

# Academic Encounters

2nd Edition

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**Series Editor: Bernard Seal**

American  
Studies **2**

LISTENING  

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SPEAKING

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# Scope and Sequence

## Unit 1: Laws of the Land • 1

	Content	<b>L</b> Listening Skills	<b>S</b> Speaking Skills
<b>Chapter 1</b> <b>The Foundations of Government</b> page 3	<b>Interview 1</b> Reasons for Voting or Not Voting <b>Interview 2</b> Voter Turnout <b>Lecture</b> The Structure of the U.S. Federal Government	Listening for different ways of saying <i>yes</i> and <i>no</i> Listening for tone of voice Listening for main ideas Listening for the plan of a lecture	Previewing the topic Examining graphics Retelling what you have heard Sharing your opinion Asking and answering questions Sharing your knowledge
<b>Chapter 2</b> <b>Constitutional Issues Today</b> page 19	<b>Interview 1</b> Important Constitutional Rights <b>Interview 2</b> A Controversial Right <b>Lecture</b> The First Amendment	Listening for specific information Listening for stressed words Listening for main ideas and details	Sharing your opinion Previewing the topic Understanding humor about the topic Role-playing Predicting what you will hear

## Unit 2: A Diverse Nation • 41

	Content	<b>L</b> Listening Skills	<b>S</b> Speaking Skills
<b>Chapter 3</b> <b>The Origins of Diversity</b> page 43	<b>Interview 1</b> Immigration to the United States in the 1860s <b>Interview 2</b> Immigration to the United States in the 1900s <b>Lecture</b> Immigrants to America: Challenges and Contributions	Listening for numerical information Listening for tone of voice Listening for specific information Listening for transitional phrases that introduce supporting details Using telegraphic language	Examining graphics Answering true/false questions Retelling what you have heard Applying what you have learned Conducting research Answering multiple-choice questions Personalizing the topic
<b>Chapter 4</b> <b>Diversity in the United States Today</b> page 62	<b>Interview 1</b> Reasons for Coming to the United States <b>Interview 2</b> Adapting to Life in the United States <b>Lecture</b> Recent Immigrants and Today's United States	Listening for percentages and fractions Listening for specific information Listening for stressed words Listening for definitions	Sharing your opinion Discussing your experience Previewing the topic

<b>V Vocabulary Skills</b>	<b>N Note Taking Skills</b>	<b>Learning Outcomes</b>
Reading and thinking about the topic Building background knowledge on the topic Building background knowledge and vocabulary Examining vocabulary in context Guessing vocabulary from context	Using information the lecturer puts on the board Taking good lecture notes	Prepare and deliver an oral presentation on an American president
Reading and thinking about the topic Examining vocabulary in context Guessing vocabulary from context	Understanding numbers, dates, and time expressions Using symbols and abbreviations Using a map to organize your notes Conducting a survey	

<b>V Vocabulary Skills</b>	<b>N Note Taking Skills</b>	<b>Learning Outcomes</b>
Reading and thinking about the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Taking notes on handouts Organizing your notes in columns	Prepare and deliver an oral presentation in pairs on an interview conducted outside of class
Reading and thinking about the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Reviewing and revising notes Using bullets to organize your notes	

### Unit 3: The Struggle for Equality • 83

	Content	<b>L</b> Listening Skills	<b>S</b> Speaking Skills
<b>Chapter 5</b> <b>The Struggle Begins</b> page 85	<b>Interview 1</b> A Personal Encounter with Segregation <b>Interview 2</b> An Inspiring Time <b>Lecture</b> The Civil Rights Movement and the Women's Movement	Listening for answers to <i>Wh-</i> questions Listening for specific information Listening for stressed words Listening for guided questions	Sharing your opinion Drawing inferences Reviewing your notes after a lecture
<b>Chapter 6</b> <b>The Struggle Continues</b> page 102	<b>Interview 1</b> Issues of Inequality <b>Interview 2</b> Working with the Blind <b>Lecture</b> Two Important Laws in the Struggle for Equality	Listening for specific information Listening for main ideas Listening for tone of voice Listening for signal words and phrases	Thinking critically about the topic Sharing your opinion

