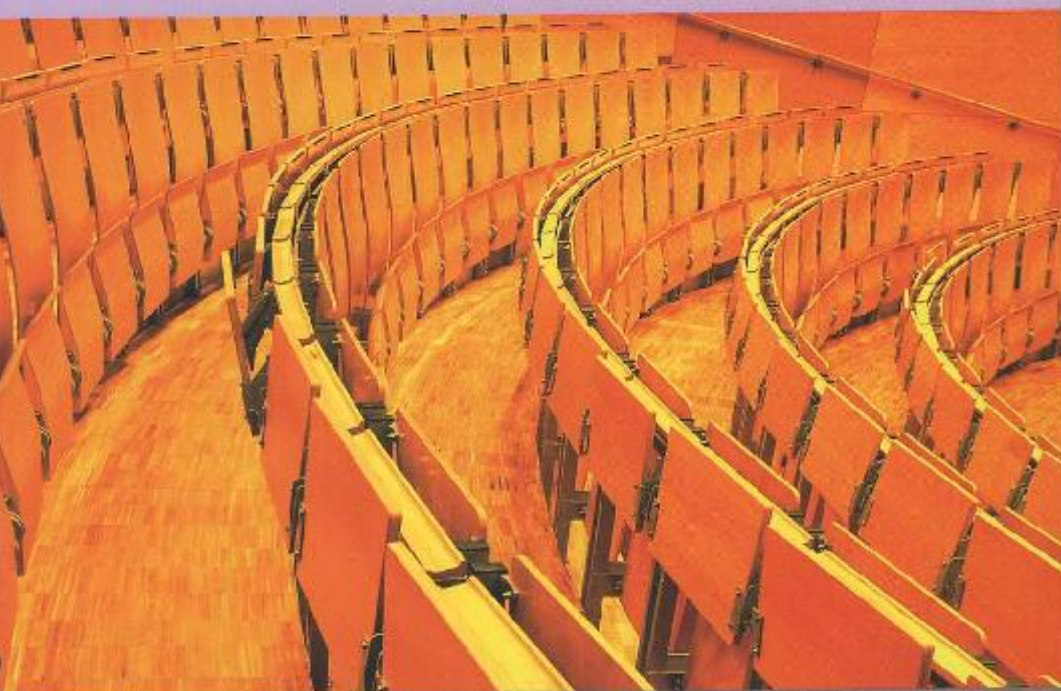


LECTURE READY

1

**Strategies for Academic Listening,
Note-taking, and Discussion**



Peg Sarosy ■ Kathy Sherak

OXFORD

LECTURE READY



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Note-taking, and Discussion**

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Introduction

Lecture Ready: Strategies for Academic Listening, Note-taking, and Discussion trains students for academic success. **Lecture Ready I**, the first of the three-book series, is intended for academically oriented students at the low-intermediate level. Students learn how to listen to lectures and take notes effectively, and to communicate with other students in group discussions. Through the use of engaging lectures presented via DVD, students experience the demands and atmosphere of a real college classroom. This comprehensive preparation will help enable students to enter a college or university armed with the strategies they need to listen, take notes, and discuss ideas independently and confidently.

Thoroughly Integrated Academic Listening and Speaking

In college and university settings, students not only listen to lectures but also discuss the ideas in the lecture with classmates and the instructor, drawing on the knowledge gained through listening. By integrating academic listening and speaking, this book enriches the training for academic readiness.

A Focus on Strategies

In order to become proficient listeners and speakers, students need strategies that will help them meet their listening and speaking challenges in and beyond the language classroom. Listening to isolated listening exercises provides only limited instruction; students need to learn a process for each stage of listening. Similarly, rather than simply speaking and being evaluated in response to a question, students need to learn the language and strategies for successfully engaging in classroom discussions—strategies that they can apply throughout their academic career.

In **Lecture Ready**, students learn and practice a variety of listening, note-taking, and discussion strategies before they watch an actual lecture and

participate in an extended class discussion about the ideas in the lecture.

Students learn two types of listening strategies:

- strategies for independently preparing for each stage of the listening process—before a lecture, during a lecture, and after a lecture
- strategies for recognizing “lecture language”—the discourse markers, speech features, and lexical bundles that lecturers across disciplines commonly use to guide students in taking in information

Note-taking strategies focus the students’ attention on the accurate and concise recording of material delivered during a lecture. They learn that effective note-taking is the cornerstone of effective studying.

Students also learn discussion strategies. These strategies clue students in to university classroom expectations for participation. They also allow students to practice the language necessary for becoming an active member of a classroom discussion.

A Focus on Academic Vocabulary

Students learn a body of general academic vocabulary from the **Academic Word List** as well as vocabulary relevant to each field of study. Vocabulary is presented in context in a reading passage, then practiced throughout the listening and speaking process.

Academic Readiness

Lecture Ready trains students in the strategies they need for the listening, note-taking, and speaking challenges of the academic classroom.

Students prepare for a lecture by reading a passage on a relevant topic in one of a variety of formats. The readings introduce the concepts and vocabulary important for students’ understanding of the main lecture material. Before watching the lecture, students review what they already know on the topic and make predictions.

To get ready for strategic listening, students learn and practice listening to targeted lecture language, which will be featured in the chapter's main lecture. Additionally, they learn and practice note-taking strategies that they will use during the chapter's main lecture.

During the lecture, students listen actively and take notes (aided by a structure in the earlier chapters, unaided in the later chapters). After the lecture, students solidify their understanding by using their notes to review and summarize the lecture.

The last step is discussion. Students learn and practice targeted discussion language, then participate in small group discussions, drawing on the information presented in the lecture.

Visual Listening Materials: Lectures on DVD

During an academic lecture, listeners comprehend by making sense of what they hear *and* what they see. Visual cues such as gestures, movement, and board work are an integral part of the spoken message. Without these visual cues, effective listening is challenging for even the most accomplished student. *Lecture Ready* allows students to fully engage in the lecture experience by watching each chapter's centerpiece lecture on DVD.

The lectures present facts and research findings as well as their implications. They contain all the characteristics of true academic lectures: natural language, pauses, backtracking, false starts, recapping, filler words, stalling, and other hallmarks of one-way communication. Each lecture is prepared so that it features the "lecture language" presented and practiced in each chapter.

Engaging Content

In *Lecture Ready*, students learn about and discuss content from a variety of academic fields—topics that speak to the world they live in. The ten centerpiece lectures contain the type of material found in introductory university courses in five academic content areas: business and marketing, science,

media studies, social sciences, and humanities. Chapter topics are designed to appeal to a wide range of student backgrounds and are conducive to class discussions that draw on multiple perspectives.

Positive Results

Students are more competent and confident when they learn *how to listen* and *how to discuss ideas* using proven strategies for academic success. With *Lecture Ready*, students learn these strategies explicitly, helping them understand and adopt effective techniques for academic progress. Students also gain a familiarity with the vocabulary, lecture language, and atmosphere of a real classroom.

Lecture Ready: Strategies for Academic Listening, Note-taking, and Discussion enables students to make the transition from textbook lessons to successful encounters with real-life academic lectures and discussions.

Organization of the Book

Lecture Ready 1: Strategies for Academic Listening, Note-taking, and Discussion contains five units with two chapters in each unit. Each unit focuses on one field of academic study. Each chapter is built around a lecture from a typical course within the field. In each chapter, students are presented with and practice listening, note-taking, and discussion strategies.

Chapters consist of the following components:

- **Build Background Knowledge**
Think about the topic, reading passage, vocabulary work, review
- **Prepare to Listen and Take Notes**
Listening strategy, lecture language, practice lecture (listening strategy practice), general academic words, note-taking strategy, note-taking strategy practice
- **Listen and Take Notes**
Predictions, lecture, comprehension, summarizing
- **Discuss the Issues**
Discussion strategy, strategy practice, discussion

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Lecture Ready Program

The *Lecture Ready 1* program consists of three components:

Student book

contains the readings, strategy explanations, and exercises for the *Lecture Ready* program.



Audio program

(CDs or cassettes) contains the audio-only targeted lecture language exercises for chapters 3–10. These exercises are marked with the audio icon.



Video program

(DVD or VHS) contains the centerpiece lectures for each chapter. These exercises are marked with the video icon.

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Listening Strategies	Note-taking Strategies	Discussion Strategies
Learn general academic words	Write down the most important words and ideas during a lecture in your notes. Assess your notes after a lecture	Show interest during a discussion
Learn general academic words	Write down the most important words and ideas during a lecture in your notes. Use your notes to make a spoken summary of a lecture	Enter a discussion about the ideas in a lecture
Recognize lecture language that signals the topic and big picture of a lecture	Use an informal outline to take notes	Contribute your ideas during a discussion
Recognize other lecture language that signals the big picture of a lecture	Use an informal outline to take notes	Express interest and ask for elaboration during a discussion
Recognize lecture language that signals a transition	Use symbols to represent words in your notes	Interrupt and ask for clarification during a discussion
Recognize lecture language that signals a definition	Use abbreviations instead of full words in your notes	Ask for more information during a discussion
Recognize lecture language that signals an example	Use a visual form in your notes.	Agree and disagree during a discussion
Recognize lecture language that signals an explanation	Organize ideas in a chart in your notes	Disagree politely during a discussion
Recognize lecture language that signals when information is important	Highlight key ideas in your notes	Support your opinions during a discussion
Review and practice all listening strategies	Review and practice all note-taking strategies	Connect your ideas to other people's ideas during a discussion

To the Student

If you are planning to enter a college or university in your future, you will face two equally big challenges. You will need to understand long and complex academic lectures, and you will have to participate in discussions with classmates and professors.

Lecture Ready 1: Strategies for Academic Listening, Note-taking, and Discussion will prepare you to face these challenges by training you in the strategies you need for academic success. You will learn to do all the things that successful students do—listen actively to lectures, take effective notes, and participate confidently in discussions about the lecture with classmates. While learning these strategies, you will also learn and use common academic vocabulary as well as useful idioms.

Lecture Ready presents lively and interesting lectures on DVD. These lectures are on a variety of topics from many different fields of study. The lectures are similar to the lectures that students encounter in a college or university.

What You Will Learn

The **listening strategies** in **Lecture Ready** prepare you for each stage of the listening process. You will learn how to use the knowledge

that you already have to prepare to take in new information. You will become familiar with lecture language, which will help you follow the ideas during a lecture. You will also learn how to bring together all the information from a lecture so that you can better understand, remember, and use what you have learned. Listening strategies help you get the most out of a lecture.

The **note-taking strategies** show you how to represent the lecture ideas on paper. You will learn about and practice useful methods for taking effective notes during a lecture. You can practice your new note-taking skills during the lectures that are part of each chapter of **Lecture Ready 1**.

The **discussion strategies** help you talk about information from the lecture with classmates. Many students feel uncertain about taking part in class discussions because they are not sure what to say, when to say it, or how to say it. With **Lecture Ready**, you can learn what professors expect from you and what you should deliver in return. You will learn specific strategies to make you a more confident speaker no matter what subject you are discussing.

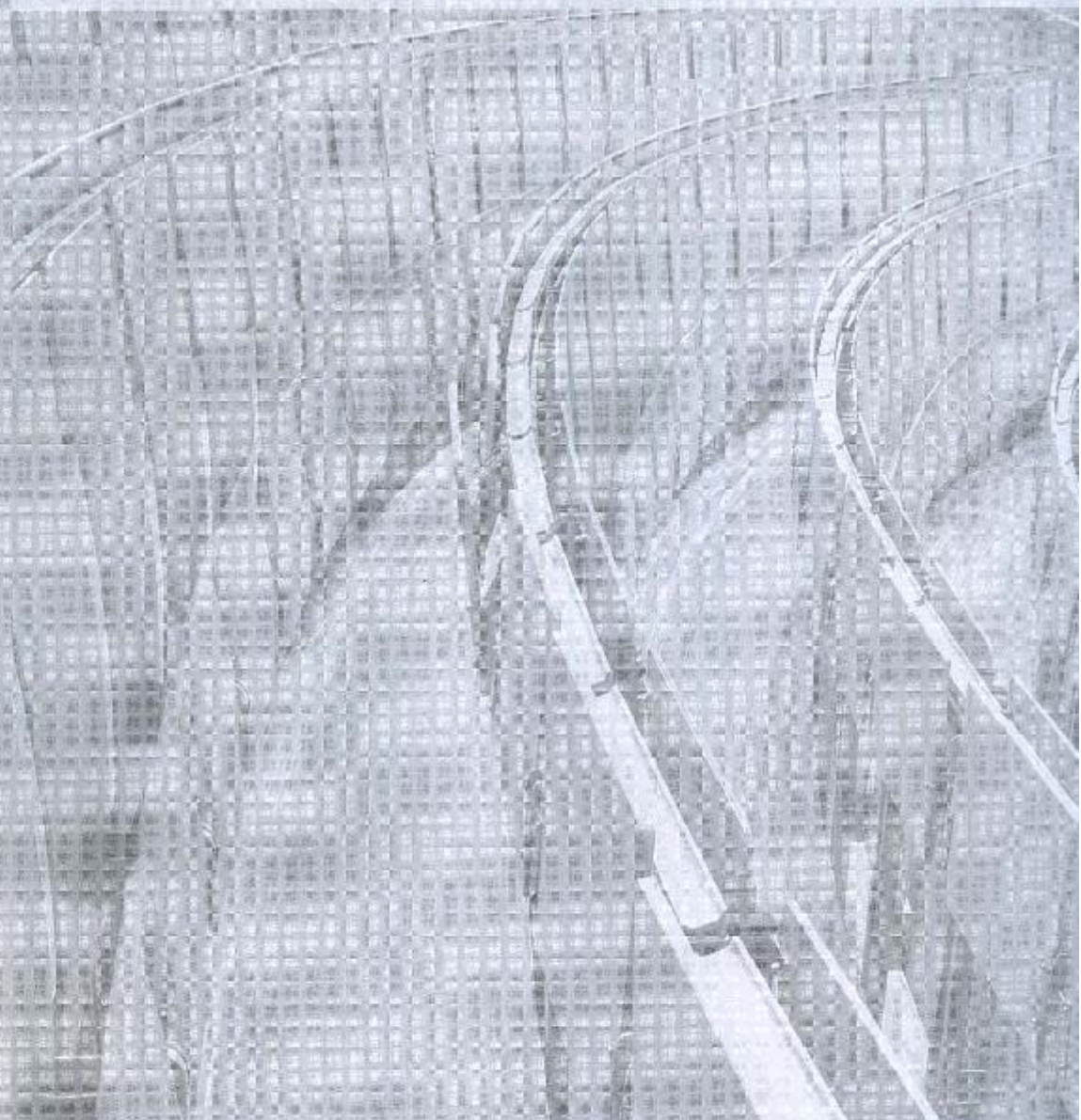
Have fun, and enjoy the academic experiences, challenges, and strategies that **Lecture Ready** has to offer.

unit

1

PSYCHOLOGY

psychology \sai'kolədʒi\ **The scientific study of the mind and how it influences behavior**



Chapter 1 | The First Day in Social Psychology Class

CHAPTER GOALS

- Learn about the expectations of college professors
- Learn general academic words that professors in every field use in their lectures
- Learn a Note-taking Strategy: Write down the most important words in a lecture
- Learn a Discussion Strategy: Show interest during a discussion

Build Background Knowledge

Think about the topic

1. Look at the pictures. Below each picture, write down what the professor and/or students are doing. Then answer the questions below in pairs.



