Contents

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2	**Introductions to lectures** Migration Britain and the European Monetary Union Globalization Magistrates' courts *P7*	▪ Thinking about introductions ▪ Functions and language of lecture introductions ▪ Listening to lecture introductions	▪ Word stress
3	**Identifying key ideas in lectures** Franchising *P19*	▪ Thinking about key ideas ▪ Identifying key points in a lecture ▪ Distinguishing key points from examples ▪ Signposting and highlighting key points	▪ Word families (1)
4	**Note-taking: Part 1** Britain's traffic problems The East Asian economic miracle *P31*	▪ Reasons for taking notes ▪ Principles of note-taking ▪ Note-taking practice	▪ Sentence stress

	Unit title and topics	Skills focus	Microskills
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SAMPLE

Introduction

Aims of the course

The purpose of this book is to help you better understand spoken English, particularly the spoken English of academic lectures, as well as to help you develop your note-taking skills while listening.

Structure of the course

- **Unit structure:** Apart from the first unit, all the units are divided into two sections: macroskills and microskills.

Macroskills include such things as:

- making use of lecture introductions
- note-taking
- recognizing the structure of lectures

Microskills focus on understanding linguistic features of spoken English such as:

- recognizing words that are spoken quickly and are not stressed
- recognizing where one spoken word ends and the next begins
- word stress and sentence stress

In these units you will also find the following items:

- **Sound advice:** These either summarize key points from the unit or present advice on listening strategies.

- **Study tips:** These have been included for ease of reference when you are revising what you have studied. They either summarize the outcome of a series of activities or are a summary of other information contained in the unit.

- **Unit summaries:** Each unit is followed by a unit summary, giving you the opportunity to reflect on what you have learnt.

Additional materials

Glossary: Key words or phrases in the text are explained in the glossary on pages 84-86.

Transcripts: At the end of the book you will find the transcripts of all the lectures. Your teacher will sometimes give you the opportunity to listen to the recordings and follow the transcript at the same time, once you have completed the main listening tasks.
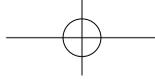
Working with the course

It can be particularly challenging to listen to long stretches of speech in a foreign language, particularly when you are not aware of the general structure of academic lectures given in English. This book will provide you with:

- guided instruction on how to follow a lecture.
- the opportunity to practise listening to similar lectures to the ones you will meet in your future studies.

What you put into the course will determine how much you get out of it. Obviously, if you want to improve your skills in listening to lectures and taking notes, it is essential to practise this skill. You should therefore prepare well for the sessions, as well as participating actively in them.

Listening materials

Many of the lecture extracts in this book are based on transcripts of authentic lectures given at the University of Reading. These lectures were given to audiences of British and international students as part of their normal degree programmes. Although the extracts have been re-recorded to ensure clarity, the language and content of these lectures have been maintained, to ensure that you are provided with listening practice that closely simulates listening to, and note-taking from, real academic lectures.

The lecture extracts are taken from a range of academic fields, including investment banking, development economics, marketing, psychology and linguistics. Although the original lectures were intended for students doing degrees in these subjects, we have chosen extracts that should be accessible to students of all subjects.

Other extracts have been written specially for this book, but have been designed to reflect features of authentic academic lectures.

The symbol indicates that the recordings are available on DVD-ROM.

Vocabulary

Although the recordings in the book may not be related to your particular subject, you will find a lot of useful vocabulary in this book.

There are different types of vocabulary that you may find useful:

- **Academic words:** These are words that occur frequently in many different academic subjects, so whatever your degree subject, it is important to learn how to use them.

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- **Non-technical topic words:** Many of the recordings use sets of topic vocabulary which will be useful to students on almost all degree courses; for example, the text on market research contains many words connected with surveys, questionnaires and statistics.

- **Subject-specific words:** Some of the recordings contain words which will be of particular interest to students of specific subjects; for example, there is an extract on social learning which will be of particular interest to students planning to study psychology.

Listening outside the classroom

Your listening will improve more quickly if you practise outside the classroom. You can do this in a variety of ways; for example, talking with English-speaking friends, listening to the radio or watching TV, or working with independent study materials (see further below).

You will find *Sound advice* sections in most units in this book, and these contain useful advice for improving your listening. Here are some more ideas.

- There are a number of good websites which provide practice in listening to academic lectures. If you go to the EAS website (enter through **www. englishforacademicstudy.com**) you will find links to some of these sites.

- A wide range of vocabulary is part of the key to success in listening. You should keep a record of new words or phrases that you learn, and make sure you note down the pronunciation, particularly if it does not fit in with pronunciation patterns you are familiar with. Ask your teacher to model the pronunciation if you are not sure of it.

