

# Answer Key and Commentary

## Unit 1 (pages 1–25)

### ■ Task 1 (page 3)

#### Step 1 (page 3)

1. A medical sociologist would look at the big picture of how medical care is affected by different influences in society. One would expect a broad coverage, especially in an overview.
2. Students might come up with any of the following:
  - advanced technology
  - lots of paperwork/ forms to fill out
  - high costs
  - medical malpractice lawsuits

#### Step 2 (page 4)

Watch the lecture segment and take notes.

## **2 Academic Listening Strategies**

### **Step 3 (page 4)**

1. An Overview of the U.S. Healthcare System
2. cultural history and values, political system, economic philosophy
3. religion, family, education
4. diverse; there is no single characteristic that describes it
5. diversity, individualism, market-oriented
6. Choice is very important.
7. They like it.
8. The tax laws discourage them.
9. pharmaceuticals, small companies providing medical equipment, or data services
10. to sell stock
11. NIH, federal government, private foundations
12. diversity

### **■ Task 2 (page 6)**

#### **Step 1 (page 6)**

1. Students should notice that they need to organize better; for example, they should highlight important ideas, put main ideas on the left and details on the right, use more white space, and abbreviate more.
2. Answers will vary.

#### **Step 2 (page 7)**

Answers will vary.

### **■ Task 3 (page 7)**

Students have probably used several of the strategies in their past experience. They probably do not do a lot of evaluating of how effective these strategies are or adapt strategies to fit different contexts. This list should be used as a menu of possible strategies available. Each new listening challenge (different situation) will require reevaluation of strategies and adding or subtracting strategies.

■ Task 4 (page 10)

Answers will vary. Tape-recording a lecture is probably not a practical option for most students. I suggest using this one very selectively, only for the most difficult course, the most rapid speaker, or the most difficult content and possibly only for the first few classes of a new term. I always tell students to get permission, since lectures are seen as a kind of intellectual property in the West.

■ Task 5 (page 10)

This activity generates a lot of discussion and provides opportunity for commentary by the instructor. Student lists usually include both reading the assigned material before the lecture and taking notes.

I encourage students to focus on several before-lecture strategies, especially if they cannot read all of the material. At this point, I also discuss strategies for dealing with a high volume of reading, such as dividing the reading among several classmates and then meeting to discuss it, or reading only the headings and first and last lines of a paragraph and writing the main ideas in the margin of the text. I encourage students to try these strategies and report back to the class on how effective they were. I also encourage students to use the strategies that suit their personalities and avoid those that do not. For example, though I think discussing the lecture with other students is a good compensation strategy, as well as a good strategy for using English in a communicative, meaningful setting, this may not be a good strategy for a shy student.

■ Task 6 (page 11)

The instructor should collect notebooks (journals) periodically and help students evaluate their strategy use. I respond both with written comments and suggestions and by addressing issues in class.

■ Task 7 (page 12)

Answers will vary.

■ Task 8 (page 12)

After students discuss this in pairs, the instructor can ask for volunteers to share with the class.

■ Task 9 (page 14)

Many students identify with Box A as describing their previous educational experience. Students report that younger professors or professors educated abroad sometimes incorporate some elements described in Box B.

## **4 Academic Listening Strategies**

### **■ Task 10 (page 15)**

I try to stress that preparation is very important if students want to try to join the class as full participants. We will study an interactive class lecture situation in the BIO 152 exercise (p. 18—note lines 4, 13, 25, and 27), and students will see that they do not always have to answer in complete grammatical sentences to participate in some of these interactive class situations.

### **■ Task 11 (page 16)**

Kong mentions teaching style differences. In his experience in classes in the United States, students discuss in class, and afterward the instructor does not give the correct conclusion. Rather, the instructor guides students to draw their own conclusions. In China, students discuss, and the teacher gives his or her own “correct” conclusion; students accept this. Also, in the United States, students appear to be able to interrupt at any time. In China, the students ask questions before or after class or during office hours. (I do mention here that some professors do not welcome interruptions.)

### **■ Task 12 (page 17)**

#### **Step 1 (page 17)**

The important information is included in the sample notes in Appendix C.

#### **Step 2 (page 17)**

You could point out that a possible exam question could ask a student to evaluate whether a clone or a virus is alive. Therefore, paying attention to this kind of interaction could be beneficial.

#### **Step 3 (page 17)**

He is trying to get the students to think.

#### **Step 4 (page 17)**

Read while listening

#### **Step 5 (page 20)**

Answers will vary. With regard to interruptions, the students are showing interest in the material and are not challenging it. The professor seems to enjoy the interaction.

■ **Task 13 (page 20)**

1. No, he challenges them on their answers, but he certainly doesn't expect a full, complete answer.
2. They are very short, one word.
3. Answers will vary.
4. Answers will vary.

The intent of these discussion questions is to demonstrate to students that many of their classmates feel shy about speaking up in classes where there are native speakers. They are not alone in their fears of not being understood. And all students can have a fear that they might be wrong with an answer. Through this listening activity, students should see that native speakers do not always give complete sentence, textbook-like answers, nor does the instructor expect this.

■ **Task 14 (page 22)**

Clip 4 is read, the sentences are long, there are few pauses, and there is no visual support. Clip 5 is well-prepared and practiced, though not read. There is visual support, more examples are provided, and there are more frequent and longer pauses and shorter sentences. Students find Clip 5 easier to understand.

■ **Task 15 (page 24)**

Answers will vary. Usually students mention that the behavior of both students and professors in their home countries is more formal.

■ **Task 16 (page 24)**

Answers will vary.

■ **Task 17 (page 25)**

Nam prepared both his question and the answer before going to the office hour for the first time in his first semester. Because of this, he could be more confident of understanding what the professor was going to say. He gained confidence that he could do it again.

## 6 Academic Listening Strategies

### ■ Task 18 (page 25)

Two possible practice strategies include:

- A student could e-mail the question to the professor and receive a return e-mail before trying to discuss the topic during office hours.
- A student could also discuss the question with a more senior student before going to office hours.

I tell students that getting to know their professors by discussing questions about course content can have several strategic benefits. Not only are they likely to understand the material better, but they also may at some point need to discuss a weightier matter such as a grade they think is unfair, or they may need to ask for a letter of recommendation. These situations might be easier to face if they have already established a relationship with the professor.

## Unit 2 (pages 27–72)

### ■ Task 1 (page 28)

All are typical in a textbook. Repetition of main ideas occurs in an end-of-chapter summary.

