

LECTURE READY 2

STRATEGIES FOR
Academic Listening
and Speaking

SECOND EDITION



PEG SAROSY
KATHY SHERAK



Includes
Student Access to the
Digital Download Center

OXFORD

LECTURE READY 2

SECOND EDITION

STRATEGIES FOR
Academic Listening
and Speaking

PEG SAROSY
KATHY SHERAK

OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2013

The moral rights of the author have been asserted

First published in 2013

2017 2016 2015 2014 2013

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press,
or as expressly permitted by law, by licence or under terms agreed with the
appropriate reprographics rights organization. Enquiries concerning reproduction
outside the scope of the above should be sent to the
ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same
condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials contained
in any third party website referenced in this work

General Manager, American ELT: Laura Pearson

Publisher: Stephanie Karras

Associate Publishing Manager: Sharon Sargent

Development Editor: Rebecca Mostov

Director, ADP: Susan Sanguily

Executive Design Manager: Maj-Britt Hagsted

Electronic Production Manager: Julie Armstrong

Designer: Debbie Lofaso

Production Artists: Julie Sussman-Perez, Elissa Santos

Image Manager: Trisha Masterson

Image Editor: Liaht Pashayan

Production Coordinator: Christopher Espejo

ISBN: 978 0 19 441728 0 LECTURE READY 2

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Illustrations by: Karen Minot, p55.

Commissioned photography by: Rogin Kim

*We would also like to thank the following for permission to reproduce the following
photographs:* Cover, Jan Greune/Getty Images, AP Photo/Franka Bruns; Frontmatter
cover reduction photo, © MARTIN RUETSCHI/Keystone/Corbis; Marcin Krygier/
iStockphoto (laptop); Ismail Akin Bostanci/istockphoto.com (iphone); p1 Purestock/
Getty Images; p2 James Hardy/Photoalto/Corbis UK Ltd.; p6 Photodisc/Oxford
University Press; p10 Image Source/Getty Images; p11 Photodisc/Oxford University
Press; p14 Stockbyte/Getty Images; p22 Tom Bonaventure/Getty Images; p27 Zero
Creatives/Getty Images; p28 PhotoAlto/Alamy; p29 Photodisc/Oxford University
Press (WORD); p29 David Young-Wolff/Alamy (WORD); p37 Somos/Oxford
University Press; p48 Tetra Images/Oxford University Press; p49 I love images/
Oxford University Press; p53 Horst Herget/Masterfile; p54 Randy Glasbergen; p62
Ariel Skelley/Oxford University Press; p63 Alexander Shalamov/Oxford University
Press; p66 Konstantin Sutyagin/Shutterstock; p67 Ariel Skelley/Getty Images; p74
Photodisc/Oxford University Press; p79 Leontura/Getty Images; p80 Iain Masterton/
Alamy; p86 CJG - Technology/Alamy; p88 Gareth Boden/Oxford University Press; p89
Blend Images/Oxford University Press; p92 c.20thC.Fox/Everett/Rex Features; p98
Moodboard/Oxford University Press; p99 Absodels/Getty Images; p101 Westend61/
Getty Images; p102 Image Source/Getty Images; p105 Rob Melnychuk/Getty Images;

p106 Leo Cullum/The Cartoon Bank; p107 Kevin Dodge/Corbis UK
Ltd.; p112 iStockphoto/Thinkstock; p114 Leontura/Getty Images;
p126 Image Source/Getty Images; p127 THIERRY CHARLIER/AFP/
Getty Images.

ACKNOWLEDGEMENTS

We would like to acknowledge the following individuals for their input during the development of the series:

ELLEN BARRETT

Wayne State University
Michigan, U.S.A.

DAVID BUNK

Portland State University
Oregon, U.S.A.