### Unit 4: American Values • 125

	Content	<b>L</b> Listening Skills	<b>S</b> Speaking Skills
<b>Chapter 7</b> <b>American Values from the Past</b> page 127	<b>Interview 1</b> Personal Values <b>Interview 2</b> Values in Theory and Practice <b>Lecture</b> Three American Folk Heroes	Listening for specific information Listening for tone of voice Listening for main ideas Listening for key words	Sharing your opinion Answering true/false questions Sharing your knowledge
<b>Chapter 8</b> <b>American Values Today</b> page 143	<b>Interview 1</b> Differences in Values Between Parents and Children <b>Interview 2</b> Values in the Workplace <b>Lecture</b> Conservative and Liberal Values in American Politics	Listening for specific information Listening for stressed words Listening for general statements	Sharing your knowledge Sharing your opinion Drawing inferences Role-playing Conducting a survey

<b>V Vocabulary Skills</b>	<b>N Note Taking Skills</b>	<b>Learning Outcomes</b>
Reading and thinking about the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Creating your own symbols and abbreviations Organizing your notes in a chart	Prepare and deliver a poster presentation on an individual who played a role in the struggle for equality
Reading and thinking about the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Understanding numbers, dates, and time expressions Using symbols and abbreviations Using a map to organize your notes Indenting Using an outline Using your notes to make a time line Conducting a survey	

<b>V Vocabulary Skills</b>	<b>N Note Taking Skills</b>	<b>Learning Outcomes</b>
Reading and thinking about the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Clarifying your notes Taking notes on questions and answers	Prepare and deliver an oral presentation on a value you consider important
Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context	Taking notes in a point-by-point format Using information on the board to help you take notes	



# Academic Encounters: Academic Preparation Through Sustained Content

## The Series

*Academic Encounters* is a sustained content-based series for English language learners preparing to study college-level subject matter in English. The goal of the series is to expose students to the types of texts and tasks that they will encounter in their academic course work and provide them with the skills to be successful when that encounter occurs.

## Academic Content

At each level in the series, there are two thematically paired books. One is an academic reading and writing skills book, in which students encounter readings that are based on authentic academic texts. In this book, students are given the skills to understand texts and respond to them in writing. The reading and writing book is paired with an academic listening and speaking skills book, in which students encounter discussion and lecture material specially prepared by experts in their field. In this book, students learn how to take notes from a lecture, participate in discussions, and prepare short presentations.

## Flexibility

The books at each level may be used as stand-alone reading and writing books or listening and speaking books. They may also be used together to create a complete four-skills course. This is made possible because the content of each book at each level is very closely related. Each unit and chapter, for example, has the same title and deals with similar content, so that teachers can easily focus on different skills, but the same content, as they toggle from one book to the other. Additionally, if the books are taught together, when students are presented with the culminating unit writing or speaking assignment, they will have a rich and varied supply of reading and lecture material to draw on.





# A Sustained Content Approach



A sustained content approach teaches language through the study of subject matter from one or two related academic content areas. This approach simulates the experience of university courses and better prepares students for academic study.

## Students benefit from a sustained content approach

### Real-world academic language and skills

Students learn how to understand and use academic language because they are studying actual academic content.

### An authentic, intensive experience

By immersing students in the language of a single academic discipline, sustained content helps prepare them for the rigor of later coursework.

### Natural recycling of language

Because a sustained content course focuses on a particular academic discipline, concepts and language recur. As students progress through the course, their ability to work with authentic language improves dramatically.

### Knowledge of common academic content

When students work with content from the most popular university courses, they gain real knowledge of these academic disciplines. This helps them to be more successful when they move on to later coursework.



The Content Areas of <i>Academic Encounters</i>			
	<p><b>Level 1</b>  <b>The Natural World</b>            Earth Science            and Biology</p>		<p><b>Level 2</b>  <b>American Studies</b>            American History, Politics,            Government, and Culture</p>
	<p><b>Level 3</b>  <b>Life in Society</b>            Sociology</p>		<p><b>Level 4</b>  <b>Human Behavior</b>            Psychology and            Communication</p>

# Academic Skills



*Academic Encounters, Listening and Speaking* teaches skills in 4 main areas. A set of icons highlights which skills are practiced in each exercise.

