

Headway

Academic Skills

Listening, Speaking, and Study Skills

LEVEL 3 Student's Book

OXFORD

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Series Editors: Liz and John Soars

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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.

 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 _____ _____ _____ _____	<i>One of the most important skills is ...</i> _____ _____ _____ _____

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

Answer the following questions in less than 60 seconds!

00:60

- 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) terms

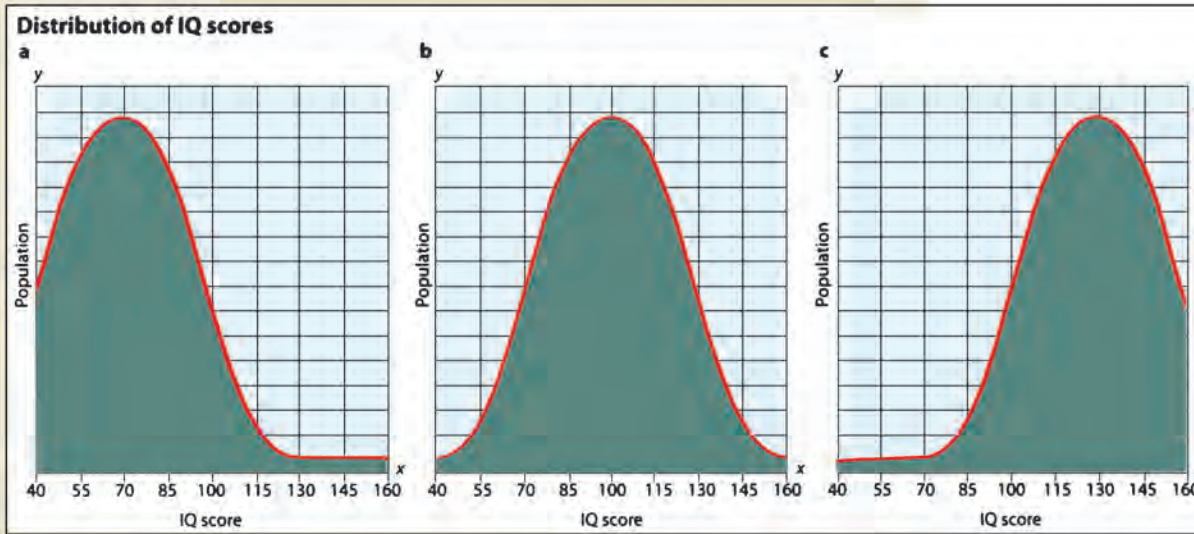
One part of critical thinking is being clear about the exact meaning of the words we use.

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



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

- 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.

- 1 Does the theory of multiple intelligences make sense?
- 2 Which intelligences do you accept as likely? Give reasons.
- 3 Which intelligences (if any) are you not sure about? Give reasons.
- 4 How do you rate yourself, using the seven types of intelligence?
- 5 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:

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

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

- 1 How did you respond to the questions? Summarize the views of the group.
- 2 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 Know

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 /ˈɪntelɪkt/ **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.*

intellectual 1 /ˌɪntəˈlektʃʊəl/ **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.**

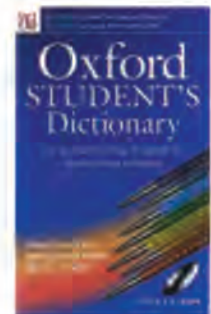
intellectual 2 /ˌɪntəˈlektʃʊəl/ **noun** [C] a person who enjoys thinking deeply about things

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 w=0 **ADV** /ɪnˈtelɪdʒəns/ **noun** [U] 1 the ability to understand, learn and think: *a person of normal intelligence* o *an intelligence test* 2 important information about an enemy country


intelligent w=0 **ADV** /ɪnˈtelɪdʒənt/ **adj.** having or showing the ability to understand, learn and think; clever: *All their children are very intelligent.* o *an intelligent question* ▶ **intelligently** **adv.**

intelligible /ɪnˈtelɪdʒəbl/ **adj.** (used especially about speech or writing) possible or easy to understand **OPP** **unintelligible** ▶ **intelligibility** /ɪnˌtelɪdʒəˈbɪləti/ **noun** [U]







