



# Academic Listening and Speaking 3

## Summarizing

In an academic situation, you might need to be able to summarize something that you've heard. This book is designed to help you develop this ability. To summarize well, you will need to:

- ◆ develop your listening skills
- ◆ develop your note-taking skills
- ◆ develop an ability to summarize using your notes

## Summarizing using the Cornell Note-taking System

The Cornell System is a popular way to take notes and organize information. It is simple to do. Write the main points on the left side of the page. Write details on the right. Write a summary at the bottom.

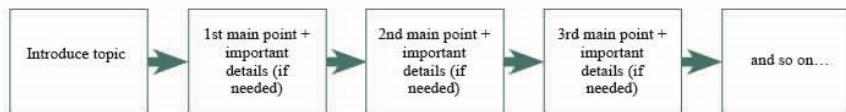
Main Points	Details
• main point 1 →	write details here: who, what, when, where, how, why, examples etc.
• main point 2 →	write details here: who, what, when, where, how, why, examples etc.
• main point 3 →	write details here: who, what, when, where, how, why, examples etc.
<p>Summary: This talk is about "topic". The teacher talked about "main point 1" (+ 1 or 2 most important details). The teacher also mentioned "main point 2" (+ 1 or 2 most important details). Lastly, the teacher mentioned "main point 3" (+ 1 or 2 most important details).</p>	

## How to make a great summary

A good summary includes all of the main points as well as the important details. Therefore, you need to decide what is an important detail. This is difficult to do. Sometimes the main point is clear and you don't need any details. Sometimes there is one important detail. Sometimes there are two important details and so on. So, what should you do?

- ◆ include the main points.
- ◆ decide if you need details. Decide what details are important.

Use the following pattern.

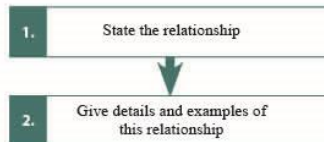


## Comparing and contrasting

Section 6 of this book has an *Integrated Task* where students read a short article, then listen to a lecture and decide if the lecture:

- ◆ agrees with the article, and adds supporting information to the article.
- ◆ adds extra information to the article.
- ◆ casts doubt on some of the points in the article.

Students then talk about the relationship between the lecture and the article. So, students have to:



To help you with this, you can use the following speaking templates.

## Speaking Templates

## Agree / Adding support

The lecture agrees with the article. According to the article, 1st point from article. And, according to the lecture, supporting point from lecture. In addition, the article says that 2nd point from article. The teacher supported this saying that supporting point from lecture. Lastly, the article mentioned that 3rd point from article. The teacher agreed and said that supporting point from lecture. So, the lecture supports a number of the points mentioned in the article.

## Adding information

The lecture adds information to the article. According to the article, 1st point from article. And according to the lecture, additional point from lecture. In addition, the article says that 2nd point from article. The teacher expands on this by saying that additional point from lecture. Lastly, the article mentions that 3rd point from article. The teacher adds information and says that additional point from lecture. So the lecture adds information to a number of the points mentioned in the article.

## Casting doubt

The lecture casts doubt on article. According to the article, 1st point from article, however, according to the lecture, contrasting point from lecture. In addition, the article says that 2nd point from article. However, the teacher says that contrasting point from lecture. Lastly, the article mentions that 3rd point from article. But, the teacher says that contrasting point from lecture. So, the lecture casts doubt on a number of the points mentioned in the article.

## NOTE

Pay attention to the prepositions in the template, e.g. agrees *with*, adds information *to*, and casts doubt *on*, etc.

# UNIT 1

## International Relations: Trade Blocs



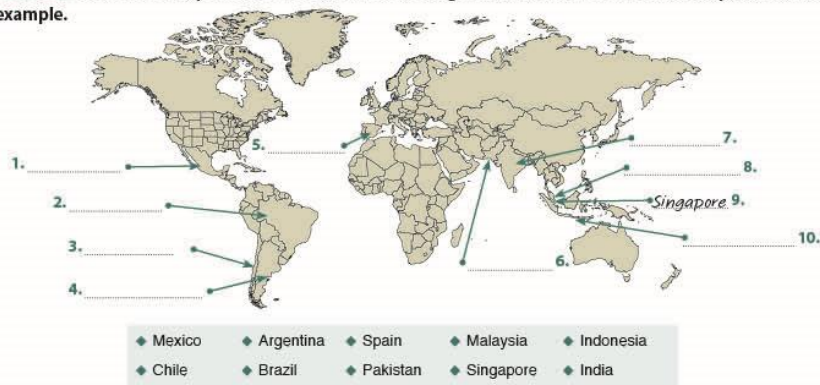
Top Left: Automobile production line, General Motors, Poland  
Upper Left: A silk factory in Dalat, Vietnam  
Lower Left: Protesters demonstrating in Amsterdam, Netherlands  
Bottom Left: Woman selling bananas, Ho Chi Minh City, Vietnam  
Bottom Right: Container cranes, Hamburg, Germany