- There are several dictionaries on CD-ROM where you can hear the pronunciation and see the meaning of a word on screen, either by moving the mouse pointer over a word or by clicking on it. The *Macmillan English Dictionary* and *Longman Dictionary of Contemporary English* both have good CD-ROM versions. Think about buying one of these because it will be useful, not just on this course, but in your later studies.

Listening to longer talks, and talks about your own subject, will help prepare you for listening to lectures, so you will need to do more independent listening in your own time.

Additional audio-visual resources

To help improve your extended listening, you can access highly relevant lectures and talks on two websites – the University of Reading's SACLL site, and TED Talks.
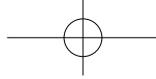
Self-Access Centre for Language Learning website (University of Reading)

This has more than 30 lectures given to international students on pre-sessional courses at the university's International Study and Language Centre on academic and general topics; many of these are by distinguished lecturers in disciplines such as construction management, food science, investment, psychology, finance and management. Each lecture is 35–50 minutes long and comes with transcripts and tasks, both of which can help your listening.

Here is a guide to using the material effectively.

- Find the website by typing in the URL www.sacll.co.uk or entering "SACLL lectures Reading" into Google or another search engine.

- Check through the lecture list, read the brief descriptions and choose one that interests you.

- Click the task button for your chosen lecture to get a list of open questions about the lecture.

- Read the questions and check any unknown vocabulary – reading and understanding the questions will help you anticipate the lecture's content.

- If necessary, do a quick Google search on the lecture topic to gain some more background knowledge. On degree courses, doing background reading before lectures is essential to full understanding.

- Listen to Part 1 of the lecture. Here, the speakers typically a) introduce the topic, b) say why it is important and c) explain how they will organize the lecture. Understanding this is essential to understanding the whole lecture (see Unit 2 on lecture introductions).

- As you listen to Part 1, answer the questions in the task.

- Check your answers to the questions on Part 1. If you have answered these correctly you will be well placed to understand the rest of the lecture. Otherwise, it is a good idea to listen again with the answers in front of you.

- Listen to the rest of the lecture. You could do this in parts, but it may be better to listen to the whole lecture without pausing, as you will need to develop the stamina needed for listening to long talks, rather than the shorter extracts that appear in this book.

- If you found parts of the lecture particularly hard to understand, or had problems answering the questions correctly, it is worth a) looking at the answers and listening again or b) reading the transcript while listening. This can help you understand why you have misheard or misunderstood.
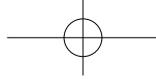
- Spoken English can be harder to understand than written English, due to things like word and sentence stress (Units 2 and 4), word boundaries (Unit 5) and weak forms of words (Unit 6). One way to practise is to listen to a very short extract of a lecture, then try to write down exactly what the speaker says. Listen several times to do this. Then check the transcript and see if you have heard correctly. This may show you why you are having problems following spoken English.

TED Talks

Speakers on this interesting site include world-famous academics, writers, thinkers, medical researchers, politicians, investors, cooks, businesspeople and artists. The talks are informative, up to date and thought-provoking. They vary from three minutes to more than an hour in length. You will hear different accents that will help you prepare for study at a culturally diverse university.

Here are some suggestions on using this website effectively.

- The URL is **www.ted.com**, or just enter "ted talks" into a search engine.

- You can access the talks in different ways. The top of the homepage has a menu including "Themes", "Speakers", "Talks". You can search for a particular speaker, e.g., Bill Gates, or the "Themes" button may offer a more interesting way to access talks – giving you a choice of talks on related topics.

- Each screen has a thumbnail picture of the speaker next to the title of their talk. Click on a photo for a talk you think might be interesting.

- You will find brief information about the talk and the speaker accompanying the video.

- To find out more before you listen, try entering the speaker's name and some key words from the title into a search engine. Reading before attending lectures is key to successful understanding.

- TED Talks also provides transcripts of the talks, which you can keep open on-screen together with the video, plus translations and subtitles in various languages. However, for your first listening we recommend that you initially just listen to the introduction and perhaps pause to check the transcript, then open the transcripts or subtitles later.

- Listen to the rest of the lecture and make notes. If anything is unclear, listen again. If it is still unclear, look at that part of the transcript and listen again.
  Why did you not understand?
  Were there unknown words?
  Perhaps you did not recognize the pronunciation of a word you know in written form – remember, in connected speech, pronunciation can also be affected by the
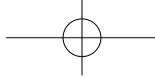
sounds in words before or after. Perhaps it was hard to recognize word boundaries (see Unit 5) – e.g., you might not hear the unstressed first syllable in *attempt* and hear "tempt" instead. Perhaps you heard a word you knew but that seemed to have a different meaning, e.g., you might hear *fair* and recognize it as meaning "light-coloured" (as in *fair hair*), but not know it can also mean "just" (as in *justice*). Or, was the idea not clearly expressed or hard to understand even though you knew all the words? Understanding why you have had problems can help you listen more effectively next time.