<p><b>L Listening Skills</b></p> <p>The listening skills tasks are designed to help students develop strategies before listening, while listening, and after listening.</p>	<p><b>S Speaking Skills</b></p> <p>Students learn how to participate in formal and informal situations at universities, including sharing opinions, presenting research, and creating extended oral presentations. These skills and tasks were carefully selected to prepare students for university study.</p>
<p><b>V Vocabulary Skills</b></p> <p>Vocabulary learning is an essential part of academic preparation. Tasks throughout the books focus on particular sets of vocabulary that are important for reading in a particular subject area as well as vocabulary from the Academic Word List.</p>	<p><b>N Note Taking Skills</b></p> <p>In order to succeed in university courses, students need to be able to take notes effectively. Each unit teaches a range of note taking skills, ranging from organizational strategies and listening for key numbers to using your notes to prepare for tests.</p>

# Preparing for Authentic Listening



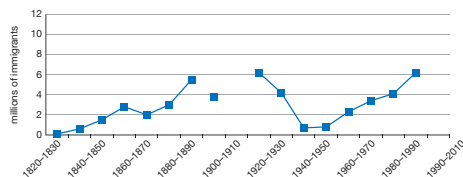
## 3 Listening for numerical information L N S

Listening for numbers and dates can be very difficult in a second language. Here are some suggestions to help you understand numerical information about history.

- Learn the words and phrases often used to refer to time periods.  
*century* = 100 years      *decade* = 10 years  
*twentieth century* = 1900–1999      *figure* = number  
*the mid-1930s* = around 1935      *the early 1940s* = 1940–1943
- Learn verbs that often describe numbers.  
*go up* = increase, rise, climb  
*go down* = decrease, fall, decline

**A** Work with a partner and look at the graph below. It shows legal immigration to the United States from 1820 to 2010 according to the U.S. Census Bureau.

- B** Listen to a description of immigration patterns to the United States. Fill in the missing parts of the graph with the information you hear.



Source: U.S. Census Bureau: Statistical Yearbook Bureau of Citizenship and Immigration Services

- C** Work with a partner and compare answers. Then discuss this question: What is the main difference between immigration patterns to the United States in the nineteenth and the twentieth centuries?

Chapter 3 The Origins of Diversity

Students develop a range of skills to help them anticipate and prepare for the listening tasks.

The first listenings are **authentic interviews**, in which students develop skills such as listening for main ideas and details.

## INTERVIEW 1 Reasons for Voting or Not Voting

### 1 Examining vocabulary in context V

Here are some words and phrases from the interview with Manuel, Mary, Kelly, and Ralph, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

It's still not **convenient** for a lot of people: *easy to do*  
 I just **couldn't make it**: *couldn't go somewhere as planned*  
 You know, voting gives you a **voice**: *an opportunity to express yourself*  
 When you vote, you get to say . . . who can help more in **dealing with** the country's problems: *trying to solve*  
 I think voting is a **civic duty**: *a responsibility of a citizen*  
 I read that in 34 countries, voting is an **obligation**: *something you must do*  
 Actually, I don't **trust** most politicians: *believe in*

### 2 Listening for different ways of saying yes and no L S

Speakers don't always answer Yes / No questions with those exact words. Here are some other ways of saying yes and no.

Yes	No
Sure.	I would have, but . . .
Definitely.	Well, not usually.
Of course (I do)!	Of course not!
Absolutely.	Not really.
Yeah. (informal)	Nope. / Nah. (informal)

- A** Listen to the interview. The interviewer asks four people if they vote. Do they answer yes or no? Match the speakers with their reasons.
- |                 |   |
|-----------------|---|
| _____ 1. Manuel | a. Yes, because voting gives you a voice.           |
| _____ 2. Mary   | b. No, because there is no holiday on Election Day. |
| _____ 3. Kelly  | c. No, because you can't trust most politicians.    |
| _____ 4. Ralph  | d. Yes, because voting is a civic duty.             |
- B** Work with a partner and compare answers. Then discuss whether you agree or disagree with the reasons the speakers give for voting or not voting.

