

ACADEMIC *Listening* ENCOUNTERS

LIFE IN SOCIETY

Listening
Note Taking
Discussion

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Intermediate to High Intermediate



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Plan of the Book

Unit 1 Belonging to a Group Chapter 1 Marriage, Family, and the Home

<p>1 GETTING STARTED (pages 2–3)</p> <ul style="list-style-type: none"> • Reading and Thinking About the Topic 🔊 • Listening for Numerical Information 	<p>2 AMERICAN VOICES (pages 4–8)</p> <p>BEFORE THE INTERVIEWS</p> <ul style="list-style-type: none"> • Personalizing the Topic <p>INTERVIEW WITH ROBERT: Growing up in an extended family</p> <p>🔊 • Listening for Details</p> <p>INTERVIEW WITH CARLOS: Growing up in a single-parent family</p> <p>🔊 • Paraphrasing What You Have Heard</p> <p>AFTER THE INTERVIEWS</p> <ul style="list-style-type: none"> • Thinking Critically About the Topic 	<p>3 IN YOUR OWN VOICE (page 9)</p> <ul style="list-style-type: none"> • Giving Oral Presentations <p><i>Students prepare oral presentations about topics related to their families and present them to the class.</i></p>	<p>4 ACADEMIC LISTENING AND NOTE TAKING (pages 10–16)</p> <p>BEFORE THE LECTURE</p> <ul style="list-style-type: none"> • Personalizing the Topic 🔊 • Note Taking: Listening for Main Ideas and Supporting Details <p>LECTURE: Family Lessons (Ms. Beth Handman)</p> <p>Part One: Rewards and Punishments</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔊 • Note Taking: Organizing Your Notes in Columns <p>Part Two: Modeling</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔊 • Note Taking: Organizing Your Notes in Columns <p>AFTER THE LECTURE</p> <ul style="list-style-type: none"> • Thinking Critically About the Topic • Sharing Your Opinion
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Chapter 2 The Power of the Group

<p>1 GETTING STARTED (pages 17–18)</p> <ul style="list-style-type: none"> • Reading and Thinking About the Topic 🔊 • Listening for Specific Information 	<p>2 AMERICAN VOICES (pages 19–22)</p> <p>BEFORE THE INTERVIEWS</p> <ul style="list-style-type: none"> • Sharing Your Opinion • Personalizing the Topic <p>INTERVIEW WITH HENRY: Living with teenagers</p> <ul style="list-style-type: none"> 🔊 • Listening for Main Ideas <p>INTERVIEW WITH VICTOR AND SAMIRA: The influence of peers</p> <ul style="list-style-type: none"> 🔊 • Listening for Specific Information <p>AFTER THE INTERVIEWS</p> <ul style="list-style-type: none"> • Personalizing the Topic • Examining Graphic Material 	<p>3 IN YOUR OWN VOICE (page 23)</p> <ul style="list-style-type: none"> • Conducting a Survey <p><i>Students conduct a short survey to find out what people think the most recent fads are. Then they share their findings with a small group or with the class.</i></p>	<p>4 ACADEMIC LISTENING AND NOTE TAKING (pages 24–30)</p> <p>BEFORE THE LECTURE</p> <ul style="list-style-type: none"> • Building Background Knowledge on the Topic • Studying a Syllabus 🔊 • Note Taking: Listening for Organizational Phrases <p>LECTURE: Culture Shock – Group Pressure In Action (Professor Iván Zatz)</p> <p>Part One: Reasons for Culture Shock</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔊 • Note Taking: Organizing Your Notes in Outline Form <p>Part Two: Stages of Culture Shock</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔊 • Note Taking: Copying a Lecturer’s Diagrams and Charts <p>AFTER THE LECTURE</p> <ul style="list-style-type: none"> • Sharing Your Opinion
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Unit 2 Gender Roles
Chapter 3 Growing Up Male or Female