### ■ Task 2 (page 29)

#### Step 1 (page 29)

- repetition of key ideas (lines 5, 14, 16, 26, 28, 31–35)
- fillers: okay, all right, um, well (lines 1, 2, 19, 28, 29)
- the location of the fillers: They occur in several places: lines 1 and 2 at the beginning of a sentence; line 19 between two ideas; lines 28, 29 at the end of a statement.
- informal terms and slang: line 2 that begs the question; lines 19 and 20 what it's coming down to; line 21 what we're gonna end up doing is just coming up with a bunch of properties; line 26 who else?
- reductions: gonna (lines 2, 20, 21)
- contractions: should've (lines 2, 3, 11, 13)
- incomplete sentences, ungrammatical phrases (lines 14, 16, and 17)
- use of personal pronouns: I, you, we (lines 1, 3, 20, 21)

#### Step 2 (page 32)

Students may say that the frequency of fillers, repetitions, and contractions in this interaction surprises them. We will take a closer look at these features in subsequent exercises.

■ Task 3 (page 32)

**Comparing and Contrasting Written Texts and Lectures**

	<b>Textbooks</b>	<b>Lectures</b>
Organization pattern	<i>fairly consistent across disciplines Units, chapters, sections, glossary in back</i>	<i>varies according to field, lecture to lecture and sometimes within a single lecture</i>
How emphasis is shown	<i>bolded or italicized type</i>	<i>repetition; direct statements of "this is my point," "you need to know this because"; volume change</i>
Predictability/consistency	<i>predictable</i>	<i>Often hard to predict</i>
Formality/informality	<i>formal, academic style</i>	<i>Varies a great deal depending on the speaker.</i>
Length of sentences	<i>Long, about 20-30 words</i>	<i>Varies a great deal, but generally much shorter than in written English</i>
Grammar	<i>Grammar follows rules taught in English classes, few or no ungrammatical elements</i>	<i>ungrammatical elements frequent</i>

■ Task 4 (page 35)

Step 1 (page 35)

- The student's previous interest was business.
- The new interest is maybe international relations, or paleontology, astronomy.
- Her reason is that she doesn't want to be stuck behind a desk. She wants to do something "more flavorful."

Step 2 (page 36)

Read the transcript as you listen.

## 8 Academic Listening Strategies

### Step 3 (page 37)

1. The advisor speaks in complete sentences and is clear. She uses several contractions, one slang term ( *cuz* ), and a couple of fillers ( *uh, so, see page 36* ). Her pace is not too rapid, though she does run her words together.
2. The undergraduate shows many features of “messiness.” She displays false starts (see p. 36, lines 7, 12, 14), many contractions, runs her words together, and has ungrammatical sentences (see lines 17–19). Notice the prevalence of the words  *like*  as well as  *wanna*  and  *gonna* . This transcript is unlike anything students have seen before.
3. Sentences in dialogs in English texts are typically short and complete, with no false starts. Some texts have introduced  *gonna*  and  *wanna* .
4. Answers will vary.

### Step 4 (page 39)

Read the transcript as you listen. Focus on the linking.

### Step 5 (page 39)

*Wanna*  is a reduction of  *want to* . The /t/ sounds are missing.

### ■ Task 5 (page 40)

Read the dialogue.

### ■ Task 6 (page 42)

Before reading the fast speech questions, be sure to help the students understand the responses that are printed in their text. To do this, **read the responses aloud in fast speech** as they are written here. Help students guess what they mean. A “translation” is provided.

#### Fast Speech Version

- a. Don't worry, wekinwait.
- b. Downthehall tuhtheleft.
- c. Idunno.
- d. Lemmeshowya.
- e. Iavamap.
- f. Iguesso.
- g. soccer
- h. Thestoreonthecorner.

#### Translation

- Don't worry, we can wait  
Down the hall to the left.  
I don't know.  
Let me show you.  
I have a map.  
I guess so.  
soccer  
The store on the corner.

Following are the questions to read aloud for fast speech recognition practice. Try to use a natural speed and run the words together as they are printed here. After reading the questions at a fast rate one or two times, have students select appropriate responses. Give the students a copy of the questions afterward and discuss what has been connected, what has been reduced, and where sounds have blended into something else. For example, you can help them notice the change of the vowel in /can/ to the short /ɪ/ sound in /kin/. And the maintenance of the /æ/ sound in /can't/. Help them to see that the vowel sound difference is one way to distinguish between these two words, but since the difference is very, very slight, even native speakers of English often need a secondary signal, such as a nod of the head to mean yes, to distinguish between /kin/ and /kæn't/ in spoken English.

Answer possibilities:

- |                                  |         |
|----------------------------------|---------|
| 1. Wherkinlfinithebathroom?      | b, c, d |
| 2. Whadifl can't bethereatwo?    | a, c    |
| 3. Howdeegethatanswer?           | c, d    |
| 4. Whaddyawanna do first?        | c       |
| 5. Jaavagood weekend?            | c, f    |
| 6. Howdjaknow wheretago?         | e       |
| 7. Howja come tuhthatcnclusion?  | c, d    |
| 8. Whatappens ifImnothereontime? | a, c    |
| 9. Whacher favorite sport?       | c, g    |
| 10. Wherdaya gofer used books?   | c, h    |

■ **Task 7 (page 43)**

Read and listen.

■ **Task 8 (page 44)**

Listen to the students as they read the transcript and give them feedback, such as “increase the volume for the bolded words; decrease volume for non-bolded words.”

■ **Task 9 (page 44)**

Read and listen.

■ **Task 10 (page 44)**

This is optional extra practice.

## **10 Academic Listening Strategies**

### **■ Task 11 (page 45)**

Listen and read. It is a rare student who misses this point about diversity! This is exceptionally repeated and not at all typical. However, some repetition with regard to main points can be expected in a typical lecture.

### **■ Task 12 (page 48)**

#### **Step 1 (page 48)**

Xiaoyu suggests previewing the reading material to become familiar with new terms and to become familiar with the main concepts before the lecture so the professor's logic is easier to follow during the lecture.

#### **Step 2 (page 48)**

Answers will vary.

#### **Step 3 (page 48)**

At the very least, you would miss the instructor's personal evaluation of the material. That is one element generally not present in the reading material. Some preparation is important for each lecture. Even reviewing what was said in the previous lecture will help a student make connections to what was already learned.

### **■ Task 13 (page 51)**

#### **Step 1 (page 51)**

Students may think of French and German or Latin. They may mention the Norman invasion of England in 1066. Encourage them to think about abbreviations that could be used for any ideas they come up with. (F for French)

#### **Step 2 (page 51)**

Listen and take notes.

