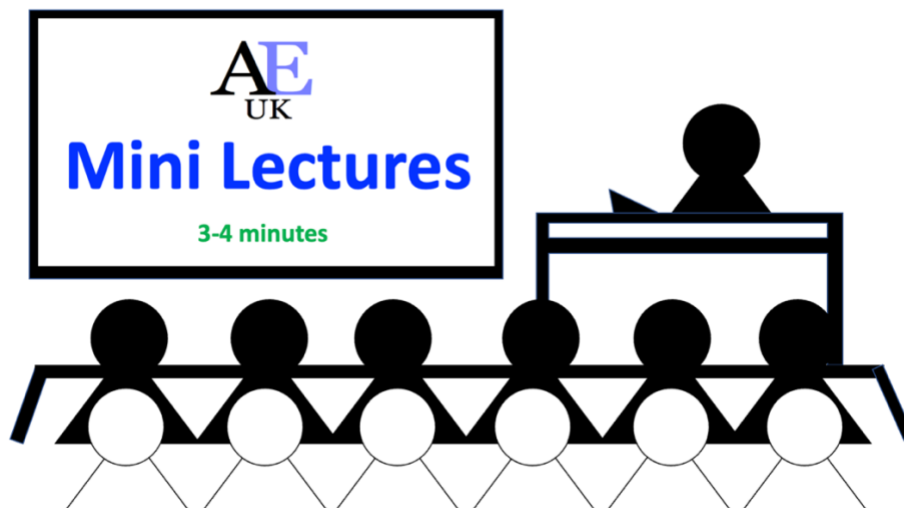




# Mini Lectures Book <sup>4</sup>

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EXAMPLE



1. **Mathematics:** *Geometry* [03:19].
2. **Engineering / Business:** *High Speed Rail 2 (HS2)* [03:23].
3. **Finance / Technology:** *Peer-to-peer Lending* [03:57]
4. **Science / Engineering:** *SpaceX* [03:40].
5. **Business / Environment:** *Sustainability* [03:34]

Level \*\*\*\* [B1/B2/C1]

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## Lecture content

### **1. Mathematics: Triangles used in bridge design and construction** [3.19]

This short lecture discusses the purpose of a bridge, it introduces the use of triangles in bridge design, it puts forward the reasons why triangles are used in bridge design and illustrates some examples of some famous bridges. **The listening test includes: open questions, multiple choice and gap fill tasks.**

### **2. Engineering: HS2: over-promised and under-delivered** [3.23]

This short lecture discusses problems that HS2 has faced since 2009. The key issues discussed include the environmental impact, the cost and the axing of the eastern leg. The listening test includes: **open questions, multiple choice and gap fill tasks.**

### **3. Finance: Crowdfunding: the cause of a radically-changing financial outlook** [3.57]

This short lecture discusses the origins of crowdfunding and explains the different types of crowdfunding: reward-based, equity-based and donation-based. It then focuses on how crowdfunding has changed the financial landscape of borrowing money. The listening test includes: **open questions, multiple choice and gap fill tasks.**

### **4. Science: SpaceX: The Colonisation of Mars** [3.39]

This short lecture discusses SpaceX's founder Elon Musk's mission to have a human presence on Mars. It explains how this will become a possibility through using reusable rocket ships and fuel-efficient engines. The listening test includes: **open questions, multiple choice and gap fill tasks.**

### **5. Business: 'Think global, act local': the more sustainable supply chain** [3.34]

This short lecture discusses how and why businesses are changing from globalised supply chains to more localised manufacturing. It focuses on the positive aspects of 'reshoring' and the reduced impact of environmentally conscience business strategies. The listening test includes: **open questions, multiple choice and gap fill tasks.**

# **AE** Academic English UK

## Geometry



## Mini Lecture

EXAMPLE

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## Lesson Plan: Geometry EXAMPLE

**Lessons:** Lecture Listening.

**Time:** 1 hour.

**Level:** \*\*\*\*\*[B1/ B2/C1].

### Lesson Aim:

*To focus on one key topic and develop a range of key academic skills based on this topic.*

### Introduction [5 minutes]

- Introduce the topic 'Geometry'.