SAMANTHA BURNS

Dhofar University
Oman

SHIOW-WEN CHEN

Cheng Hsiu University
Kaohsiung

ELAINE COCKERHAM

Higher College of Technology
Oman

HITOSHI EGUCHI

Hokusei Gakuen University
Sapporo, Japan

TRACY FALCONER

University of Nebraska at Kearney
Nebraska, U.S.A.

JONATHAN FREEDMAN

Srinakharinwirot University
Bangkok, Thailand

JAMES HARMAN

Kanto Kokusai Koto Gakko
Tokyo, Japan

HASSAN HAWASH

Abu Dhabi Men's College
The United Arab Emirates

MARGARET LAYTON

University of Nevada
Nevada, U.S.A.

WILLIAM LITTLE

Georgetown University
Washington, DC, U.S.A.

JESSICA MATCHETT

Handong Global University
Pohang, South Korea

FERNANDA ORTIZ

CESL, University of Arizona
Arizona, U.S.A.

GABOR PINTER

Kobe University
Kobe, Japan

JOHN RACINE

Dokkyo University
Saitama, Japan

STEPHANIE STEWART

University of Houston
Texas, U.S.A.

WARUNWAN TANGSUWAN

Slipakorn University
Bangkok, Thailand

JAKCHAI YIMNGAM

Rajamangala University of Technology
Phra Nakhon
Bangkok, Thailand

LECTURE READY 2

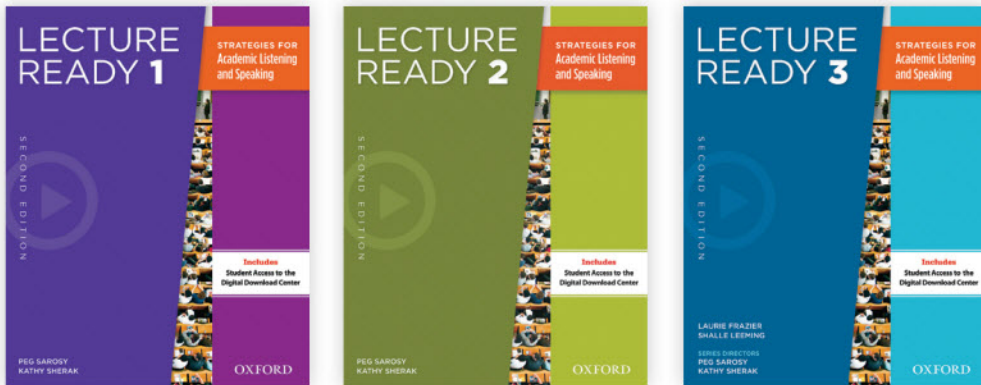
CONTENTS

		LISTENING
Unit	Chapter	Listening Strategies
1 MARKETING page 1	1 Gender and Spending page 2	Build Background Knowledge to Understand Lectures page 2 Recognize Lecture Language for the Topic page 5 Use Your Background Knowledge to Predict the Lecture's Content page 8
	2 Ads Are Everywhere page 14	Recognize Lecture Language That Signals the Big Picture page 17
2 SOCIOLOGY page 27	3 Work Habits in the 21st Century page 28	Recognize Lecture Language for Transitions page 31
	4 Leisure Time in the 21st Century page 40	Recognize Lecture Language That Signals a Definition page 43
3 SCIENCE page 53	5 Science and Pleasure: What We Eat page 54	Recognize Lecture Language for Examples page 57
	6 Unique Solutions to Pollution page 66	Recognize Lecture Language for Explanations page 69
4 MEDIA STUDIES page 79	7 Getting the News in the High-Tech Age page 80	Recognize Lecture Language That Signals Important Information page 83
	8 Who's on TV? page 92	Recognize Non-Verbal Signals for Important Information page 95
5 LINGUISTICS page 105	9 What's Up with Slang page 106	Recognize Changes in Pronunciation page 109
	10 Global English page 118	Review the Listening Strategies page 121