## 1. Warming Up

**Part One:** Look at the map below. Where are the following countries? Mark them on the map. Look at the example.



**Part Two:** Work with a partner. Look at the map. What are the names of some developed countries? What are the names of some developing countries? Where are they?

Developed countries: \_\_\_\_\_

Developing countries: \_\_\_\_\_

**Part Three:** Look at the words in the box. Choose the best word to complete each sentence.

◆ exports ◆ to ship ◆ taxes ◆ border  
◆ transportation ◆ submit ◆ salary ◆ documents

- The average monthly \_\_\_\_\_ for a legal assistant is around \$3,100.
- Tokyo, with its efficient trains, has one of the best public \_\_\_\_\_ systems in the world.
- Thailand \_\_\_\_\_ rice to many countries around the world.
- You have to \_\_\_\_\_ many complicated \_\_\_\_\_ when you import goods.
- You sometimes have to pay many \_\_\_\_\_ when you import goods.
- It takes 6 days \_\_\_\_\_ goods from Singapore to Tokyo.
- The \_\_\_\_\_ between Canada and the United States is over 8,000 kilometers long.

**Part Four:** Ask a partner the following questions.

- Where do many of the fruits and vegetables in your local supermarket come from?
- In what countries were your clothes made?
- Where are many of the world's electronic goods made? (for example, computers, tablets, phones, etc.)
- When you shop, do you always look for the cheapest item?
- What does the word *globalization* mean to you?

## 2. Understanding a Lecture

**Part One:** Look at the notes below. Listen and write in the missing information on the dotted lines.

- international trade → buying and \_\_\_\_\_ of \_\_\_\_\_ or services between countries since \_\_\_\_\_ increased more than \_\_\_\_\_ times, which is \_\_\_\_\_ %
- consumers → have more \_\_\_\_\_
- countries → can \_\_\_\_\_ things they can't make themselves, e.g. in \_\_\_\_\_, Canada & Sweden — too \_\_\_\_\_ to grow fresh fruits, but can import from \_\_\_\_\_ countries in the \_\_\_\_\_.
- costs → shipping costs = the costs of \_\_\_\_\_, need to fill out & submit many complicated \_\_\_\_\_, takes time and costs money, tariffs = \_\_\_\_\_
- benefits → buy things \_\_\_\_\_, e.g. cheaper to make running \_\_\_\_\_ in Indonesia or China, than Canada or the U.K. because \_\_\_\_\_ are cheaper, so, many \_\_\_\_\_ have opened large \_\_\_\_\_ in these countries
- globalization → process of making things in \_\_\_\_\_ and selling them in \_\_\_\_\_, buy many things more \_\_\_\_\_

**Part Two:** First, prepare your summary. Write notes, not full sentences. Then, work with your partner. Take turns summarizing the lecture. Summarize with your books open, then try again with your books closed.

Summary: \_\_\_\_\_

## 3. Understanding Natural English

**Vowels can become weak.**

**NOTE** Vowels are often weak in grammar words: prepositions, auxiliary verbs, pronouns, conjunctions and articles.

**NOTICE**

Because of trade

**Listen to the following. Write in the missing words.**

- Wages \_\_\_\_\_ salaries \_\_\_\_\_ much cheaper \_\_\_\_\_ many \_\_\_\_\_ developing countries.
- International trade \_\_\_\_\_ buying \_\_\_\_\_ selling \_\_\_\_\_ goods \_\_\_\_\_ services between different countries.
- When you import goods, \_\_\_\_\_, fill out \_\_\_\_\_ submit many documents \_\_\_\_\_ customs officer.
- Trade agreements have reduced \_\_\_\_\_ tariffs that governments place on imports.
- Because \_\_\_\_\_ international trade \_\_\_\_\_ often buy tropical fruits \_\_\_\_\_ middle \_\_\_\_\_ winter.