### Listening: Lecture & Test Questions [30-40 minutes + feedback]

**Video:** Available in paid download

**MP3:** Available in paid download

- Give out the '**Listening: Mini Lecture Worksheet**'.
- Students check key vocabulary.

#### **Option 1**

- Students look at the questions.
- Students listen & answer the questions.
- Give 2 minutes to tidy answers.
- Students listen again. Check answers & answer missed questions.
- Feedback: distribute or project **ANSWERS**.

#### **Option 2 (harder)**

- Students listen & take notes (*Use paper or the PPT slides in the Appendix*).
- Students listen again & add to their notes.
- Students use their notes to answer the questions.
- Feedback: distribute or project **ANSWERS**.

### **Post lecture extra ideas**

- Write a 100-word summary of the lecture.
- Apply critical thinking strategies to the lecture. Use this critical thinking question document: <https://www.academic-englishuk.com/wp-content/uploads/2020/03/Critical-Questions-a-linear-model-AEUK.pdf> (writing, presentation or seminar).
- Research other types of geometry (presentation or seminar).
- Research the positives and negatives of geometry (presentation or seminar).

## Listening: Mini Lecture Worksheet

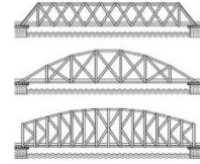
### Task 1: Key Vocabulary

Check these words and phrases before listening:

rigidity	frame	member
tension	compression	load
arch		intrinsic

### Task 2: Lecture Listening

Listen to the lecture on bridge construction and answer the following questions:



#### 2.1 Gap Fill

Complete the purpose of a modern bridge. The first letter is already given.

Today's modern bridges are built with \_\_\_\_\_ and a \_\_\_\_\_ reasons in mind, making them an iconic s\_\_\_\_\_ of \_\_\_\_\_

\_\_\_ / 2

#### 2.2 Name ONE notable Truss bridge.

\_\_\_\_\_

\_\_\_ / 1

#### 2.3 Open Questions

Answer these questions about the use of triangles in bridge structures.

i.	Which triangle is most commonly used?	
ii.	_____	
iii.	Why are scalene triangles not usually used?	
iv.	_____	
v.	What is the main reason for using triangles in bridges?	

\_\_\_ / 5

#### 2.4 Multiple Choice

Answer these questions about Truss bridges. Select ONE answer only per question.

i.	When was the Warren Truss bridge invented?	A. In 1840.
		B. _____
		C. Sometime between 1840 and 1848.
ii.	_____	A. Compression and tension above and below.
		B. _____
		C. Compression above and tension below.
iii.	What were truss bridges originally designed to do?	A. _____
		B. Carry goods over water.
		C. _____
iv.	_____	A. They can be combined with other bridges.
		B. They are cheap to make.
		C. _____

\_\_\_ / 4

#### 2.4 Gap Fill



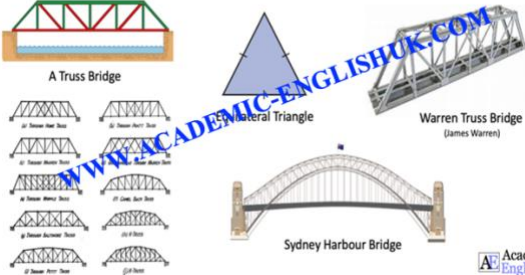

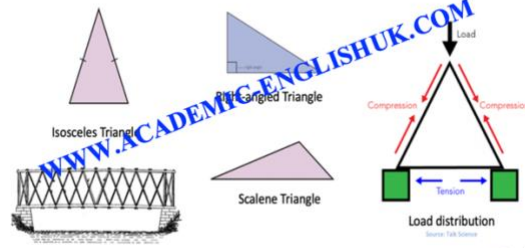



What does the lecturer say about future bridge structures? Complete the gaps.

