

# **COURSE MODULE**



# **Listening** **for Academic Purposes**

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**ENGLISH LITERATURE STUDY PROGRAM**

**YOGYAKARTA STATE UNIVERSITY**

**2019**

**LISTENING**  
**for ACADEMIC PURPOSES**

**SBI6204**

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197108011999031002

English Literature Study Program

Faculty of Languages and Arts

State University of Yogyakarta

2019



**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

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**RENCANA PERKULIAHAN SEMESTER**

Program Studi	: SASTRA INGGRIS		
Nama Mata Kuliah	: LISTENING FOR ACADEMIC PURPOSES	Kode: SBI6204	Jumlah SKS: 2
Semester	: 4		
Mata Kuliah Prasyarat	: -		
Dosen Pengampu	: YOSA ABDUH ALZUHDY, S.S., M.Hum.		

**Deskripsi Mata Kuliah** : This subject provides students with advanced skills in comprehending oral discourses through recorded voice of native speakers. Materials are presented in a variety of functional texts with exercises focused on identifying cultural contents of a given text, deducing meanings from contexts, discovering topics and main ideas, recognizing discourse markers and language functions, and taking notes. Students' classroom activities include individual work, pair work, and group work. Evaluation on students' achievement is based on classroom participation, home assignments, the mid-semester test, and the final test.

**Capaian Pembelajaran** : Learning outcomes yang dikembangkan dari mata kuliah ini adalah bahwa Setelah mengikuti mata kuliah ini, mahasiswa diharapkan mampu membedakan *sounds of the English* language dengan benar; mampu mengaplikasikan keterampilan kabahasaan (bahasa Inggris) secara lisan dan tertulis dalam penyelesaian masalah, serta mampu beradaptasi terhadap situasi yang dihadapi; memiliki pengetahuan kebahasaan tentang bahasa Inggris dan keterampilan berkomunikasi dengan bahasa Inggris secara lisan dan tulisan; memiliki kualitas profesional dengan kemampuan dasar berbahasa Inggris (*English Proficiency*: ITP TOEFL minimal 500 atau tes jenis lainnya yang setara).

At the end of the course, students are expected to be ready for taking a standardized IELTS and TOEFL test, especially in the Listening Comprehension section. Skills expected to master include getting gist of information from the oral/aural text, getting the main ideas and detailed information from the text, understanding signpost words, paraphrasing phrases and expressions on the context, explaining relations between parts of information, inferring information, analyzing, synthesizing, and summarizing, as well as evaluating or listening critically.

Pertemuan ke-/ Waktu (menit)	Capaian Pembelajaran	Bahan Kajian / Pokok Bahasan dan Referensi	Bentuk / Model Pembelajaran	Pengalaman Belajar	Indikator Penilaian	Teknik Penilaian	Bobot Penilaian (%)
1 (100)	Recognizing the course objectives Sikap: kedisiplinan	Course description; kontrak perkuliahan; orientasi capaian pembelajaran, Review BeSmart.	Ceramah dan/atau Diskusi Kelompok	Mahasiswa menyimpulkan tujuan perkuliahan dan relevansinya dengan karirnya di masa depan	-	-	-
2 (100)	Recognizing the differences between listening in daily life and in lectures	Aspect of differences Factors that contribute to understanding the listening	Menyimak ceramah pendek dan mengidentifikasi informasi	Mahasiswa mengidentifikasi informasi secara detail	Ketepatan dalam mengidentifikasi informasi dan menjawab pertanyaan	Test short essay dan melengkapi tabel	5
3-4 (200)	Understanding the basics of listening	Listening to spelling Listening to various types of numbers Understanding dialogs	Menyimak percakapan pendek dan mengidentifikasi informasi	Mahasiswa mengidentifikasi informasi secara detail	Ketepatan dalam mengidentifikasi informasi dan menjawab pertanyaan	Test pilihan ganda dan menjawab singkat	5
5-6 (200)	Getting ready to listen to lectures	Listening to longer conversations and longer talks	Menyimak percakapan panjang, mengidentifikasi informasi detail	Mahasiswa menarik kesimpulan tema percakapan dan mengidentifikasi informasi detail	Ketepatan pengambilan kesimpulan dan keakuratan informasi detail	Test pilihan ganda dan menjawab singkat	5
7-8 (200)	Note Taking Practice	Some things to consider in note taking. Note taking practice Using the notes to answer questions.	Menyimak pidato/ kuliah / percakapan, identifikasi tema umum dan informasi detail, mencatat informasi	Mahasiswa menarik kesimpulan tema pidato dan perkuliahan dan mengidentifikasi informasi detail	Ketepatan pengambilan kesimpulan dan keakuratan identifikasi informasi detail	Test pilihan ganda dan menjawab singkat	5
9 (100)	Ujian Tengah Semester	Mengerjakan UTS					25

10-11 (200)	Understanding Context and New Terminology	Identifying speakers, Understanding categories and terminologies Recognising paraphrase Selecting from a list	Menyimak dan menjawab pertanyaan didahului dengan mengidentifikasi distractors soal pilihan ganda	Mahasiswa mengidentifikasi konteks and peristilahan, memahami detail	Ketepatan dalam identifikasi context dan makna istilah, dan menjawab pertanyaan	Test pilihan ganda dan menjawab singkat	5
12-13 (200)	Thinking critically, comparing information from reading and listening	Describing a place or following directions, Labelling a map, giving opinions on details	Menyimak percakapan atau pidato, membaca teks terkait, membandingkan informasi yang diperoleh	Mahasiswa mengenal perintah dan petunjuk serta melakukan perintah , memahami perbedaan informasi dari sumber berbeda dan membandingkannya.	Ketepatan dalam mengikuti perintah atau petunjuk	Test pilihan ganda dan menjawab singkat	5
14 (100)	Other types of academic listening	Understanding oral information in various types of academic situations.	Menyimak ceramah atau percakapan deskriptif , naratif, argumentative,	Mahasiswa memahami informasi dalam berbagai situasi akademik	Ketepatan dalam membuat deskripsi atau memahami informasi	Test pilihan ganda dan menjawab singkat	5
15 (100)	Going further from listening- Making improvement	Understanding attitudes/opinions Finding further information related to the topic, Reaching a decision	Menyimak ceramah / percakapan dan mencari informasi lain terkait saran atau opini yang diberikan, menarik kesimpulan	Mahasiswa mengidentifikasi isi pesan, mencatat informasi, mencari informasi sumber lain, membandingkan, menarik kesimpulan.	Ketepatan dalam mengidentifikasi pesan, membandingkan, dan menarik kesimpulan	Test pilihan ganda dan menjawab singkat	5
16 (100)	Review, Discussion and Overview Practice	Mengerjakan latihan dan membahas kesulitan,	Latihan menyimak dan mendiskusikan jawaban yang diberikan.	Mahasiswa mengidentifikasi tema, penanda wacana pada materi audio	Ketepatan dalam mengidentifikasi, memahami, dan membandingkan informasi	Test pilihan ganda dan menjawab singkat	5
<b>UJIAN AKHIR SEMESTER</b>							30

**Penilaian:**

No.	Komponen Evaluasi	Bobot (%)
1	Presensi/Aktifitas Kelas	10
2	Tugas/Kuis	35
3	Ujian Tengah Semester	25
4	Ujian Akhir Semester	30
Jumlah		100

**Nilai Akhir Mata Kuliah:**

NILAI	HURUF	BOBOT
86-100	A	4,00
81-85	A-	3,67
76-80	B+	3,33
71-75	B	3,00
66-70	B-	2,67
61-65	C+	2,33
56-60	C	2,00
41-55	D	1,00
0-40	E	0,00

**Keterangan:**

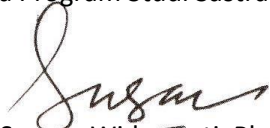
1. Bobot (%) diisi sesuai dengan komponen evaluasi
2. Nilai akhir mata kuliah merupakan jumlah nilai teori setiap komponen

**Referensi Utama**

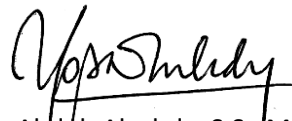
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- I. Phillips, Deborah. 2003. *Longman the TOEFL Test: Computer Test Overview*. New York: Longman.
- J. Sarosy Peg and Kathy Serak. 2007. *Lecture Ready 1: Strategies for Academic Listening, Note-Taking, and Discussion*. Oxford: OUP.
- K. Sumber lain berupa rekaman berita, pidato, video pendidikan, atau percakapan lainnya.

Mengetahui,  
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# The Process of Lecture Comprehension

## PART 1.

Every day we listen to people speaking, directly or indirectly. We might be telling one of our family member about daily routines, or having a short conversation with someone on the road, at school or in the office, or discussing over a certain topic with a group of people, or watching the television, or having a chat through the telephone, or listening to the announcement broadcasted via the radio, and so on. Those activities are conducted orally, and we need to listen carefully in order that the activities can be effective and the communication acts can reach whatever their goals or purposes are.

Listening in everyday activities is different from listening in academic situation, such as a lecture. How are they different? Listen to the first part of the lecture in the recording, and complete the following table by taking notes on the available space.

	<b>Lecture</b>	<b>Everyday Listening Situation</b>
<b>Language</b>		
<b>Interaction</b>		
<b>Expectations</b>		



## PART 2.

The second part of the lecture focuses on tasks that you need to do while listening to lectures. Take notes on a separate piece of paper as if you were in a class and were responsible for the material covered in the lecture. When you have finished, use your notes to answer the following comprehension questions.

1. What are the four things that a listener needs to do in order to comprehend a lecture efficiently?
  - a. ....
  - b. ....
  - c. ....
  - d. ....
  
2. In addition to words, what other features of language carry meaning?
  - a. ....
  - b. ....
  - c. ....
  - d. ....
  
3. Give two reasons why listeners must predict while listening to lectures.
  - a. ....
  - b. ....
  
4. There are two types of predictions that people make when listening to a lecture. What are they?
  - a. ....
  - b. ....
  
5. To add information to the lecture's words, what kind of knowledge do listeners use?
  - a. ....
  - b. ....
  
6. Give two reasons why listeners must evaluate while listening to lectures.
  - a. ....
  - b. ....

## 2

## LISTENING TO LECTURES

### Exc.1 Listen to different languages

With a partner or in groups, discuss the following questions.

- a) In your own language, which of these types of listening do you think is more difficult or requires more attention? Why?
- listening to a friend as part of your conversation with them;
  - listening to the radio;
  - listening to announcements at a crowded railway station;
  - listening to an academic lecture.
- b) What experiences have you had of listening to spoken English?
- c) What type of listening in English do you find more demanding/less demanding?



### Exc.2 Understanding spoken English

Look at the following factors which make it difficult to listen to and understand spoken English. With a partner, add two or three more factors to this list.

- the speed at which someone is speaking;
- background noise;
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Exc.3 Listening.

🎧 CD1 - 1 Listen to Part 1 of a talk in which a lecturer describes some of the problems of listening. Then answer the following questions.

- a) Which of the factors in Ex 2.1 did she talk about?
- b) Which other factors did she talk about?
- c) After talking about the factors which affect listening, the lecturer discusses two additional problems that students may have. What are they?



Exc.4 Now listen to part 2 of the talk, in which the lecturer illustrates the two problems she has introduced. The lecturer asks you to write down a phrase. Do this as you listen.

\_\_\_\_\_

Does this example make the points clear?

**Exc.5** Watch a video about “What makes listening to native speakers difficult”. Take notes about the points or examples given by the speakers.

**Exc.6** Complete the notes by writing **TWO TO SIX** words for each space.

So what is the solution to these two problems? Well, firstly you need to get as much practice listening to natural speech as possible. Listen to \_\_\_\_\_ and try to develop your understanding of how words and phrases are really pronounced, not how you \_\_\_\_\_ pronounced. Secondly, you \_\_\_\_\_ that when you listen you may misunderstand what is being said. So you need to be ready to \_\_\_\_\_ about your understanding of the meaning, if what you hear \_\_\_\_\_ compared to what you understood before. And this means taking a flexible, open-minded approach to listening.

**Exc.7** Listen Part 1 of a talk. Take notes about:

- What his main interest is.
- Where he got his information about lectures in China.
- The survey he did and the students he talked to.

**Exc.8** Listen to Part 2 of the talk and make notes on the main points the speaker says.

China	UK

**Exc.9** Listen to a lecture and *complete the notes below with ONE WORD ONLY* for each question.

## **Engineering for sustainable development**

### **The Greenhouse Project (Himalayan mountain regions)**

#### **Problem**

- Planting crops outdoors only possible for about 90 **1** ..... per year.
- Short growing season because of high altitude and low **2** .....
- Fresh vegetables: imported by lorry or by **3** ....., so they are expensive.
- Need to use sunlight to prevent local plants from **4** .....
- Previous programmes to provide greenhouses were **5** .....

#### **New greenhouse**

##### **Meets criteria for sustainability**

- Simple and **6** ..... to build.
- Made mainly from local materials (mud or stone for the walls, wood and **7** ..... for the roof).
- Building and maintenance done by local **8** .....
- Runs solely on **9** ..... energy
- Only families who have a suitable **10** ..... can own one.

#### **Design**

- Long side faces south
- Using strong polythene **11** ..... cover will last at least 5 years.
- Inner **12** ..... are painted black or white.
- Door and fence are used to control **13** ..... and overheating.

#### **Social benefits**

- Owner's status is improved due to **14** ..... earning.
- Rural **15** ..... have greater opportunities.
- More **16** ..... are educated.

### 3

## REVIEW ON THE BASICS OF LISTENING

### SPELLINGS

**Exc.1** Listen to the alphabet and put each letter in the correct column based on the vowel sound of the pronunciation. Listen to the sound first.

/ei/	/i:/	/e/	/ai/	/əu/	/u:/	/a:/

Be careful with the similar sounds of the following letters:

A – E – I – O – U

B – V – P

U – W

A – R

F – V

S – C – Z

G – J

M – N

T – D

K – Q

H – 8

Spelling the letters is very common in giving information about names and address.

**Names:** > First name = given name = Christian name

> Middle name(s)

> Last name = surname = family name

\*Note: first name and middle name can sometimes be said as *other names*

**Addresses:** They include **home** addresses and **email** address, with quite a lot of variations.

Home number, apartment number, or room number (of a dormitory), followed by the street name, the city name, and post code or zip code (combination of letters and numbers).

If the names and addresses are considered very common, they might not be spelled out.

For example: James, Peter, George, Monica, Anita, Sylvia, etc.

Sometimes the addresses are not spelled either, if it is clearly understood. So as the words Street, Road, Gardens, Avenue, Boulevard, etc.

Be careful the different pronunciation of the names or the addresses and their spellings. Even the city names are sometimes pronounced strangely.

Sometimes the accent of the native speakers is also quite strange that makes us confused, for example the native speakers from British Islands, Australia, New Zealand, etc. So get ready for the challenges of listening to the spellings.

Try practicing your own names again and again to familiarize yourself with the spelling.

Some students are influenced with their way of spelling in Bahasa Indonesia!

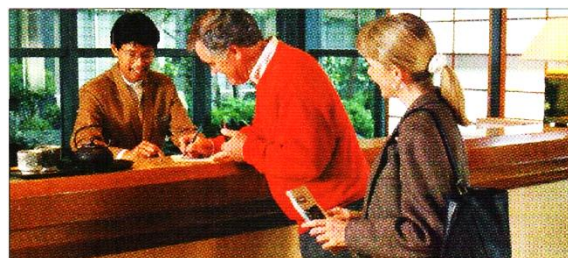
**Exc.2** Listen to the recording and write down each surname or the email address.

- a. Gavin \_\_\_\_\_
- b. Harry \_\_\_\_\_
- c. richard@\_\_\_\_\_.co.uk
- d. Pete \_\_\_\_\_

**Exc.3** Listen to ten people spell their names. Write down the names.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_
- j. \_\_\_\_\_

**Exc.4** What is the correct name of the hotel guest? Listen, and complete the forms.



No.	Guest's complete name	No.	Guest's complete name
1.		4.	
2.		5.	
3.		6.	

**Exc.5** Listen to the recording and answer the questions

- 1. What is the speaker's last name?
- 2. Where is he originally from?
- 3. What group of Indian is he conducting the research on?
- 4. What language do the Indians speak?

# NUMBERS

## 1. Basic Numbers (Cardinals)

1    2    3    4    5    6    7    8    9    10    11    12...

101 (one hundred and one)

20,126 (twenty thousand, one hundred and twenty-six)

31,698,207,354 →

Thirty one billion six hundred and ninety eight million two hundred and seven thousand three hundred and fifty four

31 billions, 698 millions, 207 thousands, 3 hundreds, 5 tens, and 4 ones

Pay attention how to differentiate between **teens** and **tens**

13 . 14 . 15 . 16 . 17 . 18 . 19 . stressed on the **last** syllable

30 . 40 . 50 . 60 . 70 . 80 . 90 . stressed on the **first** syllable

**thirteen** – **thirty**

**fourteen** – **forty**

**fifteen** – **fifty**

**sixteen** – **sixty**

**seventeen** – **seventy**

**nineteen** – **ninety**

- The **comma** (not *period*) may be put after a thousand and its multiplication.

12345 = 12,345

67891011 = 67,891,011

- In pronunciation, the word **and** may be added between **hundreds** and **tens** or **ones** to make it easier to understand.

101    one hundred **and** one    = one hundred one

          a hundred **and** one        = a hundred one

36,028    thirty six thousand **and** twenty eight

211,564    two hundred **and** eleven thousand, five hundred **and** sixty four

Cardinal numbers are usually used for:

Telephone numbers, Years, Time, Money, Decimals, Percentages

## Telephone Numbers

- Say numbers separately

324756        Say *three...two...four, seven...five...six*

- Pause between groups

Say *324...756* **or** *32...47...56*

- For 0: say *oh* (like pronouncing the letter “o”), it is better than *zero* or *naught*.

- Say *double* for two same numbers in a row.

For 66, say *double six*.        For 666, say *six double six*

- Sometimes *triple* can be used for three same numbers in a long one (less common)

08112666567    *oh eight double one... two triple six...five six seven*

**or** *oh eight double one... two six double six...five six seven*

- For 586168 Ext 354

Say: *five-eight-six...one-six-eight, extension three-five-four*.

- For 0274-6429150

Say: *the area code is 0274, and the (phone) number is 6429 150*

## Years

For the years, it is usually better to say them in pairs. Notice:

1300 BC	thirteen hundred B.C. (before Christ)
AD. 1492	[A.D.] fourteen ( <i>hundred and</i> ) ninety two
1600	(the year of) sixteen hundred
1867	eighteen sixty seven
1902	nineteen oh two
1985	nineteen eighty five / <b>ei</b> /
1995	nineteen ninety five / <b>ai</b> /
2000	two thousand
2006	two thousand (and) six, <b>or</b> twenty oh six
2019	two thousand (and) nineteen, <b>or</b> twenty nineteen
14th C.	the fourteenth century; 1300–1399
the 60s	(the decade of) the sixties; the nineteen sixties; 1960–1969

## Telling the Time

### 1) Classical System (the minutes are said first before the hour)

- For the minutes: 15' = a quarter, 30' = a half
- For exact time (00'), use "o'clock" after the hour.
- Over 1 through 30 minutes use "past" after the hour.
- Over more than 30 minutes use "to" before the next hour.