1. _____



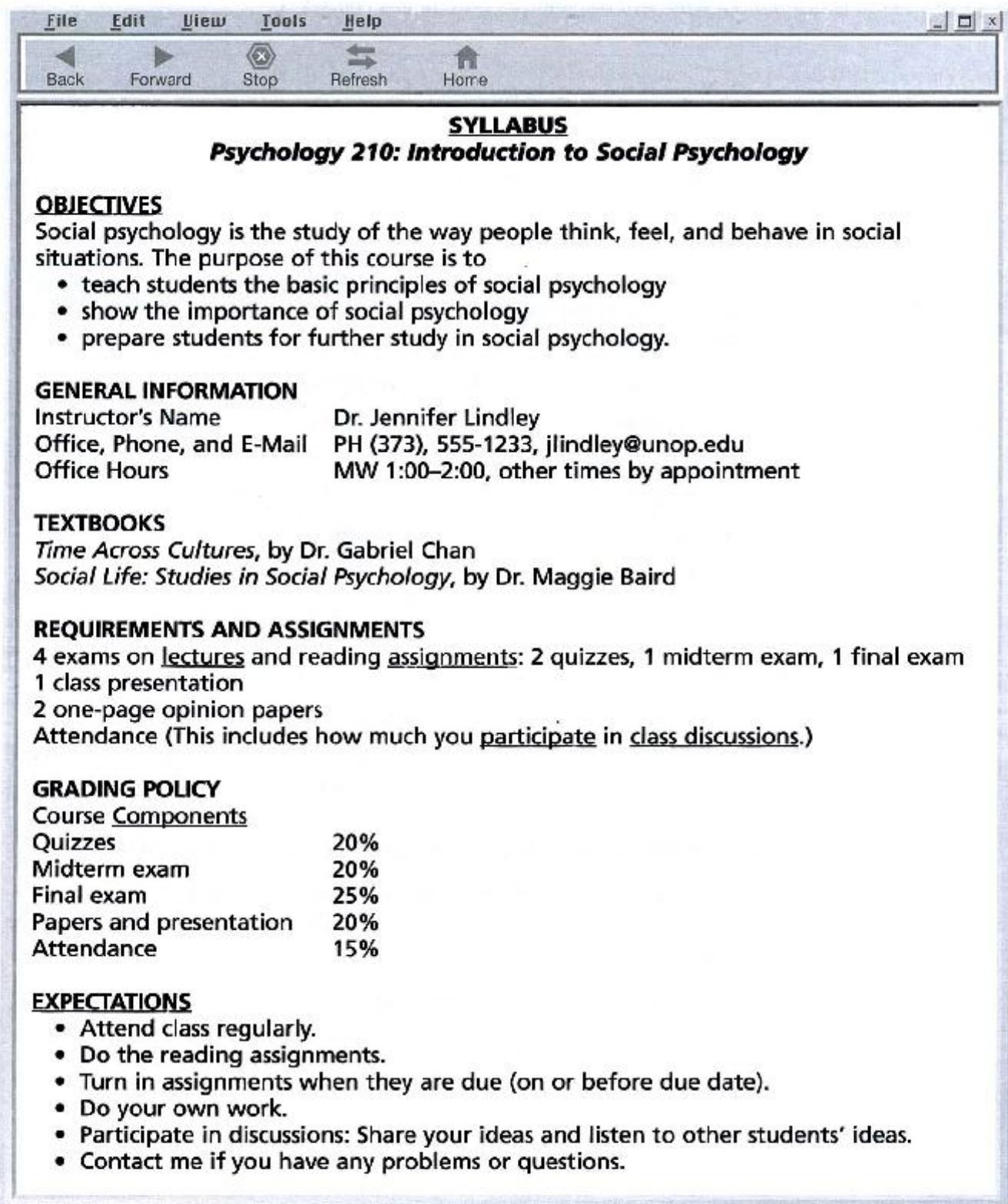
2. _____



3. _____

Think about what the students are doing in each photo.

- What are the goals of the students in photo 1?
- What are the goals of the students in photo 2?
- What are the goals of the students in photo 3?



The image is a screenshot of a web browser window. The browser's address bar and menu bar are visible at the top. The main content area displays a syllabus for 'Psychology 210: Introduction to Social Psychology'. The syllabus is organized into sections: Objectives, General Information, Textbooks, Requirements and Assignments, Grading Policy, and Expectations. The 'General Information' section lists the instructor's name, office, phone, email, and office hours. The 'Textbooks' section lists two books. The 'Requirements and Assignments' section lists exams, presentations, papers, and attendance. The 'Grading Policy' section lists the weight of each component. The 'Expectations' section lists the requirements for students.

SYLLABUS
Psychology 210: Introduction to Social Psychology

OBJECTIVES
Social psychology is the study of the way people think, feel, and behave in social situations. The purpose of this course is to

- teach students the basic principles of social psychology
- show the importance of social psychology
- prepare students for further study in social psychology.

GENERAL INFORMATION

Instructor's Name	Dr. Jennifer Lindley
Office, Phone, and E-Mail	PH (373), 555-1233, jlindley@unop.edu
Office Hours	MW 1:00–2:00, other times by appointment

TEXTBOOKS
Time Across Cultures, by Dr. Gabriel Chan
Social Life: Studies in Social Psychology, by Dr. Maggie Baird

REQUIREMENTS AND ASSIGNMENTS
4 exams on lectures and reading assignments: 2 quizzes, 1 midterm exam, 1 final exam
1 class presentation
2 one-page opinion papers
Attendance (This includes how much you participate in class discussions.)

GRADING POLICY
Course Components

Quizzes	20%
Midterm exam	20%
Final exam	25%
Papers and presentation	20%
Attendance	15%

EXPECTATIONS

- Attend class regularly.
- Do the reading assignments.
- Turn in assignments when they are due (on or before due date).
- Do your own work.
- Participate in discussions: Share your ideas and listen to other students' ideas.
- Contact me if you have any problems or questions.

**Check your
comprehension**

3. Answer the questions about the reading on page 3. Then discuss your answers with a partner.

1. What will the students learn in this course?

2. What is the grading policy for this course?

3. What does attendance include?

**Expand your
vocabulary**

4. Match the words from the reading with their definitions. These words will also be in the lecture. Look back at the reading on page 3 to check your answers.

- | | |
|-------------------------|---|
| ___ 1. syllabus | a. what you think or hope will happen |
| ___ 2. objective | b. one of the parts of a whole machine, system, or plan |
| ___ 3. lecture | c. a professor's plan for a course |
| ___ 4. assignment | d. a goal or purpose |
| ___ 5. participate | e. a long talk given to a group of people, usually students |
| ___ 6. class discussion | f. a piece of work that a professor requires his or her students to do |
| ___ 7. component | g. to be an active player in something |
| ___ 8. expectation | h. the students of a class talking about a topic related to their classwork |

5. Circle the phrase with a similar meaning to the underlined idiom.

The students didn't understand why the professor assigned the article. Then the professor used information from the article in her lecture. Now the students get the picture.

- a. are confused b. clearly understand c. look at photographs

Discuss the
reading

6. Discuss these questions in a small group. Share your answers with the class.

1. If you were a student in Professor Lindley's class, which of her expectations would be new and maybe difficult for you?
2. In her syllabus, Professor Lindley writes in two places that students must participate in discussions. Why do you think she has done that?

Notes: _____

Listening Strategy

Review What You Know

It is easier to take in new information when you already know something about the topic. Lectures contain a lot of new information that you will need to take in quickly. Before a lecture, think about what you already know about the topic. This will help prepare your mind to receive the new information and remember it.

Review what
you know

7. With a partner, write down three things that you have learned from the reading on page 3 and your discussion about the professor's syllabus.

1. _____

2. _____

3. _____

Prepare to Listen and Take Notes

Listening Strategy

Learn General Academic Words

There are many general academic words that professors use to talk about ideas in their lectures. These words can be used in any field of study—science, humanities, business, art.

Learn the general academic words that professors use to talk about the ideas in their lectures. This will help you focus on the specific information that they are trying to give the class.

Learn general
academic words

1. Study the meaning of these general academic words. Discuss them with a partner or in a small group. These words will be used in the lecture.

affect: to cause a change in something

aspect: one part of something that has many parts

consist of: to be made of or to contain a number of different parts

point out: to make people notice something, usually by telling them

research: serious study of a subject in order to discover new facts

theory: an idea that is used to explain something

2. Fill in the blank with the correct general academic word or phrase. Compare your answers with a partner.

affect

consists of

research

aspect

pointed out

theories

1. The professor pointed out that many people have never studied social psychology.
2. One _____ of studying in a university is doing homework.
3. The amount of time you study can _____ your grade on a test.
4. Participation _____ sharing ideas and listening to others.
5. In this class, students study two different _____ that try to explain how people behave.
6. Students can use the Internet to do their own _____ on a topic.

Note-taking Strategy

Write Down the Most Important Words

It's not possible to write as fast as a professor speaks. During a lecture, you do not have time to write down every word the professor says. You should only write down the words that have the most meaning in the lecture.

Write down the most important words

3. Read this transcript from a lecture on social psychology. Then look at one student's notes from the lecture. Cross out the words in the lecture that are not in the notes. The first sentence has been done for you.

.....
Social psychology is the study of the way people behave, and how people feel about social situations. So we will learn about what people think about other people and how they think about society, . . . and how they behave together.
.....

<input type="radio"/>	Social psychology
	Study - way people behave, how people feel
	- social situations
	We: learn what people think about other people,
	how they think about society, behave together

The words that are not important to the meaning of the professor's ideas are usually in these categories:

Pronouns: our, my, their, . . .

Prepositions: in, on, at, . . .

Helping Verbs: be, have, do, . . .

Conjunctions: and, but, so, . . .

Determiners: a, the, this, . . .

4. Read these sentences from a lecture on social psychology. Write down only the most important words in the lecture.

1. In this class, you will participate in discussions and listen to lectures.

2. I will show you the importance of social psychology.

3. This course will prepare students to continue their studies in social psychology.

Listen and Take Notes

Listening Strategy

Predict

To help you get ready to learn new information and listen more actively, think about what the professor might discuss in the lecture. Think about everything you already know about the topic and make a prediction about what the professor will discuss.

Make predictions

1. Before the lecture, think about everything you have learned and discussed about Professor Lindley's syllabus for the social psychology class. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.

1. *I expect to learn more about* _____
2. _____
3. _____

Follow the lecture



2. Now follow the lecture and take notes. Be sure to write down the most important words.

Topic: _____

General information about social psychology: _____

Objective: _____

How students will spend their time in this course: _____

Information about the readings, lectures, and discussions: _____

Information about the grade: _____

Attendance: _____

**Assess your
comprehension**

3. How well were you able to understand the lecture? Check the statement that best describes you. Explain your answer.

- _____ I was able to understand all the ideas in the lecture.
_____ I was able to understand most of the ideas in the lecture.
_____ I was able to understand only a few of the ideas in the lecture.

4. Use your notes to answer these questions.

1. What will the students study in this course?

2. What will the professor do in the lectures?

3. What does the professor want the students to do during the discussions?

4. What are the two parts of attendance?

Note-taking Strategy

Assess Your Notes

During a lecture, you might miss an important piece of information that the professor gives, such as a word, definition, or idea. To check that your notes are complete, compare your notes with classmates in a study group after the lecture.

Assess your notes

5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Complete your notes.

Discuss the Issues

Discussion Strategy

Show Interest during a Discussion

Your professors will often ask you to discuss the ideas in a lecture with a group of students in the classroom. During these discussions, professors expect students to participate actively. Active participation includes paying attention and letting the person who is speaking know that you are interested. Use actions and expressions to show that you are interested and paying attention when other students speak during the discussion.

Show interest during a discussion

1. Read the list of actions that people use to show interest during a group discussion. Can you add others to the list?

Make eye contact with the speaker.

Nod your head when something is important or when you want to show that you understand or agree.

Write down an idea you think is interesting or important.

2. Read the list of expressions, words, and phrases for showing interest during a group discussion. Can you add others to the list?

Uh huh.

Hmm.

That's interesting.

Wow!

I get it.

I see.

Practice showing interest during a discussion

3. In groups of four, read the questions and discuss them. Keep the conversation going until every student has had a chance to practice showing interest during a discussion.

1. Do you prefer taking courses that have 75 or more students in them, or do you prefer courses with fewer students? Why?
2. Is it better to sit in the front of the classroom during a lecture or in the back? Why?

Discuss the ideas in the lecture

4. Discuss these ideas from the lecture with your classmates. Remember to use the expressions, words, and phrases for showing interest during a discussion.

1. The professor says that some class time will be used for discussions. How do you feel about spending time in class discussing ideas with the professor and with classmates?
2. Why do you think professors want students to contribute their own ideas and opinions?
3. Imagine you were a student in the class you saw in the lecture. What would be difficult for you? What would be easy for you?
4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Chapter 2 The Pace of a Place

CHAPTER GOALS

- Learn about the pace of life in different places around the world
- Learn general academic words that professors in every field use in their lectures
- Learn a Note-taking Strategy: Write down the most important words in a lecture
- Learn a Discussion Strategy: Lead a group discussion

Build Background Knowledge

Think about the topic

1. Answer the questions in the survey to find out about your personal pace of life.

What Is Your Relationship with Time?

What best describes you? For each question, circle *yes* or *no*.

- | | |
|---|--------|
| 1. Do you frequently look at your watch or a clock? | yes/no |
| 2. Do you always know the time and what day of the week it is? | yes/no |
| 3. Are you often the first person finished eating at the table? | yes/no |
| 4. Do you sometimes skip meals or eat them very quickly? | yes/no |
| 5. Do you walk faster than most people? | yes/no |
| 6. When driving in traffic, do you get annoyed when drivers move slowly? | yes/no |
| 7. Do you get more annoyed than most people if you have to wait in line for more than a couple of minutes at the bank or a store? | yes/no |

If you answered "yes" to most of the questions above, you tend to live life at a hurried pace.

If you answered "no" to most of the questions above, you tend to live life at a more relaxed pace.

1. Compare your answers with a classmate. Are you similar or different? How would you describe your pace of life? Give examples to explain your answer.
2. Which is better, a hurried or relaxed pace of life? Why?

The Beat of Your Own Drum

Are you a slow person or a fast person? Do you like to stay busy, or do you enjoy doing nothing sometimes? Do you prefer the highway or country roads?

We all know that the pace of life is different in different places and **cultures**. When we visit a place for the first time, we get a general idea of the place and what life is like there. The **pace** of life helps to form this general impression. The pace of life in a city, for example, is a big part of its unique **atmosphere**.

This isn't just true for cities and countries, however. There are also big differences in pace between individuals, even individuals within the same culture living in the same town. Next-door neighbors can experience life at completely different paces.

Researchers want to get an **accurate** idea about why individuals have different ideas about time and pace of life. To study this, they look at people's ideas of "time urgency." Time urgency is the effort a person makes to **achieve** as much as possible in a given amount of time. Everyone

has his or her own **sense of** time urgency. Some people feel the need to try to achieve a lot, while other people have the **tendency** to set their goals lower and achieve less.

When asked about the pace of their lives, people tend to think about several things: the speed that they feel at their workplace, the level of activity they prefer in their own lives, and the level of activity they prefer in the environment around them. To **assess** the pace of your own life, ask yourself:

Do you feel the pace of your life is too fast, too slow, or just right when it comes to . . .

school or work life?

the city or town where you live?

home life?

social life?

life as a whole?

You don't need a psychologist to understand your answers to these questions. The fact is that what is too fast for one person might be boring for another. There is nothing good or bad about an individual's pace of life. Each of us simply **marches to the beat of his or her own drum**.

**Check your
comprehension**

3. Answer the questions about the reading on page 13. Then discuss your answers with a partner.

1. What does "time urgency" mean?
2. What are three locations that people consider when thinking about the pace of their lives?
3. According to the researchers, which is better, a fast or slow pace of life?

**Expand your
vocabulary**

4. Circle the answer that correctly completes the definition of the underlined word. These words from the reading will also be in the lecture. Look back at the reading on page 13 to check your answers.

1. Culture is the art, beliefs, behavior, and ideas of _____.
a. a society or group of people b. an individual person
2. Pace is the _____ at which something happens.
a. speed b. location
3. The atmosphere of a place is _____ the place gives you.
a. the amount of air b. the feeling
4. If information is accurate, it is _____ correct.
a. almost b. exactly
5. To achieve something means that you _____ in doing it as a result of your actions.
a. fail b. succeed
6. To have your own sense of a situation means that you have your own _____ about it.
a. feeling b. specific information
7. To have a tendency toward doing something means that you _____ do it.
a. usually b. always
8. To assess something means that you make a judgment after thinking _____ about it.
a. carelessly b. carefully

5. Circle the phrase with a similar meaning to the underlined idiom.

City planner Steven Santos won an award for his interesting and original ideas. He really marches to the beat of his own drum and doesn't follow traditional practices.

- a. follows the rules b. works quickly c. does things in his own way

**Discuss the
reading**

**Review what
you know**

 p. 5

6. Discuss these questions in a small group. Share your answers with the class.

1. What are some of the advantages and disadvantages of living life with an extreme sense of time urgency?
2. Think about just one or two areas of life mentioned in the article (school, work, city, home, social life) and answer this question: Do you feel that the pace of your own life is too fast, too slow, or just right? Explain.

7. With a partner, write down three things that you have learned from the reading on page 13 and your discussion of the pace of life.

1. _____

2. _____

3. _____

Prepare to Listen and Take Notes

1. Study the meaning of these general academic words. Discuss them with a partner or in a small group. These words will be used in the lecture.

analyze: to examine or think about something carefully in order to understand it

characteristic: a special quality or feature that someone or something has

compare: to examine two or more things in order to show how they are similar and different

factor: a fact or situation that influences or causes a situation

significant: noticeable or important

tend to: to be likely to do a particular thing

**Learn general
academic words**

2. Fill in the blank with the correct general academic word or phrase. Compare your answers with a partner.

analyze
characteristics

compare
factors

significant
tend to

1. If you _____ the pace of life in big cities in Japan and big cities in Russia, you notice many differences.
2. We will discuss the many _____ that cause individuals to have their own pace.
3. They discussed the problem to _____ what went wrong.
4. People who live in big cities _____ live life at a faster pace.
5. Each area of the country is unique and has its own special _____.
6. The pace of life in a city plays a _____ part in giving people a feeling of the place.

Write the most
important words

▶ p. 7

3. Read this transcript from a lecture on pace of life. Then look at one student's notes from the lecture. Cross out the words in the lecture that are not in the notes. The first sentence has been done for you.