#### **Step 3 (page 52)**

Students with lower comprehension often write only what the professor writes on the board. In this case, the details would not mean much if a student missed the main point. Have students listen again, especially for the headings.

#### **Step 4 (page 52)**

Headings are given in the text. Note the abbreviations; they are meant as suggestions. (E = English)

**Step 5 (page 53)**

Again, students often copy only the names of the animals and fail to write in their notes what they exemplify. I stress that even if they know what the example means at the moment they write it down, two weeks from now, they may not be able to remember. Writing the headings in the notes helps both for immediate comprehension and for later comprehension.

■ **Task 14 (page 54)**

Students should listen to the lecture segment and take notes. Encourage students to abbreviate and use symbols. Some suggestions are listed.

Important headings (bolded) and information:

The following can still be under the heading **English is not pure**:

- 1500 E settled down, educ. people can begin to read
- Renaissance added L & G (Medicine, Chem, Phys)
- Comp Sci: no technical words in L and G 1950 few know L&G

E minor L for many centuries; 1800 began imp. w/ expan of U.S.; **1900 really imp**

**Rise of E is v. recent and v. rapid**

**E was not always L of scholarship**

**Schol L rises or falls dep. on new info it contains**

Schol. Ls history

Sanscrit → Chinese → Ancient Greek → Arabic → Latin →

German → English → ?

Will E be replaced (span?)

■ **Task 15 (page 55)**

**Step 1 (page 55)**

- Sun coffee is coffee cultivated alone in an open field, directly under the sun.
- Shade coffee is grown under one or more layers of other plants—under a canopy, in the shade. It is considered to be a method that is more sensitive to ecological balance, allowing for more species of plants and animals to live in the environment.

Students should predict that agroecology is an interdisciplinary field blending agriculture and ecology. An introductory lecture might address the impact of production of agricultural products on various species and the environment.

## 12 Academic Listening Strategies

### Step 2 (page 56)

The speaker begins with a definition of the field of agroecology. Then he gives an extended example from the Great Lakes of how an invasive species can cause problems. Then he gives a list of questions agroecologists try to answer and mentions the loss of biodiversity that occurs as a result of many current agricultural practices.

This lengthy introduction has nothing to do with sun and shade coffee, so students begin to feel that they were not well prepared for this lecture. However, as they listen to the remaining part, they notice that their comprehension is quite enhanced by the preparation. As in many real-world situations, students can only partially predict what will be covered in a lecture. Often students cannot predict all of the content; predicting has limitations. However, for the portion they are prepared for, comprehension is greatly enhanced. I stress that preparation is worthwhile, even if it only helps for part of a lecture.

### Step 3 (page 56)

Listen and take notes. Here is the important information from the rest of the lecture. Note that the boxed information includes an important heading. This heading comes *after* the details are given.

Part of ecology – agroecology = ecol. of ag. systems

Monoculture – 1 species

ex. corn fields in MI , big machines handle 1 crop

Polyculture – more than 1 species (2, 3, 4, 5)

ex. in topics corn and beans together - same field, smaller farms, hand picked

Agricultural production methods dictated  
by economic considerations

Why imp? —> covers lots of area; imp. ecological consequences

Shade coffee? shade traditional method now big fields, only sun coffee

Range of production methods (overhead)

50% cof. is sun in L Am. now

econ makes sense = high income

“downside” ↓ shade = ↓ biodiversity

U of M focus: conversion effect on other species

trees, birds (fewer species rel. to trop. rain forests) ↓

insects (most biodiv. is w/in insects)

U of M: 1 tree = 30 species ants, 126 species beetles

lots of biodiv. potential in coffee farms

Climates epiphytes (orchid) plant grows on plant – no soil, not  
parasite, lives on tree – gets nutrients from air + rain  
(tree climates overhead) Interesting cup fills w/ H<sub>2</sub>O  
frogs reproduce, birds drink

cof. prod. method has impact on trees, epiphytes, birds

modern techniques not sustainable

fertiliz → pollution → rivers → Gulf of Mex. “dead zone”

consumes resources

researchers trying to step back – be smarter w/ production  
methods

#### Step 4 (page 56)

1. Students will probably notice that the coffee production section was easiest. This should reinforce the importance of getting background before the lecture.
2. Yes, as stated before, one doesn't have to read everything. But some level of preparation is critical.

#### Step 5 (page 57)

Answers will vary.

## 14 Academic Listening Strategies

### Step 6 (page 57)

Students vary in their strategies for drawing the pictures. Some have stick-like trees; some copy the detailed picture similar to the one projected.

Since students were prepared for this part, many also were able to record the commentary. I stress that sometimes diagrams, graphs, and pictures are available on a class Internet site or are in their texts. If they have at least previewed the reading assignments, they will know whether the visuals can be viewed at a later time. This reduces the stress of copying the visual during the lecture. They can also request to see the visuals again after the lecture. Both the pictures and commentary are important.

### ■ Task 16 (page 58)

1. This lecture introduction included important background material and an extended example. The whole lecture was an “introduction” to the field, designed to be broad in focus.
2. Many students miss the heading introducing the local example and wonder why he spends so much time talking about zebra mussels. In my view, he was trying to attach the material to a local, contemporary problem to make the lecture material more relevant. (We will take a look at this heading in a subsequent task.)

### ■ Task 17 (page 59)

1. The main purpose is to introduce the field of agroecology and to discuss the loss of biodiversity resulting from at least one current farming practice. This idea of the loss of biodiversity was introduced at the end of the long introduction. I try to get students to see that sometimes lecturers will introduce their main point early in the lecture, sometimes with rhetorical questions, which they come back to later.
2. This introduction is much, much longer than an introduction in a class that meets regularly. One would encounter it on a first day of class, or the first day of a new unit, or perhaps from a guest lecturer who comes only once.

### ■ Task 18 (page 60)

Answers will vary. Many of these elements can be present in the first few minutes of a typical class.

■ Task 19 (page 61)

Step 1 (page 61)

hypno'tics	drugs producing sleep-like conditions
se'datives	drugs that cause a calming effect
hallu'cinogens	drugs that cause people to hear or see strange things
o'piates	drugs made from poppies that can cause stimulation or act as a sedative

Step 2 (page 61)

addictive drug lecture

- administrative tasks (handouts, announcements)
- information about exams
- references to your reading material
- relating lecture material to other events
- indicating the importance of this information
- indicating the scope and depth of today's lecture
- joking
- giving questions to think about during the lecture
- information about future lectures
- summary of previous lecture (very brief)
- definitions of key terms
- outline of the main points
- invitations for interaction

Step 3 (page 61)

Students should have written the information about when the exam is (Tues.), what the topics of the next few lectures are (opiates, addiction, hypnotics), the location and time of the question-and-answer session (Mon., 4:00, terrace, 4<sup>th</sup> fl.), and the topic for today's lecture (hallucinogens cont'd.).