8.00	It's eight o'clock.
9.15	It's fifteen (minutes) past nine. It's a quarter past nine.
11.25	It's twenty five (minutes) past eleven.
5.30	It's thirty (minutes) past five. It's a half past five.
10.40	It's twenty (minutes) to eleven.
12.45	It's fifteen (minutes) to one. It's a quarter to one.

### 2) Digital System (more practical, reading the numbers in the order of the numbers)

8.00	It's eight o'clock (sharp).
9.15	It's nine...fifteen.
11.25	It's eleven...twenty five.
5.30	It's five...thirty.
10.40	It's ten...forty.
12.05	It's twelve...oh five.
15.35	It's fifteen...thirty five.
22.10	It's twenty two... ten.

- Say AM before 12 midday (12.00)
- Say PM from 12 midday until before midnight (00.00)
- You can also use the other time expressions:  
*in the morning, in the afternoon, in the evening, at night*



## Money: Price and Costs

- British money has 100 pence (100p) = 1 pound (£1) (after 1971)

The word pence is often shortened to “p”,  
thus ‘*ten pence*’ is often said ‘*ten p*’.

£17.99 = seventeen pounds and ninety-nine pence  
= seventeen (pounds) ninety-nine p  
= seventeen (pounds) ninety-nine

- American money has 100 cents (100¢) = 1 dollar (\$1)

\$59.25 = fifty nine dollars and twenty five cents  
= fifty nine (dollars) twenty five

- Indonesian money has 100 cents (100¢) = 1 rupiah (Rp1)

Rp12,359.35 = twelve thousand, three hundred and fifty nine rupiah, thirty five cents  
= twelve thousand, three hundred and fifty nine rupiah, thirty five

## Decimals and Percentages

We say each number in decimals individually after the point:

6.38 = six point three eight

75.753 = seventy five point seven five three

4368.23890 = four thousand three hundred and sixty eight point  
two three eight nine oh

When a zero occurs before the point, we may say naught

0.46 = zero point four six  
= naught point four six

Percentages is said as basic numbers:

25% = twenty five percent

150% = one hundred and fifty percent

26.5% = twenty six point five percent

14.33% = fourteen point three three percent

## 2. Ordinal Numbers

1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup> 13<sup>th</sup> 14<sup>th</sup>

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth ...

21<sup>st</sup> 22<sup>nd</sup> 23<sup>rd</sup> 24<sup>th</sup> 31<sup>st</sup> 42<sup>nd</sup> 53<sup>rd</sup> 64<sup>th</sup> 720<sup>th</sup> 58,273<sup>rd</sup>

twenty first, twenty second, twenty third, twenty fourth, thirty first, forty second, fifty third, sixty fourth, seven hundred and twentieth  
fifty eight thousand, two hundred and seventy third

**Ordinals are usually used for:** Dates, Ranking items, Fractions

### Dates

There are two ways of saying/reading the dates:

**28-2-2006** = (the) twenty eighth **of** February, two thousand and six  
= February (the) twenty eighth, two thousand and six

**Mon, Aug 23** = Monday, August the twenty third  
= Monday, the twenty third of August

**Friday, 25 April 1919** = Friday, April the twenty fifth, nineteen nineteen

**Tuesday, 31-12-1918** = Tuesday, the thirty first of December, nineteen eighteen

Tiara was born **on** Saturday.

Tiara was born **on** 6 June 2007. [the sixth of June two thousand and seven]

Tiara was born **on** June 6, 2007. [June the sixth, twenty oh seven]

Tiara was born **in** June.

Tiara was born **in** 2007.

Tiara was born **at** around midnight.

Tiara was born **in** Sleman.

## Ranking Items

- That country ranks **first** in the world competitiveness scoreboard.
- The most expensive place to live in Europe is Oslo. In the world ranking it comes in **fifth** position.
- Paris is another expensive European city and comes in at **seventh** place in the world ranking.
- London is in **tenth** place – a dramatic move from the previous year when it was in **twenty-eighth** place.
- Surprisingly, Stockholm is cheaper than London and comes in at **thirteenth** position.
- Dusseldorf and Lyon both come lower down at **twenty-first** position and Frankfurt is in **twenty-sixth** place.
- According to *Dikti* ranking, State University of Yogyakarta (UNY) has included in the **first ten**, or the **top ten**, universities in Indonesia since 2018.
- The **first two** children of my parents-in-law's family are teachers.

## Fractions

$\frac{1}{3}$  = a third,  $\frac{1}{5}$  = a fifth,  $\frac{3}{5}$  = three fifths,  $\frac{1}{8}$  = an eighth,  $\frac{2}{7}$  = two sevenths  
 $\frac{3}{17}$  = three seventeenths, *or* three divided by seventeen, *or* three over seventeen.  
 $9\frac{1}{6}$  = nine and a sixth, *or* nine and one sixth

But for the most common fractions:

$\frac{1}{4}$  = a quarter,  $\frac{1}{2}$  = a half, and  $\frac{3}{4}$  = three-quarters *or* three-fourths

We'll arrive at home in about  $3\frac{1}{2}$  hours. [three and a half hours]

**Exc.6** Listen and circle the number you hear in each pair (a-j)

- |                            |                      |
|----------------------------|----------------------|
| <b>a</b> 1st / 3rd         | <b>f</b> 15 / 50     |
| <b>b</b> \$10.50 / \$10.15 | <b>g</b> 52 / 62     |
| <b>c</b> 6th / 5th         | <b>h</b> £110 / £810 |
| <b>d</b> 17 / 70           | <b>i</b> 31st / 33rd |
| <b>e</b> 19 / 90           | <b>j</b> 22nd / 27th |

**Exc.7** Don is checking messages on his voicemail. Listen and write the date and time of each event.

	Date	Time
1. dental appointment	_____	_____
2. Cindy's party	_____	_____
3. aunt's arrival	_____	_____
4. tennis game	_____	_____
5. meeting with Francis	_____	_____
6. trip	_____	_____



**Exc.8** Listen and answer the questions

- How much does the woman pay for her room? \_\_\_\_\_
- New students need to pay \_\_\_\_\_ to join
- Garage width: \_\_\_\_\_ Height: \_\_\_\_\_
- How much does the woman pay for the bus tickets? \_\_\_\_\_
- The party date: \_\_\_\_\_

**Exc.9** Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

<b>Melbourne University</b>	
<b>Student Part-time Employment Application</b>	
<b>Name:</b>	<b>1</b> .....
<b>Address:</b>	<b>2</b> ..... Adelaide Street, Kilroy
<b>Experience:</b>	looking after <b>3</b> .....
<b>Preferred job:</b>	something in <b>4</b> .....
<b>Days available:</b>	<b>5</b> .....

Exc.10 Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

<b>Sydney College of English Student Details Form</b>
---

<b>Family name</b>	<b>1</b> .....
<b>First name</b>	<b>2</b> .....
<b>Date of birth</b>	13/08/84
<b>Country</b>	<b>3</b> .....
<b>Email address</b>	daichi@opusnet.com
<b>Contact telephone number</b>	<b>4</b> .....
<b>Education</b>	High school diploma
<b>Currently studying</b>	<b>5</b> .....
<b>Total number of weeks</b>	<b>6</b> .....
<b>Class type</b>	10 weeks of <b>7</b> ..... then 10 weeks EAP
<b>Test date</b>	Friday 3rd
<b>Course start date</b>	<b>8</b> .....

Exc.11 Complete the form with no more than two words and/or a number for each answer.

<b>City Bus Tour Booking Form</b>	
➤ Tour to be taken	: <b>1</b> morning / afternoon / evening ( <i>circle the correct one</i> )
➤ Number of passengers	: <b>2</b> .....
➤ Passenger name(s)	: <b>3</b> ..... and <b>4</b> .....
➤ Contact phone number	: <b>5</b> .....
➤ Living at	: <b>6</b> ..... Hotel
➤ Bus tour time	: <b>7</b> .....
➤ Tour date	: <b>8</b> ..... Time: <b>9</b> .....
➤ Tour ticket price	: <b>10</b> .....

**Exc.12** Complete the form with **no more than two words and/or a number** for each answer.

<b>Course Enrolment Form</b>	
➤ First Name	: 1 .....
➤ Surname	: 2 .....
➤ Address	: 3 ....., London
➤ Postcode	: 4 .....
➤ Age	: 5 .....
➤ Course	: 6 .....
➤ Course start date	: 7 .....

**Exc.13** Listen and write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

***Graduate Fair Registration  
TGS Global***

**Graduate details**

Area of work:	Example: <i>Marketing</i>
Name:	<i>Dominika 1</i> .....
Nationality:	<i>2</i> .....
Email address:	<i>3</i> .....@gmail.com
University:	<i>London</i>
Type of course:	<i>4</i> ..... BA
Date available:	<i>5</i> .....

**Personal information**

Other activities:	<i>organised a 6</i> ..... for charity
Interests:	<i>7</i> ..... and .....
Previous job(s):	<i>8</i> .....
Career plans:	<i>wants to be a 9</i> .....
Heard about fair through:	<i>10</i> .....

**Exc.14** Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

<b>Group Trip to Tidborough</b>	
1.	How far is it from the youth hostel to the city centre? .....
2.	What is the website address of the youth hostel? .....
3.	What event is taking place on March 22 <sup>nd</sup> ? .....
4.	Who performs in the concert? .....
5.	What exhibition starts on March 24 <sup>th</sup> ? .....
6.	What will be closed in March? .....
7.	What is the name of the excursion? .....
8.	At what time does the train ride depart? .....
9.	Where is it recommended to buy tickets? .....
10.	How much is the regular price for a student? .....
11.	How much is the group discount? .....
12.	How many times will they have a break during the journey? .....
13.	How long will the total time of the excursion be? .....

**Exc.15** Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each.

<b>JOB ENQUIRY</b>	
<i>Example</i>	<i>Answer</i>
<b>Work at</b>	: ..... (a) restaurant .....
➤ <b>Name</b>	: <b>1</b> ..... Chin
➤ <b>Type of work</b>	: <b>2</b> .....
➤ <b>Work frequency</b>	: Three <b>3</b> ..... or 12 hours per week
➤ <b>Would need</b>	: a <b>4</b> .....
➤ <b>Work in the</b>	: <b>5</b> ..... branch.
➤ <b>The nearest bus stop</b>	: next to the <b>6</b> .....
➤ <b>Salary</b>	: <b>7</b> £ ..... an hour
➤ <b>Extra benefits :</b>	
- a free <b>8</b> .....	
- extra pay when you work on <b>9</b> .....	
- transport home if you work <b>10</b> .....	
➤ <b>Qualities required :</b>	
- a clear <b>11</b> .....	
- ability to <b>12</b> .....	
➤ <b>Interview arranged for :</b> Thursday <b>13</b> ..... at 6 p.m.	
➤ <b>Bring the names of two</b> <b>14</b> .....	
➤ <b>Ask to meet :</b> Samira <b>15</b> .....	

Exc.16 Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each.

## CARE FOR THE COMMUNITY

### Applicant Details

- **Name** : 1 .....
- **Sex** : Female
- **Occupation** : 2 ..... student at Brookfields University  
studying on 3 ..... Course (BA).

### Contact Details

- **Phone** : 4 .....
- **Email** : 5 .....@chatbox.co.uk
- **Availability** : up to 6 ..... per week.

### Other Information

- **Reason for applying** : would like 7 .....
- **Area of interest** : children with 8 .....
- **Experience** : has recently done similar work at a 9 .....  
and found it 10 .....
- **Perceived strength** : Has excellent 11 .....  
Also listens well to people.
- 12 ..... arranged for Wednesday 10<sup>th</sup> September.



Exc.17 Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each.

### *Cycling holiday in Austria*

1. How long is the holiday the woman chooses? .....
2. The holiday begins on .....
3. She is registering herself and .....
4. There will be no more than ..... people in the cycling group.
5. Each day, the group cycles ..... on average.
6. Some of the hotels have a .....
7. None of the hotels have a .....
8. The holiday costs ..... per person including flights.
9. If not including flights, the holiday only costs .....
10. All foods are included except .....
11. It is essential to bring a .....
12. Discount is possible on equipment at [www.....com](http://www.....com)
13. It is possible that the ..... may change in bad weather.
14. Guided tour of a ..... has been booked.

## 4 GETTING READY TO LISTENING TO LECTURES

There are many situations where you will listen to somebody else in a university or asking someone to help you do something that you don't know very well about. In any case, you will listen to different types of speakers and for different purposes. Some of the situations may be academic, such as listening to a lecture, discussing with a friend in a class to do an assignment, asking a tutor to help you out with the materials, etc.; while some others not, such as listening to a friend telling you about his/her holiday, asking a friend the best way to get to a certain building or classroom in campus, buying a bus ticket, talking to some friends in a café, etc.

In some situations you will listen to only one person speaking for quite a long time while in other situations you will listen to two or even a group of people speaking or discussing something. You will also listen for quite a variety length of time and for different reasons. The different reasons for listening at university can be categorized as:

1. General listening: informal conversations, listening for specific information in social situations, listening for advice from non-academic university staff, and so on.
2. Academic listening: intensive listening for quite long periods of time to develop your understanding of a topic, listening to explanations of assignments, listening to topics being discussed in seminars, listening to your lecturers in tutorials, etc.

**Exc.1** Listen to four chunks dialogs or talks. Write in what possible situation you are listening to each extract.

1. ....
2. ....
3. ....
4. ....

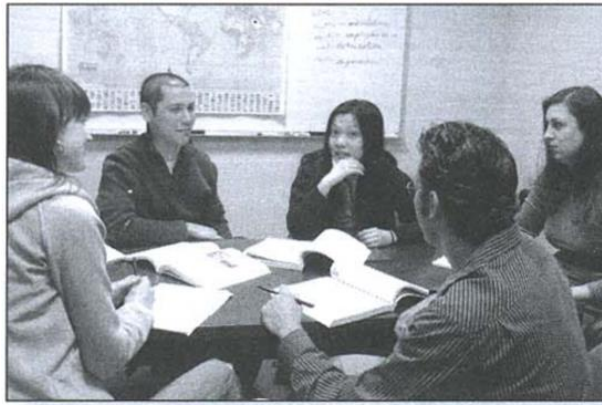
**Exc.2** Listen again to the four chunks. Write as many words or phrases as possible in each extract that help you decide what the situation is.

1. ....  
.....
2. ....  
.....
3. ....  
.....
4. ....  
.....

**Exc.3** Look at the pictures. Below each picture, write down what the professor and/or students are doing. Then answer the questions below.



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



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

Think about what the students are doing in each picture.

- 4. What are the goals of the students in picture 1? .....
- 5. What are the goals of the students in picture 2? .....
- 6. What are the goals of the students in picture 3? .....

Read the handout given by a lecturer to her students.

**SYLLABUS**  
**Psychology 210: Introduction to Social Psychology**

**OBJECTIVES**  
Social psychology is the study of the way people think, feel, and behave in social situations. The purpose of this course is to

- teach students the basic principles of social psychology
- show the importance of social psychology
- prepare students for further study in social psychology.

**GENERAL INFORMATION**

Instructor's Name	Dr. Jennifer Lindley
Office, Phone, and E-Mail	PH (373), 555-1233, jlindley@unop.edu
Office Hours	MW 1:00–2:00, other times by appointment

**TEXTBOOKS**  
*Time Across Cultures*, by Dr. Gabriel Chan  
*Social Life: Studies in Social Psychology*, by Dr. Maggie Baird

**REQUIREMENTS AND ASSIGNMENTS**  
4 exams on lectures and reading assignments: 2 quizzes, 1 midterm exam, 1 final exam  
1 class presentation  
2 one-page opinion papers  
Attendance (This includes how much you participate in class discussions.)

**GRADING POLICY**

Course <u>Components</u>	
Quizzes	20%
Midterm exam	20%
Final exam	25%
Papers and presentation	20%
Attendance	15%

**EXPECTATIONS**

- Attend class regularly.
- Do the reading assignments.
- Turn in assignments when they are due (on or before due date).
- Do your own work.
- Participate in discussions: Share your ideas and listen to other students' ideas.
- Contact me if you have any problems or questions.

**Exc.4** Answer the questions below based on the reading above.

1. What will the students learn in this course?

---

2. What is the grading policy for this course?

---

3. What does attendance include?

---

**Exc.5** Match the vocabulary from the reading with their definitions. There are more definitions than the words/phrase, so some definitions are not used.

- |                     |   |
|---------------------|---|
| 1. syllabus         | a. what you think or hope will happen   |
| 2. objective        | b. one of the parts of a whole system, machine, or plan   |
| 3. assignment       | c. a lecturer's plan for a course   |
| 4. participate      | d. a goal or purpose  |
| 5. class discussion | e. a long talk about an overview of a certain topic or issue given to a group of people, usually students |
|                     | f. a piece of work that a lecturer requires his or her students to do                                     |
|                     | g. to be an active player in doing something  |
|                     | h. the students of a class talking about a topic related to their classwork                               |

Find the words/phrases from the reading text to the other three definitions that are not used.

*To help you get ready to learn new information and listen more actively, think about what the professor might discuss in the lecture. Think about everything you already know about the topic from the syllabus that you have read and make a prediction about what the professor will discuss.*

**Exc.6** Listen to the lecture and take notes. You may add any information that you think might be necessary from the lecture. There will be questions based on the lecture.

Topic: \_\_\_\_\_

*General information about social psychology:* \_\_\_\_\_

\_\_\_\_\_

*Objective:* \_\_\_\_\_

*How students will spend their time in this course:* \_\_\_\_\_

\_\_\_\_\_

*Information about the readings, lectures, and discussions:* \_\_\_\_\_

\_\_\_\_\_

*Information about the grade:* \_\_\_\_\_

\_\_\_\_\_

*Attendance:* \_\_\_\_\_

\_\_\_\_\_

## WHAT IS A LECTURE?

*A lecture is a talk given by a subject expert on a particular topic. The subject expert is usually called a lecturer. A lecture often takes place in a large room or lecture hall as is attended by students either in small or in large number, sometimes hundreds. The lecturer will talk about a particular topic and the students will usually take notes. A lecture normally lasts quite a long time: 20 minutes, 30 minutes, sometimes may be up to 45 minutes or even an hour.*

## WHAT IS THE PURPOSE OF A LECTURE?

*Lectures are talks which give students a general overview of a topic. For example, a lecture on the anatomy of the brain will give you general information about the parts which make up the brain. Similarly, a talk on translation ethics will give you general information on what 'translation ethics' means along with information on current ideas on the topic. A lecture is meant to be an overview. It is up to you to research the topic in detail both before and after the lecture. The lecture is intended to give you a starting point for further study.*

**Exc.7** Listen to two lecturers speaking about lecturing, and answer the questions:

### 1. Lecturer 1

- a. He's been a lecturer for .....
- b. In his first lecture, there were ..... students.
- c. How did he feel at that first time? .....
- d. What mainly cause changes to the way he gave lecture? .....
- e. What did he used first to show students the details? .....
- f. At present he uses ..... to show things to students.
- g. What is his field of study? .....