#### 4. Student Mini-Lectures

Work in groups of three.

Student A → page 81   Student B → page 98   Student C → page 114

#### 5. Focus on Note-taking

Just write down the key words. Use a dash instead of the connecting verbs like *is*, *are* or *has*, etc.

For example



"Tariffs are the taxes you pay to import goods."



tariffs — taxes to import goods

Listen and take notes as quickly as you can.

1.	
2.	
3.	
4.	

#### 6. Integrated Task: Casting doubt



Reading Time: 3 minutes

Part One: Read the following and write down details for each main point in the space below.

Free trade has some advantages, but it also causes quite a few problems. In economically developed countries, since the 1970's, thousands of high-paying manufacturing jobs have been lost. The reason for this is *outsourcing*. Outsourcing is the process of moving work from one company to another company. So, if a factory worker in the United States gets \$25 an hour to make t-shirts and a factory worker in the developing world gets \$5 an hour, many companies will outsource their work to the developing world. And, since these jobs are sent to countries that don't have labor unions, the workers are paid very little. According to the U.S. Department of Labor, since 1979, the number of manufacturing jobs in the U.S. has declined by 37%. So, people in rich countries lose their jobs and people in developing countries are kept in poverty with low wages. Globalization just makes people poorer. Middle-class workers in the developed world lose good jobs, and the workers in the developing countries are kept in poverty. The only people who benefit are the super-rich who own and operate the large global companies. In addition, globalization is slowly damaging local cultures. Global brands kill off local businesses, and local customs. Our world is slowly losing its diversity.

Main Points from the Article   Details from the Article

- problems — free trade
- outsourcing
- manufacturing in US
- globalization and its effects

- in developed countries — 1000's of manufacturing jobs lost since 1970's

Part Two: Now listen to a short lecture. Take notes below.

Track 04

Main Points from the Lecture

Details from the Lecture

- globalization and poor people
- some data (statistics)
- globalization and rich countries

poor people lifted out of poverty, get richer

Part Three: Look at the points below. What information in the lecture casts doubt on the article?

Points from the Article

Contrasting Details from the Lecture

1. globalization makes people poorer

← ?

2. people in developing countries kept poor

← ?

3. the middle-class gets poor

← ?

trade lowers prices,

Part Four: Now, work with a partner. Take turns. Explain how the lecture casts doubt on the article. Give reasons for your answer.

#### 7. Critical Thinking

Work in groups of three. Answer the following questions.

1. A fact is a statement about something that is true. An opinion is something that a person or group of people think.

Look at the following. Are they facts or opinions? Circle the answer.

- |  |                |
|--|----------------|
| a. Globalization has been good for the world economy.            | fact   opinion |
| b. Since 1947 trade has increased by over 30,000%.               | fact   opinion |
| c. You have to fill out many documents when you import products. | fact   opinion |
| d. Trade has helped to improve the quality of our lives.         | fact   opinion |
| e. Globalization has been very bad for most middle-class people. | fact   opinion |

2. Go back to the article in the *Integrated Task*, (Section 6: page 12). Look for statements of fact and opinion.

a. statements of fact: \_\_\_\_\_

b. statements of opinion: \_\_\_\_\_

#### 8. Vocabulary Review

Work in groups of three.

Student A → page 82   Student B → page 97   Student C → page 113



## 9. Discussion

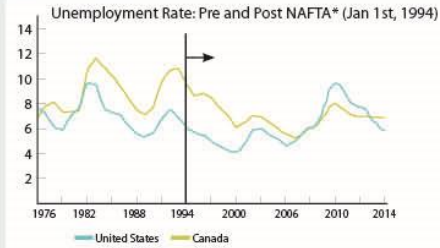
Work in groups. Take turns discussing the following.

### Review

#### 1 Anti-globalization

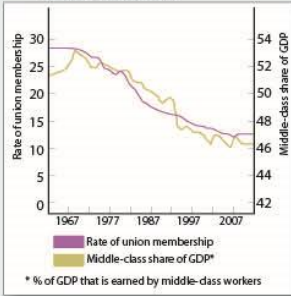


#### 2 Unemployment and free trade



\* North American Free Trade Act (NAFTA): Canada, Mexico, U.S.

