



Basic IELTS

Listening

Li Ya Bin

- Consolidating Your English Ability
- Improving Your English Listening Skill
- Providing General Knowledge
- Developing Your Test-Taking Skill



NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

NTV

Công ty TNHH
Nhân Trí Việt

Basic IELTS Listening

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FOREWORD

Exam preparation is a vital period for candidates who wish to obtain an internationally recognised certificate, specifically the IELTS one. Such candidates will find it less stressful if they can have relevant and beneficial materials in hand. **Basic IELTS — Listening, Reading, Speaking, and Writing** have, consequently, been designed to meet your demand.

Basic IELTS series aim at

- providing IELTS candidates with a basic English language ability,
- enlarging candidates' stock of vocabulary, and
- giving candidates insight into the social life and culture of the English-speaking communities.

Basic IELTS series are suitable for those who want to achieve a band score of 3.5-4.5 in the IELTS test. They are also practical materials for high school students, students of pre-intermediate level, and for those who want to build up a solid foundation in their English language competence.

The main features of this series of books are as follows:

- ✓ Designed in accordance with the content, format and objectives of the IELTS test
- ✓ Reflecting the updated IELTS question types
- ✓ Meeting the demand and expectations of the focused candidates
- ✓ Containing authentic, interesting, and rewarding materials

As far as **Basic IELTS Listening** is concerned, it is arranged into five units whose themes centre upon cultural and social issues of the English-speaking communities. Especially, a variety of text types such as dialogues, news, reports, stories, and short talks, coupled with well-designed tasks are introduced so as to facilitate actual tests in the most effective way. Lists of new words and their phonetic symbols are also added at the back of the book to help you not only to easily recognise the sounds on the MP3 files but to improve your pronunciation as well.

On completion of **Basic IELTS Listening**, you will be able to

- do typical tasks in the IELTS Listening test,
- apply useful tips and techniques in answering questions of the IELTS test,
- be well prepared for gaining a higher score in your actual exam, and
- achieve your desired band score in the near future.

Hopefully, you will find **Basic IELTS Listening** truly helpful and rewarding, and you can eventually achieve your desired goal.

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IELTS OVERVIEW

I. The IELTS Test

IELTS, the International English Language Testing System, was introduced in 1989. It is an English language proficiency test that is required to be taken by non-native students for studying in countries where the medium of instruction is English. It is now used for this purpose around the globe.

The IELTS is managed by three main institutions: the British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations (Cambridge ESOL). This is important to understand in order to prepare for what is essentially an examination of British and not American English.

Depending on the course of study that students plan to take, students must elect to sit either the Academic IELTS test or the General Training IELTS test. This choice must be made when applying to sit the test.

Academic Module

The Academic IELTS test is necessary for students who plan to study at university (undergraduate or postgraduate courses), and will test students' ability both to understand and to use complex academic language.

General Training Module

The General Training Module of IELTS is for students seeking entry to a secondary school or to vocational training courses, and also for those who wish to apply for immigration to countries such as Canada, Australia, or New Zealand.

IELTS is not recommended for candidates under the age of 16.

II. The IELTS Test Format

There are four sub-tests to the IELTS test: Reading, Writing, Listening, and Speaking. Candidates must sit all four sub-tests. While all candidates take the same Listening and Speaking tests, they sit different Reading and Writing tests, depending on whether they have selected the Academic IELTS test or the General Training IELTS test. These two do not carry the same weight and are not interchangeable.

The first three sub-tests – Listening, Reading, and Writing – must be completed in one day. There is no break between the sub-tests. The Speaking test may be taken, at the discretion of the test centre, in the period of seven days before or after the other sub-tests of the IELTS test.

III. The IELTS Listening Format

The IELTS Listening test is the same for both the Academic and General Training modules. Candidates will listen to a tape/CD and answer a series of questions. The tape will be played ONCE only. The Listening test is in four sections with 10 questions in each (i.e. a total of 40 questions), in order of increasing difficulty. The Listening test will last for about 30 minutes with an extra 10 minutes at the end to transfer answers to the answer sheet.

1. Speech styles

Survival English occurs in Part One and Part Two of the Listening test whereas academic English is used in Parts Three and Four.

Each of the four sections of the IELTS Listening test focuses on a different type of speech, as shown below:

- Section 1: A social or transactional dialogue (2 speakers)
- Section 2: A talk or short speech on a general topic (1 speaker)
- Section 3: A conversation in an academic context (2 - 4 speakers)
- Section 4: An academic lecture (1 speaker)

2. Question types

The Listening test measures how well candidates can listen for main ideas, specific information, supporting information, facts and opinions. A variety of question types are found:

- Multiple choice
- Form/Gap filling
- Short answer
- Sentence completion
- True/False/Not given
- Notes/Diagram/Summary/Flow chart completion
- Finding the location (on a map)

The variety of question types means that candidates sometimes need to write the answers of their own instead of simply choosing the right answers. This is important because in such cases, they also need to spell correctly or the answers will be marked wrong. Even a small error can cause them to lose marks. For example, if the answer is *hat* and they write *hats*, it may be marked wrong.

Candidates also have to make sure they include the correct information. If the answer is *green hats* and they write only *hats*, they may also lose points.

IV. IELTS Listening Tips

- The accents of the speakers on the tape/CD are primarily British. This means you must become accustomed to understanding the nuances of such accents. If you have been watching a lot of American television, it will not really help you. British accents are quite different and it is better to spend time in the months before the test listening to British radio stations and podcasts or watching the BBC, British shows and movies. This is one of the major differences between the IELTS exam and the TOEFL exam, which features more American accents.
- Get used to the way letters and numbers are pronounced in British (and American) English. Sometimes, in a listening section, you are asked to write down the spelling of a name, place, or address. If you make a mistake in the spelling while writing it down, you will get the answer wrong.
- The expressions used also tend to be taken from British rather than American English. This means you may hear unfamiliar idioms, which can confuse you. Speakers may also use British words for common items such as *flat* for *apartment*, *lorry* for *truck*, or *advert* for *advertisement*. Make sure you study the most common differences in British and American vocabulary and listen to as many IELTS exercises as possible before your exam to prepare you for the actual test experience.
- Learn to distinguish opinion from fact. In the third and fourth listening sections, you will probably be tested on what one of the speakers thinks or what his/her view is. This may or may not be stated outright, but as an underlying theme in the whole conversation or in the tone of the speakers' voice, rather than the words themselves.
- Follow instructions very carefully. If the instructions state, *Write no more than three words*, then you must not write more or you will receive no marks for your answer, even if some of the words you wrote were part of the correct answer. Similarly, read each instruction carefully. Sometimes, you are asked to circle two answers, sometimes three, and so on. You must read the instruction each time as it may differ from the previous ones. Remember, the ability to follow instructions in English is a test in itself.
- The questions follow the oral text. Remember this – it will make it easier for you to focus on the current question, or to know when you have been left behind, in case the speakers have gone on to providing the answers to the next questions.
- Familiarise yourself with diagrams, graphs, flow charts, bar charts and pie charts. These often appear as part of the answer choices in the fourth section. The more comfortable you are with interpreting the data represented in them, the easier your exam will be.

You will get a better sense of how precise you need to be by doing as many practice listening exams as possible before your actual test. Believe it or not, you will improve with practice, though it might seem impossible at first. Your ear and your concentration can be trained. Over time, you will improve – but only if you remain patient and move steadily towards your goal of the highest score.

Unit One

Names and Places

In the IELTS Listening test, candidates are required to write people's names or geographical names. Therefore, you should familiarise yourself with the 26 English alphabetical letters.

This unit will help you to practise:

- listening and writing the English alphabetical letters together with some common abbreviations.
- listening and writing common names of people and places.
- listening and writing down the answers quickly and accurately.

It is advisable that you practise doing all the exercises in this unit. What is more, after checking with the answer key or scripts, try to repeat all the proper names so that you can improve your pronunciation and increase your knowledge of proper nouns.

Part One The Letters of the Alphabet

Exercise 1

01. MP3

A. Listen to the recording and repeat these letters after the speaker.

Capital letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Small letters: a b c d e f g h i j k l m n o p q r s t u v w x y z

B. Listen to the recording and write down the letters.

- | | | | | |
|----------|----------|----------|----------|----------|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | | |

C. Circle the letters you hear.

B	P	E	D	G
K	F	M	X	I
A	H	N	Z	V
C	J	L	O	W
R	T	U	Y	S

Exercise 2 Common Abbreviations

02. MP3

Listen to some common abbreviations and write them down in the spaces provided. Do you know what each one stands for?

- | | | | | |
|---------|---------|---------|---------|----------|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Exercise 3 Names of places

03. MP3

Listen to the names of the places and write them down. Do you know where these places are in Britain?

- | | | | | |
|----------|----------|----------|----------|----------|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

Part Two Getting to Know Each Other

Exercise 1

04. MP3

Listen to the conversations and answer the questions.

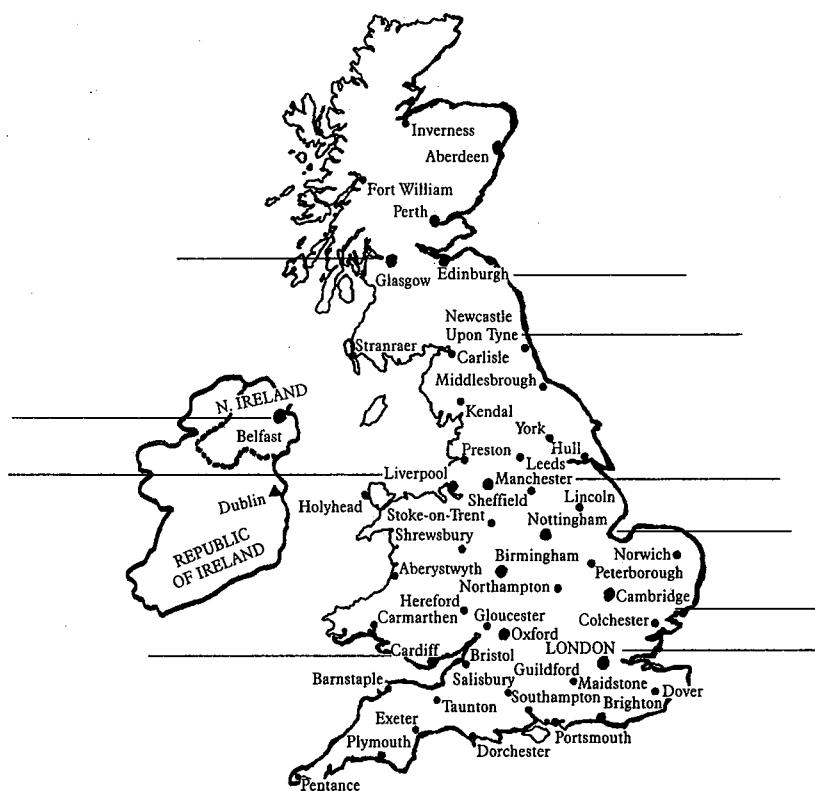
1. A: What's Joseph's last name?
B: His last name is _____.
2. A: Sorry, what's your name again?
B: OK, my first name is _____ and my last name is spelled _____.
3. A: Excuse me, what's her name?
B: _____, and her last name is spelled _____.
4. A: What is Ms. Smith's first name?
B: It's spelled _____.
5. A: Who is the man in the middle?
B: He is my friend, _____.
A: Where is he from?
B: He is from _____.

Notes

last name = family name = surname first name = given name

Task A

Look at the map of Britain. Please listen and write down the people's names next to the place where they come from.

**Task B**

Listen to the recording again and fill in each blank with a proper name.

1. _____ comes from Edinburgh.
2. _____ comes from Newcastle.
3. _____ is from Liverpool.
4. _____ is from Glasgow.
5. _____ is from Cardiff.
6. _____ teaches in London.
7. _____ comes from Manchester University.
8. _____ is from Belfast.

9. is from Nottingham University.
10. is from Cambridge University.



1. Edinburgh is the capital of Scotland and it's the centre of government and commercial life. The famous castle and international festival attract thousands of visitors.
2. Glasgow, Aberdeen and Dundee are the chief cities in Scotland.
3. Aberdeen is Scotland's chief fishing port.
4. Cardiff, Swansea and Newport are the chief urban centres in Wales.
5. Belfast is the centre of Northern Ireland.

Exercise 3

06.MP3

Listen to the self-introductions and complete the information about each person.

Name	Where from	Subject
Charles	Leeds	Music
Liz		
Chris		
Paulo		

Exercise 4

07.MP3

Listen to some self-introductions and complete the information about each person.

1.

Name _____

What does she do? _____

Where is she from? _____

What sport does she like? _____

How often? _____



2.



Name _____

What does he do? _____

Where is he from? _____

What does he like? _____

Where does he work? _____

Where does he go at weekends? _____

3.

Name _____

What does he do? _____

How often does he work? _____

Where does he plan to go? _____

When does he plan to go? _____



4.



Name _____

What does she do? _____

Where does she work? _____

Where does she plan to go? _____

How long does she work on Sundays? _____

5.

Name _____

What does she do? _____

Where is she from? _____

What does she like to do after work? _____



6.



Name _____

What does he do?

Where is he from?

What does he like?

How many children does he have?

7.

Name _____

What does she do?

Where is she from?

Where does she work?

What does she like?

What's her favourite one?



8.



Name _____

Where is he from?

What does he do?

Where does he work?

What does he like?

What kind of sport does he like?

How often?

Exercise 5 Are you from Australia? 08. MP3

Listen to the conversation carefully. Fill in the table below as you listen.

Name	Country	Subject
Rich		
Maria		



09. MP3

Listen to the conversations and complete the information about each person.

1.

First Name	Linda
Last Name	
Country	
Subject	

2.

First Name	Joseph
Last Name	
Country	
Subject	

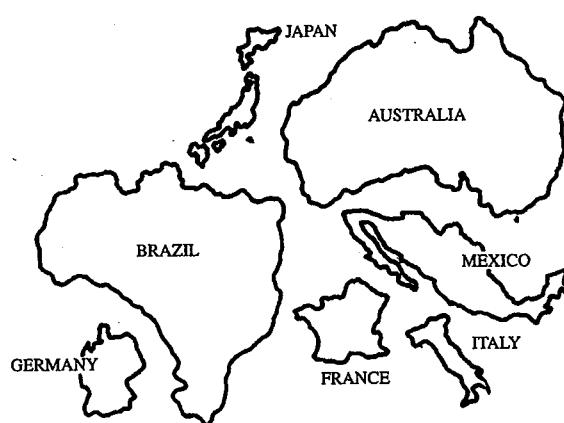
3.

First Name	
Last Name	Maclain
Country	
Subject	

Exercise 7 The maps of some countries

Task A

Look at the maps of some countries. Listen to the recording and write down the people's names next to the country where they come from.



Task B

Listen to the conversations again and fill in the forms below.

1.

Ms. Hee

First name _____

Country _____

Nationality _____

2.

Mr. Smith

First name _____

Country _____

Nationality _____

3.

Surname _____

First name _____

Country _____

Language _____

When to use the computer _____

4.

Last name _____

First name _____

Country _____

Nationality _____

5.

Last name _____

First name _____

Country _____

Language _____



11. MP3

Listen to the conversation carefully. Fill in the table below as you listen.

Name	Where from	Subject
Ann		
Shirley		
Linda		

Unit Two

Numbers

In the IELTS Listening test, candidates are frequently required to listen to a variety of numbers like telephone numbers, times, dates, amounts of money, etc.

This unit will help you to practise:

- listening and writing figures, fractions, percentages, cardinal and ordinal numbers in English.
- listening and writing dates (days and months) in English.

It is a good idea for you to do all the exercises in this unit. In addition, after checking with the answer key or scripts, try to repeat all the numbers, times and dates so that you can improve your pronunciation and write down figures and dates accurately.

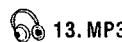
Part One Cardinals

The numbers used to count the objects in a group are called *cardinal numbers*: 1, 2, 3, etc.



1 one	2 two	3 three	4 four
5 five	6 six	7 seven	8 eight
9 nine	10 ten	11 eleven	12 twelve
13 thirteen	14 fourteen	15 fifteen	16 sixteen
17 seventeen	18 eighteen	19 nineteen	20 twenty
30 thirty	40 forty	50 fifty	60 sixty
70 seventy	80 eighty	90 ninety	21 twenty-one
32 thirty-two	43 forty-three	54 fifty-four	65 sixty-five
76 seventy-six	87 eighty-seven	98 ninety-eight	99 ninety-nine

Exercise 1 Reading the numbers



13. MP3

Listen to the following numbers and repeat them after the speaker.

13 18 7 20 23 31 54 39
71 14 40 58 60 67 85 97

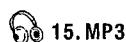
Exercise 2 Number dictation



14. MP3

Listen to the following numbers and write them down.

Exercise 3 Ticking the numbers you hear



15. MP3

You will hear someone reading the numbers in the box. Some of them are correct, and some are not. When the number is correct, put a tick (✓) by it. If it's wrong, put a cross (✗). Look at the box below and listen to the recording.

5		53		99	
14		27		62	

36		11		74
52		96		50
19		88		12
27		45		33
78		77		49

Exercise 4

16. MP3

Listen to Exercise 4 in the recording. When you hear a number that is in the box, draw a cross (x) next to the number. One of the numbers in the box is not in the recording. Which number is it? Now listen to the following numbers.

6		96		49		11		13		78
19		18		57		83		24		75
64		51		25		33		22		91

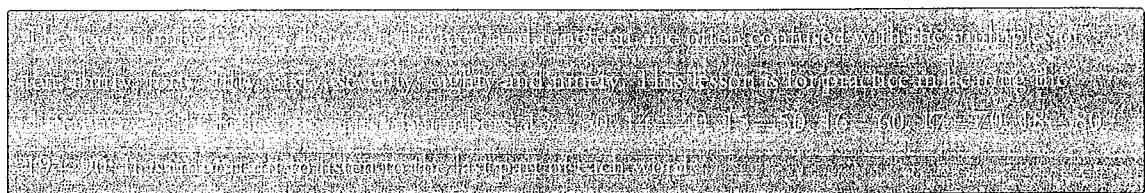
Put your answer here:

Exercise 5 Number practice

17. MP3

Listen carefully and write the numbers in the blanks. Write the numbers in figures, not words.

1. The sweater costs _____ pounds.
2. Tom bought _____ books yesterday.
3. Mary is _____ years old.
4. Janet was _____ minutes late.
5. There are _____ students in my class.
6. My grandfather has _____ grandchildren.
7. Bill wears size _____.
8. The temperature was _____ °C yesterday.
9. The train arrived at _____ o'clock.
10. I got _____ on my English test.



Listen carefully and circle the correct numbers.

1. The student from New York bought (50 – 15) new books last week.
2. My uncle George lives at (13 – 30) King's Road.
3. Mr. Johnson was (40 – 14) minutes late for his lecture.
4. It took (16 – 60) hours to finish his work.
5. Mary finished the test in (17 – 70) minutes.
6. My friend Alan lost (19 – 90) pounds on the first day of class.
7. I paid (80 – 18) pounds for that coat.
8. He lives at (5062 – 1562) Green Street, York.
9. Her address is (3040 – 1340) Farm Street, Brighton.
10. We bought (14 – 40) CDs last month.



100 one hundred, or a hundred	212 two hundred and twelve
200 two hundred	338 three hundred and thirty-eight
300 three hundred	402 four hundred and two
400 four hundred	509 five hundred and nine
500 five hundred	627 six hundred and twenty-seven
600 six hundred	741 seven hundred and forty-one
700 seven hundred	853 eight hundred and fifty-three
800 eight hundred	999 nine hundred and ninety-nine
900 nine hundred	

1. In Britain, we use a comma (,) not a point (.) for thousands and millions. This is different from the system in some other countries.
2. The numbers 1100, 1200, 1300, 1400, 1500, 1600, 1700, 1800, 1900 are sometimes said as eleven hundred, twelve hundred, thirteen hundred, etc.

Listen to the following numbers and repeat them after the speaker.

201 324 109 414 240 634 523 744 599 717

Exercise 8

Listen to the following numbers and write them down.

Exercise 9



Listen to the recording and write down the numbers in the correct rows.

Name	Circulation (Feb. – July 1994)
The Observer	
The Independent	
The Guardian	
Financial Times	
Sunday Express	
Daily Express	
The Sun	
Daily Mirror	

 22. MP3

Listen to the recording and write down the numbers in the correct columns.

Airport	Miles	Km	Passengers per year
Heathrow			
Gatwick			

Exercise 11  23. MP3

Write the numbers. How fast can you figure out the answers? Try to write the answers before you hear them.

Example:

$$1. 23 + 47 = 70$$

2. 8.
3. 9.
4. 10.
5. 11.
6. 12.
7.

Notes**Addition:**

$$3 + 2 = 5$$

3 plus 2 is 5.

3 and 2 is (makes) 5.

Subtraction:

$$5 - 3 = 2$$

5 minus 3 is 2.

Subtract 3 from 5, the difference is 2 (the answer is 2).

Take 3 away from 5, the answer is 2.

Multiplication:

$$5 \times 2 = 10$$

5 times 2 is 10.

Multiply 5 by 2, the answer is 10.

Division:

$$10 \div 2 = 5$$

10 divided by 2 is 5.

Part Two Ordinals

The numbers used to indicate position or order in a list are called *ordinal numbers*: 1st, 2nd, 3rd, 4th, etc.

Exercise 1

25. MP3

Read the following ordinal numbers after the speaker.

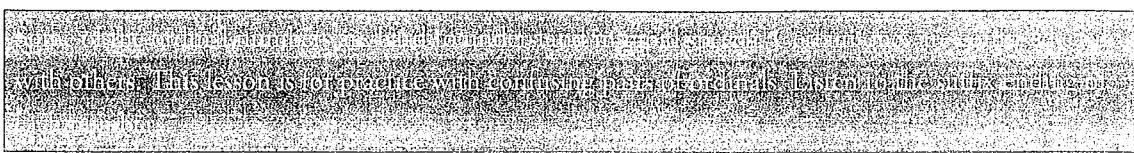
1. first	1 st	14. fourteenth	14 th	27. twenty-seventh	27 th
2. second	2 nd	15. fifteenth	15 th	28. twenty-eighth	28 th
3. third	3 rd	16. sixteenth	16 th	29. twenty-ninth	29 th
4. fourth	4 th	17. seventeenth	17 th	30. thirtieth	30 th
5. fifth	5 th	18. eighteenth	18 th	31. fortieth	40 th
6. sixth	6 th	19. nineteenth	19 th	32. fiftieth	50 th
7. seventh	7 th	20. twentieth	20 th	33. sixtieth	60 th
8. eighth	8 th	21. twenty-first	21 st	34. seventieth	70 th
9. ninth	9 th	22. twenty-second	22 nd	35. eightieth	80 th
10. tenth	10 th	23. twenty-third	23 rd	36. ninetieth	90 th
11. eleventh	11 th	24. twenty-fourth	24 th	37. one hundredth	100 th
12. twelfth	12 th	25. twenty-fifth	25 th	38. one thousandth	1000 th
13. thirteenth	13 th	26. twenty-sixth	26 th		

Exercise 2

26. MP3

Listen to the recording and write down the numbers you hear. Write the numbers in words.

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ *8. _____
9. _____ 10. _____ 11. _____ 12. _____
13. _____ 14. _____ 15. _____



Listen carefully and circle the correct numbers.

1. My office is on the (6th – 5th) floor.
2. The team from Shanghai won the (1st – 4th) place in the tennis match.
3. Jim was the (22nd – 27th) in the last marathon race.
4. Mary's birthday is on the (25th – 29th) of September.
5. Our seats are in the (21st – 23rd) row.
6. The meeting will be on the (3rd – 1st) of April.
7. The theatre is on the (15th – 50th) Street.
8. People celebrated the (45th – 55th) anniversary of the school last year.
9. Alaska was the (5th – 50th) state in America.
10. The final exam is on the (25th – 26th) of June.

NOTES

The numeral system we use is called the *Arabic numerals*: 1, 2, 3, 4, etc. The numbers used to count the objects in a group are called *cardinal numbers*: 1, 2, 3, etc. Those used to indicate position or order in a list are called *ordinal numbers*: 1st, 2nd, 3rd, 4th, etc.

The *odd numbers* are those that cannot be divided exactly by two: 1, 3, 5, 7, 9, etc. The *even numbers* are those divided exactly by two: 2, 4, 6, 8, 10, etc.

Part Three Decimal Fractions

In decimal fractions, an “0” has two names. If it comes before the decimal point, it’s called *naught*; after the point, it’s pronounced *oh*. Numbers before the decimal point are said normally: *one, two, ten, thirteen, twenty-four, two hundred*, etc. After the point, we say each number by itself; we don’t say *hundred, thousand*, etc., e.g. 1.23, we say *one point two three*.

Look at the notes:

- | | |
|--------|----------------------------|
| 0.1 | naught point one |
| 0.01 | naught point oh one |
| 0.002 | naught point oh oh two |
| 2.123 | two point one two three |
| 41.005 | forty-one point oh oh five |

Exercise 1

29. MP3

You will hear about passenger traffic at Britain’s main airports in 1990 and 1993. Listen to the recording and write down the figures in the correct columns.

Name of Airport	1990 (in millions)	1993 (in millions)
Manchester	10.1	13.1
Glasgow		
Birmingham		
Edinburgh		
Newcastle		
Bristol		

Notes

We use percentages when we want to express a number more simply. Percentage means the number of X per 100; for example, there are 50 students in the class; and if 25 of them are boys, we can say 50% of the students are boys.

The “per cent” is said after the number:

- | | |
|-----|---------------------|
| 20% | twenty per cent |
| 26% | twenty-six per cent |

We can use % with decimals:

- | | |
|-------|--------------------------------|
| 7.02% | seven point oh two per cent |
| 0.51% | naught point five one per cent |

 30. MP3

Now listen to the report on consumers' expenditure in 1983 and 1993 at market prices and write down the percentages in the correct columns.

Consumers' Expenditure	1983 (%)	1993 (%)
Food		
Alcoholic drink		
Tobacco		
Housing		
Recreation, entertainment and education		
Other goods and services		

Exercise 3  31. MP3

Listen to the recording and write down the total numbers and the percentages in the right columns.

	Emigration from Britain (1993)	Immigration to Britain (1993)
Total number		
Other EU countries		
Australia, Canada or New Zealand		
The United States		
Commonwealth countries		
The Middle East		
South Africa		

Note

EU = European Union

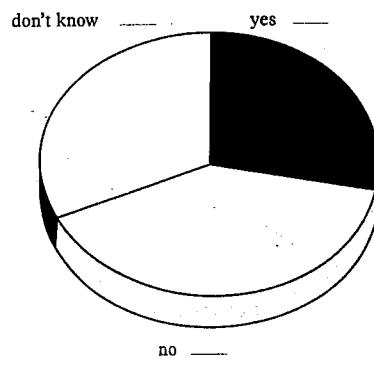


32. MP3

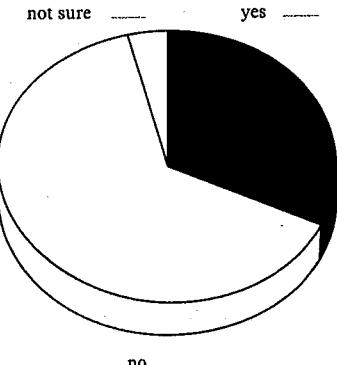
Look at the pie charts and listen to the short interview about the earthquake. Write down the percentages you hear.

We asked Nanaimo people about earthquakes:

Do you feel that local schools are adequately prepared for an earthquake?



Do you have an earthquake emergency kit in your home?

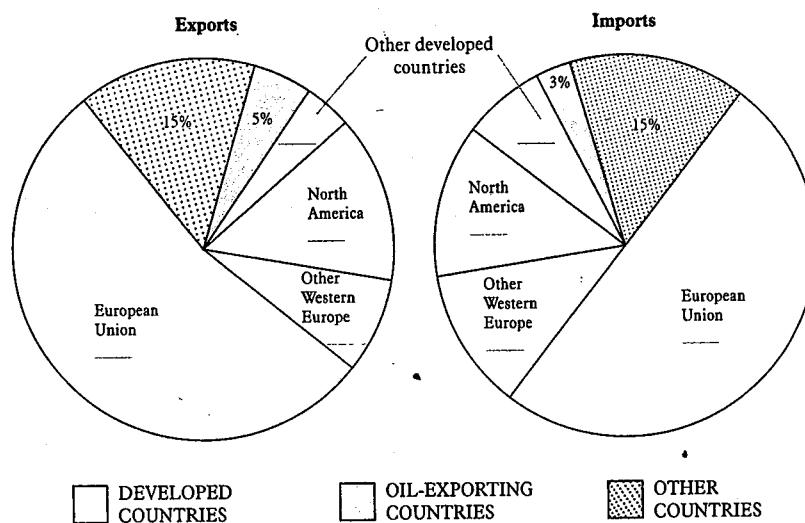


Exercise 5

33. MP3

You will hear a talk about British trade in 1993. As you listen, write down the percentages in the appropriate places.

Geographical Distribution of Trade in 1993



Part Four Money

British money has pound (£) and pence (p). 1 pound = 100 pence.

£ is written before the number, but it is said after the number.

£1 a/one pound

£20 twenty pounds

£100 a/one hundred pounds

p is written after the number, and said after it.

50p fifty pence

76p seventy-six pence

A sum of money can be said in different ways:

£10.50 1. ten pounds fifty pence

2. ten pounds fifty

3. ten fifty

£21.99 1. twenty-one pounds ninety-nine pence

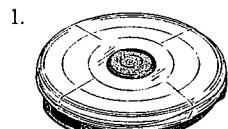
2. twenty-one pounds ninety-nine

3. twenty-one ninety-nine

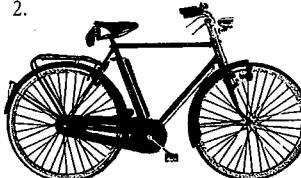
Exercise 1

34. MP3

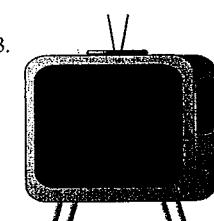
Listen to the recording and write down the price for each item.