### 2. Lecturer 2

- a. What is her field of study? .....
- b. What is the capacity of the room? .....
- c. What is available at the front? .....
- d. What does she bring to help the students make notes? .....
- e. What does she compare lectures to? .....
- f. Students can ask questions in ..... to get more explanation.

**Exc.8** Listen to the following sentences and complete the missing words/phrases

1. The lecture was about ..... Unfortunately, I didn't understand much because I have no .....
2. University study is absolutely ..... from school. In university study, you have to manage .....
3. I hate studying ..... because after each ..... I must write up the .....
4. The slide shows how the concept of ..... which was described by the ..... can interact with our daily life in .....

**Exc.9** You will see the second part of a short movie. Take notes about the following points:

A. There are two *common pronunciation traps*, i.e.:

1. ....e.g.: .....
2. ....e.g.: .....

B. You should *learn primarily* with your ..... rather than your .....

There are several ways to do this:

1. Listen to ..... rather than read the printed version.
2. Listen to ..... and watch ..... as much as possible.
3. Work more with the ..... than the course book itself.
4. Check the ..... of new words that you read but never heard.

## **THE DIFFICULTY OF LISTENING TO LECTURES**

*As English is not your first language, lectures in English can seem very challenging. However, you can develop techniques or strategies to help you focus your listening. All of the following problems can be solved with careful planning.*

1. *You need to be prepared to listen for a long time, so you should develop a good attention span.*
2. *Your lecturers will have different accents, and some may speak quickly, some others slowly. Some will be easier to understand than others. Some may repeat themselves, or speak too quietly, or be unclear.*
3. *The terminology will sometimes be unfamiliar. Often very subject-specific vocabularies are used.*
4. *It can be easy for you to lose the path of a lecture and not understand how one part links to another.*

**Exc.10** Look at the solutions below and match them to the problems 1–4 above.

**Solutions:**

- A. Record the lecture.  
Swap notes with another student to check understanding.  
Meet with fellow students to discuss the key points of the lecture.
- B. Listen to long stretches of speech like the radio or online talks.  
Make sure you reposition yourself to keep focusing.  
Sit up straight.
- C. Highlight in your notes where you have got lost or not understood, then complete these later with help (of a friend notes, or your recording, or reading references).  
Remember that you do not need to write down every word
- D. Find out the lecture topic beforehand.  
Find and translate the key terms.  
Read around the topic of the lecture before you go.

**Exc.11** You will see part of a short movie. Take notes about the following points:

- 1. Write the number 18725 in the new numeric system: .....
- 2. Knowledge is constructed as a result of the .....,  
and not ..... from the teacher to the students.
- 3. SOLO stands for .....
- 4. There are 5 levels of the SOLO taxonomy based on the ..... to obtain  
them.
- 5. SOLO level 1 is: ..... with the ability to: .....
- 6. SOLO level 2 is: ..... with the ability to: .....
- 7. SOLO level 3 is: ..... with the ability to: .....
- 8. SOLO level 4 is: ..... with the ability to: .....
- 9. SOLO level 5 is: ..... with the ability to: .....
- 10. SOLO levels 2 and 3 are called .....
- 11. SOLO levels 4 and 5 are called .....
- 12. Now, write the number 5463291 in the new numeric system: .....



## BUILDING THE BACKGROUND KNOWLEDGE

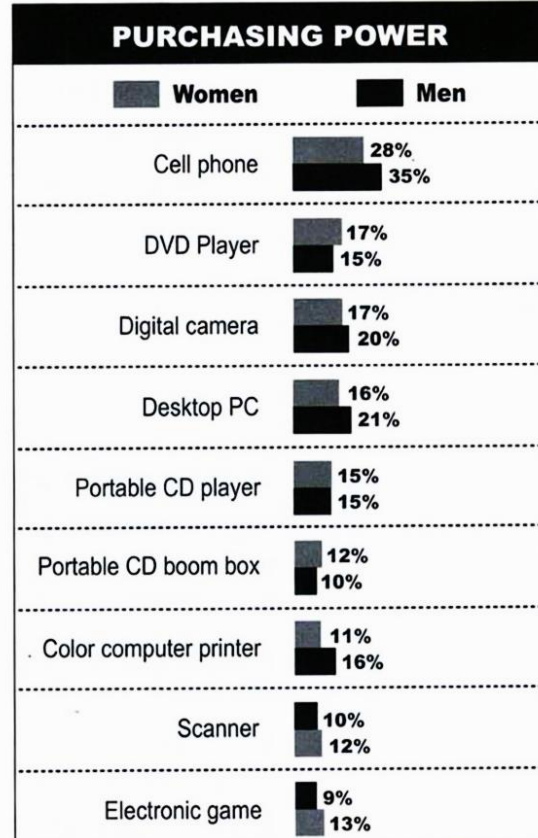
Exc.12 Read the article below and answer the questions that follow.

# WOMEN ENTER THE ELECTRONICS MARKET

**J**ust as the roles and responsibilities of men and women are changing in society, so are the shopping habits of the two genders. The electronics industry (computers, cell phones, digital cameras, etc.) is one place where gender differences in purchasing are rapidly changing.

Until very recently, the electronics market consisted mostly of men. Today, however, women are some of the biggest consumers of computers and other electronic products. With more and more women working and in control of their own and their family's money, women now want to **have a say** in the type of electronics that they have in their homes. Some experts report that women are actually buying more electronics than men. A recent study by the Consumer Electronics Association reports another interesting development. It states that almost a third of the new and more **innovative** electronics are sold to women. So, not only are women becoming more interested in electronics purchases in general, but they are also increasingly willing to try the latest products.

Women in the U.S. are now spending more than \$50 billion on electronics. What are the **implications** of this change in women's spending habits for marketing? Laura Heller, senior editor of *DSN Retailing Today*, believes that until recently women have been ignored by the electronics industry. She says, "There's so much we don't know about this group: How they shop for electronics, how



they feel about these products, and more importantly, how these products make them feel." Businesses need to understand the changes in their customer population and create new **strategies** to meet consumers' needs. These strategies will focus on the need to **appeal** to their new customers, that is, to appeal to women.

1. What is one change in the way that women spend money?
2. What causes the woman to be the biggest consumers of electronic products?
3. What is one interesting development in the electronics industry today?
4. What is one implication of the fact that women spend so much in electronics?
5. What do electronics marketers want to find out about women?
6. What does each of the bold words/phrases mean? You may consult your dictionary.

## THE STRUCTURE OF A LECTURE

*In the beginning of a lecture, the speaker usually tells you the topic, or what the lecture is going to be about. He/she also gives you the "big picture" --- the general plan, or the structure, of the lecture. The big picture is an overview of how the lecturer will present the material, like a map of the lecture. You need to listen for the words or expressions that lecturers use to indicate the topic. Also listen for the words or expressions that the lecturers use to indicate the "big picture".*

### Some expressions that signal the topic of a lecture: (Can you add some others?)

Our topic today is ...	Let's go back to our discussion of ...
We'll be talking about ...	Let's continue our discussion of ...
What I want to talk about today is ...	.....
We'll be discussing ...	.....
We're going to look at ...	.....

### Some expressions that signal the structure of a lecture: (Can you add some others?)

First, we'll look at \_\_\_\_\_ and then we'll move on to look at \_\_\_\_\_  
I'm going to cover \_\_\_\_\_ and then \_\_\_\_\_  
We'll discuss several reasons for \_\_\_\_\_  
I'm going to give you a few examples of / a few types of \_\_\_\_\_  
.....  
.....  
.....

**Exc.13** Listen to the introductions of three different lectures. First, listen and write down expressions used to show the topic and the topic of the lecture itself. Then, listen again and write down the expressions used to show the big picture and write the structure of the lecture.

1. Expression that signal the topic: .....  
Topic : .....  
Big picture expression: .....
2. Expression that signal the topic: .....  
Topic : .....  
Big picture expression: .....
3. Expression that signal the topic: .....  
Topic : .....  
Big picture expression: .....

5

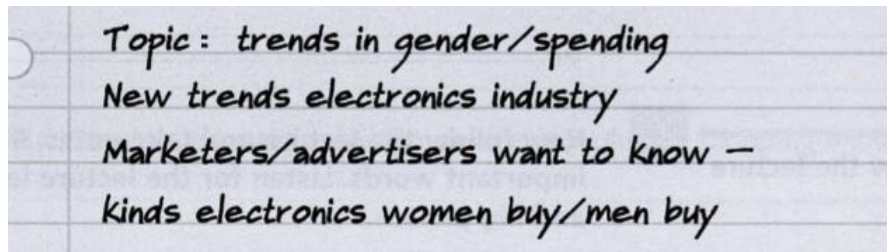
**NOTE-TAKING STRATEGIES**

*During a lecture, you do not have time to write down every word that a lecturer says. Therefore, write down only the most important words, the words that have the most meaning in the lecture. But make it in such a way that it is still understandable and meaningful, at least to you, to be able to revise later on.*

*The most important words are the content words: **nouns, verbs, adjectives, adverbs, and negatives**. The unimportant words are usually the structural words: pronouns, helping verbs, determiners, prepositions, and conjunctions.*

Read the transcript below, then look at one student’s notes from the lecture. What words in the lecture that are not used in the note?

Our topic is trends in gender and spending. New trends are in the electronics industry. Marketers and advertisers want to know the kinds of electronics women are buying and the electronic products men are buying.



**Exc.1** Now listen to the lecture and take notes. Be sure to write the most important words or information from the lecture.

**Topic:** \_\_\_\_\_  
**Ways men and women spend money and reactions by business** \_\_\_\_\_  
\_\_\_\_\_  
**Traditional responsibilities for women** \_\_\_\_\_  
\_\_\_\_\_  
**Traditional responsibilities for men** \_\_\_\_\_  
\_\_\_\_\_  
**Changes to traditional roles** \_\_\_\_\_  
\_\_\_\_\_  
**Changes in spending** \_\_\_\_\_  
\_\_\_\_\_  
**Meaning for business** \_\_\_\_\_  
\_\_\_\_\_  
**Marketing to women** \_\_\_\_\_  
\_\_\_\_\_

**Exc.2** You will see the end part of the short movie. Answer each of the questions below with **NO MORE THAN TWO WORDS**:

1. The main question is how to get the students activity to match the teacher's .....  
.....
2. The answer to the question above is .....
3. It is important that the exam measures .....what the teachers want the students to do.
4. In an unaligned course, students will deal only with the test, ..... the teacher's intention.
5. In an aligned course, students will have no ....., so students will do what are expected by the teacher, to get along well with the course.
6. The highest (level 3) teacher has the ..... focus.
7. Good teaching will get most students to use the higher level of ..... processes.

## **THE CONSTRUCTIVE ALIGNMENT**

*Constructive alignment is a form of outcomes-based education that focuses on teaching, learning and assessment at the classroom level. All good teachers are concerned with what learning outcomes their students attain, but in constructive alignment we are concerned that all teachers, not just the good ones, design their teaching in order to achieve those outcomes, the "intended learning outcomes", that is what the student should be able to do after the process of learning, the abilities that they couldn't do before.*

*If the students are intended to "apply" a principle to a given situation, giving a lecture on applying that principle is not really the point, but getting the students to do the applying themselves is precisely the point. For instance, they could be required to carry out a case study. "What the student does is actually more important in determining what is learned than what the teacher does" (Thomas Shuell, 1986).*

*Thus we see that alignment throughout the system is based on the relevant constructive student activity. In this "apply" example, the intended learning outcome, the teaching-learning outcome, and the assessment task are all focused on that single verb "apply". We have woven a constructive web from which students would find difficulty in escaping without learning.*

**Exc.3** Listen to a presentation about the history of coffee. Use **ONE WORD** for each.

## The history of coffee

**First, coffee was drunk in 1** ..... **world** (but almost no evidence before the 1500)

- ❖ Small-scale trade in wild coffee gathered from bushes in **2** .....
- ❖ 1522: Coffee was approved in the Ottoman court as a type of **3** .....
- ❖ In social life coffee was drunk at **4** ..... as well as in coffee houses.
- ❖ 1623: In Constantinople, the ruler ordered the **5** ..... of every coffee house.

**Coffee spreads to 6** ..... (**17<sup>th</sup> century**)

- ❖ Men came to coffee shops to share and discuss their **7** .....
- ❖ Therefore, coffee shops were compared to **8** .....
- ❖ Coffee houses play an important part in social and **9** ..... changes.

**Coffee Spread around the world helped by European 10** .....

- ❖ European powers established coffee **11** ..... in their colonies.
- ❖ Types of coffee were often named according to the **12** ..... they came from.
- ❖ In Brazil and the Caribbean, most cultivation depended on **13** .....
- ❖ In Java, coffee was used by the Dutch as a form of **14** .....
- ❖ Coffee became almost as important as **15** .....
- ❖ But coffee **16** ..... were not yet low enough to be brought home.
- ❖ The move towards the consumption of **17** ..... in Britain which originated from China did not also take place in the USA.

**Coffee in the 19<sup>th</sup> Century**

- ❖ Prices dropped because of improvements in **18** .....
- ❖ Industrial workers found coffee helped them to work at **19** .....
- ❖ Coffee is then drunk as a **20** ..... to work longer hours.

**Exc.4** Listen to a talk about how to choose flooring materials

**Questions 21–27** Complete the notes below.

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

<i>How to Choose Flooring Materials</i>	
<b>SOURCE</b>	
<b>21</b>	There are some man-made materials like .....
<b>22</b>	Before being used, material undergoes .....
<b>23</b>	Wood should be cut and .....
<b>24</b>	Stone should be cut and .....
<b>SELECTION</b>	
<b>25</b>	Aside from environmental factors, one should take ..... into account during construction.
<b>26</b>	Some properties of materials affect mood, such as ....., texture, and colour.
<b>27</b>	Use a mathematical formula to choose the type of wood, because ..... are subjective, which are ambiguous in verbal description.

**Questions 28–30** Complete the table below.

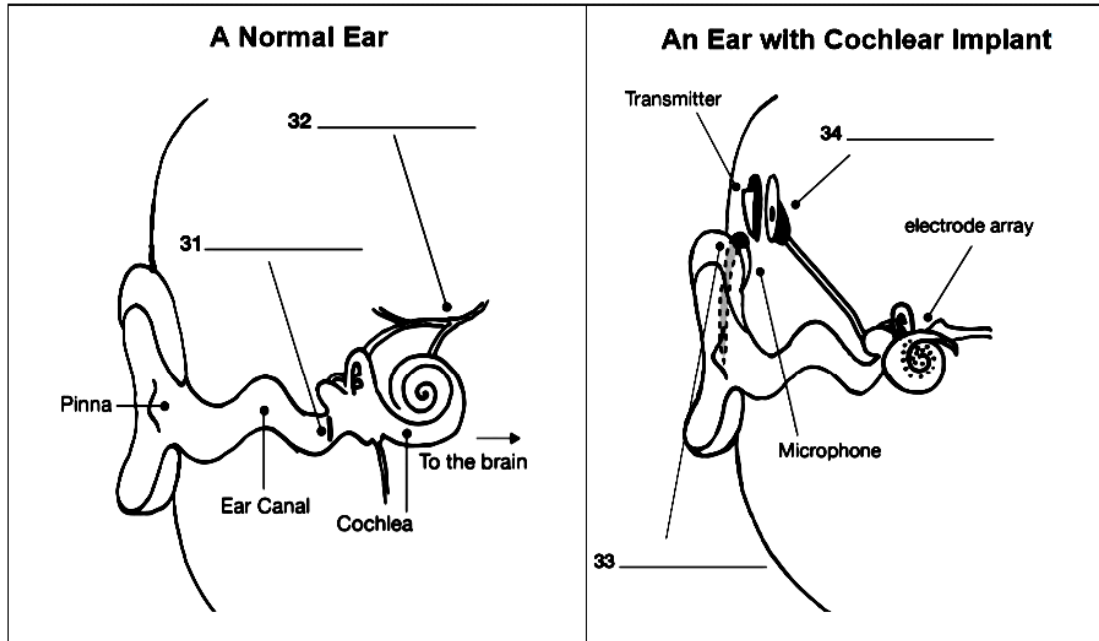
Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Material	Reflectance Rate
Polished silver	Almost 1.0
White-painted plastic	Approximately <b>28</b> .....
Quarry tile	Approximately <b>29</b> .....
<b>30</b> .....	Almost 0.0

**Exc.5** Listen to a lecture about Cochlear implants. Pay attention to the instructions.

**Questions 31–34** Label the diagrams below

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



**Questions 35 – 40** Complete the summary below.

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

**Cochlear Implants – Advantages, Disadvantages and Factors**

Hearing aids 35..... normal sounds, so they are good for mild hearing loss but not for severe loss. Cochlear implants help some people a lot, but do not work so well for everyone. The brain gets different 36..... from an implant, so users must relearn how to hear. Cochlear implants are not a cure. Users need ongoing training in 37....., lip-reading and sign language. The surgery can damage nerves. It may also destroy any 38 .....; in such cases, those users cannot go back to using a hearing aid. The most important factor for selecting users is the 39..... of their deafness, and also age and previous speaking ability. Finally, the condition of the nerve cells in the cochlea is a factor, because 40 ..... can damage these cells.

**Exc.6** Listen to a lecture about episodic memory. Answer each with **ONE WORD** only.

### **EPISODIC MEMORY**

- ❖ is the ability to recall details, e.g. the time and **1** ..... of past events
- ❖ different from **2** ..... memory, which is the ability to remember factual general information about the **3** ....., which does not involve recalling **4** ..... information

#### **Forming episodic memories involves three steps:**

##### **Encoding**

- ❖ involves process of receiving and **5** ..... information
- ❖ the more **6** ..... given to an event, the more successfully it can be encoded
- ❖ to remember a **7** ....., it is useful to have a strategy for encoding such information

##### **Consolidation**

- ❖ how memories are strengthened, **8** ....., and stored for later retrieval
- ❖ most effective when memories can be added to a **9** ..... of related information
- ❖ the **10** ..... of retrieval affects the strength of memories

##### **Retrieval**

- ❖ depends on semantic, olfactory, **11** ..... and visual factors
- ❖ memory retrieval often depends on using a prompt, e.g. the **12** ..... of an object near to the place where you left your car

##### **Episodic memory impairments**

- ❖ these may affect people's **13** ..... with a wide range of medical conditions
- ❖ computer games which stimulate the **14** ..... have been found to help people with schizophrenia
- ❖ children with autism may have difficulty forming episodic memories – possibly because their concept of **15** ..... may be absent.
- ❖ memory treatment may help autistic children develop **16** ..... skills



## 6

## NOTE TAKING PRACTICE

As it is important to keep the information given or shared in academic forums (such as lectures, seminars, speeches, discussions, etc.) for future reference or later use, it is necessary for you to be able to take notes while listening to the speakers. Note taking is also a skill that can be learned by lots of practice, so, make sure you do it a lot to improve your ability.

