

# Headway

# Academic Skills

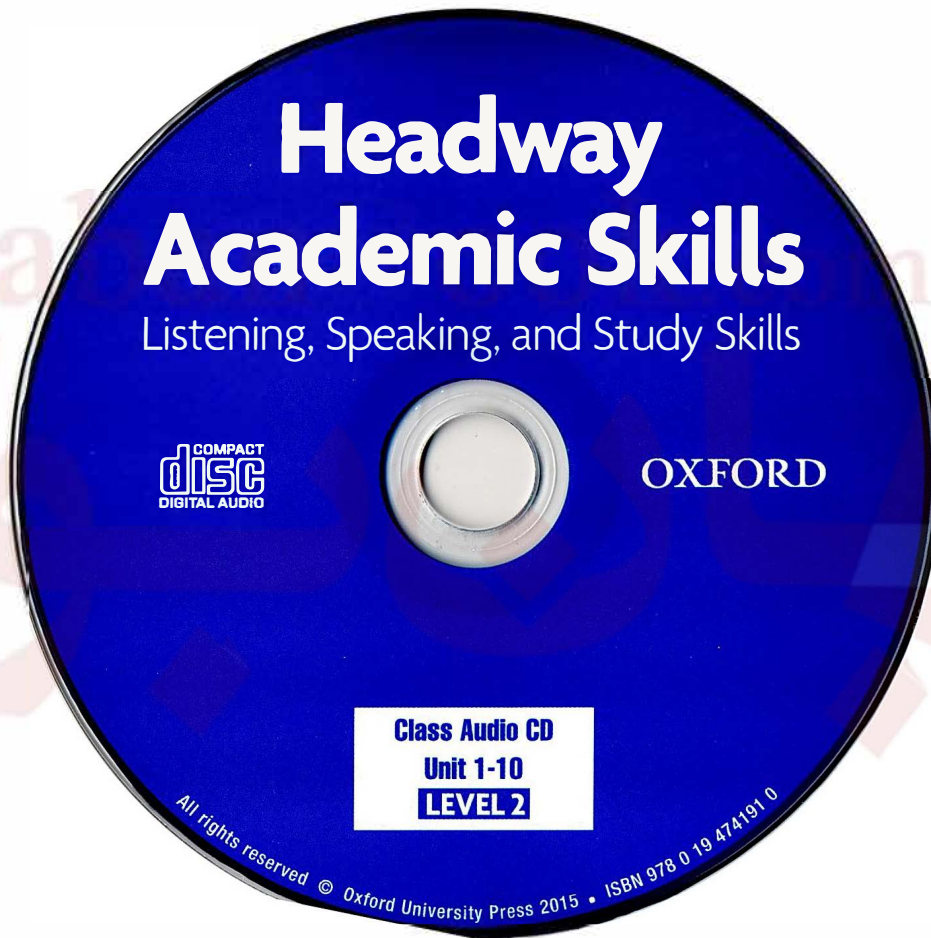
Listening, Speaking, and Study Skills

**LEVEL 2** Student's Book

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OXFORD

**Sarah Philpot and Lesley Curnick**  
Series Editors: Liz and John Soars



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**VOCABULARY DEVELOPMENT** Word stress (1) p8

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Preparing to listen, listening for key words and ideas

# 1 Moving on

**LISTENING SKILLS** How to listen • Factors which affect listening

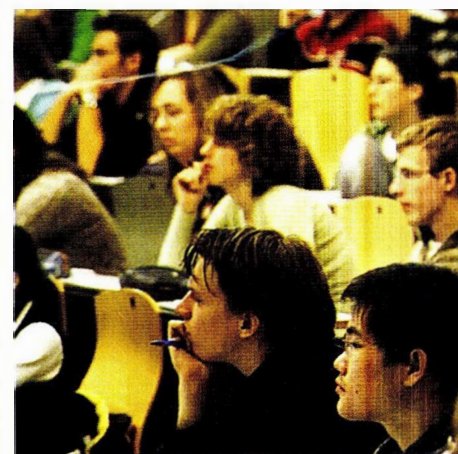
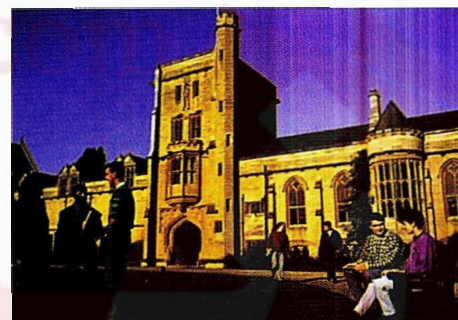
**SPEAKING SKILLS** Formal, neutral, and informal language • Asking for repetition

**VOCABULARY DEVELOPMENT** Word stress (1) • Using a dictionary (1) and (2)

## LISTENING New places, new people

- 1 Who and what do you listen to? Complete the table. Work with a partner and compare your ideas.

for education	for general information	for pleasure
	radio news	



## 2 Read STUDY SKILL

### STUDY SKILL How to listen

When you study, the way you listen depends on *why* you are listening. Decide if you are:

- listening for the general idea, e.g. the speaker's opinion, the main point(s) of a talk
- listening selectively for detail(s), e.g. a name, a date, a time
- listening intensively for a lot of information, e.g. to take notes from a lecture

Read the notice below. You have arrived at a new university. There is a talk for all new overseas students. You want to know:

- 1 What is the purpose of the talk?
  - 2 What are the three main topics?
- What sort of information do you need? How are you going to listen?

