

# IELTS

# 雅思听力

## 基础版

胡敏主编  
宋曦陈倩编著



随书附赠MP3录音光盘



高等教育出版社  
Higher Education Press

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## 图书在版编目(CIP)数据

雅思听力：基础版 / 胡敏主编；宋曦，陈倩编著。—北京：高等教育出版社，2007.10

ISBN 978-7-04-023082-6

I. 雅… II. ①胡…②宋…③陈… III. 英语—听说教学—高等教育—自学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字(2007)第 153679 号

策划编辑 洪志娟 责任编辑 洪志娟 封面设计 周末

版式设计 刘艳 责任校对 陈进 责任印制 朱学忠

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出版发行 高等教育出版社

社址 北京市西城区德外大街 4 号

邮编 100011

总机 010-58581000

网址 <http://www.hep.edu.cn>

印刷 北京鑫海金澳胶印有限公司

开本 787×1092 1/16

印张 24

字数 600 000

经销 新航道国际教育集团

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网址 <http://www.newchannel.org>

版次 2007 年 10 月第 1 版

印次 2007 年 10 月第 1 次印刷

定价 59.00 元(含光盘)

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本书如有缺页、倒页、脱页等质量问题，请到所购图书销售部门联系调换。

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物料号 23082-00

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# 导 读

## 本教材的内容及编排

《雅思听力》(基础版)是“新航道学校雅思系列丛书”之一，是专为广大雅思学员编写的基础听力教材。本教材结合雅思听力考试的特点，以常考雅思听力场景为背景训练听力技能，同时兼顾相关能力的培养，既保证了教材的有效性，又体现了教材的趣味性。通过对本教材的学习，学员会发现在提高雅思听力技能的同时，还更多地了解到隐含在场景背后的文化知识。

本教材综合了历年雅思常考的听力场景和话题，通俗易懂，循序渐进。教材的主要目标是帮助学员提高雅思听力技能和综合运用语言的能力。本听力教材着重强调以下几个方面：

1. 听前定位场景，预测、捕捉信息点；
2. 边听边理解边答题，同步完成；
3. 训练雅思听力技能；
4. 学习与听力场景相关的文化背景知识。

本教材按训练的难易程度分为3个级别：第一级为基础级，专为零起点的学员设计，以打牢语言基础为目的；第二级为提高级，为已有一定语言基础、需要进一步提高的学员设计，以技能训练为目的；第三级为进阶级，为需要通过雅思考试的学员设计，以语言技能训练结合雅思考试技巧训练为目的。本书共有26个单元，52课。每个单元都以一个与雅思考试紧密相关的话题或场景为主题，每个单元由pre-listening, while listening, post-listening三部分组成：

1. pre-listening部分：含与话题相关的文化背景知识和语言知识（如单词、语法点等）、听力技能训练的预备活动；
2. while listening部分：着重本单元的听力训练目标，含雅思听力训练的要点、技巧和有针对性的练习题；
3. post-listening部分：以丰富多样的练习活动为主，起到复习巩固的作用。

## 怎样使用本教材

本教材采用的方法是：以听为主，辅以说和读的训练，实现语言技能全面提高。

练习形式：每单元的练习均围绕听力场景编排，有些供学员在课堂上练习，有些供学

生单独练习用；有些要求学生以模拟考试的形式进行练习，有些要求学生集体练习，以便听取别人的反馈信息。

**练习内容：**每个单元的练习都从该单元的重点听力技能练习项目开始，旨在帮助学生提高听力技能和对不同的语音现象（如：不同的音、重音、节奏和语调）的觉察力。同时，听力的场景都是学员需要进行交际的情景与需要学会表达的语言形式。许多单元的练习中还包括特定的“任务”——要求学员实际操作指定的技能训练，如自己动手查找有关信息，与同学或朋友交换信息等等。

**练习步骤：**本教材的各种练习顺序是精心安排的，以听为主，辅以其他语言技能的训练。只要按照教程的练习顺序，就能做到循序渐进、有所收获。听力练习时，最好能养成边听边记的好习惯，把听到的关键词、关键的信息点写下来，或者一边听录音一边做练习。在练习听的同时，要主动练习说的技能，把听到的内容换一种方式表达出来，那么英语交际能力就会逐渐提高。

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Level one



# Unit

1

# Orientation

## Lesson 1

### P re-listening

#### What is IELTS Listening Module?

- Structure of the IELTS listening test

- \* Section 1: a conversation between two speakers about a social or quasi-official topic
- \* Section 2: a monologue (i.e. spoken by one speaker) about a social (non-academic) issue
- \* Section 3: a conversation between two to four speakers about an academic topic
- \* Section 4: a university-style presentation by one speaker about an academic topic

- Sometimes a section may be spread over two to three pages of the question paper.

#### Get to Know It

- Orientation experience

#### *My Experience on Orientation*

When I stepped on the campus of Tech University for college orientation, my first thought was, "What have I gotten myself into?" Here I was, an eighteen year-old from a small town now deep in the heart of city. I graduated from high school with only 42 people. Now I was joining

24,000 other students from all over the world at a school that was in an entirely different state! I was slightly overwhelmed, to say the least. I decided to attend college orientation because, like most new freshmen, I had no idea what life at college was really like. I wanted to find out what dorm life was like, how the cafeteria food tasted, what classes I was going to take.

Well, I can honestly say that I got to experience all of these things and more! My trip was very eventful and probably one of the best things I could have done to prepare myself for life away from home. Along with 500 other freshmen, I determined what the next year of my life was going to have in store for me. During orientation the new freshmen were able to live in the dorms, eat dorm food (which was surprisingly good!), and talk to current students about their experiences at college. We were given tours of the campus and were taught the traditions that make our school special. I especially enjoyed being able to look at a dorm room similar to the one I would be living in. That gave me the chance to plan exactly what furnishings to bring. Also, there were several sessions on becoming involved on campus, and a fair with booths representing many different organizations.

Probably the most important part of my Orientation experience was getting to talk to an academic advisor and decide what classes I was going to take. Choosing classes sounds like a fairly easy task until you sit down and take a look at the hundreds of classes your college offers. When I opened the catalog, it seemed like there were millions of choices! I would have never been able to make the right decisions on my own. I made an appointment to talk to an advisor and have him explain to me exactly what I was doing. I was then able to make a knowledgeable decision about what classes I needed to take.

If the college you are choosing offers orientation for incoming freshmen, my advice is SIGN UP! Not only will you gather information important to your future success, but you will also be able to meet several of the students who will be in your class. College orientation can truly be your key to success!



NEW INTERNATIONAL STUDENTS  
ARRIVED AT WARWICK UNIVERSITY.2003

### ● How to make your college orientation experience a success?

**01** Take placement exams—Many times colleges will offer placement exams (free exams to help determine what level you should be starting with).

**02** Meet as many people as you can—You will be attending orientation with several new students who are going through exactly the same thing as you are. This is your chance to make several good friends to hang out with when the school year starts.

**03** Talk to senior students and professors—These people are valuable sources of information. Ask them all your questions. They will generally give you very honest answers.

# Lesson 1

**04** Become familiar with the campus—This is the place where you will most likely be spending several years of your life. Take the time you have at orientation to become familiar with all the buildings, restaurants, and stores. By doing this you won't be lost the first few weeks of school.

**05** Visit the financial aid office—Use some of your free time to visit the financial aid office, explore scholarship/employment opportunities, and make sure that all of your financial aid records are correct. When I checked on my records, the college had accidentally written down one of my scholarships for \$1,000 less than it was supposed to be! It was a good thing I had gone to check!

**06** Talk to an advisor—College advisors are there to help you ... so ask them! Always talk to an advisor before you schedule your classes to make sure that you are making the right decisions. They will make the whole enrollment process just a little bit easier.

## Sample Orientation Schedule

### New Student Orientation

New Student Orientation will take place from Aug. 23-27. Please plan on moving to campus between 9:00a.m. and 12:00a.m. on Tuesday, Aug. 23. When you check in, you will receive your residence hall key and a lot of help moving your stuff!

## Useful expressions

surname

given name

nationality

medicine

international

finance

biology

## → Test-taking Tips

What should you do when you take the IELTS listening module? Here is a suggestion about how to manage the test as well as possible.

**Keep Your Eyes on the Paper and Your Ears on the Tape**

One of the main challenges of the IELTS listening test is that you must handle three things more or less at the same time.

## \* Listening

\* Reading

### \* Writing

To achieve this, you need to concentrate on the test and manage yourself very carefully.

## While listening

### Exercise 1

### *Questions 1–10*

*Choose answers, such as name, nationality, specialty and address, from letters A-D.*

1. The man's family name is spelt as  
(A) Tompson.  
(C) Tohmpson.  
(B) Thompson.  
(D) Tomphson.
  2. The man's name is  
(A) Mike.  
(C) Mack.  
(B) Mark.  
(D) Mickey.
  3. The man's nationality is  
(A) British.  
(C) German.  
(B) French.  
(D) American.
  4. The woman's name is spelt as  
(A) Shmit.  
(C) Schmidt.  
(B) Semit.  
(D) Schmit.
  5. The woman's nationality is  
(A) British.  
(C) German.  
(B) French.  
(D) American.
  6. The woman's given name is  
(A) Carole.  
(C) Caroul.  
(B) Carol.  
(D) Carrol.

**Lesson 1**

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7. The woman lives on  
 (A) Green Road.  
 (C) Screen Road.  
 (B) Preen Road.  
 (D) Creen Road.
8. The man lives on  
 (A) Main Avenue.  
 (C) Main Street.  
 (B) Main Road.  
 (D) Main Lane.
9. The man is studying  
 (A) International Business.  
 (C) International Finance.  
 (B) International Relations.  
 (D) International Marketing.
10. The woman is studying  
 (A) Biology.  
 (C) Chemistry.  
 (B) Medicine.  
 (D) Microbiology.

**Exercise 2***Questions 1–8**You'll hear a freshman introduce herself. Complete the notes below.**Write NUMBERS AND/OR NO MORE THAN THREE WORDS for each answer.*

Name	1 .....
Age	2 .....
Nationality	3 .....
City	4 .....
Studying	Major 5 .....
	Minor 6 .....
Hobbies	7 .....
	8 .....

**Vocabulary**

Australian

actually

raise

beautiful

modern

languages

major

Spanish

Italian

culture

hobby

skiing

# P Post-listening

## Exercise 3

Questions 1–12

Entertainment news: three Hollywood movie stars' self-introductions. Complete the notes below.

First speaker:

- |                    |         |
|--------------------|---------|
| Name               | 1 ..... |
| Born in which city | 2 ..... |
| Now lives in       | 3 ..... |
| Hobby              | 4 ..... |

Second speaker:

- |                    |         |
|--------------------|---------|
| Name               | 5 ..... |
| Born in which city | 6 ..... |
| Now lives in       | 7 ..... |
| Hobby              | 8 ..... |

Third speaker:

- |                    |          |
|--------------------|----------|
| Name               | 9 .....  |
| Born in which city | 10 ..... |
| Now lives in       | 11 ..... |
| Hobby              | 12 ..... |

### Useful expressions

countryside

painting

look after

favourite

# Lesson 1

## Class Activity

Dictation task: Form two teams, and assign different dictating tasks to each team, for example, Team A will be dictated with names and Team B with nationalities.

## Lesson 2

### P re-listening

#### Test-taking Tips

- Listening for specific information

It is not necessary to understand every word of the passages in the Listening test. Of course, you will listen to every word in the passage, but you don't need to listen for every word.

What is the difference between "listening to something" and "listening for something"?

**Listening to something**

You hear it. You receive it in your ears.

**Listening for something**

You are waiting to hear something. You are ready to catch a specific piece of information. You are listening actively.

- The strategy of listening for specific information is similar to "scanning" when you are reading. You focus on catching a particular piece of information, not on all the information.

#### Useful expressions

population	Mount Snowdon
Wales	Nile
Shakespeare	average
camera	Black Death
Europe	Queen Victoria
independent	expand
member country	

## Lesson 2

# While listening

## Exercise 1

*Questions 1–10*

Complete the notes below using **NUMBERS** in what you've just heard.

London has a population of 1 ..... million people.

Mount Snowdon in Wales is 2 ..... feet high.

The Nile is 3 ..... kilometers long.

Shakespeare was born in 4 .....

The average camera costs 5 \$ .....

People need on average 6 ..... hours sleep to stay healthy.

During the Black Death 7 ..... % of people in Europe were killed.

Queen Victoria had 8 ..... children.

America became independent in 9 .....

The European Union has expanded to 10 ..... member countries.

## Exercise 2

*Questions 1–10*

Complete the table below using **NO MORE THAN THREE WORDS** for each answer.

Name	1 .....
Date of Birth	2 .....
Mobile number	3 .....
Home number	4 .....
Postcode	5 .....
Nationality	6 .....
City of Birth	7 .....
ID Card Number	8 .....
E-mail	9 .....
Major	10 .....

**Vocabulary**

- register
- mobile
- postcode
- Irish
- Dublin
- ID card
- e-mail address
- geography

## P post-listening

### Class Activity

Dictation task: Form two teams. Team A will be dictated with dates; Team B with telephone numbers.

# Unit 2

# Campus Life

## Lesson 3

### P re-listening

#### Background

- Sample university campus description

#### Burnaby Mountain Campus

Area: 430 acres (174 hectares)

Buildings: 2.8 million square feet (260,000 square meters)

Elevation: 1,200 feet (400 meters)

Distinctive architecture is an outstanding feature of the Burnaby Mountain campus, an interconnected complex of buildings based on the original design concept of Arthur Erickson and Geoffrey Massey. The campus, a half-hour's drive from downtown Vancouver, offers magnificent views of Burrard Inlet and the Lower Mainland.

SFU is in the process of building a new community on approximately 81 hectares (200 acres) of land adjacent to the campus. The new community, called UniverCity, will include a wide range of housing choices, along with new commercial, community, and recreational facilities. The Highlands Neighborhood, the first phase of development, just east of campus, is now welcoming its first residents.

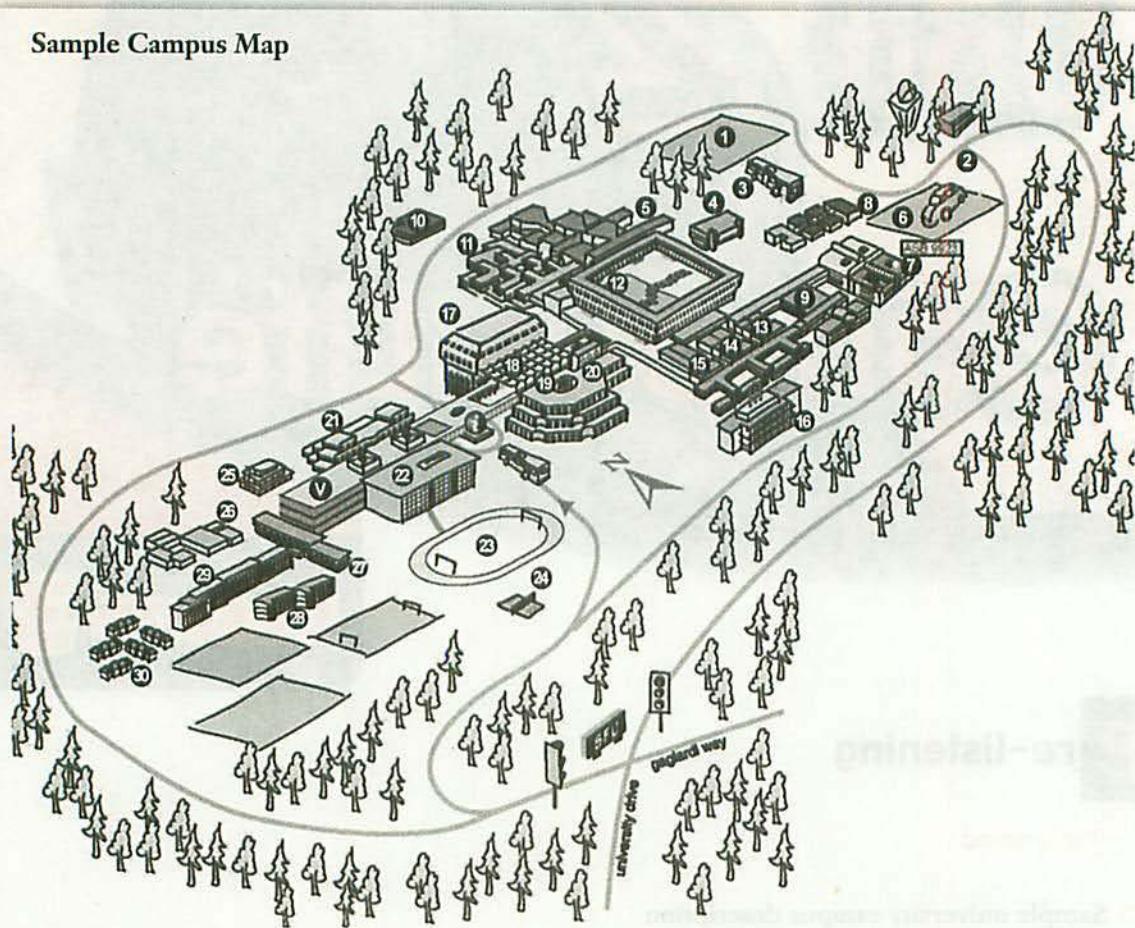
#### Sample Campus Tour

Take a campus tour and feel the excitement of the university! There has never been a better time to attend the University. A \$2.3 billion landmark building program is dramatically transforming the places where our students live and learn.