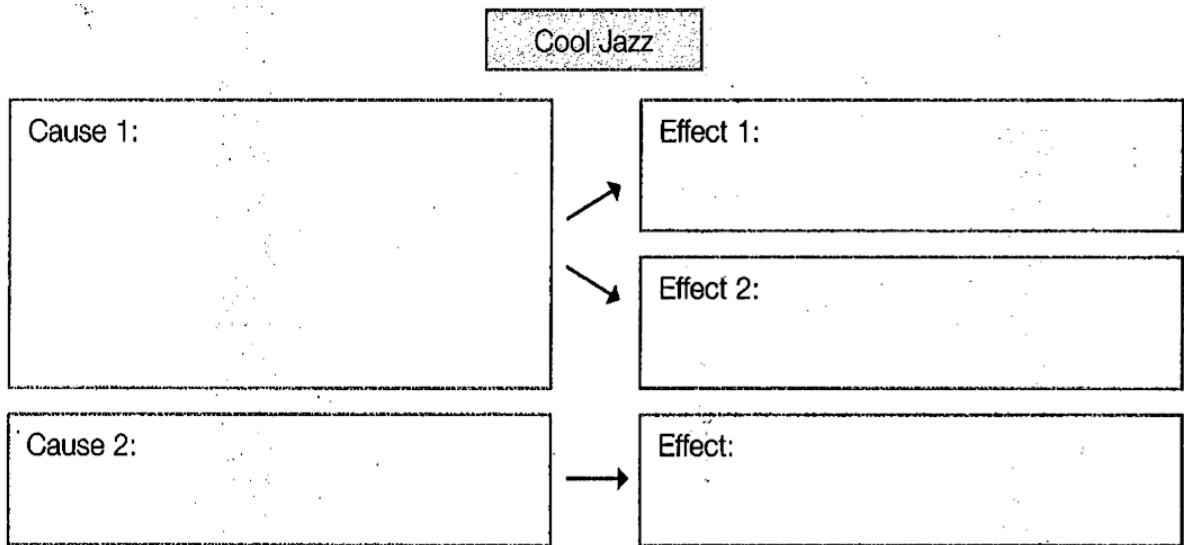
Some things to consider in taking notes while listening to lectures or other academic speech:

1. Do not write every word, because it is impossible. You won't have enough time to, and you cannot follow the speed of the talk. Write down words that have the most meaning.
2. It is a good idea to shorten the words to save time in note taking. For example, just write esp for especially, tho (though/although), sem (semester), mol (molecule/s), temp (temperature), lct (lecture), lctr (lecturer), mu-inst (musical instrument/s), etc. You can create your own. Soon after the lecture ends, read again your notes and give explanation to the short forms to make sure you will not forget it for future use.
3. If the topic is already clear, you may abbreviate the well-known expressions, such as GBR for Great Barrier Reef, CJ (cool jazz), MD (Miles Davis), V (Venus), M (Mercury), etc. Again, add notes to explain the meaning soon after the lecture.
4. Your notes should give you an accurate record of the ideas in the lectures, and show you how different points are related to each other. Organizing your notes in an outline form (using indentation, line and arrows, etc.) will help you remember which information is most important and which is related but less important, such as examples, definitions, dates, cause-effect, conflicting arguments, etc.
5. In note taking, it is also common to use symbols to replace words.

= is/are	+ and/also	& and
≠ is/are not	± more or less, about	↑ increase, rise, go up
→ to, become, result in	← (come) from, result from	↓ decrease, fall, go down
≈ approximately	< smaller/less than	> more/bigger than
♀ woman, female	♂ man, male	# number
w/ with	w/o without	(to mark importance)

6. Mind mapping is also a good way in taking notes.
7. As with other skills, You need to practice, practice, practice...

**Exc.1** Listen to a lecture in a music class. Fill in the diagram.



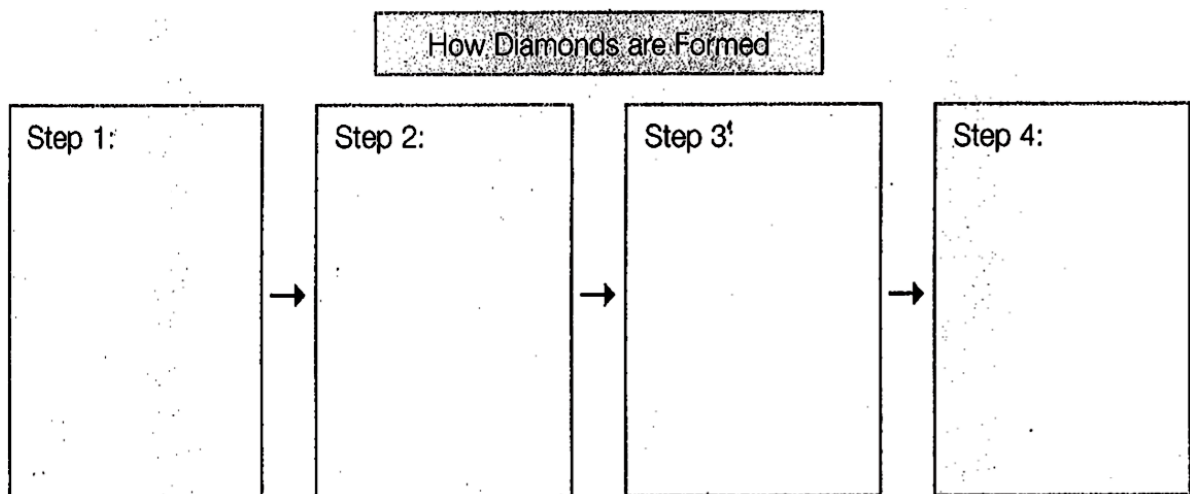
1. What is the main topic of the lecture?
2. What is the main idea of the lecture?
3. Complete the summary below:

---

The professor is talking about cool jazz from the 1940s and '50s. This jazz had more classical European influences than earlier forms of jazz. This meant that jazz musicians could also use instruments like flutes and \_\_\_\_\_. The music sounded lighter and softer and jazz bands became bigger. Bands grew to be mid-sized \_\_\_\_\_ groups and also gave individuals more focus. The first true cool jazz \_\_\_\_\_ was Miles Davis. He made a famous \_\_\_\_\_ that brought him much \_\_\_\_\_ as a musical artist.

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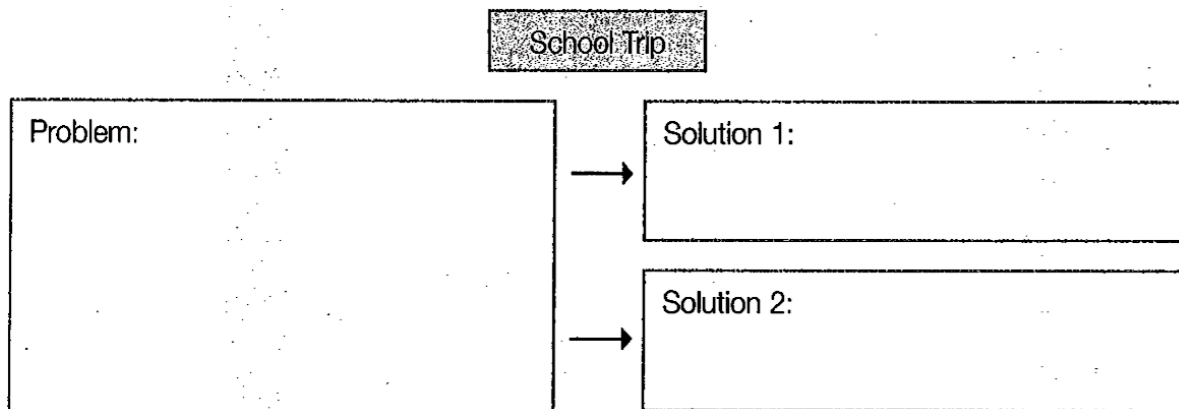
**Exc.2** Listen to a lecture in a geology class. Fill in the diagram.



1. What is the lecture mainly about?
2. What aspect of diamonds does the professor discuss?
3. Complete the summary below:

The professor explains how diamonds are formed from lumps of coal. Coal is made from \_\_\_\_\_ molecules that change due to heat and pressure. The coal lumps are found about 160 kilometers inside the Earth. The temperature here is about 2200 degrees Fahrenheit. These conditions change the molecules of coal which \_\_\_\_\_ to form a diamond. When volcanoes \_\_\_\_\_, molten rock, or \_\_\_\_\_, containing diamonds is pushed upwards. The rock then hardens and \_\_\_\_\_ away over time to reveal the diamonds.

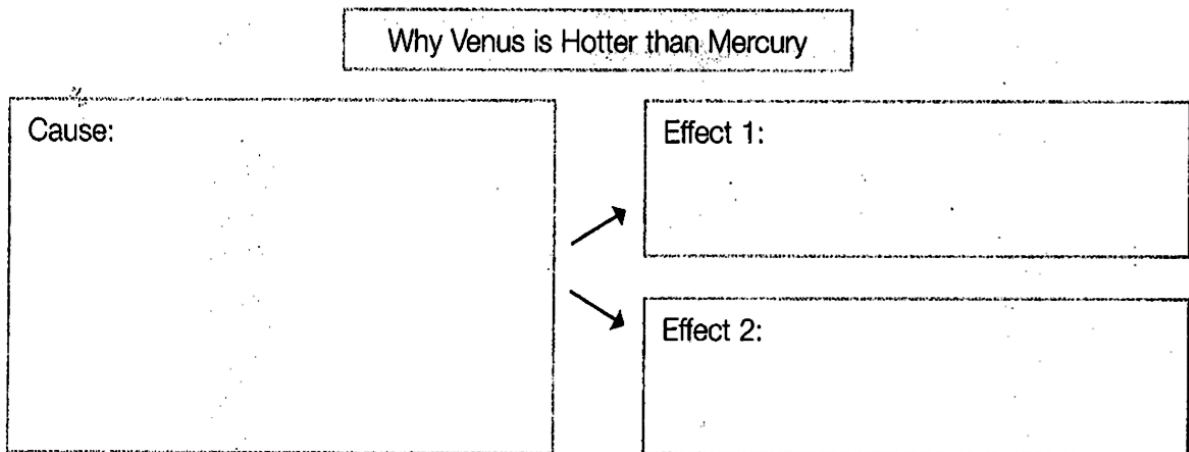
**Exc.3** Listen to a conversation between a student and a professor. Fill in the diagram.



1. Why does the student go to the professor?
2. What are the speakers mainly discussing?
3. Complete the summary below:

A student speaks to her professor about going on a summer trip to study the Great Barrier Reef. Kim is in college, and this trip is organized by her school. She can't afford it, so the professor tells her to \_\_\_\_\_ for a \_\_\_\_\_ that is awarded to ten students per semester. She needs a \_\_\_\_\_ of 3.0 to get it, and her's is \_\_\_\_\_. The professor agrees to write her a \_\_\_\_\_, and Kim says she \_\_\_\_\_ his help.

**Exc.4** Listen to a lecture in an astronomy class. Fill in the diagram.



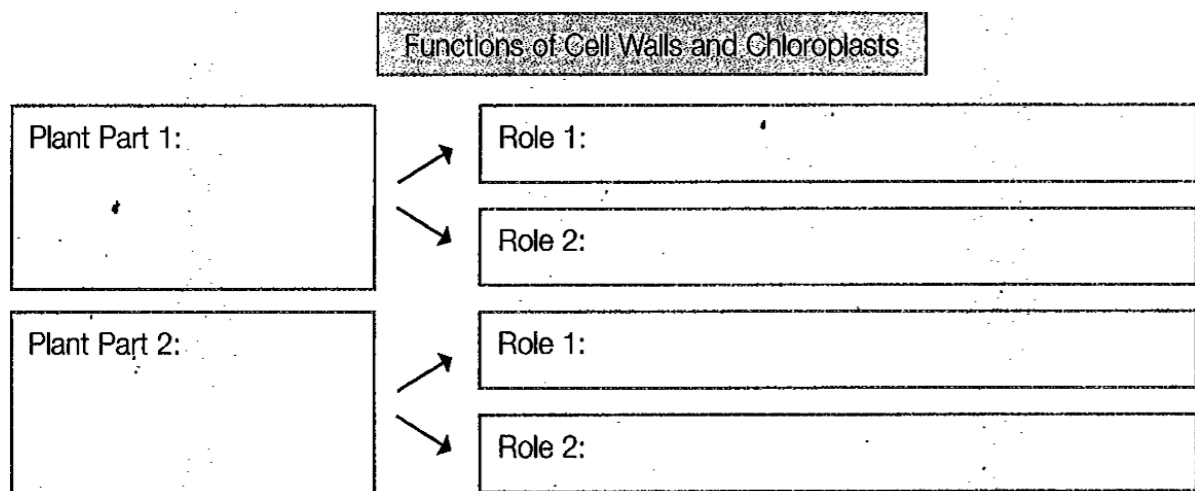
1. What is one characteristic of planet Mercury?
2. What does the thick cloud of sulfur dioxide around Venus do?
3. Why is Venus so hot?
4. Complete the summary below:

---

A professor explains to his astronomy class why Venus is hotter than Mercury. Venus is twice the \_\_\_\_\_ from the sun than Mercury is, yet it is much hotter. This is because Venus has a thick \_\_\_\_\_ while Mercury has none. The sun's heat is thus trapped on the \_\_\_\_\_ of the planet by carbon dioxide gas. Venus used to contain water like Earth, but it \_\_\_\_\_ long ago. This helped create a lot of \_\_\_\_\_ which trap heat.

---

**Exc.5** Listen to a lecture in a botany class. Fill in the diagram.



1. What is one function of cell walls?
2. What is one difference between plant cells and animal cells?
3. What gives a plant its green color?

4. Complete the summary below:

The teacher is discussing the differences between plant and animal cells. Animals have \_\_\_\_\_ to give their bodies shape and structure. Plant cells have cell walls to provide shape and structure. The cell walls are \_\_\_\_\_ structures around the cell \_\_\_\_\_. They give cells support and stop harmful substances from getting in. Plant cells also contain \_\_\_\_\_ called chloroplasts which \_\_\_\_\_ sunlight. They use this light along with water and carbon dioxide to make food for the plant.

**Exc.6** Listen to a short lecture about celebrities and the brain. Complete the sentences with information from the lecture.

1. When people see a celebrity, .....
2. The brain feels pleasure from .....
3. In the past people felt pleasure from seeing .....

**Exc.7** Listen to the lecture and take notes (here or on another piece of blank paper). Then answer the following questions.

1. Why did Professor Levine want to conduct the study?
2. What three factors did the researchers look at and assess?
3. What are the five places where life during the workday is fastest?
4. What are the slowest?
5. What are five factors that places with the fastest pace have in common?

But before listening to the lecture, read the text first to get some insights about the topic.

Exc.8 Read the text below

## The Beat of Your Own Drum

**A**re you a slow person or a fast person? Do you like to stay busy, or do you enjoy doing nothing sometimes? Do you prefer the highway or country roads?

We all know that the pace of life is different in different places and **cultures**. When we visit a place for the first time, we get a general idea of the place and what life is like there. The **pace** of life helps to form this general impression. The pace of life in a city, for example, is a big part of its unique **atmosphere**.

This isn't just true for cities and countries, however. There are also big differences in pace between individuals, even individuals within the same culture living in the same town. Next-door neighbors can experience life at completely different paces.

Researchers want to get an **accurate** idea about why individuals have different ideas about time and pace of life. To study this, they look at people's ideas of "time urgency." Time urgency is the effort a person makes to **achieve** as much as possible in a given amount of time. Everyone

has his or her own **sense of** time urgency. Some people feel the need to try to achieve a lot, while other people have the **tendency** to set their goals lower and achieve less.

When asked about the pace of their lives, people tend to think about several things: the speed that they feel at their workplace, the level of activity they prefer in their own lives, and the level of activity they prefer in the environment around them. To **assess** the pace of your own life, ask yourself:

*Do you feel the pace of your life is too fast, too slow, or just right when it comes to . . .*

*school or work life?*

*the city or town where you live?*

*home life?*

*social life?*

*life as a whole?*

You don't need a psychologist to understand your answers to these questions. The fact is that what is too fast for one person might be boring for another. There is nothing good or bad about an individual's pace of life. Each of us simply **marches to the beat of his or her own drum**.

Answer the questions below based on the reading above.

1. What does "time urgency" mean?

---

2. What are three locations that people consider when thinking about the pace of their lives?

---

3. According to the researcher, which is better, a fast or slow pace of life?

---

**Exc.9** Understand the vocabularies. Then listen to the lecture and take notes. Using your notes, answer the questions that follow.

ancestor  
plague  
victim

descendant  
bubonic plague  
mutation

gene  
strike  
delta32

outbreak  
survive

1. What is the lecture mainly about?
2. What directly caused the plague in humans?
3. What is the main topic of the lecture?
4. How do scientists know that some 14<sup>th</sup> century Europeans possessed delta 32?
5. How did the gene protect some survivors from the plague?

**Exc.10** Understand the vocabularies. Then listen to the lecture and take notes. Using your notes, answer the questions that follow.

alternative  
ice age  
Monte Verde

backtrack  
migration  
sail

estimate  
strait  
Alaska

evidence  
suspect

1. What is the lecture mainly about?
2. Where can you see the Bering Strait land bridge now?
3. Where was the oldest civilization found in American continent?
4. How did the first people come to America?
5. Who used the Bering Strait land bridge to go to America?

**Exc.11** Understand the vocabularies. Then listen to the lecture and take notes. Using your notes, answer the questions that follow.

amendment  
application  
paperwork

complicate  
rent  
reactivate

deny  
status  
attachment

full time  
tuition  
prove

1. Why does the student visit the financial aid advisor?
2. What is the main idea of the conversation?
3. Why does the student require assistance?
4. Why does the student need to fill out the extra paperwork?
5. What does the advisor say he'll do for the woman?



**Exc.12** Read and understand the vocabularies. Then listen to the lecture and take notes.  
Using your notes, answer the questions that follow.

basic needs	bath	dish	pan	cement bowl
frost-crust	feed	winter	late autumn	accessible
raised	pests	nourish	hard-boiled	biscuits
vulnerable	ready-made	d-i-y	dull colour	hollow
proximity	chicks			

1. What is the speaker talking about?
2. What are the three basic needs of birds?
3. What can you say about the bath you make for the birds?
4. Why is it difficult for birds to get food in winter?
5. How to avoid the pests from taking to birds' food?
6. What points to consider when making a birdhouse?
7. What kind food is suitable for feeding the birds?
8. Why is it necessary to keep birdhouses close to one another?
9. When do birds usually occupy the birdhouses?

**Exc.13** Read and understand the vocabularies. Then listen to the lecture and take notes. Using your notes, answer the questions that follow.

hazardous	emission	discharge	environment	acidified
toxic	waste	dispose	ecology	fallout
haze	pollutant	natural	corrode	algae
smog	contaminate	resource	fume	upstate
corrosion	ecosystem	precipitation	emission	vulnerable
level off	adverse	attribute	glacier	airborne

Read the text and discuss the questions that follow.

## The International Acid Test

Anne LaBastille, *Sierra Magazine*

My log cabin looks out over a lake that has grown increasingly clear in recent years, with a strange layer of algae spreading across the bottom. Native trout are now scarce, as are certain types of fish-eating birds. Bullfrogs are few and far between. As much as a third of the virgin red spruce around the lake have died.

When I dropped a pH meter in the lake right after the snowmelt in 1985, it measured a very acidic 3.9. In the summer of 1979, it had measured 4.3, and in 1933, according to state records, it was a healthy 6.3.