### OVERSEAS STUDENTS' GROUP

The welcome meeting with the Senior Tutor will be held in Lecture Theatre B3 at 10 a.m. on Wednesday 10th.

- 3 1.1 Listen and answer questions 1 and 2 in exercise 2.
- 4 Look at questions 1–4 below. What sort of information do you need? How are you going to listen?
- 1 What is the name of the speaker?
  - 2 Where is Mrs Roberts's office?
  - 3 Why would you go to Dr Reynolds?
  - 4 Name two things that you need to register at the medical centre.
- 5 1.1 Listen again and answer the questions in exercise 4.



6 Complete the notes from the talk.

Introductions:	Dr Green - Senior Tutor - <sup>1</sup> _____ students
	next couple of weeks - <sup>2</sup> _____ individually
Practical things:	accommodation - Mrs <sup>3</sup> _____ / Room 214 Senate Building
	money - Dr Reynolds, St. Financial Adviser / Room 117 Admin Block
	NB make an <sup>4</sup> _____
	health - medical centre next to Admin.
	<sup>5</sup> _____ as soon as possible!
	Receptionist - details, passport, student card

7 1.1 Listen again and check your answers.

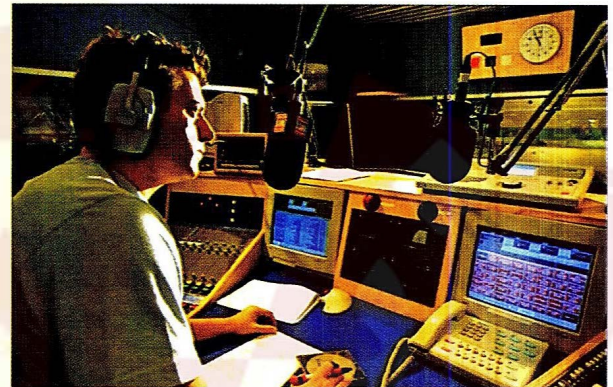
What makes listening difficult?

8 1.2 Listen and put extracts a-e in the order you hear them.

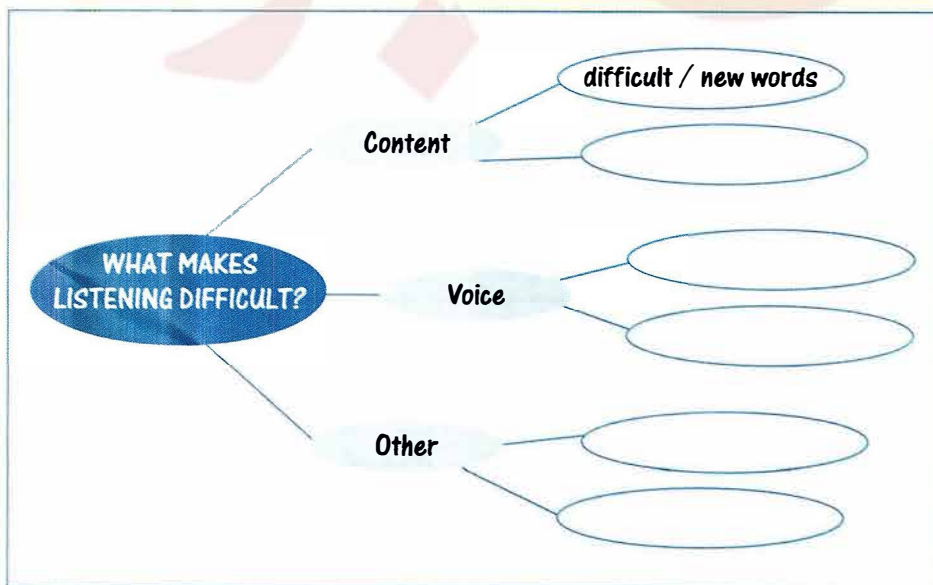
- a ☐ an announcement \_\_\_\_\_
- b ☐ a conversation \_\_\_\_\_
- c ☐ a survey \_\_\_\_\_
- d ☐ a lecture \_\_\_\_\_
- e ☐ a radio news item \_\_\_\_\_

9 1.2 Listen again and put the extracts from exercise 8 in order from 1 (the easiest to understand) to 5 (the most difficult to understand). Compare your answers with a partner.

10 Read STUDY SKILL What made the listening extracts difficult? Add your ideas to the diagram.



A radio news announcer



Discuss your ideas in groups.

**STUDY SKILL**

Factors which affect listening

There are things which can make listening difficult. Predict what these will be and think about how to help yourself.

For example, usually in a lecture you only hear the information once, and cannot interrupt or ask for clarification.

Think about the topic of the lecture and predict the content.

Study any visual aids for extra information.

## SPEAKING Introductions

- 1 **Read STUDY SKILL** 1.3 Listen to some people introducing themselves. Decide if they are being formal (F), neutral (N), or informal (I).

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

### STUDY SKILL Formal, neutral, and informal language

When you introduce yourself to a colleague or classmate, be informal.

Use: *Hello / Hi / Morning* and give your first name.

*Hello, I'm Fatima.*

When you introduce yourself to someone more senior, be more formal.

Use your title or their title, and your family name.

*Good morning, may I introduce myself? I am Professor Armstrong.*

If you do not know if you should be formal or informal, be neutral.