Note-Taking Strategies	SPEAKING	
Note-Taking Strategies	Academic Discussion Strategies	Presentation Strategies
Write the Most Important Words page 7 Assess and Revise Your Notes page 9	Enter the Discussion page 10	Make Eye Contact while Using Notes page 12
Use an Informal Outline page 19 Use Your Notes to Summarize the Lecture page 21	Contribute to the Discussion page 22	Catch the Audience's Attention by Telling a Story page 24
Use Symbols to Represent Words and Ideas page 33	Interrupt and Ask for Clarification page 36	Create Rapport with the Audience Throughout a Presentation page 38
Use Abbreviations to Represent Longer Words page 45	Ask for More Information page 48	Signal a Transition Between Speakers page 50
Use a Visual Form page 59	Agree and Disagree page 62	Conclude by Summarizing the Main Points page 64
Describe the Visuals Used in a Lecture page 71	Support Your Opinions page 74	Open the Floor to Questions page 76
Highlight Important Ideas page 85	Connect Your Ideas to Other Students' Ideas page 88	Refer to a Chart or a Graph page 90
Annotate Your Notes During a Lecture page 97	Keep the Discussion Focused page 100	Use Hand Gestures to Clarify Words and Ideas page 102
Edit Your Notes after the Lecture page 111	Encourage Other Students to Participate in the Discussion page 114	Use Visuals That Combine Words and Pictures page 116
Review the Note-Taking Strategies page 123	Bring the Group to a Consensus page 126	Pace Your Speech page 128