CD player

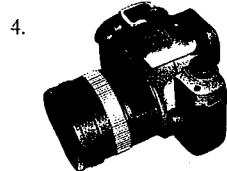


bicycle



TV

price: _____



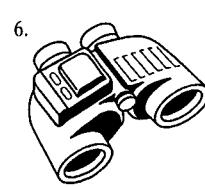
camera

price: _____



radio

price: _____



binoculars

price: _____

Listen to the recording and write down the prices (in figures) in the spaces provided.

1. How much does this cost, please?
2. What's the price of that book, please?
3. How much are those shoes, please?
4. How much is that, please?
5. How much is the bill, please?
6. Can you tell me how much is left in my bank account, please?
7. How much will it cost to send this letter to France?
8. What's the price of that bike over there?
9. How much is the return ticket to Edinburgh?
10. How much does this cost, please?

Exercise 3



Listen to the talk and write down the prices in the boxes provided.

Transport	Price
Bus fare (minimum)	
Underground fare (minimum)	
Taxi fare (minimum)	
Coach fare	

Listen to the second part of the talk and write down the prices in the boxes provided.

Living	Price
Rent for one room	
Rent for a one-bedroom flat	
A local telephone call	
Posting a letter	
A bottle of beer	
Use of a large washing machine	
Use of a small washing machine	
Use of a tumble drier	
Washing powder (a medium-sized packet)	

Listen to the last part of the talk and write down the prices in the boxes provided.

Clothes	Price
A shirt	
A jacket	
A pair of jeans	
A pair of running shoes	
A warm coat	
A light raincoat	
A skirt	
A day dress	

Part Five Time

Exercise 1

39. MP3

Listen to the recording and write down the times.

1. Excuse me. Can you tell me the time, please?

Yes, it's _____

2. Do you have the right time, please?

I think it's _____

3. Do you know what time the next train to Leeds is, please?

Yes, it's _____

4. When do the banks open, please?

At _____

5. What time does the film finish, please?

6. When did they come?

At _____

7. What time do you finish your work today?

8. Do you know when the play finishes?

Yes, at exactly _____

9. Excuse me, please. What time does the Glasgow train arrive?

10. When is the next flight to Paris?

11. What time does the Oxford train arrive?

12. When does the Tokyo flight leave?

13. What's the next train to Liverpool?

14. What time does the London train arrive?

15. When does your mother come?

16. When does the teacher come?

Exercise 2

40. MP3

Look at the boxes below. Tick the appropriate time as you listen to the recording.

1.

14:14	
14:40	

2.

12:15	
12:50	

3.

16:13	
16:30	

4.

22:13	
22:30	

5.

18:14	
18:40	

Exercise 3

41. MP3

You are going to hear a conversation between two friends. As you listen, write down some of the details in the right columns. You will need to write a time, or length of time, or a few words to describe the activities. Some of the items have already been completed.

Time	Activities
Get up	
7:00 - 9:00	
	Study at school
	Work again
7:30	
	Do homework
9:30 - 11:30	
	Go to bed

Exercise 4

Mike Susan Ellen 42. MP3

Listen to Mike, Susan, and Ellen talking about their daily schedules. Complete the chart below as you listen.

Name	Job	Gets up at	Gets home at	Goes to bed at
Mike				
Ellen				
Susan				

Part Six The Telephone

Exercise 1 43. MP3

Listen to the following conversations and fill in the missing information in the spaces below.



1. Operator: Can I help you?

Inquirer: Yes. Could you give me Hilton Hotel's telephone number, please?

Operator: _____

Inquirer: Thanks.

2. Operator: Can I help you?

Inquirer: Yes. Could you tell me British Rail's telephone number, please?

Operator: _____

Inquirer: Thank you very much.

3. Inquirer: Is that _____?

Operator: Yes. Can I help you?

Inquirer: I'd like to speak to _____, please.

4. Inquirer: Is that _____?

Operator: Yes. Who do you want to speak to?

Inquirer: Doctor _____, please.



Exercise 2 44. MP3

You will hear three dialogues on the telephone between a secretary and a person who is making an appointment to see someone. As you listen, complete the notes below. Please write the name of the person, the day, the time and the telephone number in each dialogue.

Dialogue 1

Note for Mr. Watson:

_____ is coming to see you

on _____ at _____

His telephone number is _____

Dialogue 2

Note for Dr. Jenkinson:

_____ is coming to see you

on _____ at _____

Her telephone number is _____

Dialogue 3

Note for Professor Hansen:

_____ is coming to see you

on _____ at _____

His telephone number is _____

Exercise 3 Telephone message (1) 45. MP3

Listen to the conversation and fill in the missing information in the right places.

Message to Ms. Proctor:

Date July 8 at 10:30

From _____

Message:

The meeting is on _____ at _____, Room _____

Please call him _____.

Telephone number:

Listen to the conversation and fill in the missing information in the right places.

Message to _____ :

Date July 15 at 3:30

From _____

Message:

There is a _____ at Bob's house on _____

Bob's address: _____

Please call back _____

Telephone No.: _____

Exercise 5 Telephone message (3) 47. MP3

Listen to the conversation and fill in the missing information in the right places.

Message to Professor _____ :

From _____

Message:

The meeting on _____ is _____.

Please call him _____.

Telephone No.: _____

Part Seven Dates

Exercise 1

48. MP3

- A. The days of the week are as follows. In the recording, you will hear how to say them. Listen to the recording and repeat after the speaker.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

- B. Listen to the months of the year and repeat after the speaker.

January February March April May June July August September
October November December

Notes

1. The numbers 1, 2, 3 of dates are usually written 1st (first), 2nd (second), 3rd (third), also in 21st (twenty-first), 31st (thirty-first), 22nd (twenty-second), 23rd (twenty-third). The other dates are written with "th" after the numbers.
Example: 4th, 6th, 20th, 27th, 30th
2. Ordinal numbers: They are the same as those used in dates and are written and said as follows: 1st (first), 2nd (second), 3rd (third), 4th (fourth), 5th (fifth), etc. For numbers ending in 1 add "st", for those ending in 2 add "nd", for those ending in 3 add "rd" and for all others add "th".
Example: 21st (twenty-first), 22nd (twenty-second), 23rd (twenty-third), 14th (fourteenth), 35th (thirty-fifth)
3. In Britain, dates can be written:
 - A. In numbers only: day/month/year. So 5/1/2001 = 5th January 2001, not May 1st 2001.
 - B. In numbers and words: day/month/year – 20th December 2001, or month/day/year – December 20th 2001. When you say the dates, 20/12/2001 can be the twentieth of December 2001; or December the twentieth 2001.

Exercise 2 Accommodation

49. MP3

Listen to some conversations and fill in the missing information in the forms.

Conversation 1

Type of room _____

Room No. _____

Floor _____

Cost _____

Conversation 2

Type of room _____

Room No. _____

Floor _____

Cost _____

Conversation 3

Type of room _____

Room No. _____

Floor _____

Cost _____

Exercise 3 | When does school start? 50. MP3

Listen to the recording and tick the correct answers.

1. When does your mother arrive?

- A. Tuesday, 14th May
- B. Thursday, 14th May
- C. Thursday, 4th May

2. When are you going on holiday?

- A. 23rd March
- B. 21st March
- C. 25th March

3. When do the exams begin?

- A. 21st June
- B. 25th June
- C. 26th June

4. When does school start?

- A. 5th July
- B. 15th July
- C. 13th July

5. When are you going to move into the new house?
- A. Next Monday, 8th February
 - B. Next Monday, 18th February
 - C. Next Tuesday, 18th February
6. When does the Art Museum open?
- A. 31st September
 - B. 1st September
 - C. 4th September
7. When are you leaving?
- A. 13th April
 - B. 30th April
 - C. 23rd April
8. Here is an interesting date in Britain.
- A. 13th February
 - B. 14th February
 - C. 15th February
9. Do you know when Halloween is?
- A. 31st October
 - B. 30th October
 - C. 23rd October
10. When is Boxing Day?
- A. 26th December
 - B. 29th December
 - C. 27th December
11. In Britain, Autumn begins on _____.
- A. 3rd September
 - B. 13th September
 - C. 23rd September
12. When is the shortest day of the year in Britain?
- A. 21st December
 - B. 22nd December
 - C. 23rd December

You will hear some great names in British history. As you listen, write down the years of their birth and death in the correct columns.

Name	Birth	Death
Henry VIII		
Queen Elizabeth I		
William Shakespeare		
Queen Victoria		
Sir Winston Churchill		

Exercise 5

In this part, you will hear some short descriptions of festivals. You will be asked to compare the information that you hear with similar information that you read, and to underline the changes that have been made.

Text 1

As you listen, read the text below and underline the three changes in the text.

Valentine's Day

On 15th February, St. Valentine's Day, many people send a card to the one they love or someone whom they have been in love with. People usually do not sign these cards and a lot of time is spent trying to guess who has sent them.

Text 2

As you listen, read the text below and underline the four changes in the text.

Easter Eggs

At Easter time, the Americans celebrate the idea of new birth by giving each other chocolate and Easter eggs which are opened and eaten on Easter Sunday. On Good Friday bakers sell hot cross buns, which are toasted and eaten with butter. Easter Monday is a holiday and a lot of people travel to the seaside for the day or go and watch one of the many sporting events such as football or horse racing.

Text 3

As you listen, (please) read the text below and underline the five changes in the text.

New Year's Eve

New Year's Eve is on the night of 31st December. Many people stay up until at least just after midnight in order to see in the New Year. It's also the night of the year when most pubs, bars and restaurants forget about their usual closing times and stay open until after midnight. In London, many people go to Trafalgar Square to hear Big Ben chime midnight, and traditionally take a shower in the fountains in Trafalgar Square. The Christmas tree is a yearly gift from Norway.

Text 4

As you listen, read the text below and underline the six changes in the text.

Pancake Day

Ash Wednesday is the day in February when the Christian period of Lent begins. This refers to the time when Christ went into the desert and fasted for fifty days. Although not many people actually give up eating during this period, on Pancake Thursday, the day before Ash Wednesday, they eat lots of pancakes. They are made from flour, milk and eggs, and fried in a hot pan. Many towns also hold pancake races on that day. People run along the streets holding a frying pan and throwing the pancakes in the air. Of course if they drop the pancake they lose the race.

Text 5

As you listen, read the text below and underline the seven changes in the text.

Christmas

25th December is the important festival of the year. It combines the Christian celebration of the birth of Christ with the traditional festivities of winter. On the Sunday before Christmas, a lot of churches hold a carol service where special hymns are sung. Very often you can hear carol singers singing in the streets as they collect money for charity. Many families decorate their houses with brightly-coloured Christmas decorations and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations. People often put their gifts at the bottom of the Christmas tree.

Text 6

As you listen, read the text below and underline the eight changes in the text.

Halloween

On 31st October is Halloween. Halloween means holy evening. It's a much more important festival in the United States than in Britain, although it's celebrated by many people in the UK. It's particularly connected with witches and ghosts. At parties, people dress up in strange costumes and pretend they are witches. They cut horrible faces in potatoes and other vegetables and put a candle inside which shines through the eyes. People may play difficult games such as trying to eat an apple from a bucket of water without using the hands. In recent years, children dressed in white shirts knock on doors at Halloween and ask if you would like a "trick" or "treat". If you give them something nice, a "treat", they go away. However, if you don't, they play a "trick" on you, such as making a lot of noise or spilling flour on your front door.

Unit Three

Survival English

Both Academic and General Training modules try to reflect real-life situations to test whether a candidate would survive in English-speaking social and academic environments.

This unit has 15 exercises focusing on real-life situations such as listening to news, checking into a hotel, eating at a restaurant, going shopping, going on a trip, etc.

This part is carefully designed to help you to improve your English language capability to perform tasks under some kind of pressure. They include typical tasks that are frequently seen in the IELTS Listening test: sentence-completion questions, short-answer questions, multiple-choice questions, summary- or note-completion questions.

Strategies in doing the above-mentioned tasks.

- In the real test, before each section, you will be given time to read the questions for that section. Read them carefully but not too slowly – when your time is up, the recording will start, whether or not you have read all the questions. Be sure to read the instructions, as well as the questions, carefully and follow them. If it says *write no more than three words*, do not write *four*!
- As you listen to the recording, do not just listen for the answer to the question you are expecting. Be aware of the questions that follow the one you are expecting. It is easy to miss the answer to a particular question and then find yourself lost.
- Quite often, the speaker will provide an answer that is vague, or that they are not sure about. Always keep listening for clarification or a change of mind.
- Write your answers in the question booklet quickly and clearly enough for you to be able to read them when you come to transfer them to the answer sheet. You can use some forms of shorthand to save time if you wish, even your own language, as nothing you write in the question paper will be seen by the examiner. Just be sure you can still understand it when you come to transfer your answers.

Listen to the conversation and fill in the missing information in the notes below.

Ellen has got a 1. Her nose is 2. and she has a sore throat.
 Here is some advice. She should take some 3. and it's a good idea for her to drink lots of 4. She'd better see a doctor first, and then go 5. for a rest. It's helpful to cook 6. with some garlic in it, and drink a 7. every half an hour. It really works.

Exercise 2

Listen to the conversation and fill in the missing information in the notes below.

The customer wants to buy a kind of camera which would be 1. and 2. to handle. The shop assistant recommended one which is 3. and has a good 4. . The price is only 5. . The customer liked the one the shop assistant recommended but she disliked the 6. . Finally, the customer bought a 7. camera.



Exercise 3

Listen to the conversation and tick the items that the wife and husband ordered on the menu.



	Dinner Menu	Wife	Husband
Starters	Apple juice Lemon juice		
Main course	Melon Chicken soup Onion soup Roast beef Grilled steak Salmon Chicken		
Vegetables	Carrots Peas Beans Chips Onion Boiled potatoes		
Sweet / dessert	Chocolate cake Apple pie Fruit salad		
Drinks	Ice cream Fruit juice Beer Wine Coffee		

Exercise 4 At the reception desk (Part 1)  56. MP3

Listen to the conversation and fill in the missing information.

Customer's name
When to book
Type of room
Room number
Floor
Day to come
Day to leave
Requirement

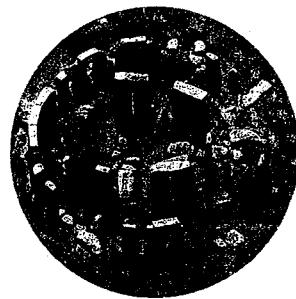


Listen to the talk and complete the notes. Write NO MORE THAN THREE WORDS for each answer.

1. In Britain, people start to decorate their houses a before 25th December.
2. In Christmas time, the most important activity is the
3. The British people put their gifts of the Christmas tree.
4. The British open their Christmas presents on
5. Children leave a long sock or stocking at the their bed on Christmas Eve, hoping that Father Christmas will bring small presents from
6. The British family have a and Christmas pudding for the dinner on Christmas Day.
7. The Queen her traditional Christmas message to the United Kingdom and later in the afternoon.
8. On Boxing Day, people usually visit friends and relatives or



58. MP3



Listen to the conversation and fill in the missing information in the notes below.

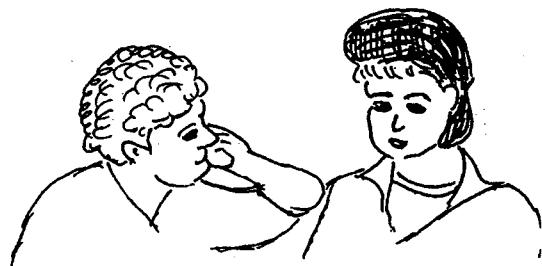
Sue went to Stonehenge at the weekend with her 1. family. Stonehenge is the best known and the most remarkable of prehistoric 2. in the UK. It has stood on Salisbury Plain for about 3. years. There have been many different theories about its 4. use. One theory is that it was a place from where 5. could be observed. But no one is certain why it was built. It has been discovered that the positions of 6. of the stones relate to the movements of the 7. , so that the stones could be used as a 8.

Exercise 7 Marriage

59. MP3

Listen to the conversation and fill in the missing information in the notes below.

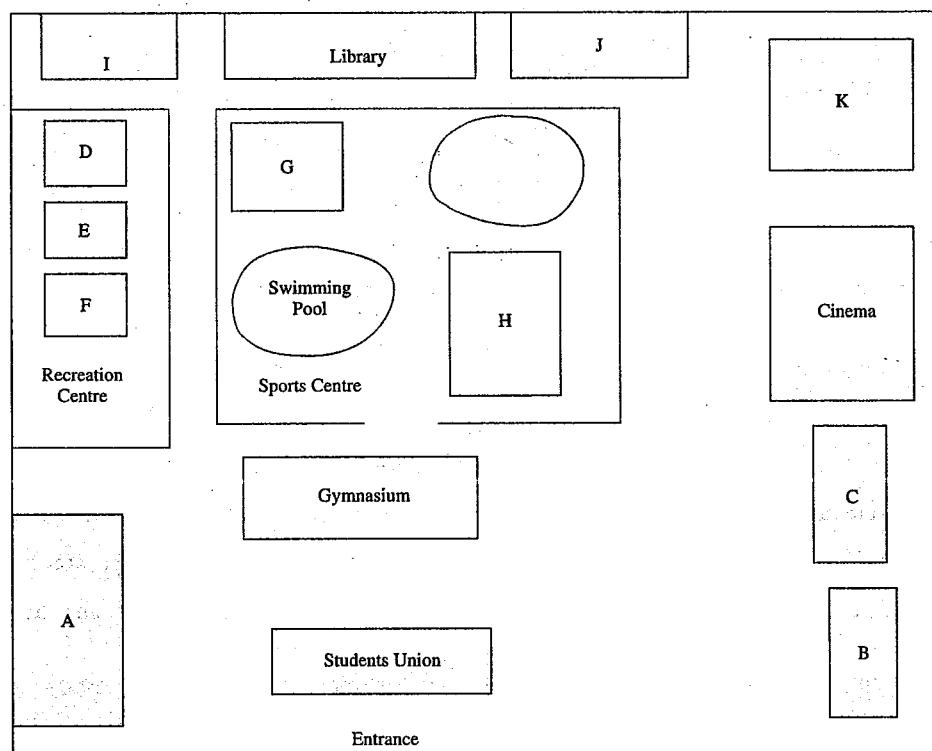
American families are different from 1. ones in several ways. People in the USA get married 2. Many of them get married before the age of 3. A lot of women work after they 4. Most women who have babies go back 5. fairly soon. 50% of them return to work within a year of having a baby. A lot of Korean women 6. and take care of their families. The article says 7. of women with children work. And 8. of children under six have two parents who work or a single parent who works.





60. MP3

Look at the map of the university campus. You will hear 5 sets of directions to a certain place. As you listen, follow the directions carefully, then write the letters next to the names of the places below.



1. Administration Building _____
2. Bookstore _____
3. Tennis Club _____
4. Computer Centre _____
5. Cafeteria _____

Exercise 9

61. MP3

Listen to the conversation and fill in the missing information in the notes below.



Around 1900, people from many countries lived in New Orleans. 1. was an important part of life in this city. Musicians in New Orleans started to play a different kind of music. It was called 2. Most early jazz musicians were 3. They played in small bands and they didn't write down their music. They learned to work together to produce a loose and 4. that was so powerful that listeners could not help but dance, or at least move their feet along with the music. Soon 5. were playing jazz too.

Around 1920, jazz music began to 6. Jazz musicians moved from city to city. People listened to jazz records. They heard jazz on the radio. In the 7., jazz was popular in the U.S. and Canada. The music was called 8. It was played by big bands. Now, there are still a few bands made up of 9. playing the old-style jazz in a club in New Orleans. They play jazz for 10. each evening so many tourists go there. The audience can make some 11. for the songs, but they should pay a little 12. for the request.

Exercise 10 Talking to a lodger 62. MP3

Mrs. Tiger's new lodger is asking what he is allowed to do. Listen to the conversation and make a cross (✗) if it is not allowed and fill in the table below.

Items	Not allowed	Allowed under certain conditions
Posters on the walls		Yes, but don't use sellotape.
Smoke		
Cook in the kitchen		
Pets		
Watch TV		
Have friends to visit		
Have a bath		



63. MP3

Question 1

Listen to the news and tick (✓) the three items which are mentioned in the news headlines.

News Headlines	Tick
A. Two planes crashed in North America	
B. Bush fire out of control in West Alabama	
C. A powerful earthquake rocked Seattle and rolled Victoria	
D. Nurses on strike in Vancouver	
E. Bus drivers strike threats British Columbia	
F. Millionaire to become first ocean tourist	
G. Millionaire to become first space tourist	

Questions 2-14

Fill in the gaps numbered 2-14 below by writing NO MORE THAN THREE WORDS in the spaces provided.

A strong earthquake hit Seattle at 2. on Wednesday. According to the National Earthquake Information Centre in Golden, the magnitude 3. quake was centred 125 kilometres 4. of Victoria and 56 kilometres southwest of Seattle. About 5. people were reported injured in Seattle and Olympia, at least three of them are in 6. condition. In Victoria, the earthquake caused 7. to sway and shook 8. off walls but damage was 9.

Russian officials gave the 10. to California millionaire Dennis Tito to become the first tourist in space. Tito is 11. years old. He took his 12. Tito will reportedly pay 13. dollars for the flight. He will spend about 14. on the station.

Exercise 12

64. MP3

Questions 1-5

Listen to the talk and choose the right answers.

1. Where are most of London's big department stores?
 - A. In Trafalgar Square
 - B. In Oxford Street and Bond Street

- A. In Oxford Street and Regent Street
D. In Soho and Bond Street
2. Where is Nelson's statue?
A. In the middle of Leicester Square
B. In the middle of Trafalgar Square
C. Behind the National Gallery
D. In the centre of Soho
3. Which country sends a huge Christmas tree to Britain every year?
A. Sweden B. Denmark
C. Germany D. Norway

Questions 4-12

Fill in the notes below.

Piccadilly Circus is the centre of 4. in the West End. It is usually at the top of everyone's list of things to see in London, because it is so 5. It is actually quite small and most people are rather 6. when they see it for the first time because they thought it would be much 7. To the north of Piccadilly Circus is 8., which has been the foreign quarter of London since the 9. century. Now it has restaurants offering food from a variety of different 10., especially Chinese and Italian ones. London is famous for its live 11., and there are over 12. theatres within a square mile. If you want to know what is on in London, the best place to look is in a newspaper.

Exercise 13 65. MP3

Listen to the talk and fill in the missing information in the notes below.

Belfast is one of the 1. capital cities in the world and it has grown very fast. Today the city has a population of 2., nearly a third of the entire population of Northern Ireland, but in the 17th century it was only a 3. Then, during the 19th century, the development of industries like linen, rope-making, 4., tobacco and sea trade doubled the town's size every ten years. The city is well known for 5. It was here that the "Titanic" was built and set out on her 6. maiden voyage.

Plan for the trip to Belfast

Time	First day – what to do	Second day – what to do
Morning	Visit an 7. Belfast Cathedral and 8.	Visit Ulster Museum and see 10. years of human history in Ireland and the 16 th century Spanish 11. treasure
Afternoon	Visit the zoo	Visit the Botanic Gardens and see 12. and visit the Palm House
Evening	Go to a 9. at Ulster Hall	Free time, you can go to some 13. pubs

Exercise 14 TV and radio 66. MP3

Listen to the talk and complete the notes below.

There are two main broadcasting companies in Britain.

One is 1. , the other is 2.

National radio is controlled by the 3. There are four stations.

Station	Programmes
Radio 1	4. music, news and magazine-style programmes
Radio 2	5. music and reports on sport
Radio 3	6.
Radio 4	7. and general interests

8. The BBC has TV channels. has more serious programmes and news features.

9. The IBA is responsible for looking after independent TV companies.

10. There is a break for advertisements about every minutes.
11. Channel 4 is an independent channel. It has more programmes than the main channels.
12. Many people think the programmes on British TV have a standard, but some people the amount of violence on TV.

Exercise 15  67. MP3

Questions 1-10

Listen to the talk and fill in the missing information in the right places.

Sports	Where
Water sports, 1. and 2.	On the lakes, rivers and coastlines
3. , 4. and 5.	In the landscape
Football, 6. , 7.	8.
Squash, 9. , 10.	Indoors

Questions 11-16

Indicate whether the following statements are true or false by writing T for true and F for false in the boxes below.

11. All colleges have their own impressive sports facilities.
12. The most popular outdoor sports are football and tennis.
13. Motor racing is one of the popular sports in Britain.
14. "To play the game" means "That's not fair".
15. "That's not cricket" means "to be fair".
16. The most popular sport in Britain is football.

Unit Four

Popular Science

Popular Science is also frequently tested in the IELTS Listening test. This unit consists of 16 exercises referring to basic science knowledge such as the inventor of the telephone, the inventors of the airplane, our body systems, koalas, etc.

A variety of tasks are given to enable you to approach IELTS listening tasks and to improve your listening skill and to be able to perform well in your real test.

You should apply the strategies suggested in Unit Three in dealing with all the tasks presented in this unit.



68. MP3

Listen to the conversation and write down the missing information in the notes below.

What you need:

1. You need a bag of _____,
2. _____,
3. and a pot with _____ in the bottom.

What to do:

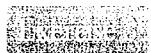
4. First, fill _____ with potting soil. Don't use soil from your _____.
5. Second, _____ the soil well. Water should come out of the hole _____.
6. Then, sprinkle about _____ seeds on top of the soil.
7. Cover the seeds with _____ potting soil. Water _____.
8. Put the pot near a _____ window. Do not let the soil _____.
9. The chives will come up in about _____ weeks.
10. You can start to cut the chives when they are about 8 centimetres or about _____ tall.
Cut only about _____ the plant at one time. This way the chives will _____ growing.
11. You can grow chives _____ in a sunny place. Plant the seeds in _____.
Chives are _____. They will _____ every year.

Exercise 2 Who invented popcorn? 69. MP3

Listen to the conversation and fill in the missing information in the notes below.

Popcorn is a delicacy that was developed by the 1. _____ of North America, dated back 2. _____ years. Besides eating popped corn, the Indians also used popped corn in 3. _____, necklaces and in 4. _____ ceremonies. According to most sources, a deerskin bag full of 5. _____ was served at the first 6. _____ dinner at Plymouth Rock in 7. _____.

Popcorn's popularity grew during the Depression of the 8. _____ when people realised that a little popcorn could go 9. _____. But its success was clinched when movie 10. _____ across the continent started serving the snack. By 1947, 11. _____ movie houses were selling popcorn at their concession stands.



70. MP3

Listen to the talk and fill in the missing information in the notes below.

There is no scream in the lobster's case and there is a chemical reason for the change in colour. Noises are produced as a lobster is boiled 1. , but the sounds are not 2.

As the lobster's body 3. in the shell, pockets of air in the cavities and joints expand.

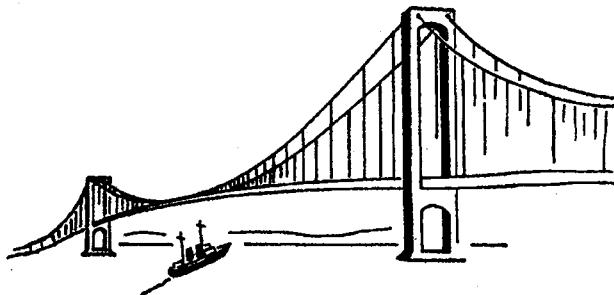
If enough 4. builds inside the body, the air will make whistle-like sounds as it escapes through small openings in the shell. A lobster's shell contains 5. pigment molecules that combine with protein to create the camouflaging colours of the lobster. Live lobsters are usually 6. or brown with flecks of 7.

8. is denatured, or deformed, by the heat. The pigment remains, turning the shell red.

Exercise 4 Jumping off the Golden Gate Bridge

71. MP3

Listen to the conversation and fill in the missing information in the notes below.



People began jumping off San Francisco's 1. in 1937. Between 1937 and 1990, 2. people jumped from the bridge to their deaths. In an average year, 3. will take the plunge. This figure is 4. the number of people seen jumping off the bridge and the 5. bodies recovered. A number is added to the 6. tally if a suicide note or other 7. is found.

The bridge is a 8. spot for those serious about their suicidal 9. because the Golden Gate Bridge is easily accessible and the long drop ensures 10. chance of survival. Impact with the water after the 11. -metre drop is like hitting a concrete wall at 12. kilometres an hour. Only 13. suicide attempts in the bridge's history have failed.

Listen to the conversation and fill in the missing information in the notes below.

When winter comes, ants 1. into their nests, where food has been 2. They stored it in their special chamber 3. Only the top few inches of 4. freeze. Beneath this layer of 5. soil, life goes on in the colony. The size of their nest 6. from just one chamber of 7. inches in diameter to vast networks. It can extend 8. underground and house a population of up to 9. ants.

North America ant communities can consist of 10. main nests connected by tunnels. The entire colony can cover an area the size of a 11. So when spring comes, the ants have to work their way 12. and begin the task of 13. food for the next winter.

Exercise 6

Listen to the conversation and fill in the missing information in the notes below.

The crossword puzzle was introduced in the Sunday supplement of the *New York World* newspaper in 1. The designer of crossword, Arthur Wynne, was inspired by 2. Square, a children's word game in which words are 3. vertically and horizontally. Wynne added empty squares and some clues. By the early 1920s, crossword puzzles were 4. features of almost every American newspaper. In 1924, four puzzle books were on the 5. lists. Today, crossword puzzle makers each have their own techniques to 6. the skills of their players. Eugene Waleska is a creator of the *New York Times* crossword puzzle. He begins with a 7. and lists as many words as he can think of that loosely fit the theme. Then Waleska starts to fill in the grid with the 8. first, avoiding words ending in J or beginning with X. He works first in the lower right corner of the grid, since it is 9. to find a word that ends with a certain letter. Waleska says that when he started in this business, it took him 10. to fit the words into a 15x15-square grid. Now it takes less than an hour.