Although modern bridges may use more \_\_\_\_\_, the \_\_\_\_\_ a \_\_\_\_\_ part of the overall design and construction.

Total Score \_\_\_/14

## PowerPoint Slides

Listen to the lecture and take notes using the PPT slides

<p style="text-align: center;"><b>Purpose of a bridge</b></p>  <p style="text-align: right;">Brockley (2021) University of Bristol</p> <p style="text-align: right;"></p>	
<p style="text-align: center;"><b>Triangles in bridge construction</b></p>  <p style="text-align: right;"></p>	
<p style="text-align: center;"><b>Triangles in bridge construction</b></p>  <p style="text-align: right;"></p>	
<p style="text-align: center;"><b>Truss bridge examples</b></p>  <p style="text-align: center;">Forth Railway Bridge Edinburgh</p> <p style="text-align: center;">Tower Bridge London</p> <p style="text-align: right;"></p>	

## Listening ANSWERS

### 2.1 Gap Fill

Complete the purpose of a modern bridge. The first letter is already given.

Today's modern bridges are built with technical, social, financial and *aesthetic* reasons in mind, making them an iconic *symbol* of engineering.

\_\_\_ / 2

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

### Triangles Used in Bridge Design and Construction

(H. Kennedy, 2022)

*Hello and welcome to this brief lecture on how and why triangles are used in bridge design and construction. According to Brockley, the purpose of a bridge is both technical and social, which includes financial and aesthetic reasons. Today's bridges not only transport goods and people safely, but they are also a platform for a symbolic or iconic feat of engineering.*

**THE FULL TRANSCRIPT IS INCLUDED IN THE PAID VERSION...**



# High Speed 2 (HS2)



## Mini Lecture

EXAMPLE

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## Lesson Plan: HS2 EXAMPLE

**Lessons:** Lecture Listening.

**Time:** 1 hour.

**Level:** \*\*\*\*\*[B1/ B2/C1].

### **Lesson Aim:**

*To focus on one key topic and develop a range of key academic skills based on this topic.*

### **Introduction** [5 minutes]

- Introduce the topic 'HS2'.

### **Listening: Lecture & Test Questions** [30-40 minutes + feedback]

**Video:** Available in paid download

**MP3:** Available in paid download

- Give out the '**Listening: Mini Lecture Worksheet**'.
- Students check key vocabulary.

#### **Option 1**

- Students look at the questions.
- Students listen & answer the questions.
- Give 2 minutes to tidy answers.
- Students listen again. Check answers & answer missed questions.
- Feedback: distribute or project **ANSWERS**.

#### **Option 2 (harder)**

- Students listen & take notes (Use paper or the PPT slides in the Appendix).
- Students listen again & add to their notes.
- Students use their notes to answer the questions.
- Feedback: distribute or project **ANSWERS**.

#### **Post lecture extra ideas**

- Write a 100-word summary of the lecture.
- Apply critical thinking strategies to the lecture. Use this critical thinking question document: <https://www.academic-englishuk.com/wp-content/uploads/2020/03/Critical-Questions-a-linear-model-AEUK.pdf> (writing, presentation or seminar).
- Research other types of rail projects (presentation or seminar).
- Research the positives and negatives of HS2 (presentation or seminar).

## Listening: Mini Lecture Worksheet

### Task 1: Key Vocabulary

Check these words and phrases before listening:

		compensation		delay	plague	reinforcement
petition			adversely	expenditure		hybrid

### Task 2: Lecture Listening

Listen to the lecture on HS2 and answer the following questions:



#### 2.1 Gap Fill

Complete the timeline of events. Add the three missing dates.

Since the government's _____ in _____ that HS2 would be built, construction of the _____ not begin until _____, and is not _____ until _____.
-----------------------------------------------------------------------------------------------------------------------------------------------

\_\_\_ / 3

#### 2.2 Name TWO of the 3 main problems the construction of HS2 has had so far.

--	--

\_\_\_ / 2

#### 2.3 Open Questions

Answer these questions about the delays to the project and the rising costs.

i.	How much is the HS2 project delayed by?	
ii.	What _____ delays?	
iii.	What _____ ?	
iv.	What are the two estimated budgets now?	
v.	What was _____ costs?	