Welcome to **LECTURE READY** Second Edition

STUDENT BOOKS



iTOOLS FOR ALL LEVELS



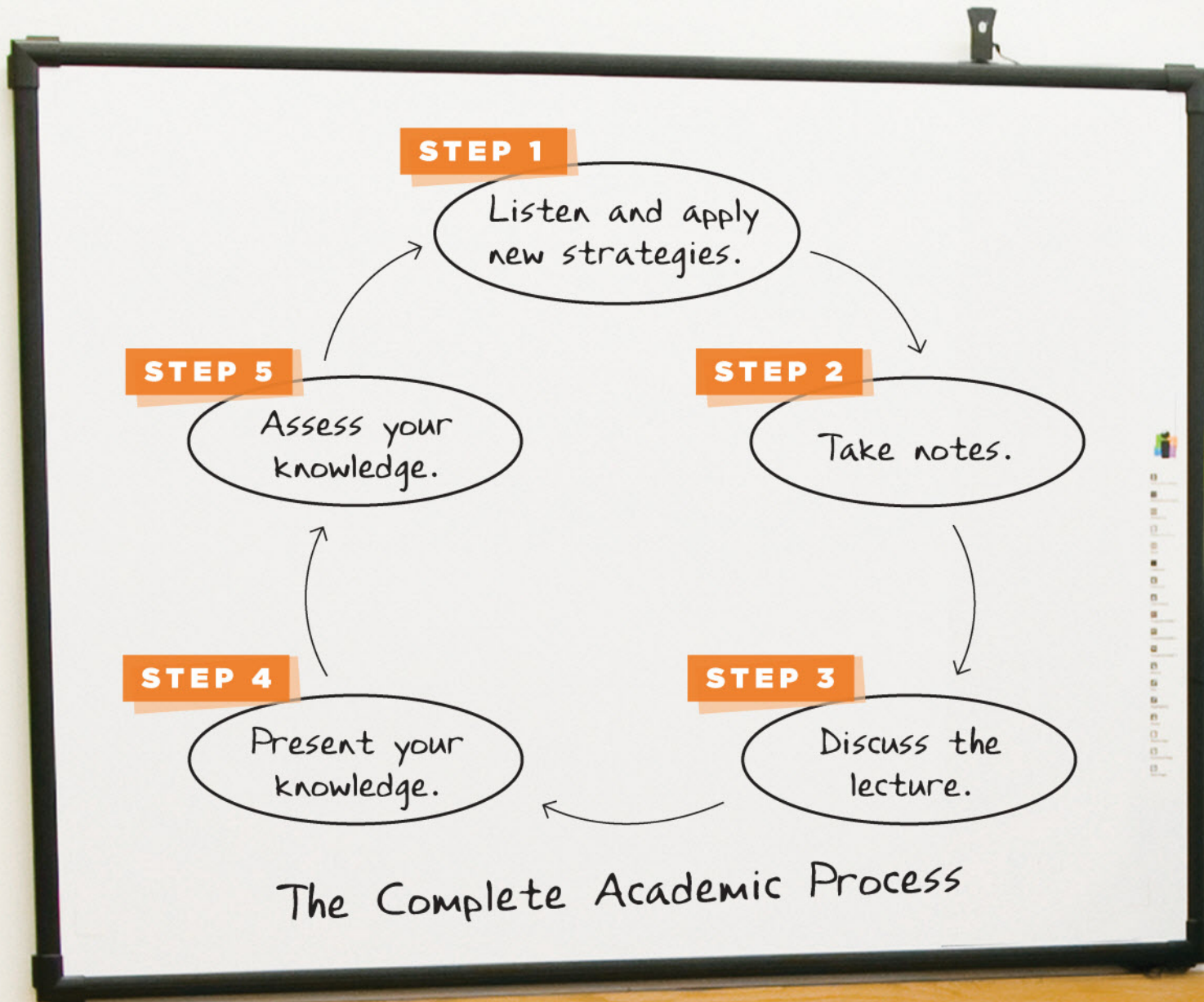
GO ONLINE DIGITAL DOWNLOAD CENTER

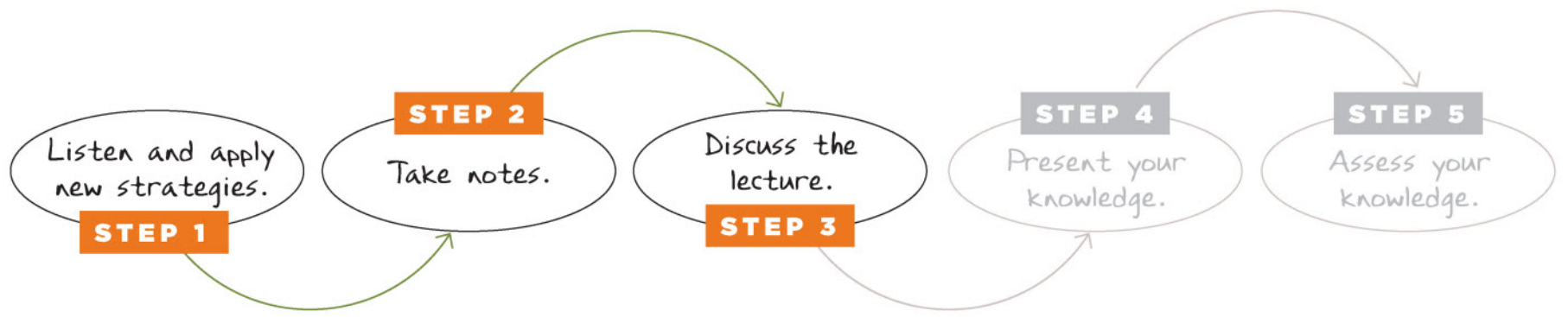


Lecture Ready

- Prepares students for listening, note taking, and academic discussion through videos of realistic and engaging lectures.
- Explicit presentation skills prepare students for public speaking, a requirement in today's academic and professional world.
- Audio and video available through the Lecture Ready Digital Download Center, www.lectureready.com/student, allows students to study anytime, anywhere.
- Video-based assessment tracks progress to show what students have mastered and where they still need help.

Lecture Ready: Strategies for Academic Listening and Speaking guides students through the complete academic process.