Crossword puzzle

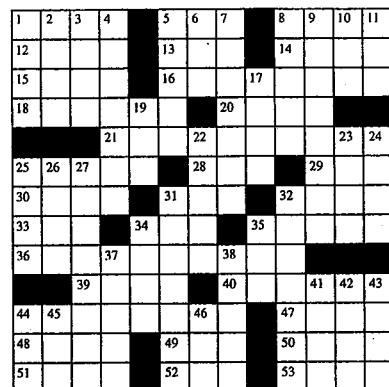
ACROSS

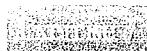
1. Thick slice
5. Percent (abbr.)
8. Very (Fr.)
12. Travel
13. Swiss river
14. City in Nevada
15. English composer
16. Precarious
18. Recapture
20. Bosc or bartlett
21. Depressed
25. Foggy
28. Used
29. Melody
30. Engrave
31. Roman numeral
32. Formerly
33. Exclamation of disgust
34. Heard at a bullfight
35. Group of eight
36. Automatic temperature control
39. Platform
40. Word with bomb or age
44. British title
47. Former actress Theda

48. Hide
49. Posed
50. Dutch cheese
51. God of war
52. Cravat
53. French philosopher
Descartes

DOWN

1. Headliner
2. Knowledge
3. Relative
4. Width
5. Walk back and forth
6. Auto
7. Capital of Libya
8. Trinity
9. Deserter
10. Alfonso's queen
11. The sun
17. Serve
19. Lock opener
22. Natives of Warsaw
23. Pleasant
24. Waste allowance
25. Beef or pork
26. "The Seven Year -"
27. Agenda
31. Nearest
32. Fall month
34. Leave out
35. With meal or cake
37. Raves
38. Savor
41. Manufactured
42. Formerly Persia
43. Arrived
44. Accountant (abbr.)
45. Over (poetic)
46. Capuchin monkey

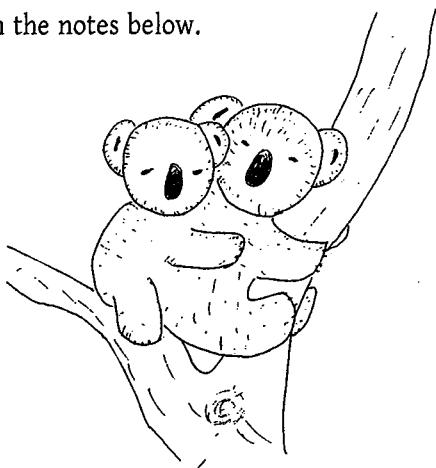




74. MP3

Listen to the talk and write down the missing information in the notes below.

Koala is the Australian teddy bear. It is 1. feet long, with 2. seeming as if they were stuck on, and it has beady eyes but no 3. The fur is 4. in colour. They are pouched mammals, not bears at all.



Koalas spend almost all their lives in the eucalyptus trees and eat the 5. All the toes are armed with 6. claws, and the 7. are divided into two groups. The great 8. is thumb-like. All of these features aid in climbing. Koalas are able to spring from one upright branch to another with 9. skill.

The baby is carried in the 10. at first, then it clings to the fur of the mother's 11. until it is almost as large as the mother. Koalas become quite tame and they are great 12. at the Australian zoos and parks.

Exercise 8 Stamp collecting

75. MP3

Listen to the talk and write down the missing information in the notes below.



Stamp collecting is a hobby that interests persons of 1. and in all walks of life. There are over 2. stamp collectors in the United States and Canada. The most valuable stamp in the world is the 3. British Guiana magenta of 4. Only one copy is known to 5. ; this is valued at about 6. dollars. Most stamps are not expensive. There are hundreds of stamps worth 7.

dollars and many more hundreds that you may buy for a few 8. So stamp collecting is not only 9. man's hobby.

Each stamp collector finds his 10. stamps fascinating because there is always 11. behind postage stamps. The countries of the world use them as

12. telling the world about their industries, their culture, and their great men.
They also use stamps to celebrate 13. in their history. So while a stamp
collector is 14. his hobby, he is also storing up knowledge about
15. things from every corner of the globe. Usually a beginner collects
16. that comes his way. Later on he may decide to 17. in
certain kinds.

Exercise 9



76. MP3

Listen to the talk and fill in the missing information in the form.

Exercise 10 Our body systems



77. MP3

Listen to the talk and fill in the missing information in the notes below.

1. The skeleton is made up of bones and it gives the body its and form. Bones not only our bodies but also help to important organs. The skull protects the The ribs protect the The hips protect part of the canal. The spine protects the There are different types of bones in our bodies.
 2. The main support of the body is the or spine. It is made up of a long row of small joined to one another. It is found only in the and trunk.
 3. When a bone breaks, new cells begin to grow at the ends. More and more new cells are until finally the broken ends meet and together.

4. To find out if a bone is broken, the doctor uses an machine. This machine can photograph the of the body. The photographs it takes are called photographs. The can be seen clearly from it.
5. There are more than muscles in your body. They make up the flesh that lies between the and the skeleton. They also push through the body and make the circulate.
6. The nervous system is made up of three parts: , the spinal cord and the nerves. All parts of the body are connected to the brain by nerves. This system controls all movement and also your senses.
7. The nervous system is very important because it we will not be able to feel, smell, taste, hear or see. The is the most important part of the nervous system. It the movements of the body and instructions to all parts of the body.

Exercise 11 Inventor of the TELEPHONE (1) 78. MP3

Listen to the first part of the talk about the inventor of the telephone.
As you listen to the talk, write down the missing information in the notes below.



The man who invented the telephone was Alexander Graham Bell. He was born in Edinburgh, Scotland, in 1. His father and grandfather had both been teachers of 2. His father had worked out a system of "Visible Speech", that is, a system by which a deaf person can "see" what people say by reading 3. Bell learned this system and soon he 4. a teacher of the deaf too, and he opened his 5. for deaf people in Canada.

Through his teaching, Bell became interested in the 6. of the human voice. He thought that it should be possible to 7. sound across a distance. He worked very hard

with his assistant Thomas A. Watson day and night on this idea. They made some 8. and tried again after each failure.

Exercise 12

79. MP3

Listen to the second part of the talk about the inventor of the telephone and fill in the missing information in the notes below.

One day in June of 1. , Watson was so excited when he heard 2. from the upstairs. Bell's words that Watson heard was the first telephone 3. ever sent. Since then, the telephone had been invented. 4. year, the first long-distance telephone conversation 5. . The distance was two miles between Boston and 6. , Massachusetts.

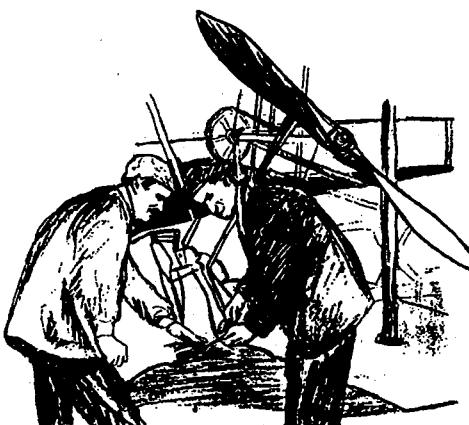
In 7. , a telephone company was formed. It had eight lines and 8. telephones. From that time on, telephone systems grew fast. Two years later, there were over 9. telephones in the United States. The telephone spread rapidly both in the United States and in 10. . Bell's invention has often been called one of America's greatest 11. to the world. When Bell died on August 2, 12. , all the telephones in the United States were 13. for one minute in memory of a great man.

Exercise 13

80. MP3

Listen to the first part of the talk about the inventors of the airplane.
As you listen to the talk, write down the missing information in the notes below.

Wilbur and Orville Wright were the first to build an airplane in which a man could fly. Wilbur was born in 1. near Millville, Indiana. After 2. , Orville Wright was born. When the two brothers grew up, they built up a successful 3. business and soon opened a 4. shop. Wilbur Wright became interested in flying in 5. after he read a German's story and he told Orville about it. Then they began to watch and study the 6. of birds. They found that there was one question no one had 7. , that was how to 8. the glider when it began to dip forward or backward. The Wright brothers, after long study, decided to build 9.



smaller wings before the wings of their glider. By turning these smaller wings up or down, the glider would not dip forward or backward too far. For 10. years, the Wright brothers studied and worked on this problem. In the fall of the year 1900, the Wright brothers 11. their first glider at Kitty Hawk and the glider was 12.

Exercise 14

81. MP3

Listen to the second part of the talk about the inventors of the airplane and fill in the missing information in the notes below.

The Wright brothers started to improve their glider, paying particular attention to its 1. and to the shape of the wings. The new glider was longer and had a 2. Then they wanted to add 3. on their glider. It was December when the Wright brothers' plane was ready for the flight. The plane gained speed and rose into the air. It 4. swiftly upward and downward. It was not a 5. but it was successful. The plane came down undamaged, 120 feet from where it had started. Three more 6. were made that day. The longest was 7. feet. This was the beginning of the importance of the 8. and it showed that man had actually flown in an airplane.

In 1912, Wilbur died of typhoid fever when he was only 9. In 1943, Orville agreed to give their 10. to the Smithsonian Institution in Washington, D.C. On January 30, 1948, Orville died at the age of 11. after a short illness. The Wright brothers could never be 12. The names of both brothers were firmly and forever linked in the history of aviation.

Exercise 15

Invention of the telegraph (1)

82. MP3

Listen to the first part of the talk about the invention of the telegraph.

Questions 1-3

Circle the correct letters.

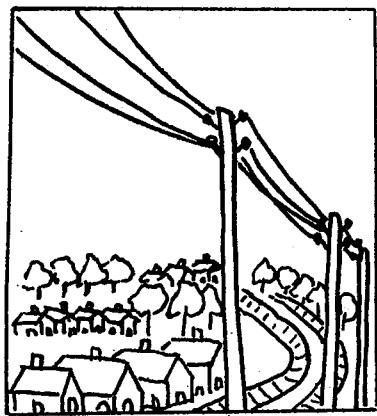
1. When was Samuel Morse born?
A. In 1791 B. In 1917 C. In 1691 D. In 1916

2. Which college did Samuel Morse enter when he was 14 years old?
A. Massachusetts College B. Yale College
C. Boston College D. Art School

3. What did he want to be after school?
- A. An electrician B. An inventor C. An artist D. A traveller

Questions 4-14

Fill in the missing information in the notes below.



On one trip to the United States, Morse had an interesting idea. Later, this idea 4. into his famous invention. Morse thought that it 5. be possible to use electricity to send a message over a 6. This message, he thought, could be 7. at the other end. A message could be sent with the 8. of electricity. Before the end of the trip, Morse had 9. rough plans for an instrument. He called it the electric or magnetic telegraph. Morse began to work out 10. as soon as he landed. He gave up his work as a 11. Instead, he chose to work on his 12. idea. Almost 13. years later, his experiments were successful. He built an 14. that made his idea work.

Exercise 16 Invention of the telegraph (2) 83. MP3

Listen to the second part of the talk about the invention of the telegraph and complete the notes below.

1. People thought Morse's telegraph would not be more than when they came to see it.
2. Morse asked to give him some money for a telegraph line but he didn't get the money because some people in Congress his idea.
3. Morse went to some countries to try to get them to the telegraph there but the governments didn't want to have to do with his "wild" idea.
4. Later, Congress granted Morse As soon as he got the money, he built a telegraph line from Washington to Baltimore, a distance of about miles.
5. At first, he tried to lay his wires , but that did not work well. So he decided to nail the wires to

6. In 1844, Morse sent his first telegraph message from Washington to Baltimore. The message went through . It took years of work for Morse to let people the telegraph.

Unit Five

Academic English

The IELTS Academic Listening test is the same for the Academic and General Training modules. Candidates will listen to a tape/CD and answer a series of questions. The recording will be played ONCE only.

15 texts in this unit are taken from magazines, journals, books and newspapers. All listening passage topics will be of general academic interest such as campus life, homestay programme, language learning, how to take notes, etc.

The texts in this unit are arranged from the easier to the more difficult ones, from the shorter to the longer ones.

A variety of question types in the Academic Listening test are also given in this unit to assist you in enhancing your ability of doing the tasks in your real test.

Tips:

- Before the test, make sure you “rehearse” with timed practice tests. This will enable you to deal with the appropriate kind of questions and note your answers as you listen. The more you practise, the more confident you will feel. Make good use of the materials in this unit.
- During the test, there are occasional 30-second pauses for you to examine the questions. Look ahead at the next section, especially the next 3 or 4 questions and keep them in mind as you listen. This will focus your concentration and enable you to pick out the information you need.
- Marks are not deducted for a wrong answer, so always have a guess. With multiple-choice questions, mark the most likely alternatives if you are not sure of the answers. For other types of questions, you can make notes on the paper. Then if necessary, you can make a sensible guess at the end when you transfer your answers to your answer sheet.

Listen to the talk about the university's calendar. Write down the missing days and dates in the correct places.

Activity	Day	Date
Orientation (new students)	Thursday	August 31 st
Labour Day holiday (no school)		
First day of class		
Thanksgiving Day		
Last day of class		
Exam		

Fill in the missing information in the notes.

Regular attendance at this school is 1. in all classes and lectures. We expect at least 2. attendance. Attendance is taken by each 3. teacher. You cannot 4. in school if attendance is irregular. Absences of 5. or more will result in students being placed on probation for 6. Continued absences may result in the students being required to 7. from the school.

It's our expectation you will all 8. to realise your full potential and 9. your talents to this year's activities.

Exercise 2 About the course 85. MP3

Listen to the talk and write down the missing information in the notes below.

The emphasis in the course is on

1. observing how use English,
2. how the language is used,
3. discussing
4. the language as it is really used.

Circle the correct letters.

5. What's the emphasis on in the second part of each unit?
- A. Being able to use language yourself
 - B. Knowing the language

..... understanding the language

D. Describing the language

6. Who is the course designed for?

- A. People who want to know English
- B. People who want to understand written English
- C. People who want to use English
- D. People who want to study English

7. What assumptions are made in the course?

- A. To study the spoken English
- B. To study English grammar rules
- C. To study reading
- D. To learn to use effectively the words you know already
- E. To use authentic materials

8. The speaker's aim is to

- A. introduce students to course design
- B. introduce students to university expectation
- C. introduce students to university life
- D. warn students about the difficulties of studying

Exercise 3  86. MP3

Questions 1-3

Listen to the talk and circle the correct letters.

According to the first speaker:

1. The focus of the lecture series is on

- A. coping well with campus life
- B. being a confident student
- C. setting in at university
- D. eating well at university

2. The lecture will be given by

- A. the president of the Students Union
- B. the coordinator of the Students Union
- C. the course director
- D. the tutor

According to the second speaker:

3. Today's lecture is on
- A. studying well
 - B. eating well
 - C. being involved in campus life
 - D. meeting the tutor

Questions 4-6

Fill in the missing information in the notes.

People who can help: your instructors, 4. , counsellors, department heads, resident advisors,
5. , and club 6. .

Questions 7-10

Complete the table below. Write the appropriate letters A-H against questions.

College Services	Main Role
The Registrar's Office	<i>Example: A</i>
The Career Centre	7.
The Guidance Office	8.
Learning Labs and Libraries	9.
The Financial Aid Office	10.

Main Roles
A. To answer all questions about records and grades
B. To help assess your interests and skills
C. To teach how to play tennis
D. To offer help with course selection and scheduling
E. To offer personal counselling
F. To provide equipment and learning resources
G. To handle questions about fee payment
H. To provide information about jobs available on campus

Two students are talking in the students' canteen. Listen to the conversation and fill in the missing information in the notes below.

The first-year students' life can be exciting but 1. for the first week. Many students will feel very 2. since it is their first time 3. from home. The first-year students will live in a 4. on campus. It soon helps them to make some 5. friends. They may move out into a 6. room in their second or third year, or share a house with friends.

During the first week, all the clubs and societies will hold 7. during which they try to 8. new students to join their society. Marti wants to join some 9. clubs so he can have something to do in 10. time. The first week students may be taken to 11. the campus. You can see groups of students 12. the huge campus and finding their way around in the first week of university. And at weekends, the university may 13. some trips to places nearby.

Exercise 5

Listen to the talk and complete the statements.

To be a successful student:

1. First, you should who you are and what you want to be.
2. You need to for your goals.
3. Write down your short-term goals and break them into so you know exactly what you need to do each week.
4. Break down your projects or goals into small, steps and work towards them at a time.
5. You can yourself with a treat, for example some healthy snack or game, for making progress on a project.
6. You can work with and encourage each other.
7. You can design your schedule and stick to it.
8. Be in control. Don't interrupt your study time for or TV shows.





89. MP3

Listen to the conversation and write down the missing information in the notes below.

The Homestay Programme is designed to promote 1. and language learning and to provide the opportunity for 2. exchange between Canadians and international students who attend the university. Local people 3. their homes to students so that they may experience an exchange of friendship across cultures. Many friendships that last a 4. have developed from these stays.

All kinds of families participate in this Homestay Programme. All hosts will speak English fluently, but some may have 5. Each family understands the responsibilities of the host. Most of the hosts are kind and friendly and 6. meeting students from other countries. They also 7. that the programme is not designed for their financial gain.

Students must be willing to 8. with their hosts to establish 9. relationship with their hosts. This communication will require 10. , patience and effort because cultural and language differences sometimes create misunderstandings and confusion. The hosts will be 11. about the students and will want to help. They will 12. the students to discuss their thoughts and feelings 13. with the host family. If a problem arises that you cannot resolve in this way, the homestay coordinator is always 14. to help you.

Exercise 7 90. MP3

Questions 1–11

Listen to the talk and fill in the missing words or figures in the notes below.

Oxford became a town before 1. Oxford University began to establish itself in the middle of the 2. century and by 1300 there were 3. students. At this time Oxford was a 4. town, but by the middle of the 5. , it was poorer because of 6. in trade and the terrible plague. Relations between the students and the townspeople were very 7. and there was often 8. in the streets. On 10th February 1355, a 9. began, which lasted two days. Sixty-two 10. were killed. One of the punishments was that the University was given 11. of the town for nearly 600 years.

Questions 12-15

Circle the appropriate letters.

12. How many students are there in Oxford?

- A. 12,000 B. 20,000 C. 2,000 D. 120,000

13. Oxford English Dictionary contains entries.

- A. 5,000 B. 50,000 C. 500,000 D. 5,000,000

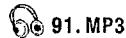
14. "Bulldog" in Oxford is the name given to

- A. sportsmen B. fast runners
C. university policemen D. university teachers

15. In Oxford and Cambridge, the word "punt" refers to

- A. a fast runner B. a policeman
C. a flat-bottomed boat D. a long pole

Exercise 8 Controlling concentration



91. MP3

Allen is a counsellor in the university. Susan is a first-year student. Listen to their conversation and fill in the missing information in the notes below.

You can improve your 1. by identifying and eliminating internal and external distractions. Internal distractions are 2. that you can take control of since they originate within you. External distractions may be 3. your control, but you can learn to control 4. to them. To minimise internal and external distractions, take care of your 5. before beginning a task, maintain a positive attitude towards studying, and work to 6. that you know cause your worry and stress. You can improve your concentration by having a 7. to study. Choose a quiet location with adequate 8. Select comfortable 9. suited to your needs. Keep your books and supplies readily 10. so you don't have to interrupt your studying to find them. How you study can also 11. your concentration. Use your 12. efficiently. Break large tasks into 13. ones. Study similar subjects at 14. times. Take frequent 15. Reward yourself for work accomplished. Use your own 16.



92. MP3

Questions 1-3

Listen to the conversation and circle the right letters.

1. Which lab can students drop in any time when they are open?
A. Room 113, Building 315 B. Room 114, Building 315
C. Room 110, Building 355 D. Room 112, Building 356
2. How many computers are there in each lab dedicated to students' access?
A. 20 B. 27 C. 30 D. 54
3. How many general-purpose labs are for class use?
A. 2 B. 4 C. 6 D. 11

Questions 4-8

Listen to the conversation and complete the notes below.

4. Labs and computer equipment are for students' use.
5. You should limit your session on the computer to at a time when the computers are busy.
6. When you leave the lab for a break, you should your work and make the computer for others to use.
7. No or in the labs.
8. Please limit printing to of a document and please do not start printing less than before the lab closes.

Exercise 10 English letter writing

93. MP3

Listen to the conversation and fill in the missing information in the notes below.

1. Before you write a letter, you should write your address in the top corner and write below your address. Don't write before your address.
2. In formal letters, you should write the on the left-hand side of the page.
3. If you don't know the person's name, use to begin a letter.
4. It's a custom to write the when you know the person and don't begin with in a letter.

5. You should write a short final sentence on a line, and write one of the following sentences: I'm looking forward to from you soon, or I hope from you soon.
6. In formal letters, you should end with if you began with Dear Sir.
7. And you normally end with if you begin with Dear Mr. X.
8. In informal letters, you can end with or

Exercise 11 How to become a confident Student  94. MP3

Listen to the talk and write down the missing information in the notes below.

Strategies for becoming a confident and successful student include making use of the four keys to success in college.

1. To assess your _____ and weaknesses.
2. To _____ and use your learning style.
3. To sharpen your _____.
4. To _____ others' styles.
5. To be realistic about what you are _____ will help you _____ in which you can succeed.
6. Use your _____ senses to help you take in _____ accurately and remember what you learn.
7. Critical thinking and study skills needed to develop are: _____, solving problems, using creativity, _____, and reasoning logically.
8. You should improve study skills such as _____, listen effectively, read with greater comprehension, and _____ and take tests.
9. You should _____ your instructors' teaching styles in order to make efficient use of _____ and develop _____ with your instructors.



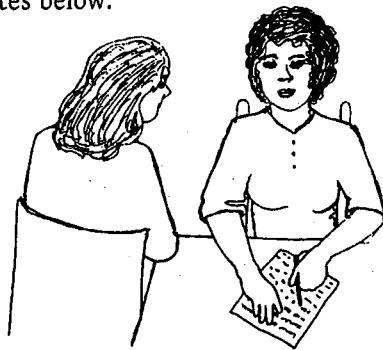
95. MP3

Listen to the conversation and fill in the missing words in the notes below.

Why is it easy for the young children to learn a language? Part of the answer is that children have many 1.

They need to be helped by 2. They have to make their needs known and they are always watching the 3. of what they say and trying 4. of getting what they want. Children are learning 5. all the time. Another part of the

answer is that children are 6. in their ways of living. When they are taken from one country to another, they 7. easily from one language to another. Older people are 8. in their ways. They have been hearing and talking one language for 9. time. Their ways of hearing and making sounds and of putting words together are like the 10. a train goes on. They have been up and down their lines of talk and thought 11. times to change them easily.



Most people learn their mother language without being able to 12. at all of how it works. They learn to talk as they learn 13. , without any idea of how they do it. People who learn to use a language well do so through 14. with others who use it well, through 15. good writers and through watching the 16. on others of what they say and how they say it. The world needs more 17. who can use languages well. Language is as 18. to men's minds as breath is to their bodies.

Exercise 13 How to take notes

96. MP3

Questions 1-4

Listen to the conversation and circle the right letters.

1. How to keep track of the notes according to Chris?

- A. By putting the lecture topic on the assignments
- B. By putting a date and heading on the first page
- C. By matching up the textbook notes and the lecture topic
- D. By separating the class notes

2. Which is not mentioned for taking notes?
- Use a separate notebook for each class
 - Use dividers to set aside different sections in one notebook
 - Use a spiral notebook
 - Use a loose-leaf binder
3. Why does Linda like to use a blue or black ballpoint pen?
- Because it's good for her eyes
 - Because it's hard for her eyes
 - Because it fades quickly
 - Because it blurs and soaks through the paper
4. Circle the methods that may speed up note-taking.
- Use a good ballpoint pen
 - Use some standard abbreviations
 - Use your own abbreviations
 - Make a key for your notes

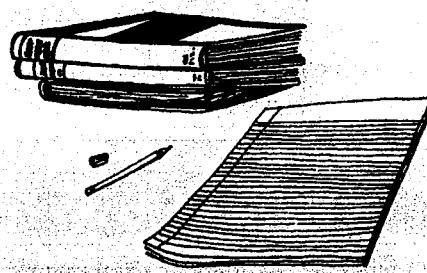
Questions 5-9

Write down the missing information in the notes.

5. You can copy _____ that is written _____ or on overhead transparencies.
Test questions often _____ from material that is presented in these ways.
6. You'd better _____ the notes after class.
7. Try to summarise the points in your _____. It will be easier for you to remember your notes.
8. You should _____ your notes to fill in gaps while the information is still _____ in your mind. The purpose of taking notes is to help you _____ information.
9. If you seem to be missing something, you should _____ notes with your classmate or see the _____.

Commonly-used abbreviations and symbols:

- | | |
|-------------------------|-----------------------|
| 1. equal: = | 2. with: w/ |
| 3. without: w/o | 4. number: # |
| 5. therefore: ∵ | 6. and: + |
| 7. and so forth: etc. | 8. for example: e.g. |
| 9. against: vs. | 10. government: gov't |
| 11. introduction: intro | 12. information: info |
| 13. department: dept. | 14. advantage: adv. |
| 15. organisation: org. | 16. maximum: max. |
| 17. individual: ind. | 18. compare: cf. |
| 19. association: assoc. | 20. politics: pol. |



Exercise 14 97. MP3

Questions 1–5

Circle the correct letters.

1. When are tuition fees going to increase?
 - A. October 2000
 - B. December 2000
 - C. September 2001
 - D. December 2001

2. The reasons that cause the fees to increase:
 - A. Faculties and staff salaries have increased.
 - B. International students office has been enlarged.
 - C. New staff has been added in the home office.
 - D. Tuition fees have been increased in many other universities.

3. Since 1998 the tuition fees
 - A. have been increased many times
 - B. have been increased once only
 - C. have been increased continually
 - D. have never been increased

4. The University College of the Caribou is raising its fees to
 - A. \$3,600 per term
 - B. \$3,800 per term
 - C. \$13,800 per term
 - D. \$13,800 per year

5. At many institutions, the tuition fees for academic courses
- in the first two years are higher than those for the last two years
 - in the last two years are higher than those for the first two years
 - for the four years are the same
 - are different in each year

Questions 6-8

Indicate whether the following statements are true or false by writing T for true and F for false in the boxes below.

- The university has decided to charge the same tuition for all four years.
- The speaker would like to discuss only the fees with students in the office.
- The speaker's office is in Building 539.

Exercise 15 How to write a summary  98. MP3

Listen to the talk and fill in the missing information in the notes below.

- Today's lecture is on how to write a summary. One word will help you to write a summary. The word is This word represents to writing a good summary.
- Study the text. You should read it first to get a sense of the general meaning. Then read more , following the writer's argument. It is often helpful to summarise each paragraph in a few words at this stage.
- Identify the key points. You must the text again and mark the places where is given. You can underline or highlight with a coloured pen.
- Make notes. This is a very important stage. You should write down the you've identified in note form in words. It is also important in an exam because the examiner needs to know you what you have written and that you are not just copying from the text.
- Put points in order. You should look at the you have made and see if there are any which go together. Then decide the to put the points in. Number the points in order.



6. Leave out unnecessary detail. This stage is much like the who cuts off unnecessary parts for making clothes. You should choose the important facts and unnecessary detail.
7. Edit your first draft. You should check the , and count the number of words.

Vocabulary
&
Phonetic Symbols

Vocabulary & Phonetic Symbols

(The following words and expressions are underlined in the listening scripts.)

Unit Three Survival English

Exercise 1

stuff [stʌf] vt. (up)
sore throat ['sɔ: θreut]
chicken soup ['tʃikin su:p]
garlic ['ga:lik] n.

cafeteria [,kæfi'tiəriə] n.
signpost ['sainpəust] n.

Exercise 3

salmon ['sæmən] n.

Exercise 9

musician [mjュー'ziʃən] n.
audience ['ə:diəns] n.

Exercise 5

decoration [,deke'reiʃən] n.
wrap [ræp] vt. (up)
chimney ['tʃimni] n.
Commonwealth ['kɒmənweɪθ] n.
mince [mins] n.
mince pie [,mins 'pai]

Exercise 10

landlady ['lænd,leidi] n.
poster ['pəʊstə] n.
sellotape ['seləteip] n.
circumstance ['sɜ:kəmstəns] n.
disturb [dɪ'stɜ:b] vt.
except [ik'sept] prep.

Exercise 6

Stonehenge ['stəunhendʒ] n.
prehistoric [,pri:hi'stɔri:k] adj.
plain [plein] n.
theory ['θeori] n.
calendar ['kælində] n.

Exercise 11

earthquake ['ɜ:θkweik] n.
escape [i'skeip] v./n.
magnitude ['mægnɪtju:d] n.
injure ['ɪndʒə] vt.
sway [swei] v.
topple ['tɒpl] v. (over)
reservation [,rezə'veiʃən] n.
interdepartmental [,intə,dɪ:pə:t'mentl] adj.
cosmonaut ['kozmənə:t] n.
crew [kru:] n.
objection [əb'dʒekʃən] n.
amateur ['æmetə] n.
jeopardise ['dʒepədaiz] vt.
emergency [i'mɜ:dʒənsi] n.

Exercise 8

registration office [,redʒi'streiʃən 'ɒfɪs] n.
administration building [,əd'mi:nɪstræʃən ,bɪldɪŋ]
gymnasium [dʒim'næziəm] n.
recreation [,rekri'eiʃən] n.

Exercise 1

commemorate [kə'memɔ:rēit] vt.
gallery ['gæləri] n.

Exercise 2

incredibly [in'kredəblɪ] adv.
linen ['linɪn] n.
rope-making ['rəup ,meɪkiŋ] n.
fatal maiden voyage ['feɪtl 'meɪdn ,voɪdʒ]
cathedral [kə'θi:drl] n.
rare plant ['reə plɑ:nt]
tropical ['trɒpɪkl] adj.
atmosphere ['ætməsfɪə] n.

Exercise 3

broadcasting ['brɔ:d,kɔ:stɪŋ] n.
advertisement [əd've:tɪsmənt] n.
violence ['vaiələns] n.

Exercise 15

coastline [kəʊst�ain] n.
explore [ik'splɔ:] vt.
landscape ['lænskeip] n.
cricket ['krikɪt] n.
squash [skwɔʃ] n.
skating rink ['skeitiŋ rɪŋk]
spectator [spek'teɪtə] n.

sprinkle ['sprɪŋkl] vt.
centimetre ['sentɪ,mi:tə] n.
perennial [pə'reniəl] n./adj.