大家网

TopSage.com

Sample Campus Map



- 1 C Lot Parking
- 2 East Academic Annex(EAA)
- 3 Transit Loop
- 4 Strand Hall
- 5 Contemporary Arts(CA)
- 6 B Lot Parking
- 7 Applied Sciences(ASB)
- 8 Education Building(EDB)
- 9 Shrum Science Centre:Kinesiology(K)
- 10 Diamond University Centre
- 11 Robert C Brown Hall(RCB)
- 12 Academic Quadrangle(AQ)
- 13 Shrum Science Centre: Physics(P)
- 14 Shrum Science Centre: Biology(B)
- 15 Shrum Science Centre: Chemistry(C)
- 16 South Science Building(SSB)
- 17 W.A.C.Bennett Library(LB)
- 18 Convocation Mall
- 19 Maggie Benston Student Service Centre ( MBC )
- 20 SFU Theatre (TH)
- Information and Security
- 21 West Mall Centre (WMX)
- 22 Chancellor's Gymnasium
- 23 Terry Fox Field
- 24 Tennis Courts
- 25 Madge Hogarth House
- Visitor Parking
- 26 Child Care Centre
- 27 Shell House
- 28 Louis Riel House/Hamilton Hall
- 29 McTaggart-Cowan Hall
- 30 Townhouse Complex

# Lesson 3

New construction and renovation can be seen at every turn as we work to offer the latest innovations nationally in university housing and dining, and the best-equipped recreational complexes. Classrooms and laboratories are being built at a remarkable rate, placing our facilities at the forefront of public higher education and propelling to a position of national prominence.

### **Office of International Students and Programs**

**Mission:** serves the needs of international students studying at the university. The primary mission of the Office of International Students & Programs is to be the advocate voice for all international students.

The International Students & Programs Office provides a host of services for international students from abroad, including:

- \* Responses to inquiries from prospective international students
- \* Close contact with international student-applications
- \* Academic and cultural orientation for new international students
- \* Workshops to provide updated information on immigration affairs, academic policy and protocol, cultural and social adjustment to life, resume and job interview preparation, etc.
- \* General assistance to international students with academic, immigration, and personal concerns
- \* Initial academic advising for lower-division international students
- \* Courses and Programs

### **Useful expressions**

campus

library

gym

pitch

Laboratories

student dormitories

Student Welfare Office

Lost and Found Office

supermarket

kitchen

## While listening

### Useful expressions

access

facility

grocery

Indoor Gym

Registration Office

### Exercise 1

#### Questions 1–10

Circle the correct answer from A–D.

1. The building they are in is
 

(A) laboratory.	(B) library.
(C) dining hall.	(D) gym.
  
2. The library is open for studying
 

(A) all the time.	(B) 24 days per month.
(C) 8 a. m. to 8 p. m.	(D) until 8 p. m.
  
3. The building next door is
 

(A) laboratory.	(B) dormitory.
(C) Student Welfare Office.	(D) gym.
  
4. How much is the gym?
 

(A) Free.	(B) Pay for all activities.
(C) Pay for some activities.	(D) Pay for one activity.
  
5. On the east side of the campus you can find
 

(A) dormitories.	(B) dining hall.
(C) laboratories.	(D) Student Welfare Office.
  
6. On the west side of the campus are
 

(A) laboratories.	(B) dormitories.
(C) supermarket.	(D) gym.

# Lesson 3

7. On the ground floor of the library is  
(A) a small shop. (B) a Student Welfare Office.  
(C) a restaurant. (D) a café.

8. The lost and found office is at \_\_\_\_\_ gate.  
(A) East (B) West  
(C) North (D) Main

9. In the centre of the campus is  
(A) large student dining hall. (B) small student dining hall.  
(C) large supermarket. (D) small supermarket.

10. There is a kitchen  
(A) in every building. (B) in every room.  
(C) in every dormitory. (D) on every student dormitory floor.

## Exercise 2

*Questions 1–10*

*Circle the correct answer from A–D.*

1. What classes are held in G23?  
(A) Science. (B) History.  
(C) Mathematics. (D) Geography.
  2. Where can you access the Internet?  
(A) In the library. (B) Near the library.  
(C) Opposite the library. (D) Next to the library.
  3. What kind of building is the Library?  
(A) Small green building. (B) Big green building.  
(C) Small grey building. (D) Big grey building.
  4. What facility do the campus have three of it?  
(A) Dining hall. (B) Dormitories.  
(C) Libraries. (D) Theatres.
  5. What sports facilities are there on campus?  
(A) Tennis Pitch. (B) Indoor Gym and swimming pool.  
(C) Outdoor Pitch. (D) Indoor swimming pool.

6. What sports are there off campus?  
(A) Football. (B) Tennis.  
(C) Swimming. (D) Basketball.
7. Where must students register?  
(A) Library. (B) Student Welfare Office.  
(C) Manager's Building. (D) Main Building.
8. The Registration Office is at  
(A) North Gate. (B) South Gate.  
(C) East Gate. (D) West Gate.
9. On campus there is a  
(A) big supermarket. (B) small supermarket.  
(C) big shop. (D) small shop.
10. In the Library building there is  
(A) a snack bar. (B) a dining hall.  
(C) a café. (D) a small shop.

## P post-listening

### Useful expressions

wonder

look for

Admissions Office

double

Art Department

continue

straight

Science buildings

crossroad

# Lesson 3

### Exercise 3

### *Questions 1–10*

*Choose correct answer from A–B to complete sentences.*

1. I am looking for the \_\_\_\_\_ Office.  
(A) Student (B) Admission

2. Can you see that \_\_\_\_\_ building?  
(A) big white (B) brown and white

3. That's right. That's the \_\_\_\_\_.  
(A) Science Department (B) Art Department

4. You need to continue for about \_\_\_\_\_.  
(A) 100 meters (B) 200 meters

5. You'll come to a big \_\_\_\_\_ building.  
(A) green (B) glass

6. The easiest thing is to go \_\_\_\_\_ the building.  
(A) through (B) inside

7. Those are all \_\_\_\_\_ buildings.  
(A) science (B) study

8. Just keep going until you get to a small \_\_\_\_\_.  
(A) crossing (B) crossroads

9. Then you see a really tall building with a big sign which say  
(A) Welcome to the university (B) Welcome new st

10. The office you are looking for is on the \_\_\_\_\_.  
(A) first floor (B) fourth floor

# Lesson 4

## P re-listening

### Test-taking Tips

#### ● Predicting

The key to listening for specific information is predicting the type of information that you need to listen for.

You'll read the following question:

**Why did you leave work early?**

Before you hear the tape you can predict that there will be a reason, introduced by such words as *because* or *so*, and *perhaps* giving information about being ill or having an appointment or being tired.

It is important to make good use of the 30 seconds when no sound is uttered, which the tape gives you for each set of questions (first you have some time to look at questions x to y). As quickly as possible, read the questions and decide what kind of information you will listen for.

Use the same strategy for multiple-choice questions. During your preparation time, identify the differences in the answers, and decide what to listen for.

#### ● Underlining/ Highlighting key question words

When you read the questions, underline or highlight the key words. The key words ask for the information. This means that *wh-* words and nouns are usually key words, whereas words like *and*, *of*, *the*, *did* and *so* are usually **not** key words.

For example:

- \* Where is the computer?
- \* What is the advantage of using solar power?

## Lesson 4

# While listening

## Useful expressions

suppose

Biology

Students, Recreation Building

Physics

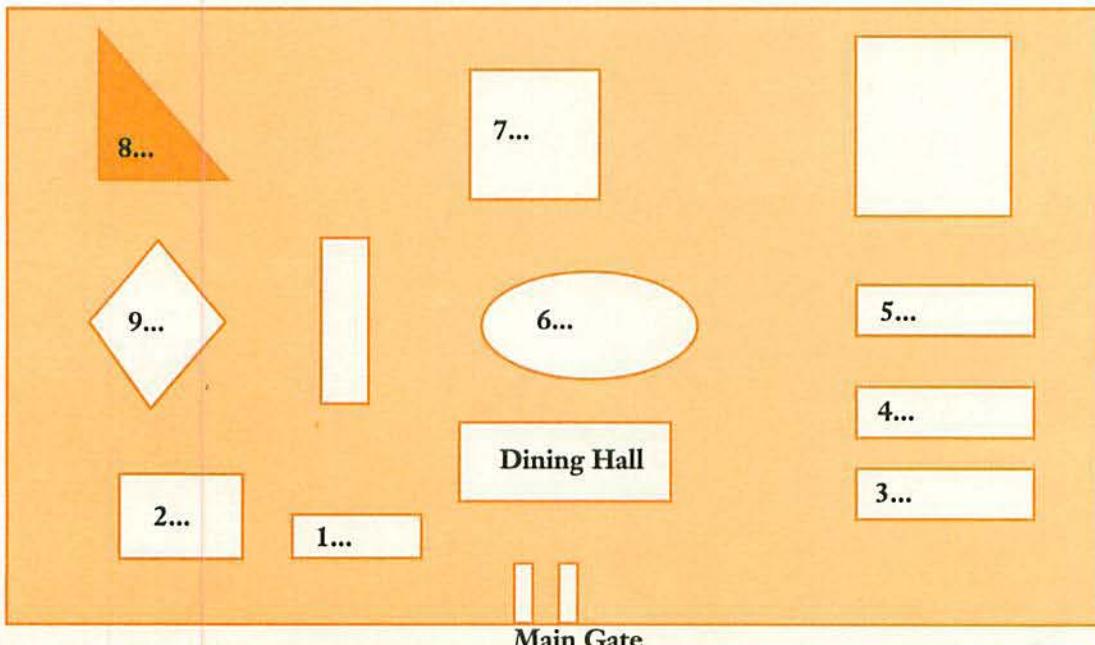
Chemistry

English Literature Department

## Exercise 1

## Questions 1–9

You'll hear a conversation between a senior student and a freshman. The freshman asks about the direction. Fill the information about campus facilities in the map below.



## Post-listening

### Class Activity

- \* Practice with your partner, and try to repeat the route based on Exercise 1.
- \* Listen carefully about your partner's question before you answer.

# Unit 3

## Banking

### Lesson 5

#### P re-listening

##### Background

###### Opening a bank account in the UK

Soon after you arrive in university, you will need to access money to pay for rent, living expenses and tuition fees.

You will need a bank account while you are a student. Most international students are only able to open a basic bank account, which does not provide a cheque book or an overdraft facility. Students who are in the UK for less than six months may find it difficult to open any type of bank account there.

When you open a bank account, you will be asked to provide certain proofs and documents.

- \* A letter from your college explaining that you are a registered student on an eligible course and the original offer letter sent to you at your overseas address from your college.
- \* Your passport or EU national ID card.
- \* It may be helpful to bring a recent bank statement from your current account in your own country and a written reference from your own bank. It would be useful to have a translation of these documents, if possible, if they are not in English.
- \* If you have a scholarship or other sources of guaranteed funding for your course, you should bring the letter to the bank.

Some international banks may have branches in your home country as well as the UK. It may be a good idea to open an account with one of these banks before you leave home, although

you should ask how you will be able to access that account once you are living in the UK. Your home country may also have a link to a UK bank; check with them before leaving because it may be easier to open an account with this bank in the UK.

There are many different types of bank account and you should check with more than one bank before you open one. The Council for International Education ([www.ukcosa.org.uk](http://www.ukcosa.org.uk)) publishes a useful guidance note, Opening and Running A Bank Account in the UK.

### ● The four major banks in the UK are:

- |                 |  |
|-----------------|--|
| * Nat west      | <a href="http://www.natwest.com/personal/">www.natwest.com/personal/</a>       |
| * Barclays Bank | <a href="http://www.barclays.co.uk/personal/">www.barclays.co.uk/personal/</a> |
| * HSBC          | <a href="http://www.hsbc.co.uk">www.hsbc.co.uk</a>                             |
| * Lloyds TSB    | <a href="http://www.lloydstsb.com">www.lloydstsb.com</a>                       |

Remember to keep your bank statements, for they will be required if you have to extend your visa in the UK.

### ● Cash and credit cards

When you open a basic bank account, you will probably be given a cash card to withdraw cash from a cash dispensing machine (ATM). Many students, especially those in the UK for less than one year, may also use a credit card (Visa, MasterCard or other credit card), which they have obtained in their home country. You will be charged a handling fee for each transaction and should check with your own bank on the rate of the charge.

### Useful expressions

- post office
- save money
- interest rate
- own
- customer
- identification
- minimum
- deposit
- opposite

## While listening

## Useful expressions

**bank account**

date of birth

### place of birth

## Smallville

## Monrovia

## current

Blue Avenue

zip code

### Exercise 1

### *Questions 1–10*

*Circle the correct answer from A-D.*

1. Where is the closest bank?  
(A) Bank. (B) Post Office.  
(C) Building Society. (D) Deposit Bank.
  2. What is the best place to save your money?  
(A) Bank. (B) Post Office.  
(C) Building Society. (D) Deposit Bank.
  3. What do many banks give to new customers?  
(A) Money. (B) Better interest rate.  
(C) Free Gift. (D) Discount.
  4. When do banks open Monday to Friday?  
(A) 8:00 a. m. (B) 8:30 a. m.  
(C) 9:00 a. m. (D) 9:30 a. m.

5. When are banks usually open on Saturday?  
 (A) Morning. (B) Afternoon.  
 (C) All day. (D) Not open.
6. When are banks usually open on Sunday?  
 (A) Morning. (B) Afternoon.  
 (C) All day. (D) Not open.
7. What do you need to open a bank account?  
 (A) Two forms of identification. (B) Passport, ID and a letter.  
 (C) A letter and an ID. (D) Some money.
8. Why do you need this to open an account?  
 (A) To prove who you are. (B) No reason.  
 (C) Doesn't know why. (D) It's the law.
9. What's the minimum deposit?  
 (A) Anything. (B) \$100.  
 (C) \$10. (D) \$1.
10. How can you get to the bank?  
 (A) On foot. (B) By bus.  
 (C) By taxi. (D) By tram.

### Exercise 2

#### Questions 1–7

Complete the table below by using **NO MORE THAN THREE WORDS OR NUMBERS** for each answer.

Name	1 .....
Date of Birth	2 .....
Place of Birth	3 .....
Address	4 .....
Zip code	5 .....
Mobile phone	6 .....
Home number	7 .....

# Lesson 5

## P Post-listening

### Useful expressions

service

cheque book

cash

credit card

salary

annual fee

pay a fine

### Exercise 3

Questions 1–10

Complete the table below.

Number of cheques in a Cheque Book	1 .....
Cost of second Cheque Book	2 .....
Credit Card minimum salary	3 .....
Credit Card annual fee	4 .....
Date Credit Card annual fee is paid	5 .....
Annual interest of Credit Card	6 .....
Cost of fine	7 .....
Date fine is taken out of account	8 .....
Time you can use deposited money	9 .....
Time for a cheque to clear	10 .....

# Lesson 6

## P re-listening

### Listening Test Tips

#### ● Be ready to listen

Remember that the listening part of the IELTS test is the same for both Academic and General Training Module candidates. There are 4 sections, and each is treated separately and played only once.

**The moment you hear the words “Section 1”, “Section 2” etc. , you should:**

\* be prepared and ready to listen for the instructions that are given.

\* listen for details about the information contained in the coming passage, e. g. who? what? where? when? why?

First, check where the questions are located in the section to be heard. In the short time given to you before the listening passage begins, which is usually ten, twenty or thirty seconds at most, you should do your best to predict what you will hear.

When the conversation, interview or lecture begins, the first item to hear is the example. Sometimes, the example is heard first and then once again when the passage is played in full; in other IELTS Listening Tests it is heard only once.

### Useful expressions

withdraw

current account

regularly

mortgage

personal loan

# Lesson 6

## While listening

### Useful expressions

entrance

Information Desk

Help Desk

deal with

have a problem

be able to

Manager's Office

Mortgage Office

Personal Loan Office

Cashier

Waiting Area

have an appointment

### Exercise 1

#### Questions 1–10

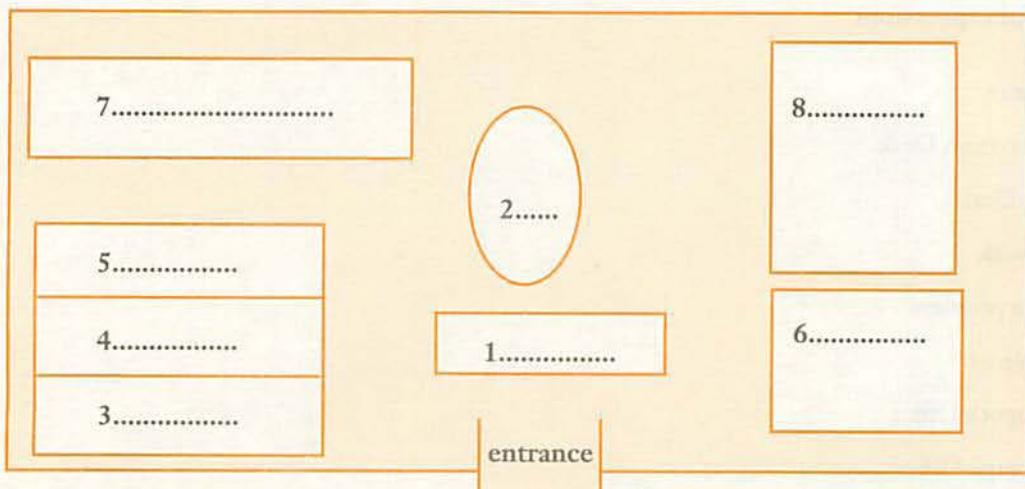
Fill in the following blanks according to what you hear.

Meeya thinks that Neol should open two bank accounts. Firstly he needs a 1 ..... for saving his money in but he can only 2 ..... money after 100 days. This account pays 4% 3 ..... before tax. The other account she suggests is a 4 ..... for the money that you need to use 5 ..... If Neol wants to borrow money for a house then he needs to get a 6 ..... but for a car he a 7 ..... The bank will give Neol a free card for his bank account. If he also wants a 8 ..... he will have to pay 9 ..... each year. Neol decides what he wants and then together they 10 ..... the necessary forms.

## Exercise 2

Questions 1–8

Label the buildings on the map below.



## P Post-listening

### Background

#### Understanding cheques

Most of us still use cheques from time to time. If you have a current account, your bank will have given you a cheque book and may have given you a “cheque guarantee card”. Most banks now only issue cheques with the crossing and words “account payee” already pre-printed on it and they print instructions on how to take care of the cheque book on the front cover.