\_\_\_ / 5

#### 2.4 Multiple Choice

Answer these questions about the issues and solutions. Select ONE answer only per question.

i.	Which particular habitats are affected by the introduction of HS2?	A. Wildlife sites.
		B. _____
		C. Several areas including wildlife sites.
ii.	Will _____ budget?	A. Yes
		B. _____
		C. It's unknown
iii.	How do the people in the northern _____ of the HS2 link to Leeds?	A. _____
		B. Angry
		C. Cheated

\_\_\_ / 3

#### 2.5 Gap Fill

What will be a \_\_\_\_\_ HS2 link to Leeds?



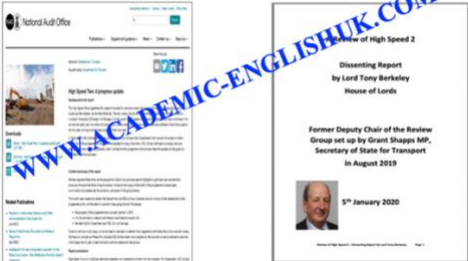
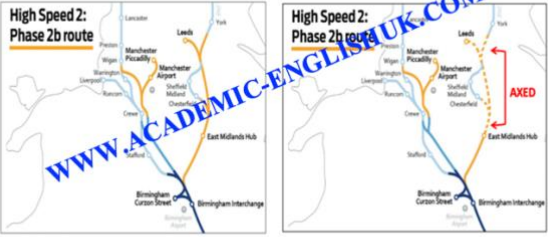
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\_\_\_ / 1

**Total Score** \_\_\_ / 14

## PowerPoint Slides

Listen to the lecture and take notes using the PPT slides

<h3>High Speed 2</h3>  <p>Key HS2 Phase 1 HS2 Phase 2</p> <p>Academic English UK</p>	
<h3>Environmental Impacts</h3>  <p>Academic English UK</p>	
<h3>Cost</h3>  <p>National Audit Office Report (2020)</p> <p>Berkeley (2020)</p> <p>Academic English UK</p>	
<h3>Overcome Financial Problems</h3>  <p>Academic English UK</p>	

## Listening: ANSWERS

### Task 2: Lecture Listening

Listen to the lecture on HS2 and answer the following questions:

#### 2.1 Gap Fill

Complete the timeline of events. The first letter is already given.

Since the government's announcement in **2007** that HS2 would be built, construction of the High Speed train did not begin until **2017**, and is not expected to be in operation until **2033**.

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

### Lecture: HS2: over-promised and under-delivered

*Hello and welcome to this short lecture on the problems HS2 has faced so far and their potential solutions. Since the government's announcement of a second high speed rail link connecting London to cities such as Birmingham, Manchester and Leeds in 2009, the project has been met with severe delays. Construction of HS2 did not actually begin until 2017, as several consultations and reviews took place before two hybrid bills could be passed. One of the main reasons for these delays was due to route changes. The original design had included .....*

**THE FULL TRANSCRIPT IS INCLUDED IN THE PAID VERSION...**



# P2P Lending



## Mini Lecture

EXAMPLE

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## Lesson Plan: Peer-to-Peer Lending EXAMPLE

**Lessons:** Lecture Listening.

**Time:** 1 hour.

**Level:** \*\*\*\*\*[B1/ B2/C1].

### Lesson Aim:

*To focus on one key topic and develop a range of key academic skills based on this topic.*

### Introduction [5 minutes]

- Introduce the topic 'peer to peer lending'.

### Listening: Lecture & Test Questions [30-40 minutes + feedback]

**Video:** Available in paid download

**MP3:** Available in paid download

- Give out the '**Listening: Mini Lecture Worksheet**'.
- Students check key vocabulary.

#### **Option 1**

- Students look at the questions.
- Students listen & answer the questions.
- Give 2 minutes to tidy answers.
- Students listen again. Check answers & answer missed questions.
- Feedback: distribute or project **ANSWERS**.