.....
The pace of life in the Czech Republic ~~has become~~ more intense since the government changed in 1989. One reason for this is that before 1989, people were guaranteed a job. This guarantee of a job resulted in some people working and living at a more leisurely pace.
.....

○ Pace of life - Czech Republic

more intense since government changed - 1989

reason: before 1989 people guaranteed jobs

result of guarantee: some people worked/lived

more leisurely pace

Listen and Take Notes

Make predictions



p. 8

1. Before the lecture, think about everything you have learned and discussed on the topic of pace of life. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____

2. _____

3. _____

Follow the lecture



2. Now follow the lecture and take notes. Be sure to write down the most important words.

Topic: _____

Pace of life: _____

Factors looked at in the study: _____

Fastest countries: _____

Slowest countries: _____

Factors that make pace of life faster: _____

**Assess your
comprehension**

3. How well were you able to understand the lecture? Check the statement that best describes you. Explain your answer.

- _____ I was able to understand all the ideas in the lecture.
_____ I was able to understand most of the ideas in the lecture.
_____ I was able to understand only a few of the ideas in the lecture.

4. Use your notes to answer these questions.

1. Why did Professor Levine want to conduct the study?

2. What three factors did the researchers look at and assess?

3. What are the five places where life during the workday is fastest? And the slowest?

4. What are five factors that places with the fastest pace have in common?

Note-taking Strategy

Summarize the Lecture

A good way to help remember a lecture is to put the key ideas into your own words. This will also help you know that you understood all the information and that your notes are complete.

As soon as possible after a lecture, put the key ideas into your own words and speak them out loud to a study partner or to yourself.

**Summarize the
lecture**

Imagine this situation: your friend had to miss class because she was ill. The next day, she asks you to tell her quickly what the professor said in the lecture. What would you tell her to give her the idea of the lecture?

- topic of the lecture
- the big picture of the lecture (the most important ideas)
- a few important points and examples

This is the same information that you use when you summarize.

**Language for
summarizing**

5. Read these expressions for summarizing. Can you add others to the list?

The professor talked about . . .

He said that . . .

And then he discussed . . .

He gave two good examples of . . .

She explained . . .

After that he wrapped up with . . .

She told us . . .

6. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Take turns and talk for 2–3 minutes only.

Did you both understand all the points in the lecture? Did you both catch all the information?

Discuss the Issues

Discussion Strategy

Lead a Group Discussion

During a group discussion, it can be difficult for the group to know how and when to begin the discussion. Assigning a group leader to manage the group can help. Choose a discussion leader who begins the discussion and gives everyone a chance to talk.

**Lead a group
discussion**

1. Read the expressions for leading a group discussion. Can you add others to the list?

Is everybody ready to start?

Let's start with question number 1.

Anna, do you want to begin?

Marino, what do you think about that?

Has everyone had a chance to speak?

Any other comments?

Thanks, everyone. Good discussion.

Practice leading a group discussion

2. In groups of four, read the questions and discuss them. For each question, choose a different discussion leader who begins the discussion and makes sure that each person in the group participates.

1. What are your general impressions of the pace of life in a small town in Mexico? Why?
2. What are your general impressions of the pace of life in a big city in Switzerland? Why?
3. What are the advantages and disadvantages of living in a fast-paced area?
4. What are the advantages and disadvantages of living in a slow-paced area?

Discuss the ideas in the lecture

3. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for leading a group discussion.

1. If a study of pace was done in the city you live in, would your city be ranked fast, medium, or slow? Give specific examples of behavior you have seen at the post office, with clocks, and walking speed, if you can. What other behavior you would add to the list?
2. Where have the different people in your group lived in their life? Compare the pace of the different countries, cities, or towns.
3. The lecture says that places with strong economies and a lot of industrialization make a place have a faster pace? Why do you think this is true?
4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Unit Wrap-Up

1. Work with a partner. Do the activity and then share your results with the class.

Go online and find a course syllabus in a field of study that you are interested in. Use a search engine to find the syllabus. Search on *course syllabus* plus your area of interest. For example, if you are interested in history, search on “*course syllabus*” *history*. Look at the links until you find a course that interests you.

Look carefully at the syllabus you chose. What are the components of the course? What is the grading policy? Does the professor require the students to participate in class? If so, how much?

2. Work in small groups. Follow the steps to make a study of the pace of life in your school.

- Decide on three things to observe that will give you information about the pace of life at your school. For example, you might consider the pace of the service in the cafeteria, how fast people walk to their classes, and the accuracy of clocks in classrooms.
- Make a chart that shows your study criteria and the results.
- Discuss the results in your group. Make three to five general conclusions.
- Share your conclusions with the other groups. Did you reach the same conclusions? If not, why not?

Notes: _____

unit

2

BUSINESS

business \ˈbɪznəs\ **The study of making, buying, selling, or supplying goods or services for money**



Chapter 3 Business Innovation

CHAPTER GOALS

- Learn how successful companies get the ideas for their products.
- Learn a Listening Strategy: Recognize lecture language that signals the topic and big picture
- Learn a Note-taking Strategy: Use an Informal Outline
- Learn a Discussion Strategy: Enter the discussion

Build Background Knowledge

Think about the topic

1. Look at the pictures of new products. Then answer the questions below in pairs.



1. Which of the products is the most interesting to you? How do you think the company got the idea for the product?
2. Imagine that you are the president of a company. You want to design a new product (an electronics product, a game, or a piece of kitchen equipment) that young people will enjoy. What kind of people would you hire to create the new product?

Meet the Innovation Experts

Meet two of today's most successful business **innovation** experts. What do they have in common? They both know how to **think outside the box** and create success after success.

Beth Comstock, General Electric Company

Beth Comstock calls herself "a little bit crazy at corporate headquarters," and it's a good description of this General Electric executive. General Electric is most famous for its electric appliances, but GE also makes jet engines, electric motors, and much more. Recently, the company's **CEO** decided that GE needed more innovation. He wanted the people in charge of creating GE products to take **risks** in their thinking, but always keep the goal of increasing the company's growth.

To achieve this task, the CEO put Beth Comstock in charge of making GE and its 300,000 workers more creative and innovative. She went to work immediately to try to get people to **think outside the box**. One of Comstock's innovations was the "dreaming workshop." In a dreaming workshop, product designers and **customers** come together to talk about **products** that now exist only in people's imagination. This out-of-the-box thinking is producing many new ideas. For GE, this is the way to go.

Sohrab Vossoughi, ZIBA Design

The field of design research is moving fast. In the middle of it is Sohrab Vossoughi, CEO of ZIBA Design. He uses traditional product design methods but now he has a new **strategy**: he tries to give customers a very emotional experience when they buy the products he designs. His way of thinking continues to create big **profits** for his own company and the companies that pay him for his ideas.

Recently, Logitech, a giant electronic hardware company, hired ZIBA to help design their cell-phone headsets. Vossoughi found out that most people prefer attractive headsets that they can touch and use without thinking. He then thought up several stories about the kinds of possible users for his new product—like the "Teenage Talker" who spends hours on the phone each night talking with friends, or the "Family Connector" who calls everyone in her family each weekend. He explained these "people" to the product team. His research led Logitech to create a variety of new headsets that helped them expand the **market** for their products. Their headsets, thanks to Vossoughi, are now a huge success with customers of all ages.

Check your comprehension

3. Answer the questions about the reading, above. Then discuss your answers with a partner.

1. Why did GE hire Beth Comstock?
2. How does Sohrab Vossoughi make people want to buy the products he helps to design?
3. What are the similarities between the two people described in the article?

Expand your vocabulary

4. Match the words from the reading with their definitions. These words will also be in the lecture. Look back at the reading on page 25 to check your answers.

- | | |
|-------------------|---|
| ___ 1. innovation | a. plans that are used to achieve a goal |
| ___ 2. CEO | b. something that is either made in a factory or grown |
| ___ 3. risk | c. a group of people who might buy a particular thing |
| ___ 4. customer | d. Chief Executive Officer: the highest person in a company |
| ___ 5. product | e. a possibility that something bad might happen |
| ___ 6. strategy | f. the money that you make from selling something |
| ___ 7. profit | g. a new and different idea, invention |
| ___ 8. market | h. a person who buys something |

5. Circle the phrase with a similar meaning to the underlined idiom.

Some companies can be successful using traditional ways of creating new products, but other companies are successful when they think outside the box.

- a. don't spend much money
- b. think in a new and different way
- c. work very quickly with fewer people

Discuss the reading

6. Discuss these questions in a small group. Share your answers with the class.

- 1. Was it a good idea for GE to hire Beth Comstock? Why or why not?
- 2. If you were the CEO of a company, would you hire people like Beth Comstock and Sohrab Vossoughi? Why or why not? What other kinds of people would you hire to think of new products?

Review what you know



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7. With a partner, write down three things that you have learned from the reading on page 25 and your discussion about product innovation.

- 1. _____
- 2. _____
- 3. _____

Prepare to Listen and Take Notes

- 1. To help you understand the listening strategy, discuss the situation below and answer the questions.**

Barbara works at a restaurant in the morning then goes directly to school. Because of this, she usually arrives five to ten minutes late to class. She says that she has trouble following the professor during the lecture. Her friends get to class on time and they say the professor is easy to follow.

What information does Barbara miss when she arrives late? Why is it important to hear the beginning of a lecture?

Listening Strategy

Recognize Lecture Language that Signals the Topic and Big Picture of a Lecture

At the beginning of a lecture, the professor usually tells you the topic, or what the lecture is going to be about. The professor also tells you the big picture, the general plan of the lecture. The big picture is a kind of map for students to follow that shows how the professor will present the material in the lecture.

Listen for the words and expressions that professors use to tell you the topic. Also, listen for the words and expressions that professors use to tell you the big picture of the lecture.

Topic lecture language

- 2. Read the expressions that signal the topic of a lecture. Can you add others to the list?**

Our topic today is . . .

We're going to discuss . . .

I want to talk about . . .

What I want to talk about today is . . .

I'm going to talk about . . .

Today I'm going to focus on . . .

Big picture lecture language

- 3. Read the expressions that signal the big picture of a lecture. Can you add others to the list?**

First we'll look at . . . and then we'll look at . . .

I'm going to cover . . . and then . . .

We'll discuss a few examples of/types of . . .

Recognize
lecture language

4. Read this introduction to a lecture on innovation. Then do these two things:
- Circle the topic.
 - Underline and label the lecture language that signals the topic and the lecture language that signals the big picture.

.....
Greetings everyone. This morning we have an interesting topic. We're going to discuss innovation.... That's right,... how businesses get new ideas, who thinks of the ideas, and what they do with them. Are you ready? All right. First we'll look at a couple of new companies and then we'll look at one new product creator who is actually a good friend of mine.
.....

Listen for the
topic and
big picture



5. Listen to the introductions of three different lectures on innovation. First listen to each introduction and write down the topic lecture language and the topic. Then listen to each introduction again and write down the big picture lecture language.

1. Topic lecture language: _____

Topic: _____

Big picture lecture language: _____

2. Topic lecture language: _____

Topic: _____

Big picture lecture language: _____

3. Topic lecture language: _____

Topic: _____

Big picture lecture language: _____

Learn general
academic words

6. Study the meaning of these general academic words. Then fill in the blanks below with the correct words in the correct form. These words will be used in the lecture.

type: a group of people or things that are similar

in fact: a phrase that is used to emphasize a point or to add something important

General Electric makes many _____ of electric products.
_____, they make over a hundred kinds of products just for the kitchen.

Note-taking Strategy

Use an Informal Outline

Your notes should give you an accurate record of the ideas in the lecture. They should also show you how the ideas in the lecture connect to each other. Using an informal outline with indentation will help you remember which information is more important and which information is related but less important.

Take notes using an informal outline

7. Read this transcript from a lecture on innovation. Then look at one student's notes from the lecture. Answer the questions below.

OK, . . . now, I want to talk about innovation in the skin-care business. And I want to discuss three ways that skin-care companies are using innovative ways to create new products. One, they are doing market research. Two, they are creating an experience for the customer. And a third way is that they're bringing "real people" into the company and watching how they react to new products. A good example of the third technique is at the Softcare Company . . .

○	Innovation in skin-care business-3 ways
	market research
	create experience for customer
	bring "real people" into company
	good example: Softcare

1. What is the topic in this part of the lecture? How did the student show this in her notes?
2. What are the three ways that skin-care companies use innovation? How does the student show this in her notes?
3. How does the student indicate that Softcare is less important but related to the third point?

8. Read this transcript from a lecture on innovation in electronics. Take notes in your notebook using an informal outline.

OK. Let's talk about product innovation in the electronics world. Some examples of these kind of products are digital music players, cameras, and of course, computer hardware. In the world of computer hardware, there's one company I want to focus on—it's Logitech. They make headsets, computer keyboards, . . . and they're famous for making the mouse for your computer.

Listen and Take Notes

Make predictions



1. Before the lecture, think about everything you have learned and discussed on the topic of innovation. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____

2. _____

3. _____

Follow the lecture



2. Now follow the lecture and take notes using an informal outline. Remember to listen for the lecture language that signals the topic and big picture.

Topic: _____

○ Innovation in the past: _____

Innovation in the present: _____

What innovative companies have in common: _____

○ Successful companies: _____

**Assess your
comprehension**

3. How well were you able to recognize the lecture language? Check the statement that best describes you. Explain your answer.

- _____ I was able to understand when the lecturer said the topic and big picture of the lecture.
- _____ I didn't understand when the lecturer said the topic and big picture of the lecture.

4. Use your notes to answer these questions.

- 1. How did companies create new products in the past?**

- 2. What are two things that innovative companies today have in common?**

- 3. How did Apple come up with the idea for the iPod?**

- 4. How did Starbucks use innovative thinking to bring in new customers?**

Assess your notes



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- 5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Complete your notes.**

**Summarize the
lecture**



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- 6. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Take turns and talk for 2–3 minutes only.**

Discuss the Issues

Discussion Strategy

Enter the Discussion

Your professors will often ask you to discuss the ideas in the lecture with the whole class or with a small group of classmates. The professor will expect all students to participate actively in discussions with each other. Don't wait for someone to ask you to speak. Instead, use expressions to enter the discussion so you can share your ideas.



Enter the discussion

1. Read the expressions for entering the discussion. Can you add others to the list?

I'd like to say something here.
Can I add something to that?
Can I say something here?

Note: Speakers often say a small word or interjection to get attention before using one of the expressions above:

Well, . . . I'd like to say something here.
Um, . . . can I add something to that?
So, . . . could I say something here?

**Practice entering
the discussion**

2. In groups of four, read the questions and discuss them. Keep the conversation going until every student has had the chance to practice entering the discussion. Use your own ideas or the ones given below.

1. What are some of your favorite new kinds of products and why do you like them? Explain your answer in detail.

Possible Ideas

digital music players
portable photo printers
tiny headphones

2. Imagine that you are looking for a job as a product innovator. What kind of company would you try to work in? Why?

Possible Ideas

a financial company
a drug company
a computer company

**Discuss the ideas in
the lecture**

3. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for entering the discussion.

1. Should companies take risks when they think of new products? What are some of the possible advantages and disadvantages?
2. What kind of strategy mentioned in the lecture would you like to try? How would you use this strategy? Explain your answer in detail.
3. Is thinking outside the box always the best way to create new product designs? Why or why not? What are the possible negative effects of always thinking outside the box?
4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Chapter 4

Global Business: The Case of MTV

CHAPTER GOALS

- Learn about global brands and the business plan of MTV
- Learn a Listening Strategy: Recognize lecture language that signals the big picture of a lecture
- Learn a Note-taking Strategy: Use an informal outline
- Learn a Discussion Strategy: Contribute your ideas during a discussion

Build Background Knowledge

Think about the topic

1. Look at the pictures of several brands that are sold around the world. Then answer the questions below in pairs.



1. What types of products do these brands represent? Where can people find these products? Is there anywhere that people cannot find these products? Why or why not?
2. MTV is a very successful brand that many young people know and enjoy. Why is it so successful?

Global Brands

Which brands are the most successful around the world? Every year *Businessweek* magazine makes a list of the top 100 brands that are sold around the world. To get on the list, a brand must earn over one billion dollars and over a third of its profits must come from outside its home country.

Top Twenty Brands in 2005

1. Coca-Cola	11. Mercedes Benz
2. Microsoft	12. Citibank
3. IBM	13. Hewlett-Packard
4. GE	14. American Express
5. Intel	15. Gillette
6. Nokia	16. BMW
7. Disney	17. Cisco
8. McDonald's	18. Louis Vuitton
9. Toyota	19. Honda
10. Marlboro	20. Samsung

Brands like McDonald's, Mercedes Benz, and Nokia are familiar to people all over the world. They are **global** brands. Even MTV, which is further down the list at Number 48, is a global brand now.

Companies with some of the most **popular** international brands are finding new customers and increasing their profits with a simple idea: they create one image for their brand all

over the world. In this type of **business plan**, a brand has one name and one "look" wherever it is sold. Companies do not change the brand to fit the **local** area.