### Useful expressions

underneath

the amount of

in words

sign

signature

### Exercise 3

### *Questions 1–4*

*Complete the cheque below.*

1. Pay \_\_\_\_\_ 4. Date \_\_\_\_\_

2. Amount in words \_\_\_\_\_

- ### 3. Amount





Level two

---



# Unit 4

# Orientation

**Lesson 7**

## P re-listening

### Background

Freshmen and transfer students are required to register for one Student Orientation (SO) Program date in order to take the necessary diagnostic tests and receive academic counselling for their first semester at Delaware Valley College. An information package will be mailed out in early May with registration information.

\* Orientation program for new Spring students—February 17, 2006

\* SO—June 8th, 10th or 12th for new freshmen

\* SO for Transfer Students—June 28th

\* New students begin—Thursday, August 24th

For more information, please contact the Office of Student Affairs at 251 3840572.

### Brainstorming

What information would you listen for in the following situation?

\* An orientation meeting.

\* A Registration Officer at your college is explaining automatic registration system.

**Test-taking Tips**

Most Orientation Lecture will explain locations of buildings, labs and classrooms, as well as their functions to freshmen.

**Focusing on more than one question**

This strategy is an extension of listening for specific information.

It is necessary because the tape tells you when to move on to the next section, but it does not tell you when to move on to the next question within each section.

For example, if you are doing a gap-filling task, the speaker on the tape does not tell you that you have already heard the information for gap numbered 3 and should now move on to gap numbered 3, you may miss the information that will help you to answer the next question (gap numbered 4). You may lose your place entirely and panic. To prevent this, you need to focus on more than one question from the outset through to the end. That is, you need to listen at one time for information to answer at least two questions.

**Useful expressions**

student Hall

microbiology

canteen

medicine

physics

student welfare office

multi-media centre

# While listening

## Exercise 1

### Questions 1–8

You will hear an Orientation Lecture made by an Administration Officer. Complete the form below according to the tape. Write NO MORE THAN THREE WORDS for each answer.

Large lectures are held in

1 .....

- |  |         |
|--|---------|
| Food can be bought in                    | 2 ..... |
| Departments on this campus are           | 3 ..... |
|  | 4 ..... |
|  | 5 ..... |
| Can access the Internet at               | 6 ..... |
| Extra-curricular activities organized by | 7 ..... |
| If you have problems, go to              | 8 ..... |

## P Post-listening

### Dictation

● Listen to the tape one more time, fill the gaps.

Let's start by talking about some of the campus facilities. Most important, of course, is the building where we are now: 1 \_\_\_\_\_ It's normally used for large lectures. We also have a very reasonable 2 \_\_\_\_\_ on the ground floor that sells a range of cheap meals. The main faculties on this campus are the Departments of Microbiology, 3 \_\_\_\_\_ and 4 \_\_\_\_\_. Other Departments are at a different site. There is a large, well-equipped Library and 5 \_\_\_\_\_ where you can access the Internet. Of interest to many of you might be 6 \_\_\_\_\_ which organizes all the fun extra-curricular activities for students. If you have any problems, then you can speak to someone in 7 \_\_\_\_\_.

# Lesson 8

## P re-listening

### Background

Read the short article below. Discuss with your partner how to operate the machine.

#### Children's ATM Bank

This electronic teller machine helps children learn money management as they maintain a savings account up to \$999.99. The machine accepts real coin and currency-deposits and gives up-to-date account information on its screen. Young depositors have their own ATM card and PIN for checking account balance, making deposits, or withdrawing funds. Coin deposits are automatically computed on-screen; children learn currency denomination by entering bill amounts separately.

### Test-taking Tips

#### ● Understanding what speakers are doing

People always have a reason for speaking, that is, they are trying to serve some purposes when they speak. For example, they may want to explain, thank, apologize, invite, complain, persuade, etc. If you can determine what speakers are doing, it will be easier to understand what they are saying.

You are able to figure out what people are doing when they speak because you:

- \* Can understand what they are saying.
- \* Are familiar with some of the standard ways of doing these things (e. g. you know that when people make a request they often use such expressions as, would you mind, or could you or please , and the way they speak sounds like a question).
- \* Can see the big picture (the context) (e. g. you can see that if the speakers are at an airline check-in desk they are probably doing things like requesting, asking for information, explaining, thanking).

**Lesson 8****Useful expressions**

registration

electronically

screen

press

electronic

PIN

male

female

input

course name

full address

## While listening

**Exercise 1***Questions 1–7**A school counselor is giving a speech. Complete the form below according to the speech.*

1. First press

2. First enter what information?

**Information required for Electronic Pin**

3. What is this button?

4. Electronic PIN

5. Next enter what information?

6. Followed by

or

7. Input what?

## P Post-listening

### Exercise 2

Questions 1–5

Listen to a short story on the tape, and answer the questions below.

1. Who is the person in the story?

---

2. Where is he going?

---

3. What is he going to study?

---

4. When does his plane arrive?

---

5. What will he do first when he gets there?

---

# Unit 5

# Campus Life

## Lesson 9

### P re-listening

#### Background

##### • Campus map

We invite you to visit our campus

Call us for information about admissions or campus visits at one of the following telephone numbers:

(801) 556-7721

(801) 384-7496

If you prefer, you may write us at the following address:

**Office of Admission**

**State University**

1803 West Street

Cambridge, UK 4450



#### Brainstorming

What information would you listen for in the following situation?

An orientation meeting.

A Registration Officer at your college is explaining automatic registration system.

**Useful expressions**

the Halls of Residence  
sorry to bother you  
the Student Union  
on the other side of

in front of  
straight ahead  
direct  
the Refectory

## While listening

### Exercise 1

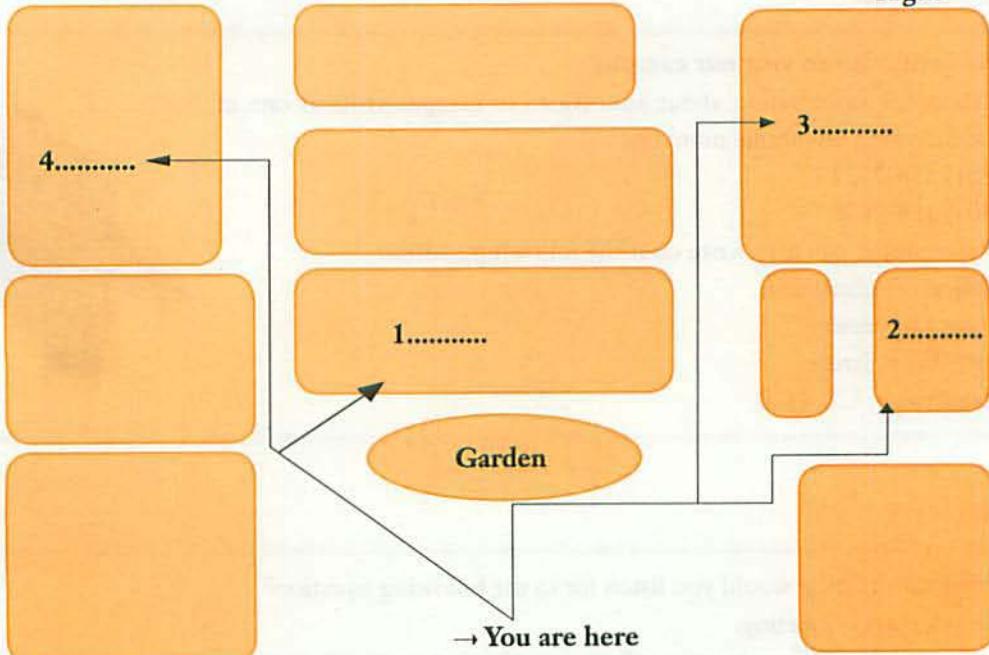
#### Questions 1–4

You will hear five short conversations on the tape. Please label the buildings on the map below.

- A. Halls of Residence
- B. Science Department
- C. Library
- D. Refectorys

**TIP:** You listen to everything on the tape, but you only listen for specific points of information.

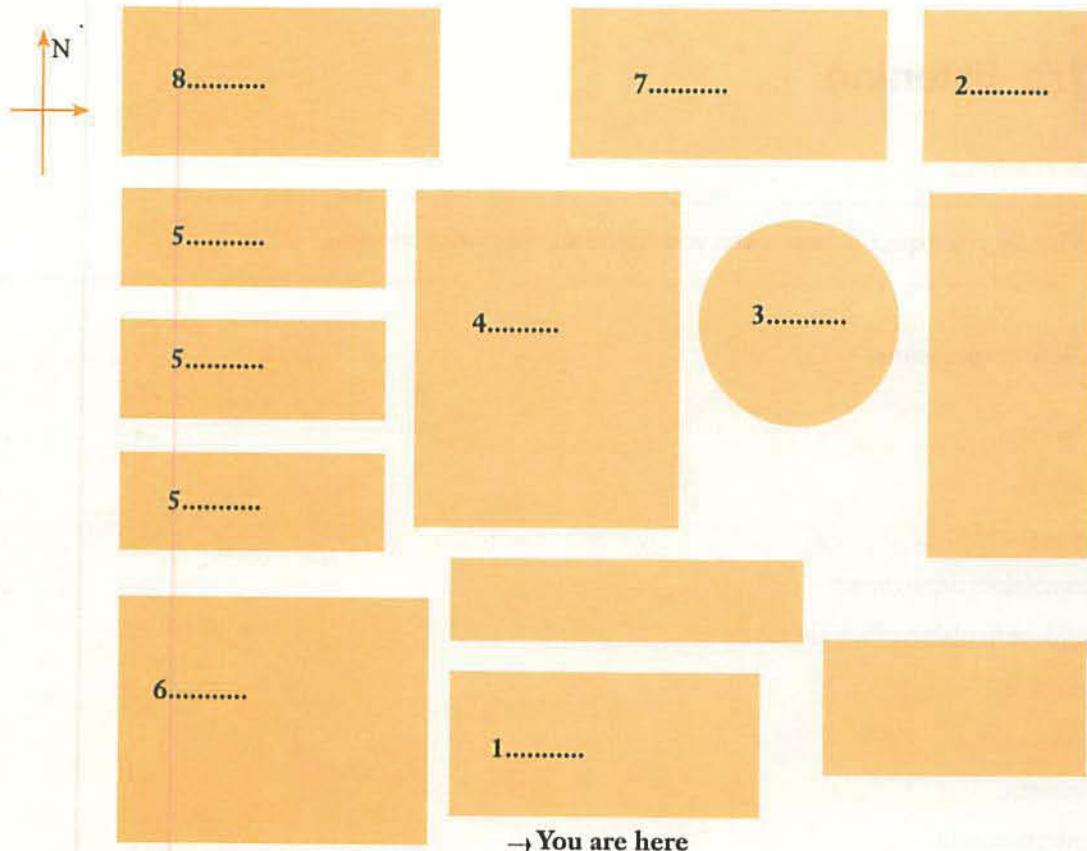
→ Right



## Exercise 2

Questions 1–8

Listen to eight short conversations. Fill the map below.



## P Post-listening

### Role play

Work in pairs.

Tell your partner how to get to the places mentioned above.

# Lesson 10

## P re-listening

### Discussion

What do you expect to hear when you attend an orientation meeting?

### Useful expressions

chairman

unfairly

be accused of

complaints department

student hardship office elsewhere

etcetera

confident

fantastic

entertainment

organisation committee

arrange

concert

### Test-taking Tips

#### ● Matching the meaning

Often in the listening test, you must match what you see on the question paper with what you hear on the tape. Sometimes it is easy to do this when you hear exactly the same words as you see.

**Example:**

You see this question on the test paper:

**Lesson 10**

Why didn't he go back to university?

You hear this sentence on the tape:

I didn't have enough money.

- A. He wanted to get a job.
- B. He didn't have enough money.
- C. He had already earned enough money.

Clearly, the answer is B because the words come into a perfect match. Often, however, you will not hear the exact words; instead, you will hear a different expression with the same meaning.

## While listening

### Exercise 1

#### Questions 1–6

*Listen to an orientation lecture on the tape, circle the correct letter A–D.*

1. The person speaking is
  - (A) the President of the Student Union.
  - (B) the Chairman of the Student Union.
  - (C) the Dean of the Student Union.
  - (D) the Manager of the Student Union.
  
2. What does the Student Union not do?
  - (A) Look after the welfare of the students.
  - (B) Provide study facilities.
  - (C) Organize entertainment.
  - (D) Look after the rights of the students.
  
3. The Complaints Department is for if
  - (A) you have a problem with your course.
  - (B) you have a problem with a teacher.
  - (C) you break something.
  - (D) you have been unfairly accused of something.
  
4. If you have money problems you can go to the
 

(A) Student Finance Office.	(B) Student Welfare Office.
(C) Student Hardship Office.	(D) Student Loans Office.

5. The Student Union Association

- (A) organizes sports activities.  
(C) organizes entertainment.
- (B) organizes the societies.  
(D) organizes concerts.

6. The Entertainment Organization Committee

- (A) arranges concerts.  
(C) arranges sports events.
- (B) arranges theatre performances.  
(D) arranges dances.

## P Post-listening

### Activity 1

\* Note-taking: listen to exercise 1 again, take notes.

\* Discuss the question below:

What information did you hear? Why?

### Activity 2

\* Try to retell the orientation lecture.

# Unit 6

## Sports

Lesson 11

### P re-listening

#### Discussion

Do you usually do sports? How often?

What is your favorite sport? Why?

#### Test-taking tips

##### Tips for gap-filling

###### \* Before you listen:

Read the instructions carefully.

Always look at and listen for the example.

###### \* As you listen:

Choose the key words or phrases, and be aware of the question changing.

Be aware that some of the answers may come quickly one after the other.

Be aware that one or two of the answers may not be given in accordance with question order.

Be aware that the words or phrases you need may have already been on the page.

Use shorthand to improve the speed at which you write down your answers.

###### \* At the close of the task:

Make sure your words and numbers are easy to read.

Guess the answers to unanswered questions—do not leave blanks.

Check that your answers are given in grammatically correct English,  
i. e. for answers that should be in plural form.

### Useful expressions

category

high/low impact

intensity exercise

cool off

concentrate

fitness

## While listening

### Exercise 1

#### Questions 1–10

Listen to the tape, in which a program host from gymnasium will introduce sports to you. Complete the following gaps.

The speaker is talking about a program called “Sports Time” and sports that are right for the summer season. She suggests that sports can be divided into two categories of high and low 1 ... ..... which means the 2 ..... of intensity. Examples of sports that go into the first group are 3 ..... and 4 ..... If you are exercising outside, you should 5 ..... Sports that go in the second group include 6 ..... and 7 ..... On a very hot day, she suggests you 8 ..... Some sports belong in both groups for example 9 ..... and 10 .....

## P ost-listening

### Dictation

Dictate exercise 1, and check your answer with your partner.

# Lesson 12

pair work

## P re-listening

### Pair Work

Work with your partner.

Tell your partner what your favorite sport is and who is your favorite sport star. Why?

## W hile listening

### Exercise 1

Listen to exercise 1 in lesson 11. Write down all adjectives you hear, and write down your partner's note in the right-hand column.

Your note	Partner's note

## P ost-listening

### Pair Work

Retell exercise 1 to your partner.

# Unit 7

# Health



## Lesson 13

### P re-listening

#### Background

The right balance of food and activities will help you feel great and keep healthy .

Remember to:

- \* Enjoy a Variety of foods.
- \* Emphasize cereals, breads, other grain products, vegetables and fruits.
- \* Choose lower-fat dairy products, leaner meats and food prepared with little or no fat.
- \* Achieve and maintain a healthy body weight by enjoying regular physical activities and healthy eating.
- \* Take limited salt, alcohol and caffeine.

#### Brainstorming

- \* What's a healthy life style, in your opinion?
- \* What about your life style? Is it healthy?

**Test-taking Tips****● Tips for short-answer questions****Before you listen:**

Read the instructions carefully.

Always look at and listen for the example.

**As you listen:**

Accurately specify the topic before choosing the key words or phrases to listen for, and be aware of the question changing.

If necessary, wait for the speaker to sum up.

**At the close of the task:**

Make sure your words and numbers are easy to read.

Guess the answers to unanswered questions—do not leave blanks.

Check that your answers are given in grammatically correct English, i. e. for answers that should be in plural form.

**Useful expressions**

major

nutrition

longevity

cigarette

hamburger

pizza

french fries

computer games

## While listening

**● Exercise 1**

*Questions 1–8*

*You are going to listen to a conversation between an interviewer and a superior.*

# Lesson 13

Answer the questions below and use **NO MORE THAN THREE WORDS** to complete the following gaps.

1. What does the student major in?

---

2. How many cigarettes does the man smoke everyday?

---

3. How many does he smoke on the weekend?

---

4. What does he eat for breakfast?

---

5. How much beer does he drink for dinner?

---

6. How much more does he drink at the weekend?

---

7. How long does he sleep every night?

---

8. Does the man really play sports?

---

## P post-listening

### Review

Review the vocabulary about health, according to the interview's questions and then check your answer with your partners.

# Lesson 14

## P re-listening

### Background

Having a healthy diet is sometimes easier said than done. It is tempting to eat less healthy food because they might be easier to get or prepare, or they satisfy a craving. Between family and work or school, you are probably balancing a hundred things at once.

### Brainstorming

- \* What's your favorite food? Why?
- \* What's a healthy diet?

### Test-taking Tips

#### How can you tell opinions from facts?

An opinion is a point of view; it differs from a fact in that it cannot be proved true. Some people make their opinions sound like facts, but usually when people give a verbal opinion, they use phrases such as "I believe, I think, in my opinion . . ."

### Useful expressions

unhealthy

vegetable

toilet

stomach

be happy with

get sick

## While listening

### Exercise 1

*Questions 1–3*

Listen to the dialogue between two students and circle the correct letter A–D.