#### **Option 2 (harder)**

- Students listen & take notes (*Use paper or the PPT slides in the Appendix*).
- Students listen again & add to their notes.
- Students use their notes to answer the questions.
- Feedback: distribute or project **ANSWERS**.

### **Post lecture extra ideas**

- Write a 100-word summary of the lecture.
- Apply critical thinking strategies to the lecture. Use this critical thinking question document: <https://www.academic-englishuk.com/wp-content/uploads/2020/03/Critical-Questions-a-linear-model-AEUK.pdf> (writing, presentation or seminar).
- Research other types of per-to-peer lending (presentation or seminar).
- Research the positives and negatives of peer-to-peer lending (presentation or seminar).



## Listening: Mini Lecture Worksheet

### Task 1: Key Vocabulary

Check these words and phrases before listening:

_____ fundraising	_____ reward	share (n.)	_____ campaign
stake (in a business)	network	_____ cause (n.)	bring to market

### Task 2: Lecture Listening

Listen to the lecture on crowdfunding and answer the questions:



#### 2.1 Gap Fill

Complete the origin of crowdfunding. The first letter is already given.

Crowdfunding first began \_\_\_\_\_ asked its fans to d\_\_\_\_\_ and they have continued to rely on c\_\_\_\_\_ from the \_\_\_\_\_ more music.

\_\_\_\_ / 2

#### 2.2 Name ONE reason for the rise in crowdfunding schemes.

--

\_\_\_\_ / 1

#### 2.3 Open Questions

Answer these questions about reward-based and equity-based crowdfunding.

i.	Who can benefit from reward-based crowdfunding?	
ii.	_____	
iii.	How does it help the fundraiser?	
iv.	_____	
v.	In equity-based fundraising, how is it different?	

\_\_\_\_ / 5

#### 2.4 Multiple Choice

Answer these questions about donation-based crowdfunding. Select ONE answer only per question.

i.	_____ donation-based crowdfunding?	A. Individuals _____ C. Charities and families
ii.	According to GoFundMe, for what reason do _____	B. Helping loved ones _____
iii.	In what other circumstances do people ask for _____	A. Costs for funerals, emergencies and education _____ C. Emergencies and memorials
iv.	What does a donor receive in return?	_____ B. A good feeling that they have helped someone _____

\_\_\_\_ / 4

#### 2.4 Gap Fill

What does the lecturer say about the implications of crowdfunding? Complete the gaps.

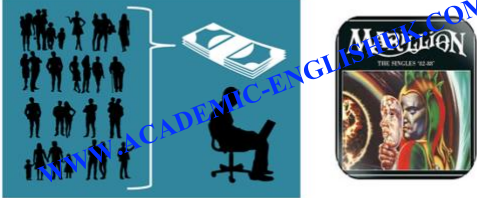



Although the number of \_\_\_\_\_ are predicted to \_\_\_\_\_, the level of \_\_\_\_\_ will too, as \_\_\_\_\_

\_\_\_\_ / 2

**Total Score** \_\_\_\_ / 14

## PowerPoint Slides

Listen to the lecture and take notes using the PPT slides

<h3>Crowdfunding</h3>  <p>The illustration shows a group of people silhouettes on the left, a stack of money in the center, and a person sitting at a desk with a laptop on the right. To the right is a CD cover for 'MILLION THE HENLEY 12.04'.</p> <p><small>AE Academic English UK</small></p>	
<h3>Types of crowdfunding</h3>  <p>The illustration shows a man holding a laptop with 'CHARITY DONATE' on the screen, and another person's hands typing on a keyboard.</p> <p>Three types of crowdfunding      Donations</p> <ul style="list-style-type: none"><li>• Application process.</li><li>• Global reach.</li><li>• Social media.</li><li>• The UK Crowdfunding Association (2020).</li><li>• Make change happen.</li></ul> <p><small>AE Academic English UK</small></p>	
<h3>Reward &amp; equity-based crowdfunding</h3>  <p>The illustration shows a hand holding a small plant in a red pot, a storefront with a red awning, and a blue screen displaying financial data.</p> <p>New businesses      Market entry      Stocks and shares</p> <p><small>AE Academic English UK</small></p>	
<h3>Donation-based crowdfunding</h3>  <p>The illustration shows the 'gofundme' logo and a person sitting at a desk with a laptop, holding a large gold coin.</p> <p><small>AE Academic English UK</small></p>	