Use: *Hello / Good morning / afternoon* and give your first and family name.

*Hello, my name's Alan Masters.*



- 2 Work with a partner. Introduce yourselves to each other.

Student A

Your partner is:

- 1 your new professor
- 2 someone attending a conference you are at

Student B

Your partner is:

- 3 a new classmate
- 4 a guest lecturer

- 3 1.4 Listen to people introducing themselves in a tutorial. Complete the table.

name of student	city and country	studies / interests / plans
1 Dilek Sancak	Turkey	Accountancy and Finance
2 Sachit Malhotra		
3 Mahmoud Subri		

- 4 Work in groups. Introduce yourself. Greet your classmates and say:

- who you are
- where you come from
- what you are studying and why

## Exchanging information

- 5 Look at the symbols used in email and web addresses. Label the web address with the words we use for the symbols.

underscore forward slash hyphen dot at

greg\_man-wright@mailnet.com/finance

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

- 6 1.5 Listen and complete the email and web addresses.

- 1 emily.shaw \_\_\_\_\_
- 2 \_\_\_\_\_grant\_\_\_\_\_liv.ac\_\_\_\_\_
- 3 \_\_\_\_\_reddy\_\_\_\_\_public\_\_\_\_\_
- 4 buzz \_\_\_\_\_nsw\_\_\_\_\_
- 5 \_\_\_\_\_mech-eng\_\_\_\_\_



**7** **Read STUDY SKILL** 1.6 Read and listen to the conversations. Underline the phrases that ask for information to be repeated or clarified.

- 1 A Give me a ring on my mobile. The number's 076532215.  
B Did you say two two one five?  
A Yeah, two two one five.
- 2 A Let me make a note of your email address.  
B Sure. It's alan.rodgers13@uwe.ac.uk.  
A Was that thirteen or thirty?  
B Thirteen, one three.
- 3 A Good morning, this is Ella Peters speaking. Is that Chang Li?  
B Yes, it is. Sorry, this is a bad line. I didn't catch your name.  
A Ella, Ella Peters. We met at the conference last week.
- 4 A It's Paul. Can I pop round and return that book I borrowed?  
Where's your room?  
B It's Bowland Tower, room nine on the third floor.  
A Third floor?  
B Yeah.
- 5 A The best person on this subject is Dr Shehadeh and I advise you to read her latest article.  
B Sorry, could you repeat the name, please?  
A Certainly, Dr Shehadeh, that's S...h...e...h...a...d...e...h.

**STUDY SKILL** Asking for repetition

If you didn't hear some information clearly, ask the speaker to repeat or clarify it. Remember to choose the correct level of formality.

**8** Complete the table with information about you.

name	mobile or landline number	email address
Your name		
Partner 1		
Partner 2		
Partner 3		
Partner 4		

**9** Work with different partners. Exchange information about yourselves and complete the table in exercise 8. Ask for repetition, using expressions in the Language Bank.

**LANGUAGE BANK**

Expressions for asking for repetition

Informal	Formal
<i>I didn't catch ...</i>	<i>Could you repeat ...?</i>
<i>Pardon?</i>	<i>Could you say ... again?</i>
<i>What was that?</i>	<i>Sorry / Excuse me, did you say ...?</i>
<i>Did you say ...?</i>	<i>Sorry / Excuse me, was that ...?</i>
<i>Was that ...?</i>	



campus

lecture

study

seminar

tutorial

tutor

## VOCABULARY DEVELOPMENT Word stress

- 1 **Read STUDY SKILL** 1.7 Listen to the words. Underline the stressed syllables. Say the words aloud.

- |          |            |           |
|----------|------------|-----------|
| 1 detail | 5 thirteen | 9 account |
| 2 advise | 6 thirty   | 10 repeat |
| 3 campus | 7 return   |           |
| 4 mobile | 8 passport |           |

### STUDY SKILL Word stress (1)

In words with two or more syllables, one syllable will be stressed, e.g. reason. Other syllables are less pronounced. Often the unstressed vowel sounds are changed to a schwa /ə/, e.g. teacher /tɪ:tʃə(r)/. Saying words with the correct stress makes it easier for the listener to understand you.

- 2 1.8 Listen to the words. Underline the stressed syllable. Circle the schwa /ə/ sounds. Say the words aloud.

- depend
- tutor
- accent
- accept
- lecture

## Using a dictionary

- 3 **Read STUDY SKILL** Underline the stressed syllable. Use a dictionary to help. Say the words aloud.

- | Verbs      | Nouns      |
|------------|------------|
| 1 study    | 1 register |
| 2 research | 2 tutorial |
| 3 present  | 3 visitor  |
| 4 debate   | 4 seminar  |
| 5 discuss  | 5 finance  |

## Silent letters

- 4 Look at the words below. What is the difference between the spelling and the pronunciation? **Read STUDY SKILL**

know \_\_\_\_\_ write \_\_\_\_\_ listen \_\_\_\_\_


- 5 Cross out the letters that are silent in the words in the box. Use a dictionary to help.

- |         |           |            |
|---------|-----------|------------|
| 1 sign  | 4 island  | 7 business |
| 2 right | 5 guest   | 8 column   |
| 3 what  | 6 science | 9 answer   |

- 1.9 Listen and check your answers.

### STUDY SKILL Using a dictionary (1)


A dictionary gives you information on pronouncing a word, e.g. *communicate* /kə'mju:nikeɪt/.

