## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope and Sequence</td>
<td>iv</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>vi</td>
</tr>
<tr>
<td>Preface to the <em>Contemporary Topics</em> Series</td>
<td>vii</td>
</tr>
<tr>
<td>Introduction</td>
<td>ix</td>
</tr>
<tr>
<td><strong>Unit 1</strong> What's In a Name?</td>
<td>1</td>
</tr>
<tr>
<td><strong>Unit 2</strong> English: A Global Language?</td>
<td>9</td>
</tr>
<tr>
<td><strong>Unit 3</strong> High Anxiety: Phobias</td>
<td>17</td>
</tr>
<tr>
<td><strong>Unit 4</strong> TV: What We Watch</td>
<td>26</td>
</tr>
<tr>
<td><strong>Unit 5</strong> Learning Differently</td>
<td>36</td>
</tr>
<tr>
<td><strong>Unit 6</strong> Immigration: Bound for the United States</td>
<td>45</td>
</tr>
<tr>
<td><strong>Unit 7</strong> Who's Calling the Shots?</td>
<td>54</td>
</tr>
<tr>
<td><strong>Unit 8</strong> Right and Wrong on the Net</td>
<td>64</td>
</tr>
<tr>
<td><strong>Unit 9</strong> Which Way Will It Go?</td>
<td>74</td>
</tr>
<tr>
<td><strong>Unit 10</strong> It's in the DNA</td>
<td>84</td>
</tr>
<tr>
<td><strong>Unit 11</strong> Staying Healthy</td>
<td>93</td>
</tr>
<tr>
<td><strong>Unit 12</strong> Prepare, Prepare</td>
<td>103</td>
</tr>
<tr>
<td>Appendix A: Academic Word List</td>
<td>112</td>
</tr>
<tr>
<td>Appendix B: Affix Charts</td>
<td>117</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>1 What’s in a Name?</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>2 English: A Global Language?</td>
<td>Linguistics</td>
</tr>
<tr>
<td>3 High Anxiety: Phobias</td>
<td>Psychology</td>
</tr>
<tr>
<td>4 TV: What We Watch</td>
<td>Media Studies</td>
</tr>
<tr>
<td>5 Learning Differently</td>
<td>Education</td>
</tr>
<tr>
<td>6 Immigration: Bound for the United States</td>
<td>History</td>
</tr>
<tr>
<td>7 Who’s Calling the Shots?</td>
<td>Business Administration</td>
</tr>
<tr>
<td>8 Right and Wrong on the Net</td>
<td>Computer Ethics</td>
</tr>
<tr>
<td>9 Which Way Will it Go?</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>10 It's in the DNA</td>
<td>Biology</td>
</tr>
<tr>
<td>11 Staying Healthy</td>
<td>Public Health</td>
</tr>
<tr>
<td>12 Prepare, Prepare</td>
<td>Public Administration</td>
</tr>
<tr>
<td><strong>Corpus-Based Vocabulary</strong></td>
<td><strong>Projects</strong></td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| brief / classic / gender / generation / image / scope | Learning people's names  
Researching product names |
| acknowledge / contact / decline / facilitate / nevertheless | Assessing English language needs  
Researching words borrowed from English |
| display / objective / psychology / rational / reveal | Discussing agoraphobia  
Creating a "systematic desensitization" treatment plan |
| bond / exceed / expanded / quote / welfare | Evaluating a survey  
Conducting a survey and creating a database |
| challenges / confirmed / flexible / identical / intervene | Distinguishing English phonemes  
Researching famous dyslexics |
| adjust / diversity / prohibited / survive / symbol / voluntary | Creating Ellis Island role plays  
Researching immigrant populations: the census |
| accurate / modify / paradigm / perspective / stable / style / underlies | Researching cultural differences in business  
Creating an employee/manager role play |
| alter / decade / edit / enforce / instructed / utilize | Discussing plagiarism  
Evaluating the content of a web site |
| declining / equipped / expert / global / implemented / trend / | Determining cause and effect with global warming and the water cycle  
Researching desertification |
| compound / fundamental / potential / topic / trace / visible | Discussing DNA patenting  
Researching gene-environment interaction |
| adapting / exposed / incidences / medical / overseas / transmitted | Discussing how to stay healthy  
Evaluating food products for allergens |
| enables / initiate / minimum / precise / priority / recover | Researching the ring of fire volcano belt  
Creating a natural disaster survival kit |
Acknowledgments

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Preface to the Contemporary Topics Series, Second Edition

As many language teachers now realize, listening is not simply an important skill. It is also a critical basis for progress in language learning. Effective listening enhances students' abilities to pay attention, remember new grammar and vocabulary, process ideas, and respond appropriately. As students develop their listening abilities, they feel more capable and confident in all aspects of language use.

Students at different levels need different kinds of listening skills and strategies, but most eventually encounter the need for academic listening. More than merely enabling them to succeed in college lectures and discussions, effective academic listening allows students to build, synthesize and use knowledge in the target language. As a result, they can fully participate in the exchange of authentic ideas about relevant topics.

Recent progress in language teaching and testing has provided many new instructional approaches and strategies that help students develop good academic listening skills. Contemporary Topics, a three-level audio and text series, incorporates these new ideas into a coherent, carefully sequenced approach that works well in a variety of classrooms.

Authentic Language and Active Listening

Each level of the series comprises twelve original lectures on relevant contemporary topics drawn from a range of academic disciplines, accessible to students of all backgrounds. In a feature new to this edition, the lectures are recorded in an interactive style that models the natural, authentic language of academic lectures, as well as active listening, with students questioning and responding to the speaker. In addition, the lectures include explicit discourse markers that guide understanding. Key points are also reinforced so that they are easier to remember.

The activities that accompany each lecture are designed to slow down the listening process. Students are encouraged to preview vocabulary, listen with a clear purpose, take notes efficiently, organize and review their notes, and apply the content. The activities also help students develop critical thinking skills, including

- activating prior knowledge.
- guessing meaning from context.
- predicting information.
- organizing ideas.
- discriminating between main ideas and details.
- reconstructing and summarizing main ideas.
- transferring knowledge from lectures to other areas.
The Academic Word List

Because Contemporary Topics is designed as a bridge to the world of content listening, at least half the target vocabulary in each lecture is drawn from the latest academic word corpora. The Academic Word List in Appendix A consists of ten sublists containing the most commonly used academic vocabulary. Of these lists, Sublist 1 contains the most frequently used words, Sublist 2 the next most frequently used, and so on. Contemporary Topics 1 features words from Sublists 1–4, Contemporary Topics 2 features words from Sublists 5–7, and Contemporary Topics 3 features words from Sublists 7–10. As students progress through the series, they internalize the vocabulary they need to understand academic lectures on a wide range of topics.

In addition to the Academic Word List, the Affix Charts in Appendix B provide a useful tool for building academic vocabulary.

Although the lectures and activities in this series provide the basis for learning, the key to making Contemporary Topics work in the classroom is involvement. Listening is an active process that involves predicting, guessing, interacting, risk-taking, clarifying, questioning, and responding. The authors and editors of Contemporary Topics have created a rich framework for making students more active, successful learners and teachers more active guides in that process.

Michael Rost, Ph.D.
Series Editor
Introduction

Contemporary Topics 2 is an intermediate-level book and audio program designed to help students develop the listening and note-taking skills they need to prepare for the TOEFL and to attend academic lectures in English. The program, which offers an accessible simulation of both test-taking and university-style lecture practice, was developed in response to classroom observations of the challenges students face in academic settings. Lecture topics were selected both because of their general appeal to students of varying backgrounds and interests, and because they reflect subjects typically covered in academic settings. Students are provided with a stimulating educational experience as they develop the academic skills they need to do university-level work in their own fields.

Recognizing the multiple challenges that non-English speaking students face in an academic situation, Contemporary Topics 2 is designed to:

• develop students' ability to focus on the main ideas of a lecture
• provide students with a good foundation in note-taking skills
• increase students' vocabulary
• develop students' analytical skills
• help students recognize how different types of lectures are organized
• promote speaking ability through cooperative work
• familiarize students with academic test taking

Organization of Units

The Student Book consists of twelve units. The units are sequenced, but each can stand on its own. The core content of each unit can be completed in one class period. Each unit has six sections: Topic Preview, Vocabulary Preview, Taking Better Notes, Listening to the Lecture, Using Your Notes, and Projects.

Topic Preview  This section introduces the topic, stimulates interest, and elicits background knowledge and vocabulary related to the topic. Each unit opens with a title and one or more pictures that introduce the topic of the lecture. By spending a few minutes talking about the title and theme art, students begin to predict what might be covered in the lecture and to recognize what they already know about the topic. The Topic Preview questions can be answered in pairs or small groups.

Vocabulary Preview  The Vocabulary Preview, which contains three parts, prepares students by previewing academic vocabulary specific to the lecture they will hear. The first part presents ten to twelve key words students will hear as they listen to the lecture, half of which are selected from the Academic Word List. In the second part, students complete an application exercise using these ten words. The third part allows students to expand their vocabulary further through varied activities which sometimes contain additional unfamiliar words and expressions, and sometimes include work on word forms, suffixes and prefixes, and analogies.
Taking Better Notes  Recent research has underlined the importance of effective note-taking as a strategy for effective listening. Taking Better Notes systematically presents note-taking advice and strategies and provides students with an opportunity to practice those strategies before listening to the lecture. Students are shown how to recognize rhetorical patterns and discourse markers that lecturers use—like the word compare—and to organize their notes accordingly. As a result, students are better prepared to take good notes as they listen to the lecture.

Listening To The Lecture  In this section, students work alone or in pairs to answer a prelistening focus question which will help them predict the content of the lecture. Students are expected to take notes as they listen to the lecture and then use their notes to answer the questions. After listening to the lecture once, they answer a set of questions—Listening for Main Ideas—to check their general understanding of the content and key points. While listening to the lecture a second time, they focus on understanding supporting details and correcting initial errors in their notes. Then they answer a second set of questions—Listening for Details—that ask for a more detailed recall of information.

Using Your Notes  This new feature in Contemporary Topics 2 encourages students to evaluate how well they have applied the note-taking strategies by using their own notes to reconstruct the lecture, and by evaluating the notes of their classmates. Students also develop critical thinking and speaking skills and learn to review vocabulary by summarizing the key ideas of the lecture. In addition, they evaluate their use of the cumulative Note-Taking Tips. A final listening of the lecture can be used to resolve any difference students find in their notes.

Projects  This section contains two creative, challenging activities—one in-class and interactive; one research-based—that are thematically related to the lecture topic. The in-class activities primarily emphasize the development of speaking and listening skills. The research projects involve reading and writing activities, and encourage use of resources such as the Internet and encyclopedias.

To the Student

The goal of this book is to help you develop the skills you need to successfully understand, take notes on, and apply the information you hear in academic lectures. Good note-taking skills will make it easier for you to follow lectures. As you use this book, develop a style of taking notes that works for you.

Another key to academic success is building your vocabulary. This book provides many strategies for vocabulary-building, including using context clues and learning common word roots/prefixes/suffixes. In addition, this book includes two helpful tools for vocabulary building: the Academic Word List and the Affix charts in the appendices.

This book has been designed to help you develop the skills you need to succeed. Enjoy using it!

Ellen Kisslinger
Cultural Anthropology

What's in a Name?

Topic Preview

Work in small groups. Discuss the questions below.

1. Look at the pictures. Can you match the people in the pictures with their descriptions? Check your answers at the bottom of page 7.

   — He was the author of a novel about World War I. His last name was Kramer, but he used the French-sounding pen name, Erich Maria Remarque. (Remarque sounds like Kramer spelled backwards.)

   — He was a famous jazz musician called “Satchel Mouth” because his cheeks got big and looked like a satchel, or bag, when he played his instrument. His nickname became “Satchmo.”

   — This female writer published novels under the name George Eliot. She used a man’s name to make her books sell better.

2. Almost all names have a meaning. Do you know what your first name means? What is the history of your family name?
Vocabulary Preview

A The boldfaced words below are from a lecture about names. Read each sentence. Guess the meaning of the boldfaced words. Then work with a partner to find a synonym or phrase that has the same meaning as the boldfaced word.

1. Do you know the **origin** of your last name? If so, where did it come from?
2. Three **generations** in my family have the first name “Thomas”—my grandfather, my father, and me.
3. He had only a few minutes, so he gave us a **brief** explanation of his family history.
4. **Classic** names like “John” and “Elizabeth” have always been popular.
5. Some names are not **gender** specific; for example, both boys and girls can be named Leslie.
6. The **scope** of his research was only English-language first names, not all names.
7. When I hear the name “Jonathan Biggs” I see an **image** of a tall man with broad shoulders.
8. It doesn’t matter what country you’re in; the first thing people want to know when they meet you is your name. This is a **universal**.
9. Why don’t you name your baby after someone you **admire**, like your favorite artist?
10. That is not her parents’ last name. **Keep in mind** that she changed her name after she became famous.

B Fill in the blanks with the boldfaced words from Part A.

1. Before the child is born, parents might choose a name that works for either ____________.
2. You need to ____________ that names can be more complicated than they seem.
3. Although the ____________ of the lecture today is English-language names, we can use the same approach to look at names from any country.
4. Parents may decide to name their baby after someone they ____________.
5. Names are what we call a cultural ____________. This means everyone uses names.
6. Let's take a(n) __________ look at English first names. We won't spend much time on them.

7. Learning about the __________ of your family name can tell you something about your family's history.

8. When you hear the name “Bridges,” what __________ do you get in your head?

9. There are __________ names, or names that were popular in 1900, in 1950, and are still popular now.

10. Parents may choose a name because it is passed down from previous __________.

C The words below are also from the lecture. Read the part of speech and meaning for each word in the chart.

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical</td>
<td>adjective</td>
<td>in or from the Bible</td>
</tr>
<tr>
<td>patronym</td>
<td>noun</td>
<td>a name that comes from the father's name</td>
</tr>
<tr>
<td>surname</td>
<td>noun</td>
<td>family name</td>
</tr>
<tr>
<td>occupational</td>
<td>adjective</td>
<td>relating to your job</td>
</tr>
<tr>
<td>recap</td>
<td>verb</td>
<td>to review or give a summary</td>
</tr>
</tbody>
</table>

Taking Better Notes

Identifying Main Ideas

There are two main reasons for taking lecture notes:

• To help you focus on the most important information
• To review the information later

The speaker usually introduces the main ideas of the lecture with signal phrases.
These signal phrases will help you decide how to organize your notes. Read the following examples. The signal phrases are underlined.

We'll begin by looking at four main ways people decide on a name.

OK, I'd like to begin with the first category.

Now let's look at another common way people decide on names for their child.

Work with a partner. Check (√) the signal phrases that can help you organize your notes.

_____ The four categories are . . .

_____ Today we'll look at two contrasting opinions about . . .

_____ Good afternoon . . .

_____ Basically, we'll look at four ways to . . .

_____ I'd like to talk about two things today . . .

_____ Most of you probably already know that . . .

Read the excerpt from a lecture about names below.

We'll begin by looking at four ways people choose names for their children. Let's start with the first one, religious reasons.

Here is one way to organize notes for this lecture, based on the phrase “Let's start by looking at four ways people choose names.” The notes are organized so that each of the four ways can be listed as it is discussed.

![Table](image)

When you listen to a lecture, listen for signal phrases to help you note main ideas.
Listening to the Lecture

Before You Listen

You will hear a lecture about names. Write one way names are chosen in your country.

Listening for Main Ideas

A. Close your book. Listen to the lecture and take notes.

B. Use your notes to answer the questions below. Circle a, b, or c.

1. What does the speaker say about a person's name?
   a. It is easy to choose.
   b. It is difficult to remember.
   c. It can tell us a little about a person's family.

2. According to the lecture, why do most parents choose a certain name?
   a. because they like it
   b. because of the birth order
   c. because of the meaning

3. What is the speaker's main point in comparing fashions in names to fashions in clothes?
   a. Names are important.
   b. Parents need to be fashionable.
   c. Names change in popularity.

4. Which of the following is not a main reason given for choosing a child's name today?
   a. The parents like the meaning of the name.
   b. The name has been in the family for generations.
   c. The name is popular.