REVIEW

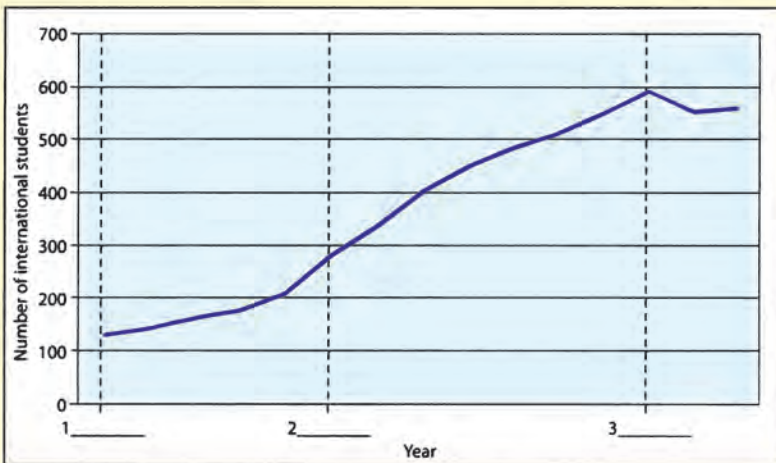
1  1.8 Listen to a student talking about her academic strengths and weaknesses. Then read the sentences. Are the sentences examples of gist or specific information?

- 1 She got good marks last year. _____
- 2 She thinks she is a successful student. _____
- 3 She has a research paper due on Friday. _____
- 4 She studies in the library almost every evening. _____
- 5 She is motivated to do well on the course. _____

2  1.8 Listen again and correct the sentences.

- 1 She's just started at university.
- 2 She's studying Law.
- 3 She handed in a research paper last week.
- 4 She doesn't start assignments until the last minute.

3  1.9 Listen to the presenter and label the graph with the years.



4 Underline the logical response in each mini-dialogue.

- 1 **Mark:** Does everyone agree?
Klara: Could I just finish, please? / Well, not entirely.
- 2 **Anna:** ... that's why I think there are, in fact, many kinds of intelligence ...
Victor: I'd like to add something here. / Well, let me explain ...
- 3 **Carmen:** ... Yes Kim, but could I just make a point here?
Kim: Could you hold on until I finish, please? / Arthur, what do you think?
- 4 **Tom:** Would you like to comment, Greg?
Greg: What does everyone else think? / Thank you, Tom. I think ...

5 In small groups, use the prompts to discuss how universities can help students to be successful. Each student should practise interrupting, holding the floor, and handing over to another student.


- Providing resources and support
- Organizing study groups
- Having lecturers available outside of class
- Involving various types of intelligence

2 Health and fitness

LISTENING SKILLS Critical thinking (2) Evaluating evidence • Key vocabulary for listening
 • Identifying speakers' opinions • Note-taking (1) Techniques
RESEARCH Referencing
SPEAKING SKILLS Presentations (1) Structure • Presentations (2) Introductions
VOCABULARY DEVELOPMENT Recording vocabulary • Using pictures and diagrams

LISTENING Healthy alternatives?



- 1  2.1 Look at the photos. What do you know about these therapies? Discuss with a partner. Listen and check your ideas, and put the therapies in the order you hear them.
- Hypnosis Hydrotherapy Acupuncture Yoga Herbal medicine
- 2 Work in groups. Discuss the questions.
- 1 Why are alternative therapies popular?
 - 2 Do you believe that alternative therapies work? Why? / Why not?
 - 3 What scientific evidence is there to support your view?
- 3 **Read STUDY SKILL** Read the claims below. Can you accept them? Work in pairs or small groups, and decide what evidence or what tests are needed to support the claims.
- 1 Eating fish is good for the brain.
 - 2 The body needs vitamins, so everyone should take vitamin supplements.
 - 3 We need to exercise three times a week for at least 30 minutes.
 - 4 People should not drink coffee as there is a correlation between caffeine intake and heart disease.


STUDY SKILL Critical thinking (2) Evaluating evidence

It is important to evaluate claims. In order to do this you must find and evaluate evidence which can support or refute the claim. Ask questions, for example:


- What proof is there?
- Have tests or surveys been carried out?
- How were the tests carried out?
- What were the results?

- 4 **Read STUDY SKILL** You are going to listen to a seminar discussion, 'Alternative therapies or evidence-based medicine?' Match the words with the definitions below.