## 16 Academic Listening Strategies

### Step 4 (page 61)

The following should be written in the margins near the lines specified.

Line 2	schedule change
Lines 3–4	exam info
Lines 5–7	future lecture schedule
Lines 13–14	study session
Lines 15–16	today's lecture
Line 16	previous lecture
Line 21	today's lecture

Here is what should be underlined on the transcript.

12 Professor: Oh right right right. So there will be a question and answer session,  
13 Monday, four o'clock, uh on the terrace on the fourth floor of this building. There's a,  
14 terrace there. Monday four o'clock, open question and answer session. Anything else?  
15 Okay. yup. okay. So today, we're ready to go on, to have the last lecture on  
16 hallucinogens. And last day we had talked about the two major families of  
17 hallucinogens, the L-S-D family. All of which have a a common structure similar to  
18 the neurotransmitter, serotonin. and the phenyl ethylamine family. The prototypical,  
19 uh phenyl ethylamine hallucinogen being mescaline. and all of the, phenyl ethylamine  
20 family, of hallucinogens has structural similarity to catecholamine neurotransmitters.  
21 So what we're gonna talk about today then is what's known about the, neural  
22 biological mechanism of action, of the hallucinogens.

### Step 5 (page 63)

At line 15 the professor begins to indicate the topic, then he reminds them of the topic in the last class. The lecture begins at line 21.

The words that signal it are: And so what we're gonna talk about today then is...

His voice trails off before this statement (line 18) then there is a rise in intonation and increased volume to signal new information.

### ■ Task 20 (page 63)

Students sometimes arrive to class a little late and consequently miss important scheduling information given in this class. As you can see from this example, if you had missed the first few minutes of this class, you would probably not have the correct lecture notes for the next few classes and you might even miss the study session! Instructors often give this kind of information only once at the beginning of class, and they can get irritated with students who arrive late and then interrupt the class to ask for repetition. Many instructors consider habitual tardiness to be rude behavior. You

should get to class on time because you need every aid to understanding that you can use and because you do not want to be rude to the instructor and your classmates by taking up their time due to your tardiness.

■ Task 21 (page 64)

Look up the new terms up to determine the pronunciation (especially which syllable is stressed) and meanings.

■ Task 22 (page 64)

Answers will vary. Sit in front if you are easily distracted. Sitting in front can also let the instructor know you are diligent and will ensure that if questions are asked by other students, you can at least hear them.

■ Task 23 (page 64)

Step 1 (page 64)

1. Public health experts are concerned with understanding the spread and control of infectious diseases.
2. Answers will vary. Some possible answers are: AIDS is spread through direct contact of bodily fluids, especially blood, and the virus that causes AIDS is called HIV. AIDS is a global issue affecting millions, especially in Africa. Some countries have effective policies to combat the pandemic; others have little or no money for prevention and treatment.

Step 2 (page 65)

- administrative details (handouts, exams, homework)
- references to the reading material
- relating lecture material to world events
- indicating the importance of this information
- indicating the scope and depth of today's lecture
- joking
- giving questions to think about during the lecture
- information on future lectures
- information from previous lectures
- definitions of key terms
- invitation to interact

## 18 Academic Listening Strategies

### Step 3 (page 65)

Listen and take notes.

### Step 4 (page 65)

1. It is a term to illustrate the direction he plans to go. It is a little more colorful than using the terms *introduction* or *outline*.
2. Some possibilities are:  
Be ready to take notes from the beginning of the lecture.  
Be ready to think broadly and adapt.  
Write the outline in your notes for continued reference. Compare the outline to the lecture itself. If the speaker fails to cover a topic mentioned in the outline, look for that information in a subsequent lecture.
3. If you have a professor who tends not to give a roadmap (an outline introduction), then make sure you prepare ahead of time. Make judgments about content and organization based on previous lectures. Do extra after-lecture compensating.

### ■ Task 24 (page 66)

Answers will vary.

### ■ Task 25 (page 67)

Answers will vary.

### ■ Task 26 (page 67)

Answers will vary.

### ■ Task 27 (page 68)

Listen and read.

### ■ Task 28 (page 69)

Answers will vary. Some possible strategies are listed in the text.

■ Task 29 (page 70)

Step 1 (page 70)

Students should look up the Internet site of their campus Department of Public Safety. Some ideas about personal safety: Don't carry a lot of cash; keep your car and dorm or apartment doors locked at all times. Students should predict that they will hear about common campus crimes and how to avoid them.

Step 2 (page 70)

Listen and take notes.

Step 3 (page 70)

1. Larceny, theft of property that is unattended.
2. Keep your things with you at all times. Bring everything with you, even into the bathroom.
3. A student leaves his or her belongings for a few minutes to go to the bathroom and the property is gone when he or she gets back.
4. Computers/CD players/cell phones/any electronic equipment/textbooks/backpacks
5. Lock your doors and windows, as well as your car. Engrave serial numbers of computer equipment on paper, and put it in a safe place. Engrave some ID information on computer. Conceal cash received at ATMs immediately. Don't walk alone at night. Walk only in well-lit areas.

Step 4 (page 71)

This is a reminder of some of the features of a less formal talk from Unit 1 and some of the features of spoken English from Unit 2.

Step 5 (page 71)

He is very adamant that students follow his advice. He deals with a lot of stolen property issues in his daily work.

Step 6 (page 72)

He wanted to be very clear.

## 20 Academic Listening Strategies

### Step 7 (page 72)

1. Students are sometimes surprised to hear that their things may disappear in just a couple of minutes. It is also somewhat of a surprise that books may be stolen.
2. Answers will vary.

## Unit 3 (pages 73–122)

### ■ Task 1 (page 75)

Professor Rosenthal's lecture was primarily information-driven. Students sometimes mention comparison/contrast. While she does have a few comparative statements, this is not the dominant organizational pattern. She talks about cultural values, the education of doctors, and includes some problems and statistics.

Carvajal's lecture is information-driven and point-driven. He lists some of the questions that agroecologists address, illustrates this through several examples, and he also makes the point (several times) that biodiversity is important to maintain and that current agricultural practices are reducing biodiversity.

### ■ Task 2 (page 77)

Review Table 2 and the language cues which signal the micro sections.

### ■ Task 3 (page 79)

For Professor Rosenthal's lecture, the word *diversity* in the sample notes had stars to show importance. Also, the words *impt feature* were written in the margin.