**communicate**  /kə'mju:nikeɪt/ *verb*  
**1** [I,T] to share and exchange information, ideas or feelings with sb: *Parents often have difficulty communicating with their teenage children.* ◊ *Our boss is good at communicating her ideas to the team.*  
**2** [T] (*formal*) (usually passive) (**HEALTH**) to pass a disease from one person or animal to another **3** [I] to lead from one place to another: *two rooms with a communicating door*

Always mark the stress on new vocabulary, e.g. *communicate*

### STUDY SKILL Using a dictionary (2)

Some words in English have silent letters, that is, letters that are not pronounced, e.g. in *know* /nəʊ/, the letter 'k' is silent.

**know**  /nəʊ/ *verb* (*pt knew* /nju:/: *pp known* /nəʊn/) (not used in the continuous tenses) **1** [I,T] ~ (*about sth*); ~ *that...* to have knowledge or information in your mind: *I don't know much about sport.* ◊ *Do you know where this bus stops?* ◊ *Do you know their telephone number?* ◊ *'You've got a flat tyre.'* 'I know.' ◊ *Do you know the way to the restaurant?* ◊ *Knowing Katie, she'll be out with her friends.* **2** [T] to

## REVIEW

- 1 1.10 Listen to the introductions to two lectures. What subject are the lectures about?

Lecture 1 \_\_\_\_\_ Lecture 2 \_\_\_\_\_

- 2 1.11 Listen to Lecture 2 again and complete the notes.

LECTURER: Dr Knight	TUTORS
What does 'Bus. Management' mean?	Dr Knight - Head of _____ + Human Resources _____
1 _____ resources?	_____ - Finance and _____
2 _____ ?	Dr Williams - _____
3 _____ systems?	
NB and _____ aspects!	

- 3 Match each listening situation with two possible problems and one way of dealing with it.

situation	problems	strategies
1 Listening to an airport announcement	a change of topic b hear once only	i Listen for change of topic signposts, e.g. <i>By the way</i> and <i>Oh, that reminds me</i> .
2 Listening to a conversation between three English friends	c new / unknown vocabulary d quality of broadcasting system	ii Listen for signposts such as <i>Firstly</i> , <i>Secondly</i> .
3 Listening to a lecture	e speed of speech f understanding letters and numbers in English	iii Practise saying the flight number aloud.

- 4 Work with a partner or in small groups. Brainstorm other things you can do to make listening easier in each situation listed in exercise 3.

- 5 Complete the sentences using phrases from the box.

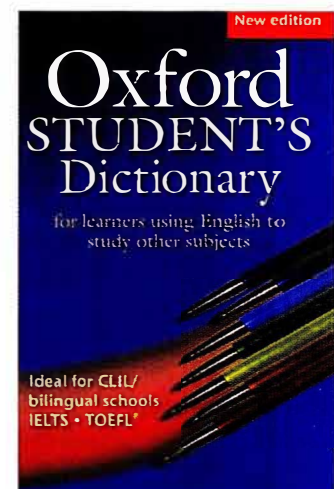
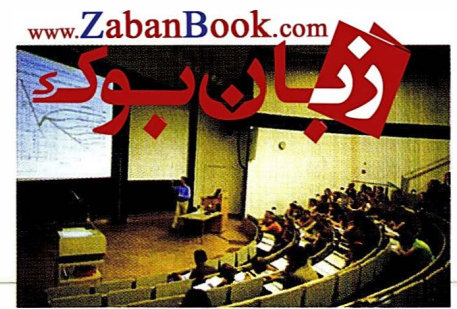
could you repeat    Did you say    Good morning    Hello    Hi    I didn't catch

- \_\_\_\_\_, Professor.
  - \_\_\_\_\_, Susie!
  - \_\_\_\_\_, I'm Ms Jones.
  - I'm sorry, Dr Adwan, \_\_\_\_\_ the name, please?
  - \_\_\_\_\_ John's room is on the second floor?
  - Sorry, Ella, \_\_\_\_\_ the name.
- 6 Mark the main stress on the words from the unit. Use a dictionary to help.

Nouns	Verbs	Adjectives
1 dictionary	4 arrive	7 formal
2 vocabulary	5 complete	8 informal
3 university	6 answer	9 neutral

- 7 Complete the questions below with a word from exercise 6. Work with a partner and take turns to ask and answer the questions.

- Do you use an English-English \_\_\_\_\_?
- Which \_\_\_\_\_ or college do you study at?
- Where do you record new \_\_\_\_\_?
- Do you understand the difference between \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ language?





# 2 Island states

**LISTENING SKILLS** Predicting content • Listening for gist (1) • Taking notes (1) • Recognizing signposts (1)

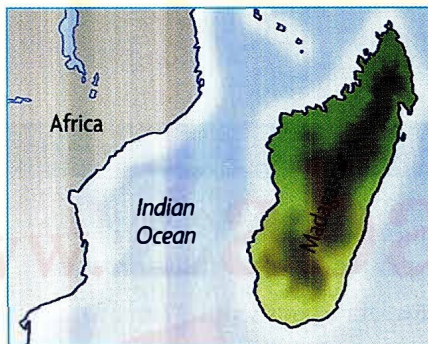
**SPEAKING SKILLS** Spoken punctuation (1) • Helping the listener (1)