5. The speaker's main reason for talking about the last name "Cook" is
   a. to emphasize the great variety of place names.
   b. to illustrate how an added name could be used.
   c. to show there is no longer a connection between names and their origins.

6. One category of family names not mentioned in the lecture is
   a. added names
   b. Biblical names
   c. patronyms
Listening for Details

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

B Use your notes to complete the sentences below.

1. A first name is also referred to as a ____________ name.

2. Daniel and Hannah are examples of ____________ names.

3. John Walker III’s father’s name would be ____________.

4. A girl would not be named “Elizabeth Smith II” because ____________.

5. To help their child’s career, parents may choose a name that sounds ____________ or that can be used for ____________.

6. According to a recent survey, almost half of the most popular surnames were ____________ names.

7. ____________ is an example of a place name.

8. ____________ is an example of an occupational name.

9. Two examples of the name “Smith” in other languages are ____________ and ____________.

10. A man named “Reed” probably had ____________ hair.
Using Your Notes

Reviewing your notes after a lecture will help you remember the information. It will also help you make sure that your information is complete.

A Work with a partner. Take turns summarizing the main ideas of the lecture. As you listen to your partner, add new information to your notes.

B Use your notes to complete the summary of the lecture below. Then compare your summary with your partner’s.

Names are sometimes called a cultural _____________.

In the United States, parents choose a first name, also known as a(n) __________ name, in a variety of ways. One way is to use the name of a(n) __________ or __________ member who has recently died. Another is to pass a name from one __________ to the next. Some parents choose a name that sounds __________ to them to help their child do well in the business world. Most parents, though, choose a name because __________.

The four categories of English-language surnames are: __________, __________, __________, and __________. Examples of each are: __________, __________, __________, and __________. The most common occupation name is __________. Examples of this name in other languages are: __________, __________, and __________.

C Look at the Note-Taking Tip below. How can you improve your notes the next time you listen to a lecture?

Note-Taking Tip

- Identify main ideas

D Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.

Topic Preview Answers 1. c, a, b
Projects

1. Work in small groups. Read the following statements. Then discuss whether
you agree or disagree with the statements.

- A name makes someone special. My name makes me special. It makes me ME.
  I wouldn't like to know someone who had the same name as me.

- I would change my name to help my career. If I decided to be an actor or a
  musician, I'd definitely change my name to something unusual that people
  would remember.

- A name is just what people call you. It is not really important. People don't like
  you or NOT like you because of your name.

- Changing your name means changing who you are. I would never change my
  name, even if I got married. My name is part of me. Changing my name means
  changing who I am.

2. Learning people’s names is important, but it can be difficult for some people.
Here is one technique for remembering names. Try using it to learn the names
of your classmates.

Sit in a circle with six to eight classmates. As each person says his or her name,
notice a feature, or something about the person, such as how tall the person is
or the person’s hair color. Write the name and the feature in the chart. Find
out what each person likes to do for fun; for example, play tennis or listen to
music. Add this information to the chart under Hobby/Interest. Then take
turns saying a feature or hobby, and see if the group can guess the correct
name.

<table>
<thead>
<tr>
<th>Name</th>
<th>Feature</th>
<th>Hobby/Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

3. Where do products get their names? Use resource materials, such as an
encyclopedia or the Internet, to find out about one of the items listed. Find
out what each item is and how it got its name. Write a short paragraph to
bring to the next class.

Jacuzzi  Braille  Yale Lock  Gore-Tex
Linguistics

English: A Global Language?

Topic Preview

Work in small groups. Discuss the questions below.

1. Where are the people in the picture? What language do you think they are speaking?

2. In what situations might people need to speak English? Complete the list of specific reasons people use English in these places.

<table>
<thead>
<tr>
<th>Place</th>
<th>Might need English to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airport</td>
<td>hear, ask for, or read flight information</td>
</tr>
<tr>
<td>International hotel</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td>Business meeting</td>
<td></td>
</tr>
</tbody>
</table>

3. Have you used English in these situations? If so, how did you feel about it?
Vocabulary Preview

A The boldfaced words below are from a lecture about English as a global language. Read each sentence. Write the letter of the word or phrase that is closest in meaning to the boldfaced word.

a. to make it easier for something to happen  
b. started being used instead of another person or thing  
c. communication  
d. to decrease in quality  
e. able to speak a language very well  
f. in spite of what has just been mentioned  
g. to express your thoughts and feelings so other people understand them  
h. to accept or admit that something is true  
i. approved by someone in authority, especially the government  
j. able to do something with a high level of skill

1. Many people **acknowledge** the importance of knowing English.
2. English is one of the **official** languages at the Olympics.
3. She had a lot of **contact** with speakers of English in her job at the bank.
4. They decided a meeting might **facilitate** better communication at work.
5. You can **communicate** with the office by e-mail, fax, or telephone.
6. Because she is a **proficient** writer, she handles all letters in our office.
7. He became **fluent** in English after he lived in New York.
8. He is great at English now, but his ability may **decline** after he goes back home.
9. He only studied English for one month; **nevertheless**, he decided he knew enough to travel alone.
10. English has **replaced** French in many international situations.

B Fill in the blanks with the boldfaced words from Part A.

1. If a person speaks English well enough for some situations, it doesn’t necessarily mean he or she is __________ in English.

2. Some people worry that as people use English more and more, their ability in their first language will __________.
3. People all over the world are in ________ with each other for many reasons.

4. He is a ________ writer in English; he expresses ideas skillfully.

5. English has not ________ other languages, such as Japanese or Spanish.

6. It was difficult for him to ________ with his father. They didn’t understand each other.

7. They ________ that while it is true that people use English every day, this doesn’t mean that English is replacing other languages.

8. English is used in many situations. ________, this doesn’t mean that people who use it can speak English in all situations.

9. English is the ________ language of more than seventy-five countries.

10. Businesses need a common language to ________ communication.

C Look at the information on word forms below. Then complete the chart with the correct forms. Use a dictionary to check your answers.

- *-ate* indicates the action
- *-or* indicates a person who does the action
- *-ion* indicates the result of the action

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun (person)</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>facilitate</td>
<td>facilitator</td>
<td></td>
</tr>
<tr>
<td>communicate</td>
<td></td>
<td>communication</td>
</tr>
<tr>
<td>creator</td>
<td></td>
<td>creation</td>
</tr>
<tr>
<td>educator</td>
<td></td>
<td>education</td>
</tr>
</tbody>
</table>
Taking Better Notes

Signal Words or Phrases

At the beginning of a lecture, the speaker often says how the lecture will be organized. This is the time for you to decide how to organize your notes. Listen for signal words or phrases that help you organize your ideas on paper.

Read the introduction to a lecture about global music. Work with a partner. Underline words and phrases that tell you how the lecture will be organized. Decide on one way you would organize your notes based on the introduction.

Today, I’ll give you two contrasting points of view on global music. Some people have said that the quick spread of music is destroying art. They feel it will weaken the traditional music of each country, and eventually music everywhere will sound the same. There is another way of thinking about what is happening now; namely, that it is an exciting development. Recording makes it possible for musicians to create new types of music and for us to have a wide variety of musical experiences. Is global music a good thing, or a bad thing?

Look at the following example of notes based on the introduction above. The notes are organized in two columns, “For” and “Against,” based on the signal phrase “two contrasting points of view.” Work with a partner. Add at least one idea to each column.

<table>
<thead>
<tr>
<th>Global Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>For</td>
</tr>
<tr>
<td>- Exciting change</td>
</tr>
</tbody>
</table>

When you listen to a lecture, try to use the signal words and phrases you hear to organize your notes.
Listening to the Lecture

Before You Listen

You will hear a lecture about whether or not English is a global language. Do you think English is a global language? Write two reasons to support your opinion.

1. 
2. 

Listening for Main Ideas

A Close your book. Listen to the lecture and take notes.

B Use your notes to answer the questions below. Circle a, b, or c.

1. What is the main reason given for the widespread use of English?
   a. English is the most beautiful language in the world.
   b. People need a common language in the world.
   c. Many people use the Internet.

2. Which reason is not given to argue that English is a global language?
   a. English is the main language used in many international situations.
   b. English is the official language in many countries.
   c. English is the only language used in international meetings.

3. According to the lecture, what is one reason why English should be considered a global language?
   a. Everyone who speaks English uses it at home.
   b. An estimated one billion people study English every year.
   c. In the countries where English is the official language, most of the people speak it.

4. According to the lecture, what is one reason why English should not be considered a global language?
   a. Many people who speak English are not fluent in it.
   b. Other languages, such as French, are used at international business meetings.
   c. Many people need to study English each year.

5. The speaker says that English isn't really a global language. What is the main reason given for this?
   a. English is the official language of seventy-five countries.
   b. There are millions of people in English-speaking countries whose first language is English.
   c. English is not replacing other languages for daily communication.
Listening for Details

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

B The statements below are false. Use your notes to correct the statements and make them true.

1. There are 3.5 billion people in the world who study English every year.

2. The European Union uses only English in its meetings.

3. More than 175 countries use English as the official language.

4. The speaker says that all Internet users know English.

5. Most people in India speak English, one of the official languages.

6. Airspeak is a good example of using English for daily communication at home.

7. The speaker believes that English will no longer be the main language used in international settings.

8. The speaker believes that English will replace other languages.

Using Your Notes

A "Paraphrase" means to retell something in your own words. Work with a partner. Take turns paraphrasing ideas from the lecture. State at least three reasons for and three reasons against the view that English is a global language. Use the sentence and phrases below to begin your statements.

There are many reasons why English should (should not) be considered a global language. First . . . Second . . . Third . . .

B Work with a partner or in small groups and answer the questions below. If you can't answer a question, review your notes.

1. What does the speaker mean by "global language"?

2. The speaker mentions many situations in which English is used. Name four situations.

3. What are two reasons given to argue that English is not a global language?
C Look at the Note-Taking Tips below. Did you use them when you took notes? How can you improve your notes the next time you listen to a lecture?

Note-Taking Tips
- Identify main ideas
- Use signal words to organize your notes

D Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.

Projects

1. Answer the questions below. Then work in pairs or small groups. Ask each other these questions and compare your ideas.

a. Why are you studying English?

b. In what situations do you need or will you need English?

c. What jobs in your country require English?

d. Can you think of a situation in which knowing English better would have helped you? What happened?

e. In your own words, what does it mean to say that English is a global language?
2. Many languages have borrowed words from English. Use the Internet, dictionaries, or magazines to research words and phrases in your language or another language that are borrowed from English. Complete the chart, and compare your charts in a small group. Do the borrowed words have anything in common?

<table>
<thead>
<tr>
<th>Word or Phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Using Your Notes

- There are reasons why English is considered a global language.

Work together with your partner to answer the following questions. If you don’t answer a question, review your notes.

1. What does the speaker mean by “global language”?

2. The speaker mentions many situations in which English is used. Name four situations.

3. What are two reasons given to argue that English is not a global language?
High Anxiety: Phobias

Topic Preview

Work in small groups. Discuss the questions below.

1. Some people have phobias, fears of particular things and situations. The person in the first picture has agoraphobia, the fear of open spaces. The person in the second picture has arachnophobia, the fear of spiders. Why do you think people have phobias?

2. What are some other objects or situations that people are afraid of? Complete the sentences below.
   a. Two objects or situations that people are afraid of are . . .
   b. Something I am afraid of is . . .
   c. Something someone in my family is afraid of is . . .
Vocabulary Preview

A The boldfaced words below are from a lecture about phobias. Read each sentence. Guess the meaning of the boldfaced words. Work with a partner to find a synonym or a phrase that has the same meaning as the boldfaced words.

1. The researcher’s **objective** was to find out why some people are afraid of the dark.

2. He studied **psychology** in college because he was interested in human behavior.

3. His reaction to the dark was **extreme**. He would scream and cry as soon as the lights went off.

4. Despite the doctor’s help, Thomas couldn’t be **rational** when he saw a snake. He was too afraid to think clearly.

5. Roberto tried not to **display** his anger, but his face got very red and his eyes bulged.

6. Psychologists usually combine different ways to **treat** a psychological problem. For example, they may use both medication and psychotherapy.

7. Shaking and a rapid heartbeat are two common **characteristics** of people who are scared.

8. After the man **developed** acrophobia, he could no longer climb ladders or go across bridges.

9. It is **normal** for people to be slightly afraid of something; no one is fearless.

10. The doctor **classified** the patients by the seriousness of their problems, ranging from mild to severe.

B Match each word with its definition.

<table>
<thead>
<tr>
<th></th>
<th>1. objective</th>
<th>2. psychology</th>
<th>3. extreme</th>
<th>4. rational</th>
<th>5. to display</th>
<th>6. to treat</th>
<th>7. characteristics</th>
<th>8. to develop</th>
<th>9. normal</th>
<th>10. classified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. special features that someone or something has</td>
<td>b. very unusual or unreasonable</td>
<td>c. the scientific study of the mind and how it works, and how mental problems can be treated</td>
<td>d. put into categories or groups</td>
<td>e. something you are working hard to achieve; goal</td>
<td>f. able to think clearly and make good decisions; sensible</td>
<td>g. to clearly show a feeling, attitude, or quality</td>
<td>h. usual, typical, or expected</td>
<td>i. to grow or change into something bigger or more advanced</td>
<td>j. to give someone medical attention for a sickness or injury</td>
</tr>
</tbody>
</table>
The boldfaced words below are also from the lecture. Work with a partner.

Student A: Read sentences 1–5 aloud to your partner.

Student B: Cover column A and fill in the blanks with the prepositions you hear. Then change roles for sentences 6–10.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A phobia may be a symptom of another problem.</td>
<td>1. A phobia may be a symptom of another problem.</td>
</tr>
<tr>
<td>2. She watched her father react to the dog.</td>
<td>2. She watched her father react to the dog.</td>
</tr>
<tr>
<td>3. Here are two theories about the causes of phobias.</td>
<td>3. Here are two theories about the causes of phobias.</td>
</tr>
<tr>
<td>4. Her phobia was caused by something she saw.</td>
<td>4. Her phobia was caused by something she saw.</td>
</tr>
<tr>
<td>5. She was injured by a dog.</td>
<td>5. She was injured by a dog.</td>
</tr>
<tr>
<td>6. She is afraid of cats.</td>
<td>6. She is afraid of cats.</td>
</tr>
<tr>
<td>7. Here are two theories about phobias.</td>
<td>7. Here are two theories about phobias.</td>
</tr>
<tr>
<td>8. She learned to be afraid by watching her parents’ reaction.</td>
<td>8. She learned to be afraid by watching her parents’ reaction.</td>
</tr>
<tr>
<td>9. He had an extreme reaction to high places.</td>
<td>9. He had an extreme reaction to high places.</td>
</tr>
<tr>
<td>10. Some psychologists are interested in the causes of phobias.</td>
<td>10. Some psychologists are interested in the causes of phobias.</td>
</tr>
</tbody>
</table>

Taking Better Notes

Noting Key Words

There are different ways a speaker lets you know you are about to hear a key word of the lecture. A speaker may do one of the following things to let you know when you are hearing a key word. These are called cues.

- pause
- slow down
- spell out the word
- speak more loudly
- repeat the word
- speak more softly
A speaker may also use the following signal phrases to introduce a key word or to explain it.

*There are (two theories)*

*One (example) is called . . . *

*Let's look at what a . . . is*

*By this I mean*

**Read the excerpt from a lecture about psychology below. Underline three signal phrases for key words.**

As you know, psychology is the study of human behavior. There are many branches of psychology. One branch is called clinical psychology. Clinical psychologists work to understand mental problems. By this I mean problems such as phobias and depression. Then they try to find the best ways to treat these problems.

**Work with a partner. Take turns reading the excerpt out loud. Try to use one or more of the cues on page 19 to signal the key words.**

Here are notes based on the excerpt above. Notice how key words are explained.

| Psychology: | study of human behavior |
| Clinical psychology: | branch that deals with mental problems. Ex. Phobias |
| Clinical psychologist: | tries to understand and treat mental problems |

When you listen to a lecture, note the key words you hear. Try to explain key words so that you will remember why they are important.
Listening to the Lecture

Before You Listen

You will hear a lecture about phobias. Why do you think some people are very afraid of certain things? Write two possible reasons below.