- | | |
|---|---|
| 1 <input type="checkbox"/> prove (v) | a always behaving in a traditional or normal way |
| 2 <input type="checkbox"/> anecdote (n) | b make healthy again after illness |
| 3 <input type="checkbox"/> cure (v) | c a short, interesting story about a real event |
| 4 <input type="checkbox"/> remission (n) | d when a disease disappears or the condition improves |
| 5 <input type="checkbox"/> therapist (n) | e have a connection between two or more things |
| 6 <input type="checkbox"/> correlate (v) | f the use of medicine or medical care to help people recover from illness |
| 7 <input type="checkbox"/> conventional (adj) | g a person who treats physical or mental illness |
| 8 <input type="checkbox"/> treatment (n) | h show that something is true |

- 5 **Read STUDY SKILL**  2.2 Three medical students – Sunil, Lee, and Miriam – have just been to a lecture on 'Alternative therapies or evidence-based medicine'. Listen to the speakers expressing their views on alternative therapies.

- 1 What are their opinions? Are they in favour, against or undecided?
- 2 Which speaker has strong views on the subject?
- 3 Which speakers have more moderate views?

- 6  2.2 Listen to the discussion again. Decide which speaker mentions these points. Write S (Sunil), L (Lee), or M (Miriam).

Which speaker ...

- 1 summarizes Dr Hall's views? ___
- 2 thinks there is evidence that alternative medicine works? ___
- 3 claims to have an aunt cured by an alternative therapy? ___
- 4 doesn't approve of anecdotal evidence? ___
- 5 says we should keep an open mind on the issue? ___
- 6 mentions a correlation between herbal medicine and the treatment of diabetes? ___
- 7 always seems to agree with Dr Hall? ___

STUDY SKILL Identifying speakers' opinions

When listening to a group discussion, train yourself to:

- identify each of the speakers as they enter into the discussion.
- recognize the speakers by tone of voice or by name throughout the discussion.
- recognize language that signals opinions or beliefs that the speakers may hold, e.g. *In my view ... / It seems to me ...*
- understand phrases that help identify speakers' attitudes during the discussion, for example:

assertive

That's completely wrong!

It is quite clear that ...

neutral

I understand what you are saying, but ...

That's true, although ...

defensive

Why are you asking me that?

No, I didn't say that.

STUDY SKILL

Key vocabulary for

Before you listen to a **lecturer**, a **presentation**, etc. make sure you are familiar with the key vocabulary you may need to understand that topic.

- Search for vocabulary related to the topic (e.g. *alternative medicine – complementary, evidence, treatment*)
- Make sure you recognize the pronunciation (and stress) of the word.

anecdotal

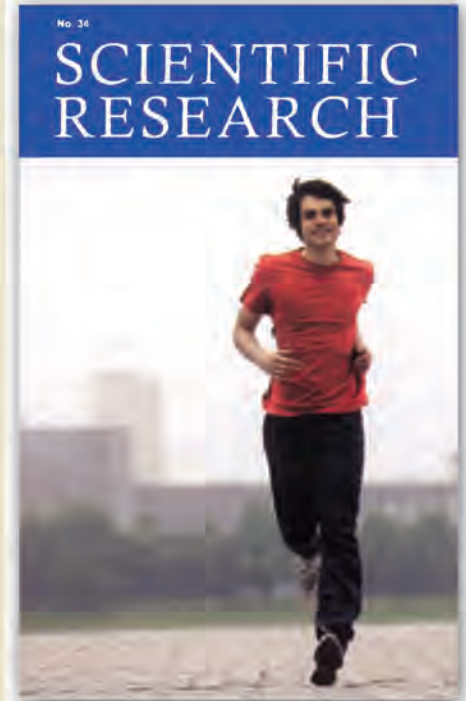
scientific



Healthy body, healthy mind?

- 1 Read this short text from a university website. It describes a podcast called 'Scientific Research'.
 - 1 Check any vocabulary that is unfamiliar.
 - 2 What is the main finding of the research?
 - 3 What would you like to find out from this podcast? Write six questions.

Physically fit students get better grades

A recent study of school students in the USA shows a correlation between physical fitness and academic performance. It seems that physically fit students do better in Maths, reading and language tests than unfit or overweight students. This week's edition of *Scientific Research* examines these results and asks the question 'What are the implications of this for schools?' The programme also gets the views of some Manchester University students working out in the university gym.