## Listening ANSWERS

### 2.1 Gap Fill

Complete the origin of crowdfunding. The first letter is already given.

Crowdfunding first began when a UK rock group asked its fans to *donate* to a forthcoming tour and they have continued to rely on *contributions* from the public to produce more music.

\_\_\_\_ / 2

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

### Crowdfunding: the cause of a radically-changing financial outlook

by C. Watts (2022)

*Hello and welcome to this short lecture on crowdfunding. Crowdfunding is the practice of raising money from large numbers of people in order to fund a project or business, or support an individual financially via the Internet. The first example of crowdfunding is understood to have taken place in 1997, when the rock group Marillion asked for fans to donate to their upcoming tour, something they have continued to do to produce further albums.*

**THE FULL TRANSCRIPT IS INCLUDED IN THE PAID VERSION...**

# SpaceX



## Mini Lectures

EXAMPLE

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## Lesson Plan: SpaceX **EXAMPLE**

**Lessons:** Lecture Listening.

**Time:** 1 hour.

**Level:** \*\*\*\*\*[B1/ B2/C1].

### Lesson Aim:

*To focus on one key topic and develop a range of key academic skills based on this topic.*

### Introduction [5 minutes]

- Introduce the topic 'SpaceX'.

### Listening: Lecture & Test Questions [30-40 minutes + feedback]

**Video:** Available in paid download

**MP3:** Available in paid download

- Give out the '**Listening: Mini Lecture Worksheet**'.
- Students check key vocabulary.

#### **Option 1**

- Students look at the questions.
- Students listen & answer the questions.
- Give 2 minutes to tidy answers.
- Students listen again. Check answers & answer missed questions.
- Feedback: distribute or project **ANSWERS**.

#### **Option 2 (harder)**

- Students listen & take notes (*Use paper or the PPT slides in the Appendix*).
- Students listen again & add to their notes.
- Students use their notes to answer the questions.
- Feedback: distribute or project **ANSWERS**.

### **Post lecture extra ideas**

- Write a 100-word summary of the lecture.
- Apply critical thinking strategies to the lecture. Use this critical thinking question document: <https://www.academic-englishuk.com/wp-content/uploads/2020/03/Critical-Questions-a-linear-model-AEUK.pdf> (writing, presentation or seminar).
- Research other types of space projects (presentation or seminar).
- Research the positives and negatives of SpaceX (presentation or seminar).

## Listening: Mini Lecture Worksheet

### Task 1: Key Vocabulary

Check these words and phrases before listening:

uncrewed	decelerate	aerodynamically
withstand	observatory	evoke

### Task 2: Lecture Listening

Listen to the lecture on SpaceX and answer the following questions:



#### 2.1 Gap Fill

Complete the outline of Musk's plan. The first letter is already given.

Elon Musk's ambitious plan to create a human p\_\_\_\_\_ on \_\_\_\_\_ to begin in as early as 2026, via a r\_\_\_\_\_

\_\_\_ / 2

#### 2.2 Name ONE characteristic of the Super Heavy rocket.

--

\_\_\_ / 1

#### 2.3 Open Questions

Answer these questions about the Starship spacecraft.

i.	How big is Starship?	
ii.		
iii.	How much further did the SN15 prototype travel?	
iv.		
v.	Where else will Starship travel to?	