Through the use of realistic and engaging lectures, students **experience the demands and atmosphere of the higher-education classroom.**

STEP 1 Listen and Apply New Strategies

LISTENING STRATEGY

Recognize Lecture Language That Signals a Definition

Professors often use new words as they explain new information or ideas. They also use a variety of expressions to present definitions for those words. Listen for the words and expressions that professors use to signal a definition.

Expressions That Signal a Definition

- that is, . . .
- in other words, . . .
- X, meaning . . .
- by X, I mean . . .
- X means . . .
- What I mean by X is . . .

Another common signal for a definition is a rhetorical question.

Note-taking strategies focus on **accurate and concise** recording of class material.

STEP 2 Take Notes

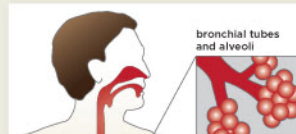
NOTE-TAKING STRATEGY

Describe the Visuals Used in a Lecture

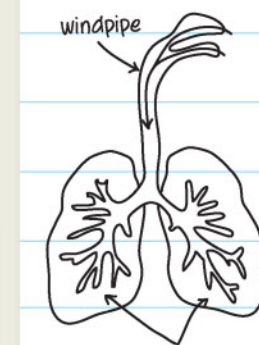
Professors often include visuals like pictures, charts, and graphs in lectures to clarify ideas. Make sure that you describe the visual in your notes and write down important information about it.

Excerpt and Visual from a Lecture

You breathe in through your nose and mouth. The air travels down through a large tube in your throat called the windpipe. Then it moves through large and small tubes in your lungs called bronchial tubes or airways. The airways in your lungs look something like an upside-down tree with many branches.



Representation of Visual in Notes



Academic discussion strategies **help students participate fully and smoothly** in classroom discussions.

STEP 3 Discuss the Lecture

ACADEMIC DISCUSSION STRATEGY

Connect Your Ideas to Other Students' Ideas

During a discussion, you may have an idea that is related to something that someone else said. Use expressions to show that you understand how these ideas are connected and that you want to add your idea to the discussion.

Expressions for Connecting Your Ideas to Others' in a Discussion

- My idea is similar to Sam's.
- I disagree with what Sam said.



STEP 4 Present Your Knowledge

PRESENTATION STRATEGY

Use Hand Gestures to Clarify Words and Ideas

The words a speaker uses in a presentation convey the most meaning. However, effective hand gestures can enhance the meaning of the words and ideas. Gestures can also help the audience recognize when an idea is important.

Use your hands to enhance what you're saying and to emphasize important ideas.

Students are more competent and confident when they learn **how to present** using proven strategies for academic success.

Check your comprehension



A. Watch a student give a presentation about stereotypes on television. Then answer these two questions.

1. What group of people does the student discuss?

2. What is the student's opinion of television's portrayal of this group?

These strategies help students meet their presentation challenges in and **beyond the language classroom.**

Practice hand gestures



B. Watch the video again. Think about the information in the strategy box above. In your notebook, list two problems with the student's hand gestures.