For the evaluative comment regarding loss of biodiversity in the Carvajal lecture, the notes included underlining *biodiversity* and the word *consequence*.

### ■ Task 4 (page 79)

#### Step 1 (page 79)

Light Amplification by Stimulated Emission of Radiation

#### Step 2 (page 80)

Listen and take notes.

**Step 3 (page 80)**

1. Light Amplification by Stimulated Emission of Radiation
2. An electron in its inner orbit, at the lowest energy state; very stable
3. Spontaneous emission happens when an electron in an unstable state drops to a lower energy state spontaneously. A photon comes out.
4. A complete definition is not given. It is a stream of particles or photons; it can also act as a wave.
5. An emitted photon can stimulate another atom to emit a new photon. The new photon emitted is identical to the first one. The new photon can also stimulate another photon, etc. (See drawing in sample notes.)
6. Laser light is coherent. Coherent light is produced by stimulated emission. Spontaneous sources produce incoherent light (light bulb). An analogy is used to further illustrate this. This will be addressed on pages 82–89.

**Step 4 (page 81)**

Students should compare their notes. Students often focus on doing the exercises correctly. The focus here should be on noticing what was not correctly understood and developing good compensation strategies that can be used for other lectures.

**Step 5 (page 81) (Table 3, page 82)**

- The first part of the Winful clip is a background (including a brief outline) micro element. I suggest they write overview comments like this in the upper right corner of their page to use as a reference point as the lecture progresses. That way, if they find themselves lost at some point, they can refer back to the more general comments made at the beginning of the lecture.
- The second clip is a definition. It should be in the notes (unless the student is very familiar with this material).
- The third clip is a process description. It should be in the notes either as a picture or in words.
- The fourth clip is a summary statement, occurring midlecture. It is not necessary to put this in the notes; students can just use it to verify their understanding.

## 22 Academic Listening Strategies

### ■ Task 5 (page 83)

Many students do not pay attention to this analogy, though it is a good one. And they sometimes have difficulty understanding this concept. Coherency is compared to many people saying the same thing at the same time. For their notes, students could write:

anal = peop. say same thing = coherent

peop. say diff. thing = incoherent

### ■ Task 6 (page 84)

#### Step 1 (page 84)

The primary macro organization patterns are: information-driven and process description.

#### Step 2 (page 84)

The order of the micro elements is:

definition of ground state   2  

summary statement   5  

intro/background   1  

definition by process description (spon. emis)   3  

definition by process description (stim. emis)   4  

We could say that the laser lecture has a macro pattern of process description (the process of light amplified from stimulated emission).

Within this larger pattern, we can also see several micro elements including background, a definition (ground state), process descriptions (spontaneous emission and stimulated emission), and a summary statement.

### ■ Task 7 (page 85)

#### Step 1 (page 86)

Answers will vary. Organizing notes to reflect the lecturer's organization is a difficult task. Often speakers do not make the hierarchical relationships clear. Students should not worry about getting them exactly correct, there may be more than one way to view information structuring in any lecture. The important point here is to see that many relationships are hierarchical and that students should make attempts to see this and show it in their notes.

Step 2 (page 86)

Indenting helps students to organize their notes. Find students who use good organization and ask them if you can show their notes to the class.

■ Task 8 (optional practice) (page 87)

1. Feedback is provided by mirrors in a laser. Photons hit the mirror and get reflected; the photons coming back are pumped and cause more stimulated emission. Feedback causes the intensity to build. He uses the example of a loudspeaker and a microphone. The amplified sound gets picked up by the microphone if it gets too close and is further amplified.
2. If you have feedback in an amplifier, you can get oscillation. A laser is a light oscillator.
3. Pumping it when photons that bounce off mirrors are elevated to an upper level so that they can emit again. Feedback causes the intensity to build.
4. There is one mirror that is highly reflective, less than but close to 100 percent. The other one may be only 80 percent reflective, so only 20 percent of the light comes out in a round trip. That is the laser beam. An enormous amount of light energy stays in laser cavity.
5. It is a straight, narrow beam. The mirrors have a focusing effect on the light. The feedback mirrors select only certain wavelengths that satisfy the round trip oscillation condition.
6. At every round trip of the waves, they should add up in phase. If they do, they enjoy maximum amplification. Only certain wavelengths satisfy those conditions.
7. *Out of phase*: when one wave is down, the other is up—if you add them, they cancel each other out. *In phase*: when added together, the waves constructively interfere, and they add up coherently. Then the amplitude is doubled.
8. *Communications*: through optical fibers, which guide light for thousands and thousands of *kilometers*. Lots of information, or codes, are sent via light. *Medical applications*: laser light is so intense that it can burn and cut; for example, it is used for eye surgery. *Other applications mentioned*: holograms—on credit cards; weapons; and bar-code scanners.

## 24 Academic Listening Strategies

### ■ Task 9 (page 88)

1. Students often copy only the drawings and neglect the commentary. As we saw in the Carvajal lecture, advance preparation helps because if the student has previewed the material, any drawings will probably be familiar and the student is then freer to listen to the commentary. For this lecture, predicting the drawings might have been difficult.
2. Answers will vary.
3. Preparation before the lecture helps reduce the cognitive load. I also recommend that students get enough sleep so that they have full concentration. Extra compensation for the latter half of a lecture may be necessary. New students experiencing a lot of difficulty in lecture comprehension should avoid classes with lectures longer than an hour for their first term, if possible.

### ■ Task 10 (page 90)

Answers will vary.

### ■ Task 11 (page 90)

Answers will vary.

### ■ Task 12 (page 92)

1. An electron in its innermost orbit is considered to be in its ground state.  
(reverse order: definition + term)  
The lowest energy level is the ground state. (reverse order: definition + term)  
Note: We can see that the definition of *spontaneous emission* is also a process description, there is an analogy, and the pattern (in the last sentence of this example) is straight-forward or term + definition. So spontaneous emission is the light or the radiation that comes out of an atom when an electron drops down spontaneously from one higher level to a lower level.
2. The redundancy here is obvious.
3. The analogy is the illustration of the chalk falling to the ground. This happens naturally, without being pushed.

■ Task 13 (page 93)

Step 1 (page 94)

Terms	abbreviation	definition
prosthodontics	P	specialty repl. miss teeth + bone + tissue
maxillofacial prosthodontics	MfP	sub-specialty, replacm. after tumor removal
excised	exc	removed
prosthesis	prost.	an appliance, repl. bone, tissue, teeth
maxilla	Max	upper jaw
mandible	Mand	lower jaw
edentulism	edent	no teeth at all
partially dentate	part edent	has some teeth
partially edentate	part dent	has some gaps
dentures		(no definition given, picture shown)
adaptive capacity	Adapt cap.	how well patient can wear lower dent. w/lips, tongue

Step 2 (page 94)

Listen and take notes. Definitions are listed in Step 1.