# Academic Listening and Speaking



**AFTER THE INTERVIEWS**

Understanding humor about the topic **S**

Many jokes and cartoons play with words and their meanings – they use common words and phrases in unexpected ways. Being able to appreciate humor shows that you understand a language on different levels.

**A** Look at the cartoon and read the caption.



*"The way I see it, the Constitution cuts both ways. The First Amendment gives you the right to say what you want, but the Second Amendment gives me the right to shoot you for it."*

**B** Work with a partner or a small group and answer the following questions.

1. Where are the people in the cartoon? What are they doing?
2. What does the speaker mean when he says the Constitution "cuts both ways"?
3. Is the speaker's description of the First and Second Amendments correct?
4. Is the speaker serious? How do you know?
5. Do you think the cartoon is funny? Why or why not?

Chapter 2 Constitutional Issues To

Post-listening activities help students analyze and understand the authentic interviews.

Students then study and practice using discrete **speaking skills**, as they express their own opinions about the **academic content**.

### 3 In Your Own Voice

In this section, you will practice asking and answering questions about the United States. Form two groups. Group A, follow the directions below. Group B, go to the next page and follow the directions there.

Asking and answering questions: **Group A S**

**A** Read the information below. You will need to tell other students about what you have read, so make sure you understand it and can pronounce all the words clearly.

**U.S. national holidays:** Thanksgiving, Independence Day (the Fourth of July), Memorial Day, Labor Day, Veterans Day

**The founding fathers:** George Washington, Benjamin Franklin, John Adams, Thomas Jefferson, James Madison, Alexander Hamilton

**Recent U.S. government leaders:** William Clinton, Hillary Rodham Clinton, George W. Bush, Barack Obama

**First Ladies:** Michelle Obama, Laura Bush, Hillary Rodham Clinton, Barbara Bush, Nancy Reagan, Betty Ford

**The American flag:** The U.S. flag has 50 stars and 13 stripes.

**The American Constitution:** The Constitution was adopted in 1789.

**B** Next, look at the grid and try to answer the questions.

1. Can you name the capital of the United States? _____	2. Do you know the number of states in the United States today? _____	3. Do you know the name of the national anthem (national song)? _____
4. Can you tell me what the colors of the American flag symbolize? _____	5. Do you know when America declared its independence? _____	6. Do you know where the U.S. president lives? _____

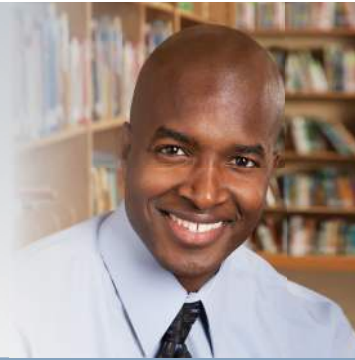
**C** Now work with a partner from Group B. Take turns asking your partner the questions in the grid, in whatever order you like. (Group B has different questions to ask.) When your partner asks you a question, listen carefully. Then use the information you read in Step A to answer the questions.

**D** Listen carefully to the response that Student B gives you. Try to repeat it.

**Example:**

*Oh, I see. So the capital of the United States is Washington, D.C.*





# Academic Lectures and Note Taking

## 4 Academic Listening and Note Taking

In this section, you will hear and take notes on a two-part lecture given by David Chachere, a lecturer on political science. The title of his lecture is "Two Important Laws in the Struggle for Equality."

### BEFORE THE LECTURE

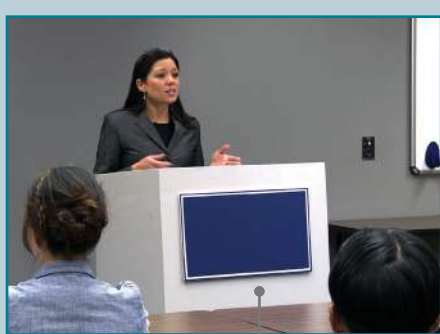
#### 1 Sharing your opinion **S**

Look at the photographs below and discuss the following questions with a partner:

1. What do the people in the photographs have in common?
2. What difficulties do these people probably face?
3. How could laws help these people to participate fully in society?



