in	the /ðə/
20	/ʃ/	as in	she /ʃi:/
21	/z/	as in	television /'telɪvɪʒn/
22	/tʃ/	as in	child /tʃaɪld/
23	/dʒ/	as in	German /'dʒɜ:mən/
24	/ŋ/	as in	English /'ɪŋɡlɪʃ/

Vowels			
25	/i:/	as in	see /si:/
26	/ɪ/	as in	his /hɪz/
27	/i/	as in	twenty /'twenti/
28	/e/	as in	ten /ten/
29	/æ/	as in	stamp /stæmp/
30	/ɑ:/	as in	father /'fɑ:ðə/
31	/ɒ/	as in	hot /hɒt/
32	/ɔ:/	as in	morning /'mɔ:nɪŋ/
33	/ʊ/	as in	football /'fʊtbɔ:l/
34	/u:/	as in	you /ju:/
35	/ʌ/	as in	sun /sʌn/
36	/ɜ:/	as in	learn /lɜ:n/
37	/ə/	as in	letter /'letə/

Diphthongs (two vowels together)			
38	/eɪ/	as in	name /neɪm/
39	/əʊ/	as in	no /nəʊ/
40	/aɪ/	as in	my /maɪ/
41	/aʊ/	as in	how /haʊ/
42	/ɔɪ/	as in	boy /bɔɪ/
43	/ɪə/	as in	hear /hɪə/
44	/eə/	as in	where /weə/
45	/ʊə/	as in	tour /tʊə/

Headway Academic Skills

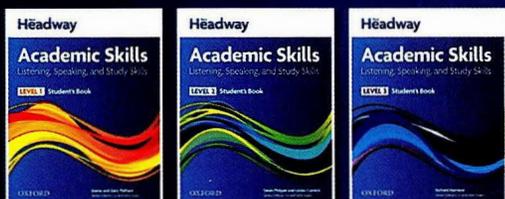
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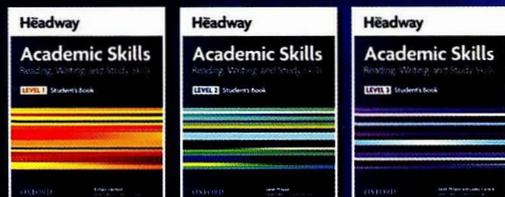
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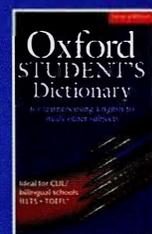
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