I've noticed these and many other changes in the 20 years I've lived in the Adirondack Mountains of upstate New York, one of the regions hardest hit by acid rain. Many of my neighbors have had to replace their copper and lead plumbing with plastic lines as acidic waters corroded the pipes. At least 600 lakes and ponds in the Western Adirondacks have been acidified to some degree, and the red spruce forests on the

higher peaks show extensive damage.

After studying the problems with acid rain in this country, I traveled to Scandinavia and Switzerland to take a look at the big picture. This foreign exposure revealed that acid fallout is not just an American or Canadian problem; it affects Europe and all densely populated, industrialized nations that use fossil fuels to produce energy.

Acid rain is also threatening trout high in the Rocky Mountains and sugar maples in Vermont and Ontario. It is dissolving India's Taj Mahal and is making some European game animals' organs unfit to eat. According to Earthscan, an independent news service, more than 16 million acres of forest in nine European countries have been damaged by acid rain. The Acropolis, the Tower of London, and Cologne Cathedral are also becoming victims. As one Danish architect commented, "These buildings are melting away like sugar candy." Even urban areas of Latin America and Africa are showing signs of damage.

1. LaBastille lists a number of effects of acid rain on the area around her home in the Adirondack Mountains, as well as effects of acid rain worldwide. What are those effects?
2. Had you heard of acid rain before reading this article? What do you know about it? Share your knowledge with your group.

**Exc.14** Listen to a lecture about **Acid Rain** and take notes.

*definition*

*causes*

*Nitrogen sources*

*Sulfur sources*

*effects*

*on aquatic ecosystem*

*on forests*

*on architectural structures*

*on health*

*conclusion*

Use your notes to answer the following questions

1. When nitrogen is released into the atmosphere, it combines with ..... and ..... to become.....
2. Where does the nitrogen in acid rain come from? In what percentages?
3. Where does the sulfur in acid rain come from? In what percentages?
4. True or false?
  - a. Acid rain refers only to rain that contains a high level of acid.
  - b. Acid rain is particularly the United States' problem.
  - c. Theoretically, pure rain has a Ph of 1.4.
  - d. Lakes affected by acid rain always look unhealthy.
  - e. Trees are affected by acid rain because it destroys their roots.
  - f. Scientists have found a direct cause/effect relationship between acid rain and illness.
  - g. Acid rain has always occurred at the current levels.
  - h. It is only at the current time that we have become aware of its dangers.
5. Complete the missing words.

The talk is about the effect of acid rain on lakes in southern Norway. The fish, in particular, seemed to be (a)\_\_\_\_\_ to the acid rain. For example, in a 33,000 sq .km. area, there were definite (b)\_\_\_\_\_ on the fish population. In a 13,000 sq .km. area, all the fish died. Scientists (c)\_\_\_\_\_ the death of the fish into two factors: the direct effect of the acids, and the fact that acid rain causes (d)\_\_\_\_\_ from the surrounding soil to enter the lake, killing the fish because it is (e)\_\_\_\_\_ to fish. The death of these fish has had an effect on the (f)\_\_\_\_\_ of the area because animals are losing an important (g)\_\_\_\_\_ of food.

## 7 UNDERSTANDING CONTEXT AND NEW TERMS

In introducing new terminologies, speakers or lecturers may use one or combination of the following things:

- give definitions;
- provide a number of extended examples;
- explain how the term or concept works;
- contrast the new concept with a concept that is already familiar to the audience.

**Exc.1** Listen to the extract and make notes on the extended example. The lecturer is explaining the idea of *embedded words*.

Extended example:

How would you define “embedded words”?

Think of at least two other examples of embedded words.

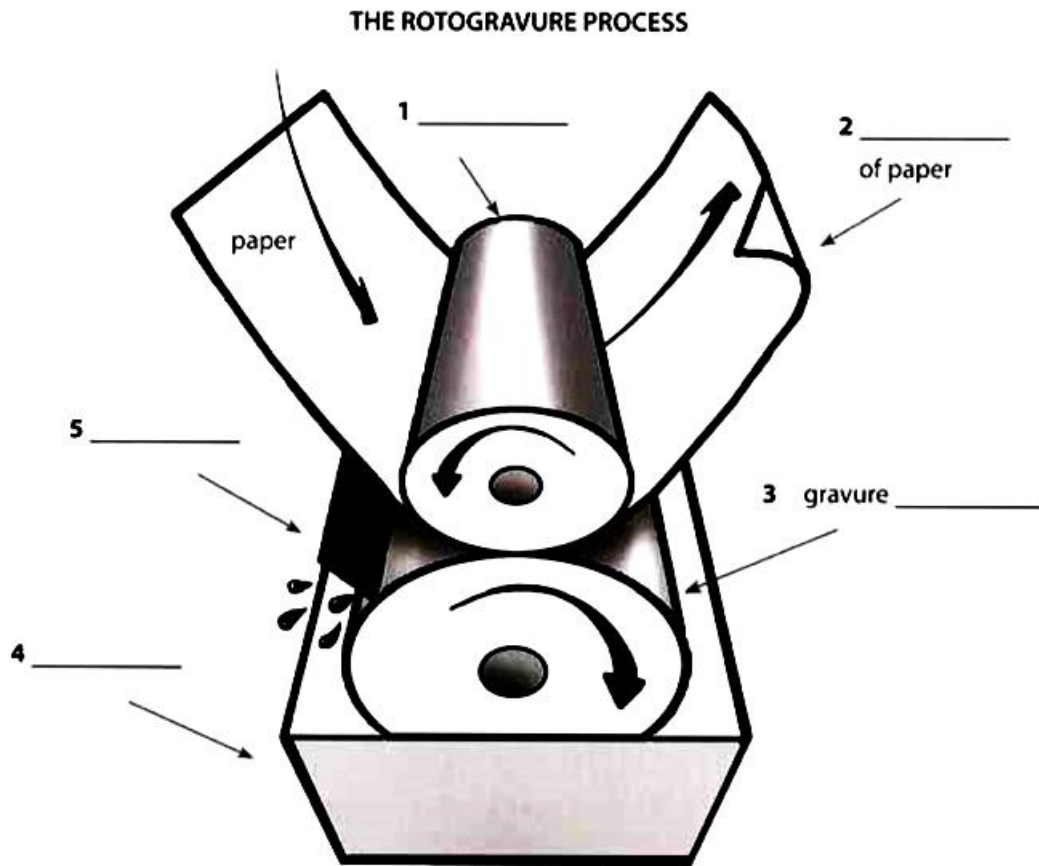
**Exc.2** Listen to the extract and complete the table.

	Matters they deal with	Who issues them	When they become legally binding
regulations			
directives			

Using your notes from the table, explain fully what the term **regulations** and **directives** mean.

**Exc.3** Listen to the extract and complete the diagram below.

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



### Questions 6–10

Complete the sentences below.

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

- 6 The main advantage of rotogravure is the large \_\_\_\_\_ which is transferred.
- 7 \_\_\_\_\_ and photographs reproduce well in the rotogravure process.
- 8 Sunday newspapers often contain \_\_\_\_\_ produced by rotogravure.
- 9 Apart from paper, floor coverings and \_\_\_\_\_ can be printed by rotogravure.
- 10 The main problem with rotogravure is that the \_\_\_\_\_ to the naked eye.

**Exc.4** Listen and take notes, and use your notes to help you answer the following questions.

**Listen to Rec 01.** 🎧

1. What is Bode's Law?
  - A law of gravitation
  - An estimate of the distance between Mars and Jupiter
  - A prediction of how many asteroids there are
  - A pattern in the spacing of the planets
  
2. Why does the professor explain Bode's Law to the class?
  - To describe the size of the asteroids
  - To explain how the asteroid was discovered
  - To explain how gravitational forces influence the planets
  - To describe the impact of telescopes on astronomy
  
3. How does the professor introduce Bode's Law?
  - By demonstrating how it is derived mathematically
  - By describing the discovery of Uranus
  - By drawing attention to the inaccuracy of a certain pattern
  - By telling the names of several of the asteroids
  
4. According to the professor, what two factors contributed to the discovery of the Asteroid Ceres?  
**Click on two answers.**
  - Improved telescopes
  - Advances in mathematics
  - The discovery of a new star
  - The position of Uranus in a pattern
  
5. What does the professor imply about the asteroid belt?
  - It is farther from the Sun than Uranus
  - Bode believed it was made up of small stars
  - It is located where people expected to find a planet
  - Ceres is the only one of the asteroids that can be seen without a telescope
  
6. Listen again to part of it. Then, answer the question. 🎧  
  - To introduce an alternative application of Bode's Law
  - To give an example of what Bode's Law cannot explain
  - To describe the limitations of gravitational theory
  - To contrast Bode's Law with a real scientific law

**Listen to Rec 02.** ⏪

7. What aspect of Manila hemp fibers does the professor mainly discuss in the lecture?
- Similarities between cotton fibers and Manila hemp fibers
  - Various types of Manila hemp fibers
  - The economic importance of Manila hemp fibers
  - A use of Manila hemp fibers
8. What does the professor imply about the name “Manila hemp”?
- It is a commercial brand name
  - Part of the name is inappropriate
  - The name has recently changed
  - The name was first used in the 1940’s
9. Why does the professor mention the Golden Gate Bridge?
- To demonstrate a disadvantage of steel cables
  - To give an example of the creative use of color
  - To show that steel cables are able to resist salt water
  - To give an example of a use of Manila hemp
10. According to the professor, what was the main reason that many ships used Manila hemp ropes instead of steel cables?
- Manila hemp was cheaper
  - Manila hemp was easier to produce
  - Manila hemp is more resistant to salt water
  - Manila hemp is lighter in weight
11. According to the lecture, what are two ways to increase the strength of rope made from Manila hemp fibers?
- Click on two answers.**
- Coat the fibers with zinc-based paint
  - Combine the fibers into bundles
  - Soak bundles of fibers in salt water
  - Twist bundles of fibers
12. Listen again to part of it. Then, answer the question. ⏪2a
- To tell the class a joke
  - To apologize for not completing some work
  - To introduce the topic of the lecture
  - To encourage students to ask about her trip



**Listen to Rec 03.** ⏮

13. What is the main topic of the lecture?
- The size of root systems
  - Various types of root systems
  - The nutrients required by rye plants
  - Improving two types of plant species
14. According to the professor, why did one scientist grow a rye plant in water?
- To expose the roots to sunlight
  - To be able to fertilize it with gas
  - To be able to see its entire root system
  - To see how minerals penetrate its roots
15. The professor mentions houseplants that receive too much water. Why does she mention them?
- To show that different types of plants grow in water
  - To explain why plants grown in water should have a gas bubbled through them
  - To remind the students of the importance of their next experiment
  - To make a point about the length of houseplants' roots
16. According to the professor, what similarity is there between crabgrass and rye plants?
- Both start growing in the month of May.
  - Both have root systems that require a lot of water
  - Both have more shoot surface than root surface
  - Both produce many shoots from a single seed
17. Listen again to part of it. Then, answer the question. ⏮3a
- She wanted to correct the wording of a previous statement.
  - She wishes she did not have to bubble gas through it.
  - She realized the odor of gas could be unpleasant.
  - She forgot to tell the students about a step in the experiment.
18. Listen again to part of it. Then, answer the question. ⏮3b
- Why a mistake made in textbooks was never corrected
  - Why she does not believe that the roots of rye plants extend to 1,000 km
  - How the roots of rye plants grow to such a great length
  - How plants grown in water make use of fertilizer

**Listen to Rec 04.** ⏮

19. What is the lecture mainly about?
- The layers of the human body
  - A way of categorizing people's personalities
  - The best kind of exercise for different body types
  - How students can identify their own body types
20. What do biologists use to divide the body into the layers?
- The amount of fat in each type of tissue
  - The origins of the different cells
  - The type of personality in which each area is dominant
  - The kind of activity with which the tissues are associated
21. Which of the following are characteristics of an ectomorphic body?  
**Click on two answers**
- Lack of fat
  - Strong bones
  - Low muscle development
  - Enlarged stomach
22. What will the professor discuss next?
- Problems with Sheldon's theory
  - The questions Sheldon used in his interviews
  - A newer theory of personality types
  - Studies that have tested Sheldon's theory
23. Based on the information in the lecture, indicate whether the following are characteristics of the mesomorphic or endomorphic personality type.

	Mesomorphic	Endomorphic
Seeks ways to fulfill appetites		
Friendly and outgoing		
Reacts to situations physically		
Physically inactive		
Attacks problems without planning		

24. Listen again to part of it. Then, answer the question. ⏮4a
- The layers of the body do not include the bones.
  - Most people are familiar with the categories.
  - Scientists have recently changed their thinking.
  - The mistake is understandable.

**Exc.5** Listen and take notes, then answer questions 29-34, 35-39, 40-45, 46-51

29.  A The discovery of the Alpha Centauri system  
 B The reason solar systems are confused with galaxies  
 C The vast expanse of the universe around us  
 D The model at the National Air and Space Museum
30.  A The students can read the details in the textbook.  
 B The professor wants the students to concentrate on listening.  
 C The facts are probably already familiar to most of the class.  
 D This lecture is a review of material from a previous session.
31.  A It would not show the distances between the bodies in space.  
 B The information on the markers would not be visible in a picture.  
 C The scale for the model was not large enough to be accurate.  
 D A photograph would make the exhibit appear much smaller.
32.  A He identifies the key features of a solar system.  
 B He refers to the glossary in the textbook.  
 C He gives several examples of solar systems.  
 D He contrasts a solar system with a galaxy.
33.  A He is trying to get the students to pay attention.  
 B He is correcting something that he said earlier in the discussion.  
 C He is beginning a summary of the important points.  
 D He is joking with the students about the lecture.
34.  A The professor used to teach in Washington, D.C.  
 B The professor likes his students to participate in the discussion.  
 C The professor wants the students to take notes on every detail.  
 D The professor is not very interested in the subject of the discussion.
35.  A A schedule of classes for next term  
 B A form to order books  
 C Specific books for his classes  
 D Information about employment
36. **Click on 2 answer choices.**  
 A Identification  
 B His registration form  
 C A receipt for the purchase  
 D Proof of his deposit

37.  A She is not sure that the student employee will give her the form.  
 B She thinks that he will have to wait for the student employees.  
 C She does not want the man to bother her because she is busy.  
 D She is is not sure that the man understands what to do.
38.  A They are purchased before new books.  
 B They do not have marks in them.  
 C She does not recommend buying them.  
 D She would rather sell new books.
39.  A Go to the bank to get money for the deposit  
 B Sit down and fill out the form to order books  
 C Take his books back to the dormitory  
 D Locate the section numbers for his classes
40.  A An overview of fuel cell technology  
 B A process for producing fuel cells  
 C A comparison of fuel cell models  
 D Some problems in fuel cell distribution
41.  A He wants the students to take notes.  
 B He would like the students to participate.  
 C He is impressed with these options.  
 D He does not plan to talk about the alternatives.
42.  A He has personal experience in this project.  
 B He is referring to information from a previous discussion.  
 C He is comparing it to a successful program in Japan.  
 D He thinks it is a very good example of a project.
43.  A To indicate that the date is not important  
 B To provide a specific date for the contract  
 C To correct a previous statement about the date  
 D To show that he is uncertain about the date
44. **Click on 2 answer choices.**  
 A Noise pollution  
 B Public acceptance  
 C Supplies of hydrogen  
 D Investment in infrastructures
45.  A He thinks that the technology is not very efficient.  
 B He is hopeful about their development in the future.  
 C He is doubtful that fuel cells will replace fossil fuels.  
 D He is discouraged because of the delays in production.

46. Ⓐ The Renaissance  
Ⓑ Important scholars  
Ⓒ Humanism  
Ⓓ Political reform
47. Ⓐ She thinks that the spelling of the term is not important.  
Ⓑ She assumes that the students know how to spell the term.  
Ⓒ She knows that the term can be found in the textbook.  
Ⓓ She does not want to spend time explaining the term.
48. Ⓐ She wants the students to refer to their textbook more often.  
Ⓑ She uses it as an example of the union of art and science.  
Ⓒ She says that it is one of her personal favorites.  
Ⓓ She contrasts his work with that of other artists.
49. Ⓐ It facilitated communication among intellectuals in many countries.  
Ⓑ It made Rome the capital of the world during the Renaissance.  
Ⓒ It caused class distinctions to be apparent throughout Europe.  
Ⓓ It created an environment in which new ideas were suppressed.
50. Ⓐ He would probably be a master craftsman.  
Ⓑ He would have an aptitude for both art and science.  
Ⓒ He would be interested in classical philosophers.  
Ⓓ He would value logic at the expense of creativity.
51. Ⓐ Mankind is innately good.  
Ⓑ Scholars must serve society.  
Ⓒ The individual is important.  
Ⓓ Human beings are rational.

## Exc.6 Pre-Lecture Reading and Discussion

The following is a composite made up of details discovered at several archaeological digs. There are no written records of these events, no pictures or legends passed down through the years. Read this excerpt from a scientific magazine describing life more than three thousand years ago.

The site was first inhabited in 1250 B.C. by a small tribe of forty or fifty men, women, and children. The women wore bright beaded jewelry, and many of the men had their front teeth sanded down, perhaps as a symbol of bravery.

They came from somewhere farther north, searching for food and shelter. On their arrival, they felled several dozen trees near the creek, choosing only the hardest woods to carve into tent poles. There was an accident and one young brave died of ax wounds.

That spring over 3,000 years ago, the men went out on a hunt, bringing down at least seventy young bison—enough to keep the tribe well fed and clothed. The carcasses were hauled to a cave in the nearby mountainside for butchering. Most of the meat was later roasted over open fire pits in the valley below, while the tougher parts were stone-boiled for soup. For this kind of cooking, stones were heated in a fire until red hot. Then the stones were placed in a pot of water to make the water boil.

The bones of the bison were kept in the cave. Some were whittled into spear shafts and other tools, but only two of the best tribal craftsmen were allowed to handle this job. The unusable bones were dumped into a garbage heap toward the back of the cave. Here, broken spearheads, shattered pottery, and even human excrement were discarded.

While the men hunted, the women gathered nuts and berries. Hackberries were the favorite. That first year was a prosperous one. Over twenty-three inches of rain fell. The area was lush and provided sustenance for over a hundred species of animals and dozens of varieties of plants. The tribe could keep a few wild dogs as pets.

A wandering tradesman came to visit that year and brought seeds for a new kind of edible plant—seeds that the women used to start a crop. The visitor also brought trinkets: turquoise beads and strange bits of a sharp-edged material called obsidian, which had been found near a faraway volcano. Together with bits of shell and animal teeth, these were brought to the women's work tent to make more necklaces.

In the year 1245 B.C., a great drought hit the area, followed by a hard winter. Crops shriveled. The creek dried out. Many of the tribespeople, including an eight-month-old baby and a seventy-year-old tribal elder, died from hunger or cold. The tribe resorted to cannibalism, eating the remains of their dead to keep alive.

The area began to change. The forests and lush fields were replaced by a parched and dusty landscape. The tribe was forced to move on in search of better hunting grounds.

While you were reading, were you surprised at how much archaeologists were able to learn about life so long ago? Do you know how they were able to reach these conclusions?

Work in small groups to suggest what evidence might have led the archaeologists to each of these conclusions. Use your imagination and your knowledge. The first one has been done as an example.