**RESEARCH** Using the Internet (1)

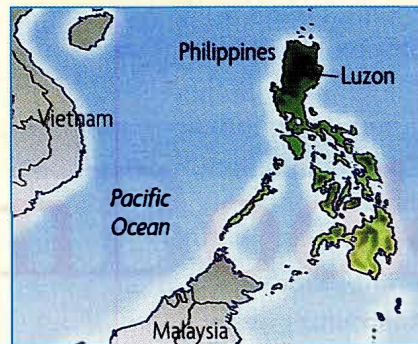
**VOCABULARY DEVELOPMENT** Avoiding repetition (1) • Word stress (2)

## LISTENING Separated by water

- 1 Work with a partner. Look at the maps. Discuss what you know about the two countries. **Read STUDY SKILL**



Map 1



Map 2

### STUDY SKILL Predicting content

Predicting the content of a lecture or talk prepares you for listening. Being well prepared helps you understand. Before a talk:

- think about the title or subject of the talk
- think about what you already know about the subject
- read about the subject before the lecture
- think about what the important words and vocabulary will be

- 2 Read the handout for a lecture.

- 1 What will the lecturer discuss?

### Physical Geography and Economic Development (3): Island states

The third lecture in this series will look at how being an island affects a country's economic development. We will look particularly at developments in agriculture and industry.

Before the lecture, please read the following:

Tiempo, G. (2009), *Economic Development in the Philippines*, Manila University Press, 5–11

Rabinur, M. *The development of agricultural exports in Madagascar from 1879–2005*, 2010, December 4, <http://countryprofiles.org/economy/index.html>

- 2 Complete the table using the words in the box.

rice	coconuts
coffee	electronics
vanilla	food processing
maize	petroleum refining
mining	sugar cane

#### agricultural products

vanilla,

#### industries

food processing,

- 3 **Read STUDY SKILL** 2.1 Listen to the lecture and complete the tasks.

- 1 Number the countries in the order you hear them.

☐ the Philippines ☐ Madagascar

- 2 Tick the main topics of the lecture.

<input type="checkbox"/> agriculture	<input type="checkbox"/> location	<input type="checkbox"/> physical geography
<input type="checkbox"/> climate	<input type="checkbox"/> industry	<input type="checkbox"/> population

### STUDY SKILL Listening for gist (1)

It is important to understand the general ideas of a talk or lecture. This helps you understand how the detailed information is related.

- listen for the topics, e.g. *Madagascar*
- listen for the headings for each topic, e.g. *Location, Climate*

4 Read STUDY SKILL 2.1 Listen again and complete the notes.

**Physical Geography and Economic Development (3): Island states**

**MADAGASCAR**

Location - <sup>1</sup> \_\_\_\_\_ Ocean, east coast of Africa

Climate - coast - <sup>2</sup> \_\_\_\_\_ / south - dry

Physical geography - mountainous

Agriculture - main crops - <sup>3</sup> \_\_\_\_\_ / vanilla / <sup>4</sup> \_\_\_\_\_ / sugar cane

Industries - food processing / <sup>5</sup> \_\_\_\_\_

**THE PHILIPPINES**

Location - Pacific Ocean, S.E. <sup>6</sup> \_\_\_\_\_

Climate - tropical (wet / dry)

Physical geography - 7000+ <sup>7</sup> \_\_\_\_\_ / Luzon - mountains

Agriculture - crops - rice / maize / coconuts / <sup>8</sup> \_\_\_\_\_

Industries - <sup>9</sup> \_\_\_\_\_ / petroleum refining / <sup>10</sup> \_\_\_\_\_ / food & drink processing.

**STUDY SKILL** Taking notes (1)

Taking good notes in a talk or lecture helps you record and remember important information. To make clear notes, use:

- headings e.g. *Location, Climate*, etc.
- numbers
- tables
- diagrams

5 Read STUDY SKILL 2.2 Listen and complete the sentences.

- 1 \_\_\_\_\_ it is very mountainous, it's also very rich agriculturally.
- 2 It has a tropical climate \_\_\_\_\_ is dry in the south.
- 3 \_\_\_\_\_, increased agriculture, mining, and the wood industry have led to deforestation.

6 2.3 Listen to the start of the sentences. Tick the correct ending.

- 1 a it has one of the longest coastlines in the world. ✓  
b it has a small population.
- 2 a it has one of the longest coastlines in the world.  
b it has a small population.
- 3 a more and more people are moving into industry.  
b produces 80% of the country's exports.
- 4 a more and more people are moving into industry.  
b produce 80% of the country's exports.

7 See the Language Bank. Complete the sentences with your own ideas.

- 1 Although English is an international language, \_\_\_\_\_.
- 2 English is an international language and \_\_\_\_\_.
- 3 The Internet is an important source of information. However, \_\_\_\_\_.
- 4 The Internet is an important source of information, and \_\_\_\_\_.

**STUDY SKILL**

Recognizing signposts (1)

Certain words tell you the type of information that will follow. Listening for these words will help you understand the direction of the talk or lecture, e.g. *although, but*, and *however* show that contrasting information will follow.

**LANGUAGE BANK** Expressions for showing contrasting information

**One sentence**

Contrasting information + main information

Main information + contrasting information

**Although** Madagascar is very mountainous, it is very rich agriculturally.

Madagascar is very rich agriculturally, **although** it is very mountainous.

It has a tropical climate **but** is dry in the south.

**Two sentences**

Main information + contrasting information

The mountains were once covered in forest. **However**, increased agriculture has led to deforestation.