Step 3 (page 94)

Read Table 5 and listen.

Step 4 (page 96)

Read Table 5 and discuss the various definition forms.

Step 5 (page 96)

Answers will vary. A suggestion for dealing with reverse-order definitions is given in the text.

■ Task 14 (page 97)

Step 1 (page 97)

Listen and review notes.

## 26 Academic Listening Strategies

### Step 2 (page 97)

Here are the steps in this process description listed for you in the order Professor Alpine listed them. Listen to this process again as a class (5:05–14:49) as you read them.

- 3 Once the hole has been drilled, the implant or the fixture is placed into the hole.
- 5 And the situation is left for approximately 3–5 months. During this time osseointegration takes place.
- 1 The first step in the procedure is surgical step . . . and a flap of gum tissues is raised.
- 4 The gum tissue is then closed over the fixture.
- 9 The next step involves taking a mold or an impression of the mouth over the fixture.
- 6 Once the 5- or 6-month period has passed, you can then open up the gum over the fixtures.
- 8 This upper part is known as an abutment, and this is attached into the lower screw at the next stage.
- 10 From that impression a model is poured up . . . and a crown is fabricated to replace the single missing tooth onto the implant
- 2 The next step involves cutting a hole into the patient's jawbone with precision drills.
- 7 To verify osseointegration, to make sure that the fixtures have actually integrated into the bone without any sites of infection around them, we take an X-ray.

Here are the statements in the correct order.

1. The first step in the procedure is surgical step . . . and a flap of gum tissues is raised.
2. The next step involves cutting a hole into the patient's jawbone with precision drills.
3. Once the hole has been drilled, the implant or the fixture is placed into the hole.
4. The gum tissue is then closed over the fixture.
5. And the situation is left for approximately 3–5 months. During this time osseointegration takes place.
6. Once the 5- or 6-month period has passed, you can then open up the gum over the fixtures.
7. To verify osseointegration to make sure that the fixtures have actually integrated into the bone without any sites of infection around them, we take an X-ray.

8. This upper part is known as an abutment, and this is attached into the lower screw at the next stage.
9. The next step involves taking a mold or an impression of the mouth over the fixture.
10. From that impression a model is poured up . . . and a crown is fabricated to replace the single missing tooth onto the implant.

■ Task 15 (page 98)

Students may have missed a step or two in their notes. Speakers may also forget a step in the process or tell you at the beginning that they will give you five steps and then only give you four. It is a good idea after the lecture to review any process descriptions and make sure you understand them. Comparing notes with a fellow student may be helpful for this.

■ Task 16 (page 100)

The hedging in the following statements was underlined. Hedging in these examples includes using weak verbs (*tend to*, *contributed to*), modals (*might say*), and qualifiers:

- |                      |   |
|----------------------|---|
| 1a. hedged statement | From an economic perspective you <u>might say</u> that <u>that makes some sense</u> . |
| 1b. strong statement | From an economic perspective that makes sense.  |
| 2a. hedged statement | In the tropics they <u>tend to</u> plant both corn and beans.                         |
| 2b. strong statement | Here we always plant only corn together.  |
| 3a. hedged statement | This change in farming practices has <u>contributed to</u> a loss of biodiversity.    |
| 3b. strong statement | This change in farming practices has caused the loss of biodiversity.                 |

■ Task 17 (page 100)

Read transcript. Note: “I think” can indicate an opinion and it can also be a hedge. These exercises are not meant as an exhaustive overview to hedging, only as an introduction.

## 28 Academic Listening Strategies

### ■ Task 18 (page 101)

11 Okay, so I would argue that one of the strengths in the United States is the medical  
12 technology that's available. And I would also argue that we have some of the best  
13 care in the world, that doesn't mean you can't get excellent and the best care in many  
14 other countries, but many people come to the United States, particularly for complex  
15 medical problems. Because we do offer in some of our medical centers what is  
16 probably the best health care in the world, and I think that has to be acknowledged.  
17 And I would also say that we also have weaknesses and I mentioned some of them  
18 here and from my point of view and many people's point of view our most serious  
19 weakness is the fact that we do not have equal access to health care for all of its  
20 citizens. Now I express a personal opinion and perhaps also a professional opinion.  
21 We are a very wealthy country, and I think we could afford to give health care to all of  
22 our citizens, but we don't have for some reasons, for a variety of reasons the political  
23 will to do that. Perhaps we will accomplish that in the decade to come. I certainly  
24 hope so.

### ■ Task 19 (page 102)

A student could go to office hours and ask directly or use e-mail. Students could practice asking for verification regarding opinions and claims stated in a lecture. A student could identify an opinion they thought they heard and formulate a question about it as practice for an office hour meeting. For example, they could write out: Professor Rosenthal, I understood you to be saying that you think the U.S. could offer health insurance to all citizens, is that right? Can you tell me how you think this could be possible? After writing the question, students could practice asking their questions.

### ■ Task 20 (page 103)

Answers will vary.

### ■ Task 21 (page 103)

#### Step 1 (page 103)

Answers will vary. Some students find that “pictures tell a thousand words” and prefer to copy the visual into their notes. However they should be able to describe the visual in words, because they may have to answer a test question and reproducing a

graph for a test question may not be enough to demonstrate their understanding to the professor. If copying the graph or chart is easiest for the note taking situation, that's okay. But in their study time, they should try to write out a description with words. Some students will prefer the non-language strategies for note-taking and studying. I suggest that for development of their English in general, they should try to adopt more language-oriented strategies. Students should also find study groups or partners to verify the accuracy of visuals.

**Step 2 (page 104)**

Again here I try to stress that preparation is key. If students are familiar with some of the visuals ahead of time, they know where to go back to find them after the lecture, which frees them to listen to the commentary. I suggest students copy a very simplified version of a graph or drawing and pay attention to the commentary.

■ **Task 22 (page 104)**

Answers will vary.

■ **Task 23 (page 104)**

Students generally report an easier time with drawing a picture because they can use the background they have received from their preparation. Some students will have written some commentary. Overall the point is that the better prepared you are for the content, the faster and more accurate you can be at writing it.

■ **Task 24 (page 104)**

**Step 1 (page 104)**

Some students are more visually oriented and tend to copy the pictures. This is fine if they understand them. Suggest that they try to also listen to the commentary and try to label the pictures sometime after the lecture.