Now listen and watch to the lecture. Take notes.

*Archeological dating methods*

1. *Dendrochronology*

2. *Carbon-14 dating method*

*Recent advances in C-14 dating:*

*Limitations:*

## Exc.7 Pre-Lecture Reading and Discussion

Discuss the following in small groups.

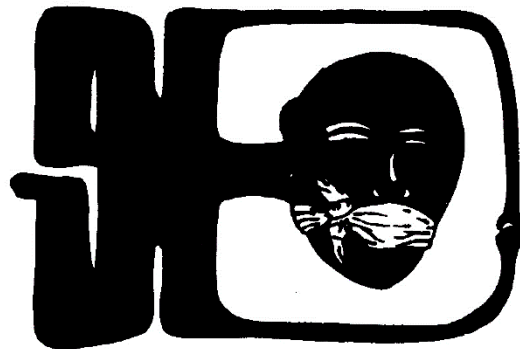
1. Each of the following drawings attempts to communicate ideas and feelings. Discuss what you believe the artists were attempting to communicate. As a group, decide which drawing you think communicates its ideas most effectively.
  - a. Drawing given to Amnesty International by Pablo Picasso



- b. The Amnesty International Logo



- c. Graphic from an Amnesty International Publication



2. Judging from the graphics, what Amnesty International does?



*Now listen and watch the lecture, and take notes.*

*The 8 Principles underlying AI's activities and success:*

## 8. COMPARING INFORMATION

**Exercise 1:** Read the information 1-5 and compare to the information from the recorded audio. Take notes while listening. See if there is any difference of information from the written text and the oral text. Compare also what information is not available in the reading.

### Reading 1 : Languages of Switzerland

Source: [https://en.wikipedia.org/wiki/Languages\\_of\\_Switzerland](https://en.wikipedia.org/wiki/Languages_of_Switzerland)

The four national languages of **Switzerland** are [German](#), [French](#), [Italian](#) and [Romansh](#).<sup>[3]</sup> All but Romansh maintain equal status as official languages at the national level within the Federal Administration of the [Swiss Confederation](#).<sup>[4]</sup> In some situations, [Latin](#) is used, particularly as a single language to denote the country.



In 2017, the population of Switzerland was 62.6% native speakers of German (58.5% speak [Swiss German](#) and/or 11.1% [Standard German](#) at home); 22.9% French (mostly [Swiss French](#), but including some [Arpitan dialects](#)); 8.2% Italian (mostly [Swiss Italian](#), but including [Lombard](#) dialects); and 0.5% Romansh.<sup>[5]</sup> The German region (*Deutschschweiz*) is roughly in the east, north and center; the French part (*la Romandie*) in the west and the Italian area (*Svizzera italiana*) in the south. There remains a small Romansh-speaking native population in [Graubünden](#) in the east. The cantons of [Fribourg](#), [Bern](#) and [Valais](#) are officially bilingual; the [canton of Graubünden](#) is officially trilingual.

The main languages of Swiss residents from 1950 to 2015, in percentages, were as follows:

Year	German	French	Italian	Romansh	Other
2015	63.0	22.7	8.4	0.6	5.3
2000	63.7	20.4	6.5	0.5	9.0
1990	63.6	19.2	7.6	0.6	8.9
1980	65.0	18.4	9.8	0.8	6.0
1970	64.9	18.1	11.9	0.8	4.3
1960	69.4	18.9	9.5	0.9	1.4
1950	72.1	20.3	5.9	1.0	0.7

In 2012, for the first time, respondents could indicate more than one language, causing the percentages to exceed 100%.<sup>[6]</sup>

## Reading 2: Women's Suffrage

Source: <https://www.infoplease.com/us/gender-sexuality/womens-suffrage>

### When and where did women earn the right to vote?

Learn the year in which women's suffrage was granted, organized by year. New Zealand was the first country to allow women to vote (in 1893), while the King Abdullah of Saudi Arabia granted women the right to vote in 2011. The United States finally began [allowing women to vote](#) in 1920, after the ratification of the [19th Amendment to the Constitution](#).

- 1893 New Zealand
- 1902 Australia<sup>1</sup>
- 1906 Finland
- 1913 Norway
- 1915 Denmark
- 1917 Canada<sup>2</sup>
- 1918 Austria, Germany, Poland, Russia
- 1919 Netherlands
- 1920 United States
- 1921 Sweden
- 1928 Britain, Ireland
- 1930 South Africa<sup>3</sup>
- 1931 Spain
- 1934 Turkey
- 1944 France
- 1945 Italy
- 1949 China
- 1950 India
- 1957 Malaysia, Zimbabwe
- 1964 Libya
- 1967 Ecuador
- 1971 Switzerland
- 2005 Kuwait
- 2006 United Arab Emirates
- 2011 Saudi Arabia<sup>4</sup>



Saudi women vote for the first time  
Source: AP

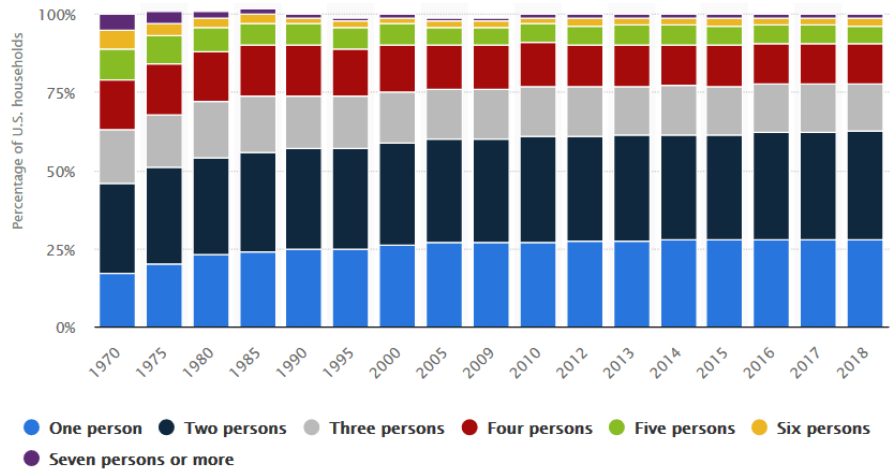
NOTE One country does not allow their people, male or female, to vote: Brunei.

1. Australian women, with the exception of aboriginal women, won the vote in 1902. Aborigines, male and female, did not have the right to vote until 1962.
2. Canadian women, with the exception of Canadian Indian women, won the vote in 1917. Canadian Indians, male and female, did not win the vote until 1960. *Source: The New York Times, May 22, 2005.*
3. South African women won equal voting rights in 1930; however, the voting was restricted to just white people until limited suffrage was offered to other non-black racial groups in the 1950s. Black citizens would not have full voting rights until the end of Apartheid in the 1990s.
4. King Abdullah issued a decree in 2011 ordering that women be allowed to stand as candidates and vote in municipal elections, but their first opportunity did not come until Dec. 2015, almost a year after the king's death in January.

## Reading 3: Average Household Size in US

Source: <https://www.arcgis.com/home/item.html?id=db2ab608ba0a473d9731d87fa215cb8b>

The average American household consisted of **2.53 people** in 2018. As shown in the statistics, the number of people per household has decreased over the past decades. In 2017 it is **2.6 people** per household. It is calculated by dividing the household population by total households.



According to the U.S. Census Bureau, a family is a group of two people or more (one of whom is the householder) related by birth, marriage, or adoption and residing together; all such people (including related subfamily members) are considered as members of one family.

As of 2018, the U.S. Census Bureau counted about 83.09 million [families in the United States](#). The [average family](#) consists of 3.14 persons in 2018, down from 3.7 in the 1960s. This is reflected in the decrease of [children in family households](#) overall. In 1970, about 56 percent of all family households had children under the age of 18 living in the household. This percentage declined to 41.4 percent in 2017.

The [average size of a family household varies greatly from state to state](#). The largest average families can be found in Utah and Hawaii, with an average of 3.63 and 3.6 members respectively. The smallest families can be found in North Dakota and Vermont, with an average size of 2.94 and 2.93 members respectively.



### HOUSEHOLD Size & Composition, 2018

### United States of America

AVERAGE HOUSEHOLD  
SIZE (NUMBER OF  
MEMBERS) ⓘ  
IPUMS 2010



2.5



HOUSEHOLDS WITH AT  
LEAST ONE MEMBER  
UNDER 20 YEARS  
(AGED 0-19) ⓘ  
IPUMS 2010



36%



HOUSEHOLDS WITH AT  
LEAST ONE MEMBER  
AGED 65 YEARS OR  
OVER ⓘ  
IPUMS 2010



25%



HOUSEHOLDS WITH AT  
LEAST ONE MEMBER  
UNDER 20 YEARS AND  
ONE MEMBER 65  
YEARS OR OVER ⓘ  
IPUMS 2010



2%



## Reading 4: **Venus and Mercury**

Source: <https://www.universetoday.com/22153/venus-and-mercury/>

Venus and Mercury are the two planets that orbit closest to the Sun. Mercury orbits at an average distance of 58 million km, while Venus orbits at a distance of 108 million km. Mercury takes 88 Earth days to complete an orbit, and Venus takes 225 days to orbit the Earth.

And as you'd probably guess, Venus and Mercury are the two hottest planets in the Solar System, but not in the order that you'd think. Even though Mercury orbits closer to the Sun than Venus, it lacks an atmosphere. The side facing the Sun is baked, with a temperature of 425 degrees Celsius, the side facing away from the Sun cools down to -193 degrees Celsius. Venus, on the other hand, has an incredibly thick atmosphere and traps the heat from the Sun. No matter where you go on the planet, the temperature on the surface of Venus is always 462 degrees Celsius.

The composition of Venus and Mercury is similar, they're both terrestrial planets made of rock and metal. Mercury is more dense than Venus and thought to consist of 60-70% metal, with the rest rock. As mentioned above, Mercury lacks an atmosphere, while Venus has the thickest atmosphere of all the terrestrial planets. The temperatures and pressures are so extreme on the surface of Venus that spacecraft only last a few hours before being crushed and baked.

## Reading 5: Diego Rivera

Source: <https://www.diegorivera.org/>



**Hand-Painted by Real Artists**  
**Museum Quality Masterpiece Oil Replica**

Diego Rivera, a memorable figure in 20th century art, actively painted during the 50 years from 1907 to 1957. Mexican by birth, Rivera spent a good portion of his adult life in Europe and the United States as well as in his home in Mexico City. Early in his career, he dabbled in Cubism and later embraced Post-Impressionism, but his unique style and perspective is immediately recognizable as his own. He was involved in the world of politics as a dedicated Marxist and joined the Mexican Communist Party in 1922. He hosted Russian exile Leon Trotsky and his wife at his home in Mexico City in the 1930s. Lived in unsettled times and led a turbulent life, Diego Rivera, widely known for his Marxist leanings, along with Marxism Revolutionary [Che Guevara](#) and a small band of contemporary figures, has become a countercultural symbol of 20th century, and created a legacy in art that continue to inspire the imagination and mind.

### Rivera's Early Years: 1886-1915

The artist and his twin brother were born in 1886 in Guanajuato, Mexico. His twin died at the age of two, and the family moved to Mexico City shortly thereafter. His parents encouraged Diego's artistic talent, enrolling him in the San Carlos Academy of Fine Arts. He studied traditional painting and sculpting techniques. Gerardo Murillo was among his fellow students at the academy, an artist who would become a driving force behind the Mexican Mural Movement in the early 20th century, in which Rivera took part. In 1905, the two students joined a group in an exhibition organized by *Savia Moderna* magazine. Rivera completed his studies in 1905. In 1906 he exhibited more than two dozen paintings at the annual San Carlos Academy art show. One of them, "La Era" or "The Threshing," shows elements of [Impressionism](#) in the play of light and shadow and distinctive use of color.

In 1907, Rivera received a government sponsorship to study in Europe. He went to Madrid, where he studied with Realist painter Eduardo Chicharro Aguera at the San Fernando Royal Academy. There, Rivera created paintings like "Night Scene in Avila," a work containing elements of Realism and Impressionism. From Madrid, he moved to Paris where he lived off and on for several years among other artists in the Montparnasse community, including

Amedeo Modigliani and his wife, artist Jeanne Hebuterne. Rivera showed six paintings in the 1910 exhibit sponsored by The Society of Independent Artists in Paris, including the realistic portrait, "Head of a Breton Woman." Other works he completed during this time, including "Breton Girl" and "House Over the Bridge," evidence an Impressionistic focus.

However, when Rivera returned to Paris after a brief visit to Mexico, his style underwent a significant shift toward Cubism, which was enjoying its heyday in Europe during the second decade of the 20th century. The Cubists sought to portray multiple dimensions of a single subject through the use of geometric forms or intersecting planes. Under the influence of [Pablo Picasso](#) and [Paul Cezanne](#), Rivera's paintings became progressively more abstract. [View of Toledo](#) from 1912 contains both recognizable buildings and Cubist elements in the landscape while "Portrait of Oscar Miestchaninoff" clearly illustrates the Cubist influence.

By 1913, the artists had fully embraced Cubism as shown in "Woman at a Well" and [Sailor at Breakfast](#). He submitted works to the Salon d'Automne exhibit, attracting both negative reactions and the positive attention of the art community.

## Diego Rivera's Influence on the World of Art

Rivera set an example as a community member who used his talents to tell the stories of the working class. His work helped inspire such programs as U.S. President Roosevelt's Federal Art Project, which employed artists to paint scenes of everyday life on the sides of buildings. His work also influenced muralists Ben Shahn and Thomas Hart Benton as well as Abstract Impressionist [Jackson Pollock](#). Perhaps most importantly, Diego Rivera took art out of the gallery into the public domain so that more people could enjoy and appreciate its beauty.

Some of Rivera's masterpieces



Man at the Crossroads



Flower Seller



Dream of a Sunday Afternoon in Alameda Park

**Exercise 2:** Listen to audio files no 6-12. Listen carefully and take notes.

Then, find any information from books, encyclopedia, or internet about the information given in the audio. Copy and paste the information in a MS-Word file. Compare the information. Are there any differences?

6. Once in the Blue Moon

7. Twins

8. Works after Industrial Revolution

9. Two Major Parties in the U.S.

10. Differences of Democrat and Republican

11. Balance of Payments

12. First Aid for the Burn



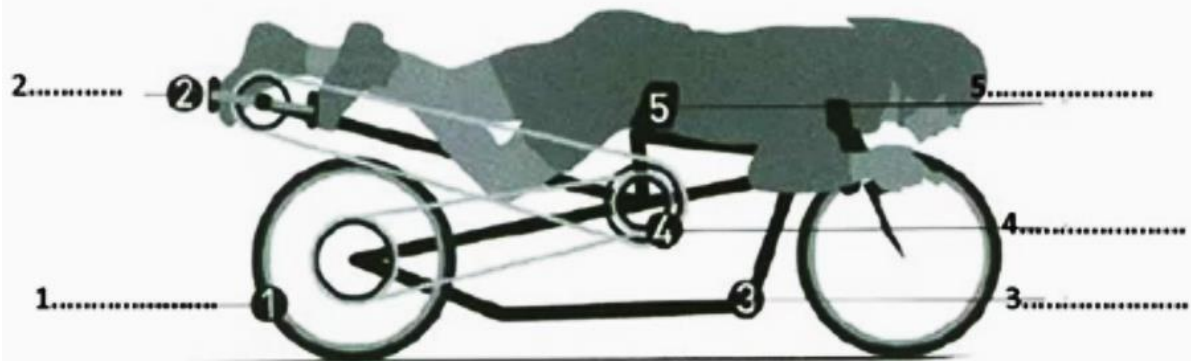
## 9. LABELING DIAGRAMS / PLANS / MAPS

**Exercise 1:** Listen and complete/label the picture (A Bike)

### QUESTIONS 1-5

Label the diagram of the bike below.

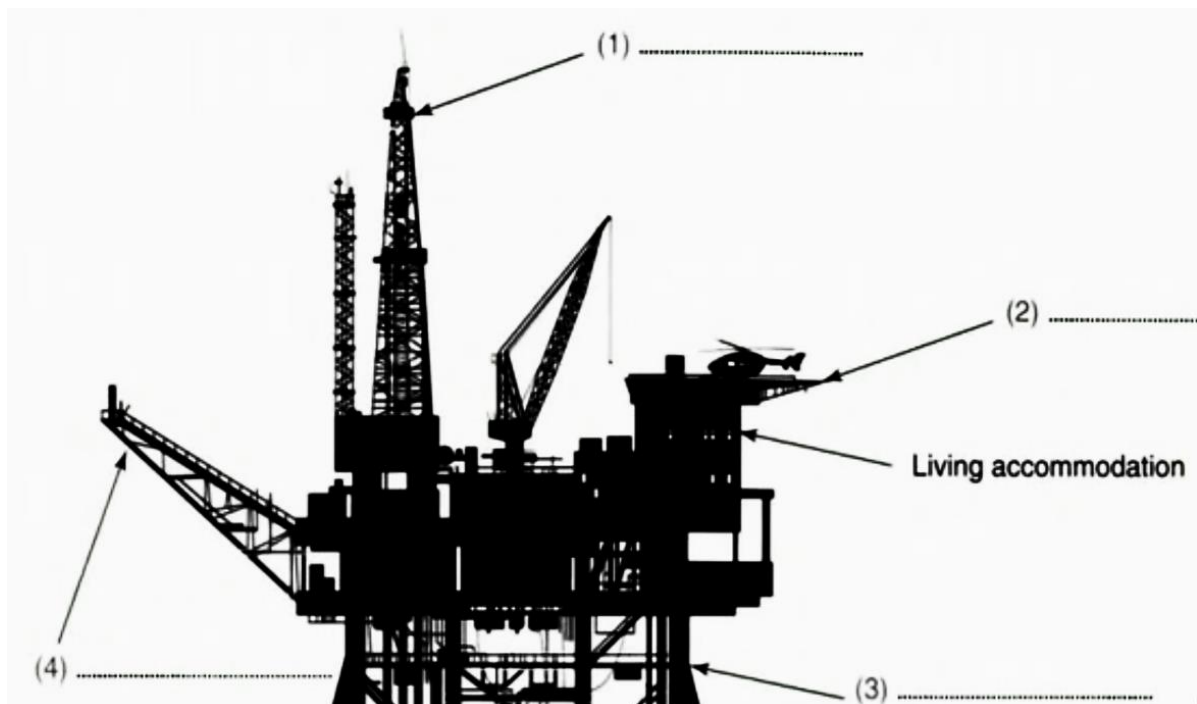
Choose FIVE answers from the box and write the correct letter, A-H, next to each one.