- Finally, you may want to listen to the talk again, or part of it, with the transcript open, paying attention to the way words are pronounced in connected speech.

VIII
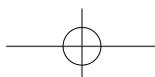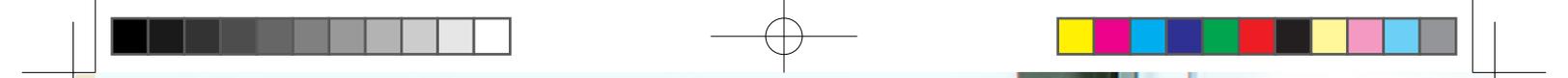
Introductions to lectures
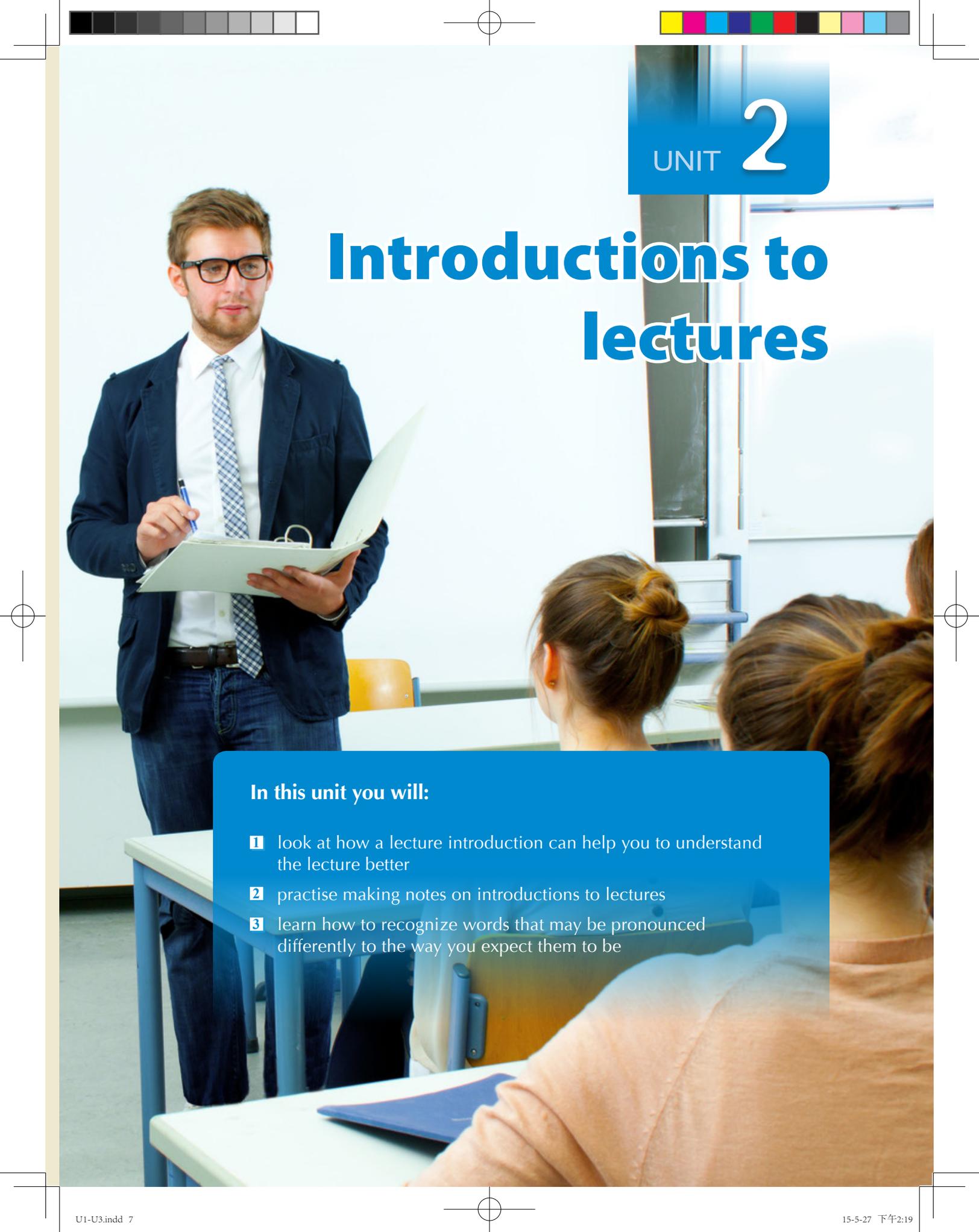
In this unit you will:

1. look at how a lecture introduction can help you to understand the lecture better

2. practise making notes on introductions to lectures

3. learn how to recognize words that may be pronounced differently to the way you expect them to be
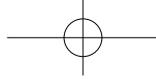
Thinking about introductions

1.1 What do you expect the lecturer to talk about in the introduction to a lecture?

1.2 Think of lectures you have heard. Did the lecturers try to make the structure of the lecture obvious to students? If so, how?

1.3 Two students took notes on the introduction to a lecture about migration. Look at the notes they took. How are the notes different?

Student 1:

Migration from new EU countries, e.g., Poland — effect on UK econ., etc.

Student 2:

Not EU migration BUT internal UK migration, e.g., country ➜ city

1.4 Listen to the introduction. Then answer the questions.

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1. Which student understood what the lecturer was going to talk about?
2. Why do you think the other student made a mistake?
3. Which words in the introduction signal what the lecturer will talk about?

Sound advice

In an introduction, the speaker may define the scope of the lecture by explaining what will *not* be discussed, as well as what *will* be discussed.

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The left-hand column shows what lecturers commonly do in introductions to lectures. All the statements in the right-hand column are examples from introductions to lectures.

2.1   **Read the functions 1–9 in the left-hand column of the table.**

a.   Tick (√) those you discussed in Ex 1.1 and 1.2. Check that you understand what the others mean.

b.   Match 1–9 from the left-hand column to the statements a–i in the right-hand column.

What lecturers do in introductions	Lecturer statements
1. ☐ **limit the scope of the lecture;** in other words, say what they will talk about and what they will not talk about	a. ☐ There are in a sense two themes – there's a qualitative stream of market research and there's a quantitative stream. I'm going to deal with basically the quantitative stream of data collection first.
2. ☐ **comment on a theory** they have just described	b. ☐ However, that's not the type of migration that I want to look at today. What I want to look at is internal migration, i.e., the movement of people from country to city, and vice versa, and from one city to another.
3. ☐ **preview the content or structure** of the current lecture	c. ☐ Sara Shettleworth has a superb chapter on social learning, and I'm going to mention just a few of the examples that she mentions.
4. ☐ **refer to research** on the subject – this often includes mentioning specific reading material	d. ☐ What I want to do first, because I know some of you are not from the EU, is just give a very simple introduction to European Union institutions.
5. ☐ **give background information** on the lecture topic	e. ☐ I undertook a study in the mid-80s and it was quite easy for me to find 22 markets.
6. ☐ **introduce different approaches** to the subject	f. ☐ I'll be giving you a handout with these quotes, so you don't have to write them down verbatim.
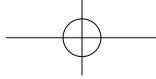
(*To be continued*)

What lecturers do in introductions	Lecturer statements
7. ☐ **refer** to what students should/should not write down	g. ☐ My critique about the theory of perfect contestability is that if you change the assumptions slightly, the predictions change dramatically. It's very unstable.
8. ☐ **indicate that they are referring back** to previous lectures and remind students of the content of those lectures	h. ☐ Last term we looked at how accounting systems were different. We looked at France and Germany and the Netherlands, and so forth, to see how the financial reports are different.
9. ☐ **explain the lecturer's own interest** in the subject, for example, any research he/she has done	i. ☐ So in today's session – I'm going to talk about the local environment, the role of local government, and also look at the interaction with the community.

Task 3 Listening to lecture introductions

You are going to listen to the introductions to three different lectures. Before you listen to each introduction, you will do some activities to help you anticipate the content of the lectures.

3.1   The first lecture is entitled *Britain and the European Monetary Union*. Before you listen, discuss the following questions with a partner.

1. What is the Eurozone?
2. What countries are in the Eurozone?
3. What do you think Britain's attitude to the EU is? And to the USA?

Check that you understand the following words and phrases from the lecture.

currency	opt out	the Commonwealth

3.2   Listen to the introduction to the lecture *Britain and the European Monetary Union*. Which functions from the checklist in Task 2 does the lecturer use?

3.3   The second lecture is entitled *Globalization*. Before you listen, discuss the following questions with a partner.

1. What does globalization mean to you?
2. What kind of people does it affect?
3. Which department of the university do you think the lecturer will be from?

Check that you understand the following words and phrases from the lecture.

stockbrokers	global tycoons	sociologist	implications

3.4   Listen to the introduction to the lecture *Globalization*. Which functions from the checklist in Task 2 does the lecturer use?