1. 

2. 

Listening for Main Ideas

A Close your book. Listen to the lecture and take notes.

B Use your notes and check (✓) the ideas below that were mentioned in the lecture.

1. Psychology is a very popular field of study.

2. Phobias are actually a fairly common psychological problem.

3. Unlike a normal fear, a phobia is an extreme fear.

4. People with phobias often have strong physical reactions.

5. A defining characteristic of a phobia is that the reaction is difficult to control.

6. People with phobias are usually afraid to go to doctors.

7. Phobias can only be learned.

8. Being attacked by a dog can cause a phobia of dogs.

9. Some phobias reflect more serious underlying problems.

10. Psychologists have not found a successful treatment for phobias yet.
Listening for Details

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

B Use your notes. Write the letter of the phrase that best completes each statement.

1. The speaker's brother avoided ______.
   a. work at a pet store
   b. you can guess the phobia by its name
   c. not participate in sleep research
   d. using a computer
   e. for months or years
   f. have a more serious problem

2. If you know Greek or Latin, ______.
   a. work at a pet store
   b. you can guess the phobia by its name
   c. not participate in sleep research
   d. using a computer
   e. for months or years
   f. have a more serious problem

3. Phobias can last ______.
   a. work at a pet store
   b. you can guess the phobia by its name
   c. not participate in sleep research
   d. using a computer
   e. for months or years
   f. have a more serious problem

4. A person with cynophobia shouldn't ______.
   a. work at a pet store
   b. you can guess the phobia by its name
   c. not participate in sleep research
   d. using a computer
   e. for months or years
   f. have a more serious problem

5. Someone with hypnophobia would probably ______.
   a. work at a pet store
   b. you can guess the phobia by its name
   c. not participate in sleep research
   d. using a computer
   e. for months or years
   f. have a more serious problem

6. A girl who shakes whenever she sees a dog ______.
   a. work at a pet store
   b. you can guess the phobia by its name
   c. not participate in sleep research
   d. using a computer
   e. for months or years
   f. have a more serious problem

7. A person can develop a phobia by ______.
   a. work at a pet store
   b. you can guess the phobia by its name
   c. not participate in sleep research
   d. using a computer
   e. for months or years
   f. have a more serious problem

8. Someone with aerophobia would not ______.
   a. work at a pet store
   b. you can guess the phobia by its name
   c. not participate in sleep research
   d. using a computer
   e. for months or years
   f. have a more serious problem

9. Someone with a fear of the dark may ______.
   a. work at a pet store
   b. you can guess the phobia by its name
   c. not participate in sleep research
   d. using a computer
   e. for months or years
   f. have a more serious problem

10. The objective of psychologists who follow the second theory is ______.
    a. work at a pet store
    b. you can guess the phobia by its name
    c. not participate in sleep research
    d. using a computer
    e. for months or years
    f. have a more serious problem
Using Your Notes

A Read your notes. Did you write down key words and phrases? Did you explain them? Imagine that a classmate has missed a class. He asked you to give him notes from the lecture. Work with a partner to prepare complete and clear notes for him. Use the headings in the notes below to help you.

<table>
<thead>
<tr>
<th>Psychological problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>definition:</td>
</tr>
<tr>
<td>examples:</td>
</tr>
<tr>
<td>Phobia</td>
</tr>
<tr>
<td>definition:</td>
</tr>
<tr>
<td>three characteristics:</td>
</tr>
<tr>
<td>examples:</td>
</tr>
<tr>
<td>Causes</td>
</tr>
<tr>
<td>first theory:</td>
</tr>
<tr>
<td>second theory:</td>
</tr>
<tr>
<td>Treatment</td>
</tr>
<tr>
<td>first theory:</td>
</tr>
<tr>
<td>second theory:</td>
</tr>
</tbody>
</table>

B Work with a partner or in small groups and answer the questions below. If you can't answer a question, review your notes.

1. What is a phobia?
2. What are the three characteristics of a phobia?
3. How are phobias classified, or named? Give at least two examples of phobias mentioned in the lecture.
4. What are the two theories about why people have phobias? How are the treatments different?
C Work in small groups. Use your notes to reconstruct the lecture.

Note-Taking Tips
- Identify main ideas
- Use signal words to organize your notes
- Note and explain key words

D Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.

Projects

1. Read the paragraph. Then discuss the questions that follow in small groups.

   Agoraphobia is the fear of open spaces and public places. People with agoraphobia are often afraid of places where there are a lot of people. Most people with agoraphobia don't want to leave home. They are afraid to go outside. Sometimes the problem is so severe that people do not leave their homes for many years. Agoraphobia affects about one out of twenty people at some point in their lives. The most common time to develop agoraphobia is between ages eighteen and twenty eight. Agoraphobia can make it difficult to live a normal life.

   a. What are the characteristics of agoraphobia?
   b. List at least five public places and five activities that would be difficult for someone with agoraphobia.

<table>
<thead>
<tr>
<th>Places</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>train station</td>
</tr>
<tr>
<td></td>
<td>go to classes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
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</tbody>
</table>

   c. What would be a good job for someone with agoraphobia?
2. One treatment for phobias is called “systematic desensitization.” A person is placed in a series of situations. Each situation is a little bit closer to what the person is actually afraid of. The idea is that the person gradually learns not to feel afraid. For example, for someone with aerophobia a psychologist might first have the person look at an airline ticket, then look at pictures of airplanes, sit in an airplane, and finally take a short plane ride. Usually such a program has about eight steps.

Work with a partner. Use resource materials such as an encyclopedia or the Internet to learn more about “systematic desensitization.” Then, imagine that you are both psychologists working with someone who has a phobia of cats. How would you design a systematic desensitization program for your patient? Write the steps. You can also choose a different phobia.
TV: What We Watch

Topic Preview

Work in small groups. Discuss the questions below.

1. How many hours do you watch TV every week?
2. What types of TV shows do you like to watch?
3. Is there a show you watch regularly? What is it about? Why do you like it?
4. What shows are most popular with your family and friends?
Vocabulary Preview

A The boldfaced words below are from a lecture about television programs. Read each sentence. Circle the letter of the word or phrase that is closest in meaning to the boldfaced word.

1. Most Americans exceed twenty hours of TV viewing per week.
   a. avoid
   b. go over
   c. prevent

2. The number of TV shows that people have to choose from has expanded over the past few years.
   a. become more interesting
   b. become more complicated
   c. become greater

3. I am worried about your welfare because all you do is watch TV! You’re becoming lazy and unhealthy.
   a. resources
   b. well-being; happiness
   c. reading level

4. Many parents have begun to monitor the shows their young children watch.
   a. check
   b. forget
   c. contribute to

5. To quote Harding Lemay, former head writer from the soap opera Another World, “There is a great need in human beings for other humans’ stories.”
   a. to agree to
   b. to say his words
   c. to confuse

6. My friends and I are very loyal to this TV show. We never miss it.
   a. devoted
   b. concerned
   c. bored

7. With satellite TV we have so many options of TV shows to watch.
   a. activities
   b. lengths
   c. choices

8. Many viewers like soap operas because they feel a strong bond with the characters.
   a. behavior
   b. connection
   c. relative
9. These two game shows are so similar, I can't tell the difference!
   a. alike
   b. hard to understand
   c. fun to watch

10. Did you see the episode where Mary told André she had a new boyfriend and was leaving him?
   a. channel
   b. show
   c. character

B Fill in the blanks with the boldfaced words from Part A.

1. Major cable channels now __________ fifty in number.

2. TV writers want the audience to feel a(n) __________ with the characters.

3. We have a couple of __________ for tonight. We can see a movie or go to a club.

4. The librarians __________ every web site that the students use.

5. To __________ the weather forecaster, “There is an 80 percent chance of rain for tomorrow.”

6. The TV station __________ its sports programming because viewers wanted more baseball games.

7. My sister is so __________ to her favorite TV show, she won't do anything else when it's on!

8. That actor always plays __________ roles on TV. He always plays some kind of bad guy.

9. Some soap opera viewers worry about the __________ of the troubled characters.

10. Do you know what happened on yesterday's __________ of General Hospital? I didn't watch it.
The words in the chart are also from the lecture. Knowing the other forms of these words will expand your vocabulary. Work with a partner or use your dictionary to complete the chart. Not every blank can be filled.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>extension</td>
<td></td>
<td>extensive</td>
<td>extensively</td>
</tr>
<tr>
<td>definition</td>
<td>define</td>
<td></td>
<td>definitively</td>
</tr>
<tr>
<td>theme</td>
<td></td>
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<td>thematically</td>
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<tr>
<td></td>
<td>contribute</td>
<td>contributing</td>
<td></td>
</tr>
</tbody>
</table>

Taking Better Notes

Identifying Topics and Subtopics

In a lecture, there is at least one main topic and one or more subtopics. Subtopics are more specific subjects that fall under the main topic. For example, if the main topic is U.S. TV programs, two subtopics might be sports and news. There are signal phrases that can help you recognize main topics and subtopics. Look at the following examples:

*Today, we are going to talk about U.S. TV programs.* (main topic)

*What I want to focus on today is one form of popular TV show.* (subtopic)

*Today I'd like to talk about TV viewing.* (main topic)

*Specifically, evening programming.* (subtopic)
The following notes are from a lecture about U.S. TV programs. Notice how the subtopics are indented below the topics. Examples are indented below the subtopics.

U.S. TV Programs

Sports Programs
  * Highlights shows
    * Sportscenter

Evening Programs
  * Game shows
    * Who wants to be a millionaire?
  * Reality
    * Survivor

Work with a partner. Complete the notes on U.S. TV programs below with the topic and subtopics from the box.

<table>
<thead>
<tr>
<th>political news show</th>
<th>Daytime TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>soap operas</td>
<td>evening news show</td>
</tr>
</tbody>
</table>

News

(1) 

(2) 

(3) talk shows

(4) 

When you listen to a lecture, try to indent subtopics below topics. Add details or examples under the subtopics as well.
Listening to the Lecture

Before You Listen

You will hear a lecture about one type of TV show that is very popular. What type of show do you think will be mentioned? Circle your choice in the list below.

- game show
- sports news
- talk show
- drama
- comedy (sitcom)
- movie
- soap opera
- news

Listening for Main Ideas

A Close your book. Listen to the lecture and take notes.

B Use your notes to answer the questions below. Circle a, b, or c.

1. What does the speaker mean by “we live in a TV culture”?
   a. We all like the same shows.
   b. We have many choices of TV programs.
   c. Our attitudes are influenced by TV.

2. What does Cecelia Tichi say about watching TV?
   a. It is the main family activity.
   b. It lowers students’ grades.
   c. It causes family problems.

3. According to the speaker, what has technology done?
   a. It has caused our culture to decline.
   b. It has contributed further to our TV culture.
   c. It has proven that people love TV.

4. According to the lecture, why do people from different cultures all enjoy watching the same soap opera?
   a. They can’t wait to see what will happen to the characters next.
   b. People all over the world like to learn about different cultures.
   c. People all over the world understand the themes, or topics, that soap operas deal with.

5. What is another major reason given for the popularity of soap operas?
   a. Many people have money problems.
   b. People identify with the characters.
   c. People plan their schedules around them.

6. What do writers for soap operas and evening TV have in common?
   a. They use new and interesting characters in every show.
   b. They use unusual problems as themes.
   c. They try to create character loyalty.
Listening for Details

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

B Use your notes to complete the sentences below.

1. The speaker says some Americans watch TV for more than ____________ hours a day.

2. In *The Electronic Hearth*, Cecelia Tichi says people use TV to ____________ the outside world.

3. According to Cecelia Tichi, talking about popular TV programs at work or in school shows that we live in a ____________.

4. Two types of shows Nielsen Media Research has found to be very popular are ____________.

5. A defining characteristic of a soap opera is that the story ____________ day after day.

6. One difference between a telenovela and a U.S. soap opera is ____________.

7. One soap opera theme mentioned in the lecture is ____________.

8. The writers of *As the World Turns* had to wait until after Christmas to ____________.
Using Your Notes

Some information is missing from the notes below. Use your notes to complete them. Subtopics are indented below topics, and examples are indented below subtopics or in parentheses. After you complete the notes, work with a partner and retell as much of the lecture as you can using the topics, subtopics, and examples.

TV Viewing

(Ceceila Tichi)

Center of activity at home

(1)

Attitudes

what we eat, wear, talk about

Improved technology

Satellites increase viewing choices

(2)

Company that monitors popular shows ("Who Wants to be a Millionaire?" and "Survivor" very popular)

TV Dramas

Soap Operas, or telenovelas—Why so popular?

(family, love, money problems, health problems, etc.)

(3)

(Producers wouldn't let Bob Hughes get shot on Friday before Christmas Eve because viewers wouldn't enjoy holiday)

(4)

Writers for these shows develop character loyalty, too

Example:

(5)

(6)
Work with a partner or in small groups and answer the questions below. If you cannot answer a question, review your notes.

1. What does the phrase “we live in a TV culture” mean? Explain and give examples.

2. What are two characteristics of soap operas or telenovelas?

3. What reasons are given as to why this type of programming is so popular worldwide?

Read your partner’s notes. Give your partner one suggestion on how to improve his or her notes. Use the Note-Taking Tips to help you.

Note-Taking Tips
- Identify main ideas
- Use signal words to organize your notes
- Note and explain key words
- Create topic headings and indent subtopics

Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.

Projects

1. Read the excerpt. Then work in small groups. Discuss the questions below.

Researchers study which shows are the most popular. If someone asked you what TV shows are popular now, you would probably name the TV shows that you and your friends like. People often think that what they like must be what is popular. However, researchers have found that there are, in fact, big differences in what people like to watch. For example, in a survey done in the past by TN Media, a TV research company in New York City, African-American and Caucasian viewers were asked the question, “What are the top ten TV shows?” Black viewers and white viewers chose completely different shows; there were no shows that were on both lists. For example, the sitcom Seinfeld was voted number 2 by Caucasians but number 59 by African-Americans.

a. Why did TN Media conduct the survey? ____________________________

b. What were the survey results? ____________________________

c. What can you conclude from the survey results? ____________________________
2. Researchers collect data to help them answer questions they have. One way they collect data is by conducting a survey. First, they write survey questions. Then they ask the questions. The more people who answer the survey, the larger the database, and the more reliable the results. For example, if you wanted to know how popular sports shows are with your classmates, your results will be better if you talk to all your classmates, rather than to just two or three of them.

Work with a partner. Create a survey like the one below. Add two questions of your own. Ask each of your classmates all of the survey questions. Then work with a partner to analyze your information. What is the average number of hours of TV your classmates watch per week? What is the most popular TV show? Did you find any differences between the male and female students in your class? Report your findings.

<table>
<thead>
<tr>
<th>Name</th>
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</table>

<table>
<thead>
<tr>
<th>How many hours of TV do you watch each week?</th>
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<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What is your favorite show?</th>
</tr>
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<tbody>
<tr>
<td>------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who is your favorite character?</th>
</tr>
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<tr>
<td>---------------------------------</td>
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<table>
<thead>
<tr>
<th>Question:</th>
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<table>
<thead>
<tr>
<th>Question:</th>
</tr>
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</table>
Learning Differently

Topic Preview

Work in small groups. Discuss the questions below.

1. People have different learning styles. If you wanted to know how to program a new cell phone, what would help you most, watching a video, reading the directions, or trying to do it?

2. Some people have learning problems. What kind of learning problems are there?

3. What do you think special programs for students with learning problems might be like?
Vocabulary Preview

A The boldfaced words below are from a lecture about dyslexia. Read each sentence. Guess the meaning of the boldfaced words. Then work with a partner and find a synonym or phrase that has the same meaning as the boldfaced words.

1. People with learning problems must deal with challenges that others don't have to worry about.

2. She inherited her blue eyes from her parents. They both have blue eyes.

3. Expressing ideas is hard for him. He doesn't know what to say.

4. Scientists will present new research on dyslexia next month.

5. I know I need to pay attention to the class, but I just can't concentrate.

6. Jason and Jeffrey are identical twins. I can't tell them apart.

7. By testing him, the doctor confirmed the boy had problems reading.

8. When students have problems, schools should intervene to help them.

9. Mrs. Monroe always has a flexible lesson plan. She changes it often during the class.

10. Juan's attention would drift during the class. He would concentrate for a few minutes, but then look out the window again and again.