1. What does the dining hall not serve?

- |                   |                 |
|-------------------|-----------------|
| (A) Pizza.        | (B) Vegetables. |
| (C) French fries. | (D) Hamburgers. |

2. Every time the female student eats something

- |                                   |                          |
|-----------------------------------|--------------------------|
| (A) she feels sick.               | (B) she gets a headache. |
| (C) she gets pain in her stomach. | (D) she vomits.          |

3. What meals does she eat?

- |   |                                    |
|---|------------------------------------|
| (A) Lots of small ones.                 | (B) Three big meals.               |
| (C) A small breakfast and a big dinner. | (D) No breakfast and a big dinner. |

### Exercise 2

*Questions 4–5*

Listen to the dialogue and complete the gaps below.

The foods in the dining hall are all 4 .....

The female student believes her illness comes from 5 .....

## Post-listening

### Review

Review the listening skill of identifying details.

# Unit

# 8

# Socialization

## Lesson 15

### P re-listening

#### Background

Student Union's primary purpose is to provide a voice to students. It gets students represented to the university, to trade unions, to local and national government, to anyone students think should be aware of their views. There are several departments in Student Union. For instance, Student Advice Service is a welfare provider, willing to deal with any and all issues students might need advice on during their time in university; it is staffed by four full time officers and a part-time Student Adviser and is able to offer guidance on everything. Because colleges have their own bars, Student Union has never had a central student venue, but promotes its own club nights, trying to ensure safe, accessible and enjoyable nights for all students.

Because it exists for students, Student Union is entirely run by students: all its elected officers, and many of its staff, are either current students or students who've taken a sabbatical year to work for Student Union. And Student Union doesn't work without student involvement.

#### Brainstorming

- \* What's the main function of Student Union?
- \* Is there Student Union in your college?

# Lesson 15

## Useful expressions

Student Union  
Administration  
department  
make coffee  
function  
photocopy  
literate

## While listening

### Exercise 1

#### Questions 1–9

Listen to the dialogue about Student Union and complete the application form below.

Applying for a vacancy in which Department	1 .....
What are the roles of the Student Union	2 .....
	3 .....
	4 .....
Work experience	What job                                5 .....
	What responsibilities                    6 .....
	7 .....
	8 .....
Computer literate	tick one                                    9    Y                                    N

## P ost-listening

### Group Work: Dictation

- \* Group A dictates what the student said.
- \* Group B dictates what the member of the Student Union said.

**Lesson 16****Lesson 16****P**re-listening**Test-taking Tips**

In order to understand what people are saying, you should know what their relationship is to each other and to you as the listener.

The language we choose to use depends on our relationship with the other speakers, e. g. we use different languages to talk to a family member as opposed to a teacher or a salesperson. Knowing the context of a conversation also helps us to understand the language because it helps us to anticipate what the speakers are going to talk about.

Match the adjectives in lesson 9 with their synonyms.

Watch a video or listen to a tape about the communication, and introduce the way of communicating with a stranger.

**W**hile listening**Group Work: Dictation**

Group A are dictated with the adjectives that appear in student A's words.

Group B dictate the adjectives that appear in student B's words.

**P**ost-listening**Role Play**

\* Work in pairs to imitate the dialogue you've just heard.

**Group Work**

\* Listen to an advertisement and guess what it is.

\* Write down the adjectives that are used to describe the object and its price.

# Unit 9

## Job

9



### Lesson 17

#### P re-listening

##### Background

###### • Finding a part-time job

How do you find a part-time job? Good question. If you have Work-Study as a part of your financial aid package, you will have a lot of options. Most departments on campus hire Work-Study students (because the federal government pays about 2/3 of the wages). Most jobs are clerical and offer a variety of experiences or you can tutor an area elementary student as part of President Clinton's focus on literacy. You can always check out the listing of Work Study jobs online.

##### Brainstorming

What's your ideal job? (working hours, salary, and working environment)

##### Test-taking Tips

###### • Use shorthand for speedy writing

In the Listening Test, you are often required to listen for the next answer while writing down the answer to the previous question. It is one of the measures of effective listening—the ex-

**Lesson 17**

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aminers want to find out if you can comprehend what is said while attempting another task at the same time. This further tests your listening ability in English.

To write down the answers more quickly, write only the first two or three letters of the answer that you hear. This shorthand approach is effective in a gap-filling listening task because some of the answers may come in quick succession, especially at the beginning of the gap-filling passage.

You can complete the words during the short period of time given to you after the passage has finished. You are very likely to remember what the letters mean because they are the first letters of words you have recently heard in context.

This method can enable you to return quickly to giving your whole attention to listening for the next answer. However, it does require some practice. Note that you would not try to use this method to remember numbers, but with word answers you can almost always remember the words again. Then, all you need to do is give the correct grammatical form of the answers.

**Useful expressions**

professional

fashion

politics

lawyer

professor

physics

landscape

Prime Minister

cope with

movie director

## While listening

### Exercise 1

#### Questions 1–8

You will hear 8 international celebrities talk about their jobs and then complete the gaps below.

*Write NO MORE THAN THREE WORDS for each answer.*

David is a 1 .....

Tony is a 2 .....

Madonna is a 3 .....

Yao is a 4 .....

Bill is a 5 .....

Stephen is a 6 .....

Charlie is a 7 .....

Stephen is a 8 .....

## P ost-listening

\* Listen to the record again and write down the verbs which are used to modify the nouns about the jobs.

**Lesson 18****Lesson 18****P**re-listening**Background**

- Typical job interview questions asked of college seniors and recent college graduates.

Here is a list of sample interview questions college seniors and recent grads can ask, especially at first, more traditional interviews. Prepare answers to these questions, but don't memorize your answers so that you come off sounding like a robot; in other words, be prepared for these questions and have an outline or script ready, but don't worry about remembering your answers word-for-word.

- Job interview questions for new grads

- \* How would you describe yourself?
- \* What do you see yourself doing in five years?
- \* What do you really want to do in life?
- \* Why did you choose your college—and are you happy with the choice?
- \* What are your long-term career objectives—and how do you plan to achieve them?

**Brainstorming**

How to deal with a job interview?

**Test-taking Tips**

You are not always listening for the words used in the question. IELTS tests your ability to make sense of what you hear—not just to listen for key words.

Sometimes one of the speakers will ask the questions to you in a slightly different form, so listen carefully to this.

**Useful expressions**

waiter  
customer  
wage  
apply for  
be responsible for  
cash register

## While listening

### Exercise 1

#### Questions 1–10

You will hear a job interview where a student applies for a waiter's position in a school cafe. Complete the gaps below.

- |  |         |
|--|---------|
| He is applying for the position of                         | 1.....  |
| It is a part-time position and the days are                | 2.....  |
| He would always work                                       | 3.....  |
| The rate of pay is   | 4.....  |
| He could also keep   | 5.....  |
| His duties would be to look after                          | 6.....  |
| He would also have to make sure                            | 7.....  |
| He would be responsible for making sure the customers paid | 8.....  |
| If the cash register were incorrect, he would have to      | 9.....  |
| Wages are paid on  | 10..... |

## Post-listening

### Discussion

- \* In this job interview, does this student do well? Why?
- \* What are his problems?

# Unit 10

## Travel

### Lesson 19

#### P re-listening

##### Background

Look at the article below. This is an advertisement of a travel agency.

###### **Day Trip to Paris (Tour 37/37F)**

Highlights: \*Fully escorted Day Trip to Paris via Eurostar\*

There is simply no better way of visiting Paris in a leisurely day out from London.

Departing Waterloo International with your guide aboard Eurostar for the three hour rail journey to Paris, passing en route through the 31-mile-long Channel Tunnel. The train will travel at a speed of up to 186 mph. On arrival in Paris, you will enjoy a fully guided panoramic tour of the city seeing the Champs-Elysées, Arc de Triomphe, the Eiffel Tower and much more. In the afternoon there will be time to shop and explore independently or with your English guide.

Tour 37: Standard Class on Eurostar—no meals included

Tour 37F: First Class on Eurostar—meals included on train

The escorted return to London will be via an early evening Eurostar service. "Bon voyage" ... and don't forget your passport & visa if required.

Tour No:	37 (standard)
Tour Departs:	Daily except Sunday

Price:	£159 Adults £139 Children (Under 12)
Tour No:	37F (first class)
Price:	£239 Adults £219 Children (Under 12)
Tour Departs:	Daily except Sunday

**Useful expressions**

foreign

guidebook

reservation

depend on

pack

in case of

## While listening

**Exercise 1**

Questions 1–9

Listen to the conversation on the tape. Complete the following gaps.

List of things to take on my holiday and after you have done it you can 1 .....

Most important things to take:

2 .....

3 .....

Amount of money to take: 4 .....

Other general items to take:

5 .....

6 .....

Two reservations to make:

7 .....

8 .....

9 Additional things to pack .....

## P Post-listening

### Group Work

- Listen to exercise 1 again.

Group A dictate adjectives.

Group B dictate noun phrases.

And exchange your answers to complete the columns.

Group A	Group B

### Activity

Work with your partner.

Choose one of the group-work below.

- \* Retell the conversation with your partner.
- \* Discuss with your partner: How many suggestions did the girl have from her friend? What are those suggestions?

# Lesson 20



## Pre-listening

### Discussion

- \* What is your favorite means for travel? Why?
- \* Where do you want to go most? Why?
- \* Do you like travel? Why? If not, why?



## While listening

### Exercise 1

#### Questions 1–8

Listen to the conversation between two friends. Complete multiple choices below. Circle the correct answer from choices A–D.

1. She thought the holiday was
  - (A) good and really cheap.
  - (B) great but expensive.
  - (C) okay but really expensive.
  - (D) fantastic and really cheap.
  
2. She went to
  - (A) France.
  - (B) America.
  - (C) Germany.
  - (D) England.
  
3. Where does the Queen live?
  - (A) In Buckingham Palace.
  - (B) In Blenheim Palace.
  - (C) In Boddingtons Palace.
  - (D) In Bedfordshire Palace.

# Lesson 20

4. The soldiers wear  
 (A) big black hats and red clothes.      (B) small black hats and red clothes.  
 (C) big black hats and black clothes.    (D) big black hats and ride horses.
5. The hats are made from  
 (A) foxes.                                        (B) rabbits.  
 (C) bears.                                        (D) deer.
6. The museums are  
 (A) very expensive.                            (B) very cheap.  
 (C) usually cheap.                             (D) usually free.
7. Her favorite dish was  
 (A) apple mumble.                            (B) apple crumble.  
 (C) apple fumble.                             (D) apple jumble.
8. She stayed in  
 (A) an expensive hotel.                        (B) a cheap hotel.  
 (C) university accommodation.                (D) a really cheap youth hostel.

## P Post-listening

### Pair Work

Listen to exercise 1 again. Take notes according to the tape, and then ask your partner whether he or she heard the same information. Write down his or her answer in the table below:

Questions	Answers
1.	
2.	
3.	

# Unit 11

## Event - An Accident

### Lesson 21

#### P re-listening

##### Brainstorming

Do you like mountain climbing? Why?

#### Useful expressions

expedition

frightening

definitely

melted

avalanche

incredible

# Lesson 21

## While listening

### Exercise 1

Questions 1–10

Listen to the conversation on the tape. Two speakers are talking about their mountain climbing activity. Complete the gaps below.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| The expedition was led by        | 1 .....                          |
| The expedition leader came from  | 2 .....                          |
| The expedition leader's hair was | 3 ..... and his eyes were 4..... |
| The events took place on         | 5 .....                          |
| The weather that day was         | 6 .....                          |
| The weather caused               | 7 .....                          |
| The total number of climbers was | 8 .....                          |
| One of the climbers, Mikey,      | 9 .....                          |
| His health now is                | 10 .....                         |

## Post-listening

- \* Review the vocabulary about health, according to the questions in the interview.
- \* Check your answer with your partner.

# Lesson 22

## P re-listening

### Background

#### *Recommended Climbing Equipment*

Following is a list of recommended equipment for both individuals and teams. Equipment is useless if you do not know how to use it! Become familiar with every article of equipment before leaving home.

##### Individual Equipment:

Map & Compass	Knife
Matches/Lighter	Sunglasses
Sunscreen and Lip Balm	First Aid Kit
Altimeter	Sleeping Bag
Ice Axe	Chest and Seat Harness
Helmet	Boots and Gaiters
<b>Crampons</b>	
Picket or other appropriate protection device	

#### *Team Equipments*

Rope, 40 m, 9 or 11mm diameter
Pickets or Ice Screws (as appropriate for routes and conditions)
Pulleys
Stove and Fuel
Extra Fuel for emergencies
Tent or Tarp Shelter
Wands

### Test-taking Tips

#### ● Tips for multiple choice questions

You do not have much time to read the multiple choice questions in the Listening Test booklet before the passage begins. Therefore, decide which parts of the question task to read first.

##### \* Before you listen:

You need to understand what the topic of the talk or conversation is about so that you can

# Lesson 22

predict what ideas and words you might hear. Therefore, read the instructions first.

Once you have read the instructions, do not forget to look at the example.

Next, you should read the first question and all the possible answer choices to that question. By doing this, you will be prepared for the first question when the passage begins. Note that you do not know how much time you have before the passage begins.

Underline any key words or phrases in the question and possible answer choices that you feel might help you in listening for the answer. Make sure that the key words or phrases refer to the specific topic of the question.

Then, you should at least read the other questions for key words before you read any of the possible answer choices to those questions. This will further assist you with predicting and prepare you to move on to the next question as the questions change.

Be ready to give the answer to the first question as soon as the passage begins. Sometimes the answer to the first question is given in the speaker's very first sentence.

**\* As you listen:**

Carefully examine the answer choices for each question as you listen to the passage.

Do not overlook "all (or none) of the above" answer choices.

If in doubt, consider the longest answer after rejecting any illogical answers.

**\* In the time given to you at the end of the multiple choice questions:**

Check the choices you have made.

Guess the answers to unanswered questions—do not leave blanks.

## While listening

### Exercise 1

#### Questions 1–10

Listen to the conversation between two students on the tape. Circle the correct letter A–D.

- The climbers think about their ordeal
 

(A) everyday.	(B) often.
(C) sometimes.	(D) never.
- At first the male climber
 

(A) was scared because he thought he was going to die.
(B) excited because it was an adventure.
(C) happy to have a good story to tell others.
(D) angry that the climb had gone wrong.

3. About an hour after the accident, the man  
(A) started to cry. (B) started to sleep.  
(C) started to sing. (D) started to get cold.
4. The man could move  
(A) no part of his body. (B) all of his body.  
(C) his head and right leg. (D) his head and right arm.
5. The woman could move  
(A) no part of her body. (B) all of her body.  
(C) her head and right leg. (D) her head and right arm.
6. When the man was rescued  
(A) he hugged everyone. (B) he kissed everyone.  
(C) he laughed. (D) he cried.
7. When the woman was rescued  
(A) she hugged everyone. (B) she kissed everyone.  
(C) she laughed. (D) she cried.
8. The man was in hospital  
(A) for six weeks with seventeen broken bones.  
(B) for nine weeks with seventeen broken bones.  
(C) for six weeks with sixteen broken bones.  
(D) for seven weeks with sixteen broken bones.
9. The woman was  
(A) hurt more than the man. (B) hurt less than the man.  
(C) hurt the same as the man. (D) not hurt.
10. They had a party  
(A) when they all got out of hospital. (B) a year after the accident.  
(C) at the hospital. (D) 48 hours after the accident.

## P post-listening

\* Review the listening skill of identifying details.



**Level three**

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# Unit 12

## Orientation

Lesson 23

### P re-listening

#### Details of IELTS Listening Test

##### Procedure of the test

- \* The listening module is the first test you do on the test day.
- \* The tape is played once only.
- \* You are given a question paper and an answer sheet while you are listening.
- \* You write your answers on the question paper.
- \* When the tape stops, you are given 10 minutes to transfer your answers to the answer sheet.
- \* The test takes about 40 minutes.

#### Background

##### *Orientation(All Students)*

All new international students (including transfer students from other schools) MUST attend a mandatory orientation session. Failure to attend an orientation session may prevent you from registering for classes at university. *NOTE:* This orientation is different from your college or department orientations. You must attend the International Student Orientation and your col-

lege or department sessions. Check with your college or department for their orientation dates and times.

The daily schedule for all orientation sessions is the same. Please attend the orientation that fits your situation. Sessions will cover:

- \* Staying Legal While Studying in Britain
- \* 10 Things I Wish I Knew Before Coming to University
- \* Things to Do and How to Get Around

Orientation will also feature by the COMMUNITY RESOURCE FAIR where you will find food and drink booths, student clubs, campus resources, community organizations, and cash points, cell phone companies, automobile insurance, etc ...

#### ● Please choose one orientation to attend.

- Monday, September 12, 2005 9:00 a. m. – 4:00 p. m. NOTE: For all new Undergraduate and Graduate students
- Tuesday, September 13, 2005 9:00 a. m. – 4:00 p. m. NOTE: For all new Transfer students

#### A Variety of IELTS Listening Questions

- \* Multiple choice
- \* Short-answer questions
- \* Sentence completion
- \* Notes/summary/diagram/flow-chart/table completion
- \* Labeling a diagram which has numbered parts
- \* Classification
- \* Matching

#### ● Listen for specific information

Listening for specific information is quite similar to the reading skill of scanning. This is where students often get into trouble. They try to catch everything, often taking the time to mentally translate it into their mother tongue. This word-by-word processing leads to slow, tedious reading. With listening, it's impossible. It simply takes too long.

#### ● Question type: diagram

- \* Labeling a diagram which has numbered parts.

You will be given a diagram and asked to label it with labels given in the listening text. You will usually be given a box of words or phrases from which to select the labels.