Exercise 1

popcorn ['pɒpkɔ:n] n.
invent [in'vent] vt.
delicacy ['delikəsi] n.
depression [di'preʃən] n.
clinch [klinč] vt.
concession [kən'seʃən] n.
concession stand [kən'seʃən stænd] n.

Exercise 2

lobster ['lɒbstə] n.
cavity ['kævɪti] n.
pigment ['pɪgmənt] n.
molecule ['məlikju:l] n.
protein ['prəuti:n] n.
camouflage ['kæməfla:ʒ] n./v.
fleck [flek] n.
denature [di:'neitʃə] vt.

Exercise 4

plunge [plʌndʒ] n.
thorough ['θərə] adj.
attempt [ə'tempt] vt./n.
survival [sə'veivəl] n.
impact ['impækt] n.

Exercise 5

colony ['koləni] n.
community [kə'mju:niti] n.
fascinating ['fæsɪneɪtiŋ] adj.

Unit Four Popular Science

Exercise 1

hive [tʃaiv] n.
onion ['ʌnjən] n.

Exercise 8

crossword puzzle ['kroswɜ:d ,pʌzl]
vertically ['vɜ:tɪkəli] adv.
horizontally [,hɔrɪ'zɒntəli] adv.
phenomenal [fi'nominl] adj.
theme [θi:m] n.
pigeon-toed ['pidʒin təud] adj.
trot [trot] n.



phalanger [fə'lændʒə] n.
dense [dens] adj.
pouched mammal [paʊtʃt 'mæməl]
eucalyptus [ju:kə'liptəs] n.
deliberate [dɪ'libərət] adj.
tame [teim] adj.



magenta [mæ'dʒentə] n.
acquaint [ə'kweɪnt] vt.

Exercise 9

calorie concentration ['kæləri ,kɒnsən'treɪʃən]
fatty ['fæti] adj.
yogurt ['jɒgət] n.

Exercise 10

supreme [sju:'pri:m] adj.
skeleton ['skelɪtn] n.
skull [skʌl] n.
rib [rib] n.
canal [ke'næl] n.
spinal cord ['spainl kɔ:d] n.

Exercise 11

invention [in'venʃən] n.
deaf [def] adj.
string [striŋ] vt.



attic ['ætɪk] n.
improve [im'pru:v] vt.
exchange [iks'tʃeindʒ] n.
honour ['ɒnə] n.
honorary ['ɒnərəri] adj.



balloon [bə'lū:n] n.
propeller [prə'pelə] n.
glider ['glaɪdə] n.
kite [kaɪt] n.
imitate ['imiteɪt] vt.
coast [kəʊst] vi. (through)
dip [dip] v. (forward/backward)

Exercise 12

experiment [ik'speriment] vi./n.
gain [geɪn] vt.
swiftly ['swiftlɪ] adv.
typhoid fever [,taifoid 'fi:və] n.
aviation [,eivi'eɪʃən] n.

Exercise 13

telegraph ['telɪgra:f] n.
portrait ['po:tret; -trət] n.
span [spæn] vt.
message ['mesidʒ] n.

UNIT FIVE

congress ['kɔŋgrɛs] n.
prove [pru:v] vt.
nail [neil] vt.
pole [pəul] n.
spread [spred] v.

Unit Five Academic English

Exercise 1

rundown ['rʌndaun] n.
calendar ['kælində] n.
orientation [,ɔ:rien'teɪʃən] n.
Thanksgiving [,θæŋks'givɪŋ] n.
attendance [ə'tendəns] n.
irregular [i'regjuleɪ] adj.
absence ['æbsəns] n.
result [ri'zalt] v. (in)
probation [prə'beɪʃən] n.
withdraw [wið'draʊ] v.
expectation [,ekspeɪk'teɪʃən] n.
grow [grəʊ] v.
potential [pə'tenʃəl] adj./n.
talent ['tælənt] n.

Exercise 2

emphasis ['emfəsis] n.
confident ['kɒnfɪdənt] adj.
benefit ['benɪfit] v. (from)
observe [ə'b'zə:v] vt.
practise ['præktaɪz] vt.
structural ['strʌktʃərəl] adj.
vocabulary [və'kæbjuləri] n.
effectively [i'fektɪvlɪ] adv.
communication [kə,mju:nɪ'keɪʃən] n.
assumption [ə'sʌmpʃən] n.
inferior [in'fiəriər] adj.

exception [ɪk'sepʃən] n.
element ['elɪmənt] n.
authentic [ɔ:'θentɪk] adj.
objective [əb'dʒektɪv] n.

UNIT FIVE

academic advisor [,ækə'demik əd'veaɪzə] n.
counsellor ['kaʊnsələ] n.
resident ['rezidənt] adj. (advisor)
sponsor ['sponseɪ] n.
registrar [,redʒɪ'stro:] n.
assess [ə'ses] vt.
guidance ['gaɪdəns] n.
financial aid office [fi'nænsʃəl eɪd 'o:fɪs] n.
scholarship ['skɔ:ləʃɪp] n.
grant [gra:nt] n.
tutor ['tju:tə] n.

Exercise 4

terrifying ['terifaiɪŋ] adj.
hall of residence ['hɔ:l əv 'rezidəns] n.
accommodation [,ə,komə'deɪʃən] n.
transportation [,trænspo:t'eɪʃən] n.
fair [feə] n.
opinion [ə'pinjən] n.
activity [æk'tivɪti] n.
organise ['ɔ:gənaɪz] v.

Exercise 5

achieve [ə'tʃi:v] vt.
essay ['eseɪ] n.
effort ['efət] n.
reward [ri'wɔ:d] vt.
encourage [in'kʌrɪdʒ] vt.
stick [stɪk] vi. (to)
refresh [ri'freʃ] vt.

Exercise 7

brochure [‘brʊəʃə] n.
promote [prə’maʊt] vt.
cultural exchange [‘kɔltʃərəl iks’tʃeindʒ]
host [həʊst] n.
participate [pa:’tisipeɪt] vi. (in)
Caucasian [kɔ:’keiziən] n.
accent [’æksənt] n.
honesty [’ɒnisti] n.
confusion [kən’fju:ʒən] n.
interact [,intər’ækɪt] vi. (with)
concerned [kən’sə:nd] adj.

Exercise 8

establish [i’stæblɪʃ] vt.
plague [pleɪg] n.
punish [’pʌniʃ] vt.
approximately [ə’prəksɪmɪtlɪ] adv.
entry [’entri] n.
supplement [’sʌplɪmənt] n.
bowler [’bəulə] n.
patrol [pə’trəʊl] vt.
sloping [’sləupɪŋ] adj.

prominently [’prəminəntli] adv.
motivational [,məutɪ’veɪʃənl] adj.
semester [si’mestə] n.
assignment [ə’sainmənt] n.
frequent [’fri:kwənt] adj.
accomplish [ə’kʌmplɪʃ] vt.
highlight [’haɪlaɪt] vt.

Exercise 9

dedicate [’dedikeɪt] vt.
access [’ækses] n.
drop [drɒp] v. (in)
session [’seʃən] n.
rule [ru:l] n.
associate [ə’səʊsɪeɪt] vt.
ID card n.
identification [ai,dentifi’keiʃən] n.

Exercise 10

funeral [’fju:nərəl] n.
recipient [ri’sipiənt] n.
margin [’mɑ:dʒɪn] n.
faithfully [’feiθfəlɪ] adv.
sincerely [sin’siəli] adv.

Exercise 11

concentration [,kɔnsən’treɪʃən] n.
eliminate [i’limɪneɪt] vt.
distraction [di’strækʃən] n.
physical feeling [’fɪzɪkəl ’fi:liŋ] n.
originate [ə’ridʒɪneɪt] v.
reaction [ri’ækʃən] n.
minimise [’minɪmaɪz] vt.
positive [’pozɪtɪv] adj.
attitude [’ætɪtju:d] n.
dorm [dɔ:m] n.
adequate [’ædɪkwi:t] adj.
interrupt [,intə’rʌpt] v.

lecture [’lektʃə] n.
cope [kəup] v. (with)
define [di’fain] vt.
preference [’prefərəns] n.
illustration [i,lə’streɪʃən] n.
contain [kən’tein] v.
strengthen [’strenθən] vt.
adapt [ə’dæpt] vt.
strategy [’strætədʒɪ] n.
academic [,ækə’demɪk] adj.
weakness [’wi:knɪs] n.

realistic [ri'əlistik] adj.
accurately ['ækjuritli] adv.
accordingly [ə'kɔ:dɪŋli] adv.
environment [in'veiərənmənt] n.
critical ['kritikl] adj.
creativity [,kri:ei'tivəti] n.
logically ['lɒdʒɪkəli] adv.
comprehension [,kɒmpri'henʃən] n.
instructor [in'strʌktə] n.

Exercise 12

grown-up ['grəʊn ʌp] n.
account [ə'kaunt] n.

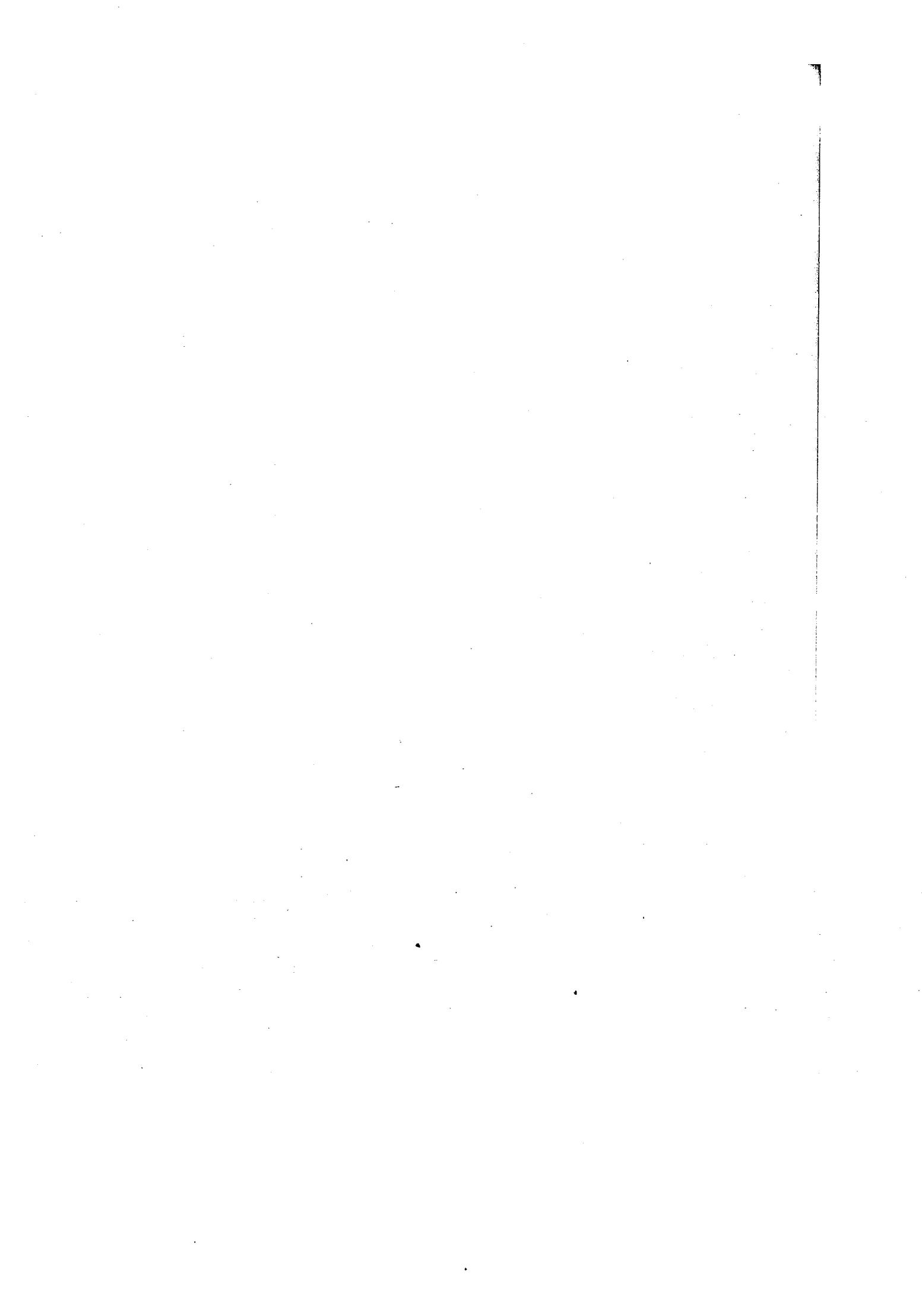
Exercise 13

match [mætʃ] v. (up)
divider [di'veaidə] n.
aside [ə'saɪd] adv.
binder ['baɪndə] n.
handout ['hændaut] n.
fade [feid] vi.
blur [blɜ:] vt.
soak [səuk] vi.
clarity ['klærəti] n.
abbreviation [ə'bri:vɪ'eɪʃən] n.
transparency [træns'pærənsi] n.
summarise ['səməraiz] vt.
review [ri'veju:] vt./n.

tuition [tju:'iʃən] n.
primary ['praɪməri] adj.
faculty ['fækəlti] n.
admission [əd'miʃən] n.
institution [,insti'tju:ʃən] n.
differentiate [,difə'renʃeɪt] vt.
value ['vælju:] vt.
satisfy ['sætisfai] vt.
satisfied ['sætisfaɪd] adj.

Exercise 14

detail ['di:teil] n.
draft [dra:ft] n.
fairly ['feəli] adv.
argument ['ɑ:gjumənt] n.



Basic IELTS Listening

Scripts
&
Answer Key

Scripts

Unit One Names and Places

Part One The Letters of the Alphabet

Exercise 1 Identifying the letters of the alphabet

A. The English alphabet has 26 letters. Now listen to these letters and repeat after me.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

B. Listen to the following letters and write them down.

P I F H J K O M R L W T U X S A B E

C. Circle the letters you hear.

F G P H V J W N U R A B Y

Exercise 2 Common abbreviations

Listen to these common abbreviations below. Do you know what each one stands for?

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. BBC | 2. SOS | 3. WHO | 4. TUC | 5. ECM |
| 6. SDP | 7. ECE | 8. EEC | 9. IBA | 10. LEA |

Exercise 3 Names of places

Listen to the following places and write them down. Do you know where these places are in Britain?

- | | | | |
|---------------|----------------|----------------|---------------|
| 1. EDINBURGH | 2. GLASGOW | 3. ABERDEEN | 4. DUNDEE |
| 5. CARDIFF | 6. SWANSEA | 7. NEWPORT | 8. BELFAST |
| 9. MANCHESTER | 10. LEEDS | 11. SHEFFIELD | 12. LEICESTER |
| 13. LIVERPOOL | 14. BIRMINGHAM | 15. NOTTINGHAM | 16. COVENTRY |
| 17. BRISTOL | 18. BRADFORD | 19. LONDON | 20. BRIGHTON |

Part Two Getting to Know Each Other

Exercise 1

Listen to the conversations and answer the questions.

1. A: Hi, Linda. I'm Joseph Miller. Everyone calls me Joe.
B: Nice to meet you, Joe. And what's your last name again?
A: It's Miller. It is spelled M-I-L-L-E-R.
B: Thanks.
2. A: Hello, my name is Maria Tanaka and I'm from the United States.
B: Sorry, what's your name again?
A: OK, my first name is Maria. It's spelled M-A-R-I-A. And my last name is spelled T-A-N-A-K-A.
B: Thank you, Maria.
3. A: Joe, this is my friend Sarah Green from France.
B: Excuse me, what is her name?
A: Sarah, S-A-R-A-H, and her last name is spelled G-R-E-E-N.
B: Thank you. Sarah, you are welcome to the class.
4. A: OK, Ms. Smith. Let me just check this information. Is your first name spelled E-L-L-E-N?
B: No, it's not. My first name is Elena.
A: Could you spell your first name for me?
B: It's spelled E-L-E-N-A.
A: OK. Thank you, Elena.
5. A: Hi, Steve. How's everything?
B: Not bad. How about you?
A: Pretty good, thanks. What's that in your hand?
B: A picture from my computer.
A: Can I have a look?
B: Sure, here you are.
A: Who is the man in the middle?
B: He is my friend, Paulo.
A: Is he from Mexico?
B: No, he is from Brazil.
A: Sorry, where is he from?
B: He comes from Brazil, B-R-A-Z-I-L.
A: I see, so he is Brazilian. He looks Mexican.

Task A

Look at the map of Britain. Please listen and write down the people's names next to the place where they come from.

1. My name is Kevin Smith, K-E-V-I-N, and I come from Edinburgh. Edinburgh is a very beautiful city. You are welcome to my city.
2. My name is Sue Jenkins, S-U-E, Sue. I come from Newcastle.
3. I'm Peter White, P-E-T-E-R, Peter, and I'm from Liverpool. Liverpool is one of Britain's major ports and has an important shipbuilding industry.
4. I'm Sally Green, S-A-L-L-Y, Sally, from Glasgow.
5. My name is Richard Lee, R-I-C-H-A-R-D, Richard, and I'm from Cardiff.
6. I'm Mary Snow, M-A-R-Y, Mary, and I teach in London.
7. Hi, I'm Steve Hansen, S-T-E-V-E, Steve. I come from Manchester University. Manchester is one of the large industrial centres as well.
8. Hello, I'm James Smith, J-A-M-E-S, James, from Belfast. Belfast is the capital of Northern Ireland. It's a beautiful city and is well known for its shipbuilding.
9. Hi, this is my friend Linda from Nottingham. She studies at Nottingham University.
10. Hello, nice to meet you. I'm Chris from Cambridge University.

Now listen to the additional information.

1. Edinburgh is the capital of Scotland and it's the centre of government and commercial life. The famous castle and international festival attract thousands of visitors.
2. Glasgow, Aberdeen and Dundee are the chief cities in Scotland.
3. Aberdeen is Scotland's chief fishing port.
4. Cardiff, Swansea and Newport are the chief urban centres in Wales.
5. Belfast is the centre of Northern Ireland.

Listen to the self-introductions and complete the information about each person.

Example: My name is Charles Chang from Leeds. I'm studying music here.

1. I'm Elizabeth Sheen from Finland. You can call me Liz. It is spelled L-I-Z, easy to remember. I'm studying computer science.
2. Hi, I'm Chris, C-H-R-I-S, from the United States. I'm studying engineering.
3. My name is Paulo White and I come from Japan, and I'm studying English.

Exercise 4

Listen to some self-introductions and complete the information about each person.

1. Hello, I'm Erica from Leeds. I'm a freshman in college. I like sports and I go swimming after school. I go about once or twice a week.
2. Hi, my name is Marti Cheen from York. I'm a salesman in a big department store. I like music and I often go to concerts at weekends.
3. I'm Tim Russell from Edinburgh. I'm a college student. College is very expensive, so I have to do a part-time job in a restaurant at weekends. I plan to visit Europe this summer, so I have to save almost every penny for this trip as well.
4. My name is Linda from London. I'm in high school at present. I have a part-time job in a fast-food restaurant. It's Hamburger Heaven. I want to go to a good university, so I have to save all my money for college. I work three hours on Saturdays and Sundays.
5. Hello, I'm Rita from Bristol. I'm a receptionist at the BBC. My job is to answer the phone. I like to talk to the people. I like to go shopping with my friends after work too.
6. My name is Chris from Leeds. I'm in a bank manager in the Midland Bank. I like rock music very much. I have twin girls, and they love rock music too.
7. I'm Sue from Manchester. I'm an EFL teacher. I teach in the London International School. I often take my students to see films. After school, I like going to dramas very much. My favourite is Hamlet.
8. Hi, I'm Richard Lee from Birmingham. I'm a doctor, and work in the General Hospital. I love sports. My favourite sport is swimming. I swim twice a week. I also like to play football.

Listen to the conversation carefully. Fill in the table below as you listen.

Rich: Hi, my name is Rich from the United States. Are you from Australia?

Maria: No, I'm from New Zealand.

Rich: And what are you studying?

Maria: I'm studying Chemistry. And what are you studying here?

Rich: I'm studying Social Science.

Exercise 6

Listen to the conversations and complete the information about each person.

1. Jake: Linda, this is Marti. He is from Canada.

Linda: Nice to meet you. I'm Linda Mandel. I come from Brazil.

Marti: Oh, hello. And what's your last name, again?

Linda: Mandel, M-A-N-D-E-L.

Marti: What do you study here, Linda?

Linda: I study Business.

2. A: Hi, I'm Joseph Block from Finland. Please call me Joe.

B: Hello, Joe. What's your last name again?

A: It's Block, B-L-O-C-K.

B: What are you studying now?

A: Engineering.

B: Oh, Engineering. That sounds interesting.

3. Secretary: OK, Ms. Maclain. Let me just check this information. Is your first name spelled E-L-L-E-N?

Elena: No. My first name is Elena. It's spelled E-L-E-N-A.

Secretary: OK, thanks. And you are from Brazil, correct?

Elena: No, I'm not from Brazil. I'm from Mexico.

Secretary: Oh, sorry. Mexico. But you are studying English, right?

Elena: Yes. That's right.

Task A

Look at the maps of some countries. Listen to the recording and write down the people's names next to the country where they come from.

1. A: All right, Ms. Hee. Let me just check this information. Is your first name spelled S-U-E?

B: No, it's not. It's spelled S-U, no E at the end. It's not an English name.

A: Thank you. And you are from Korea, correct?

B: No, I'm not from Korea. I come from Japan.

A: I see. Su, so you are Japanese.

2. A: Hello, Mr. Smith. What's your first name?

B: My first name is Charlie. It's spelled C-H-A-R-L-I-E.

A: C-H-A-R-L-I-E. OK, Charlie, do you come from Brazil?

B: No, I don't. I come from Mexico.

A: So you are Mexican.

B: Yes, that's right.

3. A: Good morning. Can I help you?

B: Yes, I'd like to reserve computer time.

A: Certainly. What's your surname, please?

B: Maclain.

A: Could you spell that for me?

B: Yes, it's M-A-C-L-A-I-N.

A: Thank you. What's your first name?

B: Shirley. That's spelled S-H-I-R-L-E-Y.

A: Thanks. Where are you from, Ms. Maclain?

B: Germany.

A: I see. So your mother tongue is German, isn't it?

B: Yes, that's right.

A: When do you want to use the computer?

B: Next Monday morning, from 9 to 11.

A: OK. That will be fine.

4. A: Good afternoon. Can I help you?

B: Yes, I'd like to enrol for the course.

A: Certainly... what's your last name?

B: Beatty.

A: Could you spell that for me?

B: Yes, it's B-E-A-T-T-Y.

A: Thanks, Mr. Beatty. And what's your first name?

- Emilio. That's spelled E-M-I-L-I-O.
- A: Thank you. Where are you from, Mr. Beatty?
- B: Italy.
- A: I see. So you are Italian.
- B: Yes, that's right.
5. A: Good afternoon. Can I help you?
- B: Good afternoon. I'd like to join the tennis club.
- A: Certainly... what's your last name?
- B: White.
- A: Could you spell that for me?
- B: Yes, it's W-H-I-T-E.
- A: Thanks, Mr. White. And what's your first name?
- B: Marti. That's spelled M-A-R-T-I.
- A: Thank you. Where are you from, Mr. White?
- B: France.
- A: I see. So you speak French.
- B: Yes, that's right.

Exercise 8

Listen to the conversation carefully. Fill in the table below as you listen.

- Ann: Steve, who are the two women over there?
- Steve: Oh, their names are Shirley and Linda. Hi, Shirley. This is Ann. She is from Canada.
- Ann: Hello, Shirley. Nice to meet you.
- Shirley: Hi, Ann. Nice to meet you, too. What do you study here?
- Ann: I'm studying Biology. And what's your subject?
- Shirley: It's Engineering.
- Linda: And my name is Linda.
- Ann: Hi, Linda. What are you studying here?
- Linda: I'm studying Arts.
- Ann: Oh, that sounds interesting.
- Steve: Shirley and Linda are from the UK.
- Ann: Oh, where are you from in the UK?
- Shirley: I'm from Edinburgh.
- Linda: And I come from Leeds.

Unit Two Numbers

Part One Cardinals

The numbers used to count the objects in a group are called *cardinal numbers*: 1, 2, 3, etc.

Exercise 1 Reading and listening

Please read these numbers after me.

13 18 7 20 23 31 54 39
71 14 40 58 60 67 85 97

Exercise 2 Listening and writing

Listen to the following numbers and write them down.

14 17 21 24 26 35 49
55 98 42 66 73 88 57

Exercise 3 Ticking the numbers you hear

You will hear someone reading the numbers in the box. Some of them are correct, and some are not. When the number is correct, put a tick (✓) by it. If it's wrong, put a cross (✗). Look at the box below and listen to the recording.

5	63	99
40	27	52
36	11	74
52	93	60
19	88	12
26	35	43
78	77	49



Listen to Exercise 4 in the recording. When you hear a number that is in the box, draw a cross (×) next to the number. One of the numbers in the box is not in the recording. Which number is it? Now listen to the following numbers.

6	96	49	11	13	76
19	18	57	83	24	75
64	51	25	33	22	91

Exercise 5

Listen carefully and write the numbers in the blanks. Write the numbers in figures, not words.

1. The sweater costs 46 pounds.
2. Tom bought 13 books yesterday.
3. Mary is 26 years old.
4. Janet was 40 minutes late.
5. There are 29 students in my class.
6. My grandfather has 18 grandchildren.
7. Bill wears size 43.
8. The temperature was 38°C yesterday.
9. The train arrived at 12 o'clock.
10. I got 87 on my English test.

Exercise 6 Discriminating between teens and tens

The teen numbers, those between thirteen and nineteen, are often confused with the multiples of ten: thirty, forty, fifty, sixty, seventy, eighty and ninety. This lesson is for practice in hearing the differences in the following pairs of numbers: 13-30, 14-40, 15-50, 16-60, 17-70, 18-80, 19-90. It is important to listen to the last part of each word.

Listen carefully. Be ready to write. Draw a circle around the correct number.

1. The student from New York bought 15 new books last week.
2. My uncle George lives at 30 King's Road.
3. Mr. Johnson was 14 minutes late for his lecture.
4. It took 16 hours to finish his work.
5. Mary finished the test in 70 minutes.

- 6. My friend Alan lost 19 pounds on the first day of class.
- 7. I paid 80 pounds for that coat.
- 8. He lives at 5062 Green Street, York.
- 9. Her address is 1340 Farm Street, Brighton.
- 10. We bought 40 CDs last month.

Exercise 7

Please read these numbers after me.

201 324 109 414 240 634 523 744 599 717

Exercise 8

Now listen to the following numbers and write them down.

314 207 145 213 478 523 196 629 229 155 816 960

Exercise 9

Listen to the recording and write down the numbers in the correct rows.

You are going to hear about the circulation for some national newspapers in Britain in 1994. The circulation of *The Observer* from February to July in 1994 was 495,483. *The Independent's* circulation was 275,447. *The Guardian* was 400,856 and the *Financial Times'* circulation was 296,634. The circulation of the *Sunday Express* was 1,544,404 and the *Daily Express* was 1,358,246. Britain's most popular papers were *The Sun* and the *Daily Mirror*. The circulation of *The Sun* was 4,101,988 and the *Daily Mirror* was 2,496,076.

Exercise 10

Listen to the recording and write down the numbers in the correct columns.

When you travel to Britain by sea or air, it is likely that you will arrive in the Southeast. There are two main airports in the London area. One is Heathrow Airport, the other is Gatwick. Heathrow is the world's busiest airport for international traffic. It is about 20 miles outside of London. It's located about 33 km west of central London. It has around 28 million passengers per year.

Gatwick is the second major airport. It's about 30 miles, or 50 km to the south of London. It has about 10 million passengers per year. Have you got all the numbers? I'll repeat it.

Heathrow is the world's busiest airport for international traffic. It is about 20 miles outside of London. It's located about 33 km west of central London. It has around 28 million passengers per year.

Gatwick is the second major airport. It's about 30 miles, or 50 km to the south of London. It has about 10 million passengers per year.

Exercise 11 Practical problems

Write the numbers. How fast can you figure out the answers? Try to write the answers before you hear them.

Number 1

How much is twenty-three plus forty-seven? (pause) How much is twenty-three plus forty-seven? (musical scale) The answer is seventy.

Number 2

How much is sixty-two plus seventeen? (pause) How much is sixty-two plus seventeen? (musical scale) The answer is seventy-nine.

Number 3

How much is two hundred and eighty-one plus fifty-four? (pause) How much is two hundred and eighty-one plus fifty-four? (musical scale) The answer is three hundred thirty-five.

Number 4

How much is five hundred and twelve plus thirty-three? (pause) How much is five hundred and twelve plus thirty-three? (musical scale) The answer is five hundred forty-five.

Number 5

How much is twenty-four times five? (pause) How much is twenty-four times five? (musical scale) The answer is one hundred and twenty.

Number 6

How much is seventy times four? (pause) How much is seventy times four? (musical scale) The answer is two hundred eighty.

Number 7

What is 28 divided by 7? (pause) What is 28 divided by 7? (musical scale) The answer is 4.

What does 6 go into 54? (*pause*) What does 6 go into 54? (*musical scale*) The answer is 9.

Now listen to four conversations in a department store. Figure out the totals before you hear them. Write down the prices.

Customer: How much are these CDs?

Clerk: They are twenty fifty each.

Customer: Twenty fifty each? OK. I'll take these four.

Clerk: OK. Four CDs at twenty fifty. (*musical scale*) That comes to eighty-two pounds.

Customer: How much is this dress?

Clerk: The red one?

Customer: Yeah.

Clerk: It's fifteen forty-nine.

Customer: Fifteen forty-nine? OK. I'll take ten.

Clerk: OK. Ten dresses at fifteen forty-nine. (*musical scale*) That comes to one hundred and fifty-four pounds ninety pence.

Clerk: May I help you?

Customer: Yeah, I'd like these.

Clerk: OK. Two ties, thirty-six. One shirt, fifty seventy-four. A cap is ten pounds ninety-nine. The total is (*musical scale*) ninety-seven pounds and seventy-three.

Clerk: Hi. Good morning, Mr. Smith.

Mr. Smith: Good morning.

Clerk: OK. Let me see what you have in your basket. One sweater, that's a hundred sixty, the coat is eighty eighty-nine and two shirts are ninety twenty-four. The total is (*musical scale*) three hundred thirty-one pounds thirteen pence.