## SPEAKING Talking about countries

- 1 2.4 Listen and read part of the lecture again. What do you hear when there is  
a a comma? \_\_\_\_\_ b a full stop? \_\_\_\_\_

Read STUDY SKILL

Map 2 shows the second of our two island states, the Philippines. It's very different. It is in fact made up of over 7,000 islands. The Philippines is situated in the Pacific Ocean in South-East Asia. It's got a tropical climate, so two seasons: wet and dry.

### STUDY SKILL Spoken punctuation (1)

In writing, the end of a sentence is shown by a full stop. In speaking, to show the end of a sentence, the speaker's voice goes down and there is a slight pause before starting the next sentence.

In writing, a comma shows a part of a sentence or an item in a list. In speaking, to show this, the speaker pauses slightly.

- 2 2.5 Listen and read about Australia.

Australia is the largest island in the world it is situated between the Pacific and Indian Oceans it has different types of climate because it is so big it is tropical in the north but has continental weather in the south the centre is very dry.

- 1 Add a full stop to show the end of a sentence.
- 2 Add a capital letter to show the start of the next sentence.
- 3 Add a comma to show a part of a sentence.

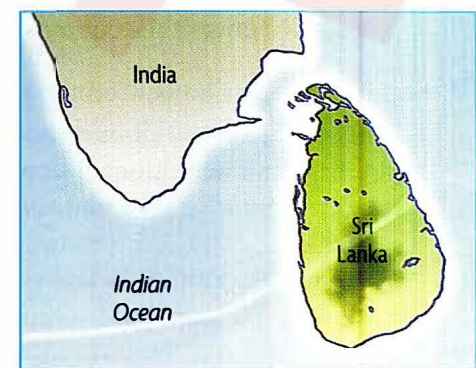
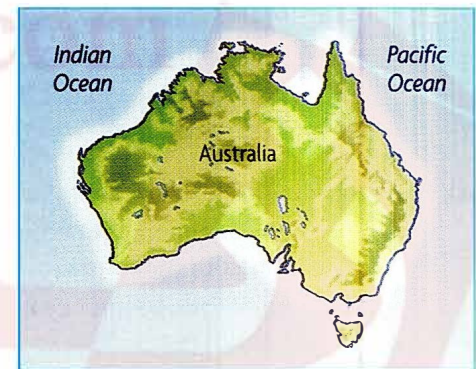
- 3 Read the paragraph in exercise 2 aloud.

- 4 Look at the notes for a student presentation. How are they organized?

Sri Lanka		
LOCATION	GEOGRAPHY	CLIMATE
• south of India, S. Asia	• low countryside	• tropical
• Indian Ocean	• mountains in south central area	• 2 monsoons = heavy rain
INDUSTRIES	AGRICULTURE	
• telecoms	• very varied - tea, rice, sugar cane, rubber	
• banking		
• clothing		
• tourism		



Map 2



5 **Read STUDY SKILL** 2.6 Listen to two presentations. Answer the questions.

	speaker A	speaker B
1 Did the speaker use the headings in exercise 4 to organize the talk?		
2 Did the speaker signpost contrasting information?		
3 Was it clear when sentences ended?		
4 Was the presentation easy to understand? Why / Why not?		

**STUDY SKILL** Helping the listener (1)

It is often more difficult to listen and understand than to read and understand. Help your listeners understand you by:

- structuring your talk clearly, e.g. speaking from notes organized by headings.
- using signposts to show what type of information you are giving, e.g. for contrasting information, using *but*, *although*, etc.
- pausing and using falling intonation to show when a sentence ends.
- not speaking too quickly.

**RESEARCH**

1 **Read STUDY SKILL** You are going to give a short talk to your class. Research a country and write notes under the headings below.

COUNTRY	LOCATION	CLIMATE	AGRICULTURE	INDUSTRIES	GEOGRAPHY

**STUDY SKILL** Using the Internet (1)

There are many sources of information on the Internet. A good place to start for general information is an online encyclopaedia, such as:

[www.britannica.com](http://www.britannica.com)  
[www.infoplease.com](http://www.infoplease.com)  
[www.bartleby.com](http://www.bartleby.com)  
[www.wikipedia.org](http://www.wikipedia.org)  
<http://reference.allrefer.com>

For more detailed information, look for articles on <http://scholar.google.com>

When using an online reference site, remember not all sites are reliable or accurate. Use at least two websites to check your information.

2 Prepare a short talk about the country you researched.


- Number the headings in the order you will talk about them.
- Include some contrasting information, with words like *but*, *although*, and *however*.
- Practise giving your talk. Remember to help your listeners by structuring your talk and pausing.



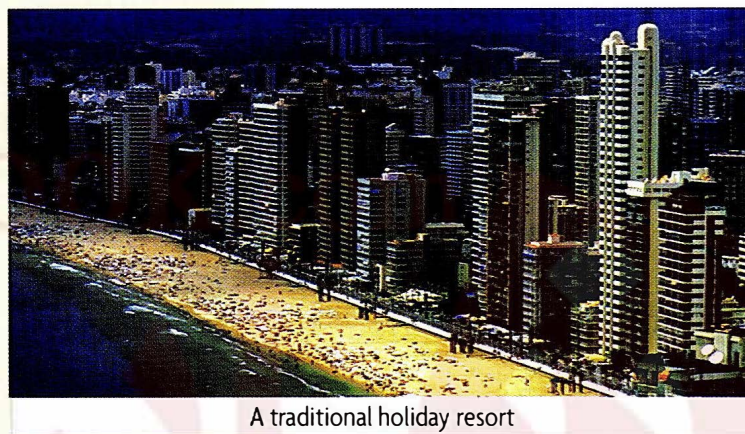
## SPEAKING Transitions

1 **Read STUDY SKILL** Put the words in order to complete the sentences.