**Useful expressions**

sorry to bother you

Registration Office

Admission Office

directly in front

# While listening

**Exercise 1**
**Questions 1–4**

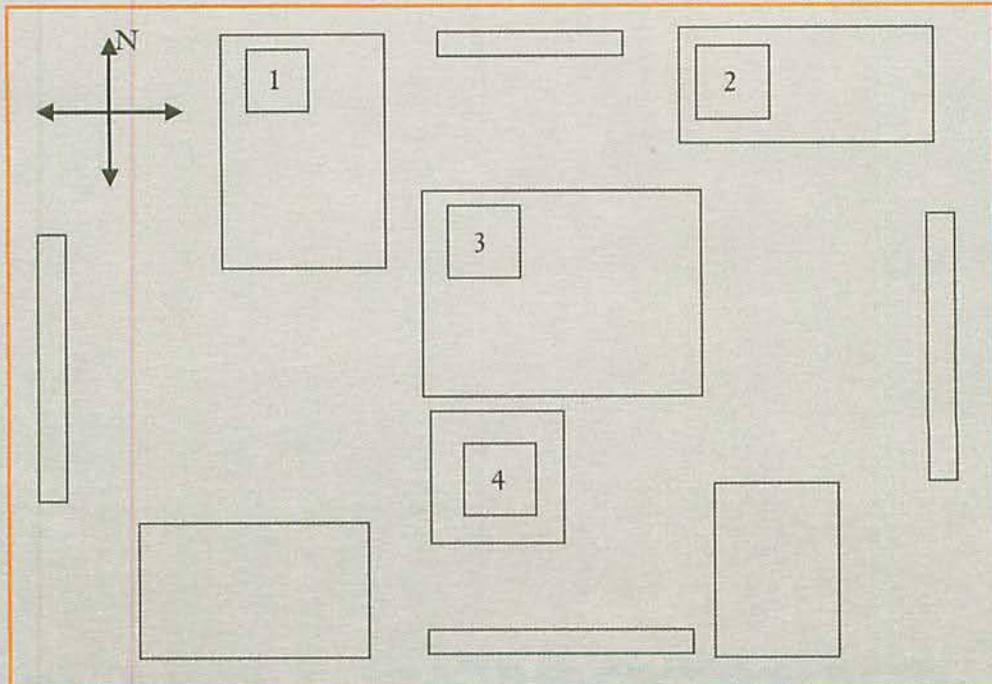
You will hear a conversation between a famous film star and a student on campus. Choose the correct number in the map below to fill the gap.

Building 1: \_\_\_\_\_

Building 2: \_\_\_\_\_

Building 3: \_\_\_\_\_

Building 4: \_\_\_\_\_



# P ost-listening

## Listen for Specific Information

The key is to focus on what they are listening for. One good way is simply to read the task or questions before listening. Do they have to write answers? Check boxes? Fill in a form? Number pictures? In real life, people always know why they are listening. The same rule can be applied into IELTS listening.

## Role Play

- \* Role Play provides opportunities for practicing particular activities in campus orientation, and reinforces the skill of listening for specific information.
- \* Work in pairs. Take it in turns by acting as speakers in exercise 1.

## Lesson 24

**Lesson 24****P**re-listening**Structure of the Test**

- The first two sections are concerned with social needs.

**Section 1**

\* In this section you will hear an informal or semi-formal conversation between two people. For example, you might hear a discussion about what's on television; or you might hear someone making a complaint about their rented flat or a faulty product, or someone asking for information or making a booking.

**Section 2**

\* In this section you will hear a monologue in a similar context with section 1. For example you will hear someone talking about the restaurants in a town or describing the rules or regulations in a hostel or the procedure you need to follow in order to make a complaint.

**Section 3**

\* In this section you will hear a conversation with up to four speakers. It will be more formal than Section 1. The speakers could be students discussing a lecture or planning something for class or talking to someone in authority at a college or university.

**Section 4**

\* In this section you will hear a monologue in an academic lecture or talk. It will also be more formal. All the topics will be of general interest and not biased towards students of particular disciplines.

**Discussion**

- Choose one of the following questions to discuss:

- \* What was your first day in school like? Describe your first day in school.
- \* Which part do you think is the most helpful one in orientation schedule in the table below?

TIME	ACTIVITY	LOCATION
8:30 a. m. – 9:00 a. m.	Registration	Center Hall Room 101
9:00 a. m. – 9:15 a. m.	Welcoming Remarks and Staff Introductions	Center Hall Room 101
9:15 a. m. –11:15 a. m.	Immigration Issues: Staying Legal While Studying in Britain	Center Hall Room 101
11:15 a. m. –11:30 a. m.	Health and Safety Awareness	Center Hall Room 101
11:30 a. m. –12:00 p. m.	Digital Tour of Campus	Center Hall Room 101
12:00 p. m. –1:30 p. m.	Lunch and Community Resource Fair	International Center Patio
1:30 p. m. –2:45 p. m.	SESSION I: Student Panel: 10 Things I Wish I Knew Before Coming to University	International Center Lounge
3:00 p. m. –3:45 p. m.	SESSION II: Student Life: Things to Do and How to Get Around	International Center Lounge

### Question Type: Multiple Choice

- There are three types of multiple choice questions in the IELTS listening exam.

- \* There is only one possible answer, which sometimes is a picture.
- \* There are multiple choice answers, one mark for all.
- \* There are multiple choice answers, one mark for each.

For these questions you may be given the start of a sentence which you have to complete with one out of four or more choices. Or you may be presented with a question and asked to find two, three or four items in a list of answers.

## While listening

### Exercise 1

#### Questions 1–4

You will hear a conversation between a famous film star and a student on campus again. They are talking about the lecture.

**Lesson 24**

Choose the correct letter A–D.

1. The professor's name is
 

(A) Laurier.	(B) Bouvier.
(C) Moliere.	(D) Gerard.
  
2. The lectures are held in
 

(A) Building 6, Floor 7, Room 7.	(B) Building 7, Floor 6, Room 7.
(C) Building 7, Floor 7, Room 6.	(D) Building 6, Floor 7, Room 6.
  
3. Lectures are held
 

(A) three times a week.	(B) two mornings a week.
(C) two afternoons a week.	(D) every afternoon.
  
4. The professor is
 

(A) strict about attendance.	(B) strict about punctuality.
(C) lenient about attendance.	(D) lenient about punctuality.

*Questions 5–8*

*You will hear the conversation again.*

*Complete the gaps below. Write NO MORE THAN THREE WORDS for each answer.*

5. The Art Department classes are held in: .....
6. The course is called: .....
7. The first class starts: .....
8. You can purchase course materials at: .....

## P Post-listening

### Group Work

- \* Work with your group to design a poster for a lecture, including the time, place, lecturer and brief course description.

# Unit 13

# House Renting

Lesson 25

## P re-listening

### Learn to Listen

The key of listening skill is:

- \* What's important is not just what we're listening to.
- \* It's what we're listening for.

Strategies for taking the test

- \* Your purpose in listening is to identify what the question requires you to understand.
- \* It is not necessary to understand every word you hear.
- \* Listen for keywords to get the meaning.
- \* You will hear the information once only, so prepare yourself by anticipating what you will hear.
- \* Read and analyze the question as a pre-listening task.

### Background

#### *Challenges of Renting a House*

Of course there are many challenges of renting a house. While rental income may be bigger, if a property goes un-rented for a period of time, you stand to lose more if you can find tenants.

Maintenance of a home rental can also be challenging. Regular painting, lawn care, snow removal can require constant attention or qualified professionals that will cost you money.

# Lesson 25

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Questions from your tenants on how things work, requests for repairs and rent collection can also take away from the experience of house renting.

## Techniques for the Listening Tasks

Before you listen, survey the questions and try to build up an idea and reason for listening, e.g.

- \* What is the topic?
- \* What is the situation?
- \* How many characters are there?

Follow the instructions carefully, get the information you need and answer the questions accurately.

## Question Type: Sentence Completion

These questions require you to complete the end of a sentence, or insert a word or phrase in the middle of a sentence, or the sentence may require a word in the middle and a word at the end. The sentences may be in a table.

They are similar to the short answer questions in that they will always tell you to write your answers in NO MORE THAN THREE WORDS. So you can answer with one word, two words or three words but no more.

### Useful expressions

is located on  
altogether  
decorations  
convenient  
Internet access

## While listening

### Exercise 1

Questions 1–8

You will hear a conversation between a landlord and a student who is planning to rent an apartment. The

landlord introduces her rental apartment to the student. Complete questions below.

Fill the gaps in sentences below. Write NO MORE THAN THREE WORDS for each answer.

The apartment is located on 1 \_\_\_\_\_ and it is a 2 \_\_\_\_\_ apartment. The biggest room is the 3 \_\_\_\_\_ room. There are 4 \_\_\_\_\_ grocery stores, 5 \_\_\_\_\_ restaurants, and a 6 \_\_\_\_\_ nearby. The apartment is 7 \_\_\_\_\_ pounds per month. If you want to get 8 \_\_\_\_\_ you have to pay yourself.

## P Post-listening

### Group Work

Choose two students in your group to read the dialogue below, and then discuss what they are talking about.

- \* Tom: Don't you have air-conditioner in your apartment? It's sweltering here!
- \* Alice: Well, there's air-conditioner. Did you see that window air-conditioner there? The problem is that the window unit is not powerful enough.
- \* Tom: I guess not, huh.
- \* Alice: Well, I'm going to move out anyway. The new apartment has central air-conditioning.
- \* Tom: You should've moved out long, long ago.
- \* Alice: Well, I had to wait until the lease expired. So ...
- \* Tom: So how can you stand the heat?
- \* Alice: Well, I open the windows and ... I've got an electric fan here. It helps a little.

**Lesson 26****Lesson 26****P**re-listening**Listen for Details**

Detailed information usually includes characteristics or features of objects and things which require us to listen carefully and track down in time.

**How to Do Sentence Completion Questions**

- \* Read the instructions carefully.
- \* Read the sentences carefully before the recording starts and during the 30 seconds given.
- \* As you do this,
- \* underline the key words.
- \* try to work out what you are going to hear.
- \* decide what you need to listen out for.
- \* anticipate grammatical form as well as vocabulary.
- \* if the sentences are part of a table, check whether they are horizontal or vertical.
- \* Listen to the introduction given carefully.
- \* Answer the questions as you listen. The information will be given in the same order as the questions, although it may be expressed differently. You may use your own words.
- \* Make sure your sentences are grammatically correct.
- \* Make notes beside the question if you are not sure of the answer.

**Useful expressions**

tenants

immediate termination

expressly

refundable

circumstances

# While listening

## Exercise 1

### Questions 1–6

You will hear a tenancy agreement. Complete questions below. Write **NO MORE THAN THREE WORDS** for each answer.

All tenants are expected to pay 1.....

All deposits paid are 2 .....

The artifacts in the house include 3 .....

4 ..... and other similar items.

All tenants are expected to keep all shared areas 5 .....

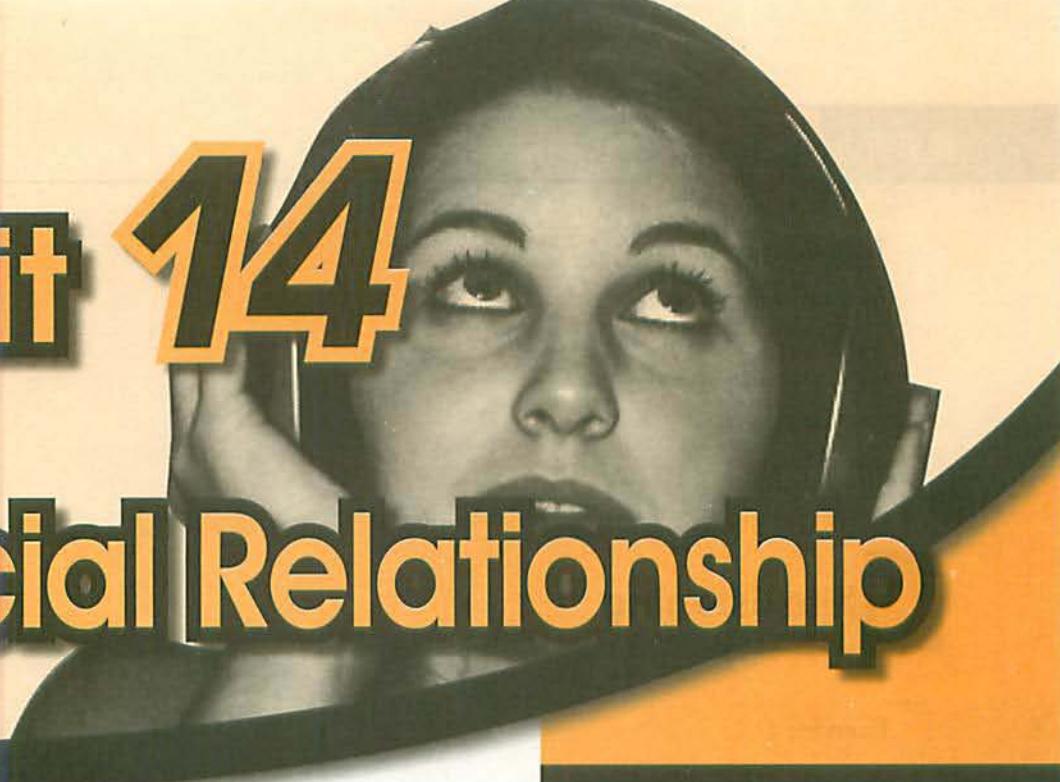
The contract will be for duration of 6 ..... only.

# Post-listening

## Role Play

According to the tape, work in pairs to rent a house.

- \* Ask and answer specific questions.
- \* Pay attention to the details while listening.



# Unit 14

## Social Relationship

Lesson 27

### P re-listening

#### Definition of Social Relationship

In most cases, we refer to Social Relationship as informal one, which means entering into relationships with others, such as casual relationships with people living in the same community or residence, or with co-workers, students, playmates or people with similar backgrounds or professions.

For example, informal relationships with friends, neighbors, acquaintances, co-inhabitants and peers.

#### ● A debatable question to think about:

\* Which is more important in China, your skills or social relationship?

#### — Listen for Specific and Detailed Information

IELTS listening combines both types of information to test your ability of understanding.

### Useful expressions

be mean to be

as well

to be precise

fascinating

anonymity

## While listening

### Exercise 1

Listen to the conversation on the tape. Two speakers are talking about relationships.

Questions 1–8

Fill in the gaps below.

Woman:

1. Profession: .....
2. Age: .....

Man:

3. Teaches what subject: .....
4. Comes from: .....

Write YES if the sentence is right, write NO if it is wrong.

5. The woman comes from a big city. ....
6. The woman is older than she sounds. ....
7. This is the first time the man has been to this kind of party. ....
8. The man is having a bad time at the party. ....

## Post-listening

### Role Play

Imagine that you are stranger to each other. During the conversation, however, you discover that you know each other through certain relationship. Ask for detail information about the relationship. For example, ask for his/her family, hometown, and story of his/her family name etc.

# Lesson 28

## Pre-listening

### Paraphrased Meaning

Understanding paraphrased meaning in IELTS listening is a critical skill which is heavily applied in your academic life. So the first question is:

#### What is paraphrasing?

- \* Putting the ideas of another author into your own words.
- \* To restate, concisely and in your own words, the sense or meaning of a text or passage from a book or journal article, etc.
- \* To paraphrase a statement is to restate it using different words and/or grammar while keeping the same meaning. You can paraphrase a statement at the same level of language or at a different level, e. g. make the sentence harder or easier than the original. This requires a solid understanding of the concepts and a good range of vocabulary. Being able to express complex concepts more simply can help you be a good listener. It can also help you to discuss subjects that you understand but cannot yet talk about at a high level of language.

#### Practice

Practice pronouncing and using these expressions

- a. We are less relying on books and going out to see films.
- b. We have far more options to see them either on video or TV.
- c. Also, people have more choices.
- d. I'm frankly quite tired of them.
- e. These fake CDs are all people can afford here.

### Question Type: Short Answer Questions

- \* These questions require general information or specific details which you will find when listening to the text.

\* There are two types of short answer questions in the IELTS listening exam.

Type 1. Questions

Type 2. Lists

\* These questions will always tell you to write your answers in **NO MORE THAN THREE WORDS**. So you can answer with one word, two words or three words but no more.

\* Also note that the answers should not require a hyphenated word (e. g. non-driver) or a contraction (e. g. we've).

\* If the answer requires a number, you can write it as a numeral (e. g. 1) or a word (e. g. one) or a combination of a numeral and a word.

### Useful expressions

genre

favorite

ironic/in an ironic way

rock/pop music

eclectic

jazz/soul

R&B

fanatic

suppose

appreciating

cheer sb. on

a bunch of

loser

**Lesson 28****While listening****Exercise 1**

*Listen to the conversation on the tape. Two speakers are talking about music.*

*Questions 1–5*

*Complete questions below.*

1. Miya's favorite genre of music is:

---

2. When did Miya use to like rock music?

---

3. What genres of music does Neol listen to when he is trying to relax?

---

4. What genres of music does Neol listen to when he is going out with friends?

---

5. Do they like the same music?

---

*Questions 6–8*

*Choose the correct letter A–D.*

6. Miya likes football

- (A) because she is a football fanatic.      (B) because she likes the social occasion.  
 (C) because she likes all the sports.      (D) because she likes football players.

7. The football match is at

- (A) 3:00 p. m.      (B) 4:00 p. m.  
 (C) 5:00 p. m.      (D) 2:00 p. m.

8. Neel's football team is
- (A) bad.  
(B) not bad.  
(C) a bunch of losers.  
(D) terrible.

## P ost-listening

### Discussion

Discuss the following topics with your classmates and then explain why you like it, using paraphrased term, such as synonymous word or phrase.

- \* Name the type of music you like.
- \* How often do you listen to it.
- \* What are the basic features of the type of music you like.

# Unit 15

## Studying

Lesson 29

### P re-listening

#### Keys to Better Listening

##### Activities to Improve Listening

- \* Listen to English Pop Songs
- \* Listen to TV News Reports
- \* Listen to Films
- \* Listen to Radio
- \* Listen to TV Programs or Videos

There are various ways of improving your English listening skills. Talk about your good and bad experiences. Compare with your partner:

- \* What enjoyable experiences do you remember?
- \* What do you dislike?

#### Skills to Better Listening

##### ● Making predictions:

Before you start your listening, try to predict what you will hear. Training yourself to be one step ahead of the speakers enables you to be familiar with a particular topic quickly. Although you may not get the exact words, you have the framework of the topic.

