CONTEMPORARY TOPICS

Academic Listening and Note-Taking Skills

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PEARSON
Longman
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<td>consist of final finances link</td>
<td>researchers significant structures</td>
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<td>cultural environment evidence major potential</td>
<td></td>
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<td>adjustment normal process reject similar</td>
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<td>2b ANTHROPOLOGY Third Culture Kids</td>
<td>flexible identity participate source tradition</td>
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<td>area authorities consume create feature involves journal select</td>
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<td>• Asking for opinions or ideas&lt;br&gt;• Asking for clarification or confirmation</td>
<td>Role-playing a situation about finances</td>
</tr>
<tr>
<td><strong>5b ECONOMICS</strong>&lt;br&gt;Microcredit: Changing Lives</td>
<td>exclude impact individual&lt;br&gt;labored purchase traditional</td>
<td>Numbers</td>
<td>• Expressing an opinion&lt;br&gt;• Disagreeing&lt;br&gt;• Offering a fact or example</td>
<td>Interviewing someone involved in volunteer work and presenting</td>
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</table>
When you study English in an academic environment, you will listen to lectures in English that may be very long. At first, you may find this very difficult because the content may be unfamiliar to you and the lecturer may speak very fast.

At first, you may have difficulty listening to and understanding lectures, but you can learn good listening skills and helpful note-taking strategies to make it easier. This book is designed to help you develop these skills and strategies, which include predicting content, focusing on main ideas, taking good notes, and reviewing those notes effectively.

Another key to academic success is building your vocabulary. This book suggests many strategies for vocabulary building. The Academic Word List and affix charts at the end of this book can give you a strong foundation in common academic vocabulary. Using both a dictionary and a thesaurus will also help you.

Overall, we have created this book to help you learn the listening and note-taking skills you need. We hope you will find it engaging. We wish you great success!

Jeanette Clement
Cynthia Lennox
CONNECT to the topic

Have you been in a group discussion where one person talks all the time? Or at a meeting that continued too long? Every meeting needs a good meeting manager, especially in the global marketplace, where people from different cultures have different styles of communicating and different ideas of what a meeting should be.

Check (✓) the events you have planned or attended.

- a study group
- a party
- a sports activity
- a religious activity
- a wedding
- other ___________________  

Compare answers with a partner. What did you like or dislike about the event(s) you planned or attended?
BUILD your vocabulary

A. The boldfaced words are from the unit lecture on managing international business meetings. Listen to the sentences. Read along.

1. **approach**—We can finish this project by working harder, but a better **approach** is to ask more workers to help us.

2. **challenge**—I enjoy working on the project with my group because it is a **challenge**. I like things that are interesting and difficult.

3. **concept**—At our company, we believe in the **concept** of weekly meetings. Because of this idea, our office communication has improved!

4. **conclude**—We need to **conclude** this meeting in five minutes so that we can all go home.

5. **customers**—When **customers** are not happy with a company, they go to another company to get the things they want.

6. **manage**—We didn’t **manage** our time well, so we were not able to finish our work in the meeting.

7. **maximize**—We can **maximize** our time if we eat lunch and talk about our project at the same time.

8. **resources**—People, skills, money, and modern buildings are some of the **resources** that make this company great.

9. **responsibility**—Managers have many things to do, but their biggest **responsibility** is to be sure that their group does its work well.

10. **variables**—The amount of work a group can do in a meeting is affected by many **variables**. These variables include people arriving late, people leaving early, and people not coming at all.

B. Now circle the word or phrase that completes the meaning of the boldfaced word.

1. An **approach** is a(n) _____________.
   a. opinion b. way c. question

2. A **challenge** is something that is _____________.
   a. difficult b. funny c. happy

3. A **concept** is a(n) _____________.
   a. idea b. opinion c. job

4. To **conclude** something is to _____________.
   a. continue b. finish c. think about

5. **Customers** are people who _____________. a company.
   a. work in b. start c. buy things from
6. To **manage** something is to ______________ it.
   a. control  
   b. keep  
   c. share

7. To **maximize** something is to ______________.
   a. make it smaller  
   b. use as much  
   c. make it faster of it as possible

8. A **resource** is a(n) ______________.
   a. thing you can use  
   b. action you can take  
   c. wish you can make

9. A **responsibility** is a(n) ______________.
   a. wish  
   b. duty  
   c. idea

10. **Variables** are things that ______________.
    a. can change  
    b. are good  
    c. are bad