<p>1 GETTING STARTED (pages 32–34)</p> <ul style="list-style-type: none"> • Reading and Thinking About the Topic • Personalizing the Topic • Building Background Knowledge on the Topic 	<p>2 AMERICAN VOICES (pages 35–39)</p> <p>BEFORE THE INTERVIEWS</p> <ul style="list-style-type: none"> • Personalizing the Topic <p>INTERVIEW WITH LINDA: Bringing up a son</p> <ul style="list-style-type: none"> • Answering Multiple-Choice Questions <p>INTERVIEW WITH SHINGO: Growing up as a boy or girl</p> <ul style="list-style-type: none"> • Listening for Specific Information <p>AFTER THE INTERVIEWS</p> <ul style="list-style-type: none"> • Drawing Inferences • Sharing Your Opinion 	<p>3 IN YOUR OWN VOICE (pages 40–41)</p> <ul style="list-style-type: none"> • Conducting and Presenting Your Own Research <p><i>Students develop, conduct, and present a research study that examines male and female social behavior. The study is a smaller-scale version of an actual study.</i></p> <ul style="list-style-type: none"> • Responding to Presentations <p><i>Students take notes on the content of the presentations in the previous task. They respond to each presenter by asking questions and making comments based on their notes.</i></p>	<p>4 ACADEMIC LISTENING AND NOTE TAKING (pages 42–48)</p> <p>BEFORE THE LECTURE</p> <ul style="list-style-type: none"> • Building Background Knowledge on the Topic • Note taking: Using Symbols and Abbreviations <p>LECTURE: The Benefits of Single-Sex Education for Girls (Dr. Mary Frosch)</p> <p>Part One: Disadvantages and Advantages of Single-Sex Education for Girls</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context • Note Taking: Using Symbols and Abbreviations <p>Part Two: Two Main Benefits of All Girls' Schools</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context • Note Taking: Using Your Notes to Write a Summary <p>AFTER THE LECTURE</p> <ul style="list-style-type: none"> • Thinking Critically About the Topic
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Chapter 4 Gender Issues Today

<p>1 GETTING STARTED (pages 49–51)</p> <ul style="list-style-type: none"> • Reading and Thinking About the Topic • Examining Graphic Material 🔗 • Listening for Specific Information 	<p>2 AMERICAN VOICES (pages 52–57)</p> <p>BEFORE THE INTERVIEWS</p> <ul style="list-style-type: none"> • Building Background Knowledge on the Topic <p>INTERVIEW WITH BELINDA: Gender discrimination in the workplace</p> <ul style="list-style-type: none"> 🔗 • Answering Multiple-Choice Questions <p>INTERVIEW WITH FARNSWORTH: Gender inequality at home and in the workplace</p> <ul style="list-style-type: none"> 🔗 • Answering True/False Questions <p>AFTER THE INTERVIEWS</p> <ul style="list-style-type: none"> • Thinking Critically About the Topic • Examining Graphic Material 	<p>3 IN YOUR OWN VOICE (pages 58–59)</p> <ul style="list-style-type: none"> • Conducting an Interview <p><i>Students gather background information on problems that fathers who want to be active parents face today. Then they prepare interview questions on the topic, conduct interviews, and present their findings to the class.</i></p> <ul style="list-style-type: none"> • Giving Feedback on a Presenter's Style <p><i>Students take notes on the preparation, organization, and delivery of each presentation. Then they share their comments and constructive suggestions for improvement with the presenters.</i></p>	<p>4 ACADEMIC LISTENING AND NOTE TAKING (pages 60–64)</p> <p>BEFORE THE LECTURE</p> <ul style="list-style-type: none"> • Building Background Knowledge on the Topic 🔗 • Note Taking: Using Telegraphic Language <p>LECTURE: Gender and Language (Professor Wendy Gavis)</p> <p>Part One: Gender-Specific And Gender-Neutral Language</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔗 • Note Taking: Using Telegraphic Language <p>Part Two: Questions and Answers</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔗 • Note Taking: Using Telegraphic Language <p>AFTER THE LECTURE</p> <ul style="list-style-type: none"> • Applying what You Have Learned
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Unit 3 Media and Society
Chapter 5 Mass Media Today