**Step 2 (page 105)**

Answers will vary. Writing commentary in the margins of handouts may be helpful.

### 30 Academic Listening Strategies

#### ■ Task 25 (page 108)

1. \_\_\_\_\_ evaluative comments about the previous topic
2. \_\_\_\_\_ voice trailing off at end of previous topic
3.   x   transition statement (*In addition to amplification . . .*)
4.   x   body language signals such as erasing the board
5.   x   longer pause
6. \_\_\_\_\_ clear, direct statement of topic change
7. \_\_\_\_\_ a rhetorical question
8. \_\_\_\_\_ a direct question is asked
9.   x   higher pitch at announcement of next topic
10.   x   slowing of pace of delivery as new topic is announced
11. \_\_\_\_\_ okay, alright, um (string of fillers)
12.   x   new term on the board

#### ■ Task 26 (page 108)

1.   x   evaluative comments about the previous topic. “Any practice that covers that much area is gonna have very important ecological consequences.”
2.   x   voice trailing off at end of previous topic
3. \_\_\_\_\_ transition statement
4. \_\_\_\_\_ body language signals such as \_\_\_\_\_
5.   x   longer pause
6. \_\_\_\_\_ announcement of topic coming next. Now for me, the thing that I’ve elected to focus on is coffee.
7. \_\_\_\_\_ a rhetorical question is asked.
8.   x   a direct question is asked. What kinds of information did you get? How many of you know how coffee is produced? How many of you drink coffee?
9.   x   higher pitch at announcement of next topic
10.   x   slowing of pace as new topic is announced
11. \_\_\_\_\_ string of fillers

■ **Task 27 (page 109)**

1. evaluative comment
2. statement of topic
3. direct question
4. direct question

■ **Task 28 (page 111)**

These are my opinions:

- Professor Rosenthal pretty far left
- the undergraduate in the advising session to the far right
- Professor Carvajal to the right of Rosenthal but left of center
- Professor Swales on The History of English between Rosenthal and Carvajal (Swales is similar to Rosenthal in style)

■ **Task 29 (page 111)**

Answers will vary. Informal English is very difficult for reasons discussed at length in Unit 2. Students often avoid informal opportunities to interact and this hinders real progress. Encourage students to interact informally with someone every day. Give them conversational openers and topics easily talked about with classmates. (Front-page news, weather, sports)

■ **Task 30 (page 113)**

Answers will vary.

■ **Task 31 (page 114)**

**Step 1 (page 114)**

Listen to the clip.

**Step 2 (page 114)**

Read the transcript.

**Step 3 (page 114)**

Discuss the assumptions Professor Pollack made about the students' background knowledge and how this is linked to their comprehending the joke.

## 32 Academic Listening Strategies

### ■ Task 32 (page 116)

This is not included on audio, only the transcript is provided. “Pulling your leg” means joking.

### ■ Task 33 (page 117)

He was linking the topic to a real world event. It was not really a serious digression, but a very brief one.

### ■ Task 34 (page 117)

#### Step 1 (page 117)

The topic of the previous class: charged particles. The topic of today’s class: photons

#### Step 2 (page 117)

1. How did the professor indicate that she would depart from the stated topic for that day? What intonation and words signaled the departure?

Her intonation rises.

She says: “Oh before we start um, you happen to have had all the accident management you could possibly want the day of the criticality accident in Japan.” Line 24 on transcript p. 117.

2. She talks about a nuclear accident in a facility in Japan and tries to evaluate what must have happened.
3. The professor’s purpose with this digression:
  - showing the relevance of material covered through a real-life example
  - linking the reading material to a real-life example
  - giving an important evaluative critique
4. Yes. She is helping the students think about their material. Exams can draw from incidents mentioned in class. She could portray a similar situation on an exam and ask students what they think went wrong or how the situation could have been avoided.

■ Task 35 (page 118)

what's up?

buncha engineers

woo hoo hooray

bunch of junk

there's a lot of e-mail traffic

in the sixties or seventies

D-O-E official

she was beeped, on a pager

what the scoop is

it comes on the wake of last year

second hiccups

What do you want?

a lot of engineers

expression of excitement (in this context, sarcastic)

She is criticizing an e-mail group (author's guess) called Radsafe

a lot of commentary and discussion via e-mail in the 1960s or 1970s

Department of Energy

Her pager signaled that someone was trying to call her.

Beeping is the noise it makes.

what is going on

soon after a previous event

a second wave of problems

■ Task 36 (page 121)

Note the sarcasm in her voice.

**Additional Practice Section (pages 123–40)**

■ Task 1 (page 124)

1. Answers will vary.

2. Answers will vary.

■ Task 2 (page 124)

Step 1 (page 124)

Answers will vary. Students generally know it takes many years.

Step 2 (page 124)

Listen and take notes.

## 34 Academic Listening Strategies

### Step 3 (page 125)

1. Her intonation rises, and she moves to another place in the front of the room. She says: “Alright, now of course there are many different people working in a healthcare system.”
2. About 600,000
3. 126
4. Tough to get into medical school. Trains for a very long period of time. Education is very extensive, very rigorous. Recognized worldwide as being very, very good.
5. Different in the sequence and demands. In most other countries, someone applies to medical school after high school. In the United States, you need an undergraduate degree first.
6. Process becoming a specialist in the United States.
  1. 4 years (bachelor’s or undergraduate degree)
  2. 4 years of study (more exams)
  3. 1 year of internship (another exam) } M.D.
  4. Residency for specialists (3–9 years)
  5. Fellowship (1–3 years)Total: 16 years
7. 60 percent (not 16 percent). Point out the difference between SIXty and sixTEEN with regard to stress placement. Help students practice with other pairs like this. (50 vs. 15)
8. Some people think we have too many specialists and that we should be training more generalist practitioners.

### Step 4 (page 126)

Answers will vary.

### Step 5 (page 126)

Answers will vary.

## ■ Task 3 (page 126)

### Step 1 (page 126)

Answers will vary.

**Step 2 (page 127)**

Listen and take notes.