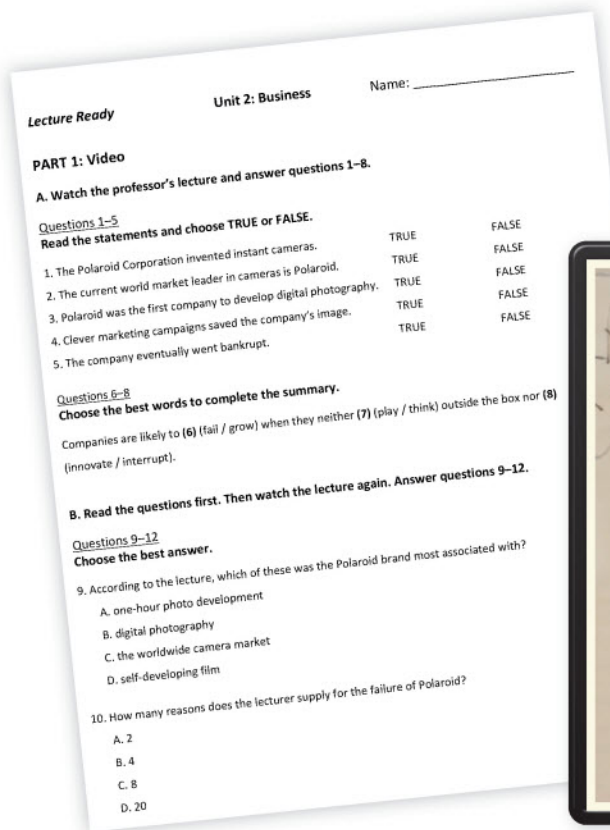
C. The student received some suggestions about his presentation and delivered it again. Watch the new presentation. In your notebook, list two improvements the student made to his hand gestures.



Videos of presentations for each presentation strategy allow students to see and apply these skills to their own presentations.



Video-based tests track progress to show what students have mastered and where they still need help.



GO ONLINE Lecture Ready Assessment Program

Unit, midterm, and final exams can be found on iTools or www.lectureready.com/teacher.

- **CUSTOMIZABLE** Adapt tests to meet the precise needs of students.
- **EFFECTIVE** Prepare student for standardized tests.
- **ENGAGING** All tests are based on **100% NEW video content**.

Lecture Ready Student Resources

CONNECT

Downloadable video and audio allow students to study **anytime, anywhere.**



ENGAGE

Students fully engage in the learning experience by **downloading and watching** each chapter's lecture and student presentation models.



ASSESS

Video-based unit, midterm, and final exams allow ongoing assessment.

Lecture Ready

Watch the lecture and then answer questions 1-4.

Questions 1-2

Fill in the blanks in the outline below. Write one word in each blank.

Primary Goals of Psychology

- A. to observe and describe behavior
- B. (1.) to _____ behavior
- C. to predict behavior
- D. (2.) to _____ behavior

Questions 3-4: Choose the best answer for each question.

3. According to the lecture, why is it difficult to explain people's behavior?
- A. Many people try to hide their behavior.
 - B. There is often not enough time to observe behavior.
 - C. Behavior depends in part on culture.
4. According to the lecture, how do psychologists usually make predictions?
- A. by discussing people's past behavior
 - B. by performing experiments
 - C. by reading about people's behavior

Watch Again

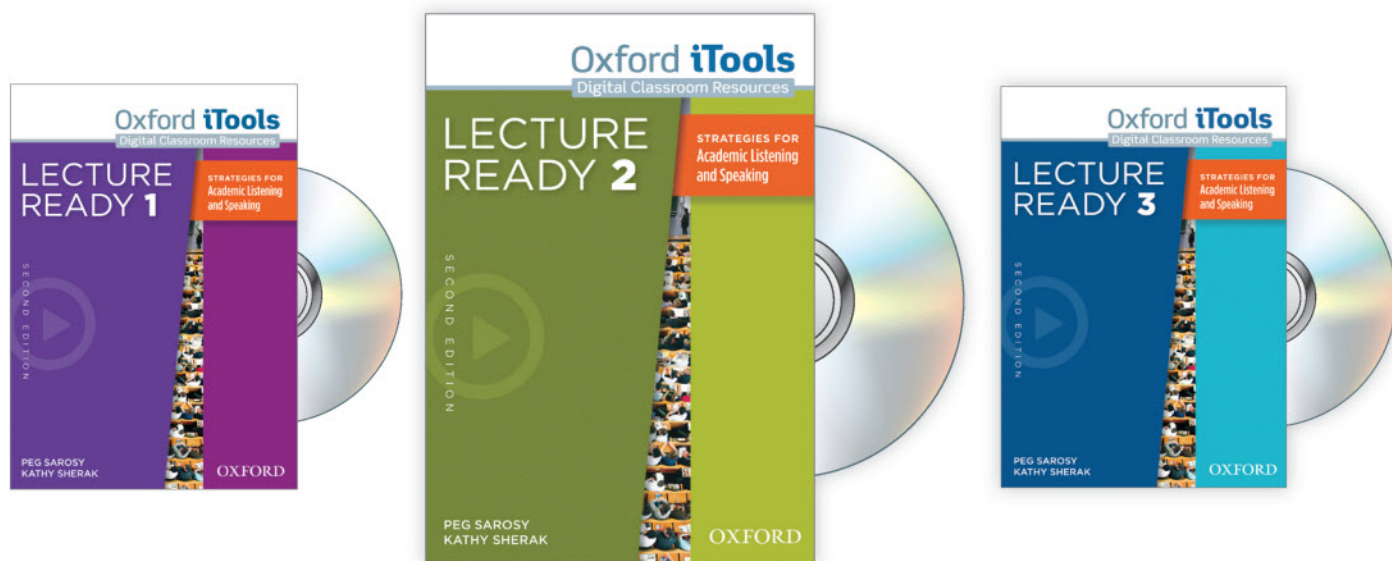
Watch the lecture a second time. Then answer questions 5-10.