B Circle the letter of the phrase that best completes the sentence.

1. To deal with a challenge is to deal with something that is _____.
   a. painful
   b. difficult
   c. unusual

2. To inherit means _____.
   a. to get from a parent
   b. to try hard
   c. to get ahead

3. Another way to say expressing is _____.
   a. loading
   b. communicating
   c. seeing

4. If you present an idea, you _____.
   a. throw it
   b. swing it
   c. give it
5. To **pay attention** means to _____.
   a. concentrate
   b. wash
   c. read

6. If two things are **identical**, they are _____.
   a. the same
   b. interesting
   c. convenient

7. If you **confirm** something, you ____ it is true.
   a. call
   b. prove
   c. collect

8. Another way to say **intervene** is _____.
   a. increase
   b. rise
   c. get involved

9. The opposite of **flexible** is _____.
   a. rigid
   b. large
   c. wide

10. When something **drifts**, it _____.
    a. gets darker
    b. stops
    c. moves

C There are prefixes that change a word's meaning to its negative. Work with a partner. Circle the words that use a negative prefix. Check your work in a dictionary.

| unimportant | unappetizing | estimate |
| nonstandard | reconsider   | inattentive |
| illustrate  | individual   | illiterate |
| nonvisual   | transport    | inherit    |
| reconfirm   | incorrectly  | genetic    |
Taking Better Notes

Identifying Supporting Details

In addition to main ideas, you need to recognize supporting details and examples. Here are some signal phrases a speaker might use to link a supporting detail or example to the main idea.

For example, . . .  It means . . .
This means . . .  Here are a few examples of . . .
In other words, . . .  Let me explain this further . . .
By this I mean, . . .  In addition, . . .
One type is . . .  Another way is . . .

Read the excerpt below. Underline the four phrases that link a supporting detail to the main idea.

There are a variety of learning problems. One type of learning problem is motor problems. By motor problems I mean difficulty with movement. This is a physical problem; in other words, the child has difficulty physically holding the pencil and moving it across a piece of paper. Children like this often benefit from occupational therapy. This means therapy in which they learn how to hold a pencil and write with it.

One way to note supporting details is to write the main idea, then write the supporting details on the line below. Here are notes from a lecture about learning problems. Notice how supporting details are listed below the main idea.

People with learning problems don't do well in school.

- motor problems: difficulty with movement
- attention problems: difficulty focusing on topic
- memory problems: difficulty remembering what
- teacher says
- communication problems: difficulty saying the words

When you listen to a lecture, try to note supporting details and examples below the main ideas.
Listening to the Lecture

Before You Listen

You will hear a lecture about dyslexia. Dyslexia means "difficulty with words and language." List two ways school could be difficult for a child with dyslexia.

Example: It would be hard to read books.

1. 

2. 

Listening for Main Ideas

A Close your book. Listen to the lecture and take notes.

B Use your notes to answer the questions below. Circle a, b, c, or d.

1. What is one main idea that the speaker presents?
   a. Most boys are thought to have dyslexia.
   b. Dyslexic children can have a range of problems.
   c. Dyslexic children can learn as well as other children.
   d. Children can have difficulty with colors.

2. What does the speaker say is often true about dyslexic children?
   a. They are not considered to be as intelligent as other children.
   b. They are not as intelligent as other children.
   c. They perform better in school than other children.
   d. They attend school less often than other children.

3. Why is there no definition of dyslexia that is accepted by everyone?
   a. Dyslexia is not very common.
   b. Not everyone who is dyslexic has the same problems.
   c. Researchers disagree on the causes of dyslexia.
   d. Teachers disagree about what dyslexia is.

4. What is the main reason people with dyslexia have learning problems?
   a. They don't try as hard in school as other people do.
   b. Their brains work differently from other people's.
   c. They have trouble paying attention.
   d. They have trouble reading.

5. Which of the following best describes how Dr. Levinson compares the brain to a TV set?
   a. It has many channels to choose from.
   b. You need to change the channels to tune them in.
   c. The channels must be tuned in correctly to work right.
   d. You need to turn it on for it to work.
6. What can teachers do to help dyslexic children learn?
   a. Have students work alone on computers.
   b. Send them to special schools for people with low intelligence.
   c. Be flexible about how they teach.
   d. Teach only what the dyslexic student wants to study.

Listening for Details

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

B Use your notes. Write the letter of the phrase that best completes each statement.

   1. An example of a learning problem
      a. are considered dyslexic.
      b. have a parent who has dyslexia.
      c. dyslexia may not be a visual problem.
      d. is not being able to express ideas in words.
      e. he or she has trouble reading.
      f. is an example of flexibility in the classroom.
      g. control concentration and energy levels.
      h. can't receive signals correctly.

   2. Research on matching sounds and letters shows that

   3. Ten percent of children

   4. About 85 percent of dyslexic children

   5. Dyslexics have difficulty because their “computer chips”

   6. If a child cannot receive the signals on a page.

   7. Dr. Levinson believes our “computer chips”

   8. Students taking tests orally, not in writing

Using Your Notes

The speaker does not always state the ideas directly as facts, but instead sometimes gives information that you use to make conclusions. When you figure something out without being given all the information, you are making an inference. For example:

Your classmate says: “Carlos always comes to school on time. He’s late today.”
You can make the inference that something must have happened to Carlos.
A Work with a partner. Use your notes to decide which statements are facts and which statements can be inferred from the lecture. Write F (fact) or I (inference).

1. People with dyslexia may be less successful at work.
2. Some dyslexic children have difficulty paying attention in school.
3. Dyslexic children don’t like school as much as other children.
4. Dyslexia is one common cause of learning problems.
5. A dyslexic child who has trouble concentrating shouldn’t listen to music while studying.
6. A dyslexic child is likely to have at least one dyslexic parent.

As you work with your partner, you may find that you don’t agree on what the speaker said. This could happen for two reasons:

* one of you didn’t write the information down correctly.
  OR
* one of you made an inference about what the speaker said and the other didn’t.

Look at your notes to find information to support your answers.

B Work with a partner or in small groups. If you can’t answer a question, review your notes.

1. What are three examples of problems dyslexic children might have?
2. Why do dyslexic children often have difficulty in school?
3. What is Dr. Levinson’s theory about what causes dyslexia?

C Look at the Note-Taking Tips below. Did you use any of them when you took notes? How can you improve your notes the next time you listen to a lecture?

**Note-Taking Tips**

- Identify main ideas
- Use signal words to organize your notes
- Note and explain key words
- Create topic headings and indent subtopics
- Note supporting details below main ideas

D Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.
1. Read the paragraph below. Then complete a and b on page 44.

New research shows that there are differences in dyslexia between languages. Scientists have compared the reading ability of dyslexics in England, France, and Italy. They found that dyslexics in Italy can, in general, read better. The current theory is that this is because there are only 33 combinations of letters to spell out the 25 sounds, or phonemes, in Italian. The brain does not have to make as many connections when reading Italian as it does when reading English. When hearing a word in Italian, it is very easy to know from the sounds how it is written. In contrast, English has 1,120 different ways to spell its 40 phonemes. English has borrowed words from many languages, and you cannot always tell from the sounds how a word is written. This is one reason reading can be a challenge for dyslexic speakers of English.
a. Work with a partner. Take turns reading the words below aloud. Identify the common sounds you hear in each word group. What letters are used to spell that sound? Underline those letters in each word. Use a dictionary to look up unfamiliar words. Can you think of other examples for each group? Add them to the chart.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>brain</td>
<td>cat</td>
<td>youth</td>
</tr>
<tr>
<td>enough</td>
<td>neighbor</td>
<td>book</td>
<td>mule</td>
</tr>
<tr>
<td>telephone</td>
<td>pay</td>
<td>characteristic</td>
<td>school</td>
</tr>
<tr>
<td>philosophy</td>
<td>rein</td>
<td>computer</td>
<td>tune</td>
</tr>
<tr>
<td>finger</td>
<td>laid</td>
<td>charisma</td>
<td>foolish</td>
</tr>
<tr>
<td>rough</td>
<td>stay</td>
<td>concentrate</td>
<td>blue</td>
</tr>
<tr>
<td>phony</td>
<td>grade</td>
<td>mistook</td>
<td>rule</td>
</tr>
<tr>
<td>confirm</td>
<td>lazy</td>
<td>control</td>
<td>spoof</td>
</tr>
</tbody>
</table>

b. How many different spellings did you find for each sound? Can you understand why reading can be difficult for dyslexic speakers of English? Explain.

2. Ron Davis has written a book called *The Gift of Dyslexia*. He thinks people with dyslexia should be treated as special. He says that they learn differently but that this is a good thing. He says people with dyslexia have many positive points: They are creative, intuitive, and talented in art, music, drama, and engineering.

Albert Einstein and Leonardo da Vinci were both very talented people who were dyslexic. Use encyclopedias, the Internet, or other resource materials to find specific examples of what they did. Write a paragraph and bring it to the next class.
History

Immigration: Bound for the United States

Topic Preview

Work in small groups. Discuss the questions below.

1. Why do you think people from so many countries live in the United States?
2. Would you ever consider immigrating to another country? If so, where would you move to and why?
3. Are there immigrants in your country? Where do they come from originally? Why did they immigrate?
A The boldfaced words are from a lecture about immigration to the United States. Read each sentence. Guess the meaning of the boldfaced words. Then work with a partner to find a synonym or a phrase with the same meaning as the boldfaced words.

1. His move to the city is **permanent**. He doesn’t plan to live in his family’s village again.

2. Is this a **voluntary** move, or do you have to go?

3. People with serious health problems were **prohibited** from entering the United States. They were unable to get a visa.

4. In colonial times, many people did not **survive** because life was so difficult.

5. The immigration laws **allowed** only a certain number of people to enter the United States.

6. They are living here **indefinitely**. They don’t plan to go back to their country.

7. Some people from small towns can’t **adjust** to living in a big city.

8. The Statue of Liberty is a **symbol** of freedom and a new life.

9. Some visitors are surprised by the **diversity** of people living in New York. People from so many different countries come to live there.

10. If you have a **contract** to work with a U.S. employer, you can get a work visa.

B Complete each sentence with the correct word from each list.

1. contract symbol adjust diversity

   a. A picture or object that represents an idea or organization is an (n) ____________.

   b. To make small changes in order to feel comfortable is to ____________.

   c. A written agreement between two people or companies that says what each side must do is called an (n) ____________.

   d. ____________ means a range of different people or things.

2. prohibited allowed indefinitely

   a. ____________ means given someone permission to do something.

   b. When something is ____________, it is officially not permitted.

   c. ____________ means for a period of time without an arranged end.
3. permanent voluntary survive

a. __________ means done willingly without being forced or paid.
b. To continue to live after an accident or difficulties is to __________.
c. __________ means continuing to exist for a long time or for all time.

An analogy is two pairs of words that are related in a particular way. Here is an example of two pairs of words that are related as opposites.

1. *emigrate* : *immigrate*

*Emigrate* means to leave a country.

*Immigrate* means to move to a country.

2. *exit* : *enter*

*Exit* means to leave a place.

*Enter* means to come into a place.

To read this analogy out loud, say, "*Emigrate* is to *immigrate* as *exit* is to *enter*." This means the pairs of words have the same relationship.

C Circle the letter of the words that are related as opposites. Then practice reading the analogies aloud.

1. big : little
   a. strong : tough
   b. tall : short
   c. hard : straight

2. difficult : easy
   a. easy : simple
   b. rough : flat
   c. forced : voluntary

3. survive : die
   a. grow : wither
   b. frown : sad
   c. call : clinging

4. allow : prohibit
   a. give : push
   b. let : prevent
   c. display : show

5. permanent : temporary
   a. definite : uncertain
   b. final : end
   c. remove : take
Taking Better Notes

Using Columns to Note Dates and Numbers

A lecturer may give dates, numbers, or percentages. As you listen to the lecture, it may be helpful to write down dates and numbers and to include a key word or phrase about these dates and numbers. Otherwise, when you review your notes, you will not remember why these dates and numbers are important. More importantly, you may not be able to reconstruct the main ideas of the lecture.

One way to note dates and numbers is to make columns. Write the number in the left column and the key word or phrase in the right column. Here are notes from a lecture about immigration.

<table>
<thead>
<tr>
<th>1492</th>
<th>Columbus reached the West Indies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,000</td>
<td>Number of people living in New York at that time</td>
</tr>
<tr>
<td>26%</td>
<td>Immigrants from Europe</td>
</tr>
</tbody>
</table>

Read the lecture excerpt below. Take notes on this information using columns. Then work with a partner and compare your notes.

According to the 2000 Census, the U.S. population was estimated to be about 285 million people. This was 11 million more than what the population was estimated at in 1990. It was also estimated that about 17.3 million jobs were created between 1994 and 2000. Many of these jobs were filled by immigrants, according to the U.S. government.

When you listen to a lecture, try to use columns to note dates and numbers. Write down key words to explain the dates and numbers.
Listening to the Lecture

Before You Listen

You will hear a lecture about various groups of people who immigrated to the United States. Do you know anyone who did this? Why do you think they immigrated? Write your ideas on the lines below.

Example: I know people came from China to work in California.

Listening for Main Ideas

A Close your book. Listen to the lecture and take notes.

B Use your notes to answer the questions below. Circle a, b, or c.

1. What happens during an immigration wave?
   a. Someone leaves home for economic reasons.
   b. Many people immigrate at once.
   c. Immigration laws are passed.

2. What was one difference between the first and second immigration waves?
   a. The immigrants were mostly from Europe during the first wave, but not the second.
   b. The United States had laws to control the total number of immigrants during the second wave, but not the first.
   c. The immigrants were looking for new opportunity only in the second wave.

3. According to the speaker, why do most people immigrate?
   a. to escape war
   b. to escape dangerous weather conditions
   c. to improve their economic or social situation

4. According to the lecture, what was the main purpose of the quota system?
   a. to restrict the total number of immigrants allowed into each state
   b. to restrict the number of immigrants per year from each country
   c. to restrict the number of immigrants from European countries each year

5. What did it mean to call the United States a “melting pot”?
   a. Cultural diversity was important.
   b. Immigrants were expected to give up their own traditions.
   c. Immigrants were restricted from entering.
6. What was the main difference between the second and third immigration waves?
   a. the number of people who immigrated
   b. the reasons the people immigrated
   c. the kinds of work immigrants did

Listening for Details

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

B Use your notes to complete the sentences below.

1. The colonial period, the _________ immigration wave, was in the _________ century.

2. In the _________, laws to control immigration were passed for the first time.

3. Ellis Island opened in _________. About _________ million people entered through there before it was closed in _________.

4. The U.S. Congress passed a quota system in _________. An example of a quota is _________ from _________ per year.

5. Beginning in 1965, the total number of people allowed in each year was _________.

6. Many people in the first wave were from _________. Most people in the second wave were from _________. Most people in the third wave were from _________.

7. The Immigration Act of 1990 changed the limit each year from _________ to _________ . The actual number of immigrants has been closer to _________.

8. Strong Korean-American and Japanese-American communities are examples of how the melting pot ideal has been replaced with the ideal of _________.

50 Unit 6
Using Your Notes

A How many dates or numbers have you written in your notes? Do you know why you wrote each date or number? Exchange notes with a classmate. Take turns asking each other questions about the dates and numbers in your notes. Use the underlined phrases below in your questions.

*What happened in (1911)?*

*When did (Ellis Island open)?*

*How many people entered the United States (between 1840 and 1920)?*

*What is (290,000)?*

*Why did the government change the quota?*

B Work with a partner or in small groups. If you can’t answer a question, review your notes.

1. How many immigration waves are mentioned?

2. Give three characteristics of each wave. Include when it occurred, where the people came from, and specific reasons why they immigrated at that time.

3. Name four important immigration laws that were passed. Why were they important?

C Work in small groups. Use your notes to orally reconstruct the lecture, or describe it in detail.