\_\_\_ / 5

#### 2.4 Multiple Choice

Answer these questions about the pros and cons of Starship. Select ONE answer only per question.

i.	What advantage is there of being able to _____	A. Learn more about the surrounding planets.
		_____
		C. Experience life on Mars.
ii.	How does Musk's estimation of the cost to launch Starship compare to others?	B. Musk's is higher.
		_____
		_____
iii.	_____ a poor decision by some experts?	A. It will waste a lot of fuel.
		B. It will cause obstructing dust and rocks.
		_____
iv.	_____ concerned about?	A. The other landers.
		_____
		C. The introduction of microbes from Earth.

\_\_\_ / 4

#### 2.4 Gap Fill

What does the lecturer say about the possibility of humans inhabiting Mars? Complete the gaps.

Considering the \_\_\_\_\_ made by SpaceX, it is not unrealistic to expect \_\_\_\_\_ in a few years. However, humans \_\_\_\_\_ and \_\_\_\_\_ to Mars seems less likely.











\_\_\_ / 2

**Total Score** \_\_\_ / 14



## PowerPoint Slides

Listen to the lecture and take notes using the PPT slides

<p style="text-align: center;"><b>SpaceX</b></p> <div style="display: flex; justify-content: space-around;"></div> <p style="text-align: right;"><small>AE Academic English UK</small></p>	
<p style="text-align: center;"><b>Rockets &amp; Spacecraft</b></p> <div style="display: flex; justify-content: space-around;"></div> <p style="display: flex; justify-content: space-around; font-size: small;"><span>Super Heavy rocket</span><span>Saturn V</span><span>Starship</span></p> <p style="text-align: right;"><small>AE Academic English UK</small></p>	
<p style="text-align: center;"><b>Starship</b></p> <div style="display: flex; justify-content: space-around;"></div> <p style="text-align: center; font-size: small;">SN15</p> <p style="text-align: right;"><small>AE Academic English UK</small></p>	
<p style="text-align: center;"><b>Starship's advantages &amp; people's concerns</b></p> <div style="display: flex; justify-content: space-around;"></div> <p style="text-align: right;"><small>AE Academic English UK</small></p>	

## Listening ANSWERS

### 2.1 Gap Fill

Complete the outline of Musk's plan. The first letter is already given.

Elon Musk's ambitious plan to create a human *presence* on Mars is thought to begin in as early as 2026, via a *reusable* spacecraft and booster rocket to carry cargo and crew.

\_\_\_\_ / 2

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

### SpaceX: The Colonisation of Mars

by C. Watts (2022)

*Hello and welcome to this short lecture about SpaceX's plan to colonise Mars. A few years ago, SpaceX founder Elon Musk declared it a priority to have a human presence on Mars. He strongly believes the first-ever mission to take humans to the Red Planet could happen in 2026, and uncrewed missions could take place even earlier. For this ambitious plan, a fully reusable spacecraft and booster rocket will be used to transport both cargo and crew.*

**THE FULL TRANSCRIPT IS INCLUDED IN THE PAID VERSION...**



# Sustainability



## Mini Lectures

EXAMPLE

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## Lesson Plan: Sustainability EXAMPLE

**Lessons:** Lecture Listening.

**Time:** 1 hour.

**Level:** \*\*\*\*\*[B1/ B2/C1].

### **Lesson Aim:**

*To focus on one key topic and develop a range of key academic skills based on this topic.*

### **Introduction** [5 minutes]

- Introduce the topic 'sustainability'.

### **Listening: Lecture & Test Questions** [30-40 minutes + feedback]

**Video:** Available in paid download

**MP3:** Available in paid download

- Give out the '**Listening: Mini Lecture Worksheet**'.
- Students check key vocabulary.

#### **Option 1**

- Students look at the questions.
- Students listen & answer the questions.
- Give 2 minutes to tidy answers.
- Students listen again. Check answers & answer missed questions.
- Feedback: distribute or project **ANSWERS**.

#### **Option 2 (harder)**

- Students listen & take notes (*Use paper or the PPT slides in the Appendix*).
- Students listen again & add to their notes.
- Students use their notes to answer the questions.
- Feedback: distribute or project **ANSWERS**.