- 1 \_\_\_\_\_ the importance of tourism for the economy.  
(section / I'll / this / discuss / in)
- 2 \_\_\_\_\_ my first point about the employment of  
local people, (to / back / going)
- 3 \_\_\_\_\_ the third part of my talk.  
(leads / to / me / this)
- 4 \_\_\_\_\_ the subject of money brought into the country.  
(to / like / turn / I'd / to)
- 5 \_\_\_\_\_ the disadvantages of tourism.  
(think / about / let's)

2  10.5 Listen and check your answers. Practise saying the sentences aloud.

3 Prepare a two-minute presentation from your notes in exercise 6 on page 59 on the advantages of ecotourism over traditional holidays. Work in pairs. Give your talks. As you are listening to your partner's talk, tick the transition phrases that are used.



A traditional holiday resort

## Dealing with questions

4 Work with a partner. What can you say ...

- 1 when you don't know the answer to a question?
- 2 when you want to give yourself some time to answer a question?
- 3 when you don't understand a question? **Read STUDY SKILL**

5 Use headings 1–4 to make notes for a two-minute talk on taking a holiday in your country.

1 Introduction
•
•
•

3 Disadvantages
•
•
•

2 Advantages of a holiday in your country
•
•

4 Conclusion
•
•
•

## STUDY SKILL Transitions

When giving a talk, indicate clearly any new sections or change of direction. Use phrases to show transitions to the different parts, e.g.:

*Now I'd like to turn to / talk about ...*

*In this section I'll discuss ...*

*Let's think about ...*

*This leads me to ...*

*Going back to ...,*

## STUDY SKILL

### Dealing with questions

When answering questions during or after a talk, it can be useful to:

- give yourself some time to think of the answer, e.g.  
*That's an interesting question. Can I come back to it later?*
- ask the questioner to repeat or rephrase the question, e.g.:  
*I'm not sure what you mean by that. Could you explain that please?*

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- 6 Work with a partner. Follow the instructions and take turns to give your talk and ask questions, using transition expressions.

**Student A**

**Student B**

- 1 Introduce your talk.
  - 2 Make a transition to the first part.
  - 4 Give yourself some time to think.
  - 5 Move on to your next part.
  - 7 Ask for repetition of the question.
  - 9 Answer the question.
  - 10 Conclude your talk.
  - 12 Give yourself time to answer.
  - 13 Answer the question.
- 3 Ask a question.
  - 6 Ask another question.
  - 8 Repeat or rephrase your question.
  - 11 Ask another question.

**A presentation**

- 7 Prepare a four-minute presentation on one of the topics or a topic of your choice.

- Communication in the 21st century
- The economic development of my country
- The most important scientific discovery of the last 50 years
- A healthy lifestyle
- An important environmental issue in my country

Think about:

**Organization**

Research the topic on the Internet  
Find some images to illustrate your talk  
Make notes  
Organize the notes into sections

**Language**

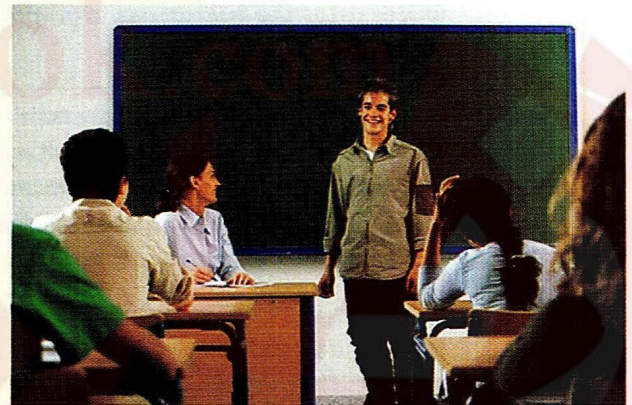
Use signposting language to:

- introduce the talk
- show transitions
- give examples, explanations, refer to visuals, and so on
- conclude the talk
- ask for and deal with questions

**Pronunciation**

Check and practise your pronunciation, including:

- word stress
- linking
- pausing between thought groups
- intonation of questions



- 8 Work in small groups. Take turns to give your talk.

- 1 Listen and make notes on the main points of each of the presentations.
- 2 Ask at least one question about each of the presentations.



## VOCABULARY DEVELOPMENT


### Words and dependent prepositions

1 **Read STUDY SKILL** Circle the correct preposition in the sentences. Use a dictionary to help.

- The majority of students are interested *for / in / to* doing sport regularly.
- People who study physics are often good *to / for / at* music.
- Australian English is quite similar *with / to / about* British English.
- Who is responsible *to / for / with* organizing the conference?

2 Complete the sentences with the correct preposition. Use a dictionary to help.

- The police are investigating the cause \_\_\_\_\_ the fire.
- What are the differences \_\_\_\_\_ your new mobile phone and your old one?
- There was a decrease \_\_\_\_\_ the use of the multimedia centre last semester.
- There were over a hundred applications \_\_\_\_\_ the job.

3  10.6 Make sentences using the beginnings, a preposition, and an ending. Listen and check your answers.