An excellent **case study** that shows this new way of using a brand's image internationally is Samsung, an electronics company from Korea. Less than ten years ago, Samsung was making inexpensive electronics, such as televisions and video cameras, under many different brands—Wiseview, Tantus, Yepp, and others. These brands were successful in their own local areas, but the different names caused problems for the company. Samsung decided to make some changes. They **invested** in creating better quality products and they put the same brand name, *Samsung*, on all of them. The company thought that if customers liked one Samsung product, they might buy another Samsung product.

Beginning in 2001, the "new" Samsung began selling high-quality cell phones and digital televisions. Soon people began to think of Samsung as a very high-quality brand. As a result, in 2005, Samsung was Number 20 on *Businessweek's* list of the top 100 international brands. This **statistic** says it all: Samsung's profits went up 186% in 2005. For Samsung, like many other international companies, a strong "global brand" was the key to success. They're now **at the top of their game** and hope to stay there.

Check your comprehension

3. Answer the questions about the reading, above. Then discuss your answers with a partner.

1. How does a brand get on *Businessweek's* list of the top 100 international brands?
2. How are some companies finding new customers for their top brands and increasing their profits?
3. What problem did Samsung have? How did it solve the problem?

Prepare to Listen and Take Notes

Listening Strategy

Recognize Lecture Language that Signals the Big Picture

A professor can give you the big picture—the general plan of the lecture—in many different ways. Often, a professor uses an expression that tells you specifically how he or she will present the material in the lecture.

Listen for the words and expressions that professors use to signal the big picture.

Big picture lecture language

1. Read the expressions that signal the big picture of a lecture. Can you add others to the list?

Today I'm going to look at several ways that . . .

I want to discuss the causes of _____.

What I want to do is compare _____ and _____.

We'll look at several reasons for . . .

Recognize lecture language

2. Read this introduction from a lecture on global brands. Then do these two things:

- Circle the topic.
- Underline and label the lecture language that signals the topic and the lecture language that signals the big picture.

.....
Hi there, everyone. It's nine o'clock, so let's go ahead and get started. What I want to talk about this morning is the history of global brands. Now, why do I want to talk about the history of global brands? Shouldn't we be talking about the future? Maybe, but in business, we can't understand the future until we understand the past.... All right. I want to discuss the causes of the failure of some companies who have tried to do business—Novalites and other companies that are no longer around.
.....

Listen for
the topic



3. Listen to the introductions of two different lectures. Listen for the lecture language that signals the topic and write the topic of each lecture below.

1. Topic: _____

2. Topic: _____

Listen for
the big picture



4. Listen to the introductions again. For each introduction, write down the big picture lecture language.

1. Big picture lecture language:

2. Big picture lecture language:

Learn general
academic words

5. Study the meaning of these general academic words. Then fill in the blanks below with the correct words in the correct form. These words will be used in the lecture.

in general: usually, in most situations

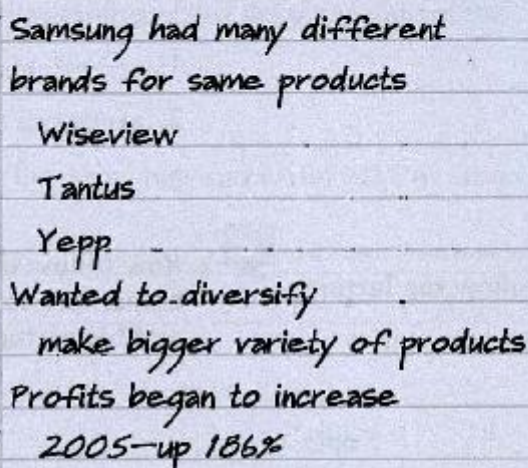
result: something that happens or exists because of something else

To sell their products in other countries, companies need to have a good business plan. If they are not prepared, the _____ can be very bad for the company and all of their brands. When we look at case studies, we can see that, _____, companies that have a solid business plan for international sales are more successful.

Practice using an informal outline

- 6. Read this transcript from a lecture on Samsung Electronics. Then look at one student's notes from the lecture. Answer the questions below with a partner.**

.....
So, ... I was saying that Samsung used to have many different names for their products, many different brands. They had Wiseview, Tantus, and Yepp. And Samsung wanted to diversify. That's d-i-v-e-r-s-i-f-y. Here's what diversify means: it means to make a larger variety of products, ... not just one type, but many types of products. So they diversified their products and then what happened? Samsung's profits began to increase. In fact, Samsung's profits went up 186% in 2005.
.....



Samsung had many different
O brands for same products
Wiseview
Tantus
Yepp
Wanted to diversify
make bigger variety of products
Profits began to increase
2005-up 186%

1. What are the three important ideas in this part of the lecture? How did the student show this in her notes?
 2. What kind of information is indented in the first section? The second section? The third section?
- 7. Read this transcript from a lecture on global brands. Take notes in your notebook using an informal outline.**

.....
There are at least two ways global brands are increasing their profits. Many of the most successful international brands have one "look" all over the world. So, for example, we have eBay. That's the Web site where people buy and sell things. eBay uses the same Web site in every country where they do business. Another way is to use the same advertisements in every country. Look at the company Global Banks. They started using the same ads all over the world and the value of their brand went up 20% in 2005.
.....

Listen and Take Notes

Make predictions

1. Before the lecture, think about everything you have learned and discussed on the topic of global brands. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Follow the lecture

 outline, p. 29, 39



2. Now follow the lecture and take notes using an informal outline. Remember to listen for the lecture language that signals the topic and big picture.

Topic: _____

Statistics on MTV: _____

Profits: _____

Factors in MTV's success: _____

How MTV does it: _____

Result: _____

**Assess your
comprehension**

3. How well were you able to recognize the lecture language? Check the statement that best describes you. Explain your answer.

- _____ I was able to recognize when the lecturer signaled the big picture of the lecture.
- _____ I didn't recognize when the lecturer signaled the big picture of the lecture.

4. Use your notes to answer these questions.

- 1. What are some of the statistics that show how successful MTV is around the world?**

- 2. What is MTV's business plan?**

- 3. What are the two things that MTV does in order to be successful?**

- 4. What does MTV do in order to produce programs with local talent?**

Assess your notes



p. 9

- 5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Complete your notes.**

**Summarize the
lecture**



p. 19

- 6. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Take turns and talk for 2–3 minutes only.**

Discuss the Issues

Discussion Strategy

Contribute Your Ideas to the Discussion

You should try to add your ideas to a classroom discussion. This shows that you understand the topic and are interested. Your ideas might be points from the lecture that you think are interesting, comments about the topic, or your own opinions. Use expressions to show that you want to contribute something to the discussion.



Contribute your ideas to the discussion

1. Read the expressions for contributing to the discussion. Can you add others to the list?

I think/feel . . .

In my opinion, . . .

I noticed that . . .

I think it was interesting that . . .

. . . is really important because . . .

Practice contributing
your ideas

2. In groups of four, read the questions and discuss them. Keep the conversation going until every student has had the chance to practice contributing to the discussion. Use your own ideas or the ones given below.

1. What are your favorite global brands and why do you like them?

Possible Ideas

Starbucks

Nokia

Chanel

2. Why do you watch MTV or other music channels?

Possible Ideas

to dance

to learn about the latest fashions

Discuss the ideas in
the lecture

3. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for contributing your ideas to the discussion.

1. What if MTV used Samsung's business plan and had one "look" and one style all over the world? What would happen to MTV?
2. Imagine you work for MTV. The CEO needs your advice about ways to increase the brand's international profits. What would you tell the CEO of MTV?
3. Choose a brand from the list of the top twenty global brands in the article on page 35. What business plan would you use for this global brand?
4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Unit Wrap-Up

- 1. Go online and do research on business innovators. Choose one person whom you find interesting and do further research on that person. Write a short essay (one to three paragraphs) about the person. Include biographical information and details about the innovation. Read your essay in front of the class or in a small group.**
- 2. Work in small groups. Think of a local company that everyone knows (restaurant, clothing store, small manufacturer, etc.). Imagine you are the new owner and want to turn the local business into a global business. Answer the questions to help you make a business plan.**
 - 1. Who is the market for the business?**
 - 2. How would you advertise the business?**
 - 3. What countries would you market to first? Second? Later? Why?**
 - 4. Would you keep the current name or change it? Why?**

Share your business plan with the class.

Notes: _____

unit

3

MEDIA STUDIES

media studies *ˈmi:diə ˈstadi:z* The study of the processes by which information is exchanged



Chapter 5 H Celebrities and the Media

CHAPTER GOALS

- Learn about how celebrity news is changing the media
- Learn a Listening Strategy: Recognize lecture language that signals a transition
- Learn a Note-taking Strategy: Use symbols to represent words
- Learn a Discussion Strategy: Interrupt and ask for clarification during a discussion.

Build Background Knowledge

Think about the topic

1. Look at the picture. Then discuss the questions below in pairs.



1. Think about your favorite singer, movie star, and athlete. What information do you know about each person? How did you find out this information?
2. Why are people interested in famous people?

Celebrities in the Media: Are You Starstruck?

"People in our society today are focused too much on celebrities and all the activities of people in the entertainment world."

Many people would agree with this statement by James Houran, a psychologist with the Southern Illinois School of Medicine. He and a group of researchers interviewed over 600 people to try to understand our intense interest in famous people. They discovered three categories of "celebrity interest":

- **Entertainment Social:** People in this category have a mild interest in celebrities. For example, with their friends they might discuss the recent marriage of a famous movie star just for fun.
- **Intense Personal:** People in this category seem to feel that they have a special connection with a celebrity. This person might say, "Tom Cruise is a good friend of mine," even though it is not true.
- **Celebrity Sickness:** Here, the interest in celebrities is so great that it is unhealthy, a kind of sickness. A person in this category might say, "When Halle Berry reads my love letters, she's going to fall in love with me."

The researchers learned that about a third of the population in the United States fits into the last category. Houran's team says that this unhealthy interest in celebrities is caused by the increase in the amount of entertainment news in the **mass media**, both in **print** and **broadcast** media. It is just one example of the effect the media has on people's lives today.

"People have been interested in celebrities for as long as there have been famous people," says Houran. But this interest has become much stronger with the increase in **media coverage** of celebrities, and all the **entertainment content** that we now have on the Internet. In fact, people no longer have to look through newspapers, magazines, or other traditional news **sources** for stories and pictures of their favorite celebrities. They can now use the Internet to find all the latest information on any star they choose. So, **in a nutshell**, it seems that the more media choices we have, the crazier we become about celebrities.

Check your comprehension

3. Answer the questions about the reading, above. Then discuss your answers with a partner.

1. Who is James Houran and what did he do?
2. What percentage of people in the United States have "celebrity sickness"?
3. Why are more and more people interested in celebrities now?

Expand your vocabulary

4. Match the words from the reading with their definitions. These words will also be in the lecture. Look back at the reading on page 47 to check your answers.

- | | |
|----------------------|---|
| ___ 1. celebrity | a. a show, book, newspaper, etc. that gives you information about something |
| ___ 2. entertainment | b. writing that is in books and newspapers |
| ___ 3. mass media | c. a famous person, usually an actor, singer, or sports star |
| ___ 4. print | d. things such as movies and television shows that people watch for fun |
| ___ 5. broadcast | e. the amount of reporting about something on TV, radio, or in newspapers |
| ___ 6. coverage | f. something that is sent out on radio or television |
| ___ 7. content | g. all the organizations such as TV and newspapers that provide news and information to many people |
| ___ 8. source | h. the words or ideas in a book, article, television program, etc. |

5. Circle the phrase with a similar meaning to the underlined idiom.

The professor spent 15 minutes explaining the meaning of the word “celebrity.”
In a nutshell, it means a famous person.

- a. said simply b. however c. over a long time

Discuss the reading

6. Discuss these questions in a small group. Share your answers with the class.

1. Which category of “celebrity interest” are you in? Explain your answer. Do you know someone with “celebrity sickness”? If so, give some examples of his or her behavior.
2. What are some other reasons that people might be very interested in celebrities?

Review what you know



7. With a partner, write down three things that you have learned from the reading on page 47 and your discussion about celebrity news in the media.

1. _____
2. _____
3. _____

Prepare to Listen and Take Notes

1. To help you understand the listening strategy, discuss the situation below and follow the instructions.

Imagine your friend is telling you how to get to her house. She says:

First, turn right at the traffic light and walk two blocks. Next, turn left at the vegetable store. Now, you're on Main Street. Walk one block, then turn right. My house is the second one on the right.

How do the words in bold help you follow your friend's directions?

Listening Strategy

Recognize Lecture Language that Signals a Transition

In Chapters 3 and 4, you learned that professors usually tell you at the beginning of a lecture how information will be organized. During a lecture, professors will give you signals to help you follow this organization. They will use specific words and phrases when they move from one idea to another. These transitions tell you that a new idea is coming or that they have finished one idea and are beginning another idea.

Listen for transitions—the expressions that help you follow the flow of ideas in a lecture.

Transition lecture language

2. Read the expressions that signal a new idea. Can you add others to the lists?

Now . . .

Let me start with . . .

First, let's look at . . .

Next, let's talk about . . .

3. Read the expressions that signal the end of one idea and the beginning of another idea. Can you add others to the list?

Let's move on to . . .

Now that we've talked about _____, let's talk about . . .

That's enough about _____. Let's go on to _____.

Recognize lecture language

4. Read the transcript from a lecture about celebrities. Then underline the lecture language that signals a transition.

Now, let me start with an interesting statistic: about twenty percent of people closely follow celebrities in the media. These people like to talk about celebrities with their friends, maybe with their husband or wife. Let's move on to talk about the category of people who believe they have a special relationship with a celebrity.

Listen



5. Listen to this short lecture about celebrities and the brain. Match the first part of each sentence with the correct second part.

- | | |
|---|-----------------------------------|
| ___ 1. When people see a celebrity, | a. seeing a celebrity many times. |
| ___ 2. The brain feels pleasure from | b. friends and family. |
| ___ 3. In the past, people felt
pleasure from seeing | c. their brain feels pleasure. |

Listen for
transitions



6. Listen to the short lecture again. As you listen, write down the lecture language that signals a transition. Then listen once more and write down the idea that follows the transition.

1. Transition Lecture Language: _____

New Idea: _____

2. Transition Lecture Language: _____

New Idea: _____

3. Transition Lecture Language: _____

New Idea: _____

Learn general
academic words

7. Study the meaning of these general academic words. Then fill in the blanks below with the correct words in the correct form. These words will be used in the lecture.

according to: in the opinion of, as said by

kind: category or type of person or thing

People today know a lot about celebrities in popular culture. _____
media researchers, there are three _____ of celebrity interest.

Note-taking Strategy

Use Symbols Instead of Words

Most professors say about 125 words per minute during a lecture. You will not be able to write down every word they say. To save time, use symbols in place of words.

Use symbols

8. Look at these common symbols you can use in your notes. Can you add others to the list?

=	is/are	+	and
≠	is not/are not	↑	increase, rise, go up
>	more than	↓	decrease, fall, go down
<	less than	△	change, changing
#	number	%	percent

9. Read these sentences from a lecture on celebrities. Take notes using symbols in place of some of the words.

1. As I said, the number of celebrity magazines is increasing.

celebrity magazines ↑

2. A small number of people feel they have a special relationship with celebrities.

3. Our ideas about what is beautiful always change.

4. About thirty-three percent of the people in the research group have "celebrity sickness."

5. Researchers spoke to more than 100 people with celebrity sickness.

Listen and Take Notes

Make predictions

 p. 8

1. Before the lecture, think about everything you have learned and discussed on the topic of the media and celebrities. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Follow the lecture

 symbols, p. 51



2. Now follow the lecture and take notes using symbols instead of words when you can. Remember to listen for the lecture language that signals a transition.

Topic: _____



Humans' interest in famous people: _____

Increase in amount of celebrity news coverage: _____

Reasons for increase in celebrity coverage: _____



Effects of increased media coverage: _____

**Assess your
comprehension**

- 3. How well were you able to recognize the lecture language? Circle the answer that best describes you. Explain your answer.**

I was able to recognize when the professor moved from one idea to another _____.

- a.** all of the time **b.** some of the time **c.** none of the time **d.** not often

- 4. Use your notes to answer these questions.**

- 1. What do scientists tell us about humans and famous people?**

- 2. What has happened to news coverage in the last 25 years? Why?**

- 3. What are two reasons for the increase in the amount of celebrity coverage?**

- 4. What are the two negative results of the increase in celebrity coverage?**

Assess your notes



p. 9

- 5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Complete your notes.**

**Summarize the
lecture**



p. 19

- 6. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Take turns and talk for 2–3 minutes only.**

Discuss the Issues

Discussion Strategy

Interrupt and Ask for Clarification

During class discussions, students do not always understand everything the professor or their classmates say. This is normal. When this happens to you, you may need to ask someone to repeat or explain something. During a discussion, politely interrupt and ask questions when you don't understand something.

Interrupt and ask for clarification

1. Read the list of actions and expressions for interrupting and asking for clarification. Can you add others to the list?