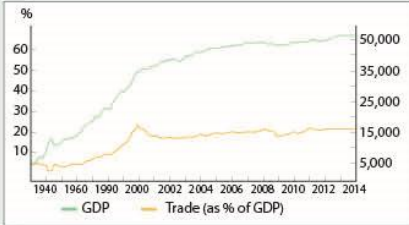
#### 3 Union Membership & Middle Class Pay



#### 5 Outsourcing



#### 4 Economic growth and trade



#### 6 Trade Blocs

Source	10) Spot	11) Forward	12) Fixing	Rate	Spot	Outrights	Points
USD	EUR	GBP	CHF	9.0571	6.6945	6.6215	6.6215
EUR	USD	GBP	CHF	9.0571	6.6945	6.6215	6.6215
GBP	USD	EUR	CHF	9.0571	6.6945	6.6215	6.6215
CHF	USD	EUR	GBP	9.0571	6.6945	6.6215	6.6215
USD	EUR	GBP	CHF	9.0571	6.6945	6.6215	6.6215
EUR	USD	GBP	CHF	9.0571	6.6945	6.6215	6.6215
GBP	USD	EUR	CHF	9.0571	6.6945	6.6215	6.6215
CHF	USD	EUR	GBP	9.0571	6.6945	6.6215	6.6215
USD	EUR	GBP	CHF	9.0571	6.6945	6.6215	6.6215

## 10. Project Work

Choose one of the projects below.

- Choose a trade bloc. Research it. Prepare a report / presentation.
- Choose a country. Research it. What does it import? What does it export? Has trade increased or decreased? Prepare a report / presentation.

# UNIT 2

## Environment: Plate Tectonics



Top Left: Volcano eruption, Reunion island, Indian ocean  
Mid Left: Geological fault, Merin, Turkey  
Bottom Left: Earthquake damage, Christchurch, New Zealand  
Bottom Right: Undersea volcano off the coast of Tonga

## 1. Warming Up

**Part One:** Look at the sentences below. Are they true or false? Circle your guesses.

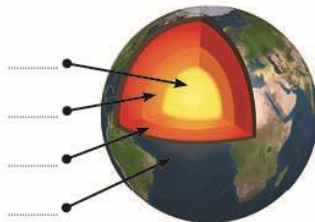


photo by Taro Taylor, edited by Richard Bartz

1. The continents of the world are slowly moving. true / false
2. The ocean floor is spreading apart. true / false
3. Some continents are slowly crashing into each other. true / false
4. The outer part of the earth is divided up into plates. true / false
5. Volcanoes only occur on land. true / false
6. Earthquakes occur around areas called faults. true / false

**Part Two:** Label the picture on the right using the definitions below.

- a. The *earth's crust* is the outer layer of the earth. It is the layer that we live on.
- b. The *inner core* is right in the middle. It is largely made of iron and nickel.
- c. The *mantle* is the area underneath the crust. It is made of hot rock.
- d. The *outer core* is the outer part of the core. It is made of super-hot liquid rock.



**Part Three:** Look at the words below. How many syllables are in each word?

For example: rock (1); outer (2); volcano (3)

- |               |              |                 |                |
|---------------|--------------|-----------------|----------------|
| ◆ surface ( ) | ◆ coast ( )  | ◆ boundary ( )  | ◆ evidence ( ) |
| ◆ fossil ( )  | ◆ theory ( ) | ◆ continent ( ) | ◆ liquid ( )   |

**Part Four:** Ask a partner the following questions.

1. Can you describe how volcanoes occur?
2. Can you describe how hot springs occur?
3. Can you describe how earthquakes occur?
4. Can you describe the shape of east coast of South America and the shape of the west coast of Africa? (look at page 10)

Note: See the bottom of page 19 for the answers to *Part One*.

## 2. Understanding a Lecture

Track 05

**Part One:** Look at the notes below. Listen and write in the missing information on the dotted lines.

- 4 layers → outer layer called the \_\_\_\_\_, next layer called the \_\_\_\_\_, under the mantle the \_\_\_\_\_ core and \_\_\_\_\_ core.  
Inner core — \_\_\_\_\_ and nickel, \_\_\_\_\_ core — super-heated \_\_\_\_\_, mantle — super-heated \_\_\_\_\_, crust — made of \_\_\_\_\_ about \_\_\_\_\_ miles thick
- the crust → \_\_\_\_\_ on the mantle, is actually slowly \_\_\_\_\_, divided up into tectonic \_\_\_\_\_
- tectonic plates → \_\_\_\_\_ large plates and a few smaller ones, able to move around on the \_\_\_\_\_ of the earth, all of the large \_\_\_\_\_ are slowly moving, this study of movement is called plate tectonics, look at the \_\_\_\_\_ coast of \_\_\_\_\_ America and the \_\_\_\_\_ coast of \_\_\_\_\_, they could fit together
- faults → area where plates \_\_\_\_\_, there are faults that are crashing \_\_\_\_\_ each other, faults that are moving \_\_\_\_\_, and faults where plates are moving \_\_\_\_\_ each other. \_\_\_\_\_ occur here.