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3.5   The third lecture is entitled *Magistrates' courts*. Before you listen, discuss the following questions with a partner.

1. How many different types of court do you have in your country?
2. What problems do the different courts deal with?

Check that you understand the following phrases from the lecture.

non-criminal matters	maintenance of children	criminal offences

3.6   Listen to the introduction to the lecture *Magistrates' courts*. Which functions from the checklist in Task 2 does the lecturer use?

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Note: At the beginning of the lecture, the speaker refers to "John", the person who has introduced her.

Sound advice

Listen carefully to the introductions to all your lectures. Doing so may help you to understand the lectures better and take better notes.
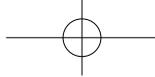
Microskills: Word stress

4.1

Listen and complete the sentence from the introduction to *Britain and the European Monetary Union*.

> However, _____, I am
> going to spend most of the time today talking about why Britain
> _____, and what that said,
> and still says, about Britain's attitude in general to membership of the
> European Union.

Answer the following questions.

1. Were the missing words ones you already knew?
2. If you already knew the words, did you recognize them when you heard them? If you didn't, why didn't you recognize them?

> ### Sound advice
>
> A better understanding of the reality behind the pronunciation of English will help you develop your listening skills. One aspect of pronunciation that may cause difficulties in listening is word stress and its influence on the pronunciation of vowel sounds. For example, you may not have recognized *adopt* in Ex 4.1, either because you expected a different pronunciation or because you did not hear the initial /ə/.

4.2

Listen and complete the following sentences from the introduction to *Magistrates' courts*. Write one word in each space.

> So, for example, in the case of family break-up, it would involve making
> parental contact orders where the parents can't agree on how much
> _____ time each parent should have with the child ...
>
> What we are mainly _____ with today is the criminal court, and
> that is what I am going to spend most of my time talking about this morning.

Answer the following questions.

1. How do you pronounce the words you have written?
2. The first syllable of each word is spelt the same, but in the second extract it is pronounced differently from how you might expect. Why?
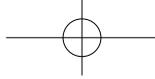
4.3   Put the words in the box into the correct column according to their stress pattern.

access	account	process (*n*)	produce (*v*)	contact	context
product	protect	adapt	promise	assist	provide
connect	consume	control	consist	assume	aspect

Oo	oO
access	account

a. Now label the words in the two columns *n* (noun) or *v* (verb), where they are not labelled already.
b. Look at where the stress falls in the two-syllable words. Can you see a connection between word form and word stress in two-syllable words?

4.4   Listen to a recording about security and computers. Complete the text with one word in each space. Use forms of the words from Ex 4.3.

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Security is an important _____ of using a computer that many people do not pay much attention to. If you buy a laptop or personal computer, you will probably want to _____ to the Internet. If so, it is important that you install security software which will protect it from attack by viruses or spyware. Now there is a wide range of _____ available on the market which are relatively cheap and which _____ a variety of different features. For example, in addition to checking their computer for viruses, parents can use the software to _____ which websites their children can _____. You should not _____, however, that you
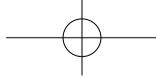
are 100% safe if you are using such security software. You should make sure that you have backup copies of your work, and you should be very careful about keeping important information, such as bank _____ details, on your computer.

4.5 **Listen to a recording about competition between large supermarket chains and small local shops. Complete the text with one word in each space. All the words begin with *con~*, *pro~* or *a~*.**

Because of planning restrictions, the large UK supermarket chains are looking to expand their businesses and increase _____ by opening smaller "convenience stores". Organizations representing small, independent shops _____ that they now face unfair competition from the large chains. And they _____ the large chains of a number of practices that make it difficult for them to compete. Firstly, it is _____ that below-cost pricing is used by large supermarkets to force smaller, local shops out of business. Secondly, the large chains often buy up land which is not immediately used, and this prevents smaller local businesses from entering the market.

There is also some _____ that the large chains are treating their suppliers unfairly. Farmers claim that they are being paid less for their products, and they are reluctant to complain for fear of losing key _____.

However, supermarkets argue that the _____ is the best regulator of the market.

Look at the words you have written in the spaces. Does the stress fall on the first or second syllable? How do you pronounce these words?

4.6 **Put the words in the box into the correct column according to their stress pattern.**

decent	decide	reflect	expert	extinct	rescue
equal	reptile	defend	dentist	delay	even
effect	decline	rely	reckon	report	emerge

Oo	oO
decent	decide

4.7

Listen to a recording about the effect of global warming on numbers of polar bears. Complete the text with one word in each space. Use forms of the words from Ex 4.6.