Actions to Let Others Know You Want to Interrupt

Make eye contact with the person who is speaking.

Make a small hand gesture.

Raise your hand.

Phrases to Use for Interrupting

Excuse me, . . .

I'm sorry, . . .

Before we go on, . . .

Questions to Ask When You Don't Understand

Could you repeat that, please?

Could you say that again, please?

Could you explain that?

What does that mean?

**Practice interrupting
and asking for
clarification**

2. In groups of four, read the questions and discuss them. Keep the conversation going until every student has had a chance to practice interrupting and asking for clarification. Use your own ideas or the ones given below.

1. What's the best way to learn about celebrities?

Possible Ideas

look at special Web sites

watch a celebrity television show

2. Tell each other about a time when you or a friend saw a real celebrity. What happened? How did you feel?

**Discuss the ideas in
the lecture**

3. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for interrupting and asking for clarification.

1. How big of a problem is the increase in celebrity media coverage?

2. Make a prediction: will there be even more celebrity coverage in the future? If so, what kind of coverage will it be? What might cause the amount of celebrity coverage to decrease?

3. The professor explained two of the negative effects of celebrity media news. What are some possible positive effects of celebrity coverage?

4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Chapter 6 Communication Revolutions

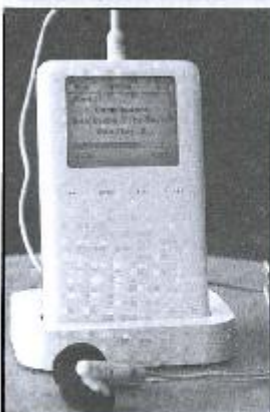
CHAPTER GOALS

- Learn about three revolutions in mass communication
- Learn a Listening Strategy: Recognize lecture language that signals a definition
- Learn a Note-taking Strategy: Use abbreviations to represent words
- Learn a Discussion Strategy: Ask for more information during a discussion

Build Background Knowledge

Think about the topic

1. Look at the pictures of four ways to store information. Then answer the questions below in pairs.



1. Which of the four storage methods takes up the most space? The least space? Which one holds the most and least information? Which is most and least easy to move?
2. What do you predict will change in the future of information technology? What inventions or new behaviors will we see in the next twenty years?

2. Read this section from a history textbook about early written communication.

A Look at the Beginnings of Mass Communication

The invention of a writing system is one of the most important inventions of humankind, just behind the invention of the wheel and the ability to use fire. Historians say that the invention of a writing system was the beginning of mass communication. The earliest full writing system is more than 5,000 years old. It comes from the Middle East in what was then called Sumeria. The Sumerians had a story to explain their invention of writing:

The king of Uruk sent one of his servants to another kingdom far away with an important message. The messenger arrived at the court so exhausted from the journey that he was not able to convey his message orally—he was too tired to speak. The king heard about this and was upset. He came up with a clever solution. From then on, when he wanted to send a message, he made a flat tablet out of wet clay. He cut the message into the soft clay. The tablet was the medium for the message. There was no alphabet or writing system, so he used pictures to write the message. Each picture or symbol was equal to a word or idea.

Though this story is interesting, it should be **taken with a grain of salt**: it is only a myth. Historians ask, why would the king write a letter if the **receiver** could not read it? They also doubt that the earliest writing system was a written version of speech. It is more likely that writing began as a separate system of communication. It probably developed to keep track of weighing and measuring animals and foods.

Historians agree on a few things, however. Early writing was **pictographic**—based on pictures, not sounds—and messages were carved into heavy clay tablets. Most importantly, they agree that a writing system was invented to **store** and **transmit** information. Prior to writing, communication was strictly “face to face.” People only knew what others told them. Important information was not **accessible** to all people. With the invention of a writing system, information became **portable**. Writing allowed people to share their words and knowledge with others, near and far away.

Check your comprehension

3. Answer the questions about the reading, above. Then discuss your answers with a partner.

1. What were the two main reasons that a writing system was invented?
2. What is a pictographic system of writing?
3. What does it mean for information to be portable?

- 4. Circle the answer that correctly completes the definition of the underlined word. These words from the reading will also be in the lecture. Look back at the reading on page 57 to check your answers.**
1. To convey a message or information means that you _____ it.
a. change b. communicate
 2. A tablet is a flat piece of _____ that people in the past cut words into.
a. hard clay or stone b. thick paper
 3. Television is an example of a medium. It is one way that _____ can move from place to place.
a. messengers b. information
 4. The receiver of a message refers to the place where it _____.
a. arrives b. begins
 5. To store information on a computer means that you _____ the information there.
a. create or make b. keep or hold
 6. When you transmit information, you _____ places and people.
a. keep it away from b. send or pass it between
 7. For information to be accessible, people have to be able to use it or get it _____.
a. easily b. privately
 8. Portable information is information that people can easily _____.
a. change or correct b. carry or move

5. Circle the phrase with a similar meaning to the underlined idiom.

That writer is famous for telling wild stories about himself. This article he wrote about his childhood should be taken with a grain of salt.

- a. believed as fact b. not completely believed c. never believed

Discuss the reading

6. Discuss these questions in a small group. Share your answers with the class.

1. How would the world be different if writing were never invented? Use your imagination and think of some examples of life without writing.
2. What are some of the ways that transmitting information has changed during your lifetime?

7. With a partner, write down three things that you have learned from the reading on page 57 and your discussion about communication.

1. _____
2. _____
3. _____

Prepare to Listen and Take Notes

- 1. To help you understand the listening strategy, discuss the situation below and answer the question.**

During a lecture, you sit next to a student who is listening and taking notes. When the professor uses an unfamiliar word, the student stops taking notes and looks up the new word in a dictionary. Is this a good strategy to use during a lecture? Why or why not?

Listening Strategy

Recognize Lecture Language that Signals a Definition

Professors often use new words as they explain information or ideas. They also use a variety of expressions to signal a definition for those words.

Listen for the words and expressions that professors use to signal a definition.

Definition lecture language

- 2. Read the expressions that signal a definition. Can you add others to the list?**

That is, . . .

In other words, . . .

X, meaning _____

By X, I mean _____

What do I mean by X? Well, I mean _____

Let me define that: . . .

The definition of that is . . .

Recognize lecture language

- 3. Read the transcript from a lecture on writing tools. Then do these three things:**

- Circle the word or phrase that the professor wants to define.
- Underline the lecture language that signals the definition.
- Put a box around the definition.

Now that we know a little bit about the invention of writing, let's look at the tools that early writers wrote with. When people were writing on clay tablets they were using bone tools. As the medium moved from clay to early paper, people began to use reed brushes and pens. Now, by reeds, I mean grasses that usually grow by a river. These were writing tools. When pens were first invented they were made out of quills, . . . quills, meaning the end of a bird feather. But by 1850, quill pens were less common because the quality of steel nibs, . . . let me define that: the metal points of pens were called steel nibs, . . . these nibs were now very good quality and replaced quills.

Listen



4. Listen to this short lecture about recent communication tools. Match the first part of each sentence with the correct second part.

- | | |
|--|---|
| ___ 1. Recent communication has been influenced by | a. send information to large audiences. |
| ___ 2. Television and radio have made it easier to | b. without wires. |
| ___ 3. Radio sends out signals | c. technology. |

Listen for definitions



5. Listen to the short lecture again. As you listen, write down the lecture language that signals a definition. Then listen once more and write down the definition.

- 1. Word: technology**

Lecture language: _____

Definition: _____

- 2. Word: television**

Lecture language: _____

Definition: _____

- 3. Word: radio**

Lecture language: _____

Definition: _____

Learn general academic words

6. Study the meaning of these general academic words. Then fill in the blanks below with the correct words in the correct form. These words will be used in the lecture.

major: very important, especially when compared to other things of a similar kind

focus on: special attention given to a subject

In today's lecture, I want to _____ how technology has affected communication. Then, we'll discuss one _____ invention in particular—the telephone.

Use Abbreviations Instead of Full Words

In Chapter 5, you learned how to use symbols to represent some words and help you take notes more quickly. You can also use a short form, or *abbreviation*, of some common words. Use abbreviations instead of full words to help you write down ideas more quickly.

Use abbreviations

7. Look at these commonly used abbreviations. Can you add others to the list?

avg	average	est	estimate	info	information
approx	approximately	esp	especially	max	maximum
btwn	between	etc.	et cetera (and other similar things)	min	minimum
cont	continued			vs	versus
diff	difference	id.	identify	w/	with
ea	each	i.e.	in other words	w/out	without
e.g.	example	imp	important	yr	year

8. Read these sentences from a lecture on the invention of writing. Take notes in your notebook using abbreviations in place of some of the words and ideas. Compare your notes with a partner.

1. The first writing system developed approximately 5,200 years ago. It was pictographic writing invented by the Sumerians.

1st writing system developed approx 5,200 yrs ago
pictographic writing—Sumerians

2. The writing that the Sumerians invented is called cuneiform. Another way to say cuneiform is wedge shaped, like a piece of cake.
3. The information was written down using symbols that were shaped liked wedges.
4. Here are some differences between early picture-based writing. For example, if we look at cuneiform writing versus Egyptian hieroglyphics, we see that cuneiform is more abstract—in other words, it is more like shapes—and hieroglyphics are more like pictures.

Listen and Take Notes

Make predictions



p. 8

1. Before the lecture, think about everything you have learned and discussed on the topic of communication. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Follow the lecture



abbreviations, p. 61

2. Now follow the lecture and take notes using abbreviations. Remember to listen for the lecture language that signals definitions.

Topic: _____

Mass communication: _____

Communication revolutions: _____

Ideas key to mass communication: _____

**Assess your
comprehension**

3. How well were you able to recognize the lecture language? Circle the answer that best describes you. Explain your answer.

I was able to recognize when the professor gave a definition _____.

- a. all of the time b. most of the time c. sometimes d. not often

4. Use your notes to answer these questions.

1. What is the definition of mass communication?

2. What two problems about early written communication were discussed?

3. What are the three communication revolutions discussed in the lecture?

4. What three ideas are key to mass communication?

Assess your notes



p. 9

5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Complete your notes.

**Summarize the
lecture**



p. 19

6. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Take turns and talk for 2–3 minutes only.

Discuss the Issues

Discussion Strategy

Ask for More Information

During a discussion, you might be interested in an idea and want to understand it better, or you might need to know more about it for a test or an assignment. In a discussion, politely ask questions to get more information about a point or idea.



Ask for more information

I. Read the expressions for asking for more information. Can you add others to the list?

Could you explain more about . . . ?

What is an example of that?

How does that work?

What do you mean by that?

What's the difference between _____ and _____?

Practice asking for more information

2. In groups of four, read the questions and discuss them. Keep the conversation going until every student has had a chance to practice asking for more information. Use your own ideas or the ones given below.

1. What are some of the ways that people use written language for communicating ideas? Is this changing? Why or why not?

Possible Ideas

write letters to friends
papers for school
notes to roommate

2. What are some of the ways that you use computer technology for communicating and learning about ideas? Discuss some specific examples.

Possible Ideas

e-mail
Internet research
instant messaging

Discuss the ideas in the lecture

3. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for asking for more information.

1. Over the centuries, wider communication has become possible between people in many different societies. What are some of the results of this worldwide exchange of ideas and information?
2. Knowledge and information are no longer in the hands of only a few privileged people. Do you think this is a good thing? Why or why not?
3. The lecture states that there are three ideas key to mass communication. Review these ideas. Can you predict what a future communication revolution might be?
4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Unit Wrap-Up

1. Work in small groups. Choose one news magazine or newspaper, such as *Time*, *Newsweek*, or a daily newspaper. Look at the most recent issue. Together, find and count the number of articles about celebrities. Present your results to the class. Discuss these questions:

1. Are you surprised by the number of articles about celebrities?
2. Would you guess that there are more of these articles now than one year ago? Five years ago? Ten years ago? Why or why not?
3. Has this activity changed your opinion of the magazine or newspaper? Why or why not?

2. Work in small groups. Follow these steps to create a survey about communications and mass media.

1. In your groups, discuss exactly what information you want to get from people. Do you want to know what they think about communications and mass media today? Do you want to know their predictions for the next communications revolution? Create four or five questions that you feel will draw the information you want from people.
2. On your own, survey five people of different ages. Ask them the questions your group created and carefully record their answers.
3. In your groups, collect all the results and record the results in a chart. Discuss the answers you received and draw two or three general conclusions about them.
4. Present your group's results to the class.

Notes: _____

unit

4

SCIENCE

science \saɪəns\ A system of knowledge concerned with the physical world and its phenomena



Chapter 7 How Sleep Affects Thinking

CHAPTER GOALS

- Learn how sleep affects thinking
- Learn a Listening Strategy: Recognize lecture language that signals an example
- Learn a Note-taking Strategy: Organize key lecture material in visual form in your notes
- Learn a Discussion Strategy: Agree and disagree during a discussion

Build Background Knowledge

Think about the topic

1. Take this quiz about your sleep habits. Then answer the questions below in pairs.

Your Sleep Habits

1. Most nights, I sleep _____.
a. fewer than 6 hours b. 6–8 hours c. 9 or more hours
2. I am most likely to skip sleep in order to _____.
a. study d. watch T.V.
b. work e. hang out with friends
c. party f. I don't skip sleep.
3. I usually make up for lost sleep by _____.
a. drinking caffeinated beverages c. adjusting my schedule
b. sleeping late on the weekends d. adapting to less sleep

1. Are your answers similar to or different from your partner's answers? Which of your answers do you think is the most interesting? Which of your partner's answers is the most interesting? Why?
2. Do you think it is possible to make up for lost sleep? Why or why not?

2. Read this brochure from a college student health center about how lack of sleep can affect academic performance.

The Importance of Sleep to Academic Success

It's no secret that many college students do not sleep enough. Academic studies, social life, part-time or full-time jobs, and relationships are often more important than sleep. Students experience even more sleep **deprivation** as midterm and final exams approach.

Sleep Is Serious Business

Lack of sleep can cause these harmful **side effects**:

- daytime **drowsiness**
- inability to **cope with** stress
- weight gain
- poor health
- low energy

Most importantly for students, sleep deprivation makes studying and learning more difficult. It also hurts the body's ability to stay healthy.

The National Sleep Foundation recently released a poll that shows that many young adults are suffering from sleep deprivation that is severe enough to **impair** daytime activities. These young people get an average of 6.8 hours of rest per night, but many **function** on much less. According

to current research, most undergraduates need 8.5–9.25 hours of sleep (most adults, 7–9 hours).

Burning the Candle at Both Ends

College life only increases the problem of sleep deprivation as students try to **burn the candle at both ends**. Some students work a part-time job to help pay for college expenses. Some students have to support a family while going to school. Because of all these pressures, there is also an increase in stress. Stress can lead to insomnia—the inability to sleep.

Sleeplessness is especially bad as final exams approach and students **cram** for exams. When students force themselves to stay awake to study, they have to function on even less sleep. Too many nights of staying awake can lead to **long-term** sleep problems.

Sleep is a necessity, not a luxury.

Your top academic performance depends on getting enough sleep. So remember, as you plan your schedule, be sure to allow plenty of time for sleep. You will have more energy, better health, and greater chances for academic success!

Check your comprehension

3. Answer the questions about the reading, above. Then discuss your answers with a partner.

1. How much sleep do college students need and how much do they usually get? What is the approximate amount of sleep they lose per night?
2. What are two reasons that college students don't get enough sleep?
3. What are three negative results of not getting enough sleep?

**Expand your
vocabulary**

4. Match the words from the reading with their definitions. These words will also be in the lecture. Look back at the reading on page 69 to check your answers.

- | | |
|---------------------|--|
| ___ 1. deprivation | a. the feeling of being tired and almost asleep |
| ___ 2. side effects | b. lack of something considered to be a necessity |
| ___ 3. drowsiness | c. to work in the correct way |
| ___ 4. cope with | d. the negative secondary results of something |
| ___ 5. impair | e. to prepare yourself for a test by studying a lot of information quickly |
| ___ 6. function | f. to damage something or to make it worse |
| ___ 7. cram | g. lasting into the future |
| ___ 8. long-term | h. to deal successfully with a difficult situation |

5. Circle the phrase with a similar meaning to the underlined idiom.

It is possible to burn the candle at both ends for a short amount of time, but after a while you have to slow down and take a break. If you don't, your performance will become worse.

- a. do boring things b. do a few things c. do many things at once

Discuss the reading

6. Discuss these questions in a small group. Share your answers with the class.

1. Have you ever felt like you were burning the candle at both ends? What was the situation? What finally happened?
2. How do you stay awake when you need to study? Have you ever experienced any of the side effects of sleep deprivation in the article? What happened?

**Review what
you know**



p. 5

7. With a partner, write down three things that you have learned from the reading on page 69 and your discussion about the importance of sleep.

1. _____
2. _____
3. _____

Prepare to Listen and Take Notes

1. To help you understand the listening strategy, discuss the situation below and answer the question.

Imagine someone asks you, What does “burning the candle at both ends” mean? Without using a dictionary, how can you explain the meaning quickly and easily?