C. **INTERACT WITH VOCABULARY!** Work with a partner. Notice the boldfaced words. Cover Column 1 as your partner reads 1–5. Listen and circle the correct phrase from Column 2. Your partner corrects your answers. Switch roles for 6–10.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A meeting manager has to <strong>manage</strong> . . .</td>
<td>a. of many variables.</td>
</tr>
<tr>
<td>2. Managing people is <strong>my</strong> <strong>responsibility</strong> . . .</td>
<td>b. of group dynamics.</td>
</tr>
<tr>
<td>3. How well the media systems work <strong>is just one</strong> . . .</td>
<td>c. as the meeting manager.</td>
</tr>
<tr>
<td>4. All meeting managers face the <strong>challenge</strong> . . .</td>
<td>d. to the problem.</td>
</tr>
<tr>
<td>5. Michael <strong>took the right approach</strong> . . .</td>
<td>e. <strong>time</strong>, for one thing.</td>
</tr>
<tr>
<td>6. In business, a hard worker is a <strong>valuable</strong> . . .</td>
<td>f. <strong>by thanking everyone.</strong></td>
</tr>
<tr>
<td>7. By eating lunch during the meeting, the workers <strong>maximized</strong> . . .</td>
<td>g. <strong>customer.</strong></td>
</tr>
<tr>
<td>8. Understanding the other person is an important <strong>concept</strong> . . .</td>
<td>h. <strong>in business.</strong></td>
</tr>
<tr>
<td>9. It’s important to know your business and to <strong>know your</strong> . . .</td>
<td>i. <strong>resource.</strong></td>
</tr>
<tr>
<td>10. The speaker <strong>concluded</strong> . . .</td>
<td>j. <strong>their time.</strong></td>
</tr>
</tbody>
</table>
FOCUS your attention

SUMMARIES AND SYMBOLS

Speakers often conclude their discussion of a main idea with a short summary. In a sentence or two, they tell their listeners what is most important. For example:

- **The bottom line** about time is . . .
- **In short**, we can say . . .
- **The central point** is that time is . . .
- **In conclusion**, it’s clear that . . .
- **Let me conclude** by saying . . .
- **What this all means** is . . .

Speakers sometimes give important information quickly. You can note this information faster if you use abbreviations and symbols. Here are some common symbols.

<table>
<thead>
<tr>
<th>Symbols and meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ results in</td>
</tr>
<tr>
<td>≠ opposite or doesn’t mean</td>
</tr>
<tr>
<td>↑ increases or goes up</td>
</tr>
<tr>
<td>&amp; and</td>
</tr>
<tr>
<td>↓ decreases or goes down</td>
</tr>
<tr>
<td># number</td>
</tr>
<tr>
<td>= means or is the same as</td>
</tr>
<tr>
<td>$ money or dollars</td>
</tr>
</tbody>
</table>

A. **Listen to this excerpt from a business lecture.** What phrase does the speaker use to signal a main idea summary?

B. **Listen again to the excerpt.** Complete these notes using symbols.

C. **Compare notes with a partner.**
LISTEN to the lecture

BEFORE YOU LISTEN

You are about to listen to the unit lecture on managing an international meeting. Read this situation.

International people in your neighborhood decide to invite local government leaders to talk to them about making the neighborhood safer and cleaner. They ask you to manage the meeting.

With a partner, discuss the situation and these questions.

1. What plans do you need to make? __________________________
   __________________________

2. List things you need for the meeting. __________________________
   __________________________

LISTEN FOR MAIN IDEAS

A. Close your book. Listen to the lecture and take notes. Try to write down the topic and main ideas.

B. Complete the topic and main ideas from the lecture. Use your notes and the words below.

<table>
<thead>
<tr>
<th>challenges</th>
<th>managing</th>
<th>resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>international</td>
<td>people</td>
<td>time</td>
</tr>
</tbody>
</table>

Topic: Three ____________ of ____________ a(n) ____________ business meeting

1. Managing ____________ spent in the meeting
2. Managing ____________ attending the meeting
3. Managing ____________ used in the meeting
LISTEN FOR DETAILS

A. Close your book. Listen to the lecture again. Add details to your notes and correct any mistakes.

B. Use your notes. Mark the statements T (true) or F (false), based on the lecture. Correct the false statements.

   1. “People are money” is a common business expression.

   2. A good meeting manager creates an agenda and sticks to it.

   3. Businesspeople from the United States are less formal about time.

   4. The people in a meeting need to make the rules about how to use meeting time.

   5. All businesspeople prefer to begin working as soon as a meeting starts.

   6. Dynamics is the energy that occurs when people work together.

   7. Putting all low-context communicators together improves the dynamics of a discussion.

   8. All people prefer to have eighteen inches of space around them in a business meeting.

   9. The leader of the meeting needs to provide a microphone and a media system.

  10. The meeting manager needs to ask someone to check all technology before the meeting starts.
**T A L K about the topic**

A. Listen to the students talk about the lecture on business meeting management. Read each comment. Then check (✓) the student who makes the comment.