Note-Taking Tips

- Identify main ideas
- Use signal words to organize your notes
- Note and explain key words
- Create topic headings and indent subtopics
- Note supporting details below main ideas
- Make columns to note dates and numbers

D Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.
Projects

1. a. Read the information and the questions below. Then do the role plays that follow.

Ellis Island, in New York Harbor, was an important entry point for people entering the United States. Most people were nervous as they came to Ellis Island. They wanted to start a new life in the United States, but they didn't know if they would be allowed to stay. They had to pass medical examinations and mental tests, as well as answer many questions. On the ship on the way to America, passengers were asked a list of questions. Then, when they arrived at Ellis Island, they were asked the same questions again. The inspectors wanted to see if their answers were the same. Some of the questions the immigrants were asked appear in the questionnaire below.

1. What is your name?
2. How old are you?
3. Are you single or married?
4. What is your occupation?
5. Can you read and write?
6. What is your nationality?
7. Where do you plan to live in the United States?
8. Do you have relatives in the United States? Where?
9. Are you healthy?
10. Do you have money with you? How much?
11. Have you ever been in prison?
b. Role Play: Work with a partner.

Student A: You are an inspector at Ellis Island. Ask the immigrant (Student B) the questions on the form on page 52.

Student B: You are an immigrant who recently arrived at Ellis Island. Answer the questions the inspector (Student A) asks. You can use real information about yourself, or decide to be someone else.

2. Many governments want to know the total number of people living in their country and the countries of origin of recent immigrants. Every ten years, the United States conducts a census. This means the government counts the number of people living in the United States.

Use resource materials such as the Internet or an almanac to find data from the U.S. census. Choose two censuses from those taken between the years 1850 and 2000; for example, the 1870 census and the 1910 census. For each of these censuses, find out the number of people living in the United States who were born in the United States, and the number born elsewhere. For each census, what percentage of the total population was made up of immigrants? Compare the two censuses. You can also use data from the censuses of a different country. Use the chart to record your findings.

<table>
<thead>
<tr>
<th>Year</th>
<th>Census Total</th>
<th>People Born in the United States</th>
<th>% of Total</th>
<th>People Born Elsewhere</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Note: The chart is not filled in as there are no specific numbers mentioned in the text.
Who's Calling the Shots?

Topic Preview

Read the list of qualities below. How important is each quality for being a good manager? Rate the importance of each quality from 1 (very important) to 5 (not important).

A good manager

_____ is a good listener.  _____ tells the employees what to do.

_____ tries to make work fun.  _____ encourages employees to share ideas.

_____ laughs a lot.  _____ expects employees to try their best.

_____ admits mistakes.  _____ uses employees' ideas to make decisions.

_____ comes to work early and leaves late.

_____ tells the employees when they do a good job.

Now work in small groups to compare your answers.
Vocabulary Preview

The boldfaced words below are from a lecture about business management. Write the word or phrase that is closest in meaning to the boldfaced word in each sentence.

1. is the basis of technique or method thinks something is important
   a. She has a good management *style*. She is an effective leader. ____________
   b. What *underlies* good decisions? ____________
   c. A good boss *values* her employees and their work. ____________

2. point of view helps steady or unchanged
   a. It's a manager's job to do what *benefits* the company. ____________
   b. He liked having a *stable* job. He worked at the same company for thirty years. ____________
   c. His *perspective* on the problem was very different from mine because he had much more experience than I did. ____________

3. tasks or duties change set up or started
   a. She has many *responsibilities* at her new job. ____________
   b. The company *organized* a training program for new employees. ____________
   c. The manager needed to *modify* his strategic plan; he made some adjustments. ____________

4. correct model or example necessary
   a. Like air and water, sleep is *vital* for all people. ____________
   b. The company's managers follow the new *paradigm* in management training. ____________
   c. The manager needed an *accurate* picture of the problem in order to find a solution. ____________
Fill in the blanks with the boldfaced words from Part A.

1. The company treats its employees well and ________ their work.
2. The manager said the meeting was ________, and we all were required to go.
3. One of Pam's ________ is to check her boss's e-mail.
4. His poor management ________ caused many problems in the office.
5. There has been a change in business ________ because of the Internet.
6. The office was ________ in a new way. This caused some confusion for employees until they became accustomed to the changes.
7. I like your ________ on the situation. You have a good understanding of what the issues are.
8. I need a(n) ________ job. I've changed jobs three times in three years!
10. The company chose the health plan that ________ the employees the most.
11. We have to ________ the schedule. What do you think we can change?
12. The manager heard too many different opinions to be able to get a(n) ________ idea of what the employees wanted.

The following are verbs from the lecture that can be used with the prefix re-. The prefix re- means "again." It is added to a verb to indicate that something is done again.

Example: "To rethink" (the problem) means "to think about (the problem) again."
Work with a partner or use your dictionary to check your understanding of these words.

organized modify consider approach gaining

Now read the sentences. Rewrite the sentences, replacing the underlined phrases with re- + the verb in parentheses.

Example: The company needed to consider its marketing plan more. (think)

   The company needed to rethink its marketing plan.

1. We arranged the office in a new way again. (organized)

2. Do you think it’s necessary to change the schedule again? (modify)

3. I guess we need to think more about who will do each task. (consider)

4. The managers decided they needed to look at the company goals from a new angle. (approach)

5. The company is getting the team feeling back. (gaining)

Taking Better Notes

Using Symbols and Abbreviations

It is important to be able to take notes quickly. One technique that will help you is to use symbols and abbreviations. Here are some common symbols and abbreviations that you can use to take notes:
<table>
<thead>
<tr>
<th>Symbol or Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.</td>
<td>for example</td>
</tr>
<tr>
<td>etc.</td>
<td>additional persons or things</td>
</tr>
<tr>
<td>i.e.</td>
<td>in other words</td>
</tr>
<tr>
<td>&amp;</td>
<td>and</td>
</tr>
<tr>
<td>↑</td>
<td>to go up OR increase</td>
</tr>
<tr>
<td>↓</td>
<td>to go down OR decrease</td>
</tr>
<tr>
<td>#</td>
<td>amount or number of</td>
</tr>
<tr>
<td>=</td>
<td>is OR equals</td>
</tr>
<tr>
<td>→</td>
<td>causes OR results in</td>
</tr>
<tr>
<td>x</td>
<td>number of times</td>
</tr>
</tbody>
</table>

Read the notes from a lecture about good employees. Circle the symbols and abbreviations that are used. Then work with a partner. Take turns making complete statements about the characteristics of a good employee, based on the notes.

Characteristics of a good employee:
* loyal e.g. stays at same company long time
* determined i.e. tries her best
* hardworking = works overtime $2x - 4x/week$
* productive $→$ ↑product line & # customers

When you listen to a lecture, try to use symbols and abbreviations. You can use any abbreviations you want as long as you can understand your notes later. For example, rather than writing manager, you can write mgr.
Listening to the Lecture

Before You Listen

You will hear a lecture about a new manager in an office. What are two problems a new manager might have with the employees? Write your ideas below.

1. 

2. 

Listening for Main Ideas

A Close your book. Listen to the lecture and take notes.

B Use your notes to answer the questions below. For each question, circle the letters of the two best answers.

1. According to the speaker, what is true about current management styles?
   a. What the manager says, goes.
   b. There is an emphasis on employee relations.
   c. There is a focus on team building.

2. What are two reasons given for why team building is important?
   a. Employees need to feel valued.
   b. Some employees don't like older managers.
   c. Employees need to help each other do their best work.

3. Why was it important for the new manager to meet with the employees?
   a. They need time to learn to work harder.
   b. It gives them the chance to share their ideas.
   c. It tells the employees that their perspectives are important to her.

4. Why does the speaker emphasize the type of questions the manager asks?
   a. to show that the manager is focusing on employee relations
   b. to show that the manager is focusing on the work itself
   c. to focus us on what the manager is like

5. What are two important messages that the manager sends to her employees by making changes after the meeting?
   a. She is human and can admit her mistakes.
   b. Sometimes change for the sake of change is good.
   c. She is in charge but values what they say.

6. What was the manager's team-building plan based on?
   a. having many employee picnics
   b. employees sharing perspectives
   c. solving problems
FROM: R. Gomez  
TO: ABC Marketing Department  
SUBJECT: Office Meeting

There will be a meeting tomorrow at 9:00 a.m. in the conference room. This meeting will give us the chance to discuss our concerns about recent office changes.

Listening for Details

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

B Use your notes to decide if the statements are true or false. Write T (true) or F (false). Correct the false statements.

1. The new manager’s changes made it easier for Mrs. Parks to do her job. T/F

2. In the end, the manager decided the employees just needed to adjust to the new office organization. T/F

3. According to the speaker, a good manager should let employees share their perspectives. T/F

4. A strong manager tells each employee what to do. T/F

5. The manager recognized the importance of a stable group of employees. T/F

6. “Do you like the way I treat you?” is an example of a question the manager might ask. T/F

7. Giving employees questions in writing may make it easier for some people to share their ideas. T/F

8. The manager is willing to change the office back to the way it was before because she realizes that she may have made some mistakes. T/F
9. The manager believes “change for the sake of change” is always good.

10. The speaker believes that the attitudes about employees and managers reflected in the manager’s plan started in the United States.

Using Your Notes

A Read your notes. Make sure that you can understand all of your symbols and abbreviations. Check to see if your notes include the following information:

- what team building is
- why it is important
- what the new manager communicates by the decisions she makes
- the three parts of the team-building plan presented in the lecture, and what ideas the plan is based on
- the reasons for each part of the plan

B Work with a partner. Use your notes and take turns paraphrasing the information listed in Part A. Then exchange notes. Add to your partner’s notes and make corrections you think are needed. Read the changes your partner made. Ask about any changes you don’t understand.

C Look at the Note-Taking Tips below. Did you use any of them when you took notes? How can you improve your notes the next time you listen to a lecture?

Note-Taking Tips

- Identify main ideas
- Use signal words to organize your notes
- Note and explain key words
- Create topic headings and indent subtopics
- Note supporting details below main ideas
- Make columns to note dates and numbers
- Use symbols and abbreviations

D Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.
Projects

1. a. Read the following statements. Decide if you agree, disagree, or think it depends on the situation. Put a check (√) in the correct box. Discuss your answers in a small group.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>It Depends (Explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must work hard to succeed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A good employee always does what is best for the company.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can change something you do not like.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and friends are more important than work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s all right to change jobs to get higher pay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees shouldn’t ask questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is OK to disagree with your boss.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition with co-workers makes everyone work harder.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managers should try to learn from the employees.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managers should make all important decisions; talking to others only slows things down.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. The culture that people come from affects how they work, how they manage, and how they expect other people to work and manage. In an international company, communication may be difficult if the people don’t understand how their different cultures affect the way they do business. Research the dominant business culture of a country other than your own. Use resources such as the Internet or business magazines at your library. Write a brief report of your findings.
2. Look at the situation below. Create a conversation between the manager and front desk employee. Include as many details as possible. Then act out the conversation.

Student A: You are a manager at a famous international luxury hotel. You are in charge of the front desk. Many new guests come and go each day. You must make sure that the work is done efficiently and politely.

Student B: You have worked at the front desk of the hotel for two years. There is a new employee at the front desk who is not very responsible. He comes late, talks to his girlfriend while he is at work, and makes mistakes with the hotel guests. When it is very busy, he is sometimes rude to the guests. At first, you took care of his mistakes. Now you are worried the manager might think you are causing the problems. You don't want to lose your job.
Right and Wrong on the Net

Topic Preview

Work in small groups. Discuss the questions below.

1. Has anyone ever "stolen" information from you or your computer? Are you sure?
2. Do you believe there are times when it would be acceptable to read someone else's e-mail? If so, when?
3. Read the situations below. Would it be acceptable to copy a term paper from the Internet or from a friend in any of these circumstances?
   - You have been sick.
   - You have a part-time job.
   - You have a new boyfriend/girlfriend and don't have enough free time.
   - You're having a hard time understanding the class.
   - You don't like the topic of the term paper.
The boldfaced words below are from a lecture about computer ethics. Read each sentence. Circle the letter of the word or phrase that is closest in meaning to the boldfaced word.

1. Don’t interfere with their plans. They have to decide by themselves what to do.
   a. forget to
   b. get involved
   c. make easier

2. The programmers will have to alter the software because it doesn’t work right.
   a. change
   b. eliminate
   c. sell

3. Would you please help me edit this letter so that it sounds better?
   a. type
   b. write
   c. make corrections to

4. The police enforce the speed limit and give tickets to anyone driving too fast.
   a. make people obey
   b. decide on
   c. forget about

5. Ignoring safety rules can have potentially tragic consequences.
   a. punishments
   b. results
   c. signs

6. In the 1990s, the last decade of the twentieth century, Internet use increased rapidly.
   a. part
   b. technology
   c. ten-year period

7. The school plans to utilize more of its computers for teaching reading.
   a. use
   b. buy
   c. train

8. He kept the door closed in order to have privacy.
   a. a phone call
   b. ability to be alone
   c. a nap
9. We were instructed not to use cell phones on the plane because it could cause problems with the pilot's instruments.
   a. invited
   b. planned
   c. told

10. In this school, it is not acceptable to use online maps in reports.
    a. considered good enough
    b. considered wrong
    c. considered impressive

11. These guidelines make clear what each person is expected to do.
    a. programs
    b. letters
    c. general rules

12. It's time to make our judgments about the case: Are they guilty or innocent?
    a. decisions
    b. evidence
    c. advice

B Fill in the blanks with the boldfaced words from Part A.

1. Students were ____________ by the technology teacher how to do online research.

2. Ethics is the branch of philosophy that makes moral ____________, or that deals with issues of right and wrong.

3. Respect other people's ____________. Don't read their e-mail or look at their files on the computer.

4. You should not ____________ with other people's work, including work done on the computer.

5. It is important for people to become aware of what is ____________ and what is not regarding computer use.

6. We cannot ____________ rules about computer ethics. There are no computer police; we can only hope people will follow them.

7. Think about the social ____________ of the program you are writing. Can it be used for illegal computer acts?

8. These rules are important ____________ that the Institute thinks all computer users should follow.
9. The teacher gave the essay back to the student because he needed to _________ it. There were many spelling and grammar errors.

10. Schools should _________ clear guidelines on computer use in order to help students develop a sense of computer ethics.

11. The topic of computer ethics has become more important in the past _________ or so because so many people are using computers and the Internet now.

12. Don’t move someone else’s files without telling them. Also, don’t _________ their work in any way without telling them.

C The words below are also from the lecture. Some are words associated with ethics; others are words associated with computers. Write E if it is a word or phrase related to ethics. Write C if it is a word or phrase related to computers.

_____ socially responsible  _____ moral judgments
_____ information technology  _____ download
_____ truthful  _____ rules
_____ proper use  _____ password

Taking Better Notes

Listing

Sometimes a lecturer will tell you the specific number of ideas that will be discussed. For example, the lecturer might say:

Today we’re going to talk about eight ways to improve your vocabulary.

OR

Let’s look at the four main advantages of e-commerce.

OR

Today we’ll go over six steps in creating a web page.

Phrases like these tell you it might be helpful to make a numbered list in your notes.
Here is an example of notes about how to send an e-mail.

<table>
<thead>
<tr>
<th>To send an e-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. turn on your computer</td>
</tr>
<tr>
<td>2. open your e-mail program</td>
</tr>
<tr>
<td>3. enter the screen name of the person you are writing to</td>
</tr>
<tr>
<td>4. write your message</td>
</tr>
<tr>
<td>5. click on &quot;send&quot;</td>
</tr>
</tbody>
</table>

Work with a partner.

Student A: Think of a process that has three or more steps, such as checking your e-mail or buying an airline ticket. Explain the process to your partner step by step.

Student B: Listen carefully. List and number each of the steps.

Student A, read Student B's notes and make sure they are correct and complete.

Now change roles.

When you listen to a lecture, try to use a list to organize the information that you hear. You can also go back and number the ideas after you have taken your notes.
Listening to the Lecture

Before You Listen

You will hear a lecture about some rules for using computers, such as "Don't use someone else's computer without asking." What are two other rules that might be mentioned?

1. ____________________________
2. ____________________________

Listening for Main Ideas

A  Close your book. Listen to the lecture and take notes.