Listening Strategy

Recognize Lecture Language that Signals an Example

Professors usually give many examples during a lecture. These examples of specific things help students understand general ideas.

Listen for words and expressions that professors use to signal an example.

Example lecture language

2. Read the expressions that signal an example. Can you add others to the list?

For example, . . .

Here are some examples: . . .

Take X, for example. . . .

For instance, . . .

. . . , such as . . .

Let me give you an example . . .

Recognize lecture language

3. Read this transcript from a lecture on the effects of sleep deprivation. Then do these two things:

- Circle the lecture language that signals the example.
- Underline the example.

.....
Lack of sleep causes many problems. For example, it hurts the body's ability to stay healthy. Usually, this is the result of the fact that the immune system—the part of the body that protects us from infection—is weakened without sleep. Let me give you an example of what happens. It is easier to get infections, such as colds and flu. Another problem that occurs is weight gain. This happens because the body loses the ability to handle sugar; for instance, it turns sugar into fat rather than burning it as energy.
.....

Listen



4. Listen to this short lecture about driving while drowsy. Match the first part of each sentence with the correct second part.

- | | |
|--|---|
| ___ 1. It's a problem to feel drowsy when driving because | a. the effect doesn't work for very long. |
| ___ 2. It's good to pull over and take a nap because | b. drivers can't concentrate and react quickly. |
| ___ 3. It is not the best idea to listen to loud music because | c. you feel less tired after resting |

Listen for examples



5. Listen to the short lecture again. As you listen, write down the lecture language that signals an example. Then listen once more and write down the examples.

- 1. Idea: Loud noise**

Example lecture language: _____

Example: _____

- 2. Idea: Caffeine**

Example lecture language: _____

Example: _____

- 3. Idea: Sleep**

Example lecture language: _____

Example: _____

Learn general academic words

6. Study the meaning of these general academic words. Then fill in the blanks below with the correct words in the correct form. These words will be used in the lecture.

evidence: one or more reasons (e.g., facts, objects, or signs) for believing that something is true or not true

area: a particular subject or range of interest

This team of researchers has studied sleep for many years, concentrating on the _____ of sleep deprivation. I'm going to present some of the _____ from their studies to show you the serious nature of the issue.

Note-taking Strategy

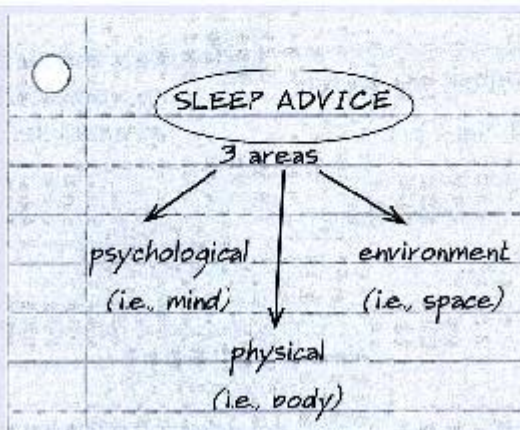
Use a Visual Form

Sometimes, it is easier to record and remember the ideas in a lecture when you record them as a picture. Using a visual form of the ideas in the lecture allows you to see easily how the ideas are connected. In your notes, record information in a visual form to remind yourself how the ideas in the lecture relate to each other.

Take notes using a visual form

7. Read this transcript from a lecture on sleep. Then look at one student's notes from the lecture. Answer the questions below with a partner.

Today, I'd like to discuss some of the advice that is given on how to improve sleep. I'll talk about three major areas to consider. These are psychological solutions, ... meaning what can we do to get our minds to relax. Physical solutions, ... meaning what we can do to get our bodies to relax. And finally, the things we can do to improve our sleep environment, ... that is, the space that we sleep in.



1. What was the topic of this section of the lecture? How does the student indicate this?
 2. What are the three areas to consider? How does the student indicate this?
 3. How does the student indicate examples?
8. Read this transcript from a lecture on advice about sleep disorders. Take notes in your notebook in visual form.

Today, we'll talk about sleep problems, ... also called sleep disorders. There are two major categories of sleep disorders. I'll start by explaining the first set of disorders. These have to do with difficulty going to sleep and staying asleep. You might have heard the term "insomnia." That is the word used for difficulty in falling asleep or remaining asleep. About 35% of adults in the United States experience insomnia.

The second category of sleep disorders make it difficult for people to stay awake. People with one of these disorders are very sleepy during normal waking hours, ... even though they sleep normally at night. This condition is less common than insomnia. Only about 5 to 10% of people have it.

Listen and Take Notes

Make predictions



p. 8

1. Before the lecture, think about everything you have learned and discussed on the topic of sleep. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____
2. _____
3. _____

Follow the lecture



visual form, p. 73



2. Now follow the lecture and take notes, using a visual form when appropriate. Remember to listen for the lecture language that signals an example.

Topic: _____

Need for sleep: _____

Effects of sleep deprivation: _____

The frontal lobe: _____

**Assess your
comprehension**

- 3. How well were you able to recognize the lecture language? Circle the answer that best describes you. Explain your answer.**

I was able to recognize when the professor gave examples _____.

- a.** all of the time **b.** some of the time **c.** sometimes **d.** not often

- 4. Use your notes to answer these questions.**

- 1. What are two of the reasons that people need sleep?**

- 2. How are our bodies affected by sleep deprivation?**

- 3. When sleep deprivation affects the frontal lobe of the brain, how do people act?**

- 4. Why is sleep especially important for students?**

Assess your notes



p. 9

- 5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Complete your notes.**

**Summarize the
lecture**



p. 19

- 6. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Take turns and talk for 2–3 minutes only.**

Discuss the Issues

Discussion Strategy

Agree and Disagree

During a group discussion, you might want to agree with another student and say more about an idea. You might also want to disagree with another student and explain why. This type of exchange is good because it shows how well you understand the topic. Use expressions to agree or disagree with others in a discussion.

Agree with others

- 1. Read the expressions for agreeing with others during a class discussion. Can you add others to the list?**

I agree with [classmate's name]. . . .

That's a good point. . . .

She/he is right. . . .

Disagree with others

- 2. Read the expressions for disagreeing with others during a class discussion. Can you add others to the list?**

I don't agree with that. . . .

I disagree with [classmate's name]. . . .

I'm sorry, but I have to disagree. . . .

I have a different idea. . . .

**Practice agreeing
and disagreeing**

- 3. Read each statement about sleep and decide whether you think it is true (T) or false (F). Then in groups of four explain and defend your choice. Keep the conversation going until everyone has had a chance to practice using the language for agreeing and disagreeing.**

T or F?

- _____ 1. Men need more sleep than women.
- _____ 2. Not everyone dreams every night.
- _____ 3. As adults get older they need less sleep.
- _____ 4. If you play audio lessons during the night, you can learn while you sleep.
- _____ 5. If you have insomnia at night, you should take a long nap during the day.

**Discuss the ideas in
the lecture**

- 4. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for agreeing and disagreeing.**

- 1. Have you ever had too much sleep? What was the situation? What effect does too much sleep have on a person's mind, body, and personality?
- 2. Work alone and write a list of five pieces of advice for a classmate who is having trouble sleeping. Then, compare your advice with the other students in your group. Create one list with only five pieces of advice on it. You must agree on these 5 pieces of advice and put them in order from the most effective to the least effective.
- 3. Do you agree that getting sleep is necessary in order to do well on a test? Have you ever crammed and done well? Done poorly? Why do you think this happened?
- 4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Chapter 8 The Influence of Geography on Culture

CHAPTER GOALS

- Learn how geography influences culture
- Learn a Listening Strategy: Recognize lecture language that signals an explanation
- Learn a Note-taking Strategy: Organize the ideas in the lecture in a chart
- Learn a Discussion Strategy: Disagree politely during a discussion

Build Background Knowledge

Think about the topic

1. Look at the pictures. Then answer the questions below in pairs.



1. What geographical features (ocean, mountains, etc.) are in these pictures? What other geographical features can you think of?
2. Describe the climate and main geographical features of the area you grew up in.

2. Read this article about the geographical features that helped create Silicon Valley.

Geography Helps Explain the Success of Silicon Valley

Silicon Valley is a commonly used nickname for the southern part of the San Francisco Bay Area in California. Silicon Valley is a specific geographic area—the northern part of Santa Clara Valley and surrounding communities on the San Francisco Peninsula and in the East Bay. Its name, however, comes from the world of technology. This area has a high concentration of computer-related companies that make and use silicon chips.



How did this small area become the center of such an innovative and successful industry? Many people point to geographical reasons to explain Silicon Valley's high-tech success. Pleasant climate and available space are two geographical features that attract people and companies to Silicon Valley. These features hold them there after they arrive also. In a survey of Silicon Valley

companies, more than two-thirds rated the **location** and climate as outstanding.

Other factors have helped Silicon Valley's success as well. Although the area exists in a valley, it is not **isolated**. There are major universities—a key factor in the **spread** of new ideas and in training workers. It is also close to San Francisco, a major city and financial center. This means investment money is available.

Some of the biggest markets for Silicon Valley's products are the countries across the Pacific Ocean: Japan, Taiwan, and South Korea. And the bay city of Oakland is one of the few major ports on the West Coast of the United States, making it easier to **exchange** goods. These geographical advantages have helped Silicon Valley overcome some of the **barriers** to trade that exist in other regions. They encourage rather than **inhibit** business relationships.

When you consider geography, access to new technology and technicians, availability of investment money, and ease of transport, there isn't much to **prevent** Silicon Valley's growth and success. **The bottom line** is, Silicon Valley is the heart of the high-tech industry in the United States, and that's not going to change anytime soon.

Check your comprehension

3. Answer the questions about the reading, above. Then discuss your answers with a partner.

1. Where and what is Silicon Valley?
2. What are three geographical features that help explain the success of Silicon Valley?
3. Silicon Valley is close to an ocean and a port city on a bay. What influence do these two geographical features have on business in the area?

4. Circle the answer that correctly completes the definition of the underlined word. These words from the reading will also be in the lecture. Look back at the reading on page 79 to check your answers.

1. A valley is an area of _____ land between two hills or mountains.
a. drier b. lower
2. The location of something refers to its _____.
a. place or position b. geographical features
3. To be isolated means to be _____ other things.
a. far away from b. close to
4. When ideas spread, _____ people know about them.
a. fewer b. more
5. An exchange occurs when one person or company gives something to another, and the other person or company gives _____.
a. something in return b. thanks
6. Barriers are things that _____ two areas or groups of people.
a. bring together b. separate
7. To inhibit something is to keep it from _____ in the usual or expected way.
a. going away b. growing
8. When you prevent something, you _____ happen.
a. help it b. don't let it

Some people don't like Silicon Valley, but the bottom line is, if you work in the computer industry, you will probably have to spend time there.

- a.** the traditional way **b.** the best system **c.** the core idea

6. Discuss these questions in a small group. Share your answers with the class.

1. Think about the main geographical features of the city that you live in or grew up in. What influences do they have on the area?
2. What geographical features might have a negative influence on the success of an area? Why?

7. With a partner, write down three things that you have learned from the reading on page 79 and your discussion about how geography influences a place.

1. _____
2. _____
3. _____

Prepare to Listen and Take Notes

1. To help you understand the listening strategy, discuss the situation below and answer the question.

Imagine that you are going to hear a lecture on how waterways—rivers, oceans, canals—affect the development of an area. Which aspect of the lecture will help the class best understand how waterways affect development? Why? (Choose one.)

- _____ a. an example of a waterway that has influenced development
_____ b. an explanation of how a waterway influences development
_____ c. a detailed definition of a waterway

Listening Strategy

Recognize Lecture Language that Signals an Explanation

Professors usually give many explanations during their lectures. They describe complex processes and ideas in a way that makes them easier to understand.

Listen for the words and expressions that professors use to signal an explanation.

Explanation lecture language

2. Read the expressions that signal explanations. Can you add others to the list?

Let me explain . . .

What I mean is . . .

Let me show you what I mean. . . .

Let's look at how this works. . . .

Recognize lecture language

3. Read this transcript from a lecture on how geography affects the development of cities. Then do these two things:

- Circle the lecture language that signals the explanation.
- Underline the explanation.

.....
Today, we are going to discuss one geographical feature that has been important to the development of cities. We'll look specifically at waterways. Let me explain what I mean by waterways. By waterways, I mean rivers, lakes, ocean bays—water that is deep and wide enough for ships to travel on, . . . to transport . . . move products back and forth.

So, let me show you why waterways have been so important. In the time before railroads, and before road systems and trucks and airplanes, . . . waterways were the main way, and the least expensive way, to exchange products. So you can see that, when a city was close to a waterway, it could have more exchange of products, and as a result, more economic development.
.....

Listen



4. Listen to this short lecture about the effect of waterways on culture. Match the first part of each sentence with the correct second part.

- | | |
|---|-------------------------------|
| ___ 1. Waterways allowed exchange of | a. slow development. |
| ___ 2. In the past people learned about the world through | b. contact with other people. |
| ___ 3. Isolation from waterways meant | c. ideas and products. |

Listen for explanations



5. Listen to the short lecture again. As you listen, write down the lecture language that signals explanations. Then listen once more and write down the explanation.

1. Idea: There are many ways that we learn about the world.

Explanation lecture language: _____

Explanation: _____

2. Idea: Waterways increased contact with other people.

Explanation lecture language: _____

Explanation: _____

3. Idea: Cultures that live in isolation from waterways are similar.

Explanation lecture language: _____

Explanation: _____

Learn general academic rules

6. Study the meaning of these general academic words. Then fill in the blanks below with the correct words in the correct form. They will be used in the lecture.

classic example: something that is the best or most common example of its kind

end up: to be or to have finally

Today, I'll discuss the geographical features that cause a city to fail. How does a city _____ with so many problems that it dies? To explain this, I'll give you a _____ of a failed city to help you understand.

Note-taking Strategy**Organize Ideas In a Chart**

Sometimes professors explain similarities and differences between ideas. When you know that the professor is going to present information this way, it may be easier to record the ideas in your notes in the form of a chart. This structure can help you remember the comparisons that the professor made.

Learn general
academic rules

7. Read this transcript from a lecture comparing waterways in Western Europe to waterways in Africa. Then, look at one student's notes from the lecture. Answer the questions below.

.....
Today, I'd like to discuss how two different areas of the world, ... two continents, ... Europe and Africa, ... have developed differently—and how waterways have played a role in this development.

Let me start by explaining the physical features and climates of these two areas and how they vary from each other. First, physical features. Rivers in Western Europe flow gently through large flat areas of land. They connect wide geographical areas. In Africa, rivers don't flow through flat land. In fact, they fall a thousand feet or more on their way to the sea. There are also many waterfalls that make it difficult for ships to pass.

Their climates vary also. In Western Europe, rivers stay about the same all year because of regular rainfall and melting snow. But Africa's rainfall is not consistent. Rivers rise and fall dramatically with the seasons.

.....

		Rivers	
		Western Europe	Africa
○	Physical features	gentle flow over flat land result: easy for ships	rivers fall > 1000 ft result: hard for ships
	Climate	regular rainfall/snow result: rivers regular	no regular rainfall result: rivers vary w/ season

1. What main geographical feature is compared in the chart? How does the student indicate this?
2. What two aspects of Western Europe and Africa are compared? Where does the student indicate this?
3. Where does the student put the details describing the physical features and climate of the two areas?

Listen and Take Notes

Make predictions

 p. 8

1. Before the lecture, think about everything you have learned and discussed on the topic of cultural geography. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.

1. _____

2. _____

3. _____

Follow the lecture

 chart, p. 83



2. Now follow the lecture and take notes using a chart when appropriate. Remember to listen for the lecture language that signals explanations.

<input type="radio"/>	Topic:
<input type="radio"/>	
<input type="radio"/>	

**Assess your
comprehension**

3. How well were you able to recognize the lecture language? Circle the answer that best describes you. Explain your answer.

I was able to recognize when the professor gave explanations ____.

- a. all of the time b. some of the time c. sometimes d. not often

4. Use your notes to answer these questions.

1. What is cultural geography?

2. What does “barrier effects” refer to?

3. How does isolation cause differences in cultures?

4. Describe the physical barriers that isolate people.

Assess your notes



p. 9

5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare your notes with a few other students. Discuss the differences and help each other fill in any missing information. Complete your notes.

**Summarize the
lecture**



p. 19

6. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Take turns and talk for 2–3 minutes only.

Discuss the Issues

Discussion Strategy

Disagree Politely

People often disagree with each other during a discussion, and you can disagree with your classmates. Discussing different opinions shows you are thinking carefully about the topic. When you disagree, it is important to show respect for the opinions of others. You don't want them to take the disagreement personally and stop sharing their ideas. Disagree politely and everyone will stay involved in the discussion.



Disagree politely

1. Read the expressions for disagreeing politely. Can you add others to the list?

I see your point, but . . .

I think you are right about _____, but I don't agree with you about _____.

That may be true, but . . .

That's an interesting point, but . . .

**Practice disagreeing
politely**

2. In groups of four, do the following activity. Keep the conversation going until everyone has had a chance to practice using the language for disagreeing politely.