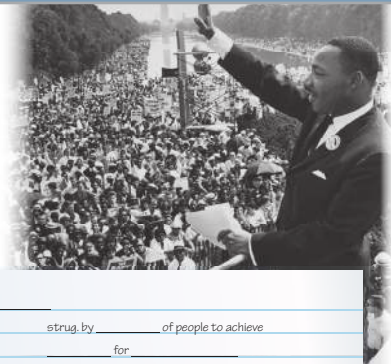
114 Unit 3 The Struggle for



The full-color **design mirrors university textbooks**, providing students with an **authentic university experience**.

Each unit provides extensive instruction and practice in **taking notes**, helping **students succeed in university courses**.

**B** Read the incomplete notes from Part 1 of Professor Smith's lecture on the civil rights movement. Notice that the note taker used columns to record the guiding questions and matching answers. Predict the kind of information you need to listen for to complete the notes.



Pt. 1: The _____	
What was it?	strug. by _____ of people to achieve _____ for _____
How did it start?	100 yrs. after end of slav., _____ still common beg. of _____
Key events:	1. Dec 1, 1955: Rosa Parks _____ _____ Montgomery bus _____
	2. 1960: blk. sts refused _____ = _____
	3. March 1963: march on _____ _____ people heard _____ _____ give "I have a dream" speech.
_____ ?	More _____
_____ ?	1. _____ Jim Crow laws overturned 2. _____ fed. gov't passed laws _____ 3. _____

**C** Now watch or listen to Part 1 of the lecture and complete the notes. Include your symbols and abbreviations from Step A.

**D** Work with a partner and compare notes. Then use them to review the guiding questions and matching answers.

Academic lectures take place in real college classrooms, complete with interactions between professors and students.



# Academic Vocabulary and Oral Presentations

## Unit 1 Academic Vocabulary Review

This section reviews the vocabulary from Chapters 1 and 2. Some of the words you needed to learn to understand the content of this unit are specific to its topics. Other words are more general. They appear across different academic fields and are extremely useful for all students to know. For a complete list of all the Academic Word List words in this book, see the Appendix on page 182.

**A** Read the news articles. The boxes include pairs of related words. Choose the correct word from each pair to complete the sentences. You will not use all of the words.

### Worried About Nature?

A large public (1) \_\_\_\_\_ recently showed that (2) \_\_\_\_\_ pollution is a worry to many people, but finding solutions that work is a big (3) \_\_\_\_\_. Recently, the government (4) \_\_\_\_\_ a new study to research ways that companies could reduce pollution. The study was (5) \_\_\_\_\_, but it suggested that companies must take more responsibility for protecting the environment. However, companies said that the proposed solutions were too expensive and criticized the press for overreacting.

authority, authorized  
 challenge, challenging  
 conclusion, inconclusive  
 demonstration, demonstrate  
 environment, environmental

### Are the Police Doing Their Job?

The issue of privacy has become increasingly (6) \_\_\_\_\_ in recent years. In the Constitution, the (7) \_\_\_\_\_ fathers laid the basis for the right to privacy. However, this right is difficult to (8) \_\_\_\_\_ correctly. Some people think the police should be able to ask for a person's (9) \_\_\_\_\_ if that person is acting in a suspicious way. Others, however, say that is probably unconstitutional and (10) \_\_\_\_\_.

controversy, controversial  
 foundation, founding  
 identification, unidentified  
 interpretation, interpret  
 legality, illegal

### Banned from Sports?

For many Muslim women, the headscarf (11) \_\_\_\_\_ their religious beliefs. One woman, Shariquea Jones, said that for her and her family, wearing the scarf was not a (12) \_\_\_\_\_ but a matter of personal choice. However, when her daughter wanted to (13) \_\_\_\_\_ in a sports event, she was asked to remove her scarf. Ms. Jones said that this was not fair. She remarked: " (14) \_\_\_\_\_, school officials are not taking this issue seriously enough. Everyone should be treated (15) \_\_\_\_\_. My daughter has the same rights as other children."

obvious, obviously  
 participation, participate  
 requirement, required  
 similarity, similarly  
 symbol, symbolizes

Chapter 2 Academic Vocabulary Review

Academic vocabulary development is critical to student success. Each unit includes intensive vocabulary practice, including words from the Academic Word List.