B  Use your notes to answer the questions below. Circle a, b, or c.

1. What is the main purpose of the Ten Commandments of Computer Ethics?
   a. to help people utilize new software better
   b. to help all computer users think about acceptable computer use
   c. to help companies enforce rules of computer use

2. Which of the following would the speaker not consider an ethical action?
   a. helping a neighbor
   b. giving truthful information on your web site
   c. reading someone's e-mail without permission

3. What is the speaker's point in saying "there are situations on the Internet in which you have to decide if you are stealing or not?"
   a. Ethical boundaries are never clear.
   b. It is not always clear whether our old ethics apply to the Internet or not.
   c. There are situations of widespread stealing.

4. What goal do Commandments Six, Seven, and Eight share?
   a. getting people to use computer resources
   b. getting people to use Internet connections wisely
   c. getting people to respect the property of others

5. What are the two principles behind the guidelines?
   a. fairness and respect
   b. fair use of resources and plagiarism
   c. respect and appropriation

6. Which statement would the Computer Ethics Institute agree with?
   a. Acceptable use policies are a good way to utilize the ten rules.
   b. Acceptable use policies need to be enforced by the police.
   c. Acceptable use policies should be decided on by students.
**Listening for Details**

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

B. Use your notes to decide if the statements are true or false. Write T (true) or F (false). Correct the false statements.

1. The speaker believes we all share clear rules of ethical computer use.
   - T

2. The Ten Commandments of Computer Ethics are laws the Institute enforces.
   - F

3. Another way to say “Thou shalt not snoop” is “respect other people’s privacy.”
   - T

4. Plagiarism is an example of appropriating someone else’s work.
   - T

5. Editing someone else’s files without their permission is an example of interfering with someone else’s work.
   - F

6. The speaker would agree that using someone’s password without telling them is acceptable.
   - F

7. The speaker says that to appropriate someone’s ideas means to say someone’s ideas are your own.
   - T

8. The speaker believes that hackers are concerned about the social consequences of what they do.
   - F

9. According to the guidelines, it’s acceptable to put whatever you want to on your web site.
   - T

10. The Computer Ethics Institute tells schools to enforce these rules.
    - T
Using Your Notes

In your notes you listed ten commandments, or rules of computer use. The speaker included both additional facts and opinions about these rules. It is important to be able to tell the difference between a fact and an opinion. A fact is information that people agree is true, such as the earth is round or the sun gives us light. An opinion is an idea. It might be based on observations, but it hasn’t been proven.

Which of the following is a fact, and which is an opinion?

*The temperature today is 2° warmer than yesterday.*

*Today the weather is better than yesterday.*

If you said that the first statement is a fact and the second statement is an opinion, you are correct.

A  Work with a partner. Some of the statements below are facts and some are opinions. Use your notes and write F (fact) or O (opinion).

___ 1. The Ten Commandments of Computer Ethics are very strict.

___ 2. The Ten Commandments of Computer Ethics were written about ten years ago.

___ 3. Thousands of incidences of hacking occur each year.

___ 4. Hackers need to think about the social consequences of what they do.

___ 5. Some schools have written acceptable use policies.

___ 6. As computer use increases, rules of ethical use are becoming very important.

B  Exchange notes with a partner. Try to complete the list below using your partner’s notes.

The Ten Commandments of Computer Ethics are

1. ___________________________ 6. ___________________________
2. ___________________________ 7. ___________________________
3. ___________________________ 8. ___________________________
4. ___________________________ 9. ___________________________
5. ___________________________ 10. ___________________________
Look at the Note-Taking Tips below. Did you use any of them when you took notes? How can you improve your notes the next time you listen to a lecture?

Note-Taking Tips

- Identify main ideas
- Use signal words to organize your notes
- Note and explain key words
- Create topic headings and indent subtopics
- Note supporting details below main ideas
- Make columns to note dates and numbers
- Use symbols and abbreviations
- Make numbered lists

Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.

Projects

1. We use many sources, such as the Internet, encyclopedias, and textbooks, to get the information we need. As we use this information, it is sometimes difficult to decide what is plagiarism and what isn’t. If you look up the word “plagiarize” in a dictionary you will see that it means “to take someone’s words or ideas and copy them, pretending they are your own.” Read situations a–d and decide if the person plagiarized or not. Circle yes or no. Discuss your answers in small groups.

   a. Juan’s father has been very sick. He has to go home for two weeks to help his family. While Juan is gone, his friend Arturo helps him out by writing a story for him for his English class. Juan reads the story, edits it a little, and then gives it to his English teacher.

   Is this plagiarism? Yes No

   b. Mariko is writing a paper for her biology class. In the encyclopedia, she finds some information she needs. She decides to copy just a couple of paragraphs and use them because the ideas are explained so much more clearly than she can explain them herself.

   Is this plagiarism? Yes No
c. Marta gets back from vacation the day before a big history paper is due. She goes online and finds three articles she can use. She reads the articles and takes notes on the main ideas. Then she includes these ideas in her paper, in her own words. She also explains where the information came from.

Is this plagiarism? Yes  No

d. Ken and Thomas are taking the same history course, but with different instructors. To save time, they decide to write a paper together. They make two copies, and each turns the paper in.

Is this plagiarism? Yes  No

2. Almost anything can be put on the Internet. Therefore, it is important to be able to evaluate the information found on a web site. Evaluate a web site by following the directions below.

a. Choose a research topic such as intellectual property, hacking, or computer viruses. Or choose another topic of personal interest, such as a sport, a type of music, or a product you want to buy.

b. Find at least one web site that provides information about your topic. What is the name of the web site? Write down five pieces of information you find.

c. Answer these questions:
   • Who created this web site?
   • What information is being given as facts?
   • What information is the opinion of the person who created the web site? What words or phrases tell you it's an opinion?
   • Do you think this web site is a good source of information on your topic? Explain why or why not.

d. Write a brief evaluation of the web site to share in the next class.
Which Way Will It Go?

Topic Preview

Work in small groups. Discuss the questions below.

1. Where do most people live in your country? What are the reasons they live there?

2. How would you describe the climate and land features of your country? Is it warm? Tropical? Is it dry? Is it flat? Are there mountains? How do these land features affect people's ability to earn a living? Have any land or climate features changed in recent years?

3. What are two economic concerns in your country?
Vocabulary Preview

The boldfaced words below are from a lecture about managing land resources. Read each sentence. Circle the letter of the word or phrase that is closest in meaning to the boldfaced words.

1. Wind and waves **eroded** the beach for so many years that it was almost all gone.
   a. interrupted
   b. gradually destroyed

2. The government approved and **implemented** a new program to help people outside the cities.
   a. began
   b. rejected

3. The heavy rain made the roads wet, but the bright sun **evaporated** the water in no time.
   a. dried
   b. hit

4. Nowadays, the **trend** is wireless communication. Compared to only a few years ago, many more people are using it today.
   a. main purpose
   b. general development

5. Fortunately, this soil is very fertile and **productive**. Rice grows very well here.
   a. barren
   b. growing a lot

6. The farmers used **irrigation** because the land was too dry and they had to bring in water.
   a. a way of delivering water to crops
   b. a new kind of crop

7. Governments are trying to **alleviate** the problems caused by land becoming less productive. The problems won't go away, but governments can help so that people can still feed themselves.
   a. make something less bad
   b. eliminate

8. Next year the farm will be **equipped** with all new machinery.
   a. closed
   b. provided

9. The number of farms in the United States is **declining**. There are fewer farms every year.
   a. decreasing
   b. growing
10. This is a **global** problem—it affects everyone all over the world.
   a. worldwide
   b. large

11. Our professor is an **expert** on the weather in central Africa. He has studied it for years.
   a. a person who starts a company
   b. a person with special skills or knowledge

12. The herd of goats **compacted** the soil by walking on it, causing a lot of damage.
   a. pressed together
   b. fertilized

**B** Match each word with its definition.

1. crode  a. provided with the things that are needed for a particular purpose
2. implement  b. make something less bad or severe
3. evaporate  c. someone with special skills or knowledge of a subject
4. trend  d. begin to make something happen
5. productive  e. to destroy something gradually by the action of wind, rain, or acid
6. irrigation  f. change into steam from a liquid
7. alleviate  g. the way a situation is generally changing or developing
8. equipped  h. pressed together so that it is smaller or more solid
9. decline  i. the act of supplying water to land or crops
10. global  j. producing or achieving a lot
11. expert  k. to decrease in quality, quantity, importance, etc.
12. compacted  l. affecting the whole world, or relating to the whole world

**C** The boldfaced words below are also from the lecture. Guess the meaning of the boldfaced words. Then work with a partner to rewrite the sentences in your own words.

1. The water in the lake got warm as it **absorbed** the heat from the sun.

2. Some farming practices take a heavy **toll** on the environment.
3. The government established a new policy to address the high price of fuel.

4. If farmers don't use good farming methods, the land will become degraded and useless.

5. Sometimes, traditional methods of farming work better than modern methods.

6. After years of pesticide use, chemicals build up in the soil.

Taking Better Notes

Showing Cause and Effect

The lecturer wants you to understand how ideas are connected. One way to do this is to point out the cause-and-effect relationship between two ideas. Below are some words a lecturer might use to signal cause-and-effect relationships:

If air is warm, then it rises.

When air rises, it becomes cool.

Because the air cools, the moisture in it condenses.

Water droplets form. This results in clouds forming.

You can note cause-and-effect relationships by using an arrow (→) between two phrases. Read the notes from a lecture about the water cycle.

Water cycle

- air is warm → rises
- air rises → cools
- air cools → moisture condenses
- water droplets form → clouds
Rewrite the statements below. Shorten them by using only key words and arrows.

Example: If it rains, plants will grow.

\[ \text{rains} \rightarrow \text{plants grow} \]

1. When land becomes hot, moisture evaporates.

2. The land is very dry. This may result in fewer plants growing.

3. Because of the dry conditions, people are leaving.

When you listen to a lecture, try to use arrows (\(\rightarrow\)) to note cause and effect. It will save you time and help you focus on how ideas are connected.

### Listening to the Lecture

### Before You Listen

You will hear a lecture about land as a limited resource. What are two problems you think the speaker will talk about? Write them below.

1. 

2. 

### Listening for Main Ideas

**A** Close your book. Listen to the lecture and take notes.

**B** Use your notes and decide if the statements are true or false. Write T (true) or F (false). Correct the false statements.

1. The speaker considers loss of productive land to be a global problem. [T/F]

2. Dry areas are decreasing in size, but becoming more productive. [T/F]
3. Both overgrazing and overcutting of trees lead to erosion.
4. The speaker emphasizes that weather extremes cause the problem.
5. At this point, experts think nothing can be done to alleviate the problem.

Listening for Details

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

B Use your notes to correct the mistakes in the sentences below.

1. The speaker is concerned about current deserts, like the Sahara Desert, expanding.
2. New dry areas are developing on every continent.
3. As soil gets packed down, more plants can grow.
4. As trees are cut down, they hold the soil.
5. Irrigation often washes away the salt from the soil.
6. The United Nations is looking for worldwide solutions to the problem.
Using Your Notes

Throughout the lecture, you heard the speaker give many examples of cause and effect. For example, you heard the idea if animals overgraze, they damage the soil in the lecture. You might have written this in your notes as:

animals overgraze → damage soil

A Some causes or effects are missing from the notes below. Use your notes to complete the cause-and-effect relationships with the ideas from the box. The first one is done for you. When you are finished, take turns summarizing the lecture ideas with a partner.

- soil is compacted
- people’s actions
- farmers use more fertilizer
- irrigation
- overcutting trees
- implement better farming methods

<table>
<thead>
<tr>
<th>Bad news:</th>
<th>Good news:</th>
</tr>
</thead>
<tbody>
<tr>
<td>people’s actions → dry areas expand</td>
<td>U.N. suggests changes → protects good land</td>
</tr>
<tr>
<td>• overgrazing → __________ → rain water isn’t absorbed</td>
<td>(1)</td>
</tr>
<tr>
<td>→ few plants grow</td>
<td></td>
</tr>
<tr>
<td>• __________ → nothing holds soil → rain/wind erode soil</td>
<td>(2)</td>
</tr>
<tr>
<td>→ less productive land</td>
<td></td>
</tr>
<tr>
<td>• __________ → land less fertile</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>__________ → salt builds up in soil → land can’t be</td>
<td>(4)</td>
</tr>
<tr>
<td>used for farming</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
B Work with a classmate or in small groups. If you can’t answer a question, review your notes.

1. What are the main reasons the amount of good land is declining?
2. How does overgrazing lead to erosion?
3. What farming methods contribute to the problem?
4. What is being done to help people in various countries?

C Read your partner’s notes. Give your partner one suggestion on how to improve his or her notes. Use the Note-Taking Tips to help you.

**Note-Taking Tips**

- Identify main ideas
- Use signal words to organize your notes
- Note and explain key words
- Create topic headings and indent subtopics
- Note supporting details below main ideas
- Make columns to note dates and numbers
- Use symbols and abbreviations
- Make numbered lists
- Draw arrows to show cause and effect

D Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.
Projects

1. Read the excerpt.

What's the Connection?

Many people have noticed extremes in the weather in recent years. The weather seems hotter than before, or colder, or drier, or rainier. Scientists are studying the connection between global warming and the weather. Some scientists think that global warming is affecting the water cycle on Earth in the following way.

Global warming speeds up, or accelerates, the water cycle (the circulation of water on Earth.) In the water cycle, water goes into the air; it evaporates from oceans, lakes, and puddles. The moisture, or water, in the air cools. When it cools, it condenses and falls back to Earth as rain or snow. Then the water evaporates from the Earth's surface again. This is the water cycle. Now, if the air is warmer, the water evaporates faster. Warmer air can hold more water than cooler air. So, when air is warmer, it takes longer for rain to fall. When it finally does rain, more moisture falls at one time in one place. This may result in too much rain or snow in one area and not enough rain in another area. This makes one area too dry and one area too wet. As a result, some countries may get more snow and rain than in the past, and others may get less.

Find cause-and-effect relationships in the excerpt. Write them in the chart on the next page. Use arrows. An example has been done for you.
Now work with a partner. Take turns using your chart to make statements that explain the possible impact of global warming on our weather. Talk about any changes you have noticed in the weather where you live.

2. Research one of the following topics using the Internet, encyclopedias, and other resources. Write a summary of your findings to bring to the next class.

- "Desertification" is the technical term for the process of good, productive land becoming too dry and unproductive. Look at the map "Soil degradation" below. The map shows land in various stages of desertification or degradation. Find out what the United Nations Convention to Combat Desertification is. Find out if your country has signed the convention.

- Find out what the United Nations Food and Agricultural Program is. Then choose a country to research. Find out what that country is doing locally to help people make better land-management decisions.

This map was made by UNEP/GRID - Adrenal
Topic Preview

Work in small groups. Discuss the questions below.

1. What do you know about DNA? What kinds of things can it tell us?
2. What is DNA testing used for?
3. Have you recently read or heard about a situation in which DNA testing was used?
Vocabulary Preview

A The boldfaced words below are from a lecture about DNA. Read each sentence. Circle the letter of the word or phrase that is closest in meaning to the boldfaced word.

1. The second half of the twentieth century was an important era for DNA research.
   a. resource
   b. period of time
   c. experiment

2. Applications of the new data include improved medical treatment and disease prevention.
   a. uses
   b. researchers
   c. origins

3. The lecture topic was Mendel’s discovery of tiny particles called “genes.”
   a. story
   b. period
   c. subject

4. Water is a compound made up of hydrogen and oxygen.
   a. something made up of two or more parts
   b. programs of study
   c. data collected during research

5. The fundamental research was done in the 1860s; more advanced research came later.
   a. next
   b. basic
   c. expensive

6. A cell is the building block of all plants, animals, and humans.
   a. the smallest part of an animal or plant that can live on its own
   b. red liquid that we need to live
   c. bones

7. The pattern in a DNA fingerprint can be used to identify someone.
   a. result from a test
   b. design made in a regular way
   c. part of a person's hand

8. The new discovery generated a lot of excitement with the researchers.
   a. ended
   b. showed
   c. made; produced
9. The man was a **criminal**. He had stolen five cars and robbed three banks.
   a. person who is guilty of breaking the law
   b. lawyer
   c. honest person

10. His doctor told him that he has a **potential** for certain health problems.
    a. no risk getting
    b. possibility of getting
    c. no chance of getting

11. Hair and eye color are **visible** characteristics we inherit.
    a. something that can be seen
    b. having to do with ability
    c. personality

12. The police had enough evidence to **trace** the thief, so eventually they arrested him.
    a. find
    b. copy
    c. fool

B. **Fill in the blanks with the boldfaced words from Part A.**

1. DNA information from just one small ___________ in the human body can tell us a lot of genetic information about the person.