- A soft material gives extra comfort
- B uses a standard design
- C special shape reduces weight
- D made from old kitchen equipment
- E relatively narrow
- F allows rider to change position
- G exceptionally light
- H recycled from old bikes

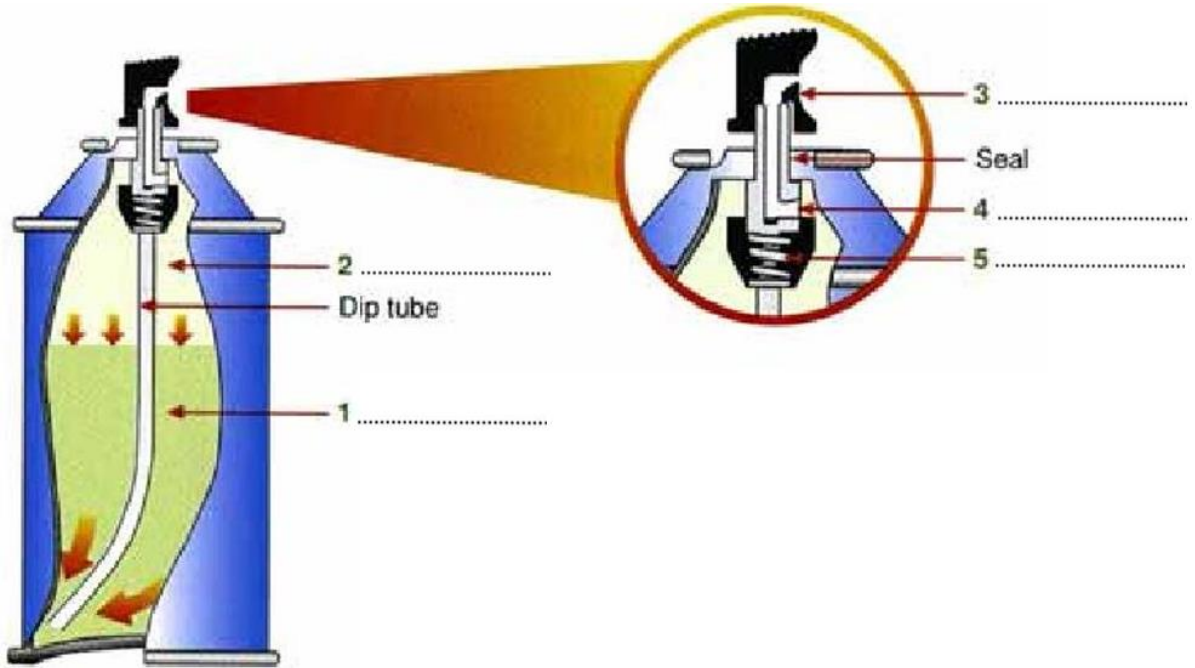
**Exercise 2:** Listen and complete/label the picture (An Oil Rig)

Label the diagram below. Write NO MORE THAN TWO WORDS for each answer



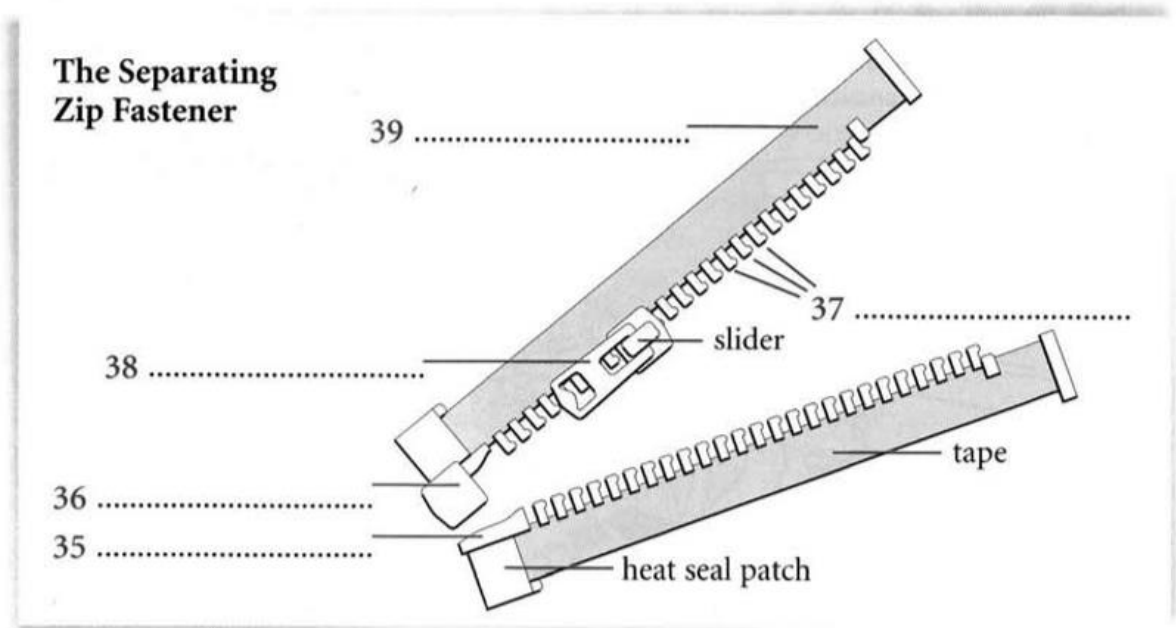
**Exercise 3:** Listen and complete/label the picture (**An Aerosol Can**)

Questions 1-5. Label the diagram below. Write **ONLY ONE WORD** for each answer.



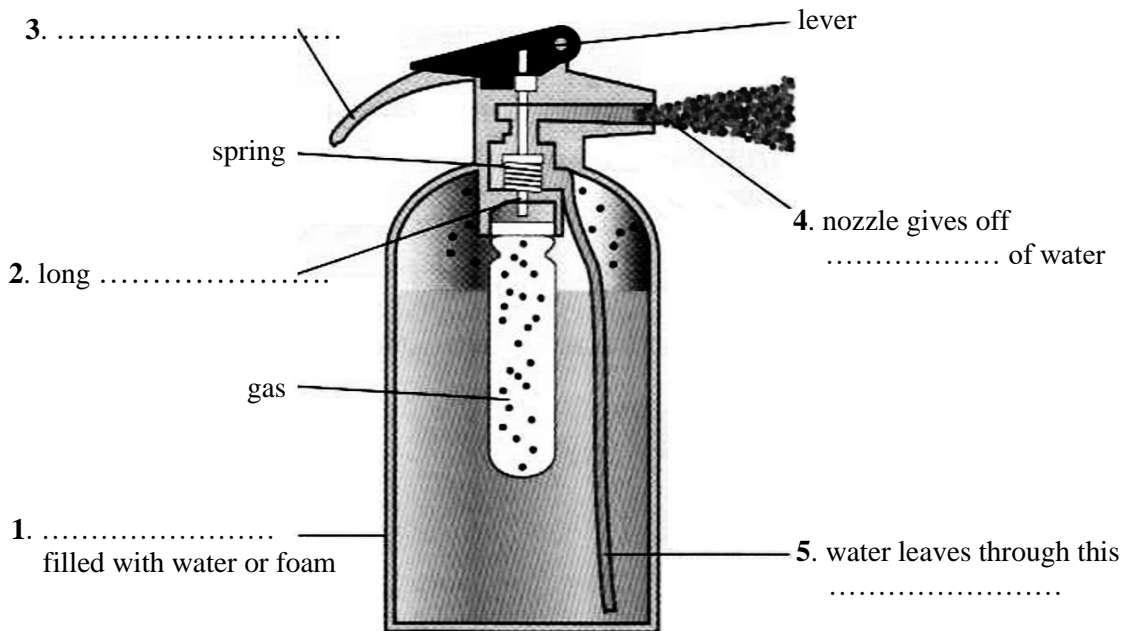
**Exercise 4:** Listen and complete/label the picture (**The Zip Fastener**)

Label the zip. Write **NO MORE THAN THREE WORDS** for each answer.



**Exercise 5:** Listen and complete/label the picture (A Fire Extinguisher)

Listen and label the diagram below. Write ONE WORD for each answer.



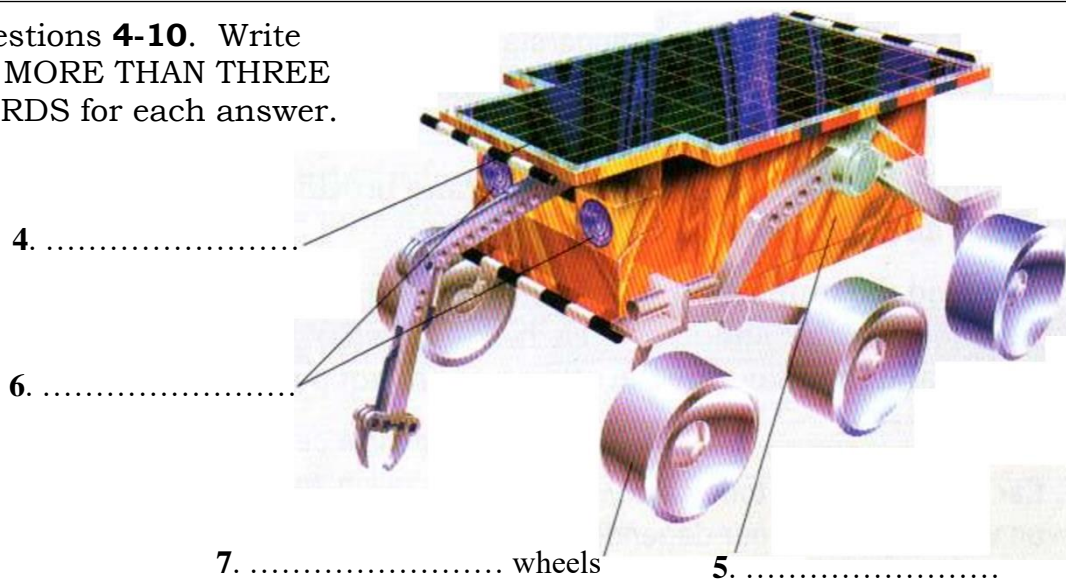
**Exercise 6:** Listen and complete/label the picture (A Rover Robot) Questions 1-10.

Questions 1-3. Listen and complete the summary with NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**ROVER ROBOT**

The robot does the same work as a 1. .... Some people think it looks like a 2. .... on wheels. It is quite small, weighing only 16.5 kg and it moves relatively slowly, with the maximum speed of 3. .... km an hour.

Questions 4-10. Write NO MORE THAN THREE WORDS for each answer.



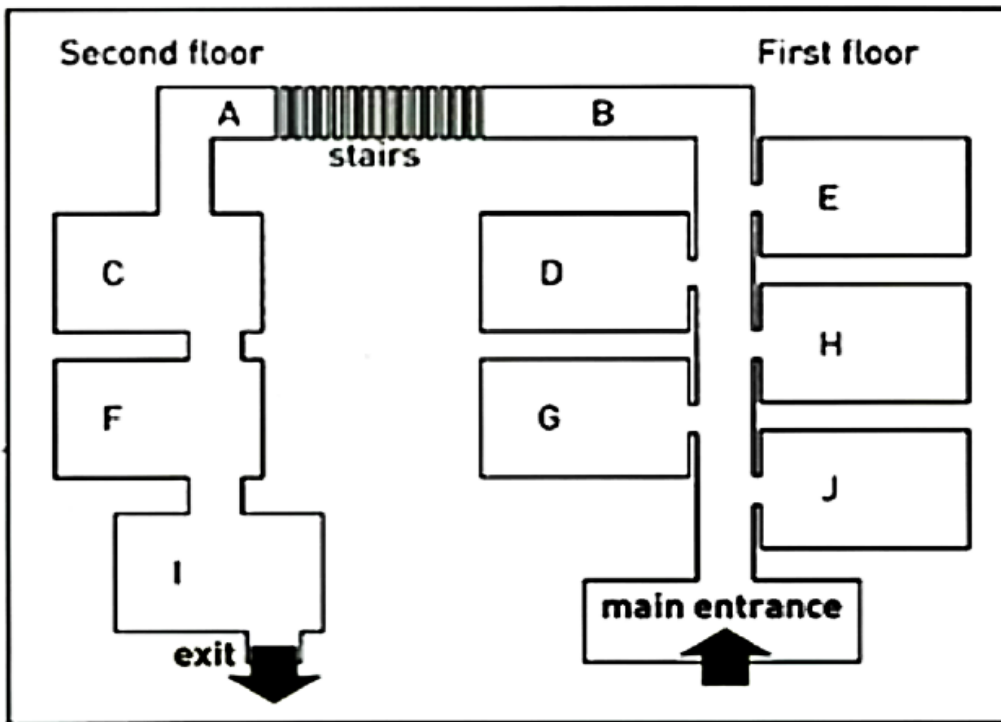
- 8. How long does it take the radio signal to travel from Earth to Mars? .....
- 9. What stops the scientists from steering the rover in real time? .....
- 10. What do scientists believe Mars has, which is similar to Earth? .....

**Exercise 7:** Listen and complete/label the plan/map below (**The Small Museum**)

**QUESTIONS 1-6**

**Label the map below.**

**Write the correct letter , A-J, next to questions 1-6.**



- |                       |       |                            |       |
|-----------------------|-------|----------------------------|-------|
| 11. Trophies          | ..... | 14. An interactive display | ..... |
| 12. Photographs       | ..... | 15. Posters                | ..... |
| 13. Items of clothing | ..... | 16. Films                  | ..... |

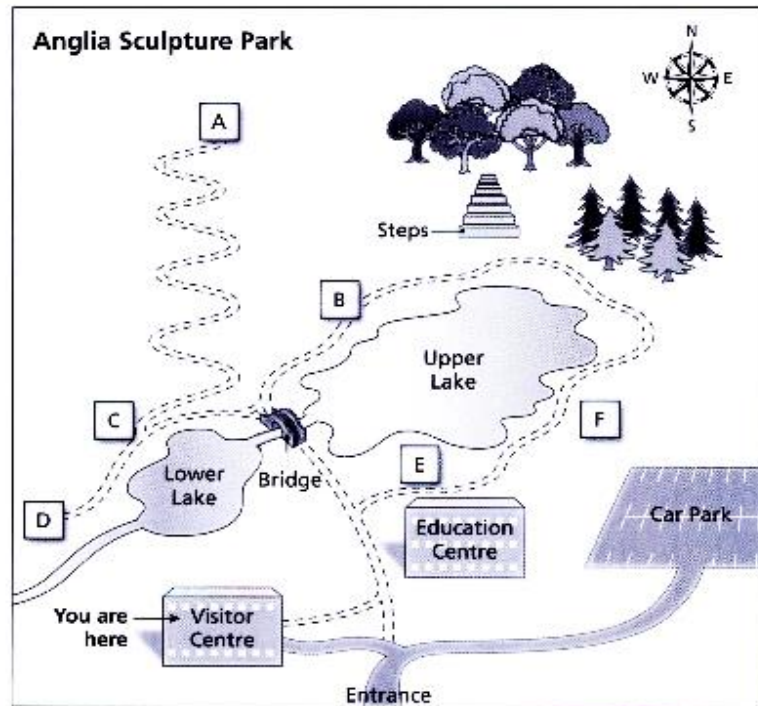
**Exercise 8:** Listen and complete/label the plan/map below (**An Australian Airport**)

Look carefully at the plan of an Australian airport. Listen and answer the questions **1-4**.

<p>Label the plan.</p> <p>Write the correct letter <b>A-H</b> next to questions <b>1-4</b>.</p> <ol style="list-style-type: none"> <li><b>1</b> Car park .....</li> <li><b>2</b> Domestic Terminal .....</li> <li><b>3</b> Lifts .....</li> <li><b>4</b> Regional Terminal .....</li> </ol>	
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**Exercise 9:** Listen and complete/label the plan/map below (**Anglia Sculpture Park**)

Write the correct letter, **A–F**, next to Questions 17–20.

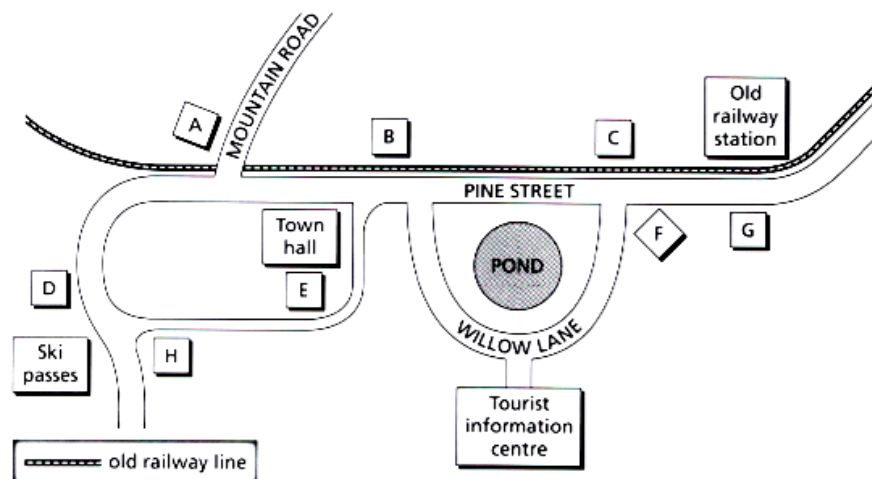


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- 17 Joe Tremain sculptures
- 18 Giorgio Catalucci bird sculptures
- 19 Garden Gallery
- 20 Long House

**Exercise 10:** Listen and complete/label the plan/map below (**Tourist Information Centre**)

Write the letters **A–G** next to questions 11–15.



- 11 *supermarket* .....
- 12 *climbing supplies store* .....
- 13 *museum* .....
- 14 *bike hire* .....
- 15 *café* .....

**Exercise 11:** Listen and complete/label the plan/map below (**Fiddy Working Farm**)

Questions 11–14 Write **ONE WORD** for each answer.