Wildlife _____ predict that numbers of polar bears will _____ by at least 50% over the next 50 years because of global warming. Polar bears _____ on sea ice to catch seals for food, and it has _____ that ice floes in the Arctic are disappearing at an alarming rate. Now scientists _____ that the animals are already beginning to suffer the _____ of climate change in some parts of Canada, and if there is any further _____ in tackling this problem, polar bears may be _____ by the end of the century.
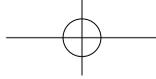
4.8 Listen to a recording about monitoring water levels in rivers. Complete the text with one word in each space. All the words begin with *de~*, *re~* or *e~*.

> Scientists are now able to monitor river levels using information from satellites by using a computer programme _____ by researchers at De Montfort University in Leicester. Satellites have been able to measure the height of the sea by timing how long it takes to _____ a beam bounced back off waves. But, until now, interference from objects on the banks of rivers has made it impossible to measure river levels.
>
> However, the new programme, which is based on data collected over the last _____, is specially _____ to filter out this interference. This new technology will be particularly useful in monitoring river levels in _____ areas. It will, for example, enable scientists to _____ river-level patterns over the _____ Amazon River basin, contributing towards our understanding of climate change.

Look at the words you have written in the spaces. Does the stress fall on the first or second syllable? How do you pronounce these words?

Unit summary

In this unit you have seen how a lecture introduction can help you to better understand the lecture and practised taking notes on introductions to lectures. You have also focused on words that may be pronounced differently from the way you expect them to be.

1 **Look at these extracts from lecture introductions. Underline the topic of each lecture.**

a. Now, you may think that a lecture entitled *Britain and the European Monetary Union* will be about Britain's plans to join the EMU, but what we will actually look at today is why Britain is not part of the Monetary Union.

b. What I especially want to focus on today is low-paid employment within the public sector, and not get sidetracked into talking about the many underpaid individuals in the private sector, or indeed, the unemployed.

c. Rather than talk at length about crime figures as a whole, I'm going to concentrate on crime that is considered to be drug-related. That means crime that occurs because the perpetrator needs to buy drugs to satisfy an addiction – crimes like burglary and common theft, for example.

2 **Complete each of these functions of lecture introductions with a word from the box below.**

approaches	content	research	scope
theory	background	interest	previous

a. limit the _____ of the lecture
b. comment on a _____
c. preview the _____ or structure of the current lecture
d. refer to _____ that has been done on the subject
e. give _____ information on the lecture topic
f. introduce different _____ to the subject
g. indicate that they are referring back to _____ lectures
h. explain the lecturer's own _____ in the subject

For web resources relevant to this book, see:
www.englishforacademicstudy.com

This weblink will provide you with further practice in the language of introductions and help you with issues concerning word stress.

Note-taking: Part 2

In this unit you will:

1 learn how to use abbreviations and symbols to save time when note-taking

2 discuss the advantages and disadvantages of two ways of taking notes

3 practise note-taking from lectures

4 learn linking and word boundaries

Task 1   Returning to your notes

It is important to make clear notes during lectures, as you will need to understand them after the lecture or when you refer back to them later in the year. It is useful to look at the way others make notes, but in the end you will develop your own style.

Your teacher will show you some notes from a lecture extract that you listened to in Unit 4.

1.1   **See how you can expand the notes into complete sentences with another student.**

As you discuss, try to explain how the ideas are connected to one another.

Study tip

Remember that you will need your notes for future reference, so make sure they are clearly understandable.

Task 2   Using abbreviations and symbols

2.1   **What abbreviations and symbols were used in the notes in Task 1, and what do they mean?**

2.2   **Look at the examples of abbreviations that an economics student used. What do you think they stand for?**

Study tip

Your notes are generally for yourself, so the abbreviations you use will tend to be personal.

infl. _____   invest. _____   recess. _____

bus. _____   org. _____   min. _____

What abbreviations would you use if you were listening to lectures in your own field? List them below.

_____   _____

_____   _____

_____   _____

_____   _____

2.3   What do you think the following symbols refer to?

Symbol	Meaning	Symbol	Meaning
↗	increase, rise, go up	≠	
↘		€	
→		?	
←		!	
≥			

Task 3   Note-taking practice

You are going to listen to extracts from two different lectures and practise note-taking using symbols and abbreviations.

3.1   **Listen to a lecturer talking about language learning. She refers to a source text (Littlewood, 1992) which provides an analysis of the purposes of education in general. Continue the following notes.**

Extract 1

3 purposes of education (Littlewood, 1992)

_____

_____

_____

_____

_____

_____

_____

_____

3.2 You are going to hear another extract from the lecture on development economics. Here the lecturer is describing changes in the world economy during the 1970s. Listen and continue the following notes.