Part Two Ordinals

The numbers used to indicate position or order in a list are called *ordinal numbers*.
1st, 2nd, 3rd, etc.

Exercise 1 | Reading the ordinal numbers

Now read the following numbers after me.

first	1 st	fourteenth	14 th	twenty-seventh	27 th
second	2 nd	fifteenth	15 th	twenty-eighth	28 th
third	3 rd	sixteenth	16 th	twenty-ninth	29 th
fourth	4 th	seventeenth	17 th	thirtieth	30 th
fifth	5 th	eighteenth	18 th	fortieth	40 th
sixth	6 th	nineteenth	19 th	fiftieth	50 th
seventh	7 th	twentieth	20 th	sixtieth	60 th
eighth	8 th	twenty-first	21 st	seventieth	70 th
ninth	9 th	twenty-second	22 nd	eightieth	80 th
tenth	10 th	twenty-third	23 rd	ninetieth	90 th
eleventh	11 th	twenty-fourth	24 th	one hundredth	100 th
twelfth	12 th	twenty-fifth	25 th	one thousandth	1000 th
thirteenth	13 th	twenty-sixth	26 th		

Exercise 2 | Ordinal number dictation

Listen to the recording and write down the numbers you hear. Write the numbers in words.

- | | | | |
|------------------|-----------------|-------------------|-------------------|
| 1. fourth | 2. first | 3. fifth | 4. third |
| 5. ninth | 6. seventh | 7. eighteenth | 8. fortieth |
| 9. fiftieth | 10. ninetieth | 11. twentieth | 12. thirty-second |
| 13. forty-fourth | 14. fifty-third | 15. one hundredth | |

Listen carefully and circle the correct numbers.

1. My office is on the 6th floor.
2. The team from Shanghai won the 1st place in the tennis match.
3. Jim was the 27th in the last marathon race.
4. Mary's birthday is on the 25th of September.
5. Our seats are in the 23rd row.
6. The meeting will be on the 3rd of April.
7. The theatre is on the 15th Street.
8. People celebrated the 45th anniversary of the school last year.
9. Alaska was the 50th state in America.
10. The final exam is on the 26th of June.

Part Three Decimal Fractions

When we are reading the numbers, if it comes before the decimal point, it's called whole numbers. Numbers before the decimal point are called *entiers*. After the point, we say each number by itself; we don't say *et* between them. E.g., 1.23 we say one point two three.

- (1) 0.1 one point one
- (2) 0.01 one hundred point one
- (3) 0.001 one thousand point one
- (4) 0.0001 one ten thousand point one

You will hear about passenger traffic at Britain's main airports in 1990 and 1993. Listen to the recording and write down the figures in the correct columns.

Manchester Airport is the third largest airport in Britain. In 1990 it handled about 10.1 million passengers and in 1993 the number of passengers increased to 13.1 million. In 1990 Glasgow Airport handled 3.9 million passengers and in 1993 the number of passengers rose sharply to 5.2 million. Birmingham handled 3.5 million passengers in 1990 and in 1993 the number of passengers was 4.2 million, not a big change. At Edinburgh Airport, the number of passengers was 2 million and 5 thousand in 1990. But in 1993 it handled about 2 million and 9 thousand passengers. At Newcastle Airport, the number of passengers was 1 million and 6 thousand in 1990. In 1993 this airport handled 2 million and 1 thousand passengers. In 1990 Bristol Airport handled 8 thousand passengers. In 1993 the number of passengers increased to 1 million and 1 thousand.

Look at the notes and listen carefully to me.

We use percentages when we want to express a number more simply. Percentage means the number of X per 100; for example, there are 50 students in the class; and if 25 of them are boys, we can say 50% of the students are boys.

The "per cent" is said after the number:

20% twenty per cent

26% twenty-six per cent

We can use % with decimals:

7.02% seven point oh two per cent

0.51% naught point five one per cent

Exercise 2

Now listen to the report on consumers' expenditure in 1983 and 1993 at market prices and write down the percentages in the correct columns.

The percentage of household expenditure on food decreased slightly from 15.1% in 1983 to 11.4% in 1993. Alcoholic drink was 7.1% in 1983 but fell to 6% in 1993. And tobacco was 3.3% in 1983 but only 2.7% in 1993. The percentage on housing increased slightly from 15.1% in 1983 to 15.4% in 1993, and recreation, entertainment and education was 9.2% in 1983, then increased to 10.1% in 1993. The percentage of consumers' expenditure on other goods and services showed a large jump from 13.5% in 1983 to 19.4% in 1993.

Listen to the recording and write down the total numbers and the percentages in the right columns.

Here are some figures about Britain's migration in 1993. There were 227,000 people who left Britain to live abroad. 25% of them left for other EU countries. 19% left for Australia, Canada or New Zealand. 16% left for the United States, 13% for Commonwealth countries and 6% for the Middle East. 2% of them left for South Africa. There were 215,900 new residents who came to live in Britain. 32% of them came from other EU countries and 16% of them came from Australia, Canada or New Zealand. 22% of them came from other Commonwealth countries and 8% from the USA. 3% came from the Middle East and 3% from South Africa.

Exercise 4

Look at the pie charts and listen to the short interview about the earthquake. Write down the percentages you hear.

Last May 2001, an earthquake hit Nanaimo. We did some research on the local people about their feeling about earthquakes. We asked two questions. The first one was: "Do you feel that local schools are adequately prepared for an earthquake?" 28% said "yes". 32% people said that they didn't know. 40% said "no". The second question was: "Do you have an earthquake emergency kit in your home?" 32% said "yes". 4% said that they were not sure. 64% said "no".

Exercise 5

You will hear a talk about British trade in 1993. As you listen, write down the percentages in the appropriate places.

Look at two pie charts below. They give you some information about British trade by geographical distribution in 1993.

The left pie chart is for exports and the right one is for imports. Now let's look first at the left pie chart, the exports pie chart. You can see the European Union took a big proportion of Britain's exports trade in 1993. It accounted for 53%, and the other countries took 15%, oil-exporting countries took 5% and other developed countries were 4%. North America took 14% and other Western Europe countries took 8% of Britain's exports trade in 1993.

Now let's take a look at the right pie chart which is for imports. The distribution here is similar. The European Union took 50% of Britain's imports in 1993. The other Western Europe countries took 12%, North America took 13% and other developed countries took 7%. Oil-exporting countries took only 3% of Britain's imports. The other countries took 15% of Britain's imports.

Part Four Money

Exercise 1

Listen to the recording and write down the price for each item.

1. A: How much is this CD player?
B: It's 120 pounds.
2. A: How much does this bicycle cost?
B: It's 90 pounds.
3. A: How much does this cost?
B: The TV set? It's 269 pounds.
4. A: How much is the camera?
B: It's 199 pounds.
5. A: How much does this radio cost?
B: It's only 49 pounds.
6. A: How much do the binoculars cost?
B: 69 pounds.

Exercise 2 How much does this cost?

Listen to the recording and write down the prices in the spaces provided.

1. A: How much does this cost, please?
B: That'll be 25 pounds.
2. A: What's the price of that book, please?
B: That's 18 pounds 50.
3. A: How much are those shoes, please?
B: Only 30 pounds.
4. A: How much is that, please?
B: It's 40 pounds.
5. A: How much is the bill, please?
B: It comes to 90 pounds 50 altogether.

6. A: Can you tell me how much is left in my bank account, please?
B: Just a moment ... yes, it's exactly 335 pounds.
7. A: How much will it cost to send this letter to France?
B: That'll be 50p.
8. A: What's the price of that bike over there?
B: Let me see... it'll be 125 pounds.
9. A: Excuse me, how much is the return ticket to Edinburgh?
B: The day return ticket is 17 pounds 40.
10. A: How much does this cost, please?
B: Oh, this? It's only 60p.

Exercise 3

Listen to the talk and write down the prices in the boxes provided.

London has been called the most expensive city in the world, though like all other cities, if you know your way around, you can always find lower prices than people normally pay. Transport is expensive compared with other places. The minimum bus fare is 40p. This is only for about a kilometre's ride. If you want to go further, you have to pay more. The fares on the underground are the same. The minimum fare is 50p, and if you want to go more than two or three stations, it costs more. The minimum taxi fare is 2 pounds. If you want to go out of London, you can take a coach. It is the easiest and most economical way to travel around London by coach. A coach fare is about 1 pound 20.

Exercise 4

Listen to the second part of the talk and write down the prices in the boxes provided.

In London, accommodation is another very expensive thing. You would pay about 40 pounds a week for one room. If you want to rent a one-bedroom flat, it will cost more. You would generally pay about 200 pounds per week for it.

A telephone call to another London number costs 50p and posting a letter costs 40p.

A loaf of bread is 40p; a bottle of beer is 1 pound 50.

Very few international students will have their own washing machines so it is likely that you will have to do your washing at a launderette, which is a place where washing machines are provided for

the general public. Here are some prices for the use of a washing machine. It's 2 pounds 50 for using a large washing machine and 1 pound 80 for using a small one. You have to pay 1 pound 50 for using a tumble drier, about 2 pounds 40 for a medium-sized packet of washing powder.

Exercise 5

Listen to the last part of the talk and write down the prices in the boxes provided.

Now let's turn to clothes. It's difficult to find an average price for clothes because there is a big difference in the price range, depending on the kind of shop you buy your clothes in and what quality you buy. I've just walked around some local shops, however, and these are the prices I saw: a shirt 12 pounds, a jacket 45 pounds, a pair of jeans costs 25 pounds. A pair of running shoes costs 35 pounds, and a warm coat 50 pounds. A light raincoat is 39 pounds. A skirt is 23 pounds and a day dress is 49 pounds. What do you think – is London cheaper or more expensive than your city?

Part Five Time

Exercise 1 Can you tell me the time?

Listen to the recording and write down the times.

1. A: Excuse me. Can you tell me the time, please?
B: Yes, it's a quarter to three.
2. A: Do you have the right time, please?
B: I think it's half past one.
3. A: Do you know what time the next train to Leeds is, please?
B: Yes, it's twenty to four.
4. A: When do the banks open, please?
B: At nine o'clock.
5. A: What time does the film finish, please?
B: Twenty past seven.
6. A: When did they come?
B: At twenty-five to five.

7. A: What time do you finish your work today?
B: Half past five.
8. A: Do you know when the play finishes?
B: Yes, at exactly ten past ten.
9. A: Excuse me, please. What time does the Glasgow train arrive?
B: 2:30 (two thirty).
10. A: When is the next flight to Paris?
B: 11:40 (eleven forty).
11. A: What time does the Oxford train arrive?
B: 18:30 (eighteen thirty).
12. A: When does the Tokyo flight leave?
B: 19:40 (nineteen forty).
13. A: What's the next train to Liverpool?
B: 5:10 (ten past five).
14. A: What time does the London train arrive?
B: 7:20 (twenty past seven).
15. A: When does your mother come?
B: 9:30 (half past nine).
16. A: When does the teacher come?
B: 8:10 (ten past eight).

Exercise 2

Look at the boxes below. Tick the appropriate time as you listen to the recording.

1. A: Excuse me, please. What time does the next train arrive?
B: 14:40.
2. A: What's the next train to Edinburgh?
B: 12:15.
3. A: When does the Paris flight leave?
B: 16:13.

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Exercise 5

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B: 2:30 (two thirty).

10. A: When is the next flight to Paris?

B: 11:40 (eleven forty).

11. A: What time does the Oxford train arrive?

B: 18:30 (eighteen thirty).

12. A: When does the Tokyo flight leave?

B: 19:40 (nineteen forty).

13. A: What's the next train to Liverpool?

B: 5:10 (ten past five).

14. A: What time does the London train arrive?

B: 7:20 (twenty past seven).

15. A: When does your mother come?

B: 9:30 (half past nine).

16. A: When does the teacher come?

B: 8:10 (ten past eight).

Exercise 2

Look at the boxes below. Tick the appropriate time as you listen to the recording.

1. A: Excuse me, please. What time does the next train arrive?

B: 14:40.

2. A: What's the next train to Edinburgh?

B: 12:15.

3. A: When does the Paris flight leave?

B: 16:13.

4. A: When does the next flight to Mexico arrive?

B: 22:30.

5. A: When does the next flight to Athens leave?

B: 18:40.

Exercise 3

You are going to hear a conversation between two friends. As you listen, write down some of the details in the right columns. You will need to write a time, or length of time, or a few words to describe the activities. Some of the items have already been completed.

Helen: How do you spend your day, Tom?

Tom: Well, right now, I'm in high school, but I also have a part-time job. So I'm pretty busy. I get up early, around 6:00 a.m. Then I work from seven until nine. I go to school at 9:30, and I study until 4:00 p.m. Then I work again from five until seven.

Helen: So what do you do?

Tom: I'm a dog walker.

Helen: What? What's that?

Tom: A dog walker. I take people's dogs for walks. It's great, and it keeps me in good shape, too.

Helen: Then, what do you do after seven?

Tom: I have supper at 7:30. I start to do my homework at 8:00. It often takes about an hour and a half to finish the work, then I watch TV for about two hours. I go to bed at 11:30.

Helen: Your day is hard, the same as mine is.

Exercise 4 Mike, Susan, and Ellen's day

Listen to Mike, Susan, and Ellen talking about their daily schedules. Complete the chart below as you listen.

Susan: Hello, my name is Susan Miller, I'm a newspaper reporter. I'm taking a survey on people's daily schedules. Mike, could you tell me what your job is?

Mike: Sure. I'm a bank manager.

Susan: That's great. So what are your working hours?

Mike: Well, it's a regular 9-to-5 office job, so I get up at 7 a.m. and get home around 6 p.m. That's OK, though I like to go out with my friends at night. I go to bed around 11.

Susan: Thank you, Mike. What about you, Ellen?

Ellen: My job is a bit different. I'm a flight attendant. I start work at 6 in the morning, so I have to get up before 5 a.m.

Susan: Wow, that's too early for me. I usually get up at 8 in the morning.

Ellen: Why do you get up so late?

Susan: Because I go to bed very late, usually about 1 o'clock in the morning. I get home at 8 in the evening, then I often have to work late for next day's newspaper.

Ellen: I see. Well, I can't stay up that late. I often have long flights so I don't get home until 9 o'clock at night. But I always go straight to bed around 10.

Susan: Thank you very much, Ellen.

Part Six The Telephone

Exercise 1

Listen to the following conversations and fill in the missing information in the spaces below.

1. Operator: Can I help you?

Inquirer: Yes. Could you give me Hilton Hotel's telephone number, please?

Operator: 745 5757.

Inquirer: Thanks.

2. Operator: Can I help you?

Inquirer: Yes. Could you tell me British Rail's telephone number, please?

Operator: 723 9861.

Inquirer: Thank you very much.

3. Inquirer: Is that 8230 3541?

Operator: Yes. Can I help you?

Inquirer: I'd like to speak to Miss Green, please.

4. Inquirer: Is that 6231 7799?

Operator: Yes. Who do you want to speak to?

Inquirer: Doctor Peter White, please.

5. Inquirer: Is that 6401 6589?

Operator: Yes. Who do you wish to speak to?

Inquirer: Sally Smith, please.

You will hear three dialogues on the telephone between a secretary and a person who is making an appointment to see someone. As you listen, complete the notes below. Please write the name of the person, the day, the time and the telephone number in each dialogue.

Secretary: Hello, Mr. Watson's secretary. Can I help you?

Richard: Good afternoon. I'd like to make an appointment to see Mr. Watson next Monday, please.

Secretary: Who's speaking, please?

Richard: Richard Priest.

Secretary: Yes, Mr. Priest. Monday is all right. Would 10:15 be convenient?

Richard: Thank you. That'll be fine.

Secretary: Oh, would you leave your telephone number please, just in case we need it?

Richard: My telephone number is 421 7896.

Secretary: 421 7896. Thank you, Mr. Priest.

Secretary: Good morning. Dr. Jenkinson's secretary. Can I help you?

Rita: Good morning. I'd like to make an appointment to see the doctor on Friday, please.

Secretary: Who is speaking, please?

Rita: Rita Harper.

Secretary: Thank you. Is 2:40 any good?

Rita: That's fine. Thank you very much.

Secretary: Mrs. Harper, could you leave your telephone number, please?

Rita: Yes, of course. My telephone number is 563 2860.

Secretary: 563 2860. Thank you, Mrs. Harper.

Secretary: Hello. Can I help you?

David: Yes, I'd like to see Professor Hansen on Tuesday, please.

Secretary: Who is speaking?

David: David Bell.

Secretary: Yes, would 3:30 be convenient?

David: That will be fine. Many thanks.

Secretary: Mr. Bell, would you leave your telephone number, please?

David: Yes, my number is 859 7783.

Secretary: 859 7783. Thank you.

Listen to the conversation and fill in the missing information in the right places.

Secretary: Good morning, British Council.

Mr. Kale: Hello. May I speak to Ms. Proctor?

Secretary: I'm sorry. She is not in. Can I take a message?

Mr. Kale: Yes, please. This is Mr. Kale.

Secretary: Is that G-A-L-E?

Mr. Kale: No, it's K-A-L-E.

Secretary: Thank you.

Mr. Kale: Please tell her the meeting is on Tuesday at 9:30 in Room 214.

Secretary: Tuesday at 9:30 in Room 214.

Mr. Kale: And would you ask her to call me this afternoon to confirm this? My number is 541 3099.

Secretary: 541 3099. Yes, Mr. Kale, I will give Ms. Proctor the message.

Mr. Kale: Thank you. Good-bye.

Secretary: Good-bye.

Exercise 4

Listen to the conversation and fill in the missing information in the right places.

A: Good afternoon. 651 8935.

B: Hello. Could I speak to Wendy?

A: Ah, I'm afraid she is not in right now. Can I take a message?

B: Yes... er..., there is a party at Bob's house on Sunday night. Bob's address is Flat 4, 45 Church Road.

A: Bob's address is Flat 4, 45 Church Road.

B: And could you tell her that if she is interested, call me back this evening? My telephone number is 361 3759.

A: Your number is 361 3759, all right. Sorry, who is calling?

B: Oh, I'm sorry... my name is Sandy Paris.

A: Sandy Paris, fine. I'll give her the message. Good-bye.

B: Good-bye.

Listen to the conversation and fill in the missing information in the right places.

A: Good morning. Oxford University. May I help you?

B: Hello, I want to speak to Professor White, please.

A: I'm sorry, Professor White is in a meeting right now. Would you like to leave a message?

B: Yes, please. This is Kim Grey of London Technical College.

A: Mr. Grey. Is that G-R-E-Y?

B: Yes, that's right. Could you tell him that the meeting on Friday is cancelled?

A: Friday meeting is cancelled.

B: Yes, please ask him to call me this afternoon. It's very important.

A: All right. And your number, please.

B: 545 3250.

A: 545 3250?

B: That's it.

A: OK, I'll ask him to call you this afternoon, Mr. Grey.

B: Thank you. Good-bye.

A: Good-bye.

Part Seven Dates

Exercise 1

Listen to the days of the week and repeat after me.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Listen to the months of the year and repeat after me.

January February March April May June July August September

October November December

1. The numbers 1, 2, 3 of dates are usually written 1st (first), 2nd (second), 3rd (third), also in 21st (twenty-first), 31st (thirty-first), 22nd (twenty-second), 23rd (twenty-third). The other dates are written with "th" after the numbers.

Example: 4th, 6th, 20th, 27th, 30th

2. Ordinal numbers: They are the same as those used in dates and are written and said as follows: 1st (first), 2nd (second), 3rd (third), 4th (fourth), 5th (fifth), etc. For numbers ending in 1 add "st"; for those ending in 2 add "nd", for those ending in 3 add "rd", and for all others add "th".

Example: 21st (twenty-first), 22nd (twenty-second), 23rd (twenty-third), 14th (fourteenth), 35th (thirty-fifth)

3. In Britain, dates can be written:

A. In numbers only: day/month/year. So 5/1/2001 = 5th January 2001, not May 1st 2001.

B. In numbers and words: day/month/year – 20th December 2001, or month/day/year – December 20th 2001. When you say the dates, 20/12/2001 can be the twentieth of December 2001, or December the twentieth 2001.



Listen to some conversations and fill in the missing information in the forms.



Visitor: Have you got a single room for two nights, please?

Receptionist: Yes, Room 309 on the third floor.

Visitor: How much is it?

Receptionist: Fourteen pounds fifty, including breakfast.

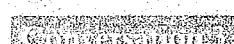


Visitor: Can I book a double room for the weekend, please?

Receptionist: Yes, we have a room vacant on the first floor, number 135.

Visitor: How much does it cost?

Receptionist: 25 pounds, including English breakfast.



Visitor: Have you got a triple room for one week, please?

Receptionist: Yes, Room 205. It's on the second floor.

Visitor: How much is it?

Receptionist: 30 pounds a night, including a private bath.



Listen to the recording and tick the correct answers.

1. A: When does your mother arrive?

B: Tuesday, 14th May.

2. A: When are you going on holiday?

B: 25th March.

- When do the exams begin?
B: 21st June.
4. A: When does school start?
B: 5th July.
5. A: When are you going to move into the new house?
B: Next Monday, 8th February.
6. A: When does the Art Museum open?
B: I think it is on 4th September.
7. A: When are you leaving?
B: 30th April.
8. A: Here is an interesting date in Britain.
B: Valentine's Day is on 14th February.
9. A: Do you know when Halloween is?
B: It's on 31st October.
10. A: When is Boxing Day?
B: 26th December.
11. In Britain, Autumn begins on 23rd September.
12. A: Hi, Linda. Do you know in Britain when the shortest day of the year is?
B: Yes. It's on 21st December.
A: No. It's on 22nd December.

Exercise 4 Chơi bài 4: TALK ABOUT BRITISH HISTORY

You will hear some great names in British history. As you listen, write down the years of their birth and death in the correct columns.

Henry VIII was born in Greenwich Palace in London in 1491. He married six times and had six wives. He died in 1547. Elizabeth I was the daughter of Henry VIII and she was born in 1533, the same place as Henry VIII. She was a very popular and strong queen. During her reign, England became very important in European politics, in commerce and the arts. She died in 1603. She never got married. William Shakespeare was born in Stratford in 1564. By 1603, the year when Queen Elizabeth I died, Shakespeare was already the leading poet and dramatist of his time. He continued to write for the next ten years, but in 1616 he finally stopped writing and went to live in Stratford where he died in the same year. Queen Victoria was born in London in 1819 and died in 1901. Sir Winston Churchill was born in Blenheim Palace in 1874 and died in 1965.

In this part, you will hear some short descriptions of festivals. You will be asked to compare the information that you hear with similar information that you read, and to underline the changes that have been made.

As you listen, read the text below and underline the three changes in the text.

Valentine's Day

On 14th February, St. Valentine's Day, a lot of people send a card to the one they love or someone whom they have fallen in love with. People usually do not sign these cards and a lot of time is spent trying to guess who has sent them.



As you listen, read the text below and underline the four changes in the text.

Easter Eggs

At Easter time, the British celebrate the idea of new birth by giving each other chocolate and Easter eggs which are eaten on Easter Sunday. On Good Friday bakers sell hot cross buns, which are toasted and eaten with butter. Easter Monday is a holiday and many people travel to the seaside for the day or go and watch one of the sporting events such as football or horse racing.



As you listen, (please) read the text below and underline the five changes in the text.

New Year's Eve

New Year's Eve is on the night of 31st December. Most people stay up until at least after midnight in order to see in the New Year. It's also the night of the year when most pubs and restaurants forget about their usual closing times and stay open until after midnight. In London, thousands of people go to Trafalgar Square to hear Big Ben chime midnight, and traditionally take a shower in the fountains in Trafalgar Square. The Christmas tree is an annual gift from Norway.



As you listen, read the text below and underline the six changes in the text.

Pancake Day

Ash Wednesday is the day in February when the Christian period of Lent begins. This refers to the time when Christ went into the desert and fasted for forty days. Although not many people give up eating during this period, on Pancake Tuesday, the day before Ash Wednesday, they eat lots of pancakes. These are made from flour, milk and eggs, and fried in a hot pan. Some towns also hold

pancake races on that day. People run through the streets holding a frying pan and throwing the pancakes in the air. Of course if they drop the pancake they lose the race.



As you listen, read the text below and underline the seven changes in the text.

Christmas

25th December is the most important festival of the year. It combines the Christian celebration of the birth of Christ with the traditional festivities of winter. On the Sunday before Christmas, many churches hold a carol service where special hymns are sung. Sometimes you can hear carol singers singing on the streets as they collect money for charity. Most families decorate their houses with coloured Christmas decorations and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations. People put their gifts at the bottom of the Christmas tree.



As you listen, read the text below and underline eight changes in the text.

Halloween

On 31st October is Halloween. Halloween means holy evening. It's a more important festival in the United States than in Britain, although it's celebrated by many people in the UK. It's particularly connected with ghosts. At parties, people dress up in strange costumes and pretend they are witches. They cut horrible faces in pumpkins and other vegetables and put a candle inside which shines through the eyes. People play difficult games such as trying to eat an apple from a bucket of water without using their hands. In recent years, children dressed in white sheets knock on doors at Halloween and ask if you would like a "trick" or "treat". If you give them something nice, a "treat", they go away. If you don't, they play a "trick" on you, such as making a lot of noise or spilling flour on your front doorstep.

Exercise 1

Listen to the conversation and fill in the missing information in the notes below.

Tom: Hi, Ellen. What's the matter with you?

Ellen: I think I've got a terrible cold. My nose is stuffed up and I've got a sore throat.

Tom: Oh, that's too bad. You should be at home in bed. It's really important to get a good rest.

Ellen: Yeah, you're right.

Tom: And have you taken anything for it?

Ellen: No, I haven't.

Tom: Well, you should take some vitamin C and it's also a good idea to drink lots of liquids.

Ellen: That's a good suggestion. I've a bottle of vitamin C at home.

Tom: Have you seen a doctor?

Ellen: Not yet.

Tom: Well, you'd better see a doctor first, and then go back home to rest.

Ellen: Yeah, I'll do it right now.

Tom: Ellen, it's also helpful to cook chicken soup with some garlic in it, and drink a cup every half an hour. It really works.

Ellen: Oh, chicken stock for a cold? OK, I'll try it. Thanks.

Tom: I hope you recover soon.

Exercise 2 In a camera shop

Listen to the conversation and fill in the missing information in the notes below.

Shop assistant: Good morning. Can I help you?

Customer: Yes, I want to buy a camera. What kind do you recommend?

Shop assistant: Well, it all depends. We have many kinds of cameras here. How much money do you want to spend?

Customer: I want something cheap and easy to handle.

Shop assistant: Are you an experienced photographer?

Customer: No, I've had no experience at all.

Here's a camera that would suit you very well. It's got a very good lens and it's all automatic, so it's very easy to use. Just press one button, and it's done.

Customer: How much does it cost?

Shop assistant: It's only 45 pounds.

Customer: Can I try?

Shop assistant: Of course. Here you are.

Customer: Well, I think the price is reasonable and I like that it is automatic, but I don't like the colour. Do you have any other colour?

Shop assistant: Yes. How about this yellow one?

Customer: It looks better. Is it the same price?

Shop assistant: Yes.

Customer: All right. I will take this yellow one. Here is 50 pounds.

Shop assistant: Here is your change.

Exercise 5

Listen to the conversation and tick the items that the wife and husband ordered on the menu.

Waiter: Good evening. Would you like to order now?

Husband: Just a moment. Can we see what you have got on your menu first? There is quite a good choice on the menu, isn't there, dear?

Wife: Yes.

Husband: Do you want to order first?

Wife: All right. I think I'll start with some apple juice, but I can't decide whether to have salmon or roast beef... oh, I remember I had fish last time we were here, so I'll try the roast beef... and, yes, and some carrots.

Husband: What about the sweet?

Wife: Well, we can order that later, but I think I'll have some fruit salad.

Husband: Shall I order some wine to go with the meal?

Wife: Yes, that would be nice. So what are you going to have?

Husband: I'll start with chicken soup. And I love fish so I think I'll have salmon and some peas.

Wife: What are you going to choose for dessert?

Husband: I think I'll have chocolate cake.

Listen to the conversation and fill in the missing information.

Receptionist: Good evening, sir.

Mr. Collins: Good evening. My name is Arthur Collins. I believe you have a room reserved for me.

Receptionist: Just a moment, Mr. Collins. Let me see... Collins... yes, Mr. Collins. You booked a single room three days ago. Is that right?

Mr. Collins: Yes, that's right.

Receptionist: Mr. Collins, your room number is 405 on the fourth floor. Would you fill in this form, please?

Mr. Collins: Certainly.

Receptionist: How long do you intend to stay in the hotel, Mr. Collins?

Mr. Collins: Let me see... today is Monday and... probably I'm going to leave on Friday morning.

Receptionist: On Friday morning, I see.

Mr. Collins: Oh, excuse me. Where shall I put my passport number?

Receptionist: Just at the bottom. That's right. Thank you.

Mr. Collins: Oh, would you please wake me up at 7:10 in the morning, please?

Receptionist: Ten past seven, certainly. Porter, please take Mr. Collins's suitcase to his room. Mr. Collins, please follow him.

Mr. Collins: Thank you.

Receptionist: You are welcome.

EXERCISE 5

Listen to the talk and complete the notes. Write **NO MORE THAN THREE WORDS** for each answer.

The Christmas season begins very early in Britain. By the end of October, you may see Christmas decorations in the streets and Christmas cards and gifts in the shops. Traditionally, people start to decorate their houses a week or two before 25th December, which is Christmas Day.

There are a lot of traditions connected with Christmas. The most important one is the giving of presents. Family members wrap up their gifts and leave them at the bottom of the Christmas tree to be found on Christmas morning. Children leave a long sock or stocking at the end of their bed on Christmas Eve, 24th December, hoping that Father Christmas will come down the chimney during the night and bring them small presents, fruit and nuts. They are not usually disappointed. Sometimes on Christmas Day, the family will sit down for a big turkey dinner and Christmas pudding. Later in the afternoon, they may watch the Queen on television as she delivers her traditional Christmas message

to the United Kingdom and the Commonwealth. If they have room for even more food, they may enjoy a piece of Christmas cake or eat a hot mince pie. 26th December is also a public holiday, Boxing Day, and this is the time to visit friends and relatives or watch football.