2. Police are still trying to ___________ the missing child.

3. The seventeenth century was the ___________ of the scientific revolution in Europe.

4. Research is a ___________ part of scientific progress. You can’t have progress without research.

5. A chemical ___________ is made up of two or more elements.

6. DNA is an exciting ___________ because the more we learn, the more we see how discoveries may change our lives.

7. There is a ___________ for her to get the same disease her mother had.

8. Good research has always ___________ more research. The more we learn, the more we want to learn.

9. The police can use DNA fingerprints to identify a(n) ___________.

86  Unit 10
10. DNA testing has several ____________, or uses.

11. A DNA fingerprint shows up as a(n) ____________, or design of black bars.

12. Though there was no ___________ evidence at the scene of the crime, the police were able to collect tiny DNA samples.

C The words below are also in the lecture. Read their definitions.

- **strand** /strænd/  
  *n.* A long thin piece of thread, hair, wire, etc.

- **molecule** /məˈləˌkjyəl/  
  *n.* The smallest part into which a substance can be divided without changing its form.

- **chromosome** /ˈkroʊməˌsoʊm/  
  *n.* A part of every cell that controls the qualities such as shape, size, and color that a plant or animal has.

## Taking Better Notes

### Using a Web to Cluster Ideas

Another way to organize your notes is to make a web to show how ideas in a lecture are related. An advantage of using a web is that you can write down the ideas quickly. After the lecture is finished, review your notes to see if the relationship between the ideas is clear to you. If it is not clear, edit your web to make it clear.

Read the notes below. The topic is DNA. What are the subtopics? Draw lines between the subtopics and their related details.

When you listen to a lecture, try to make a web. Write down main ideas and subtopics when you listen the first time. Then add details and examples to your web.
Listening to the Lecture

Before You Listen
You will hear a lecture about DNA and DNA testing. Write one use of DNA testing that you know about.

Listening for Main Ideas

A Close your book. Listen to the lecture and take notes.

B Use your notes and check (√) the ideas below that were mentioned in the lecture.

1. DNA testing is difficult to do.
2. A DNA test sample is like a fingerprint because it is unique.
3. Scientists need to gather large samples in order to get a good DNA print.
4. The speaker considers the Human Genome Project an important achievement.
5. DNA testing can be used to identify a person’s potential for developing serious illnesses.
6. The police use can DNA testing to prove someone’s guilt in a crime.
7. Information gathered from DNA testing can be used against people in a U.S. court.
8. Targeted medicine is based on all humans having the same DNA.

Listening for Details

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

B The sentences below are not true. Use your notes to correct the sentences.

1. In 1860, Crick and Watson described the DNA structure.

2. In 1962, scientists understood how cells tell DNA what to do.
3. Your DNA fingerprint is the same as your sister's or your brother's.

4. The patterns on a DNA fingerprint form unique blue lines.

5. The presence of a certain gene defect causes a person to develop a disease.

6. Scientists have found a genetic cause for Alzheimer's disease.

7. The speaker believes DNA doesn't tell us much about a person.

8. The speaker thinks there are more negative than positive effects of DNA testing.

**DNA karyotype:** graphic image of a person's chromosomes
Using Your Notes

A Some information is missing from the web below. Use your notes to complete the web.

B Work with a partner and answer the questions below. If you can't answer a question, review your notes.

1. How is DNA fingerprinting done?
2. What is DNA testing used for?
3. Explain the positive and negative uses of DNA testing.

C Work with a partner. Take turns summarizing the main ideas of the lecture. As you listen to your partner, add new information to your notes.
D Read your partner's notes. Give your partner one suggestion on how to improve his or her notes. Use the Note-Taking Tips to help you.

Note-Taking Tips
- Identify main ideas
- Use signal words to organize your notes
- Note and explain key words
- Create topic headings and indent subtopics
- Note supporting details below main ideas
- Make columns to note dates and numbers
- Use symbols and abbreviations
- Make numbered lists
- Draw arrows to show cause and effect
- Cluster related ideas in a web

E Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.

Projects

1. Read the excerpt. Then answer the questions that follow in small groups.

Should DNA Information Be Patented?

A person who invents a new product usually gets a patent. A patent gives that person the right to make or sell the product; no one else is allowed to do so without his or her permission. To get a patent, the invention must be new, it must be useful, and the holder of the patent must provide specific directions so that other people are able to use the invention. Information cannot be patented.

As DNA research continues, patenting genes is becoming an important issue. Usually, patents are given for inventions, such as a digital camera or an electric toothbrush, but not for something from nature, such as DNA. Yet thousands of patents have been given for DNA sequences created in laboratories. A patent gives the holder control, temporarily, over that DNA information. This raises the question: Who should have the right to our genetic information?
On the one hand, scientists spend years in laboratories doing research on DNA. Scientists who work for companies that make medicines want to be able to patent the results of their research because they are spending so much money and time on it. They want to use their research to develop new drugs to sell. A patent keeps other companies from using their research to make a different new drug that competes with theirs.

On the other hand, there are concerns that allowing private laboratories to patent their DNA knowledge will hurt society. Some people think that if only a small number of companies control the DNA information, this makes it harder to do DNA research. Right now, only a small number of companies hold a large number of the DNA patents. What happens if medical researchers who don't work for those companies want to use patented DNA sequences to develop new medicines? Suppose they were unable to develop a medicine you needed because they didn't have the DNA patent. Some people believe that important research isn't being done because of patents. How can we, as a society, find a balance between the private rights of research laboratories and the public good?

a. Should laboratories be allowed to patent genetic information? Why or why not?

b. Would you let someone patent your genome, your personal genetic information, if it was done to develop a medicine to help you as well as other people?

c. What inventions should be patented? Give at least two examples.

2. Researchers know that genes can't give us all the answers about treating disease because our genes aren't the only factor. They look for what is called a "gene–environment interaction." This means that they consider how diet, smoking, exercise, and where people work or live—as well as their genes—may be factors in disease.

Use resource materials, such as the Internet or encyclopedias, to find an article about current research on any of these factors. Summarize the main ideas in writing for your next class.
Public Health

Staying Healthy

Topic Preview

Work in small groups. Discuss the questions below.

1. What do you do to stay healthy in winter, spring, summer, and fall?
2. If you get sick, what are your favorite home remedies?
3. Have you ever had health problems while traveling in another country or city? Explain what happened.
4. Do you or does anyone you know have allergies? Describe the problem.
Vocabulary Preview

A The boldfaced words below are from a lecture about staying healthy. Read each group of sentences. Write the letter of the word or phrase that is closest in meaning to the boldfaced word in each sentence.

1. ______ He had a strong immune system, so he hardly ever got sick.
   ______ An infectious disease can spread very quickly in a school.
   ______ Some people have difficulty adapting to a new climate and they get sick.
       a. changing to fit a new situation
       b. system that protects from disease or illness
       c. can be passed from one person to another

2. ______ The man was so weak that he couldn’t resist diseases. He was sick often.
   ______ Dan is allergic to peanuts; if he eats them, he’ll get sick.
   ______ The virus was transmitted through the blood and spread quickly. The man became quite sick overnight.
       a. having a condition that makes you ill when you eat, touch, or breathe something
       b. fight off
       c. sent or passed from one person to another

3. ______ The doctors faced many challenges at the small hospital. There were not enough medical supplies and there were too many patients.
   ______ The boy became quite sick after he was exposed to another boy who was sick.
   ______ The incidences of AIDS continue to rise in some countries in Africa.
       a. numbers of cases
       b. health-related
       c. came into contact with

4. ______ When he travels overseas, he often gets sick. He’s not used to the food in other countries.
   ______ If our bodies are not familiar with certain microorganisms, they may have difficulty fighting them off.
   ______ There was an outbreak of malaria in South America while I was traveling there, so I came home a few days early.
       a. the start or sudden appearance of disease
       b. very small living creatures that you need a microscope to see
       c. abroad; in another country
B Fill in the blanks with the boldfaced words from Part A.

1. People travel _________ for international business, for fun, to find new jobs, to study, and for many other reasons.

2. As more people travel, more diseases are _________ from one person to another. They spread faster as well.

3. The doctor was treating the man for a number of _________ problems.

4. If we have never been _________ to something before, it could make us sick the first time our bodies come into contact with it.

5. The job of the _________ system is to fight against diseases.

6. It seems the _________ of diseases are increasing, even with all the progress being made in health care.

7. The girl was _________ to flowers and grass. She would start sneezing as soon as she smelled a flower.

8. In order for your body to _________ a disease, you must be immune to that disease.

9. _________ diseases can spread quickly from one person, or one country, to another.

10. Our bodies have the ability to fight off many different _________ that could make us sick.

11. The family had trouble _________ to the weather their first year in Canada. They were sick often.

12. The _________ of Ebola in Africa was reported on the news last night.
The words in the left column are also from the lecture. Work with a partner to match each word with its antonym (opposite).

____ 1. positive   a. decrease
____ 2. rapidly   b. abundance
____ 3. protect    c. negative
____ 4. deficiency d. slowly
____ 5. increase   e. benefit
____ 6. harm       f. injure

Taking Better Notes

Grouping Related Ideas

Lectures often mention ideas to be discussed at the beginning of the lecture, and then later in the lecture add facts and information about those ideas. Lecturers will not always give information in the order that makes it easiest for you to take notes. Sometimes the speaker will refer back to earlier ideas in order to help you understand the connection between all the separate pieces of information.

Some phrases and expressions the speaker might use to refer back are:

Back to my point, . . .
As I said before, . . .
As I mentioned earlier, . . .
Keep in mind that our focus today is . . .
As we discussed earlier, . . .
The main point is . . .

These expressions tell you that the speaker is about to review an idea you have already heard and tie it in with some new information. One way to show the connection between the new information and the idea already mentioned is to use brackets and arrows.
Read the notes from a lecture about the importance of exercise below. Notice how the information about blood circulation is connected to the idea of building immunity using brackets and an arrow.

Exercise—important for several reasons:
1. Helps build immunity
2. Reduces stress
3. Helps manage weight
   [increases blood circulation and oxygen flow]

Read the following notes from a lecture about staying healthy. Use brackets and an arrow to connect the additional information about certain foods to a related idea that came before.

Factors that affect health:
1. Diet is important
2. Exercise is necessary
3. Genetics are a factor
   Fruits and vegetables provide
   vitamins, meat and fish build muscle,
   milk builds strong bones and teeth

When you listen to a lecture, try to use brackets and arrows to connect information that is related to an idea given earlier in the lecture.
Listening to the Lecture

Before You Listen

You will hear a lecture about staying healthy. Write two health problems that might be mentioned.

1. ________________________________
2. ________________________________

Listening for Main Ideas

A Close your book. Listen to the lecture and take notes.

B Use your notes to complete the statements below. Circle a or b.

1. According to the lecture, one major cause of the spread of disease is _____.
   a. allergic reactions
   b. people traveling overseas more

2. The speaker says adaptive immunity means that _____.
   a. people develop ability to fight diseases where they live
   b. people have allergic reactions

3. One of the speaker's main points is that people _____.
   a. must have immunity to resist disease
   b. should decrease their international travel

4. The speaker says that in an allergic reaction, your immune system _____.
   a. is fighting substances that are normally dangerous
   b. is working too hard

5. According to the speaker, the connection between the spread of diseases and allergies is _____.
   a. we need to resist both diseases and allergies
   b. they are both related to immune responses

6. The statement that best summarizes the speaker's response to the immunity challenges we face is _____.
   a. diseases and allergies are on the rise
   b. we need to be aware of the risks and live a healthy lifestyle
Listening for Details

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

B Use your notes. Write the letter of the phrase that best completes each statement.

1. The speaker mentions Ebola, malaria, and West Nile virus to show that ______.
2. According to the lecture, if a girl gets chicken pox, she ______.
3. A Japanese businessman traveling to France may get sick because ______.
4. Another way to say “resist” disease is ______.
5. AIDS and allergies are discussed as ______.
6. In an allergic reaction, the mistake the immune system makes is ______.
7. The main characteristic of an anaphylactic reaction is that ______.
8. The speaker explains that allergy shots work by ______.
   a. develops immunity and won’t get it again
   b. contagious diseases are spreading more rapidly
   c. fight against it
   d. the bacteria and other germs there are different from those in his country
   e. it is a very strong reaction
   f. making someone less sensitive
   g. examples of immune system problems
   h. reacting to something that is normally not dangerous

Using Your Notes

Your notes are only helpful to you if you can use them to recall the main information in a lecture. This is especially important if the instructor gives you information in lectures that is not in your textbook.

A Work with a partner. Use the words and phrases from the notes on the next page and your own notes to paraphrase the main ideas of the lecture. Say the ideas in your own words; don’t just read from your notes. Explaining the information to each other helps you to see what you understand and what you don’t.
**General Topic:** Immunity Challenges

**Reasons:**

**Examples:**

*Adaptive immunity:*

  *Risks of international travel:*

  *Allergies*

  *Definition:*

  *Symptoms:*

  *Link between allergies and infectious diseases*

  *Responding to immunity challenges: ways to stay healthy*

**B** Work with a partner or in small groups and answer the questions below. If you can’t answer a question, review your notes.

1. Why does international travel spread diseases?
2. What is immunity and why do people need it?
3. What causes an allergic reaction?
4. What does the speaker say is the connection between allergies and infectious diseases?

**C** Read your partner’s notes. Give your partner one suggestion on how to improve his or her notes. Use the Note-Taking Tips to help you.

**Note-Taking Tips**

- Identify main ideas
- Use signal words to organize your notes
- Note and explain key words
- Create topic headings and indent subtopics
- Note supporting details below main ideas
- Make columns to note dates and numbers
- Use symbols and abbreviations
- Make numbered lists
- Draw arrows to show cause and effect
- Cluster related ideas in a web
- **Group related ideas with brackets and arrows**

**D** Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.
Projects

1. Discuss the following questions in a small group.
   a. What do you do for exercise?
   b. What do you usually eat for breakfast/lunch/dinner?
   c. How many hours do you sleep each night, on average?
   d. What do you do to have fun?
   e. What do you do to get rid of stress?
   f. What do you consider most important for staying healthy?
   g. Do you do any of the following:
      • drink “power drinks”
      • take vitamin and mineral supplements?
      • drink green tea?

2. a. A food allergy is a response by the body’s immune system against certain proteins in foods. People with food allergies have to be careful about what they eat. In addition to avoiding those foods, it’s necessary to carefully read food labels for any ingredients that come from those foods. For example, someone with allergies to cow’s milk and corn would have to avoid any food item that contained milk or corn. The following items contain milk or corn.

   Products containing milk
   nonfat dried solids, lactose casein, whey, sodium caseinate, yogurt, butter, curds, cream

   Products containing corn
   corn syrup, cornstarch, corn sweeteners, dextrose, glucose
Work with a partner. Read the food ingredient labels below. Decide whether or not each food would be a problem for a person with either a milk or corn allergy. Circle the ingredients that might be a problem.

| Sam's Crackers | Ingredients: wheat flour, rice flour, vegetable oil, sesame seeds, salt, corn syrup, whey, and leavening |
| Betty's Salad Dressing | Ingredients: soybean oil, vinegar, water, corn sweeteners, cream, pepper, salt, and flavorings |
| Vegetable soup | Ingredients: water, tomatoes, potatoes, carrots, onions, peas, sugar, salt, nonfat solids, spices, corn starch, and flavorings |

b. Choose one of the tasks below. Report your findings during the next class.

- Go to a grocery store. Find five products that someone with a milk allergy should not eat. Do the same for a corn allergy. Write down the name of each product and the ingredient that makes the product unacceptable.