## Oral Presentation

In groups, you will research an individual who represents the struggle for equality in the United States. Then you will make a poster about this person and present it to the class.

### BEFORE THE PRESENTATION

**A** Work with a small group of two to three people. Choose a person to research from the list below.

- |                          |                        |                         |
|--------------------------|------------------------|-------------------------|
| Susan B. Anthony         | Abraham Lincoln        | Rosa Parks              |
| George Washington Carver | Martin Luther King Jr. | Paul Robeson            |
| César Chávez             | Lucretia Mott          | Sonia Sotomayor         |
| Frederick Douglass       | Barack Obama           | Elizabeth Cady Stanton  |
| Betty Friedan            | Jackie Robinson        | Other (your own choice) |

**B** Make a poster that illustrates what you find (an example appears below). Include photos or pictures and details about the person's:

- date and place of birth and/or death
- most important contributions to society
- achievements and struggle for equality
- other interesting information

### Dates and Details About George Washington Carver

He was born into slavery around 1864 (exact date unknown). After slavery was abolished, his former master, Moses Carver, raised him as his own child. He died in 1943.

**Profession**  
 Scientist (botanist), educator, and inventor

**Education and Achievements**  
 As a young child, Carver had to move 10 miles from his home to attend a school that admitted black children. When he was older, he was rejected from college because of his race. However, he was eventually accepted at another college, became the first black student there, and after he graduated, became the first black professor at the college. Later on in life, as a professional, Carver achieved national recognition for his work.

**Significance**  
 Carver was inspired by this advice from a woman who helped him go to school: "You must learn all you can, then go back out into the world and give your learning back to the people." He believed passionately in social harmony, although he saw a lot of injustice in his life, including the effects of segregation and extreme violence against blacks.

As a scientist and educator, Carver used his skills to improve the quality of life of poor black farmers in the South. He promoted the cultivation of peanuts and sweet potatoes instead of cotton. His work in crop rotation led to important progress in agriculture and nutrition for millions of people, black and white.

On his grave, it says:  
 "He could have added fortune to fame, but caring for neither, he found happiness and honor in being helpful to the world."



Chapter 6 Oral Presentation 123

Students create oral presentations, applying the vocabulary and academic content they study in each unit, and preparing them to speak in a university classroom.

## To the student

Welcome to *Academic Encounters 2 Listening and Speaking: American Studies!*

The *Academic Encounters* series gets its name because in this series you will *encounter*, or meet, the kinds of *academic* texts (lectures and readings), *academic* language (grammar and vocabulary), and *academic* tasks (taking tests, writing papers, and giving presentations) that you will encounter when you study an academic subject area in English. The goal of the series, therefore, is to prepare you for that encounter.

The approach of *Academic Encounters 2 Listening and Speaking: American Studies*, may be different from what you are used to in your English studies. In this book, you are asked to study an academic subject area and be responsible for learning that information, in the same way as you might study in a college or university course. You will find that as you study this information, you will at the same time improve your English language proficiency and develop the skills that you will need to be successful when you come to study in your own academic subject area in English.

In *Academic Encounters 2 Listening and Speaking: American Studies* for example, you will learn:

- what to listen for in academic lectures
- how to think critically about what you have heard
- how to participate in conversations and more formal discussions
- how to give oral presentations in an academic style
- methods of preparing for tests
- strategies for dealing with new vocabulary
- note-taking and study techniques

This course is designed to help you study in English in *any* subject matter. However, because during the study of this book, you will learn a lot of new information about research findings and theories in the field of sociology, you may feel that by the end you have enough background information to one day take and be successful in an introductory course in sociology in English.

We certainly hope that you find *Academic Encounters 2 Listening and Speaking: American Studies* useful. We also hope that you will find it to be enjoyable. It is important to remember that the most successful learning takes place when you enjoy what you are studying and find it interesting.



## Author's acknowledgments

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Finally, to the interviewees and lecturers who have added depth and authenticity to our efforts, we extend our most sincere appreciation.

*Carlos Sanabria and Kim Sanabria*

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