### **Post lecture extra ideas**

- Write a 100-word summary of the lecture.
- Apply critical thinking strategies to the lecture. Use this critical thinking question document: <https://www.academic-englishuk.com/wp-content/uploads/2020/03/Critical-Questions-a-linear-model-AEUK.pdf> (writing, presentation or seminar).
- Research other types of sustainability (presentation or seminar).
- Research the positives and negatives of sustainability (presentation or seminar).

## Listening: Mini Lecture Worksheet

### Task 1: Key Vocabulary

Check these words and phrases before listening:

raw materials	offshore	demand-led	foster	shift	automation	paradigm
---------------	----------	------------	--------	-------	------------	----------

### Task 2: Lecture Listening

Listen to the lecture on global and local supply chains and answer the questions:



#### 2.1 Gap Fill

Complete the outline of how global and local supply chains differ. The first letter is already given.

A local supply chain _____ is b_____, whereas a global supply chain uses places with _____ costs w_____.
----------------------------------------------------------------------------------------------------------

\_\_\_ / 2

#### 2.2 Name 1 aspect a company must consider in order to change to a local supply chain.

--

\_\_\_ / 1

#### 2.3 Open Questions

Answer these questions about global supply chains.

i.	Why have global supply chains become so prominent?	
ii.	_____	
iii.	What can global supply chains help to increase?	
iv.	_____	
v.	What can global supply chains open the door to?	

\_\_\_ / 5

#### 2.4 Multiple Choice

Answer these questions about local supply chains. Select ONE answer only per question.

i.	What is reshoring?	A. Only producing locally.
		B. _____
		C. Producing abroad but selling locally.
ii.	_____	A. It is well-established in the local community.
		B. _____
		C. It relies on automation.
iii.	_____ changed over time?	A. Consumers want products quickly.
		B. _____
		C. Consumers want localised products and fast.
iv.	_____ of a local supply chain?	A. Reducing the amount of cars on the road.
		B. _____
		C. Meeting customer needs and helping the planet.

\_\_\_ / 4

#### 2.4 Gap Fill

What does the lecturer say about the future of sustainable supply chains? Complete the gaps.

As sustainability is the key _____ of the economy, and not globalisation, supply chains must begin to shift _____ paradigm _____.
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\_\_\_ / 2

**Total Score** \_\_\_ / 14

## PowerPoint Slides

Listen to the lecture and take notes using the PPT slides

<h3>Globalisation to localisation</h3>  <p>WWW.ACADEMIC-ENGLISHUK.COM</p> <p><small>AE Academic English UK</small></p>	
<h3>Global vs local supply chain</h3>  <p>Global supply chains</p>  <p>I·S·C Independent Commodity Intelligence Services</p>  <p>Sustainability</p> <p><small>AE Academic English UK</small></p>	
<h3>Benefits of shifting to local supply chain</h3>  <p>United Nations = four benefits</p>  <p>Chartered Institute of Procurement &amp; Supply CIPS = three benefits</p> <p><small>AE Academic English UK</small></p>	
<h3>Reshoring</h3>  <p>Automation</p>  <p>Chemical company Covestro</p>  <p>Consumer demands</p> <p><small>AE Academic English UK</small></p>	



## Listening ANSWERS

### 2.1 Gap Fill

Complete the outline of how global and local supply chains differ. The first letter is already given.

A local supply chain produces and delivers goods and services where the company is *based*, whereas a global supply chain uses places with lower production and labour costs *worldwide*.

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**

### 'Think Global, Act Local': The More Sustainable Supply Chain

by C. Watts (2022)

*Hello and welcome to this short lecture on how and why businesses are changing from global supply chains to more localised manufacturing and selling. For many years, thanks to globalisation, the approach towards supply chains has been outsourcing offshore, usually in huge factories in countries where wages are lower and conditions are poorer, and then ship the goods to almost anywhere in the world. However, in more recent times, a seismic shift towards localisation is beginning.....*

**THE FULL TRANSCRIPT IS INCLUDED IN THE PAID VERSION...**