<p>1 GETTING STARTED (pages: 66–67)</p> <ul style="list-style-type: none"> • Reading and Thinking About the Topic 🔊 • Listening for Specific Information 	<p>2 AMERICAN VOICES (pages: 68–72)</p> <p>BEFORE THE INTERVIEWS</p> <ul style="list-style-type: none"> • Sharing Your Opinion <p>INTERVIEW WITH CAROL: Problems with TV news</p> <ul style="list-style-type: none"> 🔊 • Answering Multiple-Choice Questions <p>INTERVIEW WITH SHARI AND FRANK: Reading the newspapers</p> <ul style="list-style-type: none"> 🔊 • Listening for Specific Information <p>AFTER THE INTERVIEWS</p> <ul style="list-style-type: none"> • Paraphrasing What You Have Heard • Sharing Your Opinion 	<p>3 IN YOUR OWN VOICE (pages: 73–74)</p> <ul style="list-style-type: none"> • Giving Group Presentations <p><i>Students discuss important events of the 20th Century. Then, in groups, they develop their own lists of important events and make presentations about them to the class.</i></p>	<p>4 ACADEMIC LISTENING AND NOTE TAKING (pages: 75–80)</p> <p>BEFORE THE LECTURE</p> <ul style="list-style-type: none"> • Personalizing the Topic • Thinking Critically About the Topic 🔊 • Note Taking: Listening for Signal Words <p>LECTURE: From Event to Story – Making It to the News (Ms. Sarah Coleman)</p> <p>Part One: The Work of a Journalist</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔊 • Note Taking: Choosing a Format for Organizing Your Notes <p>Part Two: Getting a Story into Print</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔊 • Note Taking: Choosing a Format for Organizing Your Notes <p>AFTER THE LECTURE</p> <ul style="list-style-type: none"> • Applying What You Have Learned
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Chapter 6 The Influence of the Media

<p>1 GETTING STARTED (pages 81–83)</p> <ul style="list-style-type: none"> • Reading and Thinking About the Topic • Personalizing the Topic • Recording Numerical Information <p>🔁</p>	<p>2 AMERICAN VOICES (pages 84–88)</p> <p>BEFORE THE INTERVIEWS</p> <ul style="list-style-type: none"> • Personalizing the Topic <p>INTERVIEW WITH EDDIE, LESLIE, AND RALPH: Opinions about media</p> <p>🔁 • Listening for Specific Information</p> <p>INTERVIEW WITH VANESSA, FELIX, AND RICHARD: Opinions about media</p> <p>🔁 • Listening for Specific Information</p> <p>AFTER THE INTERVIEWS</p> <ul style="list-style-type: none"> • Drawing Inferences • Thinking Critically About the Topic 	<p>3 IN YOUR OWN VOICE (pages 89–90)</p> <ul style="list-style-type: none"> • Conducting and Presenting Your Own Research <p><i>Students conduct “The Un-TV Experiment” and present their findings either to a small group or to the class. The experiment involves performing specific tasks that make viewers aware of how they are influenced by television.</i></p>	<p>4 ACADEMIC LISTENING AND NOTE TAKING (pages 91–96)</p> <p>BEFORE THE LECTURE</p> <ul style="list-style-type: none"> • Personalizing the Topic • Note Taking: Organizing Your Notes as a Map <p>🔁</p> <p>LECTURE: Dangers of the Mass Media (Ms. Dedra Smith)</p> <p>Part One: Issues of Violence, Passivity, and Addiction</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context <p>🔁 • Note Taking: Organizing Your Notes as a Map</p> <p>Part Two: Issues of Advertising and Invasion of Privacy</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context <p>🔁 • Note Taking: Organizing Your Notes as a Map</p> <p>AFTER THE LECTURE</p> <ul style="list-style-type: none"> • Applying What You Have Learned
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Unit 4 Breaking the Rules
Chapter 7 Crime and Criminals