Read this list of the six things that affect a culture. On your own, put them in order of the strongest (1) to the weakest (6) influence. Then compare your list with the other students in your group. Your group must create one list and agree on the order. Be prepared to explain and defend your list.

- _____ **Geography:** the geographical features of a place
- _____ **Religion:** the beliefs and opinions about a higher power
- _____ **Language:** the language that is spoken
- _____ **Media:** the many forms of media that we are exposed to (newspapers, film, radio, TV, etc.)
- _____ **Family:** the people that love us
- _____ **Climate:** the weather

**Discuss the ideas in
the lecture**

3. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for disagreeing politely as well as other discussion language you have learned.

1. Imagine that you live in a country surrounded by physical barriers. How do you think this would affect the culture? Would isolation bring people closer together? Would it make people more tolerant of each other or would the rules become more strict?
2. In the modern world, geography is less of a barrier between cultures. Is this a good thing or a bad thing? Why?
3. Do you agree or disagree with the following statement? Why?
Geography creates limits but people determine what they will do within those limits.
4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Unit Wrap-Up

- 1. Go online to the National Sleep Foundation Web site. Read about one of the sleep related topics you find there (for example, jet lag, insomnia, caffeine). Find the following information about the topic:**

- What are the symptoms?
- How many people does it affect (poll data)?
- What treatments do they suggest?

Write a one-paragraph summary and include your opinion about the best treatment. Read it to the class or a small group. Discuss other possible treatments.

- 2. Walk around your town or neighborhood and study the local geographical features. In your notebook, record the answers to the following questions. Share your results in a small group.**

- What geographical features do you see?
- How does each geographical feature affect the growth and development of the area? For example, if there is a mountain, how has that affected the flow of traffic, or the location of local shopping and living areas?
- How have people changed or worked with the geographical feature(s) to prevent it from having an effect, or from having a stronger effect, on the area?

Notes: _____

unit

5

HUMANITIES

humanities \hyu'mænətɪz\ **The study of human constructs and concerns (such as philosophy, language, and the arts) rather than natural processes or social relations**



Chapter 9 The Story of Fairy Tales

CHAPTER GOALS

- Learn about the reasons that fairy tales developed and continue to exist
- Learn a Listening Strategy: Recognize lecture language that signals when information is important
- Learn a Note-taking Strategy: Highlight key ideas in your notes
- Learn a Discussion Strategy: Support your opinions during a discussion

Build Background Knowledge

Think about the topic

1. Look at the pictures. Then answer the questions below in pairs.



1. Describe the characters. Describe what is happening in the pictures.
2. Name all the fairy tales that you are familiar with. Which do you still remember from your childhood? Why do you think you still remember them?

Common Themes in Fairy Tales

A child's world is rich with stories. The tales they see in movies, read in books, or that their parents and grandparents tell them take them on **magical** journeys. They take them to many different places, where they meet many strange and wonderful people, animals, or **creatures**. When we **take a step back**, however, it becomes clear that the stories are not quite as different from each other as they might first appear.

Fairy tales—these first magical stories told to children—contain many similar main ideas, or **themes**. These themes are also similar across cultures. No matter where a child is born, his fairy tales probably have **characters** like a poor servant girl who marries a prince, starving children who find a new home, or a young peasant boy who discovers that he is actually a lost king. In fact, the most popular theme in fairy tales involves a person rising above his or her low position in life.

Another very common theme is caution. The main character, or **protagonist**, often receives a warning: "Be home before midnight," says the godmother to Cinderella. Fairy tales teach the young listener the **terrible consequences** of ignoring warnings. The message is predictable and clear: if you ignore the warning, you will pay the penalty.

The **plots**, or story lines, of fairy tales vary, but they usually follow the same sort of progression:

- The protagonist does not obey a warning or is unfairly treated.
- He is sent away or runs away.

- He must complete a difficult or dangerous task, or must suffer in some other way, in order to make everything right again.
- He returns home in a better condition than before.

At some point in the fairy tale, something magical happens. The protagonist meets mysterious creatures. Perhaps he rubs a lamp and a genie appears to grant his wishes. The creatures sometimes give him helpful magical gifts with special powers, like a cape that makes him invisible.



There is danger and drama, but most fairy tales end happily. The protagonist is successful and rewarded with marriage, money, survival, and wisdom. And the **audience** learns an important lesson about life without ever leaving home.

**Check your
comprehension**

3. Answer the questions about the reading on page 91. Then discuss your answers with a partner.

1. What is the definition of a fairy tale?
2. What are two of the most popular themes in fairy tales?
3. What is one of the lessons that children learn from fairy tales?

**Expand your
vocabulary**

4. Match the words from the reading with their definitions. These words will also be in the lecture. Look back at the reading on page 91 to check your answers.

- | | |
|--------------------|---|
| ___ 1. magical | a. the people listening to a story |
| ___ 2. creature | b. one of the players in a story |
| ___ 3. theme | c. a living thing in a fantasy story that is not a person |
| ___ 4. character | d. strange and removed from everyday life |
| ___ 5. protagonist | e. the main subject or idea in a story |
| ___ 6. consequence | f. the events that form the main action of a story |
| ___ 7. plot | g. something that happens as result of an action |
| ___ 8. audience | h. the main player in a story |

5. Circle the phrase that best completes the meaning of the underlined idiom.

We know that fairy tales from different cultures have different characters and settings, but when we take a step back we understand things ____.

- a. in a new way b. in a better way c. in the wrong way

Discuss the reading

6. Discuss these questions in a small group. Share your answers with the class.

1. What are some of the lessons that you remember learning from fairy tales?
2. What are some of the magical objects and creatures that you remember from fairy tales? As a child, which of these things did you wish could have or meet?

**Review what
you know**

p. 5

7. With a partner, write down three things that you have learned from the reading of page 91 and your discussion about fairy tales.

1. _____
2. _____
3. _____

Prepare to Listen and Take Notes

1. To help you understand the listening strategy, discuss the situation below and answer the question.

During a lecture, the professor says, "Now, let me repeat that." What should you do?

- a. Stop listening because you heard it already.
- b. Listen carefully because the information must be important.

Listening Strategy

Recognize Lecture Language that Signals When Information Is Important

During a lecture, a professor will often communicate that he or she is making an important point and that you should pay special attention to it. When this happens, be sure to write the information down.

Listen for the expressions that professors use to signal an important piece of information.

Lecture language for important information

2. Read the expressions that signal an important piece of information. Can you add others to the list?

This is important: . . .

It's important to note that . . .

I want to point out . . .

I'll say that again: . . .

Let me repeat that: . . .

You should write this down: . . .

Recognize lecture language

3. Read these two parts of a lecture on the fairy tale Cinderella. Then do these two things:

- Circle the lecture language that signals an important piece of information.
- Underline the important piece of information.

Excerpt 1

Today we'll discuss a fairy tale that some say is the best-known fairy tale in the world. Take a minute and guess which one that is. . . Did you guess "Cinderella"? If you did, you are correct. I want to point out that there are over 700 variations of the story. . . Let me repeat that, . . . 700 variations of the story from many countries: Italy, Denmark, Vietnam, Russia, and France, to name a few.

Excerpt 2

Next class, we're having a quiz. I will include names and dates on the quiz, so it is important to write these in your notes now. The oldest version of Cinderella is "Yeh-hsien" from China. The Chinese version of Cinderella is the earliest recorded version of the tale. This version is over 1000 years old, . . . from the 9th century.

Listen



4. Listen to this short lecture about two characters from fairy tales. Match the first part of each sentence with the correct second part.

- | | |
|--|----------------------|
| ___ 1. Cinderella and Harry Potter have unkind | a. many hardships. |
| ___ 2. Cinderella and Harry Potter wish for | b. family members. |
| ___ 3. Cinderella and Harry Potter have | c. a different life. |

Listen for important information



5. Listen to the short lecture again. As you listen, write down the lecture language that signals an important piece of information. Then listen once more and write down the important information.

1. Important information lecture language: _____

Important information: _____

2. Important information lecture language: _____

Important information: _____

3. Important information lecture language: _____

Important information: _____

Learn general academic words

6. Study the meaning of these general academic words. Then fill in the blanks below with the correct words in the correct form. These words will be used in the lecture.

purpose: the reason for doing or making something

assume: to think that something is true although there is no proof

People _____ many things about fairy tales without really thinking about them. Let's look at the _____ of fairy tales from an educational point of view.

Note-taking Strategy

Highlight Key Ideas

Professors let students know when an idea is especially important. As you listen to a lecture, highlight the important points in your notes by marking them in some way.

Highlight key ideas

7. Read this transcript from a lecture on fairy tales. Then, look at one student's notes from the lecture. Answer the questions below.

Let's begin today by looking at the plot we find in a lot of fairy tales. It has five steps. Step one: the character is treated unkindly by the family. Step one is the most common and important. Second, he or she receives magical help. Then third, he or she meets a prince or someone else of a higher status in life. The fourth step is the character must prove his or her identity. And finally, . . . the fifth step, . . . is marriage. Take Cinderella, for example, . . . she married the prince. He is the person of a higher status.

Here is a key question: why do these stories usually have a character who is treated unkindly? Hm? What do you think? Well, this treatment is what helps the character look for change. Without the desire for change there would be no tale. So this is very important.

Plots in Fairy Tales



5 steps

1. character treated unkindly *MOST COMMON THEME*
2. magical help
3. meet person with more power
4. prove his/her identity
5. marry a person with more power

→ Why unkind treatment?

helps character look for change KEY

1. What ways did the student use to highlight information? Give examples.
2. What are the two most important points in the lecture? How do you know?

8. Read this transcript from another lecture on fairy tales. Take notes and highlight key points and important information.

I'd like to focus on one of the common themes that we see in fairy tales, . . . one idea that runs throughout every story—we must be cautious. . . . Let me repeat that idea, . . . we must live cautiously. In these tales, peace and happiness can only exist if warnings are obeyed. This idea is key to fairy tales.

Let's look at a few examples. Cinderella may have a magical dress, but she must be back when the clock strikes twelve. The king may invite fairies to the party for the new princess, but he must invite ALL the fairies or terrible results will follow.

This idea that we see in every story is very important, . . . the idea that all happiness depends on one action. All will be lost if one bad thing happens.

Listen and Take Notes

Make predictions



p. 8

- 1. Before the lecture, think about everything that you have learned and discussed on the topic of fairy tales. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.**

1. _____

2. _____

3. _____

Follow the lecture



- 2. Now follow the lecture, take notes, and highlight important information. Remember to listen for the lecture language that signals when information is important.**



highlighting, p. 95

**Assess your
comprehension**

- 3. How well were you able to recognize the lecture language? Circle the answer that best describes you. Explain your answer.**

I was able to recognize the signals for important information _____.

- a.** all of the time **b.** some of the time **c.** none of the time **d.** not often

- 4. Use your notes to answer these questions.**

- 1. What are some examples of things in fairy tales that do not happen in ordinary life?**

- 2. Who were fairy tales written for?**

- 3. What are the purposes of fairy tales?**

- 4. Fairy tales are not just simple and childlike. How does the lecture describe them?**

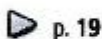
Assess your notes



p. 9

- 5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare your notes with a few other students. Help each other fill in any missing information. Complete your notes.**

**Summarize the
lecture**



p. 19

- 6. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Take turns and talk for 2–3 minutes only.**

Discuss the Issues

Discussion Strategy

Support Your Opinion

Your opinions are more interesting and persuasive when you can support them with details, examples, personal stories, and other information. Use expressions and phrases to indicate that you can support your opinion.

Support your opinion

- 1. Read the expressions for supporting your opinion. Can you add others to the list?**

I think _____

Let me tell you why. . . .

Let me give you an example. . . .

The reason is . . .

This is because . . .

Practice supporting your opinion

- 2. In groups of four, read the questions and discuss them. Keep the conversation going until every student has had a chance to practice supporting his or her opinions.**

Many fairy tales have been made into movies: Cinderella, Snow White, Beauty and the Beast, The Little Mermaid, etc.

- 1. What are the advantages and disadvantages of seeing a movie version of a fairy tale?**

Possible Ideas

beautiful scenery and costumes

movies make it harder for children to use their imagination

- 2. What are the advantages and disadvantages of reading a fairy tale?**

Possible Ideas

beautiful pictures

written stories are sometimes scary to children

Discuss the ideas in the lecture

3. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for supporting your opinion.

1. The five most common fairy-tale themes can be summarized as follows:

Lack of something causes the protagonist to go on a **search**, during which he or she encounters a **magic helper**, who helps the protagonist pass a **test**, after which the protagonist receives a **reward**.

Using these five themes, create a brief, original fairy tale. Try to use as many of the five themes as you can. You can make notes below. Share your fairy tale with your classmates. Are all your fairy tales similar in some way? Why do you think that is?

2. What other reasons might there be for people to read and enjoy fairy tales? Do film versions of fairy tales have the same purposes as written ones?
3. The lecture says that we need fairy tales for wonder, entertainment, and for education. What are some of the warnings that you received from fairy tales? What warnings do you think should be included in a modern fairy tale? Explain.
4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Chapter 10 Architecture: Form or Function?

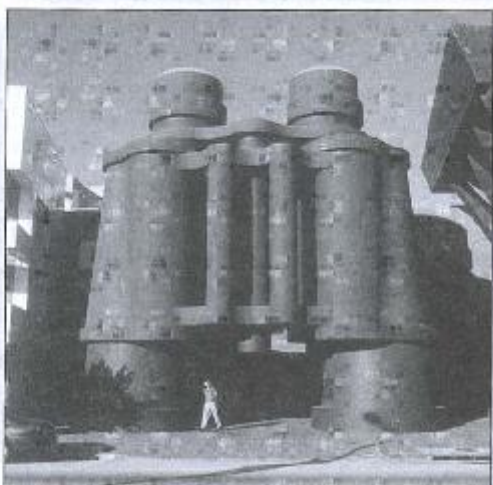
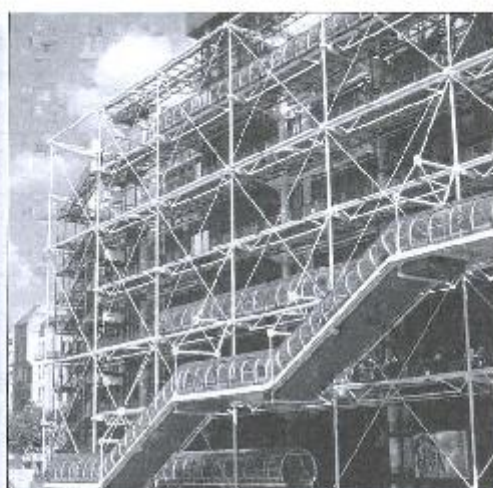
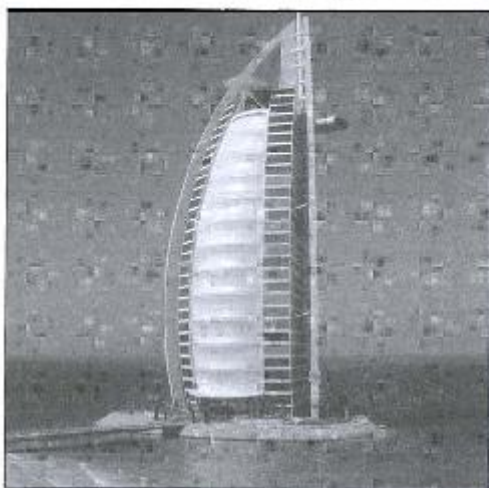
CHAPTER GOALS

- Learn about trends in modern architecture
- Review and practice all listening strategies
- Review and practice all note-taking strategies
- Connect your ideas to other people's ideas during a discussion

Build Background Knowledge

1. Look at the pictures. Then answer the questions below in pairs.

Think about the topic



1. Which of the buildings in the photo is an office building? A parking lot? A hotel? A museum? (Check the Answer Key for the correct answers.)
2. Do you like these buildings? Why or why not?

2. Read this article from an architecture Web site about the form and function of buildings.

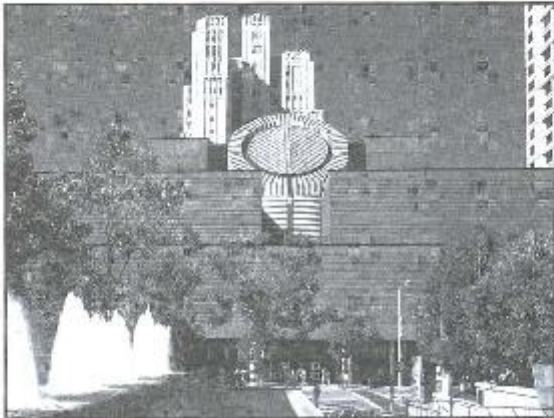

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DOES FORM FOLLOW FUNCTION? A SURPRISING STUDY

When you look at the outside of a building, can you tell whether it is an art museum, or a library, or a theater? Most people can't.