Check that you understand the meaning and pronunciation of the words in the box before you listen.

Extract 2

boom	inflation	devalue	float

early 70s econ. boom → infl. in world econ.

Task 4 **Organizing your notes**

Different people organize their notes in different ways. Some students write linear notes, starting at the top of the page and working down, while other students prefer to use mind maps. The best solution may be to use different ways of taking notes for different types of lectures.

Study tip

Linear notes are arranged so that the ideas are set out one after the other. The writer starts at the top of the page and works down to the bottom.

Linear notes

key point 1: (a) _____

(b) _____

(c) _____

key point 2

key point 3

Mind map is a diagram used to represent words, ideas, tasks or other items linked to and arranged radially around a central key word or idea.

creative thinking

quick summary

generate ideas

definition

advantages

mind map

organize ideas

visual map

design

painting devices

central words

branches
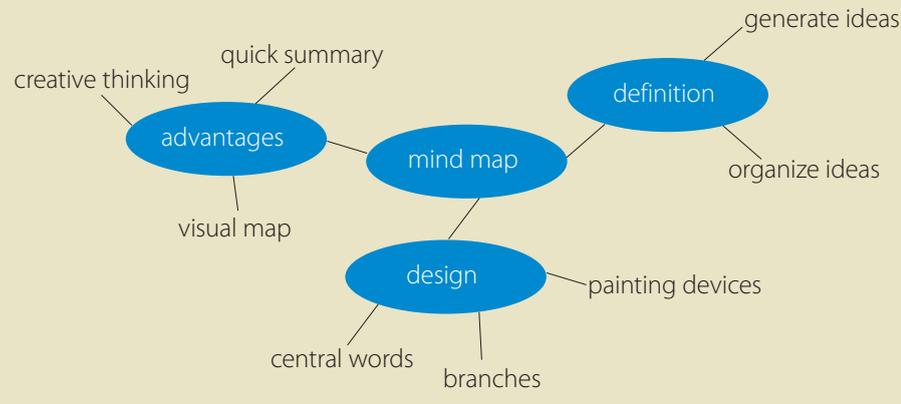
4.1 **Look at the following descriptions of different lectures. Do you think it would be better to use mind maps or linear notes for these lectures? Why? Discuss your ideas with another student.**

1. This is a lecture on global warming. The lecturer discusses the evidence that global warming is taking place, then looks at the causes, and finally looks at possible solutions and the difficulties of solving the problem.

2. This is a lecture on teleworking. The lecturer compares teleworking with normal ways of working, i.e., office-based working. He looks at the social, financial and environmental effects/benefits of both types of work.

3. This is a lecture on the history of the European Union from the 1950s to the present day.
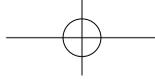
4. This is the first lecture in a series entitled *Global problems*. In this lecture, the speaker gives an overview of some of the main problems facing the world today.

4.2 **Listen to this extract from a lecture entitled *Health in the UK* and make notes. Work with your partner. One of you should take notes in a linear style, the other should make a mind map.**

a. Before you listen, make sure you understand the words and phrases in the box. How would you abbreviate them?

individuals	life expectancy	statistics
_____	_____	_____
heart disease	prescriptions	blood pressure
_____	_____	_____
cholesterol	physical inactivity	British Heart Foundation
_____	_____	_____

b. Compare your notes with your partner. Which style of note-taking do you think is more appropriate for this lecture? Why?

4.3 **Discuss the advantages and disadvantages of linear notes and mind maps with your partner. Think about the following:**

1. the process of writing notes in a lecture
2. referring to the notes after the lecture

4.4 **Compare your opinions with another pair.**

Task 5 Microskills: Word boundaries

5.1 **Listen and complete the sentences.**

1. The government has introduced _____ to encourage investment in this region.

2. For _____ these organizations are
    often regarded as charities.
3. A number of reforms to the _____
    have been proposed.

Did you find it difficult to understand the missing words in the sentences? If so, why?

Sound advice

The pronunciation of a word is affected by the word before or after it. When you are listening, it is sometimes difficult to hear when one word ends and another begins, because it may sound as if the words are linked together. In addition, sometimes sounds are inserted between the words, or sounds disappear or change. These make pronunciation easier for the speaker, but may cause problems for the listener!

5.2

Read the explanation below and listen to the examples.