**Useful expressions**

specific  
improve  
comprehension  
recommend  
gist  
sense of

## While listening

### Exercise 1

*Listen to the tape. You will hear a lecture made by Professor Hu.*

*Questions 1–5*

*Complete the sentences below. Write NO MORE THAN THREE WORDS for each answer.*

1. Professor Hu Min is advising how to improve your listening: .....
2. Beginner students should listen for the ..... of a sentence.
3. Advanced students can understand a word they don't know from the .....
4. The professor calls the level between beginner and advanced .....
5. A language exchange partner doesn't have to .....

*Questions 6–10*

*Listen to the tape again. Circle the correct letter A–D.*

6. Gist is
 

(A) the general meaning of something.	(B) stressed words in a sentence.
(C) context.	(D) specific details.
7. Beginners should listen for
 

(A) stressed words in a sentence.	(B) words they understand.
(C) long words.	(D) the first word in a sentence.
8. Intermediate speaker should
 

(A) try to understand the overall meaning.
(B) listen for specific details.
(C) do a mixture of overall meaning and specific details.
(D) depend on the context.

# Lesson 29

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9. The best way to improve your listening is
  - (A) TV.
  - (B) radio.
  - (C) language cassettes.
  - (D) language partner.
  
10. You should choose language cassettes that are
  - (A) easy.
  - (B) the same level as you.
  - (C) a little higher than your level.
  - (D) very difficult.

## P Post-listening

### Group Work

What works best for you to learn English? Compare your experiences with others' in class.

Use these expressions:

- \* I'm a student at ...
- \* I've been studying now for just about ... years.
- \* I am studying to be a ...
- \* It's been my dream since I was in ...
- \* What I usually do is attend classes in the ...
- \* I'm required to do some ...

# Lesson 30

## P re-listening

### How to Predict While Listening

1. Use your background knowledge. What have you already known about the topic?
2. Think of questions that listening materials might provide answers for.
3. Pay attention to stress and intonation.
  - \* People usually speak with stress. The position of stress is a good indicator of key points.
  - \* Recognizing stress can help you to tell the more important points from the less important ones.
4. Pay attention to signposts.
  - \* Speakers frequently speak with signposts. They are words, phrases or questions which signal what you are going to hear for the next stage.

### Some Examples of Signpost Words

- \* To introduce a new point: right, okay, good, now, well
- \* To list points: first, first of all, for a start, second, another, also, then, next, finally, last
- \* To explain: In other words, that is, I mean, look at it this way
- \* To signal important points: the important/central point, I would like to stress, You have to remember that, the fact is that, so you see that, in fact, what I am saying is that
- \* To express result: so, therefore, as a result
- \* To give an example: for instance, for example, take the case of, imagine, like, such as
- \* To show contrast: but, however, on the other side
- \* To sum up at the end: In conclusion, In short, In brief, summing up, so you see, the result is that

### Useful expressions

variety

appropriate

form filling

# Lesson 30

multiple choice

gap-filling

native

mixture

## While listening

### Exercise 1

*Professor Hu continues his lecture about question types that frequently appear in IELTS listening part.*

*Questions 1–10*

*Complete the sentences below. Write NO MORE THAN THREE WORDS for each answer.*

1. The questions are designed to test .....
2. The test is designed to help you understand a variety of questions and then to .....
3. For example, there may be a conversation where one person is .....
4. You have a choice of four answers with ..... questions.
5. A gap-filling exercise where you have to .....
6. The first thing you should do before listening to the recording is to .....  
and to understand the questions.
7. You can only listen to the recording .....
8. The recording uses a mixture of .....
9. The speed of the recording is at .....
10. Prepare well before the exam by .....

## P Post-listening

### Pair Work

#### ● Developing your listening skills through pair work.

As we mentioned, successful listening in any professional or academic situation involves being able to use a number of skills effectively. These include being able to predict what a speaker might say; using your knowledge of specialist vocabulary relevant to a particular topic and training yourself to listen for specific information.

#### ● Rephrase exercise 1 to your partner.



# Unit 16

## Future Plan

**Lesson 31**

### P re-listening

#### Skills to Better Listening

##### ● Pay attention to repetition

\* People often repeat or rephrase what they have said for various reasons. Listeners can use these opportunities to catch the meaning for a second time.

##### ● Pay attention to clues

Understanding spoken words actually goes beyond the literal words. In order to guarantee successful listening, an intelligent listener will make use of relevant clues which go along with the speech. For example, occupation of the speaker, location of the conversation or tone changes in the dialogue.

##### ● Pair work

Look at the following questions. Student A practices asking them using repetition; Student B listens carefully and then answers.

\* Well, I'd like to finally ask you a few questions about your future. What do you plan to do in

the near future?

- \* Can you tell me what some of your short-term plans are? What do you plan to do?
- \* Do you have any concern about living overseas? What do you think will be some of your biggest challenges?
- \* What are some of your overall goals in life?

### ● Strategic planning for your career

How many times will you change careers in your lifetime? If you're like majority people, you'll change careers at least several times over the course of your life. How successful you'll be in making transitions among careers can at least be partially attributed to the amount of career planning and preparations you've done.

Every job-seeker needs to take time to step away from the day-to-day grind of work and spend time reflecting on your career and developing some plans for your future. Whether you love your current job and employer or feel frustrated and confined by your job, career planning can help. Think of career planning as building a bridge from your current job or career to your next job or career; without the bridge, you may easily stumble or lose your way, but with the bridge there is safety and direction.

### Useful expressions

short-term plans

accommodation

concerns

challenges

concise

overall goals

bring up

## While listening

### ● Exercise 1

Gump went to Maya chocolate shop to apply for the job as chocolate maker. First, he was asked to fill in a questionnaire about his personal information.

**Questions 1–4**

Complete the notes below. Write **NO MORE THAN THREE WORDS** for each answer.

Job applied for: 1 .....

Age: 2 .....

Personal qualities: 3 ..... and 4 .....

**Questions 5–8**

The conversation continues. Answer the questions below. Write **NO MORE THAN THREE WORDS** for each answer.

5. Does Gump have any work experience involving chocolate making? .....

6. What three kinds of chocolate does he mention? .....

7. Why is good quality chocolate good for your health? .....

8. According to Gump, what is a box of chocolates like? .....

## P Post-listening

### Following Signpost Words

The phrases below are signpost words to introduce an example.

for example

for instance

Let's take ... as an example

### Role Play

Listen to the conversation again.

Underline all the information you need from the conversation.

Practice the conversation with your partner using signpost words.

# Lesson 32

## P re-listening

### Pay Attention to Clues [continued]

#### ● What are the clues in listening?

These clues include:

- \* Who said the words? If the speaker is a politician, for example, you can probably make predictions about what will be said.
- \* Where did you hear the words? In different contexts, people use different words to suit the context. The language that a news reporter uses in a news report is not the same as the language which he uses in his daily life.
- \* Did the speaker's tone change? A change in tone may imply a change in meaning.
- \* Obviously, you will not be able to use all these opportunities for listening. However, you should choose a few of your favorite opportunities. Then try to practice all the skills of listening.

#### Short-term career planning

A short-term career plan focuses on a timeframe ranging from the coming year to the next few years, depending on the job-seeker. The key characteristic of short-term career planning is developing realistic goals and objectives that you can accomplish in the near future.

As you begin your career planning, take time to free yourself from all career barriers. They are personal barriers (such as lack of motivation, apathy, laziness, or procrastination), family pressure (such as expectations to work in family business, following a certain career path, or avoidance of the careers that are below your status or stature), and peer pressure. And while career planning and career decision-making are important aspects of your life, do not put so much pressure on yourself which paralyzes you from making any real choice, decision, or plan. Finally, career planning is an ever-changing and evolving process—or journey—so take it slowly and easily.

### Listen Actively

Listening comprehension is an important activity that can improve your skills in other areas. Students studying at university need to develop good listening skills in order to make most of the many lectures and tutorials they attend. That is the purpose of IELTS listening test.

Active listening means to listen actively by taking notes, by trying to answer a question or by

**Lesson 32**

motivating yourself to take in the information you are hearing. Do not become frustrated if you do not understand everything. Even native speakers of a language will not remember everything they hear. Concentrate on what you do understand and remember that listening to English will become easier with time.

**Useful expressions**

impress

especially

comment

philosophy

maintain

recruit

possess

## While listening

**Exercise 1**

*After completing questionnaire, Gump went to see the boss.*

*Questions 1–4*

*Circle the correct letter A–D.*

1. The boss especially likes
  - (A) his personal qualities for the job.
  - (B) his statement that life is like a box of chocolates.
  - (C) his experience of making chocolates.
  - (D) his application form.
  
2. The manager asks if Gump can start work
  - (A) tomorrow.
  - (B) straight away.
  - (C) next week.
  - (D) later.

3. The philosophy of the company is
  - (A) producing the cheapest chocolate.
  - (B) producing the best chocolate.
  - (C) producing the best value chocolate.
  - (D) producing the most expensive chocolate.
  
4. If a customer is unhappy with a product, they can
  - (A) get free chocolates.
  - (B) get their money back.
  - (C) exchange the chocolates for new ones.
  - (D) get their money back and some free chocolates.

## P Post-listening

### Group Work

Design your future plan using following guide lines, and discuss with your partner applying active listening skills. Pay special attention to clues in conversation.

#### Career planning exercises

- \* Analyze your current or future lifestyle. Are you happy with your current lifestyle? Do you want to maintain it or change it? Be sure to identify the key characteristics of your ideal lifestyle. Does your current career path allow you the lifestyle you seek?
- \* Analyze your likes or dislikes. What kinds of activities—both at work and at play—do you enjoy? What kind of activities do you avoid? Make a list of both types of activities. Now take a close look at your current job and career path in terms of your list of likes and dislikes. Does your current job have more likes or dislikes?
- \* Analyze your personality. Are you an extravert or an introvert? Do you like thinking or doing? Do you like routines or changes? Do you like sitting behind the desk or being on the move? Take time to analyze yourself first, and take one or more of these self-assessment tests.
- \* Analyze your dream job. Remember those papers you had to write as a kid about what you wanted to be when you grew up? Take time to revert back to those idyllic times and brainstorm about your current dream job; be sure not to let any negative thoughts cloud your thinking. Look for ideas internally, but also make the effort to explore or research other careers or occupations that interest you.



# Unit 17

# Education - I

**Lesson 33**

## P re-listening

### Background

British universities are public bodies which receive funds from central government. The Great Britain differs from the United States which, in addition to public universities, also has privately funded universities which are often very wealthy. In the UK, the amount of funding each university receives is based on its size, the number of students it teaches, and the research it conducts. So far, the UK has only one privately funded university, the University of Buckingham.

### Listening to Lectures—Note-taking

#### ● Why take notes?

The purpose of taking notes during a lecture is to help you to concentrate on what the speaker is saying and to provide you with a summary in note form so that you can write up your notes in full later. Also, it may be that the notes provided by the lecturer are not sufficient—the lecturer may add new information during the lecture and your own notes will be needed to provide you with a complete record of the lecture. Taking your own notes will promote a deeper understanding of the content of the lecture.

**● How do I take notes?**

The general principle in note-taking is to reduce the language by shortening words and sentences. The following advice will help you to take notes efficiently, leaving you free to listen to your lecturer.

Remember that these notes are for you and as such you can use any method you like, so long as it enables you to reproduce the ideas contained in the notes and show how these ideas connect to each other later. However, there are certain principles you should bear in mind and certain conventions that are commonly used which you may find useful. First of all, you must be able to determine what you need to write down, what is important to you.

**Useful expressions**

application	confusing
confirmed	photograph
reference	adequate
statement	tuition
significantly	guidance
available	individual

## While listening

**● Exercise 1**

You will hear a lecture about international study in the UK.

Questions 1–7

Complete the notes below.

Before getting a visa, people need 1 \_\_\_\_\_

Number of passport-sized photographs: 2 \_\_\_\_\_

Visa processing fee: 3 \_\_\_\_\_ RMB

Reference letter from: 4 \_\_\_\_\_

People must provide 5 \_\_\_\_\_ months' bank statements.

# Lesson 33

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Give copies of: 6 \_\_\_\_\_

Minimum funds of: 7 \_\_\_\_\_

### Questions 8–10

*Listen to the tape again. Answer the questions below.*

8. Which are the most popular majors for international students?

9. The tuition fees for science are how much more than that for business?

10. What is one other factor in choosing a course?

## P post-listening

An opinion is a belief based on one's own ideas and thinking. Comprehension of other's opinions through listening is imperative either studying in university or working in a company.

### Listen for Opinion

Listen to the tape again and discuss views of the two speakers.

Practice listening for opinions.

Answer the following questions.

- ◎ What's the procedure of applying to a university in the UK?
- ◎ What are the hot specialties in the UK?

# Lesson 34

## P re-listening

### Following Signpost Words

#### ● Showing cause and effect

The phrases below are signpost words. Look up the definition in dictionary.

in consequence (of)

as a consequence (of)

as a result (of)

so

with the result that

for the reason that

### Listening to Lectures—Note-taking [continuous]

#### ● How do I know what is important and what is not?

This is not an easy question to answer, but there are things you can look out for.

The first piece of information you receive is the title of the lecture. This is perhaps the most important single piece of information of the whole lecture, so you should make sure that you write it down in full. Even better—find out what it is beforehand so that you can have time to think about what the lecture will be about.

Secondly, listen for direct or indirect signals from the lecturer that tell you what is important, for example, he or she may say, “This is important, write it down,” or “Make sure you get this down.” Or, he or she may make indirect signals such as pausing before saying something important, or saying it slowly, loudly or with greater stress. Listen for repetition. When the lecturer repeats a point, go back to your first notes and add in any new detail or information.

- \* Try to determine the lecturer’s style or organization of speaking—revise your note-taking accordingly.
- \* Concentrate on the important words—listen for the words, called content words (usually nouns, sometimes verbs, adjectives or adverbs) that give the important information.
- \* Omit unimportant words—such words are called form words and do not always have meanings in themselves, such as auxiliary verbs (e. g. , be, have, do); determiners (e. g. , a, the, some); pronouns (I, he, they, there, it, this, that, which, whom, etc. ); and prepositions (at, on, in, etc. ).

**Lesson 34****Useful expressions**

undergraduate

recommendation

principal

effectively

foundation

achieve

postgraduate

minimum

achievement

take into account

graduate employment

statistics

demonstrate

requisite

 **While listening**
● **Exercise 1**

You will hear an introduction about features of undergraduate study in UK.

Questions 1–6

Circle the correct letter A–D.

1. You do not have to provide  
 (A) a letter of recommendation.      (B) school records.  
 (C) exam results.      (D) health certificate.
  
2. Your required English level depends on  
 (A) your age.      (B) your chosen course.  
 (C) your grades.      (D) your nationality.

3. Some science courses require you to  
 (A) take an exam. (B) complete a foundation year.  
 (C) do extra personal study. (D) have a higher level of English.
4. Application for undergraduate courses is  
 (A) always via UCAS.  
 (B) direct with universities.  
 (C) either via UCAS or direct with universities.  
 (D) via a placement agency.
5. Masters courses  
 (A) take two years. (B) take one year.  
 (C) often take one year. (D) usually take one year.
6. British universities  
 (A) are the best in the world.  
 (B) rank among the top universities in the world.  
 (C) are all well respected. (D) are generally well respected.

#### Questions 7–10

*Listen to the tape again. Complete the sentences below. Write NO MORE THAN THREE WORDS for each answer.*

Undergraduate courses generally last 7 \_\_\_\_\_.

The first year of your degree 8 \_\_\_\_\_ towards your final mark.

Postgraduate courses require a 9 \_\_\_\_\_ pass in your degree.

Information is also available on graduate 10 \_\_\_\_\_.

## P post-listening

### Dialogue Practice

According to the tape, make a dialogue by using signpost words that show differences of the educational systems in UK and China.



# Unit 18

# Education - II

**Lesson 35**

## P re-listening

### Background

If you would like to study a Cambridge course, but do not mind at all which College you attend, making an open application may be easier than trying to make a choice.

After the closing date (October 15), open applications are allocated to individual Colleges. They go to Colleges which happen in that year to have had fewer applications per place in the subject than the Colleges generally have. Once allocated to a College, your application will be treated exactly the same as any other application to that College.

If you are an applicant with unusual qualifications (e.g. a non-standard choice of GCE A levels for your subject), or if in some other way you need special advice, then it is advisable to approach an individual College at an early stage, rather than make an open application.

The assessment of applicants by College and subject table gives you further information about:

- \* subjects that are not available at specific Colleges
- \* work that may be required before or at interview
- \* any written tests that you may have to take

**Listening to Lectures—Note-taking [continuous]****● How do I write my notes?**

As mentioned above, you can make notes in any way that you like, but the following guidelines will help you to develop a style that is both quick and accurate.

- \* Concentrate on the important ideas—avoid repetition and omit things that do not need to be stated specifically because only you yourself will be reading the notes and you will know what they are referring to.
- \* Summarize important ideas—you can use words that are not used by the lecturer to restate in a shorter form what he or she is saying.
- \* Write in short phrases rather than in complete sentences.

**Useful expressions**

caliber	essential	deservedly
requirement	undergraduate	scholarship
prospective	preference	bursary
prerequisite	enrol	candidate
admission	subscribed	extra-curricular activities
applicable	consequently	

## While listening

**● Exercise 1**

You will hear a Cambridge University's enrollment advertisement.

Questions 1–4

Circle the correct letter A–D.

1. The prerequisite for admission is
 

(A) 3. 6 GPA.	(B) 3. 9 GPA.
(C) 3. 8GPA.	(D) 3. 7GPA.

2. Applying to Cambridge is

- (A) very different to applying to university in your home country.
- (B) very different to applying to other British universities.
- (C) very different to applying to Oxford.
- (D) very different to applying to UCAS.

3. British undergraduate degrees are

- (A) more specialized than in other countries and so better quality.
- (B) cheaper than other countries because they are shorter.
- (C) shorter because there is a higher degree of specialization.
- (D) more specialized in order to be shorter.