<p>1 GETTING STARTED (pages 98–100)</p> <ul style="list-style-type: none"> • Reading and Thinking About the Topic • Sharing Your Opinion • Brainstorming About the Topic 🔁 • Building Background Knowledge on the Topic: Technical Terms 	<p>2 AMERICAN VOICES (pages 101–105)</p> <p>BEFORE THE INTERVIEWS</p> <ul style="list-style-type: none"> • Examining Graphic Material <p>INTERVIEW WITH EVELINA AND ARPAD: Crime in society today</p> <ul style="list-style-type: none"> 🔁 • Answering True/False Questions <p>INTERVIEW WITH GAIL AND TOM: Being the victim of a crime</p> <ul style="list-style-type: none"> 🔁 • Retelling What You Have Heard <p>AFTER THE INTERVIEWS</p> <ul style="list-style-type: none"> • Examining Graphic Material • Personalizing the Topic 	<p>3 IN YOUR OWN VOICE (page 106)</p> <ul style="list-style-type: none"> • Sharing Your Opinion <p><i>Students use the board game “Find Someone Who . . .” as a tool for asking and answering questions about crime and criminals. They can respond with information they have learned earlier in the chapter or from their own knowledge. Answers count only if they are clear and well-developed.</i></p>	<p>4 ACADEMIC LISTENING AND NOTE TAKING (pages 107–112)</p> <p>BEFORE THE LECTURE</p> <ul style="list-style-type: none"> • Building Background Knowledge on the Topic: Technical Terms 🔁 • Note Taking: Clarifying Your Notes <p>LECTURE: Crime and Ways of Solving Crime (Professor Michael Anglin)</p> <p>Part One: Types of Crime</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔁 • Note Taking: Clarifying Your Notes <p>Part Two: Ways of Solving Crime</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔁 • Note Taking: Using Your Notes to Answer Test Questions <p>AFTER THE LECTURE</p> <ul style="list-style-type: none"> • Applying What You Have Learned • Thinking Critically About the Topic
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Chapter 8 Controlling Crime

<p>1 GETTING STARTED (pages 113–115)</p> <ul style="list-style-type: none"> • Reading and Thinking About the Topic 🔄 • Listening for Opinions 	<p>2 AMERICAN VOICES (pages 116–119)</p> <p>BEFORE THE INTERVIEWS</p> <ul style="list-style-type: none"> • Sharing Your Opinion <p>INTERVIEW WITH DAVID: Preventing juvenile crime</p> <ul style="list-style-type: none"> 🔄 • Listening for Specific Information <p>INTERVIEW WITH AMY: The prison experience</p> <ul style="list-style-type: none"> 🔄 • Listening for Main Ideas <p>AFTER THE INTERVIEWS</p> <ul style="list-style-type: none"> • Paraphrasing What You Have Heard • Examining Graphic Material 	<p>3 IN YOUR OWN VOICE (page 120)</p> <ul style="list-style-type: none"> • Supporting Your Opinion <i>Students choose statements on the chapter topic with which they agree or disagree. They argue their opinions in small groups by using supporting information and transitional phrases that link their points. Then the class makes a master list of the supporting information gathered for each statement.</i> 	<p>4 ACADEMIC LISTENING AND NOTE TAKING (pages 121–126)</p> <p>BEFORE THE LECTURE</p> <ul style="list-style-type: none"> • Examining Graphic Material 🔄 • Note Taking: Recording Numerical Information <p>LECTURE: The Death Penalty (Mr. Jonathan Stack)</p> <p>Part One: Arguments Against the Death Penalty</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔄 • Note Taking: Using Your Notes to Ask Questions and Make Comments <p>Part Two: Questions, Answers, and Comments</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔄 • Note Taking: Using Your Notes to Ask Questions and Make Comments <p>AFTER THE LECTURE</p> <ul style="list-style-type: none"> • Summarizing What You Have Heard • Thinking Critically About the Topic
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Unit 5 Changing Societies
Chapter 9 Cultural Change