- Some people are concerned that genetic engineering may introduce allergens into foods that weren't there before. Use the Internet and other resources to learn about genetic engineering and allergies. Write a paragraph on your findings and share the information with the class.
Public Administration

Prepare, Prepare

Topic Preview

Work in small groups. Discuss the questions below.

1. A big storm, an earthquake, and a volcanic eruption are examples of natural hazards that can cause a lot of damage. What do you know about a natural hazard that occurred recently?

2. Do any natural hazards, such as earthquakes or typhoons, occur in your country? If so, does your government have a plan for dealing with them? What are three things a city or country can do to prepare?

3. Does your family have a plan? If so, what is it?
Vocabulary Preview

The boldfaced words below are from a lecture about emergency preparedness. Read each sentence. Guess the meaning of the boldfaced words. Then work with a partner to re-write the sentences in your own words.

1. Before the volcano **erupted**, the ground shook a lot.

2. After the hurricane, the government gave the people bottled water to **limit** the spread of disease.

3. The government plans to **initiate** an emergency response plan for the city. It will be the first time the city has such a plan.

4. You should have a **minimum** of three days' worth of supplies ready in case of an emergency.

5. Scientists cannot **predict** exactly when an earthquake will occur.

6. I can't tell you the **precise** amount that the rebuilding cost, but it was between one and two million dollars.

7. It's a **hazard** to smoke in bed. You could fall asleep and start a fire.

8. People along the coast are **evacuated** from their homes before a storm strikes. It's too dangerous for them to stay near the ocean.

9. The heavy rains caused a **disaster**; 50,000 people died and many buildings were lost.

10. After the hurricane, the country's top **priority** was rebuilding homes for everyone. After that, the government rebuilt the damaged roads.

11. Aid from relief organizations such as the Red Cross **enables** countries to provide food and clothing to disaster victims.

12. It took a long time to **recover** from the storm because there was so much damage. It was a long time before things were back to normal.
Complete each sentence with the correct phrase. Write a, b, or c.

1. A *disaster* is an event that ______.
   
   To *recover* means to ______.
   
   Another way to say *limit* is ______.
   
   a. return to normal
   
   b. causes a lot of destruction
   
   c. control or restrict

2. When the volcano on Mount Pinatubo in the Philippines *erupted*, ______.
   
   If something is a *hazard*, it ______
   
   If a weather person *predicts* good weather for tomorrow, he or she ______.
   
   a. it sent smoke, fire, and rock into the sky
   
   b. says what it will be like
   
   c. may be dangerous

3. If homework is a higher *priority* than sports, ______.
   
   A *minimum* of requirements is ______.
   
   When people are *evacuated*, ______.
   
   a. they are told to leave an area
   
   b. the smallest amount needed
   
   c. it is more important and needs attention first

4. To *initiate* a program means ______.
   
   To *enable* means ______.
   
   Another way to say *precise* is ______.
   
   a. to make possible
   
   b. exact and correct in every detail
   
   c. to start or introduce it
Taking Better Notes

Listening Actively

Good note-takers listen to lectures actively. They ask questions such as *I wonder why . . . ? I'd like to know why . . . ? Do/Does . . . ?* while they are taking notes. It helps to write these questions in the margins of your notes so that you don't forget them. Using a pen or pencil that is a different color will make it easier for you to find these questions later on.

The following is part of a lecture about Hurricane Keith, which struck Belize in 2000. As you read the passage, write at least three questions you have, such as *Where is Belize?* or *What other diseases were a problem?*

The worst hurricane of the 2000 season was Hurricane Keith in Belize. More than 26 inches of rain fell in a few days, causing major flooding. The Ministry of Health implemented its hurricane plan, but the lives of at least 72,000 people were at high risk because of the flooding. There was a high risk of diseases, such as dengue fever, due to the lack of safe drinking water. The hospitals had major problems because there was no electricity. They lost 20% of their supplies.

Now work with a partner. Compare your questions. Talk about how you might be able to find answers to them.

When you listen to a lecture, try to think of questions and write them in the margins of your notes.
Listening to the Lecture

Before You Listen

You will hear a lecture about planning for natural hazards such as earthquakes. List three things people can do to prepare for a natural hazard.

1. 
2. 
3. 

Listening for Main Ideas

A Close your book. Listen to the lecture and take notes.

B Use your notes to answer the questions. Circle a, b, or c.

1. What is the speaker’s purpose in making a distinction between hazards and disasters?
   a. to emphasize the different types of natural hazards
   b. to show the similarities between hurricanes and typhoons
   c. to show the importance of an emergency response plan

2. What is the first thing governments have to do to plan for natural hazards?
   a. They have to make preparing a priority.
   b. They have to build roads and schools.
   c. They have to find the right building materials.

3. According to the speaker, what is one of the biggest challenges for governments and scientists?
   a. studying natural hazards
   b. knowing how to deal with uncertainty
   c. trying to control natural hazards

4. What is the main reason the speaker compares the two volcanic eruptions?
   a. to show us where volcanic eruptions occur
   b. to show us the benefit of having a plan
   c. to explain how volcanoes erupt

5. Which key words best summarize the three basic parts of an emergency response plan?
   a. discuss, evacuate, build
   b. gather, organize, act
   c. research, provide, recover
6. Which statement best describes the speaker’s attitude toward natural disasters?
   a. They are possibly avoidable.
   b. They are worldwide.
   c. They are unavoidable, but we can minimize damage.

**Listening for Details**

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

B Use your notes and decide if each statement is T (true) or F (false). Correct the false sentences.

_____ 1. Hurricanes, earthquakes, and floods are given as examples of natural disasters.

_____ 2. A natural disaster means there is the potential for a lot of damage.

_____ 3. The speaker wants to try to find ways to stop natural disasters.

_____ 4. One difficulty governments face is how to use the scientific information available to them.

_____ 5. The speaker says developing countries often don’t know which building materials to buy.

_____ 6. After the Nevado del Ruiz eruption in 1985, volcanic mudflows killed 15,000 people.

_____ 7. The Colombian government knew the dangers of the volcano, but couldn’t use the information in time.

_____ 8. On the island of Montserrat, nineteen people died in the eruptions.

_____ 9. The speaker says it is dangerous for scientists to use information about natural hazards in other countries to make an emergency plan.

_____ 10. The speaker says that the third part of a good emergency plan addresses what to do after a natural disaster occurs.
Using Your Notes

After you have taken notes on a lecture, it can be useful to make a chart with the information from your notes. A chart can help you summarize the information.

A Work with a partner. There are four pieces of information missing from the chart about emergency response plans below. Use your notes to complete the chart.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>- gather information (do research)</th>
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Stage 2

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<tr>
<th>Stage 2</th>
<th>- organize emergency supplies</th>
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<td>- tell people where supplies are</td>
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Stage 3

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<tr>
<th>Stage 3</th>
<th>- decide who will do the work</th>
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<tbody>
<tr>
<td>(recover)</td>
<td>- decide when work will be done</td>
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</table>

B Work with a partner or in small groups. If you can’t answer a question, review your notes.

1. What is the difference between a natural hazard and a natural disaster? Give examples of each.

2. What are two reasons why it is difficult for governments to use scientific information?

3. What happened at Nevado del Ruiz and on the island of Montserrat?

4. What are the three parts of an emergency response plan?
C Work in small groups. Use your notes to orally reconstruct the lecture, or describe it in detail.

Note-Taking Tips
- Identify main ideas
- Use signal words to organize your notes
- Note and explain key words
- Create topic headings and indent subtopics
- Note supporting details below main ideas
- Make columns to note dates and numbers
- Use symbols and abbreviations
- Make numbered lists
- Draw arrows to show cause and effect
- Cluster related ideas in a web
- Group related ideas with brackets and arrows
- Write down questions as you listen

D Rewrite or revise your notes so that the organization is clear. If you need to, listen to the lecture again.

Projects

1. Read the excerpt below. Then do the task that follows.

Volcanoes, on the average, erupt just as often as they have in the past, but the impact is greater now. More people are killed and more property is lost than in the past. The main reason for this is that the world population has increased. There is not enough safe land for people to live on. It is estimated that about 360 million people live on or near volcanoes.

The map on page 111 shows the Ring of Fire. The Ring of Fire is a chain of active volcanoes in a belt around the Pacific Ocean. It extends from South America to North America, and from Japan and the Pacific Ocean to New Zealand.
Work with a partner. Look at the map of the Ring of Fire above. Start at one end of the volcano chain. With your finger, follow along the ring. In each continent or country, name at least one city in or near the Ring of Fire. Choose one of the cities or countries. Use the Internet, an encyclopedia, or another resource to research whether or not this city or country has an emergency response plan. If it does, what does the plan include? If it doesn't, what may be the reasons for this? Summarize your findings in writing for the next class.

2. Work in pairs or small groups. Imagine that you work for the government of the community where you live. Your job is to make a survival kit for people in your community to use after a natural disaster. Decide on at least ten things you think are important for people to have. Make a list of these items and number them in order of importance from one to ten (1–10).
### Appendix A: Academic Word List

Numbers indicate the sublist of the Academic Word List (for example, *abandon* and its family members are in Sublist 8). Sublist 1 contains the most frequent words in the list, and Sublist 10 contains the least frequent.

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| rely | 3 | somewhat | 7 | theme | 8 |
| remove | 3 | source | 1 | theory | 1 |
| require | 1 | specific | 1 | thereby | 8 |
| research | 1 | specify | 3 | thesis | 7 |
| reside | 2 | sphere | 9 | topic | 7 |
| resolve | 4 | stable | 5 | trace | 6 |
| resource | 2 | statistic | 4 | tradition | 2 |
| respond | 1 | status | 4 | transfer | 2 |
| restore | 8 | straightforward | 10 | transform | 6 |
| restrain | 9 | strategy | 2 | transit | 5 |
| restrict | 2 | stress | 4 | transmit | 7 |
| retain | 4 | structure | 1 | transport | 6 |
| reveal | 6 | style | 5 | trend | 5 |
| revenue | 5 | submit | 7 | trigger | 9 |
| reverse | 7 | subordinate | 9 | ultimate | 7 |
| revise | 8 | subsequent | 4 | undergo | 10 |
| revolution | 9 | subsidy | 6 | underlie | 6 |
| rigid | 9 | substitute | 5 | undertake | 4 |
| role | 1 | successor | 7 | uniform | 8 |
| route | 9 | sufficient | 3 | unify | 9 |
| scenario | 9 | sum | 4 | unique | 7 |
| schedule | 8 | summary | 4 | utilize | 6 |
| scheme | 3 | supplement | 9 | valid | 3 |
| scope | 6 | survey | 2 | vary | 1 |
| section | 1 | survive | 7 | vehicle | 8 |
| sector | 1 | suspend | 9 | version | 5 |
| secure | 2 | sustain | 5 | via | 8 |
| seek | 2 | symbol | 5 | violate | 9 |
| select | 2 | tape | 6 | virtual | 8 |
| sequence | 3 | target | 5 | visible | 7 |
| series | 4 | task | 3 | vision | 9 |
| sex | 3 | team | 9 | visual | 8 |
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| significant | 1 | technique | 3 | voluntary | 7 |
| similar | 1 | technology | 3 | welfare | 5 |
| simulate | 7 | temporary | 9 | whereas | 5 |
| site | 2 | tense | 8 | whereby | 10 |
| so-called | 10 | terminate | 8 | widespread | 8 |
Appendix B: Affix Charts

It is extremely important to have a strong vocabulary to succeed in university level courses. One way to develop your vocabulary skills is to learn the affixes—prefixes and suffixes—that are commonly used in English. A prefix is a letter or group of letters added to the beginning of a word. It usually changes the meaning. A suffix is a letter or group of letters at the end of a word. It usually changes the part of speech. Learning the meanings of affixes can help you identify unfamiliar words you read or hear.

The charts below contain common prefixes and suffixes. Refer to the chart as you use this book.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Prefixes</th>
<th>Examples</th>
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<tr>
<td>not, without</td>
<td>a-, ab-, il-, in-, is-, un-</td>
<td>atypical, abnormal illegal, impossible inconvenient, irregular unfair</td>
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<td>opposed to, against</td>
<td>anti-</td>
<td>antisocial, antiseptic</td>
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<tr>
<td>with, together</td>
<td>co-, col-, con-, cor-</td>
<td>coexist, collect, commune connect, correct</td>
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<tr>
<td>give something the opposite quality</td>
<td>de-</td>
<td>decriminalize</td>
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<td>not, remove</td>
<td>dis-</td>
<td>disapprove, disarm</td>
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<tr>
<td>no longer, former</td>
<td>ex-</td>
<td>ex-wife, ex-president</td>
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<tr>
<td>out, from</td>
<td>ex-</td>
<td>export, exit</td>
</tr>
<tr>
<td>outside, beyond</td>
<td>extra-</td>
<td>extracurricular, extraordinary</td>
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<tr>
<td>in, into</td>
<td>in-, im-</td>
<td>incoming, import</td>
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<td>between, among</td>
<td>inter-</td>
<td>international</td>
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<td>later than, after</td>
<td>post-</td>
<td>postgraduate</td>
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<td>in favor of</td>
<td>pro-</td>
<td>pro-education</td>
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<td>half, partly</td>
<td>semi-</td>
<td>semicircle, semi-literate</td>
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<td>under, below, less important</td>
<td>sub-</td>
<td>subway, submarine, subordinate</td>
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<td>larger, greater, stronger</td>
<td>super-</td>
<td>supermarket, supervisor</td>
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<td>Meaning</td>
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<td>------------------------------------------------------------------------</td>
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<td>having the quality of, capable of <em>(adj)</em></td>
<td>-able, -ible</td>
<td>comfortable, responsible</td>
</tr>
<tr>
<td>relating to <em>(adj)</em></td>
<td>-al, -ial</td>
<td>professional, ceremonial</td>
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<tr>
<td>the act, state, or quality of <em>(n)</em></td>
<td>-ence, -ance, -ency, -ancy</td>
<td>performance, intelligence, competency, conservancy</td>
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<tr>
<td>the act, state, or result of <em>(n)</em></td>
<td>-ation, -tion, -ion</td>
<td>examination, selection, facilitation</td>
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<tr>
<td>someone who does a particular thing <em>(n)</em></td>
<td>-er, -or, -ar, -ist</td>
<td>photographer, editor, beggar, psychologist</td>
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<td>full of <em>(adj)</em></td>
<td>-ful</td>
<td>beautiful, harmful, fearful</td>
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<td>give something a particular quality <em>(v)</em></td>
<td>-ify, -ize</td>
<td>clarify, modernize</td>
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<tr>
<td>the quality of <em>(n)</em></td>
<td>-ility</td>
<td>affordability, responsibility, humility</td>
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<tr>
<td>a political or religious belief system</td>
<td>-ism</td>
<td>atheism, capitalism</td>
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<tr>
<td>relating to (or someone who has) a political or religious belief <em>(adj, n)</em></td>
<td>-ist</td>
<td>Buddhist, socialist</td>
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<tr>
<td>having a particular quality <em>(adj)</em></td>
<td>-ive, -ous, -ious</td>
<td>creative, dangerous, mysterious</td>
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<tr>
<td>a particular quality <em>(n)</em></td>
<td>-ity</td>
<td>popularity, creativity</td>
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<td>without <em>(adj)</em></td>
<td>-less</td>
<td>careless, worthless</td>
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<td>in a particular way <em>(adj)</em></td>
<td>-ly</td>
<td>briefly, fluently</td>
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<td>conditions that result from something <em>(n)</em></td>
<td>-ment</td>
<td>government, development</td>
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<tr>
<td>quality of <em>(n)</em></td>
<td>-ness</td>
<td>happiness, seriousness</td>
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</table>
Where do names come from?
What does DNA look like?
What makes someone a good manager?

Listen for the answers to these and other questions in Contemporary Topics 2.

Contemporary Topics 2 gives students practice in the skills they need for academic success. Students of English develop listening and note-taking skills as they listen and respond to twelve lectures from diverse disciplines, ranging from linguistics to psychology to business administration. Exercises focus on predicting, identifying key information and organizational patterns and summarizing and reconstructing lectures from notes.

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