4. Cambridge University chooses students who

- (A) have a high GPA average.
- (B) have a high degree of ability in their chosen field.
- (C) have a lot of hobbies and interests.
- (D) who excel both at school and have other outside interests.

#### *Questions 5–8*

*Listen to the tape again. Complete the sentences below.*

Prospective students must fill out 5 .....

The UCAS organization is for any student applying for 6 .....

Some colleges at Cambridge are very popular and so are 7 .....

Scholarships and bursaries are offered to students with 8.....

## P post-listening

### Pair Task: Practice on Note Taking

\* Below is the opening paragraph of a lecture on reading skills. Student A reads it and student B underlines the most important words. You should consider whether or not the whole meaning of the paragraph could be understood just from the words you have underlined:

When a teacher or lecturer recommends a student to read a book, it's usually for a particular purpose. The book may contain useful information about the topic being studied or it may be invaluable for the ideas or views that it puts forward, and so on. In many cases, the teacher doesn't

suggest that the whole book should be read. In fact, he may just refer to a few pages which have a direct bearing on the matter being discussed.

\* Answer Keys: the above paragraph could be written in note form like this:

Lecturer or teacher recommends book for particular purpose. Not whole book, just a few pages.

**Lesson 36****Lesson 36****P**re-listening**Following Signpost Words****o Providing additional information**

on the other hand  
 in addition to  
 also  
 moreover  
 besides  
 as well (as)  
 what is more

**Listening to Lectures—Note-taking [continuous]****o When should I write up my notes?**

The notes that you make are dependent on your memory of what was said in the lecture. You might not have time to note down everything you want during the lecture itself so you must rewrite them as soon as possible so that you don't forget anything.

Finally, you should decide on a personal note-taking style and be willing to adapt according to whom you are listening to.

**o Question type: matching**

In this section, You'll be asked to match information of different categories given in the listening text. Matching is often done according to the speaker's opinion or according to a period of time or place.

You will either be asked to write a letter which represents one of the classifications beside each item in a list of statements, or you could be asked to circle a letter in a table or tick a column in a table.

### Useful expressions

involve

equivalent

quantify

science

professional

previous

prime

extremely

assume

admittance

additional

analyse

phenomena

initiate

senior

on behalf of

English literature

## While listening

### Exercise 1

You'll hear an introduction of postgraduate study in Cambridge University.

Questions 1–4

Complete the sentences below with the qualifications that students should hold if they apply for postgraduate study.

Application to postgraduate program is 1 \_\_\_\_\_ for undergraduate ones.

Candidates must hold the equivalent of an 2 \_\_\_\_\_ undergraduate degree.

Equivalent international grades which are hard to quantify are judged on a 3 \_\_\_\_\_ basis.

The most popular postgraduate courses are in 4 \_\_\_\_\_.

# Lesson 36

## Questions 5–10

Listen to the tape again. Match courses with requirements that students should fulfil in these courses.

- |  |                            |
|--|----------------------------|
| A. No previous related study required.       | 5. Language and Literature |
| B. Higher level of English language ability. | 6. Arts courses            |
| C. Detailed analysis.                        | 7. Law                     |
| D. Professional experience.                  | 8. Music                   |
| E. Entrance exam.                            | 9. Science                 |
| F. Reference letters.                        | 10. MBA                    |

## P post-listening

### Group Work

Ask your team member questions about HND program, based on articles below. The answers have to include signpost words which exist in the articles.

#### ● HND business and finance

Business and finance are the basis for most careers in industry. Both aspects are a good starting point for those wishing to pursue a career in many different types of organizations in the fields of marketing, accountancy, retail and human resources. It is also possible to study for further professional and occupational qualifications in more specialist areas.

As a student on the HND Business & Finance course, you will be a member of both Kings College and Kings University. This is beneficial for students as all facilities at both campuses are available to you. These include, in addition to all the facilities at Kings University, Kings College's own facilities such as the 'ARENA' Health & Fitness Club, Learning Resources Centre and a dedicated study centre for Higher Education students, 'Cafe 100', Welfare and Support Services.

# Unit 19

## Education - III

Lesson 37

### P re-listening

#### Brainstorming

##### *Children and TV*

Children worldwide spend over 25 hours a week watching TV or playing computer games—and during holidays viewing hours soar. So what can parents do?

Actually a little bit of television is fine, but hour after hour is not good for anyone and there are several reasons why it may be harmful. These include:

- \* the antisocial effects of TV and computer games ;
- \* learning the wrong messages and values about life ;
- \* the couch-potato problem ;
- \* specific risks such as convulsions.

#### Listen for Intonation, Voice Emphasis or Stress.

##### ● Listen for intonation

Listen for intonation to know when ideas have been completed.

- \* Falling intonation indicates the speaker has completed an idea.
- \* Rising intonation tells the listener that the idea has not been completed.

**Lesson 37**

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**● Listen for voice emphasis or stress**

Pronouncing a word slower, louder, or more carefully demonstrates its importance.

**Useful expressions**

determine	eliminate
conclusion	potential
draw	decline
literacy	annual income
financial	the amount of
deliberately	due to
stable	

## While listening

**● Exercise 1**

*Kate and Leo do a research, which is about how watching TV affects children's reading and writing abilities.*

*Questions 1–4*

*Complete the form below.*

Purpose of research

1. \_\_\_\_\_

Number of children

2. \_\_\_\_\_

Number of parents

3. \_\_\_\_\_

Salary range of parents

4. \_\_\_\_\_

Questions 5–8

Listen to the tape again. Circle the correct letter A–D.

5. There is a potential link between literacy and
  - (A) educational ability.
  - (B) salary level.
  - (C) the amount of TV the children watch.
  - (D) having two parents.
  
6. All the mothers
  - (A) have an annual salary of 25,000.
  - (B) are housewives.
  - (C) are unemployed.
  - (D) have an annual salary of 35,000.
  
7. The parents
  - (A) have varying educational and financial backgrounds.
  - (B) have similar educational and financial backgrounds.
  - (C) have the same educational and financial background.
  - (D) all have high salaries and are university graduates.
  
8. Children who watch 2 hours of TV per day
  - (A) have a decrease of 35% in their reading ability.
  - (B) experience no change in their ability.
  - (C) it depends on their family's financial status.
  - (D) have a decrease of between 10% and 20% in their reading ability.

## P post-listening

### Group Work

Work in pairs and discuss the research you've just heard.

# Lesson 38

## Lesson 38

### P re-listening

#### Following Signpost Words

##### Setting the stages of a talk

The phrases below are signpost words. Look up the definition in dictionary.

first of all

in the first place

then

next

further more

firstly ... secondly ... thirdly, lastly, finally ...

#### Listen for Argument

##### What is an argument?

Critical analysis (above) is about how we evaluate and understand other people's work, that is, their argument. How we put together our own claims, how we link ideas is our argument. Academic argument must be based on factual information and previous theoretical claims (even if these are to be rejected) not on personal experience (which is too particular and not generalisable) or beliefs which are not grounded in fact and are therefore not generalisable.

When we write essays or make presentations in seminars, we usually have a choice about how we approach the topic or which particular aspect of the topic we are interested in. We can start off with our own ideas, but we need to be able to demonstrate them.

##### Understand opinion in academic work as you listen

Opinion in academic work does not mean personal opinion. It means the view-point or conclusion you come to after considering the evidence for or against a particular theory (analysis or explanation of events) and with reference to factual evidence or the logic structure of someone else's argument. Opinion in academic terms has to be demonstrated through evidence. The role of students is to select evidence which is appropriate and present it in such a way that any intelligent person could come to a similar conclusion (opinion).

**Useful expressions**

recommend  
restrict  
definite  
educational content  
carrot & stick approach  
paragraph quality  
quantity

## While listening

### Exercise 1

You'll hear Kate and Leo discuss about solutions.

Questions 1–4

Complete the gaps below. Write NO MORE THAN THREE WORDS for each answer.

Parents should 1 \_\_\_\_\_ that their children spend on watching TV.

The parents should allow the children to watch TV that 2 \_\_\_\_\_

Parents should 3 \_\_\_\_\_ everyday as reading time.

Parents should be 4 \_\_\_\_\_ in their children's lives.

## Post-listening

### Discussion

Discuss the views of speakers based on the discussion you've just heard. Do you agree with them or not, why?

# Unit 20

## Education - IV

**Lesson 39**

### P re-listening

#### Background

##### *Online MBA Degrees*

Working with groups of professionals to expand their knowledge and further develop their capabilities is an inspiring challenge, provided that these are people who have already attained important goals in the dynamic global context in which companies operate today. The International Executive MBA Program rises to this challenge, equipping participants with the knowledge and tools that today's top-level company executive requires. The program facilitates the immediate implementation of newly acquired knowledge and the development of personal skills through the continuous analysis of real-life case studies, which accounts for 70% of the program.

The combination of face-to-face and online sessions permits participants to follow the program with travel kept at a minimum level. Maximum quality and intensity are permanently guaranteed in the learning process that comprises academic programs.

In the E-learning model, the professor plays a pivotal role in guiding the student's development. It is also essential that the participant adopt a proactive attitude that will make him or her the real protagonist of the program thanks to a highly participative methodology based on intensive communication, which ensures motivation and commitment at every stage.

The online training portfolio features a broad range of master programs, in-company programs, open programs and multimedia materials.

These programs and materials are constantly updated with a view to offering a high-calibre E-learning model. The model has received awards for online content from international institutions, including the Excellence in E-learning Award, and the Multimedia Case Award.

**Various Opinions and Truth about Online Education**

- \* Love it or hate it, on-line learning is here to stay
- \* What may have been considered a fleeting trend just a few years ago has become nothing less than a learning revolution
- \* It is not uncommon for a student to sit in a traditional classroom, listen to a professor, take notes, and complete exams without ever speaking to the professor or engaging in conversation with classmates. What's so personal about that?
- \* On-line learning levels the playing field.
- \* On-line learning is unproven and still experimental.
- \* Virtual learning is now accepted as a credible and useful form of education.
- \* Practical ministry competencies cannot be taught online.
- \* On-line learning creates a learning community of learners who are doing ministry in churches all over the world. The discussion is not hypothetical. The application is not years away.
- \* On-line learning is not as effective as the traditional classroom.
- \* On-line learning is not needed within seminary education.

**Useful expressions**

MBA programme	project management
register	core
Harvard University	calendar
start-up	deposit
curriculum	non-refundable
venture capitalism	

## While listening

### Exercise 1

You'll hear a telephone inquiry between two students about MBA online education.

Questions 1–6

Fill in the curriculum schedule below.

# Lesson 39

TopSage.com

Place of study: 1 .....

Tuition fees: 2 .....

Courses offered: (Example 1) 3 .....

(Example 2) 4 .....

Course length: 5 .....

Deposit: 6 .....

### Questions 7–10

Listen to the tape again. Circle the correct letter A–D.

7. Students

- |   |   |
|---|---|
| (A) can choose what they study.               | (B) can't choose what they study.           |
| (C) can choose some of the things they study. | (D) have a limited choice of what to study. |

8. The enrolment fee is

- |              |               |
|--------------|---------------|
| (A) \$2,000. | (B) \$10,000. |
| (C) \$100.   | (D) 20%.      |

9. Prospective students

- |   |
|---|
| (A) usually have to have had work experience.                   |
| (B) must have had two years work experience.                    |
| (C) must have had full-time work experience.                    |
| (D) are usually required to have had two years work experience. |

10. Prospective students

- |   |
|---|
| (A) must have an undergraduate degree.                            |
| (B) must have a good undergraduate degree from a good university. |
| (C) must have been the best student in their class.               |
| (D) must have a good undergraduate degree.                        |

## P ost-listening

### Role Play

According to the tape, work in pairs and discuss:

- \* What are your opinions about online education?
- \* Do you agree with it or not, why?

# Lesson 40

## P re-listening

### Following Signpost Words

#### Repeating information

The phrases below are signpost words. Look up their definitions in the dictionary.

in other words  
to put it in another way  
what I mean by this is  
as I've pointed out  
that is to say

### Successful Repetition Techniques

This repetition technique can be applied across all strands of daily conversation. It reinforces message. For example, every day we are barraged with advertising. To get past these tidal waves, we need to be reminded; otherwise, we tend to forget.

So, people identify the single most important benefit for those who listen to them. Repetition is one of the most effective strategies to get people to remember message.

### Useful expressions

- option
- flexibility
- commitment
- schedule
- intimidate
- personal contact
- MBA certificate
- inferior to

**Lesson 40**

spreadsheet programme

powerpoint programme

**W**hile listening**Exercise 1**

*You'll hear the instructions of software or hardware requirements for online study; advantages and disadvantages of online education.*

*Questions 1–2*

Computer requirements:

1. Online study is suitable for those who:

- Can't afford a regular degree.
- Who have children.
- Who are working full time.
- Who can't travel.
- Who prefer to study at home.
- Who live abroad.

2. The mentioned advantages and disadvantages of doing an online MBA are:

- It requires a lot of commitments from the student.
- It is much cheaper.
- It is good for more mature students who don't like young classmates.
- It is more convenient.
- You don't have to travel.
- You have less contact with a teacher.

*Questions 3–7*

*Listen to the tape again.*

Memory: 3.

Internet: 4.

Hardware: 5.

Software: 6.

7.

## P post-listening

### Repetition of Key Words

Use deliberate repetition of key words to emphasize your main points. Use this technique sparingly, however; too much repetition leads to monotony.

### Group Work

According to the tape, in your opinion, what is the most efficient way to repeat information? Apply emphasis technique and listen carefully.

# Unit 21

## Environment

Lesson 41

### P re-listening

#### Summarizing Ideas

- \* A summary is a shorter version of a longer piece of information. The summary captures all the most important parts of the original, but expresses them in a much shorter space.
- \* Summarizing used in listening is usually set to test your understanding of the original, and your ability to re-state its main purpose.
- \* Summarizing is also a useful skill when you are gathering information or doing research.

#### Common Methods of Summarizing

The summary is expressed in alternative words. It's not merely copy out parts of the original. The question in listening will usually set a maximum number of words.

Remember that the purpose and definition of a paragraph is that it deals with one issue or topic. Focus your attention on the main point. Leave out any illustrative examples. Choose a word which states the central idea of the original text.

The final summary should concisely and accurately capture the central meaning of the original.

**Brainstorming**

Antarctica is the world's greatest wilderness and a legacy of the past super continent, Gondwanaland.

Although one of the harshest environments on the planet, Antarctica is also one of the most vulnerable, one which Australia and other parties to the Antarctic Treaty are committed to protecting.

**Useful expressions**

make up my mind

over-exploitation

ozone layer

fault

skin cancer

ray

in addition to

vegetation

desert

soil erosion

heavy industry

undrinkable

global warming

## While listening

### Exercise 1

Nickel Kidman talks with her friend that she has been tired of New York's noises, and wanted to go back to Australia. But she read a report about Australian environment and found there are 5 environmental problems which have had an influence upon Australians' life.

Questions 1–4

Circle the correct letter A–D.

**Lesson 41**

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1. She knows about the environmental problems because  
 (A) she read about them in a newspaper.      (B) she saw it on the news.  
 (C) her friend told her.                         (D) she saw a documentary on TV.
2. Australia's environmental problems are  
 (A) the government's fault.      (B) people's fault.  
 (C) the environment's fault.      (D) have different causes.
3. People in Australia get skin cancer because  
 (A) it is a very hot country.      (B) they like to swim in the sea.  
 (C) they don't wear protection.      (D) there is a hole in the ozone layer.
4. In hot weather  
 (A) there are forest fires.      (B) there are houses fires.  
 (C) there are grass fires.      (D) there are bush fires.

*Questions 5–8**Listen to the tape again. Complete the gaps below.*

There are too many 5 ..... in Australia.

The grass is being eaten and so when the rain comes it causes 6 .....

There is a lot of heavy industry in Australia especially 7 .....

The water in the rivers is 8 .....

**P**ost-listening**Role Play**

Work in pairs to summarize what you've heard.

# Lesson 42

## P re-listening

### Following Signpost Words

#### ① Summarizing information

Below are signpost expressions.

- in short
- in conclusion
- to conclude
- to sum up
- all in all
- therefore
- as we've seen today

### Further Study on Summarizing Information

- \* A summary is a short statement—usually a few sentences—that gives the main ideas of an article.
- \* A summary does not include all the details as in a retelling. The essence of a summary is its brevity; it literally focuses on the key ideas of the text.
- \* Listeners or readers condense information into a brief summary of key ideas to reveal their level of comprehension.
- \* In order to summarize a text, you should filter out less significant or repetitious details, identify a general term for a list of specific details, combine ideas into a broad category, and create a topic sentence.

#### ② Questions that help you summarize information as you listen:

- \* What do you think is the BIG IDEA of this dialogue or monologue?
- \* What two words would you use to describe the “gist” of the sentences in dialogue?
- \* What was the focus of this conversation?
- \* Which details are most significant? Which details are less significant?

**Lesson 42****Useful expressions**

environmental science

carbon monoxide

mining industry

grassland

cyclone

bushfire

kangaroo

# While listening

**Exercise 1**

Nickel's friend's major is environmental study and she explains about cause of environmental problems and possible solutions.

**Questions 1–5**

Match the problem with the solution.

- |                    |   |
|--------------------|---|
| (1) Skin cancer    | (A) Put pressure on other governments.                |
| (2) Polluted water | (B) Control residential housing.                      |
| (3) Soil erosion   | (C) Stop using old machinery.                         |
| (4) Cyclones       | (D) Offer farmers money to grow different things.     |
| (5) Fires          | (E) Pressure companies to store their waste products. |

**Questions 6–8**

Listen to the tape again. Fill the gaps below.

My major is 6 \_\_\_\_\_.

Farmers should grow plants and farm animals that are 7 \_\_\_\_\_ to Australia.

Cyclones are not only Australia's problem. In fact they are a 8 \_\_\_\_\_ problem.

## Post-listening

### Discussion

Discuss the environmental problems in China, and find out the reasons that cause these problems.