Linked words: Consonant + vowel
When a word ends in a consonant sound and the next word begins with a vowel sound, the words may seem to be linked, e.g.,:
add‿up
What‿are these?
the main‿objective
Inserted sounds: Vowel + vowel
When a word ends with a vowel sound and the next word begins with a vowel sound, a /w/, /J/ or /r/ sound may seem to be inserted, e.g.,:
do /w/ anything
try /J/ out
no /w/ idea /r/ of it
Disappearing/changing sounds: Consonant + consonant
When a word ends with a /d/ or /t/ sound and the next word begins with a consonant, the /d/ or /t/ sound often disappears, e.g.,:
next day
rapid growth
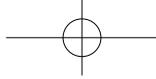
5.3 Listen to the phrases. Mark the phrases with the symbols (‿), (/), /d/ and /t/ from Ex 5.2.

1. they   invested   in   property

2. a   mixture   of   oil   and   residues

3. it's   an   open   market

4. it's   due   on   Friday   morning

5. free   admission   on   Sundays

6. it   shows   as   a   white   mark

5.4 You are going to listen to an extract from a lecture on the theory of real options in investment. Listen and complete the text with two to five words in each space. The missing expressions include examples of word boundaries that may cause you difficulties.

Study tip

Real options are techniques that allow investments to be analyzed, while taking flexibility and uncertainty into account.

I'm going to go through the theory of real options, and then I'm going to show you how they can be used to _____
_____, particularly on property assets. "Real options" is a term which was coined ten or 15 years ago, when people began to realize that
_____ isn't the only thing you should look at in valuing assets, that a number of assets in companies have _____ option value.
And so the option theory you've been looking at can also be applied to _____ instead of just
_____. And that, in raising money, companies particularly have _____
_____ from an option pricing perspective than they first thought. The idea of real options is that management is not just a passive participant, but that management can take _____
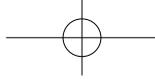
in making and revising decisions that can lead on from unexpected
market developments such as, for example, the _____
_____ has gone up from about $85 a barrel
to _____ $100 a barrel
over the last year. So, if you were an oil producer this time
last year, you would be taking a very different view on the
_____. So the increase in oil
prices has uncovered _____
which make oil producers a lot more valuable, and now you can
bring oilfields _____ that were
not necessarily economic. So this is the kind of idea that when we're
looking at a project, we're not just looking _____
_____, we're actually looking at a cash flow that can be
subject to a lot of optionality.

Unit summary

In this unit you have seen how abbreviations and symbols can be used when taking notes, and you have discussed the advantages and disadvantages of two ways of taking notes. You have also looked at linking and word boundaries.

1   **Circle 1, 2 or 3 to complete each of these statements about note-taking.**

     a.   Using abbreviations and symbols …
         1.   saves time.
         2.   shows that you are intelligent.
         3.   stops other students using your notes.
     b.   If you use abbreviations and symbols, …
         1.   everyone must understand them.
         2.   your lecturer must understand them.
         3.   you must understand them.

**2**   **Delete the wrong options in this statement so that it is true for you.**

> *I don't know how to use any/can use a few/use a number of* abbreviations and symbols when I take notes.

3   **Mark each of the different lecture types a–e below as follows.**

L – I think making linear notes is the better approach.
M – I think making a mind map is the better approach.

     a.   The lecture compares how successful one thing is compared with another and examines the reasons. ☐
     b.   The lecture runs through the history of an organization. ☐
     c.   The lecture is on an issue that affects everyone. It also gives examples of how the issue affects particular people in particular places. ☐
     d.   The lecture is about a successful person and outlines what he achieved in his life. ☐
     e.   The lecture states that a problem exists, examines its causes and then proposes some solutions. ☐
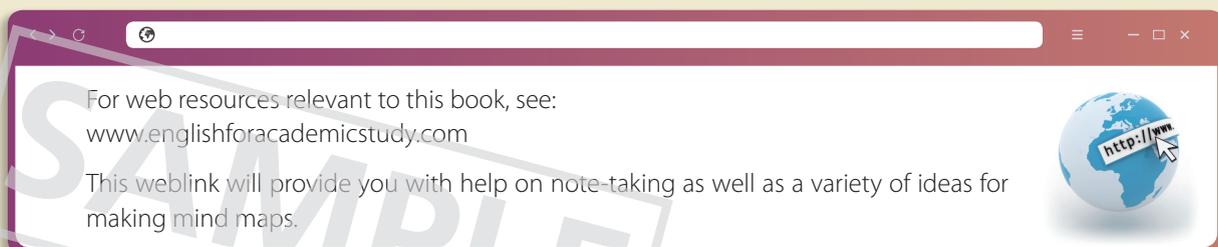
For web resources relevant to this book, see:
www.englishforacademicstudy.com

This weblink will provide you with help on note-taking as well as a variety of ideas for making mind maps.