**Step 3 (page 127)**

1. Her intonation rises on “Ok,” and her arm gestures toward the board. She says: “Ok and that is a nice lead-in to some other problems in the system. So we have some debates. . . .” “There are at least 2 other problems in the system.”
2. How to control the cost of the system; healthcare costs go up three or five times the inflation rate
3. From their employer.
4. the military, those over 65, the poor
5. healthcare insurance for the elderly, over age 65 (13 percent of the population, although later she says 12 percent)
6. healthcare insurance for the poor
7. HMOs and managed care programs are healthcare plans to limit costs of the system. They emphasize preventive care, limit patient choices, and control doctors’ treatment decisions.
8. The desire for choice and the need for cost control
9. Equal access to the system
10. 82 percent
11. Between 12 and 15 percent do not have health insurance (be careful: not between 12 and 50 percent). Again give practice listening to fifTEEN and FIFty). People who work for small companies, are self-employed, are unemployed; or work part-time are often not covered with health insurance.
12. How much government regulation there should be and how much we should leave to the market.

**Step 4 (page 130)**

Compare notes, compensate for what you missed. Individual answers will vary.

**Step 5 (page 130)**

Answers will vary.

## 36 Academic Listening Strategies

### ■ Task 4 (page 131)

#### Step 1 (page 131)

Notice the summary statement.

#### Step 2 (page 131)

Listen and take notes.

#### Step 3 (page 131)

1. 600,000
2. 2 million (She says 2 billion first, then corrects herself.)
3. 5,600 (fifty-six hundred, five thousand, six hundred)
4. 1,700 (decreasing—cheaper to give care outside of the hospital)
5. \$2,868.00 per capita
6. \$751.8 billion, 14 percent
7. Strengths: The U.S. has the most advanced, most pervasive medical technology in the world; some of the best care.  
Weaknesses: The U.S. has the highest costs for healthcare. The U.S. does not have equal access. (This is the most serious weakness.)
8. The high costs of new technology, the high percentage of people over 65 (12 percent of the population consume 40% of healthcare in the United States).

#### Step 4 (page 132)

Answers will vary.

#### Step 5 (page 132)

Answers will vary.

### ■ Task 5 (page 133)

1. To inform the audience about some general aspects of the U.S. healthcare system. To bring up some of the current debates.
2. Yes, she comes back to some of the ideas she initially introduced. For example, individual choice becomes a factor in the debate about HMOs which seek to limit choices. So we see a cultural value present in the debate. (Having limited choices might not be a debate in other countries)

3. Maybe not; the themes she introduced at the beginning reappeared several times.
4. Professor Rosenthal has a slow pace, the information is outlined for us, there is lots of repetition; she makes her examples clear to the audience.
5. She is not typical. She incorporated many extra features to ensure comprehension. (I like to start with this lecture to boost confidence at the beginning of the term.) Other speakers will speak more quickly and perhaps not give a full outline. To become accustomed to a faster rate, one could record a single lecture and listen to it several times. Additional compensating would be necessary also.

## ■ Task 6 (page 134)

### Step 1 (page 134)

Individual answers will vary.

### Step 2 (page 134)

- The WTO is the World Trade Organization. It settles trade disputes.
- An NGO is a non-governmental organization such as Greenpeace.
- A farm subsidy is money governments give to farmers to help them compete in a global market.

### Step 3 (page 135)

Help students with skimming a lengthy paper for main ideas.

### Step 4 (page 135)

Listen and take notes.

1. According to Professor Deardorff, the world economy and population depends on improving living conditions in the developing world. We should help out. He also mentions a conference of Chinese economists giving papers on “China after the WTO.”
2. It regulates policies of member nations that are used to act on international trade issues (tariffs). It grew out of GATT.
3. Members cannot increase tariffs except in cases that meet regulations. Attendance required at periodic negotiations for bargaining to reduce tariffs.
4. Every member country gets the same treatment with regard to negotiated tariff reductions.

## 38 Academic Listening Strategies

5. Many tariffs have been reduced and associated costs eliminated.
6. Nobody was negotiating on the behalf of developing countries, and consequently there were no reductions on tariffs. Developing countries requested special and differential treatment so as not to be required to lower their own tariffs.
7. Tariffs are not beneficial. This special status actually hurt them economically.
8. (1) Demonstrations and violence occurred and affected the negotiators. (2) Preparations had not gone well because the United States had been distracted before hosting the meeting. There also was deep disagreement.
9. Attitudes of specialists have changed; many people began to care about trade issues.
10. A set of negotiations among WTO member nations that take place over several years. Negotiations include issues such as lower tariffs and enforcement of intellectual property rights and take place in Geneva, Switzerland.
11. Environmental organizations, labor unions, human rights organizations. They want their interests incorporated into negotiations.
12. He thinks a repeat of the Seattle demonstrations may happen. He thinks the negotiators themselves may continue to be in deep disagreement on many of the major issues. Past negotiations have always had times of apparent failure and missing of deadlines, but eventual agreement always happened.
13. Agriculture was excluded from trade negotiations in always GATT resulting in developed countries having high barriers to imports and subsidies to their own producers. This depressed the prices of agricultural products on the world market.
14. Cheap food is good. Developing countries cannot even afford the cheap food; developing nations that export food had more difficulty competing when low prices mean low profits for producers.
15. The EU is unlikely to reduce subsidies. Subsidies should instead be given for farmers to *not* produce, lowering output and raising prices. This will aid developing nations.
16. Giving farmers subsidies causes them to produce more, which increases the supply, causing the price on the world market to go down.
17. Patents are legal rights that an inventor has to produce and market a product without competition. Copyrights are legal rights extended to written materials. Trademarks are the symbols attached to prevent others from copying.

18. Rights to produce drugs to treat AIDS should be extended to developing nations. His reason: There is nothing in economic theory that says intellectual property rights should be extended to countries that cannot afford them.
19. Developing nations would be allowed to copy drugs if they had the capability to do so. Developing nations should push hard in Cancun to get more of these pharmaceutical rights, which can save lives.
20. That China could become a leader for the developing world and forcefully represent its interests in the negotiations.

**Step 5 (page 139)**

1. He mentions the Doha Round, the meetings in Cancun, his pager on the Web, and a local conference on China and WTO. He explains that we should all be interested in helping the developing world and he will talk about what trade negotiations can offer developing nations.
2. Hedging is underlined.
  - 1 Although we need to have these intellectual property laws, we should not extend them to
  - 2 everyone in the world. And so I'm much more skeptical about this stuff than a lot of
  - 3 people are . . .
  - 4 There is nothing in economics, in economic theory that says that intellectual property
  - 5 rights ought to exist or certainly to be extended to everybody. Uh there is nothing in
  - 6 economic theory to do with . . . and so it seemed to me that the optimal thing to do with
  - 7 regard to intellectual property rights would be to have them in countries that can afford
  - 8 them, rich countries. Uh, but not so much in the countries that cannot.
3. To give background information about WTO and international trade issues. To help students understand how free trade and tariffs affect less-developed countries.
4. Answers will vary.