IT'S EASY! Use the access code printed on the inside back cover of this book to download video and audio at www.lectureready.com/student.

Lecture Ready Teacher Resources

Lecture Ready iTools bring the book, video, and audio together in one classroom presentation tool.



- For use with an LCD projector or interactive whiteboard
- Full student book for in-class viewing
- All video and audio links at point of use for whole-class presentations
- Unit, midterm, and final tests based on 100% NEW additional video content available as click-and-print PDFs and customizable Word documents
- Answer Keys and Teaching Notes

Teacher Digital Download Center

Go to www.lectureready.com/teacher. See your local representative to order a Teacher Resource Access Code.

For additional support email our customer support team at eltsupport@oup.com.

Unit Goals



CHAPTER 1

Learn about differences in how men and women spend money and how this affects marketing

Listening Strategies

- Build background knowledge to understand lectures
- Recognize lecture language that signals the topic
- Use background knowledge to predict lecture content

Note-Taking Strategies

- Write down the most important words in a lecture
- Assess and revise your notes after a lecture

Academic Discussion Strategy

- Enter the discussion and participate actively

Presentation Strategy

- Make eye contact with the audience while using notes

CHAPTER 2

Learn about the reasons behind recent changes in advertising

Listening Strategy

- Recognize lecture language that signals the big picture of a lecture

Note-Taking Strategies

- Use an informal outline to organize your notes
- Summarize the lecture

Academic Discussion Strategy

- Contribute ideas to the discussion

Presentation Strategy

- Catch the audience's attention by telling a story

Marketing

marketing \ˈmɑrkəˌtɪŋ\ The study of the processes and techniques involved with promoting, selling, and distributing a product or service

CHAPTER 1 Gender and Spending

STEP 1

Listen and Apply New Strategies

LISTENING STRATEGY

Build Background Knowledge to Understand Lectures

Before you go to a lecture, think about what you already know about the lecture's topic. Complete any reading assignments, and discuss your reading with classmates. This will give you necessary background information and vocabulary that will prepare you to take in new information in the lecture.

Think about the topic

- A.** Look at the picture of a husband and wife shopping together. Then work with a partner to do the exercise below.



Imagine this situation. A husband and wife go together to a big department store. The store has a wide variety of products—clothes, computers, food, appliances, automotive supplies, and furniture. The couple decide to separate and meet again in an hour.

1. What things do you think the man will shop for?
2. What things do you think the woman will shop for?
3. In the same situation, what would you probably shop for? Do you think your shopping habits are typical? Why or why not?