Exercise 6

Listen to the conversation and fill in the missing information in the notes below.

David: Hi, Sue. How was your weekend?

Sue: Oh, really good. I went to Stonehenge with my host family.

David: Stonehenge?

Sue: Yes, that's right. Have you ever been there?

David: Yes, I went there last month. I really enjoyed it.

Sue: Me too. Stonehenge is the best known and probably the most remarkable of prehistoric remains in the UK.

David: Yes. It has stood on Salisbury Plain for about 4,000 years. You know, there have been many different theories about its original use.

Sue: Yes, I know. My host father told me that one of the theories is that it was a place from where stars and planets could be observed.

David: Yes, but no one is really certain why it was built. One of the things people have discovered is the positions of some of the stones relate to the movements of the sun and moon, so that the stones could be used as a calendar.

Sue: That's interesting.

David: Did you go to Oxford too? It's not far from Stonehenge.

Sue: No, we didn't, because of the time. My host family had to be back before 3 in the afternoon.

David: What a pity. You should go sometime. It's very interesting too.

Sue: Yes, I hope I can sometime.

Exercise 7

Soo Mi and Steve are talking about marriage in America and in Korea. Listen to the conversation and fill in the missing information in the notes below.

Soo Mi: Hello, Steve. Have you read this article?

Steve: Not yet. What is in it?

Soo Mi: There are some facts about families in the United States. It says that 50% of marriages end in divorce in the United States.

That's quite right. So many people get divorced in Korea?

Soo Mi: No. Most Korean couples stay together.

Steve: Families are sure different in America.

Soo Mi: Well, there are more divorces but what else is different?

Steve: Well, I think people get married younger.

Soo Mi: How much younger?

Steve: Oh, I think some people get married before the age of 20.

Soo Mi: Really? What else?

Steve: A lot of women work after they get married. And I think most women who have babies go back to work fairly soon too.

Soo Mi: Yes, according to the survey, 50% of American working women return to work within a year of having a baby.

Steve: Do women in Korea usually work after they get married?

Soo Mi: No. A lot of women stay at home and take care of their families but a few work.

Steve: I see. Here are some more figures. It says 67% of women with children work. And 57% of children under six have two parents who work or a single parent who works.

Exercise 3

Look at the map of the university campus. You will hear 5 sets of directions to a certain place. As you listen, follow the directions carefully, then write the letters next to the names of the places below.



(Susan is a new student. She goes to the university to register.)

A: Excuse me. Can you help me? I'm looking for the Registration Office.

B: Maybe I can. I think it's in the Administration Building. Are you a new student?

A: Yes, I am.

B: Well, look, here is the map of the campus. We're at the entrance now. The building we face is the Students Union, the building on our left is the Administration Building.

A: Thank you.

B: With pleasure.

(Susan comes out of the Administration Building and wants to buy some course books.)

A: Excuse me. I'm a new student here. I'm looking for the bookstore. Do you know where it is?

B: The bookstore? Let me see. We are at the Administration Building. Do you see Gymnasium there, the one facing us on the left?

A: Yes, is the tall white building over there?

B: Right. The bookstore is behind the gymnasium, between the cinema and the bank.

A: I see. Thank you very much.

B: You are welcome.



(Susan comes out of the bookstore and she plans to go to the tennis club.)

A: Excuse me, could you tell me where the tennis club is?

B: Tennis Club? ... er ... I think it is in the Sports Centre. When you go to the sports centre, you will find a swimming pool. The tennis club is opposite it, next to the playground. You can't miss it.

A: Thanks a lot.



A: Excuse me, I'm looking for the computer centre. Could you tell me where it is?

B: The Computer Centre? Yes, it's next to the library, opposite the recreation centre.

A: Next to the library, opposite the recreation centre.

B: Yes, that's right.

A: Thank you very much.



A: Excuse me, could you tell me where the cafeteria is?

B: Oh, cafeteria? I think there is one in the recreation centre.

A: Recreation centre?

B: Yes, when you come to the recreation centre, you will see three buildings there. The middle one has a cafeteria. You can see a big signpost there. You can't miss it.

A: Thank you very much.

Listen to the conversation and fill in the missing information in the notes below.

A: Hi, Mike. Do you like jazz?

B: Yes, very much. And I like to dance to jazz too.

A: Do you know who first started to play jazz?

B: Yes, of course. The African Americans.

A: Do you know when and where?

B: Yes. Around 1900, people from many countries lived in New Orleans. Music was an important part of life in this city. Musicians in New Orleans started to play a new kind of music. It was called jazz. Jazz was a kind of music intended to make people happy.

A: I know jazz is kind of a mixture of many different kinds of music, for example, African, blues, European, church music, and work songs. Most early jazz musicians were African American. They played in small bands and they didn't write down their music.

B: Yes, they learned to work together to produce a loose and relaxed beat that was so powerful that listeners could not help but dance, or at least move their feet along with it. And soon white musicians were playing jazz too.

A: I know black and white musicians seldom played together in the United States at that time.

B: You are right. Around 1920, jazz music began to spread. Jazz musicians moved from city to city. People listened to jazz records. They heard jazz on the radio. In the 1930s and 1940s, jazz was popular in the U.S. and Canada. The music was called swing. It was played by big bands.

A: It was said there are still a few bands made up of very old musicians playing the old-style jazz in a club in New Orleans. They play jazz for four and a half hours each evening so many tourists go there and listen.

B: Can the audience make some special requests for the songs?

A: Yes, if the musicians are willing to play them, people pay a little money for the request. Traditional songs cost one dollar and all others cost two.

B: That's interesting. I'd like to visit the city sometime in the future.

EXERCISE 10

Mrs. Tiger's new lodger is asking what he is allowed to do. Listen to the conversation and make a cross (✗) if it is not allowed and fill in the table below.

A: Good afternoon. I'm Sam. I phoned yesterday about the room. Is it still available?

B: Yes, come in please.

A: The room is very nice and big. Do you mind if I put some posters on the walls?

- A: No, I don't mind, but don't use sellotape to stick them up. It brings off the paint when you remove it.
- A: What about smoking? Is it alright if my friends and I smoke?
- B: No, I'm afraid I don't allow smoking anywhere in the house.
- A: I see. Can I use the kitchen if I want to cook something?
- B: Yes, but only before 7 o'clock in the evening. Not after 7 o'clock.
- A: I'm very fond of animals and I'm thinking of getting a dog.
- B: Under no circumstances do I want any pets here. I don't like animals.
- A: Well, you said I could use your television in the evening. Is that right?
- B: Yes, on condition that you don't have it on after midnight. We don't want to disturb the neighbours.
- A: Can I have my friends round in the evening?
- B: Yes, that's OK, but we don't want any big noisy parties though, so only two or three friends at the same time, please.
- A: Can I have a bath at any time?
- B: Yes, except between 6 and 7 in the evening. I get home from work then and I always like to have a shower before I have my evening meal.

Exercise 11

Listen to the news and tick (✓) the three items which are mentioned in the news headlines. And then fill in the gaps by writing **NO MORE THAN THREE WORDS** in the spaces provided.

This is the 6 o'clock news for Thursday and first the headlines are:

A powerful earthquake rocked the U.S. Northwest on Wednesday. Frightened people ran into the streets of Seattle. Earthquake officials said British Columbia felt the shock but escaped any serious damage.

Transport workers are on strike in Vancouver over a pay claim and the strike looks set to spread to all of BC.

In Moscow, Russian officials gave the green light on Wednesday to California millionaire Dennis Tito to become the first tourist in space.

Now, here is the news in detail.

A strong earthquake hit Seattle at 10:54 a.m. on Wednesday. According to the National Earthquake Information Centre in Golden, the magnitude 6.8 quake was centred 125 kilometres southeast of Victoria and 56 kilometres southwest of Seattle. About 250 people were reported injured in Seattle and Olympia, at least three of them are in serious condition. In Victoria, the earthquake caused buildings to sway and shook pictures off walls but damage was minimal. Said Kay Smith, who was on the eighth floor of a downtown Victoria office building, "I thought the building was going to

sway and topple over." Yet others didn't feel a thing. A spokesman said that at least two local people had hospital treatment for minor injuries.

Russian officials gave the green light to California millionaire Dennis Tito to become the first tourist in space despite reservations from NASA. Tito, 60, the founder of an investment firm, took his final exam. The Interdepartmental Committee, which routinely approves cosmonauts for space flight, included Tito in the primary crew set to launch on April 28 on a mission to the International Space Station. Tito will reportedly pay 20 million U.S. dollars for the flight. He will spend about a week on the station despite objections from NASA who felt that an amateur on board could jeopardise safety if there were an emergency.

Exercise 12

Listen to the talk and choose the right answers for questions 1 to 3, and then fill in the missing information in the notes for questions 4 to 12.

Here are some interesting places to visit. First the West End. The West End is the name given to the area of central London. It includes Trafalgar Square, the main shopping areas of Oxford Street and Regent Street. Most of London's big department stores are in these streets and the entertainment centres are in Soho, Piccadilly Circus and Leicester Square.

Trafalgar Square was built early in the last century to commemorate the Battle of Trafalgar. Admiral Lord Nelson's statue stands on top of a column in the middle of Trafalgar Square. At Christmas time, carol singers gather round a huge Christmas tree which is sent to Britain from Norway every year. Behind Nelson's column is the National Gallery. Piccadilly Circus is the centre of night life in the West End. It is usually at the top of everyone's list of things to see in London, because it is so well known. It is actually quite small and most people are rather disappointed when they see it for the first time because they had imagined it would be much bigger. To the north of Piccadilly Circus is Soho, which has been the foreign quarter of London since the 17th century. Now it has restaurants offering food from a variety of different countries, especially Chinese and Italian ones. London is famous for its live theatres, and there are over thirty theatres within a square mile. If you want to know what is on in London, the best place to look is in a newspaper.

Exercise 13

Listen to the talk and fill in the missing information in the notes below.

Good morning, everyone. Welcome to Belfast. Now I will give you some information about Belfast.

Belfast is one of the youngest capital cities in the world and it has grown incredibly fast. Today the city has a population of 400,000, nearly a third of the entire population of Northern Ireland, but

in the 17th century it was only a village. Then, during the 18th century, the development of industries like linen, rope-making, engineering, tobacco and sea trade doubled the town's size every ten years. The city is well known for shipbuilding. It was here that the "Titanic" was built and set out on her fatal maiden voyage.

Here is your brief tour around Belfast. This morning you will visit an art gallery, Belfast Cathedral and City Hall. This afternoon, you will visit the zoo and this evening, you will go to a concert at Ulster Hall. Tomorrow morning, you will visit Ulster Museum and see 9,000 years of human history in Ireland and the gold treasure of the 16th century Spanish warship which was recovered off the coast of Antrim in 1968. In the afternoon, you will go to the Botanic Gardens and you will walk among rare plants. Some of the tropical plants are 100 years old. And then you will visit the Palm House. It was built in 1850. You will have a free evening so you can go to some local pubs. It's possible for you to find a really friendly atmosphere and enjoy some Irish folk music there. Next morning at 10, you will leave the hotel and fly back to London. I hope you will enjoy the two-day tour. Thanks.



Listen to the talk and complete the notes below.

Watching television is one of the great British pastimes. Broadcasting in the United Kingdom is controlled by the British Broadcasting Corporation known as the BBC and the Independent Broadcasting Authority known as IBA. The BBC receives its income from the government; the IBA earns money from private companies' advertising.

National radio is controlled by the BBC, and listeners can choose between four stations.

Radio 1 is a pop music station with news and magazine-style programmes. Radio 2 plays light music and reports on sport. Radio 3 plays classical music and Radio 4 has news programmes, drama and general interest programmes. There are many local stations, some private and some run by the BBC. Their programmes consist mainly of music and local news.

The BBC has two TV channels, BBC 2 has more serious programmes and news features. The IBA is responsible for looking after the regional independent TV companies who broadcast their own programmes and those they have bought from other regions. There is a break in programmes for advertisements about every 15-20 minutes. The most recent independent channel is Channel 4 and it has more specialised programmes than the main channels. In general, people think the programmes offered on British television are of a very high standard. Some people, however, are becoming worried about the amount of violence on TV and the effect this may have on young people.

Listen to the talk and fill in the missing information in the right places for questions 1 to 10. And for questions 11 to 16, indicate whether the following statements are true or false by writing T for true and F for false.

Sports are very important in British life. It's possible to practise all kinds of sports in Britain. You can see water sports. Sailing and rowing are practised on the lakes, rivers and coastlines. These kinds of sports are more popular in summer. Walking, rock climbing and horse riding are all good ways to explore the landscape. Nearer your home you will certainly find outdoor pitches for football, cricket and other team games. Tennis is played on outdoor courts in summer while squash has become a popular game in recent years, as it can be played year-round on indoor courts. Most colleges and towns will also have indoor swimming pools and some have ice skating rinks.

Many colleges have their own extremely impressive sports facilities and this is the best place to find what is available. For example, most universities have a day at the start of the year when all the clubs and societies advertise their activities and you can go round and choose which you would like to join. The most popular outdoor spectator sports are football and horse racing. Most large towns have their own football team and ground while race courses are found in the country and outside most major cities. All forms of motor racing are also popular.

Sport plays such a large part in British life that many idioms in the English language have come from the world of sport, for example: "to play the game" means "to be fair", and "That's not cricket" means "That's not fair". The most popular sport in Britain as a whole is football. A lot of people support their local clubs at matches on Saturday afternoons or watch the matches live on television.

Exercise 1

Listen to the conversation and write down the missing information in the notes below.

A: Hi, David. Do you like chives?

B: Yes, I like them very much. They taste like onions. You can sprinkle fresh chives on cooked chicken, fish or potatoes. It's very delicious with them.

A: Do you know how to grow them?

B: No. I just buy them when I need them. Do you know how to grow them?

A: Yes. I grow a lot in my garden. Chives are easy to grow.

B: Really? Please tell me how you grow them. I want to plant some in my garden.

A: OK. You need a bag of potting soil, chive seeds, and a pot with a hole in the bottom.

B: Oh, wait a minute. I need a pen to write this down. I need a bag of potting soil, chive seeds, and a pot with a hole in the bottom. Is that right?

A: Yes.

B: Then what do I do?

A: First, fill the pot with potting soil. Don't use soil from your garden. Second, water the soil well. Water should come out of the hole in the pot. Then, sprinkle about 10 to 15 seeds on top of the soil. Cover the seeds with a little potting soil. Water lightly.

B: I see. I have to water them a little bit as soon as I plant them.

A: Yes. Then, put the pot near a sunny window. Do not let the soil dry out. The chives will come up in about two weeks.

B: So in two weeks' time chives will grow.

A: That's right. You can start to cut the chives when they are about 8 centimetres or about 3 inches tall. Cut only about one third of the plant at one time.

B: Why do you cut only one third of the plant at one time?

A: Because in this way the chives will keep growing.

B: I understand. Can I grow them in the garden?

A: Yes, of course. You can plant chives outside. You can grow chives outside in a sunny place.

B: When should I plant?

A: Plant the seeds in early spring. Chives are perennials. They will come up every year.

B: It sounds good. I will try it this spring.

Listen to the conversation and fill in the missing information in the notes below.

(Mary and her classmate Alex are off from school. They are going to see a film.)

Mary: Do you have the time, Alex?

Alex: It's 7:20.

Mary: We are early. The film starts at 7:30. Let's have something to drink.

Alex: That's a good idea.

Mary: Something smells good.

Alex: Right, that's popcorn. Would you like some popcorn?

Mary: Yes, I'd love some. Do you know who invented popcorn?

Alex: It is said that popcorn is a delicacy that was developed by the Indians of North America.

Mary: When did they invent it?

Alex: It has been dated back thousands of years.

Mary: I see.

Alex: Do you know that the Indians were not only eating popped corn, but they also used popped corn in headdresses, necklaces and in religious ceremonies?

Mary: Yes, we have seen these in some films and according to most sources, a deerskin bag full of popcorn was served at the first Thanksgiving dinner at Plymouth Rock in 1621.

Alex: You know, popcorn's popularity grew during the Depression of the 1930s when people realised that a little popcorn could go a long way. But its success was clinched when movie theatres across the continent started serving the snack. By 1947, 85 per cent of movie houses were selling popcorn at their concession stands.

Mary: Oh, the movie's about to start. Let's go.

Exercise 2

Listen to the talk and fill in the missing information in the notes below.

Good morning, everyone. Today I will talk about lobsters. Many of our listeners wrote to me to ask if lobsters really scream when they are boiled and why they turn red when they are cooked. These are very good questions. Well, let me ask you a question.

If you were sitting in a vat of boiling water, wouldn't you scream and turn red, too? But in the lobster's case, there is no scream, and there is a chemical reason for the change in colour.

Noises are produced as a lobster is boiled alive, but the sounds are not voices. As the lobster's body heats up in the shell, pockets of air in the cavities and joints expand. If enough pressure builds inside the body, the air will make whistle-like sounds as it escapes through small openings in the shell.

As for the colour shift, a lobster's shell contains red pigment molecules that combine with protein to create the camouflaging colours of the lobster. Live lobsters are usually blue-green or brown with flecks of yellow. When the lobster is boiled, the protein is denatured, or deformed, by the heat. The pigment remains, however, turning the shell red.

Exercise 4

Listen to the conversation and fill in the missing information in the notes below.

A: Hi, Allen. Look at this picture. Do you know this bridge?

B: Let me see. Oh, it's the Golden Gate Bridge.

A: Do you know how many people have killed themselves by jumping off the Golden Gate Bridge?

B: I don't know.

A: Here is the report on that. It said people began jumping off San Francisco's Golden Gate Bridge almost as soon as it was completed in 1937. Between 1937 and 1990, 850 people jumped from the bridge to their deaths.

B: 850? That's quite a lot. In an average year, 17 people will take the plunge.

A: Yes. This figure is based largely on the number of people actually seen jumping off the bridge and the number of bodies recovered. In some cases, a number is added to the official tally if a suicide note or other evidence is found, but only after thorough investigation. There have been a number of faked jumps by people attempting to escape the law.

B: Why is the bridge a popular spot for those serious about their suicidal intentions?

A: Because the Golden Gate Bridge is easily accessible and the long drop ensures a low chance of survival. Impact with the water after the 91-metre drop is like hitting a concrete wall at 140 kilometres an hour.

B: I see. Are there any suicidal people that have failed?

A: Only 17 suicide attempts in the bridge's history have failed.

B: I see.

Exercise 5

Listen to the conversation and fill in the missing information in the notes below.

A: Hi, Tom, come here. See what I've found.

B: What's up?

A: There are thousands of ants here.

B: Yes, I think they are busy taking food home for winter.

The amazing life of ants in winter

- B: Yes, I've just read an article in the newspaper. When winter comes, ants move deep into their nests, where food has been collected. They store it in their special chamber all summer.
- A: How far underground is their storehouse?
- B: Only the top few inches of top soil freeze. Beneath this layer of frozen soil, life goes on in the colony.
- A: How big is their nest?
- B: The size of their nest varies from just one chamber of a few inches in diameter to vast networks. It can extend 40 feet underground and house a population of up to 10 million ants.
- A: Ten million, that's quite a lot.
- B: Yes, you know in North America, an ant community can consist of 12 or more main nests connected by tunnels. The entire colony can cover an area the size of a tennis court.
- A: So when spring comes, the ants have to work their way out of the nests and begin the task of gathering food for the next winter.
- B: Yes, you are right. They have to do just that. It's fascinating, isn't it?



Shirley and Chris are on the train. Listen to their conversation and fill in the missing information in the notes below.

Shirley: Chris, do you have the time?

Chris: Yes, it's 4:15 now.

Shirley: How long does it take us to get to Edinburgh?

Chris: I think there is still an hour to go. We will get there at 5:20.

Shirley: I see. What shall we do to kill the time?

Chris: Shall we play a crossword puzzle?

Shirley: OK. That's a good idea. Oh, Chris...

Chris: Yes?

Shirley: Do you know who invented the crossword puzzle and how crossword puzzles are created?

Chris: Well, the crossword puzzle was introduced in the Sunday supplement of the *New York World* newspaper in 1913. It was designed by Arthur Wynne. Mr. Wynne was inspired by Magic Square, a children's word game in which words are arranged vertically and horizontally. Wynne added empty squares and some clues.

Shirley: So that the player can deduce the words according to the clues?

Yet, by the early 1920s, crossword puzzles were standard features of almost every American newspaper.

Shirley: Yes, according to a report, many crossword puzzle books have been published since then.

Chris: In 1924, four crossword puzzle books were on the bestseller lists. Booksellers also experienced phenomenal sales of another type of book: dictionaries. Today, crossword puzzle makers each have their own techniques to challenge the skills of their players.

Shirley: Right, I know Eugene Waleska is a creator of the *New York Times* crossword puzzle. He begins with a theme and lists as many words as he can think of that loosely fit the theme.

Chris: Yes, birds, for example, might prompt pigeon-toed, goose-step, and turkey-trot. Then Waleska starts to fill in the grid with the long words first, avoiding words ending in J or beginning with X. He works first in the lower right corner of the grid, since it is harder to find a word that ends with a certain letter. Waleska says that when he started in this business, it took him several days to fit the words into a 15x15-square grid. Now it takes less than an hour.

Shirley: Let's play it and see how well we do.

Exercises

Listen to the talk and write down the missing information in the notes below.

Good morning everyone. In today's lecture I want to look at one of Australia's famous and most loved animals – the koala. The koala is the Australian teddy bear and is the largest member of the phalanger's family.

The koala looks like a teddy bear. It is two and a half feet long, with ears seeming as if they were stuck on, beady eyes, and no tail. Its dense, woolly fur is blue-grey in colour and was used commercially for fur until koalas were almost exterminated. They are pouched mammals, of course, not bears at all, but closely related to the phalangers.

Koalas spend almost all their lives in the eucalyptus trees, feeding on their leaves. Their toes are armed with sharp claws, and their fingers are divided into two groups, the split in the hand coming between the index and middle finger, instead of between thumb and fingers as in our hand. The great toe is thumb-like. All of these features aid in climbing. Koalas, although usually slow and deliberate in movement, are able to spring from one upright branch to another with surprising skill.

Their babies are carried in the pouch at first, then it clings to the fur of the mother's back, riding piggyback until it is almost as large as the mother. Koalas become quite tame and they are great attractions at the various Australian zoos and parks.

Listen to the talk and write down the missing information in the notes below.

The collecting of postage stamps is a hobby that interests people of all ages and all walks of life. It has countless followers in every land. There are over two million stamp collectors in the United States and Canada, and among these are a great many boys and girls.

The most valuable stamp in the world is the one-cent British Guiana magenta of 1856. Only one copy is known to exist; it is valued at about \$50,000. There are other stamps worth several thousand dollars while many others are valued at hundreds of dollars. Yet most stamps are not expensive. There are hundreds of stamps worth a few dollars and many more hundreds that you may buy for a few cents. So you see that stamp collecting is not merely a rich man's hobby.

Each stamp collector finds his own stamps fascinating, no matter how much or how little money he spends on them. The reason is that there is always a story behind postage stamps.

The countries of the world use them as a means of telling the world about their industries, their culture, and their great men. They also use stamps to celebrate important events in their history. So while a stamp collector is enjoying his hobby, he is also storing up knowledge about all kinds of things from every corner of the globe.

Usually a beginner collects everything that comes his way. This is the best method, as in this way he will become acquainted with a wide variety of stamps. Later on he may decide to specialise in certain kinds. But unless he has already collected all sorts of postage stamps, he will not have enough general information about his hobby to enjoy it to the full.

Exercise 9

Listen to the talk and fill in the missing information in the form.

Good morning, everyone, and welcome to our regular programme on health issues. Today I'm going to talk about ways of staying healthy and slim. You know, some people seem to eat to stay alive while for others eating is a hobby. Do you enjoy your food? Are you careful about what you eat, or do you eat what you enjoy?

Here is a very simple way to choose the foods that will keep you slim and in shape and feeling great. And you don't have to count calories. Let's divide the main types of foods into three groups according to their calorie concentration.

First, we will use red for food that is high in calories. Secondly, we'll use yellow for food that is medium in calories. Then, we will use the green colour for the food that is low in calories. Now, let's look at the red group. You will find sugar, chocolate, cake, puddings, honey, jam, cream, butter, chips, peanuts and soft drinks. Because these foods are high in calories, you should stop and think before you eat them. In fact you should try to avoid them as much as possible. Moving on to the

yellow group, you will find fatty meats, sausages, liver, eggs, milk, cheese, nuts, wine, beer and salt. When you eat these kinds of food, you should be careful and not eat too much of them. Then, we come to the last group, the green one. This group includes fresh fruit, salads, vegetables, seafood, yogurt, skimmed milk, bread, low-calorie soft drinks, tea and water. When you eat these foods, you can go ahead and eat lots of them.

You should use these three groups to discover a sensible balance that suits you. Remember, it is easier to stay slim than to lose weight once you have put it on. A little care choosing what you eat and enough regular exercise will go a long way to get you feeling great.

Exercise 10

Now listen to the talk about our body systems. As you listen, write down the missing information in the notes below.

Our body is a wonderful machine. It has more parts and can do more types of work than any machine in the world. That is why we say that man is the supreme living thing in this world.

Well, now let's have a look at our body systems. I'm going to go through them quickly and then we will have a look at them in detail.

Our bodies are made up of several parts: the head, neck, trunk, arms and legs. These parts are held together by a framework called the skeleton. The skeleton is made up of bones and it gives the body its shape and form. Bones not only support our bodies but also help to protect important organs. The skull protects the brain. The ribs protect the lungs and heart. The hips protect part of the food canal. The spine protects the spinal cord. There are different types of bones in our bodies. The main support of the body is the backbone or spine. It is made up of a long row of small bones joined to one another. It is found only in the neck and trunk.

The bones of our body are hard, white and strong. When a bone breaks, new cells begin to grow at the broken ends. More and more new cells are formed until finally the broken ends meet and join together.

To find out if a bone is broken, the doctor uses an X-ray machine. This machine can photograph the inside of the body. The photographs it takes are called X-ray photographs. The ribs can be seen clearly from it.

There are more than 600 muscles in your body. They make up the flesh that lies between the skin and the skeleton. Muscles can contract and relax. Their contraction and relaxation cause body movements. They also push food through the body and make the blood circulate.

Now let's see the nervous system. It is made up of three parts: the brain, the spinal cord and the nerves. All parts of the body are connected to the brain by nerves. Nerves act like telegraph wires. They carry messages from the different parts of the body to the brain. Then the brain decides on what

to do, and it sends messages back to the appropriate parts of the body. This system controls all muscle movement and also controls your senses. So the nervous system is very important because without it we will not be able to feel, smell, taste, hear or see. The brain is the most important part of the nervous system. It controls the movements of the body and sends out instructions to all parts of the body.



Now listen to the first part of the talk about the inventor of the telephone. As you listen to the talk, write down the missing information in the notes below.

Today people can talk to each other even if they are thousands of miles apart. They can hear each other as clearly as if they were in the same room. The man who made this possible was Alexander Graham Bell. His invention is the telephone. The telephone sends the human voice from one end of the world to the other.

Bell is famous not only as an inventor. He is also well known as a writer of books to help people who cannot speak or hear. He was a teacher of such people. This made him interested in sound. This interest led to his invention.

Alexander Bell was born in Edinburgh, Scotland, in 1847. As a boy he was interested in inventions. He went to the Universities of Edinburgh and London. His father and grandfather had both been teachers of deaf people. His father had worked out a system of "Visible Speech", that is, a system by which a deaf person can "see" what people say by reading their lips. Bell learned this system. He soon became a teacher of the deaf and he opened his own school for deaf people in Canada.

Through his teaching, Bell became interested in the sound of the human voice. He thought that it should be possible to send sound across a distance. That is what the word telephone means – far sound. With his assistant, Thomas A. Watson, he worked day and night on this idea. They strung wires across several rooms. Each time when they thought that they had found a way, they tried to talk through the wires. Each time they were disappointed. After each failure, they made some changes and tried again.

Exercise 12

Now listen to the second part of the talk about the inventor of the telephone and fill in the missing information in the notes below.

Then one day in June of 1875, Watson, who was downstairs, heard Bell's voice from the attic: "Mr. Watson, please come here. I want you." Watson was so excited that he ran upstairs crying "I heard you, Mr. Bell. I heard you clearly." On that day the telephone had been invented. The words Bell spoke to Watson was the first telephone message ever sent.

Bell and Watson continued to work to improve the telephone. The first long-distance, two-way telephone conversation took place later that same year. It was between Boston and Cambridge, Massachusetts, a distance of two miles.

In 1877, a telephone company was formed. The first telephone exchange was opened the next year in New Haven, Connecticut. It had eight lines and twenty-one telephones. From that time on, telephone systems grew fast. Two years later, there were over 47,000 telephones in the United States. The telephone spread rapidly both here and in Europe. Bell lived to see millions of telephones used all over the world. He had the joy of speaking from coast to coast by telephone. He died shortly before telephone service across the ocean was established. His invention brought him wealth and great honours. He was given many medals and honorary degrees. His invention has often been called one of America's greatest gifts to the world.

When Alexander Graham Bell died on August 2, 1922, all the telephones in the United States were silent for one minute in memory of a great man.



Now listen to the first part of the talk about the inventors of the airplane. As you listen to the talk, write down the missing information in the notes below.

The first successful trip men made through the air was in a balloon. The next step was to make the balloon go to where they wanted it to go. This they did by adding motors and propellers. The result was the airship. But still, men were not satisfied. They wanted to build a machine that would fly through the air on wings. Such a machine is called an airplane. Many people in Europe and in America worked on this concept. The first inventors to build an airplane in which a man could fly were Wilbur and Orville Wright.

Wilbur was born in 1867 near Millville, Indiana. Orville Wright was born four years later. When the two brothers grew up, they built up a successful printing business and soon opened a bicycle shop. One day Wilbur read of a man in Germany who had fallen to his death while flying in a glider. A glider is really a kite that is large enough to carry a man. The idea of flying in a glider immediately interested Wilbur Wright. He told Orville about it. Then he began looking through the books in his father's library. One of the books which he found helpful was a book on birds. Man was imitating the birds when he was attempting to fly. The two brothers carefully watched and studied the flight of birds. They noticed how some birds could coast through the air for long periods of time.