# Unit 22

## Psychology Research

Lesson 43

### P re-listening

#### Background

Dream-related mental skills, such as dream recall or dream interpretation and information on subjects, such as the meaning of nightmares or precognitive dreams aren't taught in our schools, and the majority of our parents knew or passed on little about the value of dreams as we grew up. So it's no big surprise that many adults remember few or no dreams, and even more rarely contemplate or set out to interpret the guidance and mine the jewels of creative inspiration hidden just below the surface of consciousness in dreams. Basically, nobody told us or showed us how dreams could be extremely practical.

The result of where this long-standing trend of disregarding dreams has brought society is that the current misguided concepts about the value of dreams are not only crucial misunderstandings, but also represent and even bring about a lack of connection with the subconscious and our own deeper nature. This artificial rift may indirectly, or even rather directly be the source for many of our current personal, cultural and planetary social, political, and environmental challenges.

## →Introducing a New Concept

Pay special attention to introduction of a new concept in lecture.  
Think about in which ways the lecturer starts to address the issue.

## Useful expressions

## status

take a moment to

### concentrate

rarely

vivid

resembled

wondering

in general



### While listening

## Exercise 1

*You will hear a lecture on dream. Complete questions below.*

### *Questions 1–3*

*Complete the short questions below.*

1. James is going to explain the \_\_\_\_\_ of the project.
  2. James' opinion, we don't concentrate on \_\_\_\_\_.
  3. How often do we dream? \_\_\_\_\_.

#### *Question 4*

*Circle the correct letters A–C.*

## P ost-listening

### Discussion

- \*What's your opinion on dream?
- \*Do you think dreams have meanings?

# Lesson 44

## P re-listening

### Example of Introduction

You are entering a mysterious and fascinating world of dreams where the rules of reality do not apply. We hope that Dream Moods will help you make sense of your dreams and achieve a better understanding of them. We're dedicated to helping you find the key to unlocking and interpreting the meanings to your dreams.

We realize that your dreams are unique. No other individual can have your background, your emotions, or your experiences. Every dream is connected with your own "reality". Thus, in interpreting your dreams, it is important to draw from your personal life and experiences.

Remember that a dream unifies the body, mind, and spirit. It provides you with an insight into ourselves and a means for self-exploration. In understanding your dreams, you will have a better understanding and discovery of your true self. So stay awhile—explore, discover, have fun, make friends, and find out what's in your dream!

### Sample Introduction of New Concept in Speech

Study the famous speech by Martin Luther King Jr, and discuss with your team how he articulated his belief to the public.

- \* I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."
- \* I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at a table of brotherhood.
- \* I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.
- \* I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
- \* I have a dream today.

### Useful expressions

primary method  
conduce

## Lesson 44

study-based  
categorical distinction  
identical  
reserved  
surprisingly  
permission  
enthusiastic  
helpfulness  
respondents

## While listening

### Exercise 1

The lecture continues. Complete questions below.

Questions 1–2

Circle the correct answer from choices A–C.

1. The main research method is
  - (A) direct interviews.
  - (B) telephone surveys.
  - (C) questionnaires.
2. How many children have responded so far?
  - (A) 210-240.
  - (B) 240-270.
  - (C) 270-300.

Questions 3–5

Complete the short questions below. Write NO MORE THAN THREE WORDS for each answer.

Unlike almost every other 3 \_\_\_\_\_ project, this project would make no categorical distinction between 4 \_\_\_\_\_.

Adults are generally more reserved about their 5 \_\_\_\_\_ than children.

## P post-listening

### Group Work

Prepare a short speech on any topic with your group members. Then choose one of your group members as a representative to address the whole class.

# Unit 23

## Media

### Lesson 45

#### P re-listening

##### Choice and Arrangement of Words for Achieving Emphasis

- \* The simplest way to emphasize something is to tell readers or listeners directly that what follows is important by using such words and phrases as especially, particularly, crucially, most importantly, and above all.
- \* Emphasis by repetition of key words can be especially effective in a series, when a pattern is established through repetition and then broken.
- \* Besides disrupting an expectation set up by the context, you can also emphasize part of a sentence by deviating from the basic structural patterns of the language.

##### Arrangement of Clauses for Achieving Emphasis

Since the terminal of the sentence carries the most weight and the main clause is more emphatic than a subordinate clause in a complex sentence, writers or speakers often place the subordinate clause before the main clause to give maximal emphasis to the main clause.

#### Discussion

- \* List all the media types you are familiar with.

- \* Which one is your favorite? Why?
- \* Here is a sample media advertisement below.

### *Website Marketing: Media*

Media Advertisement: The media desperately wants news. About 80% of what you see in papers and on TV was submitted by people like you and me who wanted publicity.

Media Advertisement solutions are custom tailored to reach the media and your requested specific local or nationwide demographic areas, to help promote your business.

The Solutions: Whether your company wants to advertise your new web site, announce an upcoming sale, needs help even creating a television commercial, professional Media Advertisement specialists will get you the results you need.

### Useful expressions

advertise  
consulting company  
customer  
advantage  
specialist  
audience  
target  
attractive  
memorable

## While listening

### Exercise 1

You are going to hear a conversation between two people in marketing department.

Questions 1–10

Listen carefully and answer the following questions with **NO MORE THAN THREE WORDS**.

What kind of company is it? 1 \_\_\_\_\_

The cheapest place to advertise: 2 \_\_\_\_\_

Magazines and radio are good because they reach a 3 \_\_\_\_\_ audience.

Information on the radio is 4 \_\_\_\_\_

You can make radio advertisements more interesting by 5 \_\_\_\_\_

A jingle on the radio can 6 \_\_\_\_\_

The most expensive place to advertise: 7 \_\_\_\_\_

Medium popular with everyone: 8 \_\_\_\_\_

TV is good because you can advertise to a lot of people at the 9 \_\_\_\_\_

People 10 \_\_\_\_\_ companies who advertise on TV.

## P ost-listening

### Group Work

Present your opinions to your team about the media selection based on *Questions 1–10*, while others mark on your presentation.

# Lesson 46

## P re-listening

### Following Signpost Words

#### Emphasizing key points

- \* Sentence position and variation for achieving emphasis
- \* An abrupt short sentence following a long sentence or a sequence of long sentences is often emphatic.
- \* Varying a sentence by using a question after a series of statements is another way of achieving emphasis.

### Effectiveness of Emphasis in Conversation

Discover how effective using emphasis in consulting process is as you listen.

### Useful expressions

consider  
suitable for  
campaign  
memorable  
specific  
avoid  
achieve  
strong brand  
especially  
competition  
entertaining  
definitely  
extra

# Lesson 46

## While listening

### Exercise 1

*A marketing team of Studying Aboard Consulting Company discuss how to choose media for advertisement.*

### *Questions 1–2*

*Listen carefully and circle the correct letter A-D.*

1. They decide to use
    - (A) TV and Newspapers.
    - (B) TV and Radio.
    - (C) Radio and Magazines.
    - (D) Magazines and Newspapers.
  2. They choose them because
    - (A) they are the cheapest.
    - (B) they are the most memorable.
    - (C) they reach the most people.
    - (D) they are very popular.

### *Questions 3–6*

*Fill the following gaps.*

They choose the two forms of media to advertise because: (four reasons)

## **P**ost-listening

## Team Assignment

- \* Design a basic promotion plan for a product chosen by the teacher.
  - \* Explain which media you choose and why.

# Unit 24

## Business

大家网  
TopSage.com

### Lesson 47

#### P re-listening

##### Background

Choose one insurance company and you will open the door to great value for money. Listed below are the standard benefits you get with various insurances.

- Car Insurance—Save money by buying car insurance online
- Home Insurance—30% introductory discount on Churchill Home Insurance online
- Travel Insurance—Insurance cover for single trip or annual policy to cover holidays
- Pet Insurance—Give your dog or cat the cover they deserve at a price you can afford
- Breakdown Cover—10% off Churchill Breakdown Service online
- Motorcycle Insurance—Competitive motorcycle insurance rates

##### Typical Ways to Mislead People

###### ● Particular ways to misinform or mislead:

- lie—tell an untruth; pretend with intent to deceive
- equivocate, tergiversate, prevaricate, palter—be deliberately ambiguous or unclear in order to mislead others or withhold information
- overstate, exaggerate, overdraw, hyperbolize, magnify, amplify—to state beyond bounds or the truth

**Lesson 47**

- sandbag—downplay one's ability (towards others) in a game in order to deceive, as in gambling
- deceive, betray, lead astray—cause someone to believe an untruth

**Useful expressions**

personal safety  
 Safe Insurance Company  
 dedicate  
 technically  
 insure  
 insurance  
 home contents  
 car insurance  
 health insurance  
 maximum  
 make a claim  
 notify  
 unfortunately  
 be obliged to  
 special insurance  
 claims bonus

## While listening

### Exercise 1

*Safety Insurance Company promotes an insurance to university students in the U.K.*

*Questions 1–5*

*Complete the gaps below.*

Name of company: 1 .....

Home contents insurance minimum amount: 2 .....

Cost per month: 3 .....

Home contents insurance maximum amount: 4 .....

Cost per month: 5 .....

## Questions 6–10

Listen to the tape again. Circle the correct letter A–D.

6. Most students want  
(A) car insurance. (B) home contents insurance.  
(C) health insurance. (D) life insurance.
7. If you have something stolen, you must first  
(A) call the police. (B) call the insurance company.  
(C) complete the insurance claim form. (D) make a list of what is missing.
8. The company doesn't pay money if  
(A) the things are stolen. (B) the things are destroyed by water.  
(C) you don't lock your door. (D) if you break it yourself.
9. You can get a no claims bonus if  
(A) you are a good driver. (B) you don't make a claim for six months.  
(C) you don't make a claim for a year. (D) you are a student.
10. If the insurance company is going to pay you, they will do so  
(A) straightaway. (B) as soon as possible.  
(C) within three days. (D) within three days not including the weekend.

## P post-listening

### Role Play

Work in pairs. According to the tape, one student is a salesman who introduces advantages of insurances to persuade the other student to buy one.

# Lesson 48

## P re-listening

### Group Discussion

Describe to your partner one of the experiences in your life where you were misled by words.

### Distinguish Misleading Information in Listening

#### Useful expressions

charming

media

fund raising

contestant

deter

reasonable

welfare

budget

## W hile listening

### Exercise 1

*You'll hear members of a campus radio station are holding a meeting to discuss fund raising to support a contest selecting the most charming voice, and what kinds of companies will be interested in supporting them so as to plan further actions for promotion.*

Questions 1–8

Circle the correct letter A–D.

1. The contest is to find

- (A) the best radio presenter.      (B) the best TV presenter.  
(C) the best voice.      (D) the most beautiful girl.

2. They decide to contact radio and television companies

- (A) to ask them to sponsor the competition.      (B) to ask them to advertise.  
(C) to ask them for a donation.      (D) to ask them for advice.

3. The conversation is about

- (A) finding a sponsor.      (B) a competition.  
(C) making money.      (D) raising money.

4. They suggest a contestant fee of

- (A) \$1.      (B) \$2.  
(C) \$10.      (D) \$0.50.

5. They suggest people can choose their favorite voice by

- (A) calling a special phone number.      (B) sending an SMS.  
(C) sending a letter.      (D) sending an e-mail.

6. Each vote will cost

- (A) \$1.      (B) \$0.5.  
(C) \$0.10.      (D) \$0.01.

7. They decide to ask

- (A) the university for help.      (B) the Student Welfare Office for help.  
(C) the Campus Radio Station for help.      (D) the Student Union for help.

8. Finally they decide to

- (A) get some more advertisers.      (B) be careful with their money.  
(C) raise as much money as possible.      (D) get as much good advice as they can.

## P post-listening

### Discussion

Work in groups. Discuss the views of speakers in the tape.

# Unit 25

## Animal

Lesson 49

### P re-listening

#### Opinion and Tone

Build on your skill kit when practicing pronouncing and using these expressions to present your opinion in certain tone.

- \* I think my favorite animal has to be the ...
- \* Many people have seen pictures of the ...
- \* Not a single person isn't charmed by ...
- \* ... is, of course, an endangered species.
- \* I hope that ... population will one day thrive again.

#### Compare and Contrast

When you compare two things, you tell how they are alike. When you contrast two things, you tell how they are different. If you compare and contrast two things, you tell how they are alike and how they are different.

#### Useful expressions

lovable  
marine park

perform  
shoot up  
hoop  
coach-loads of  
fin  
splash  
trademark  
trick  
incline  
humanlike  
genuine

## While listening

### Exercise 1

You'll hear the introduction about a little dolphin—Pinot arrived in the marine park

Questions 1–6

Complete the notes below.

Animal:	1 .....
Age:	2 .....
Now lives:	3 .....
His job:	4 .....
Especially good with:	5 .....
Trademark:	6 .....

Questions 7–10

Listen to the tape again. Answer the following questions.

Where was Pinot born?	7 .....
Pinot learns tricks much faster than who or what?	8 .....
Everyone remarked he was like what kind of creature?	9 .....
What did Pinot seem to get from his job?	10 .....

# Lesson 49

## P Post-listening

### Discussion

- \* What kind of animal do you like most? Why?
- \* Describe your favorite animal.

# Lesson 50

## P re-listening

### Following Signpost Words

#### ● Leading towards a comparison

on the contrary  
while

in contrast  
despite

however  
on matter

### Leading Toward Comparison

It is important to organize your thoughts and information before you do so. Here are two different ways to organize information. As an example, we will look at the dolphin—animal that lived in the park before and after the time.

### Useful expressions

veterinarian

diet

hospital

numerous

stomach

jagged metal

festering wound

statue

wild

the diversity

habitat destruction

preserve wildlife

animal kingdom

# While listening

## Exercise 1

One month later, Pinot was ill; people in the marine park want to find out the cause.

Questions 1–3

Circle the correct letter A–D.

1. How soon did Pinot become ill?

- (A) One year after arriving.
- (B) Six months after arriving.
- (C) One month after arriving.
- (D) One week after arriving.

2. Pinot died

- (A) during the operation.
- (B) immediately after the operation.
- (C) some time after the operation.
- (D) shortly after the operation.

3. To honour Pinot

- (A) they all cried.
- (B) they had a celebration of his life.
- (C) they had a replica of him put in the park.
- (D) the animals put on a performance.

Questions 4–6

Listen to the tape again.

Answer the following questions.

4. Why did the marine park decide it was time for Pinot to go to hospital? .....

5. What did they find inside Pinot? .....

6. Why did Pinot wave his fin? .....

## P ost-listening

### Discussion

- \* What's lecturer's opinion? What do you think of that?
- \* Do you raise any animals as pets? If yes, is there any impact on you? What is it?

# Unit 26

## Immigration

**Lesson 51**

### P re-listening

#### Background

There have been several waves of emigration from the United Kingdom. People might have been fleeing religious persecution, seeking a better life or have been transported against their will.

#### Notice the Various Techniques Used in a Conversation.

#### Useful expressions

emigrate

scheme

candidate

award

category

secretary

occupation

acquirement

## While listening

### Exercise 1

You will hear a conversation between a lawyer and a customer who is going to emigrate to Canada. Complete questions below.

Questions 1–5

Listen to the dialogue and judge whether the following sentences are **True or False**.

- |  |   |   |
|--|---|---|
| 1. You must have had a job.                                      | T | F |
| 2. You must have had a professional job like a doctor or lawyer. | T | F |
| 3. You must speak English and French.                            | T | F |
| 4. You must not be married or have children.                     | T | F |
| 5. You get no points if you only graduated high school.          | T | F |

Questions 6–8

Complete the gaps below.

Minimum points to qualify: 6 .....

Maximum points for language skills: 7 .....

Maximum points for postgraduate study: 8 .....

## Post-listening

### Discussion

- \* What's your opinion on immigration?
- \* If you get a chance to immigrate, will you do it? Why?

# Lesson 52

## P re-listening

### Following Signpost Words—Stress, Rhythm and Intonation

- Factors like stress, rhythm and intonation increase the difficulty level as listen to long dialogue or monologue, due to cultural difference involved.

- \* Summary of Listening for Signal or Marker Words.
- \* To focus attention, for example, a rhetorical question, “What is ... ?”, “Do you know ... ?”
- \* For additional information “I might add ... ”, “Another/In addition/Further/Not only ... ”
- \* To indicate contrast “Although/However/On the other hand/Despite/Nevertheless ... ”
- \* For cause and effect “This is why ... ”, “Therefore/Because of ... ”, “brings about/caused by ... ”
- \* For a list “One of/First/Second/Then/Another/Finally/Last ... ”
- \* For an example or explanation “For example/Take the case of/Imagine ... ” “That is ... ”
- \* For important points “the important/central/basic point”, “I’d like to stress/underline ... ”
- \* For a digression a digression is NOT important, “That’s an aside”, “Just a related idea.”
- \* To review or summarize “So/In short/In brief/Summing up ... ”, “Just to review/look back ... ”
- \* To connect a new idea with a previous idea “If you remember ... ”, “You already know ... ”

### Applying Multiple Techniques in Practice

#### Useful expressions

proficiency

intensive

fluently

determine

invitation

## While listening

### Exercise 1

*The conversation continues. Complete questions below.*

### *Questions 1–4*

*Circle the correct answer from choices A–D.*

1. The applicant has to work for
    - (A) one year.
    - (B) two years.
    - (C) 6 months.
    - (D) 9 months.
  2. The lawyer thinks the applicant would get
    - (A) 24 points for language ability.
    - (B) 16 points for language ability.
    - (C) 8 points for language ability.
    - (D) 20 points for language ability.
  3. The applicant can
    - (A) speak English.
    - (B) speak French fluently.
    - (C) speak English fluently but French only a little.
    - (D) speak French.
  4. Who is going to provide the reference?
    - (A) His professor from school.
    - (B) His friend.
    - (C) His lawyer.
    - (D) His employer.

### *Questions 5–6*

*Answer the following questions.*

5. How much is the lawyer's fee? .....

6. How much does he need to pay straight away? .....

# Lesson 52

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## P Post-listening

### Role Play

Along with a partner, practice the conversation in exercise 1 using the words learnt from the conversation.

originals





# Workbook