<table>
<thead>
<tr>
<th></th>
<th>Rob</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “You think? I’m considering going into teaching, actually.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. “What about the third challenge of organizing a meeting . . . managing the resources?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. “. . . And the markers that he loses every day!”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Listen to the discussion again. Listen closely for the comments below. Check (✓) the discussion strategy the student uses.

- **Expressing an opinion**
- **Agreeing**
- **Offering a fact or example**

<table>
<thead>
<tr>
<th></th>
<th>Expressing an opinion</th>
<th>Agreeing</th>
<th>Offering a fact or example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rob: “Let’s take our class, as an example. So, there’s the challenge of time . . .”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. May: “Well, that’s true.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. May: “Yeah, so that shows good people management skills.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. May: “Or the LCD projector that he can never shut down?”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. May: “Managing resources is a skill that our instructor needs to improve on.”</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

C. In small groups, discuss one or more of these topics. Try to use the discussion strategies you learned.

- What is the best meeting you remember? Describe it. Why did you like it?
- What kinds of meetings are boring to you? How could these meetings be more interesting?
- Where would you like to have a meeting? Why is that a good place for a meeting?
REVIEW your notes

With a partner, review your notes from the lecture. Did you get the three main points and many details about planning a business meeting? Complete this chart together.

<table>
<thead>
<tr>
<th>3 Challenges of leading a(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Manage time</td>
</tr>
<tr>
<td>a. “Time is _________”</td>
</tr>
<tr>
<td>b. Make an ___________ and follow it</td>
</tr>
<tr>
<td>c. Make rules → “stay _________”</td>
</tr>
<tr>
<td>2) Manage ___________ (ex. high-context communicators vs. _________)</td>
</tr>
<tr>
<td>a. dynamics = energy</td>
</tr>
<tr>
<td>b. seating: + friends, put ___________ together; round tables: eye contact ↑; ___________ space; ex. Americans = ___________</td>
</tr>
<tr>
<td>Bottom line: understand ___________ + balance</td>
</tr>
<tr>
<td>3) Manage resources (ex. bad microphone)</td>
</tr>
<tr>
<td>a. have 1) LCD projector</td>
</tr>
<tr>
<td>2) ___________</td>
</tr>
<tr>
<td>3) ___________</td>
</tr>
<tr>
<td>4) media system</td>
</tr>
<tr>
<td>5) flipchart or dry-erase board &amp; ___________</td>
</tr>
<tr>
<td>b. test ___________</td>
</tr>
<tr>
<td>c. techie: ___________</td>
</tr>
</tbody>
</table>

Now you are ready to take the Unit Test.
A. Listen as a professor of communications shares her research on how men and women communicate.

Discuss the following in a small group.

1. Do you agree with Dr. Cameron’s ideas on men’s and women’s communication styles? How do men and women in your culture communicate? Use examples to explain your opinion.

2. Predict the differences Dr. Cameron is going to talk about in the ways men and women give their opinions.

B. Choose a role play about communication. Work with a partner.

→ Choose which situation and role you want to play.

→ Think of some things your character would say.

→ Practice your role play, and then perform it for classmates.

**Situation One:** You are a man or woman who thinks that you and a person you work with (of the opposite sex) don’t communicate well. You want to talk about why this is happening.

**Situation Two:** You are on vacation with your husband or wife, relaxing together at the beach. You have lots of time. Last month you had problems communicating. Now that you have some quiet time, you want to talk about ways each of you can be a better communicator.
C. Listen as a soccer coach tells a reporter the secret to winning.

Discuss these topics in a small group.

1. Are you an agitator, a leader, the “glue,” or a workhorse? Give some examples to support your ideas.
2. What other kinds of people do you need to get “the right mix”?
3. Discuss with your group members how you could be a better group member.

D. Work in small groups. Choose a role play about dynamics.

→ Choose which situation and role you want to play, or create your own.
→ Think of some things your character would say.
→ Practice your role play.
→ Perform it for classmates.

Situation A Three people are meeting to talk about starting a study group.

- Group Member #1: You are an agitator. You want to get your group members to think about new and different ways to study.
- Group Member #2: You are a leader. You know about organizing people and enjoy leading the discussion.
- Group Member #3: You are the glue. You want everyone to like each other and work together well.

Situation B Three people are planning a birthday party for another friend.

- Group Member #1: You are a leader. You know what kind of party you want, and you want the other group members to follow your plans.
- Group Member #2: You are a workhorse. You think about how to do the work, and you ask the other group members questions about it.
- Group Member #3: You are an agitator. You want the group to think about all the different ways and places to have a birthday party.