1 People who suffer	from	cheating in the exam.
2 The student was accused	with	the job of research assistant?
3 How many candidates applied	of	the other students on the best place for a holiday.
4 Aziz did not agree	for	diabetes need to follow a careful diet.

4 Complete the questions with the correct preposition. Work with a partner and take turns to ask and answer the questions.

- Are you interested \_\_\_\_\_ economics?
- At school, which subjects were you good \_\_\_\_\_ ?
- What are the main causes \_\_\_\_\_ air pollution?
- What are the main differences \_\_\_\_\_ ecotourism and ordinary tourism?
- Do you agree \_\_\_\_\_ the need to restrict the use of cars?
- Would you ever apply \_\_\_\_\_ a job abroad?

5 Put the nouns, verbs and adjectives in the box with their prepositions.

spend (money/time)	decrease	good	depend	interested	bad	hopeless
apply	concentrate	increase	agree	responsible	disagree	ask
						argue

_____ on	_____ at	_____ with	_____ in	_____ for
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

### STUDY SKILL Dependent prepositions

Adjectives, nouns, and verbs are often associated with prepositions. In other words, they have certain prepositions which follow them. For example:

*The student was **disappointed with** his poor exam result.*

*There has been an **increase in** the price of oil.*

*The course **consists of** six different modules.*

The preposition is not stressed in the sentence. It is important to learn the prepositions when you learn the words.

**increase in**  
**consist of**  
**good at**  
**agree with**

## REVIEW

- 1 You are going to listen to some talks about three tourist destinations. Before you listen, work with a partner and brainstorm what you know about the places. Use the questions in the box to help you.

	Switzerland	Rio de Janeiro	Jordan
Where is it?	Western Europe		
Why do tourists go?			
What is it famous for?	Mountains, chocolate		

- 2 10.7 Listen to the talk about Switzerland and answer the questions. How are you going to listen?

- 1 Why do people go to Switzerland?
- 2 What problem does the speaker mention?

- 3 10.7 Listen again and answer the questions. How are you going to listen?

- 1 Which country does **not** border Switzerland: Germany, Luxembourg, France, Italy?
- 2 How do tourists travel to the top of the mountains?
- 3 Do only advanced skiers go to Switzerland?
- 4 Name two ways the tourism representatives are solving the problem.

- 4 10.8 You are going to listen to part of a tutorial about tourism in Rio de Janeiro. How many people are talking?

- 5 10.8 Listen again and answer the questions. Which part would you listen to if you were only interested in:

	1st part	2nd part	3rd part
economics of tourism			
tourist sights			
history of tourism			

- 6 10.9 Listen to part of a talk about Jordan. Name three types of tourism there.

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

- 7 10.9 Listen again and complete the sentences.

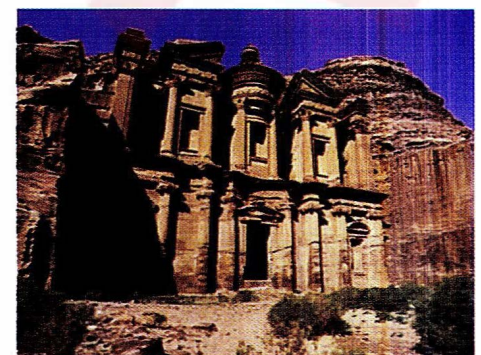
- 1 Today \_\_\_\_\_ three main tourist destinations in Jordan.
- 2 \_\_\_\_\_, I will talk about the historical ancient sites.
- 3 And \_\_\_\_\_, I will finish with city tourism.
- 4 Jordan is famous \_\_\_\_\_ Petra.
- 5 There are many other ancient sites \_\_\_\_\_ Jerash, Madaba and the desert castles.

- 8 Complete the sentences with a preposition, using a dictionary to help you. Discuss the questions in small groups.

- 1 Are you concerned \_\_\_\_\_ the environment? What should people do to protect it?
- 2 Who should take responsibility \_\_\_\_\_ conserving energy? People or governments?
- 3 Should flying be more expensive to pay for the pollution it causes? Do people travel \_\_\_\_\_ plane too often?
- 4 Would you be interested \_\_\_\_\_ working in tourism? Why / Why not?



Switzerland



Petra, Jordan



## Phonetic symbols

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

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

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

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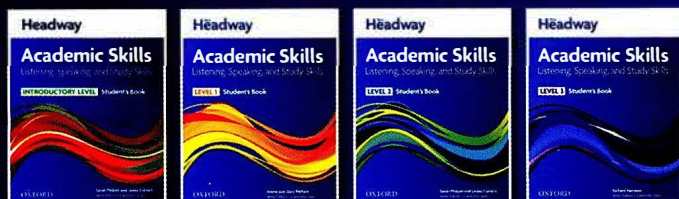
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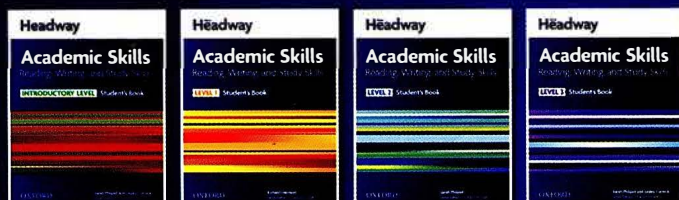
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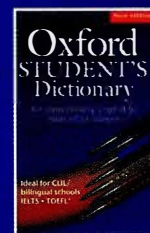
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