They found that other people both in America and in Europe had been trying to fly. These people had built gliders too. There was one question no one had answered, that was how to balance the glider when it began to dip forward or backward or to one side. The Wright brothers, after long study, decided to build a pair of smaller wings before the wings of their glider. By turning these smaller

wings up or down, the glider would not dip forward or backward too far. For four years, the Wright brothers studied and worked on this problem. At last, they were ready to build a glider of their own. In the fall of the year 1900, the Wright brothers built their first glider at Kitty Hawk and the test flight was a success.

Exercise 14

Now listen to the second part of the talk about the inventors of the airplane and fill in the missing information in the notes below.

The Wright brothers started to improve their glider, paying particular attention to its controls and to the shape of the wings. The new glider was longer and had a tail, but they wanted to add power to their glider. The following year their bicycle shop seemed more like an airplane shop. Orville designed an engine which they built and mounted on the glider to produce flying power. They also experimented with various designs for the all-important propellers. It was December when the Wright brothers' plane was ready for the flight. Orville climbed into the plane and started the motor. Wilbur was holding the end of one of the wings to keep the plane level. Slowly the plane started forward. It gained speed and rose into the air. It moved swiftly upward, then downward, then upward again. It was not a smooth ride but it was successful. The plane came down undamaged, 120 feet from where it had started. Three more flights were made that day. The longest was 852 feet and the time in the air was 59 seconds. It was not a remarkable record, but it showed the Wright brothers that their plane was successful. Man had actually flown in an airplane. This was the beginning of the importance of the airplane.

In 1912, after a few years of success, Wilbur died of typhoid fever when he was only forty-five. In 1943, exactly forty years after the Wright brothers' first flights, Orville agreed to give their first airplane to the Smithsonian Institution in Washington, D.C. On January 30, 1948 Orville died at the age of seventy-seven after a short illness. The Wright brothers will never be forgotten. The names of both brothers are firmly and forever linked in the history of aviation.

Exercise 15

Listen to the first part of the talk about the invention of the telegraph. As you listen, circle the correct letters for questions 1 to 3, and then fill in the missing information in the notes for questions 4 to 14.

Today it takes only a short time to send a message to the most distant parts of the world. The man who made this possible was Samuel F. B. Morse. His invention was the telegraph.

Morse was not only a great inventor. He was also one of the best early American portrait painters. He gave up painting to give all his time to his invention. Then he set out to show how useful it was.

After a long struggle he succeeded. He lived long enough to see his telegraph span the United States and connect Europe with the United States.

Samuel F. B. Morse was born in Massachusetts in 1791. When he was 14, he entered Yale College. He was a very good student in electricity, but he was more interested in painting and drawing. He wanted to be an artist. He was a successful painter and won several medals and prizes. On one trip to the United States, he had an interesting idea. Later, this idea developed into his famous invention. Some of the other people on the boat were talking about the speed with which electricity can travel over a wire. Morse thought that it might be possible to use electricity to send a message over a wire. This message, he thought, could be recorded at the other end. A message could then be sent with the speed of electricity. Before the end of the trip, Morse had drawn up rough plans for an instrument. He called it the electric or magnetic telegraph. Morse began to work out his idea as soon as he landed. He gave up his work as a painter. Instead, he chose to work on his new idea. Almost five years later, his experiments were successful. He built an instrument that made his idea work.



Listen to the second part of the talk and complete the notes below.

Samuel Morse set up his telegraph in a room at the university. People came to see it, but they could not believe that it would ever be more than a toy. Morse needed more money to build a telegraph over a distance. He could never prove what it could do if it was just set up in one room. But it was very expensive to build a telegraph line over a distance. Morse asked Congress to give him \$30,000 for such a line. But many people in Congress laughed at his idea so he didn't get the money. Morse struggled on hoping that some day he could prove the value of his invention. He went to several European countries to try to get them to use the telegraph there, but European governments didn't want to have anything to do with his "wild" idea. He returned to America sad and without money. When he asked Congress for the money again this time, Congress granted him \$30,000. As soon as he got the money, Morse built a telegraph line from Washington to Baltimore, a distance of about forty miles. At first he tried to lay his wires underground, but that did not work well. So he decided to nail the wires to poles. Finally the line was ready for the first test. One day in 1844 – after 12 years of work – Morse stood at Washington with a group of friends. He was ready to send the first telegraph message. Another group was in Baltimore ready to receive it. The message went through clearly. From then on people believed in the telegraph.

Soon poles and wires were spread over the United States. Then cables were laid under the oceans and telegraph service was in use all over the world.

Unit Five Academic English

Exercise 1

Listen to the talk about the university's calendar. As you listen, write down the missing days and dates in the correct places, and then fill in the missing information in the notes.

Good morning, everyone. Welcome to the International Language Centre for the 2000-2001 academic year. We hope this year will be a year of success for you. Now let me give you a quick rundown of our calendar for the first quarter.

The orientation for new students will be held next Thursday, August 31. September 4 will be our holiday, that is Labour Day, so there will be no school on that day. The first day of class will be on Tuesday, September 5. About one month later, there will come another holiday, Thanksgiving Day. That's October 9. There is no school on that Monday. November 9 will be our last day of class. That's Thursday. The following day will be exam day. Please remember that's November 10 and be prepared for the examination.

I'd like to tell you that regular attendance at this school is necessary in all classes and lectures. We expect at least 90% attendance. Attendance is taken by each subject teacher. You know, you cannot succeed in school if attendance is irregular. Absences of 20% or more will result in students being placed on probation for one quarter. Continued absences may result in the students being required to withdraw from the school.

It's our expectation you will all grow to realise your full potential and contribute your talents to this year's activities.

Exercise 2 About the course

Listen to the talk and fill in the missing information in the notes, and then circle the correct letters.

Hello, everyone. Before you start your course, we would like to tell you a little about the background of how the course is designed. You will have an opportunity to discuss the emphasis you would like the course to have in the first two units. We are confident you will benefit from the course if you can agree on what is important to do and how you would like it to be done.

The emphasis of this course is on observing how native speakers use English, describing how the language is used, discussing difficulties, and practising the language as it is really used.

Much of the material, particularly in the second part of each unit, may seem simple; from a structural and vocabulary point of view, that is. The emphasis, however, is not on knowing, nor even understanding, such language, but on being able to use it yourself.

This course is not for those who want to know something about English, but for those who wish to use it effectively as a means of spoken communication.

The following assumptions are made throughout the course:

1. It is possible to study the spoken language, and this is in no way inferior to the written language.
2. Some students find grammar rules helpful, others do not, but nobody finds rules helpful which are full of exceptions.
3. It helps to learn more words, but it often helps more to learn to use those you already know more effectively.
4. At your level, discussing the language and how it is used is an essential element in learning.
5. It helps to use authentic materials.

This course is not for those who want to know, but for those who want to use the language. The most important objective of the course is to help you to be yourself in English.

EXERCISE

Listen to the talk and circle the correct letters, and then fill in the missing information in the notes.

John: Good morning and welcome to our regular lecture on being a confident student. This series of lectures is organised by the Students Union. And we want to help you to cope well with the life on campus. Today it's a great pleasure for me to welcome Ms. Diana Sheerin who is the president of the Students Union and she has been kind enough to give up her time to come along and talk to us.

Diana: Thank you. Thank you very much, John. May I say it's a pleasure to be here. Now, I know, being away from home and having to look after yourselves can make you feel homesick and give you a hard time, so today I'm going to talk about the ways of making sure that you get involved in campus life. This may help you cope better with your study and life on campus.

To become more involved in campus life, use your college's resources, which include places to go for help, people who can help you, and publications that can help you. Your instructors, academic advisors, counsellors, department heads, resident advisors, coaches and club sponsors are among the people you can ask for help.

Become familiar with the services your college provides and know where to get them. The Registrar's Office answers all questions about records and grades. The Career Centre can help assess your interests and skills. The Guidance Office offers help with course selection and scheduling and may offer personal counselling as well. Learning Labs and Libraries provide equipment and learning resources to help you improve your skills and meet course requirements. The Financial Aid Office handles questions about fee payment, scholarships, loans, grants, and jobs available on campus. If you need more instructions than you are getting in the classroom, your college may provide a tutor.

Exercise 4

Two students are talking in the students' canteen. Listen to the conversation and fill in the missing information in the notes below.

A: Is this seat taken?

B: No.

A: May I sit here?

B: Please do. Are you a new student?

A: Yes. I'm Marti from Korea. I got here only yesterday.

B: I'm Allen, the second year in law. Nice to meet you.

A: Nice to meet you too. Allen, could you tell me something about the first-year students' life here?

B: OK. You know, the first-year students' life can be exciting but terrifying for the first week.

A: Why is it terrifying?

B: Oh, many first-year students will feel very homesick for the first week since this is their first time away from home. By the way, do you live on campus?

A: Yes, I live in a hall of residence.

B: That's good. Living in a hall of residence soon helps you to make some new friends. You know, the university always provides accommodation to the first-year students. They may move out into a rented room in their second or third year, or share a house with friends.

A: I see. That's reasonable for the first-year students so they don't worry about their accommodation and transportation problems.

B: That's right. During the first week, all the clubs and societies will hold a students' fair during which they try to persuade new students to join their society.

A: Oh, I heard about that. I expected this kind of fair. I'd like to join some sports clubs so I will have something to do in my spare time.

B: The first-year students are told that it is important for them to come into contact with many opinions and activities during their time at university. The first week you may be taken to visit

the campus. You can see groups of students walking around the huge campus finding their way around in the first week of university. And at weekends, the university may organise some trips to places nearby so you will be quite busy for the first few weeks.

A: It sounds good. All the activities will keep me busy. Thank you, Allen.

B: You are welcome and hope you will enjoy your stay here.

Exercise 5

Listen to the talk and complete the statements.

Today I'd like to talk about how to be a successful student. First, you should discover who you are and what you want to be. We all have our own personalities, qualities, characters and relationships. All those things together make us who we are. It's time to ask yourself: what kind of person do you want to be?

Shakespeare said the world is a stage and we all play different roles. Well, what roles do you play? A student or a teacher? A musician or a doctor? Write your roles down. For each role, what are your responsibilities?

Then ask yourself, what would you want to do? And what would your future look like? How do people get what they want? How can you make your dreams come true? One thing to do is to set a goal and make a plan to achieve your goals.

We all know that good things don't happen overnight, but you have to be prepared: you might just have to work hard to make it happen. Remember...

You need to make a plan for your goals. Write down your short-term goals and break them into weekly goals so you know exactly what you need to do each week. You will be surprised how helpful this can be. Some projects are small and can be completed in a day. But then, there are big projects like essays, reports, personal goals,... difficult things that require planning, time and effort. So you can plan personal and academic goals on the monthly and weekly planning pages of your list. Make it easy on yourself. Break down your projects or goals into small, easier steps and work towards them one step at a time.

When you finish your plan you should start to do it. Once you get going, it's much easier to continue. You can reward yourself with a treat, for example some healthy snack or game, for making progress on a project. You can work with a friend and encourage each other. You can design your own study schedule and stick to it. But, be in control. Don't interrupt your study time for phone calls or TV shows.

When you finish studying, you should review and check all completed tasks, mark unfinished tasks with a future date and get ready to do it the next day.

Now, let's just refresh our memories. First, to discover who you are and what you want to be. Then, plan to achieve your goals. And last is to do it because you can.

Listen to the conversation and write down the missing information in the notes below.

A: Excuse me. Could you tell me what the Homestay Programme in the brochure is?

B: The Homestay Programme is designed to promote friendship and language learning. We try to provide the opportunity for cultural exchange between Canadians and international students who attend the university. Local people open their homes to students so that they may experience an exchange of friendship across cultures. Many friendships that last a lifetime have developed from these stays.

A: I see. What kind of families do you choose for the hosts?

B: All kinds of families participate in this Homestay Programme. There are single people with or without children, as well as couples with or without children.

A: Are they Canadians?

B: Yes, of course. They are Canadians of many races and cultures, for example, they may be originally from Asian countries, so do not expect that your hosts will be Caucasian. But all hosts will speak English fluently, but some may have accents.

A: Do the hosts know this programme well?

B: Yes. The homestay coordinator has visited each family and provides information on the programme and explains the responsibilities of the host. They look for people who are kind and friendly and enjoy meeting students from other countries. They make sure the hosts understand that this programme is not designed for their financial gain.

A: It sounds good.

B: If you are interested, you can apply for this programme. Here is some more information to help you understand the programme.

A: What is it?

B: You must be willing to communicate with the hosts to establish a good relationship with them. This communication will require honesty, patience and effort because cultural and language differences sometimes create misunderstandings and confusion. You must be willing to interact with the hosts.

A: That's what I expect to do.

B: Good. The hosts will be concerned about you and will want to do all they can to help you achieve success. They will encourage you to discuss your thoughts and feelings openly with the host family. If a problem arises that you cannot resolve in this way, the homestay coordinator is always available to help you.

A: Thank you very much. I think I'd like to apply for the Homestay Programme.

B: That's good. You can go to the Homestay Office to fill in some forms. I hope your experience will be a positive one.

Listen to the talk and fill in the missing words or figures in the notes for questions 1 to 11, and then circle the appropriate letters for questions 12 to 15.

Good afternoon, everyone. Today I'd like to tell you a little bit about the history of Oxford. Oxford has been a town for many centuries. The first written records of its existence date from before 912.

Oxford University began to establish itself in the middle of the 12th century and by 1300 there were already 1,500 students. At this time Oxford was a wealthy town, but by the middle of the 14th century, it was poorer because of a decline in trade and because of the terrible plague, which killed many people in England. Relations between the students and the townspeople were very unfriendly, and there was often fighting in the streets. On the 10th of February 1355, a battle began, which lasted two days. Sixty-two students were killed. The townspeople were punished for this. One of the punishments was that the University was given control of the town for nearly 600 years.

Nowadays there are about 12,000 students in Oxford and the University and the town live happily side by side.

The Oxford English Dictionary is well known to students of English everywhere. It contains approximately 5,000,000 entries, and there are thirteen volumes, including a supplement. Some of the words are special Oxford words. For example, "bulldog" in Oxford is the name given to University policemen who wear bowler hats and sometimes patrol the streets at night. They are very fast runners. "Punt" is a word often used in both Oxford and Cambridge. It refers to a flat-bottomed boat with sloping ends which is moved by pushing a long pole in the water.

Exercise 8

Allen is a counsellor in the university. Susan is a first-year student. Listen to their conversation and fill in the missing information in the notes below.

Allen: Good morning, Susan. Come in.

Susan: Good morning, Allen.

Allen: What can I do for you?

Susan: I've come for some advice. I'm a first-year student. I want to know how to control my concentration to study.

Allen: That's a good question. I think you can improve your concentration by identifying and eliminating internal and external distractions.

Susan: What's an internal distraction?

Internal distractions are physical feelings that you can take control of since they originate within you. External distractions may be beyond your control, but you can learn to control your reactions to them.

Susan: But how?

Allen: To minimise internal and external distractions, you can take care of your physical needs before beginning a task, maintain a positive attitude towards studying, and you can work to solve problems that you know cause your worry and stress.

Susan: Yes, go on.

Allen: You can improve your concentration by having a good place to study. The ideal home or dorm study environment is as distraction-free as you can make it.

Susan: That's true. I can make it into a nice study place.

Allen: You can choose a quiet location with adequate lighting. Select comfortable furniture suited to your needs. Keep your books and supplies readily available so you don't have to interrupt your studying to find them. Prominently display motivational aids, such as a calendar, weekly and semester or quarter plans or assignments on which you have made good grades.

Susan: I understand. I should find a nice and comfortable study place before I start to study.

Allen: You are right. And how you study can also affect your concentration. Use your time efficiently. Break large tasks into smaller ones. Study similar subjects at different times. Take frequent breaks. Reward yourself for work accomplished. By the way, do you share your textbooks with other students?

Susan: No. I have my own textbooks.

Allen: That's good, otherwise you will be influenced by what another student thought if the book is underlined or highlighted by others.

Susan: Thank you very much. I'll try the methods you have mentioned.

Allen: Good luck.

Susan: OK. Bye.

Exercise 9

Listen to the conversation. As you listen, circle the right letters for questions 1 to 3, and then complete the notes for questions 4 to 8.

A: Excuse me, could you tell me where the university computer lab is?

B: Are you a new student?

A: Yes, I'm a first-year student. I want to use a computer to type my assignment.

B: I see. Our university provides the most up-to-date computing environment of any college or university in Britain. There are two labs dedicated to students' access. No classes are scheduled in them.

So you can drop in any time when they are open.

A: Do you know where these two labs are?

B: Yes. One is in Room 114 in Building 315 and the other one is in Room 110 in Building 335.

There are 27 computers in each one.

A: Only 27 are in each one? Are there any other labs I can use if these two labs are full?

B: Yes. We own six general-purpose labs which often have classes booked in them. But they are available for drop-in use when classes are not in session. Check the lab before you go in. This schedule is updated every week.

A: I saw the brochure in the Students Union. It said that there are at least 19 labs on campus.

B: Yes, there are eleven other large labs on campus but they have dedicated uses of various kinds and are not usually available for general use.

A: Do you know if there are any rules in the labs?

B: Yes. We do have some rules.

A: What are they?

B: Let me think about them. Yes, the first, labs and computer equipment are provided only for registered students to do work associated with their courses.

A: I see. So we have to use our ID card when we get into the lab?

B: That's right. You should put your student ID card in the holder on top of the monitor and show proper identification if requested to do so. Second, computers are a limited resource shared among many students. So please respect the needs of others. When all computers are in constant use, please limit your session on the computer to an hour at a time.

A: Can we reserve computers?

B: I'm sorry you may not reserve computers. When you leave the lab for a coffee break, you must save your work and make the computer available for another student to use.

A: I see. Can I bring some drinks there?

B: Absolutely no food or drink in the labs.

A: Are there any printers there?

B: Yes, of course. But remember when you print, please limit printing to one copy of a document. And please do not start printing less than 10 minutes before the lab closes.

A: Thank you very much. This helps me a lot.

Listen to the conversation and fill in the missing information in the notes below.

A: Hi, Lucy, shall we go to swim after school?

B: I'd like to, but I have to reply to my English teacher's letter. She has gone to America.

A: You mean Susan?

B: Yes.

A: Why did she go back home? There are still some weeks left before the vacation.

B: Her father died of cancer a week ago and so she had to go back for her father's funeral.

A: I see. I am sorry to hear that. Lucy, do you have any time now?

B: Yes, Tom. What can I do for you?

A: I want to write a letter to my friend Bob. He went back to England yesterday and left his address for me, but I'm not sure how to write it.

B: OK. You know, English letter writing is different from Chinese writing. You should write your address in the top right-hand corner, and write the date immediately below your address. Today is 28th March 2002 so you should write the date below your address.

A: That's really so different. We usually write the sender's address at the bottom of the letter, or write it on the left-corner of the envelope.

B: Yes, that's right. Remember, don't write your name before your address.

A: Where shall I write my name?

B: You should write it at the end of the letter.

A: I see.

B: Then, you should write the recipient's name and address on the left-hand side of the page.

A: So I should write Bob's name and his address on the left-hand side?

B: Yes. That is the formal way when you write business letters or official letters. But you don't need to write Bob's name and his address in an informal letter.

A: Okay. What else?

B: You must use Dear Sir or Dear Madam only when you don't know the person's name.

A: How do I begin when I write to Bob?

B: You should use his name directly. In the custom of English letter writing, don't begin with Dear friend.

A: I see. After that I can start my writing. Is that right?

B: Yes, you should begin the letter on the left-hand side, a little way inside the margin. At the end of your letter, write a short final sentence on a separate line.

A: What should I write for the last sentence?

B: Usually people write like this: I'm looking forward to hearing from you soon, or I hope to hear from you soon. Then, end with Yours faithfully if you began with Dear Sir or Madam. In formal

letters if you begin with Dear Mr. X, you should end with Yours sincerely.

- A: I see. Don't use Dear Sir or Madam with Yours sincerely or Dear Mr. X with Yours faithfully. But what shall I use for Bob's letter?
- B: You can use Yours, Best wishes, or Love in informal letters depending on how well you know the person.
- A: Thank you very much for the help.
- B: With pleasure. I have to go now. See you soon.
- A: Good-bye.

Exercise 11

Listen to the talk and write down the missing information in the notes below.

Good morning, everyone, and welcome to our regular lecture on college study issues. This series of lectures is organised by the International Students Office. We want to help you, the students of this university, to cope well with the study and social life here.

This series of lectures is designed to help you discover the ways in which you learn most easily and most enjoyably, and help you define your own goals and preferences as you embark on your college career and look ahead to life and work in the future. It includes discussions, illustrations and easy-to-understand suggestions on ways to develop all the skills you will need to perform well in your classes and build confidence in your ability to learn.

Some lectures will contain many ideas for strengthening a particular skill but you can try out as many ideas as you like for studying. And also you can adapt the ideas in the lectures to suit your own needs and personal learning style.

Many students want to know how to be a confident student. It's a good question. Strategies for becoming a confident and successful student include making use of the four keys to success in college discussed in this lecture.

1. To assess your academic strengths and weaknesses.
2. To discover and use your learning style.
3. To sharpen your thinking and study skills.
4. To adapt to others' styles.

Let's talk about the first one. To assess your academic strengths and weaknesses means to be realistic about what you are able to do. This will help you select courses in which you can succeed. This is the most important key when you enter college. The second key is to discover and use your learning style. This is another important key to your success. Use your five senses to help you take in

information accurately and remember what you learn. Let your body's reactions tell you when you are most alert, then try to plan your schedule accordingly. Know which learning environment you prefer, but be willing to adapt to others. Increase your level of motivation by developing an internal focus of control.

A third key to your success in college is your effort to develop critical thinking and study skills. Making decisions, solving problems, using creativity, processing information, and reasoning logically are critical thinking skills involved in studying. All the important study skills you will need to develop or improve – such as how to take notes, listen effectively, read with greater comprehension, and prepare for and take tests – are covered in the next lectures.

The fourth key is your willingness to adapt to your instructors' teaching styles. If you make an honest effort to learn, no matter how an instructor approaches a subject, then you will make efficient use of class time and develop good relations with your instructors.

Exercise 12 Adaptability - Learning

Chris is Susan's tutor. They are talking about language learning. Listen to their conversation and fill in the missing words in the notes below.

Chris: Hi, Susan, how are you getting on with your English studies?

Susan: It's hard. I have been in England for a year, but I still have a lot of problems both in speaking and reading.

Chris: Don't worry. You have to be patient and practise them more.

Susan: It's very strange, you know, my son, Eric, he is only four, but he seems to learn English much more quickly than I do. Why is this? Why is it easy for young children to learn a language?

Chris: That's a good question. I think part of the answer is that children have so many needs. They need to be helped by grown-ups. They have to make their needs known and they are always watching the effect of what they say and trying new ways of getting what they want. Children are learning new things all the time.

Susan: I agree with you. We adults need to learn new things as well, especially when we settle in a foreign country. But it takes us a longer time to get used to a new life than young children. They seem to adapt more quickly.

Chris: Yes. Another part of the answer, I'd like to point out, is that children are not, as older people sometimes are, fixed in their ways of living. When they are taken from one country to another, they change easily from one language to another, from one bed to another, from one food to another. Older people are more fixed in their ways. They have been hearing and talking one language for a long time. Their ways of hearing and making sounds and of putting words together are like the rails a train goes on. They have been up and down their lines of talk and

thought too many times to change them easily.

Susan: I quite agree with you. A child is freer in his ways. He is more like a bird; he is free to go in any direction he wants. He is free to hear sounds as they are and make them as he hears them. He is free to put new words together in new ways in speaking a new language.

Chris: I think that is why they learn things so fast. The more languages you hear and get to know, the more you will see how any language is made up of a small number of sounds put together in different ways. For example, in English, light and right are different words with only one sound in them different. The same is true of long and wrong. If a learner does not hear these different sounds as different, he may get the wrong meaning.

Susan: That's true. I have had this kind of problem. Six months ago I was asking the way to the station. The man told me to turn to the right, but what I thought he said was to turn at the light so I tried to find the light. It took me hours to get to the station.

Chris: I'm sorry to hear that. You know, most people learn their mother language without being able to give any account at all of how it works. They learn to talk as they learn to walk, without any idea of how they do it. People who learn to use a language well do so through talking with others who use it well, through reading good writers and through watching the effects on others of what they say and how they say it.

Susan: I will try all these. The world needs more people who can use languages well. Language is as necessary to our minds as the air we breathe is to our bodies.

Exercise 13

Listen to the conversation. Circle the right letters for questions 1 to 4, and write down the missing information in the notes for questions 5 to 9.

Coordinator: Today's discussion is on note-taking. Note-taking is one of the important skills for classroom success. There is no one best way to take notes but your own experience and some suggestions may help you to cope well with university study here. Chris, you start first. How do you take notes when you are in class?

Chris: I always keep track of the notes by putting a date and heading on the first page and numbering pages that follow. And I often make sure to identify the lecture topic and the class in which the lecture takes place. I think this is very important because when you study later, you will be able to match up class notes and textbook notes or assignments on the same topic.

Linda: I do the same. I often keep the notes for one class separated from the notes for other classes, so I use separate notebooks for each class.

Chris: I use dividers to set aside different sections in one notebook.

Many students' note-taking methods are good. Some students like to use a loose-leaf binder so that lecture notes, textbook notes, and the instructor's handout may be taken out of it and reorganised for study purposes.

Chris: That's a good idea to use a loose-leaf binder. I will buy one for my note-taking. I'd like to use a ballpoint pen for taking notes.

Linda: So do I. But I prefer to use blue or black ones because other colours, such as red or green, are hard on the eyes.

Coordinator: It's a good idea to use a ballpoint pen because pencils fade easily and a pen sometimes blurs and soaks through the paper.

Chris: My handwriting is poor so I often print the notes for clarity after class.

Coordinator: That's a very good way to do it. It's very important to make your notes clear to read because you may use them for your essay.

Linda: I often use standard abbreviations in my notes in order to speed up note-taking. For example: intro for introduction, info for information, dept. for department.

Coordinator: This is one way to speed up your writing. You can also make up some of your own words or phrases that you use often. Make a key for your abbreviations so you won't forget what they mean.

Linda: OK. I will try next time.

Chris: I often copy anything that is written on the board or on overhead transparencies into my notes because I find test questions often come from material that is presented in these ways.

Linda: Really? I hadn't noticed that.

Coordinator: I think you'd better organise your notes after class. Try to summarise the points in your own words. It will be easier for you to remember your notes.

Chris: That is a good suggestion.

Coordinator: Another suggestion is that you should review your notes to fill in gaps while the information is still fresh in your mind. The purpose of taking notes is to help you remember information.

Linda: When I seem to be missing something, I often compare notes with my classmate or see the instructor.

Coordinator: That's the way to do it. Thank you very much for your time. I think new students may use and adapt some of your good methods for note-taking into their own study.

Listen to the talk. Circle the correct letters for questions 1 to 5, and for questions 6 to 8, indicate whether the statements are true or false by writing T for true and F for false.

Good morning, students. As many of you have already heard, tuition fees will be going up to \$3,600 per term, starting in September 2001. I felt I should explain to you why the fees are increasing. The primary reason is, of course, that expenses have increased, including faculties and staff salaries. Our operating expenses have also increased in the past year. As we try to maintain a high level of service to our international students, we have added new staff in the last year to meet the growing needs including a manager of admissions. We have also expanded our homestay staff to improve our homestay services. Unfortunately, when expenses increase, the costs have to be passed on to the students. This is the first increase in fees since 1998, however, and we are trying to keep the fees as reasonable as possible. To compare our fees with other institutions in the province – The University College of the Caribou is raising its fees to \$3,800 per semester starting in September 2001. Programmes at UBC start at \$13,830 per year. At many institutions, the tuition fees for academic courses in the 3rd and 4th year level are higher than those for the first two years, because the costs to run the courses are higher. We have decided not to differentiate the fees, but to balance the costs by charging the same tuition for all four years.

I would like to tell you that we value your opinion and want to make sure that you are satisfied as a student at the college. If any of you would like to meet with me to discuss the fees or any other matter, you are welcome to visit me in my office in Building 359. Please phone 741-2795 for an appointment.

Exercise 10

Listen to the talk and fill in the missing information in the notes below.

Good morning, everyone. Today I'm going to talk about how to write a summary. I think if you remember one word, it will help you to write a summary. The word is SIMPLE. This word represents six steps to writing a good summary. SIMPLE's first letter is "S". "S" here stands for the first step you should do. That is to study the text carefully. And letter "I" here stands for the second step, to identify the key points while you read the text. "M" here represents the third step of writing a summary, that is to make notes. Then the fourth one is to put points in order. The next step is to leave out unnecessary detail. The last step is to edit your first draft. Now I will talk about these steps one by one.

Let us start with studying the text. When you get an article, you should read it first fairly quickly to get a sense of the general meaning. Then read it more carefully, following the writer's argument and noticing what is fact and what is opinion, what is a general statement and what is a particular example. It is often helpful to summarise each paragraph in a few words at this stage.

Now let's turn to identifying the key points. You must go through the text and mark the places where important information is given. You can underline or highlight with a coloured pen or simply make a mark in the margin.

The third step is to make notes. This is a very important stage. You should write down the key points you've identified in note form in your own words. This is also especially important in an exam because the examiner needs to know you understand what you have written and that you are not just copying from the text.

Let's turn to the fourth step, to put points in order. You should look at the list of points you have made and see if there are any which go together. Then decide the best order to put the points in. Number the points in order.

Now let's look at the next stage, leave out unnecessary detail. This stage is much like the tailor who cuts off unnecessary parts for making clothes. You should choose the important facts and get rid of unnecessary detail.

The last stage is to edit your first draft. You should check the spelling and grammar, counting the number of words. If you have many fewer than the limit, you should add in something so it is important to check the original text again. If you have more than the limit, look for ways of combining points in one sentence or of "losing" words here and there.

If you follow the word SIMPLE, it may help you to make a good summary in an academic essay.