<p>1 GETTING STARTED (pages 128–129)</p> <ul style="list-style-type: none"> • Reading and Thinking About the Topic 🔊 • Recording Numerical Information 	<p>2 AMERICAN VOICES (pages 130–133)</p> <p>BEFORE THE INTERVIEWS</p> <ul style="list-style-type: none"> • Building Background Knowledge on the Topic <p>INTERVIEW WITH NINA: Concerns about computers and the Internet</p> <ul style="list-style-type: none"> 🔊 • Listening for Opinions <p>INTERVIEW WITH KELLY: The benefits of computers and the Internet</p> <ul style="list-style-type: none"> 🔊 • Answering True/False Questions <p>AFTER THE INTERVIEWS</p> <ul style="list-style-type: none"> • Examining Graphic Material 	<p>3 IN YOUR OWN VOICE (page 134)</p> <ul style="list-style-type: none"> • Sharing Your Opinion <p><i>Students analyze an instant message between two teenagers and discuss what type of writing is appropriate for e-mails and instant messages. Then the class develops a list of the “do’s and don’ts” of netiquette.</i></p>	<p>4 ACADEMIC LISTENING AND NOTE TAKING (pages 135–139)</p> <p>BEFORE THE LECTURE</p> <ul style="list-style-type: none"> • Personalizing the Topic 🔊 • Note Taking: Listening for Stress and Intonation <p>LECTURE: Basic Work Skills Necessary in the Twenty-first Century (Mr. Graciano E. Matos)</p> <p>Part One: Looking for and Applying for a Job</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔊 • Note Taking: Listening for Stress and Intonation <p>Part Two: Getting and Keeping a Job</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔊 • Note Taking: Using Your Notes to Answer Test Questions <p>AFTER THE LECTURE</p> <ul style="list-style-type: none"> • Summarizing What You Have Heard • Applying What You Have Learned • Sharing Your Opinion
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Chapter 10 Global Issues

<p>1 GETTING STARTED (pages 140–142)</p> <ul style="list-style-type: none"> • Reading and Thinking About the Topic • Examining Graphic Material 🔊 • Personalizing the Topic 	<p>2 AMERICAN VOICES (pages 143–146)</p> <p>BEFORE THE INTERVIEWS</p> <ul style="list-style-type: none"> • Sharing Your Opinion <p>INTERVIEW WITH BARBARA: Life in the city, country, and suburbs</p> <ul style="list-style-type: none"> 🔊 • Retelling What You Have Heard <p>INTERVIEW WITH KENNY: Pros and cons of city living</p> <ul style="list-style-type: none"> 🔊 • Listening for Details <p>AFTER THE INTERVIEWS</p> <ul style="list-style-type: none"> • Drawing Inferences • Sharing Your Opinion 	<p>3 IN YOUR OWN VOICE (pages 147–148)</p> <ul style="list-style-type: none"> • Making a Questionnaire to Use in a Survey <p><i>Students work in groups to make a list of factors that can affect the quality of life in our living environment. Then partners use the list as the basis for developing their own questionnaires to find out what other people think are the most important factors.</i></p> <ul style="list-style-type: none"> • Conducting a Survey <p><i>Students conduct the survey they prepared in the previous task, analyze their data, and report their findings to the class.</i></p>	<p>4 ACADEMIC LISTENING AND NOTE TAKING (pages 149–155)</p> <p>BEFORE THE LECTURE</p> <ul style="list-style-type: none"> • Building Background Knowledge on the Topic • Studying Handouts 🔊 • Note Taking: Using Handouts to Help You Take Notes <p>LECTURE: Our Changing Cities (Professor Bryan Gilroy)</p> <p>Part One: Reasons People Move to Cities</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔊 • Note Taking: Combining the Skills <p>Part Two: Changes in the City</p> <ul style="list-style-type: none"> • Guessing Vocabulary from Context 🔊 • Note Taking: Combining the Skills <p>AFTER THE LECTURE</p> <ul style="list-style-type: none"> • Summarizing What You Have Heard • Giving Group Presentations
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