A recent study shows that many modern public buildings no longer follow the famous rule in **architecture**: **form** follows **function**. The idea behind this rule is that people should be able to understand the purpose of a building, its *function*, from the way it looks, its *form*.



The Seattle Public Library

San Francisco Museum of Modern Art

In the study, people in three countries—the United States, Canada, and Japan—were shown photographs of city halls, theaters, libraries, and art museums. The researchers asked the people to name the purpose of each building in the photograph. Surprisingly, people in the study chose correctly only 32% of the time. This shows that for many modern buildings, including the towering **skyscraper**, form does not follow function.

"The form of a building shows its meaning," said researcher Jack Nasar, who worked with Professor Kazunori Hanyu from Japan to conduct the study. "So it makes sense that **architects design** buildings to indicate their use. But our results suggest it doesn't often happen." In other words, people don't always know if the building is designed for **shelter**, for work, or for cultural activities.

The researchers in the study believe that when buildings clearly show their purpose, visitors can more easily find their way, and city life is more comfortable and understandable for everyone. Some architects today are more interested in designing buildings to catch our attention than to tell people what goes on inside. Nasar and his team disagree with this idea: "You should be able to look at a building and have a good idea about what happens inside."

**Check your
comprehension**

3. Answer the questions about the reading on page 101. Then discuss your answers with a partner.

1. What does “form follows function” mean?
2. Why did the researchers show photographs of different buildings to people? What was the result?
3. Why do the researchers believe that form should follow function?

**Expand your
vocabulary**

4. Circle the answer that correctly completes the definition of the underlined word. These words from the reading will also be in the lecture. Look back at the reading on page 101 to check your answers.

1. Architecture is the style and design of a _____.
a. machine b. building
2. The form of a building is its _____.
a. shape b. purpose
3. The function of something is its _____.
a. shape b. purpose
4. A skyscraper is a very _____ modern building.
a. ordinary b. tall
5. An architect is a person who _____ a building.
a. designs b. researches
6. To design a building means to make a _____ for a new building.
a. advertisement b. plan
7. Shelter usually refers to a place where people _____.
a. live b. work

Discuss the reading

6. Discuss these questions in a small group. Share your answers with the class.

1. Do you think it's important for architects to design buildings that indicate their use?
2. Look at the photos in the article on page 101. Both of these buildings have a serious purpose. Why do you think the architects designed these buildings this way?

**Review what
you know**

7. With a partner, write down three things that you have learned from the reading on page 101 and your discussion about the form and function of buildings.

1. _____
2. _____
3. _____

Prepare to Listen and Take Notes

1. To help you understand all the listening strategies, discuss the situation below and think about all the listening strategies you have learned in this book.

Imagine that it is your first day of college. You sit down in a large lecture hall and get ready to listen to a two-hour lecture in English.

Which listening strategies could you use with confidence?

Which listening strategies do you still need to practice?

Listening Strategy

Listening Strategy Review

Review all the listening strategies that you have learned in this book.

Review listening strategies

▶ p. 27

▶ p. 27, 37

▶ p. 49

▶ p. 59

▶ p. 71

▶ p. 81

▶ p. 93

2. Look back at the strategies that you have learned in this book. Review them by giving some examples of lecture language for each strategy.

1. Listen for the topic of a lecture

2. Listen for the big picture of a lecture

3. Listen for transitions between ideas in a lecture

4. Listen for definitions in a lecture

5. Listen for examples in a lecture

6. Listen for explanations in a lecture

7. Listen for important information in a lecture

Listen



3. Listen to this short lecture about architect Louis Sullivan. Match the first part of each sentence with the correct second part.

- | | |
|--|--------------------------------|
| ___ 1. Sullivan believed that the
skyscraper should celebrate | a. form follows function |
| ___ 2. Sullivan believed that | b. things ahead of anyone else |
| ___ 3. Sullivan thought of | c. its height |

Listen for lecture
language



4. Listen to the excerpt again. As you listen, write down the lecture language. Then listen once more and write down the information that follows the lecture language.

1. Topic lecture language: _____
Topic: _____
2. Big picture lecture language: _____

3. Transition lecture language: _____
New idea: _____
4. Definition lecture language: _____
Definition: _____
5. Example lecture language: _____
Example: _____
6. Explanation lecture language: _____
Explanation: _____
7. Important information lecture language: _____
Important information: _____

Learn general
academic words

5. Study the meaning of these general academic words. Then fill in the blanks below with the correct words in the correct form. These words will be used in the lecture.

point: the most important idea that someone says about something
concept: the idea of something

The _____ I want to make is that the architect believed in the _____ that form should follow function.

Note-taking Strategy Review

Review all the note-taking strategies that you have learned in this book.

Review note-taking strategies

6. Read this transcript from the short lecture on architect Louis Sullivan. Then, look at one student's notes from the lecture. This student used five of the note-taking strategies you learned in this book. Circle the examples of these note-taking strategies in the notes.

.....
I'm going to cover some of the big ideas we got from Louis Sullivan, ... because he's going to be very important to us in this class. Sullivan is most famous for saying that in architecture form follows function. In other words, the purpose of a building should help the architect create the shape and design of the building.

Now, Sullivan also had strong ideas about skyscrapers. And the thing you should know about Sullivan is that he was a true visionary ... By visionary, I mean someone who has a great ability to imagine things for the future.

So Sullivan had all these really new ideas. For example, one of his ideas was the way he thought about, ... and the way he designed, ... skyscrapers. He believed that the skyscraper should celebrate and show off its height. So what he means is, ... the skyscraper should be tall and also be decorated with lots of attractive shapes.
.....

<input type="radio"/>	<u>Big ideas of Louis Sullivan</u> * famous for FORM FOLLOWS FUNCTION (purpose indicates shape)
	LS = visionary someone w/ great ability to imagine things for future
<input type="radio"/>	LS ideas skyscraper celebrates height should be tall + decorated w/ shapes

1. Before the lecture, think about everything you have learned and discussed on the topic of modern architecture. What do you expect to learn more about in the lecture? Write three predictions below. Compare your predictions with a partner.

► p. 8

1. _____
2. _____
3. _____



- 2. Now follow the lecture and take notes using all the note-taking strategies you have learned. Remember to listen for all the lecture language that you have learned.**

[illegible]

**Assess your
comprehension**

3. How well were you able to recognize the lecture language? Check the statement that best describes you. Explain your answer.

_____ I was able to recognize most of the lecture language.

_____ I was able to recognize some of the lecture language.

4. Use your notes to answer these questions.

1. What was Louis Sullivan's famous statement?

2. What does Frank Gehry believe about form and function?

3. How does the professor describe the museum in Bilbao?

4. How well does the museum at Bilbao follow the idea that form follows function? Explain.

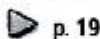
Assess your notes



p. 9

5. Were you able to answer the questions in Exercise 4 using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Complete your notes.

**Summarize the
lecture**



p. 19

6. Review your notes from the lecture. Then explain the main points of the lecture to your partner. Take turns and talk for 2–3 minutes only.

Discuss the Issues

Discussion Strategy

Connect Your Ideas to Other People's Ideas

During a discussion, you may want to say something that is related to what another person said earlier. Be sure to acknowledge the other person's idea. This shows that you are paying attention, and it shows respect for the other person. Use expressions to let everyone know that you want to connect your idea to another person's idea.



Connect your ideas to other people's ideas

1. Read the expressions for connecting your ideas to other people's ideas. Can you add others to the list?

My idea is similar to Anne's idea. . . .

As Anne already said/pointed out, . . .

I'd like to go back to what Anne said. . . .

I'd like to go back to the point Anne made about _____. . . .

I agree/disagree with Anne that . . .

Anne said _____, and I'd like to add . . .

Practice connecting ideas

2. In groups of four, read the questions and discuss them. Keep the conversation going until every student has had a chance to practice connecting his or her ideas to other people's ideas.

1. What are two or three of your favorite buildings in the world? Why do you like them?
2. What do you think about skyscrapers? For example, would you like to work in one? Would you like to live in one? Why or why not?

Discuss the ideas in the lecture

3. Discuss these ideas from the lecture with your classmates. Remember to use the phrases for connecting your ideas to others.

1. Imagine that Louis Sullivan and Frank Gehry were asked to design a building together. What would it look like?
2. If you were an architect, would you be more like Louis Sullivan or Frank Gehry? Why?
3. Do you think people in the future will like Frank Gehry's buildings? Why or why not?
4. Look back at your notes. What was another idea in the lecture that you found important and interesting? Tell the class why you think it is important or interesting and ask for their opinions.

Unit Wrap-Up

1. Go online and find a fairy tale that you are not familiar with from another culture. Do the following activity.

Think about the typical plot features of fairy tales that you learned about in Chapter 9 and analyze the fairy tale.

- Does it have characters that you would expect to find in a fairy tale? In what way?
- Does it follow the expected pattern? How or how not?
- What lessons would a child learn from listening to this story?

In small groups, summarize the fairy tale. Then present your analysis of it to the group. Does everyone agree with your analysis? Did someone see something different in the story?

2. Go online and find pictures of modern buildings. Create your own survey to test the "form follows function" rule.

- Ask your classmates to guess the purpose of the building.
- Create a chart with their answers.
- Present your survey to the class or a small group.

Which of the buildings was the most surprising? How many people correctly guessed its purpose?

Notes: _____

Teacher's Notes

Organization of the Book

Lecture Ready 1: Strategies for Academic Listening, Note-taking, and Discussion contains five units with two chapters in each unit. Each unit focuses on one field of academic study. Each chapter is built around a prepared lecture from a typical course within the field. In each chapter, students are presented with and practice listening, note-taking, and discussion strategies

Chapter Guide

Strategy Boxes

Throughout the book, strategies are presented and explained in strategy boxes. These boxes are tabbed within each chapter for easy navigation. After a strategy is introduced, it is recycled in subsequent chapters. At each instance of recycling, a page number tab in the left margin directs students to the original strategy box for quick reference.

Build Background Knowledge

The purpose of this part of the chapter is to introduce the topic and help students think about what they already know so that they can be more active listeners during the lecture.

Think about the topic

In this section, students activate current knowledge of the chapter topic and begin to build understanding and topic vocabulary. Students look at a visual prompt and answer questions about it in order to share information. Encourage broad discussion—there are no right or wrong answers.

Read

The readings employ common academic formats and are based on information from authentic sources. They introduce information that is relevant to the topic of the lecture but not the main

ideas of the lecture. The readings also present some of the key vocabulary from the lecture in context. Students should read for general comprehension.

Check your comprehension

This aims to reinforce students' comprehension of the larger ideas in the reading. Again, the goal is to help them build background knowledge about the ideas in the coming lecture.

Expand your vocabulary

Words and phrases from the reading that will be used in the lecture are addressed here. These words and phrases are important for understanding the key ideas in the lecture. In many cases, they come from the **Academic Word List**, so learning them will be valuable for future academic pursuits as well. (Additional vocabulary will be presented in the "General Academic Words" section.)

Discuss the reading

This continues to build background knowledge and add to what they know about the topic. These questions are designed to get students to react with opinions and personal experiences related to the ideas in the readings. Students do not need to reference the reading; instead, an open-ended discussion should be encouraged.

Review what you know

This is a strategy that good listeners employ automatically: They consciously think about what they know in preparation for taking in new information. Rather than having students begin listening right after they build background knowledge, students are directed to take a moment to collect their background knowledge. They will revisit this section before they watch the lecture.

Prepare to Listen and Take Notes

The purpose of this part is to present and practice three things: the targeted lecture language for that chapter, general academic words, and note-taking strategies.

Lecture Language: Students learn about and practice the strategy of recognizing lecture language—the specific expressions that professors use to guide students through the ideas in the lecture. This language, which can be found in lectures from all disciplines, ranges from expressions that signal the topic of a lecture to the phrases professors use to indicate a definition, example, or explanation of something.

General Academic Words: Students learn common words and idioms that professors in any field of study use to talk about the ideas in their lectures. Knowing words such as “consist of” and “theory” in addition to content vocabulary improves students’ ability to comprehend academic discourse.

Note-taking Strategies: Students learn about and practice a specific note-taking strategy in each chapter. These strategies range from using a simple outline form to highlighting key ideas to aid studying later.

Prepare to Listen and Take Notes starts with an activity that introduces the chapter listening strategy in a friendly way. Thinking about the situation helps students discover the need for learning the listening strategy featured in the chapter. Give students time to discuss the situation with a partner before they share with the class.

Listening strategy

Have students read the Listening Strategy box. Then have students work with the set of lecture language expressions. You can have students read the expressions and add others to the list. Or you can first elicit the expressions that students know already. Then look at the list to confirm what they know and add others.

Students practice recognizing the chapter’s lecture language in a printed excerpt before listening to the practice lecture on the audio program. You may prefer to work with the printed excerpt as a class, using an overhead transparency.

Listen for lecture language

Students listen to a short practice lecture related to the centerpiece lecture. This audio practice lecture uses simplified content so that students can focus on listening for the target lecture language.

Students listen first for content, in order to understand the ideas. After this activity, have students share their answers with the class to gain confidence.

Students then listen a second time in order to focus on recognizing the chapter lecture language. Since the listening focus is so specific, you might need to replay the practice lecture in order for students to catch all the instances asked for. First, have students listen and write down only the target lecture language. Then have them listen again and write down the information referenced by the target lecture language.

Note-taking strategy

Have students study the Note-taking Strategy box. In most chapters, students analyze the note-taking strategy by examining an example of student notes that employ the strategy. You might want to show these sample notes on a transparency and point out the specific features of the note-taking strategy. Students then practice the note-taking strategy by reading an excerpt from a lecture and taking notes on it. Have students compare their notes in pairs.

Listen and Take Notes

In this part, students put their new strategies to work by watching an actual lecture and taking notes on it.

Make predictions

The section begins with a prediction activity. The purpose of this exercise is to remind students of their earlier topic work and help them prepare to take in new information.

Follow the lecture

Students are now ready to “attend” the lecture. In Chapters 1–7, a note-taking outline has been provided to guide students toward the key ideas in the lecture. These outlines help them focus their listening and provide a structure for their notes. This scaffolding decreases as the book progresses so that by Chapter 8, students are taking notes unaided.

Assess your comprehension

After the lecture, students assess three key components: their comprehension of lecture language, their general understanding of some of the key points in the lecture, and their notes.

First, they evaluate their own understanding of the lecture language and tie their comprehension of the lecture to their ability to follow the lecture language.

Students then answer basic comprehension questions about the larger ideas in the lecture using their notes. Encourage students to share their answers and also to explain how they arrived at their answer—to explain what the lecturer actually said.

Next, students assess their notes to see what information they might have missed or misunderstood. Encourage students to discuss the differences in their respective notes and try to understand why they missed or mistook something.

Summarize the lecture

Here, students summarize the lecture to consolidate what they have learned and find out how well they have understood the important ideas in the lecture. The goal is to enhance comprehension of important ideas in the lecture by putting them in their own words. Summarizing the lecture aloud with a partner gives students training in an authentic academic activity—comparing and discussing notes with a classmate. Summarizing is an important strategy that will be useful throughout their academic careers.

Explain to the students that, if they find they have too little to say, this is a good sign that they missed information and should look back at their

notes. Encourage students to use the summary language presented in Chapter 2. Point out that they do not need a partner to summarize. This is an excellent strategy to use on their own.

Discuss the Issues

This part is aimed at providing students with appropriate words and phrases for classroom or small-group discussion of the ideas in a lecture. In doing so, these strategies also inform students about the basic expectations for participation and conduct in a discussion setting. Like the listening and note-taking strategies, discussion strategies become progressively more sophisticated, going from “entering a discussion” to “connecting your ideas to other people’s ideas.”

Discussion strategy

Have students read the Discussion Strategy box. Then have students work with the set of discussion expressions. You can have students read the expressions and add others to the list. Or you can first elicit the expressions that students know already. Then look at the list to confirm what they know and add others.

Discussion practice

In this role-play activity, students are given the chance to practice the discussion language in a more guided way. The content in this section is easily accessible so that the focus can be on practicing the discussion language. Be sure to monitor the groups as they do their role-plays and hold students accountable for their use of the discussion language.

Discuss the ideas in the lecture

Students now bring all their knowledge of the content and the discussion strategy together in a real classroom or small-group discussion of ideas in the lecture. Encourage them to have their lecture notes with them, as they should refer to actual lecture content when appropriate. Encourage students to use the discussion language they have just learned. You may want to appoint a group member to keep track of this.

Unit Wrap-Up

At the end of each unit (so, at the end of every second chapter), there is a Unit Wrap-Up that aims to get students to synthesize the topics in the two chapters and/or think more conceptually and critically about the broader theme. You can assign these activities or not—they are not strictly part of the units or chapters.

Students get a taste of academic project work such as planning and carrying out a survey, collecting data and drawing conclusions, presenting their findings and conclusions before an audience, and doing research on the Internet.

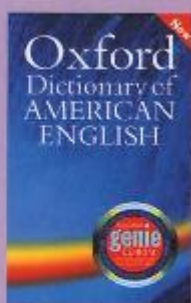
About the Authors

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1

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