Answer Key

Unit One

Names and Places

Part One The Letters of the Alphabet

Exercise 1 Identifying the letters of the alphabet

B. P I F H J K O M R L W T U X S A B E

C. F G P H V J W N U R A B Y

Exercise 2 Common abbreviations

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. BBC | 2. SOS | 3. WHO | 4. TUC | 5. ECM |
| 6. SDP | 7. ECE | 8. EEC | 9. IBA | 10. LEA |

BBC – British Broadcasting Corporation

WHO – World Health Organisation

ECM – European Common Market

ECE – Economic Commission for Europe

IBA – Independent Broadcasting Authority

SOS – Save Our Soul = help

TUC – Trades Union Congress

SDP – Social Democratic Party

EEC – European Economic Community

LEA – Local Education Authority

Exercise 3 Names of places

- | | | |
|---------------|----------------|----------------|
| 1. EDINBURGH | 2. GLASGOW | 3. ABERDEEN |
| 4. DUNDEE | 5. CARDIFF | 6. SWANSEA |
| 7. NEWPORT | 8. BELFAST | 9. MANCHESTER |
| 10. LEEDS | 11. SHEFFIELD | 12. LEICESTER |
| 13. LIVERPOOL | 14. BIRMINGHAM | 15. NOTTINGHAM |
| 16. COVENTRY | 17. BRISTOL | 18. BRADFORD |
| 19. LONDON | 20. BRIGHTON | |

Part Two Getting to Know Each Other

Exercise 1

1. Miller 2. Maria; T-A-N-A-K-A 3. Sarah; G-R-E-E-N 4. E-L-E-N-A 5. Paulo; Brazil

Exercise 2

Task A (See Task B)

Task B

- | | |
|---|---|
| 1. Kevin Smith comes from Edinburgh. | 2. Sue Jenkins comes from Newcastle. |
| 3. Peter White is from Liverpool. | 4. Sally Green is from Glasgow. |
| 5. Richard Lee is from Cardiff. | 6. Mary Snow teaches in London. |
| 7. Steve Hansen comes from Manchester University. | 8. James Smith is from Belfast. |
| 9. Linda is from Nottingham University. | 10. Chris is from Cambridge University. |

Exercise 3 What is your subject?

Name	Where from	Subject
Charles	Leeds	Music
Liz	Finland	Computer science
Chris	The United States	Engineering
Paulo	Japan	English

Exercise 4 Introducing yourself

1.

Name

Erica

What does she do?

Freshman / college student

Where is she from?

Leeds

What sport does she like?

Swimming

How often?

Once or twice a week

Name	Marti Cheen
What does he do?	Salesman
Where is he from?	York
What does he like?	Music
Where does he work?	Department store / Store
Where does he go at weekends?	Concert

3.

Name	Tim Russell
What does he do?	College student
How often does he work?	At weekends
Where does he plan to go?	Europe
When does he plan to go?	This summer

4.

Name	Linda
What does she do?	High school student
Where does she work?	Fast-food restaurant
Where does she plan to go?	University
How long does she work on Sundays?	3 hours

5.

Name	Rita
What does she do?	Receptionist
Where is she from?	Bristol
What does she like to do after work?	Shopping

6.

Name	Chris
What does he do?	Bank manager
Where is he from?	Leeds
What does he like?	Rock music
How many children does he have?	Two

8.

Name	Sue
What does she do?	EFL teacher
Where is she from?	Manchester
Where does she work?	London International School
What does she like?	Drama
What's her favourite one?	Hamlet

Name

Where is he from?	Richard Lee
What does he do?	Birmingham
Where does he work?	Doctor
What does he like?	General Hospital
What kind of sport does he like?	Sports
How often?	Swimming, football
	Twice a week

Exercise 5

Name	Country	Subject
Rich	USA	Social Science
Maria	New Zealand	Chemistry

Exercise 6

1.

First Name	Linda
Last Name	Mandel
Country	Brazil
Subject	Business

2.

First Name	Joseph
Last Name	Block
Country	Finland
Subject	Engineering

3.

First Name	Elena
Last Name	Maclain
Country	Mexico
Subject	English

Exercise 7 Information about Some Countries

Task A (See Task B)

Task B

1.

Ms. Hee	
First name	Su
Country	Japan
Nationality	Japanese

2.

Mr. Smith	
First name	Charlie
Country	Mexico
Nationality	Mexican

3.

Surname	
First name	Maclain
Country	Germany
Language	German
When to use the computer	next Monday 9 am-11 am

4.

Last name	
First name	Beatty
Country	Italy
Nationality	Italian

5.

Last name	
First name	White
Country	Marti
Language	French



Name	Where from	Subject
Ann	Canada	Biology
Shirley	Edinburgh	Engineering
Linda	Leeds	Arts

Unit Two Numbers

Part One Cardinals

Exercise 2

14 17 21 24 26 35 49
55 98 42 66 73 88 57

Exercise 3 Ticking the numbers you hear

5	✓	53	✗ (63)	99	✓
14	✗ (40)	27	✓	62	✗ (52)
36	✓	11	✓	74	✓
52	✓	96	✗ (93)	50	✗ (60)
49	✓	88	✓	12	✓
27	✗ (26)	45	✗ (35)	33	✗ (43)
78	✓	77	✓	49	✓

Exercise 4

78

Exercise 5 Number practice

1. 46 2. 13 3. 26 4. 40 5. 29
6. 18 7. 43 8. 38 9. 12 10. 87

Exercise 6 Discriminating between teens and tens

1. 15 2. 30 3. 14 4. 16 5. 70
6. 19 7. 80 8. 5062 9. 1340 10. 40

314	207	145	213	478	523
196	629	229	155	816	960

Exercise 9

Name	Circulation (Feb. - July 1994)
The Observer	495,483
The Independent	275,447
The Guardian	400,856
Financial Times	296,634
Sunday Express	1,544,404
Daily Express	1,358,246
The Sun	4,101,988
Daily Mirror	2,496,076

Exercise 10 Airports in the South East of Britain

Airport	Miles	Km	Passengers per year
Heathrow	20	33	28 million / 28,000,000
Gatwick	30	50	10 million / 10,000,000

Exercise 11 Practical problem-solving

1. $23+47=70$ 2. $62+17=79$ 3. $281+54=335$ 4. $512+33=545$ 5. $24\times 5=120$
 6. $70\times 4=280$ 7. $28\div 7=4$ 8. $54\div 6=9$ 9. $\text{£}20.50\times 4=\text{£}82$ 10. $\text{£}15.49\times 10=\text{£}154.90$
 11. $\text{£}36+\text{£}50.74+\text{£}10.99=\text{£}97.73$ 12. $\text{£}160+\text{£}80.89+\text{£}90.24=\text{£}331.13$

Part Two Ordinals

Exercise 2 Practice with ordinals

- | | | | |
|------------------|-----------------|-------------------|-------------------|
| 1. fourth | 2. first | 3. fifth | 4. third |
| 5. ninth | 6. seventh | 7. eighteenth | 8. fortieth |
| 9. fiftieth | 10. ninetieth | 11. twentieth | 12. thirty-second |
| 13. forty-fourth | 14. fifty-third | 15. one hundredth | |

Exercise 3 Practice with ordinals

- | | | | | |
|--------------------|---------------------|---------------------|---------------------|----------------------|
| 1. 6 th | 2. 1 st | 3. 27 th | 4. 25 th | 5. 23 rd |
| 6. 3 rd | 7. 15 th | 8. 45 th | 9. 50 th | 10. 26 th |

Part Three Decimal Fractions

Exercise 1 Traffic at Britain's main airports

Name of Airport	1990 (in millions)	1993 (in millions)
Manchester	10.1	13.1
Glasgow	3.9	5.2
Birmingham	3.5	4.2
Edinburgh	2.005	2.009
Newcastle	1.006	2.001
Bristol	0.008	1.001

Exercise 2 Household expenditure

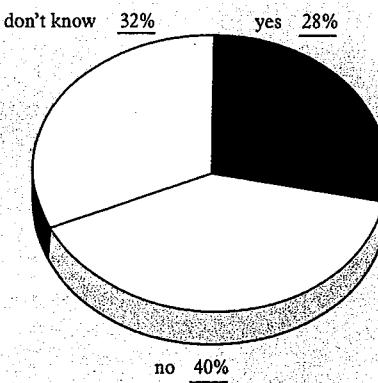
Consumers' Expenditure	1983 (%)	1993 (%)
Food	15.1	11.4
Alcoholic drink	7.1	6
Tobacco	3.3	2.7
Housing	15.1	15.4
Recreation, entertainment and education	9.2	10.1
Other goods and services	13.5	19.4

	Emigration from Britain (1993)	Immigration to Britain (1993)
Total number	227,000	215,900
Other EU countries	25%	32%
Australia, Canada or New Zealand	19%	16%
The United States	16%	8%
Commonwealth countries	13%	22%
The Middle East	6%	3%
South Africa	2%	3%

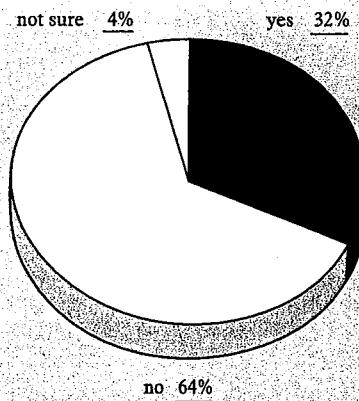
Exercise 4

We asked Nanaimo people about earthquakes:

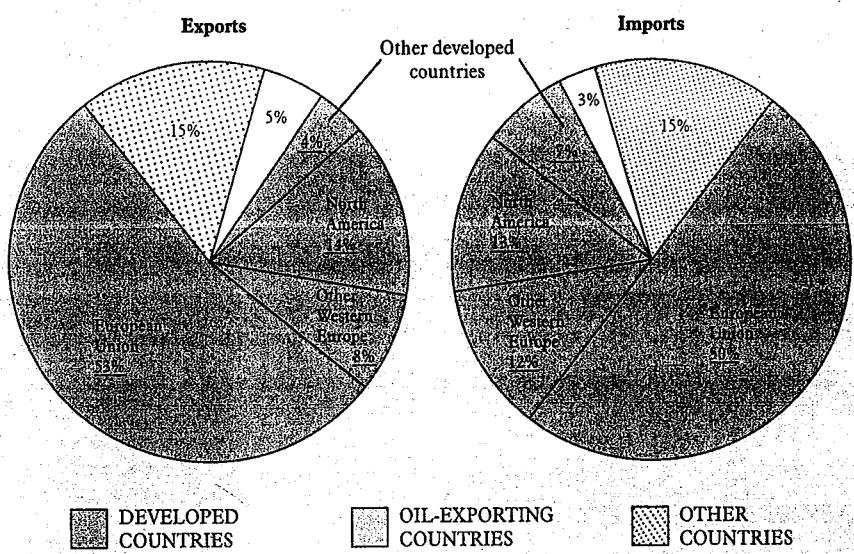
Do you feel that local schools are adequately prepared for an earthquake?



Do you have an earthquake emergency kit in your home?



Geographical Distribution of Trade in 1993



Part Four Money

Exercise 1

1. £120 2. £90 3. £269 4. £199 5. £49 6. £69

Exercise 2

1. £25 2. £18.50 3. £30 4. £40 5. £90.50
 6. £335 7. 50p 8. £125 9. £17.40 10. 60p

Exercise 3

Living in London (UK)

Transport	Price
Bus fare (minimum)	40p
Underground fare (minimum)	50p
Taxi fare (minimum)	2 pounds/£2
Coach fare	1 pound 20/£1.20

Living	Price
Rent for one room	£40
Rent for a one-bedroom flat	£200
A local telephone call	50p
Posting a letter	40p
A bottle of beer	£1.50
Use of a large washing machine	£2.50
Use of a small washing machine	£1.80
Use of a tumble drier	£1.50
Washing powder (a medium-sized packet)	£2.40

Exercise 5

Clothes	Price
A shirt	£12
A jacket	£45
A pair of jeans	£25
A pair of running shoes	£35
A warm coat	£50
A light raincoat	£39
A skirt	£23
A day dress	£49

Part Five Time**Exercise 1**

- | | |
|------------------------------|-------------------------------|
| 1. 2:45 (a quarter to three) | 2. 1:30 (half past one) |
| 3. 3:40 (twenty to four) | 4. 9:00 (nine o'clock) |
| 5. 7:20 (twenty past seven) | 6. 4:35 (twenty-five to five) |
| 7. 5:30 (half past five) | 8. 10:10 (ten past ten) |
| 9. 2:30 (two thirty) | 10. 11:40 (eleven forty) |
| 11. 18:30 (eighteen thirty) | 12. 19:40 (nineteen forty) |
| 13. 5:10 (ten past five) | 14. 7:20 (twenty past seven) |
| 15. 9:30 (half past nine) | 16. 8:10 (ten past eight) |

1.

14:14	
14:40	✓

2.

12:15	✓
12:50	

3.

16:13	✓
16:30	

4.

22:13	
22:30	✓

5.

18:14	
18:40	✓

Exercise 3 Daily schedule

Time	Activities
6:00	Get up
7:00 - 9:00	Work
9:30 - 4:00	Study at school
5:00 - 7:00	Work again
7:30	Have supper
8:00 - 9:30	Do homework
9:30 - 11:30	Watch TV
11:30	Go to bed

Exercise 5 Mike, Susan and Ellen's days

Name	Job	Gets up at	Gets home at	Goes to bed at
Mike	Bank manager	7 a.m.	6 p.m.	11 p.m.
Ellen	Flight attendant	5 a.m.	9 p.m.	10 p.m.
Susan	Newspaper reporter	8 a.m.	8 p.m.	1 a.m.

Part Six The Telephone

Exercise 1

1. 745 5757
2. 723 9861
3. 8230 3541; Miss Green
4. 6231 7799; Peter White
5. 6401 6589; Sally Smith

Exercise 2

Note for Mr. Watson:

Richard Priest is coming to see you
on next Monday at 10:15.

His telephone number is 421 7896.

Note for Dr. Jenkinson:

Rita Harper is coming to see you
on Friday at 2:40.

Her telephone number is 563 2860.

Note for Professor Hansen:

David Bell is coming to see you
on Tuesday at 3:30.

His telephone number is 859 7783.

Exercise 3 Telephone message (1)

Message to Ms. Proctor:

Date July 8 at 10:30

From Mt. Kale

Message:

The meeting is on Tuesday at 9:30, Room 214.

Please call him this afternoon.

Telephone number: 541 3099

Message to Wendy:

Date July 15 at 3:30

From Sandy Paris

Message:

There is a party at Bob's house on Sunday night.

Bob's address: Flat 4, 45 Church Road

Please call back this evening.

Telephone No.: 361 3759

Exercise 5 Telephone message (1)

Message to Professor White:

From Kim Grey

Message:

The meeting on Friday is cancelled.

Please call him this afternoon.

Telephone No.: 545 3250

Part Seven Dates

Exercise 2 Accommodation

Conversation 1

Type of room	<u>single</u>
Room No.	<u>309</u>
Floor	<u>3rd</u>
Cost	<u>14 pounds 50 (£14.50)</u>

Conversation 2

Type of room	<u>double</u>
Room No.	<u>135</u>
Floor	<u>1st</u>
Cost	<u>25 pounds (£25)</u>

Type of room	<u>triple</u>
Room No.	<u>205</u>
Floor	<u>2nd</u>
Cost	<u>30 pounds (£30)</u>

Exercise 3

1. A 2. C 3. A 4. A 5. A 6. C
 7. B 8. B 9. A 10. A 11. C 12. B

Exercise 4

Name	Birth	Death
Henry VIII	1491	1547
Queen Elizabeth I	1533	1603
William Shakespeare	1564	1616
Queen Victoria	1819	1901
Sir Winston Churchill	1874	1965

Exercise 5

Text 1

Valentine's Day

On 15th February, St. Valentine's Day, many people send a card to the one they love or someone whom they have been in love with. People usually do not sign these cards and a lot of time is spent trying to guess who has sent them.

The three changes are:

15th → 14th

many → a lot of

been → fallen

Easter Eggs

At Easter time, the Americans celebrate the idea of new birth by giving each other chocolate and Easter eggs which are opened and eaten on Easter Sunday. On Good Friday bakers sell hot cross buns, which are toasted and eaten with butter. Easter Monday is a holiday and a lot of people travel to the seaside for the day or go and watch one of the many sporting events such as football or horse racing.

The four changes are:

Americans → British
“opened and” left out
a lot of → many
“many” left out

New Year's Eve

New Year's Eve is on the night of 31st December. Many people stay up until at least just after midnight in order to see in the New Year. It's also the night of the year when most pubs, bars and restaurants forget about their usual closing times and stay open until after midnight. In London, many people go to Trafalgar Square to hear Big Ben chime midnight, and traditionally take a shower in the fountains in Trafalgar Square. The Christmas tree is a yearly gift from Norway.

The five changes are:

Many → Most
“just” left out
“bars” left out
many → thousands of
a yearly → an annual

Pancake Day

Ash Wednesday is the day in February when the Christian period of Lent begins. This refers to the time when Christ went into the desert and fasted for fifty days. Although not many people actually give up eating during this period, on Pancake Thursday, the day before Ash Wednesday, they eat lots of pancakes. They are made from flour, milk and eggs, and fried in a hot pan. Many towns also hold pancake races on that day. People run along the streets holding a frying pan and throwing the pancakes in the air. Of course if they drop the pancake they lose the race.

The six changes are :

fifty → forty

“actually” left out

Thursday → Tuesday

They → These

Many → Some

along → through

Christmas

25th December is the important festival of the year. It combines the Christian celebration of the birth of Christ with the traditional festivities of winter. On the Sunday before Christmas, a lot of churches hold a carol service where special hymns are sung. Very often you can hear carol singers singing in the streets as they collect money for charity. Many families decorate their houses with brightly-coloured Christmas decorations and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations. People often put their gifts at the bottom of the Christmas tree.

The seven changes are:

important → most important

a lot of → many

Very often → Sometimes

in → on

Many → Most

“brightly” left out

“often” left out

Halloween

On 31st October is Halloween. Halloween means holy evening. It's a much more important festival in the United States than in Britain, although it's celebrated by many people in the UK. It's particularly connected with witches and ghosts. At parties, people dress up in strange costumes and pretend they are witches. They cut horrible faces in potatoes and other vegetables and put a candle inside which shines through the eyes. People may play difficult games such as trying to eat an apple from a bucket of water without using the hands. In recent years, children dressed in white shirts knock on doors at Halloween and ask if you would like a “trick” or “treat”. If you give them something nice, a “treat”, they go away. However, if you don't, they play a “trick” on you, such as making a lot of noise or spilling flour on your front door.

The eight changes are :

"much" left out

"witches and" left out

potatoes → pumpkins

"may" left out

the → their

shirts → sheets

"However" left out

door → doorstep

Exercise 1

1. cold 2. stuffed up 3. vitamin C 4. liquids
 5. back home 6. chicken soup 7. cup

Exercise 2

1. cheap 2. easy 3. automatic 4. lens
 5. 45 pounds 6. colour 7. yellow

Exercise 3

Dinner Menu		Wife	Husband
Starters	Apple juice	✓	
	Lemon juice		
	Melon		
	Chicken soup		✓
	Onion soup		
Main course	Roast beef	✓	
	Grilled steak		
	Salmon		✓
	Chicken		
Vegetables	Carrots	✓	
	Peas		✓
	Beans		
	Chips		
	Onion		
	Boiled potatoes		

Dinner Menu		Wife	Husband
Sweet/dessert	Chocolate cake		✓
	Apple pie		
	Fruit salad	✓	
	Ice cream		
Drinks	Fruit juice		
	Beer		
	Wine	✓	✓
	Coffee		

Exercise 4 At the reception of Star Inn Hotel

Customer's name	Mr. Collins
When to book	three days ago
Type of room	single
Room number	405
Floor	fourth
Day to come	Monday
Day to leave	Friday
Requirement	to wake him up at 7:10 in the morning

Exercise 5 Christmas activities

- | | | |
|-------------------------------|------------------------|----------------------|
| 1. week or two | 2. giving of presents | 3. at the bottom |
| 4. Christmas morning | 5. end of; the chimney | 6. big turkey dinner |
| 7. delivers; the Commonwealth | 8. watch football | |

Exercise 6 Trip to Stonehenge

- | | | |
|-----------------|----------------------|----------|
| 1. host | 2. remains | 3. 4,000 |
| 4. original | 5. stars and planets | 6. some |
| 7. sun and moon | 8. calendar | |

Exercise 7

- | | | | |
|------------|-----------------|--------|----------------|
| 1. Korean | 2. younger | 3. 20 | 4. get married |
| 5. to work | 6. stay at home | 7. 67% | 8. 57% |

Exercise 8

- | | | |
|--------------------------------|------------------|--------------------|
| 1. Administration Building – A | 2. Bookstore – C | 3. Tennis Club – H |
| 4. Computer Centre – I | 5. Cafeteria – E | |

Exercise 9

- | | | |
|---------------------------|----------------------|-----------------------|
| 1. Music | 2. jazz | 3. African American |
| 4. relaxed beat | 5. white musicians | 6. spread |
| 7. 1930s and 1940s | 8. swing | 9. very old musicians |
| 10. four and a half hours | 11. special requests | 12. money |

Exercise 10

Talking to a landlady

Items	Not allowed	Allowed under certain conditions
Posters on the walls		Yes, but don't use sellotape.
Smoke	×	
Cook in the kitchen		Yes, but only before 7 o'clock in the evening
Pets	×	
Watch TV		Yes, but don't have it on after midnight
Have friends to visit		Yes, but only 2 or 3 friends
Have a bath		Yes, except between 6 and 7 in the evening

Exercise 11

The news

- | | | | |
|---------------------|-----------------|--------------|----------------|
| 1. C, E, G | 2. 10:54 a.m. | 3. 6.8 | 4. southeast |
| 5. 250 | 6. serious | 7. buildings | 8. pictures |
| 9. minimal | 10. green light | 11. 60 | 12. final exam |
| 13. 20 million U.S. | 14. a week | | |

Exercise 12 Countries

1. C 2. B 3. D 4. night life
5. well known 6. disappointed 7. bigger 8. Soho
9. 17th 10. countries 11. theatres 12. thirty

Exercise 13 Cities in Britain

1. youngest 2. 400,000 3. village 4. engineering
5. shipbuilding 6. fatal 7. art gallery 8. City Hall
9. concert 10. 9,000 11. warship 12. rare plants
13. local

Exercise 14 TV and radio

1. BBC 2. IBA 3. BBC 4. Pop
5. Light 6. Classical music 7. News; drama 8. two; BBC 2
9. the regional 10. 15-20 11. specialised 12. very high; worry about

Exercise 15 Sports

1. sailing 2. rowing 3. Walking 4. rock climbing
5. horse riding 6. cricket 7. tennis 8. Outdoors
9. swimming 10. ice skating 11. F 12. F
13. T 14. F 15. F 16. T

Exercise 1

1. potting soil 2. chive seeds 3. a hole
 4. the pot; garden 5. water; in the pot 6. 10 to 15
 7. a little; lightly 8. sunny; dry out 9. two
 10. 3 inches; one third of; keep 11. outside; early spring; perennials; come up

Exercise 2

1. Indians 2. thousands of 3. headdresses 4. religious
 5. popcorn 6. Thanksgiving 7. 1621 8. 1930s
 9. a long way 10. theatres 11. 85 per cent of

Exercise 3

1. alive 2. voices 3. heats up 4. pressure
 5. red 6. blue-green 7. yellow 8. protein

Exercise 4

1. Golden Gate Bridge 2. 850 3. 17 people 4. based on
 5. number of 6. official 7. evidence 8. popular
 9. intentions 10. a low 11. 91 12. 140
 13. 17

Exercise 5

1. move deep 2. collected 3. all summer 4. top soil
 5. frozen 6. varies 7. a few 8. 40 feet
 9. 10 million 10. 12 or more 11. tennis court 12. out of the nests
 13. gathering

Exercise 6

1. 1913 2. Magic 3. arranged 4. standard
5. bestseller 6. challenge 7. theme 8. long words
9. harder 10. several days

Exercise 7 Koalas

1. two and a half 2. ears 3. tail 4. blue-grey
5. leaves 6. sharp 7. fingers 8. toe
9. surprising 10. pouch 11. back 12. attractions

Exercise 8 Stamp collecting

1. all ages 2. two million 3. one-cent 4. 1856
5. exist 6. 50,000 7. a few 8. cents
9. a rich 10. own 11. a story 12. a means of
13. important events 14. enjoying 15. all kinds of 16. everything
17. specialise

Exercise 9 Get the right food to stay slim

Colour	In calories	Food items	What you should do
Red	High	Sugar, chocolate, cake, puddings, honey, jam, cream, butter, chips, peanuts, and soft drinks	Stop and think before eating or try to avoid
Yellow	Medium	Fatty meats, sausages, liver, eggs, milk, cheese, nuts, wine, beer, and salt	Be careful and not eat too much
Green	Low	Fresh fruit, salads, vegetables, seafood, yogurt, skimmed milk, bread, low-calorie soft drinks, tea, and water	Go ahead and eat a lot

1. shape; support; protect; brain; lungs and heart; food; spinal cord
2. backbone; bones; neck
3. broken; formed; join
4. X-ray; inside; X-ray; ribs
5. 600; skin; food; blood
6. the brain; muscle; controls
7. without; brain; controls; sends out

Exercise 11 Breakthrough of the telephone (1)

1. 1847 2. deaf people 3. their lips 4. became
5. own school 6. sound 7. send 8. changes

Exercise 12 Breakthrough of the airplane (2)

1. 1875 2. Bell's voice 3. message 4. Later that same
5. took place 6. Cambridge 7. 1877 8. twenty-one
9. 47,000 10. Europe 11. gifts 12. 1922
13. silent

Exercise 13 Breakthrough of the airplane (1)

1. 1867 2. four years 3. printing 4. bicycle
5. a glider 6. flight 7. answered 8. balance
9. a pair of 10. four 11. built 12. a success

Exercise 14 Breakthrough of the airplane (2)

1. controls 2. tail 3. power 4. moved
5. smooth ride 6. flights 7. 852 8. airplane
9. forty-five 10. first airplane 11. seventy-seven 12. forgotten

1. A 2. B 3. C 4. developed
5. might 6. wire 7. recorded 8. speed
9. drawn up 10. his idea 11. painter 12. new
13. five 14. instrument

Exercise 16

1. a toy 2. Congress; laughed at 3. European; use; anything
4. \$30,000; forty 5. underground; poles 6. clearly; 12; believe in

Unit Five Academic English

Exercise 1 University calendar

Activity	Day	Date
Orientation (new students)	Thursday	August 31 st
Labour Day holiday (no school)	Monday	September 4 th
First day of class	Tuesday	September 5 th
Thanksgiving Day	Monday	October 9 th
Last day of class	Thursday	November 9 th
Exam	Friday	November 10 th

1. necessary 2. 90% 3. subject 4. succeed
5. 20% 6. one quarter 7. withdraw 8. grow
9. contribute

Exercise 2 About the course

1. native speakers 2. describing 3. difficulties 4. practising
5. A 6. C 7. A, D, E 8. A

Exercise 3 Being involved in campus life

1. B 2. A 3. C 4. academic advisors
5. coaches 6. sponsors 7. B 8. D, E
9. F 10. G, H

Exercise 4 The first-year undergraduates

1. terrifying 2. homesick 3. away 4. hall of residence
5. new 6. rented 7. a students' fair 8. persuade
9. sports 10. his spare 11. visit 12. walking around
13. organise



1. discover 2. make a plan 3. weekly goals 4. easier; one step
 5. reward 6. a friend 7. own study 8. phone calls

Exercise 6

1. friendship 2. cultural 3. open 4. lifetime
 5. accents 6. enjoy 7. understand 8. communicate
 9. a good 10. honesty 11. concerned 12. encourage
 13. openly 14. available

Exercise 7 Oxford

1. 912 2. 12th 3. 1,500 4. wealthy
 5. 14th century 6. a decline 7. unfriendly 8. fighting
 9. battle 10. students 11. control 12. A
 13. D 14. C 15. C

Exercise 8 Controlling concentration

1. concentration 2. physical feelings 3. beyond 4. your reactions
 5. physical needs 6. solve problems 7. good place 8. lighting
 9. furniture 10. available 11. affect 12. time
 13. smaller 14. different 15. breaks 16. textbooks

Exercise 9 Computing service

1. B 2. B 3. C 4. registered
 5. an hour 6. save; available 7. food; drink 8. one copy, 10 minutes

Exercise 10 English letter writing

1. right-hand; the date; your name 2. recipient's name and address
 3. Dear Sir or Madam 4. person's name; Dear friend
 5. separate; hearing; to hear 6. Yours faithfully
 7. Yours sincerely 8. Yours; Best wishes; Love

Exercise 11

- | | |
|---|-----------------------------------|
| 1. academic strengths | 2. discover |
| 3. thinking and study skills | 4. adapt to |
| 5. able to do; select courses | 6. five; information |
| 7. making decisions; processing information | 8. how to take notes; prepare for |
| 9. adapt to; class time; good relations | |

Exercise 12

- | | | | |
|---------------|---------------|--------------|----------------------|
| 1. needs | 2. grown-ups | 3. effect | 4. new ways |
| 5. new things | 6. not fixed | 7. change | 8. more fixed |
| 9. a long | 10. rails | 11. too many | 12. give any account |
| 13. to walk | 14. talking | 15. reading | 16. effects |
| 17. people | 18. necessary | | |

Exercise 13

- | | | |
|--------------|---------------------------------|------------------------|
| 1. B | 2. C | 3. A |
| 4. B, C | 5. anything; on the board; come | 6. organise |
| 7. own words | 8. review; fresh; remember | 9. compare; instructor |

Exercise 14

1. C 2. A, C 3. D 4. B 5. B 6. T 7. F 8. F

Exercise 15

- | | |
|--------------------------------------|-------------------------------------|
| 1. SIMPLE; six steps | 2. quickly; carefully |
| 3. go through; important information | 4. key points; your own; understand |
| 5. list of points; best order | 6. tailor; get rid of |
| 7. spelling and grammar | |

Basic IELTS Listening

Li Ya Bin

Chịu trách nhiệm xuất bản

Giám đốc - Tổng Biên tập

Nguyễn Thị Thanh Hương

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