- 2  2.3 Listen to the start of the podcast 'Scientific Research'. Give two reasons why students may not be healthy.
- 3  2.4 Listen to the rest of the podcast. Decide if these statements are True (T) or False (F).
 - 1 The tests were carried out at the University of California in the year 2000. ___
 - 2 The study showed that unfit and overweight students had lower scores in maths, reading and language tests. ___
 - 3 The results showed a correlation between fitness and diet. ___
 - 4 Researchers don't know the reasons why exercise helps the brain. ___
 - 5 Flavia goes to the gym more often than Don. ___
 - 6 Both of the students who are interviewed find exercise helpful for their studies. ___
- 4 **Read STUDY SKILL** Read the notes about a different study on the same subject. What is wrong with them? How can you improve them? Discuss with a partner. Then rewrite the notes using the tips in the Study Skill box.

A study was carried out in Australia by Dwyer and others in 2001. Dwyer comes from Tasmania - which is a small island off the south coast of Australia. From the results, it was seen that there was some correlation between academic performance and fitness. They tested more than 7,500 schoolchildren. The schoolchildren were aged from seven to fifteen years old. They obtained results from questionnaires about physical activity and they also obtained results from fitness tests, for example running and jumping. Academic performance was measured on a five-point scale, from 1 to 5.

STUDY SKILL Note-taking (1) Techniques

When writing notes:

- don't write in full sentences.
- use single words or phrases.
- use abbreviations and symbols: *etc.*, *e.g.*, *+*, *&*, ...
- include only important information and facts and figures.
- show relationships between information, e.g. using arrows.

- 5  2.5 Listen to the podcast again. Complete these notes with facts and figures about the research.

Scientific Research podcast notes

The study: Researchers: Dr ¹_____ and colleagues, University of ²_____, ³_____

Dates of study: ⁴_____ to ⁵_____

Number of students: ⁶_____ Male ⁷_____%, Female ⁸_____%

Ethnic groups: ⁹_____

Method: Weighed students - ¹⁰_____% overweight
Students walked/ran 1 mile: Ave. times: boys ¹¹_____ min; girls ¹²_____ min

Results: Fit students scored ¹³_____ than unfit students in tests
Overweight students scored ¹⁴_____ than 'desirable' weight

Conclusion: Strong correlation between ¹⁵_____ and academic performance
Exercise is ¹⁶_____ for ¹⁷_____ performance

- 6 Work in groups. Discuss the podcast and answer these questions.

- 1 What are the main conclusions of the study?
- 2 Why do you think fit students get better grades?
- 3 Did you find the answers to the six questions you wrote in exercise 1?

RESEARCH References

- 1 **Read STUDY SKILL** Study the examples in the box. What information is included in each type of reference?

- 1 Book: *author, year, title, publishing house*
- 2 Newspaper: _____
- 3 Journal: _____
- 4 Website: _____

- 2 Rewrite the information so that it follows the referencing style in the Study Skill box. Identify each type of reference (book, website, etc.).

- 1 & / Geology Today / (2011) / Campbell, T / 14/2: 24–27. / Jurassic coast reveals more surprises / Hussain, A
- 2 Oxford / Gale, S. / OUP / Patterns in Pronunciation / (1997) / Fantoni, L / &
- 3 Kenyan Daily News / Tourism set to increase over five years / Odinga, J / (2010, January 23)

- 3 Work in groups. Discuss the questions.

- 1 Do you have difficulty in finding information on topics? How can you overcome this?
- 2 How can you be sure your sources are reliable?
- 3 When should you record any sources you may use? Do you have difficulty writing references? How can a computer help you?

- 4 Find information on another alternative therapy mentioned in the unit. Then write a reference.

STUDY SKILL Referencing

When you carry out research it is important to say where you found the information. This is one frequently used system, the APA system.

Book: Perez, V., & Thompson, L. (2009). *The Basics of Economics*. New York, Harper & Row.

Newspaper: Darwish, S. (1998, September 12). Natural gas production to rise. *Gulf Daily News*.

Journal or magazine article: Desai, V. (2005) Population trends in West Bengal. *International Development Journal*, 24/3: 48–59.

Website: Tykov, I. (2009). Breakthrough in photovoltaic cell design. Retrieved October 12, 2010 from: <http://www.solarnews.com/mission/3498/features.htm>

Different universities and different departments may use different systems.



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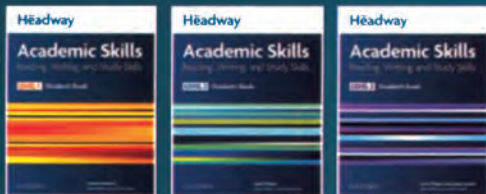
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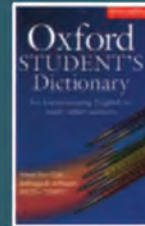
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