**Part Two:** First, prepare your summary. Write notes, not full sentences. Then, work with your partner. Take turns summarizing the lecture. Summarize with your books open, then try again with your books closed.

Summary:

## 3. Understanding Natural English

Track 06

Words can link together.

**NOTE** This can happen when a word ends with a consonant sound and the next word begins with a vowel sound.

**NOTICE** There are seven large plates and a few smaller ones.

Listen to the following. Write in the missing words.

1. \_\_\_\_\_ east \_\_\_\_\_ South America.
2. \_\_\_\_\_ result, \_\_\_\_\_ large continents \_\_\_\_\_ planet are slowly moving.
3. \_\_\_\_\_ these plates \_\_\_\_\_ to move around \_\_\_\_\_ surface \_\_\_\_\_ earth.
4. The inner core \_\_\_\_\_ earth is \_\_\_\_\_ iron \_\_\_\_\_ nickel.
5. \_\_\_\_\_ also faults where the \_\_\_\_\_ moving past each other.

## 4. Student Mini-Lectures

Work in groups of three.

Student A → page 83    Student B → page 99    Student C → page 115



## 5. Focus on Note-taking

Track 07

Instead of words, write first letters. Use capital letters for proper nouns and small letters for other things.

For example



"The seven large primary plates are the African Plate, the Antarctic Plate, the Eurasian Plate, the Indo-Australian Plate, the North American Plate, the Pacific Plate and the South American Plate."



7 large plates → Af P, An P, EA P, I-A P, NA P, the PP & the SA P

Listen and take notes as quickly as you can.

1.

2.

## 6. Integrated Task: Adding support

Reading Time: 3 minutes

**Part One:** Read the following and write down details for each main point in the space below.

In 1912 Alfred Wegener, a German researcher, published a theory that explained why the Earth looked like a huge jigsaw puzzle. He suggested that, at one time, all the continents on the planet had been joined together in one large continent, and that the continents had then separated and drifted apart. He looked at how the east coast of South America looked like it could fit perfectly into the west coast of Africa. This theory was called "continental drift". His evidence came from several sources. Firstly, he noticed that the fossils of a small ancient animal, the *Mesosaurus*, were found only in South Africa and Brazil. This is quite odd, because these two places are separated by the Atlantic Ocean and are thousands of miles apart. The *Mesosaurus* was a small animal and it couldn't have crossed the sea. Wegener also found that the rocks of southern Africa and southeast Brazil were very similar. He found that both southern Africa and southeast Brazil were made from the same type of rock, which was somewhat unusual. So, he hypothesized that, at one time, these two places must have been joined together.

Main Points from the Article

Details from the Article

• Wegener's theory

continental drift, why earth looks like a jigsaw puzzle

• evidence from Mesosaurus

• evidence from rocks

**Part Two:** Now listen to a short lecture. Take notes below.

Track 08

Main Points from the Lecture

Details

- scientists doubted Wegener
- sea floor between South America and Africa
- evidence from rocks

**Part Three:** Look at the points below. What information in the lecture supports the article?

Points from the Article

Supporting Details from the Lecture

1. Mesosaur fossils show that South America and Africa were once together.

scientific instruments show that South America and Africa are moving away from each other

2. Rocks in southern Africa and Brazil look similar.

**Part Four:** Now, work with a partner. Take turns. Explain how the lecture supports the article. Give reasons for your answer.

## 7. Critical Thinking

**Work in groups of three. Answer the following questions.**

1. Avoid *ad hominem* arguments. In academic culture, you should criticize ideas but you should not criticize people. Go back to your notes on the lecture in the *Integrated Task*, (Section 6). According to the teacher, how were early scientists guilty of using *ad hominem* arguments when criticizing Wegener's theory of continental drift?

## 8. Vocabulary Review

**Work in groups of three.**

Student A → page 86

Student B → page 101

Student C → page 117

Answers from page 16:

1. true
2. true
3. true
4. true
5. false
6. true