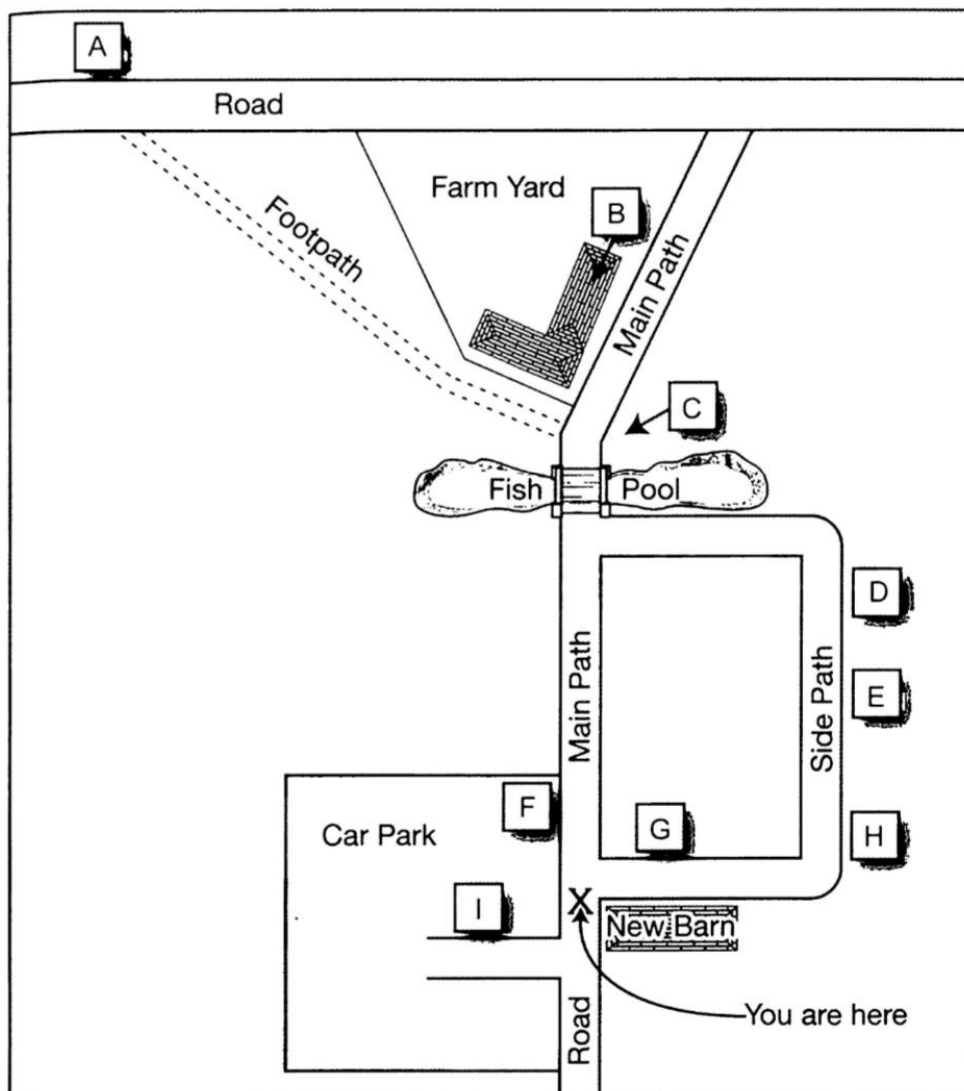
**Fiddy Working Heritage Farm**

*Advice about visiting the farm*

*Visitors should*

- take care not to harm any **11** .....
- not touch any **12** .....
- wear **13** .....
- not bring **14** ..... into the farm, with certain exceptions

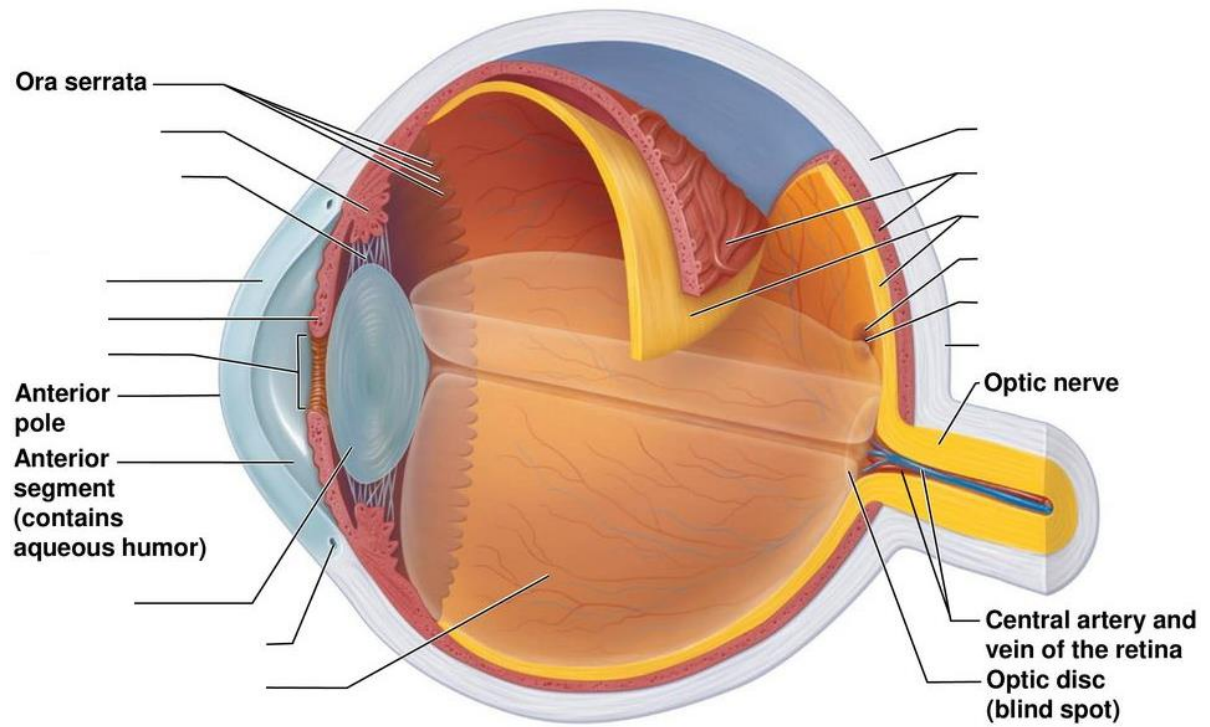
Questions 15-20 Label the map below. Write the letter **A–I** to questions 15-20.



- |                    |                              |
|--------------------|------------------------------|
| 15 Scarecrow ..... | 18 Black Barn .....          |
| 16 Maze .....      | 19 Covered picnic area ..... |
| 17 Café .....      | 20 Fiddy House .....         |

**Exercise 12: Label the picture** based on the lecture.

**Add some more** labels that are mentioned by the lecturer.



The Structure of an Eyeball

Exercise 13: Complete the table below based on the lecture.

New Diets

3 Ex. of new diets	Details of how diet works
1) _____	fresh _____ fresh _____ & _____ _____ _____ _____ & _____
2) _____	_____ _____ & _____ foods from _____ low-calorie, low-fat _____ gradual _____ in _____
3) _____	_____ food = _____ _____ food = _____ _____ food = _____ _____



Exercise 14: Complete the missing information based on the lecture.

### Food Addictions

I. Dangers of too much \_\_\_\_\_

a. heart races

c. body loses \_\_\_\_\_

b. difficulty \_\_\_\_\_

d. \_\_\_\_\_

II. Dangers of too much \_\_\_\_\_

a. feel high and then \_\_\_\_\_ c. bad for \_\_\_\_\_

b. get fat

III. Dangers of too much \_\_\_\_\_

a. \_\_\_\_\_ races

b. \_\_\_\_\_

c. \_\_\_\_\_ loses \_\_\_\_\_

d. headaches

e. feel \_\_\_\_\_ and then \_\_\_\_\_

f. \_\_\_\_\_ for \_\_\_\_\_

g. get \_\_\_\_\_

The key =

**Exercise 15:** Watch a video or listen to a lecture about **pheromone**. Take notes and answer the questions that will be given later (written or orally).

**Exercise 16:** Watch a video or listen to a lecture about **the near side of the moon**. Take notes and answer the questions that will be given later (written or orally).

**Exercise 17:** Watch a video or listen to a lecture about **how to look at art**. Take notes and answer the questions that will be given later (written or orally).

# 10. REVIEW PRACTICE

## LISTENING

### Section 1 Questions 1-10

#### Questions 1-5

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

<b>MEGEQUIP CUSTOMER DETAILS</b>	
<i>Example</i>	<i>Answer</i>
Order from	.winter catalogue
Name	1 ..... Greening
Address	2 ..... York Terrace
Delivery address	5, York 3 .....
Payment method	4 ..... in advance
Reason for discount	address within the 5 .....

#### Questions 6-10

Complete the table below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

<b>MEGEQUIP CUSTOMER ORDER</b>				
Item	Catalogue no.	Catalogue section	Colour	Delivery notes
desk lamp	664	6 .....	slate	customer will 7 .....
chair	131	Home Office	8 .....	our van
filling cabinet two drawers with 9 .....	153	Commercial	grey	direct from London no later than 10 .....

## Section 2 Questions 11–20

### Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** things make the museum unusual?

- A the guides
- B the events
- C the animals
- D the buildings
- E the objects

### Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** things can visitors do at the museum?

- A buy home-made bread
- B ride a horse
- C ride on a tram
- D buy copies of original posters
- E go down a coal mine

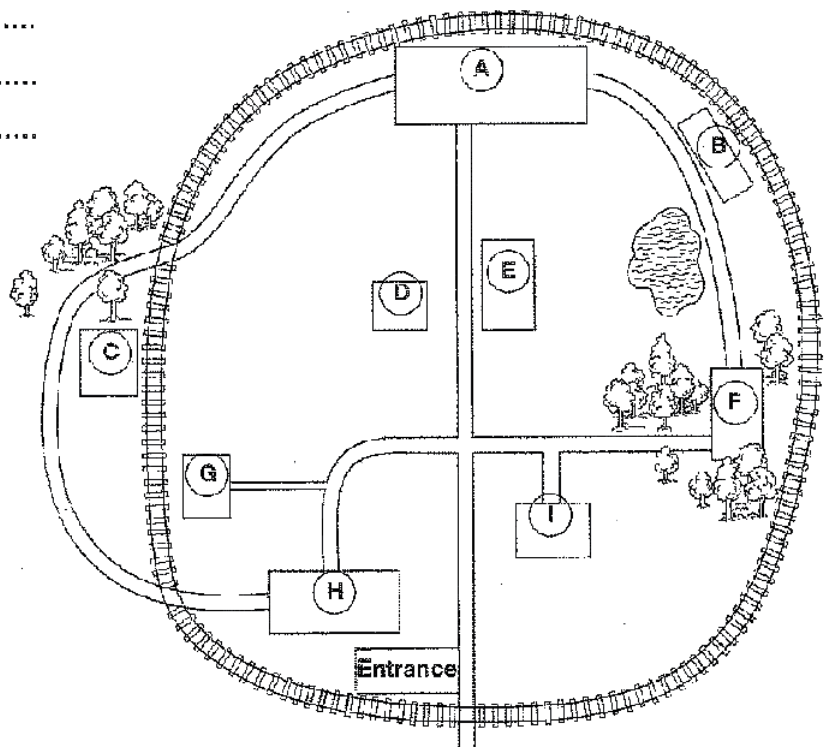
### Questions 15–20

Label the map below.

Write the correct letter, **A–I**, next to questions 15–20.

- 15 The exhibition centre .....
- 16 The High Street .....
- 17 The farmhouse .....
- 18 The coal mine .....
- 19 The Manor House .....
- 20 The Railway Station .....

**Brampton open-air museum**



## Section 3 Questions 21–30

### Questions 21–26

Which attitude is associated with the following people during the conversation?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to questions 21–26.

Attitudes	People
A amused	21 Cressida's fellow students .....
B critical	22 Cressida .....
C forgetful	23 Ainsley Webb .....
D impatient	24 Dr Erskine .....
E polite	25 Professor Jenkins .....
F relaxed	26 TV news centre staff .....
G sympathetic	
H unrealistic	

### Questions 27–30

Choose the correct letter, **A**, **B** or **C**.

27 What was Cressida asked to do at the beginning of her placement?

- A go out to buy things for the production team
- B run errands to other parts of the TV news centre
- C meet visitors and escort them to the studio

28 What was fortunate for Cressida?

- A She was familiar with a piece of equipment.
- B She spent a lot of time in the editing suite.
- C She was given a chance to interview someone.

29 What does Cressida feel she needs to improve?

- A her understanding of business
- B her organisational skills
- C her ability to work in a team

30 What has given her an idea for her final assignment?

- A a meeting with a public relations professional
- B seeing a politician speaking to an audience
- C a disagreement with one of the TV presenters

## Section 4 Questions 31–40

### Questions 31–40

Complete the table below.

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

THE HISTORY OF THE ELECTRIC GUITAR			
	MAKER	NAME OF GUITAR	FEATURES
1890s	Orville Gibson	no name	similar in shape to a 31 .....
1925	John Dopyera	The National Guitar	made of metal, good for playing 32 ..... music
1930s	C. F. Martin Company	The Dreadnought	strings made of 33 .....
1931	George Beauchamp	The 34 .....	used two 35 ..... shaped like horseshoes to increase sound
1935	Adolph Rickenbacker	The Rickenbacker Electro Spanish	made from 36 .....
1941	Les Paul	The Log	the first to be completely 37 .....
1950	Leo Fender	The Fender Broadcaster	its simplicity made it ideal for 38 .....
1951	Leo Fender	The 39 .....	easy to carry around
1952	Ted McCarty	The Gibson Les Paul	40 ..... in colour
1954	Leo Fender	The Fender Stratocaster	double cutaway design

## END OF PRACTICE

Now check and discuss your answers. If you made mistakes, notice where the correct information is said by the speaker, what the distractors, and how to improve your listening.



# LISTENING

## Section 1 Questions 1–10

Complete the table below

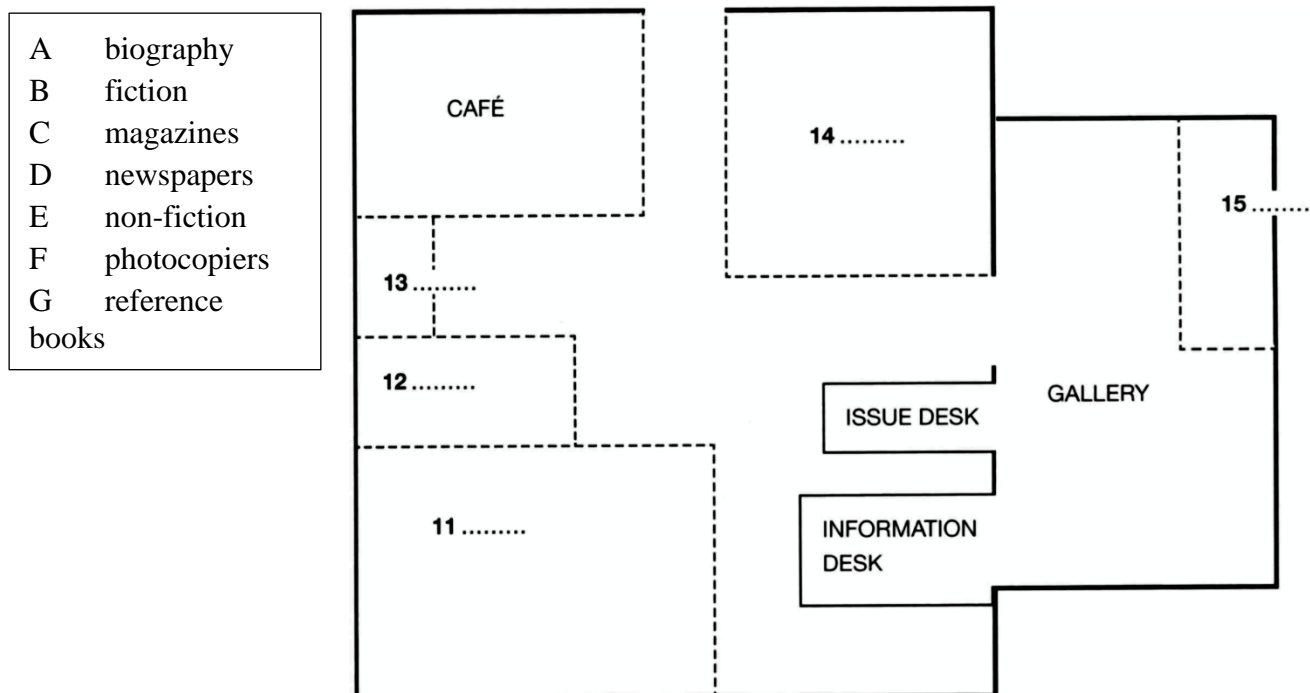
Write **ONE WORD AND/OR A NUMBER** for each answer.

HOSTELS			
Name	Location	Cost of double room	Notes
Hostelling International West End	<i>Example</i> 10 minutes from downtown by Answer ..... <b>bus</b> .....	\$50 per night but only \$1 ..... for members	Membership card offers discount on entry to <b>2</b> ..... Internet access costs \$3 per <b>3</b> .....
<b>4</b> ..... Hostel	Near beach. Two-minute walk to <b>5</b> .....	\$62. Meals extra but only available in <b>6</b> .....	Was built as a hotel in <b>7</b> ..... Can hire <b>8</b> ..... from hostel
Backpackers Hostel	In <b>9</b> ..... district	\$45 plus \$5 for breakfast	A <b>10</b> ..... on every floor for guests to use

## Section 2 Questions 11–20

Questions 11–15 Look at the map below

Choose **FIVE** answers from the box and write the correct letter **A–H** next to questions 11–15.



Questions 16–20 Choose the correct letter, **A**, **B**, or **C**.

- 16** After two years, library members have to
- A** show proof of their current address.
  - B** pay for a new membership card.
  - C** bring a passport or identity card into the library.
- 17** What happens if you reserve a book?
- A** It will be available after five days.
  - B** You can collect it a week later.
  - C** You will be contacted when it is available.
- 18** Which materials can be borrowed for one week only?
- A** some reference books
  - B** CD-ROMs
  - C** children's DVDs
- 19** On which day does the library stay open later than it used to?
- A** Wednesday
  - B** Saturday
  - C** Sunday
- 20** Large bags should be left on the
- A** first floor.
  - B** second floor.
  - C** third floor.

### Section 3 Questions 21–30

Questions 21–25 Choose the correct letter, **A**, **B**, or **C**.

- 21 Why did Anita and Lee choose to talk about John Chapman?  
**A** He was Lee's childhood hero.  
**B** They wanted to talk about the USA.  
**C** He was relevant to the topic of their studies.
- 22 Where did the students record their sources of information?  
**A** on their laptops  
**B** on a handout  
**C** on a database
- 23 The tutor claims she does not understand whether  
**A** apples grew in America before Europeans arrived.  
**B** the Native Americans had always eaten apples.  
**C** American apples were first bred in Europe.
- 24 The tutor says the audience was particularly interested to hear about  
**A** grafting techniques in ancient China.  
**B** the cultivation of apples in Kazakhstan.  
**C** the spread of apples along the Silk Route.
- 25 How will Anita and Lee present their follow-up work?  
**A** on the department website  
**B** as a paper  
**C** as a poster

### Questions 26–30

What do Lee and Anita agree about their presentation skills with their tutor?

Write the correct letter, **A**, **B**, or **C** next to questions 26–30.

- A** excellent  
**B** acceptable  
**C** poor

#### Presentation skills

- 26 use of equipment .....
- 27 handling software .....
- 28 timing of sections .....
- 29 design of handout .....
- 30 clarity of speech .....

## Section 4 Questions 31–40

Complete the table below.

Write **NO MORE THAN ONE WORD** for each answer.

<b>INVESTIGATING TASTE</b>		
<b>Procedure</b>	<b>Result</b>	<b>Cause</b>
more yellow added to green colour of <b>31</b> .....	subjects believed extra <b>32</b> ..... added to drink	brain influenced by product presentation
gum chewed until it is <b>33</b> ..... then again with sugar	mint flavour <b>34</b> .....	sweetness necessary for mintiness
same drink tasted cold and at room temperature	<b>35</b> ..... drink seems sweeter	temperature affects sweetness
crisps eaten in rooms which were <b>36</b> .....	with louder crunch, subjects believed crisps taste <b>37</b> .....	sound affects taste perceptions
variety of cheese sauces prepared	subjects believed some sauces tasted less strong	<b>38</b> ..... affects taste perceptions
two different flavoured <b>39</b> ..... tasted together	subjects still tasted <b>40</b> ..... when no longer there	brain is filling the taste 'gap'

### **END OF PRACTICE**


Now check and discuss your answers. If you made mistakes, notice where the correct information is said by the speaker, what the distractors, and how to improve your listening.



## LISTENING SECTION DIRECTIONS

The Listening section measures your ability to understand conversations and lectures in English. You will hear each conversation and lecture only one time. After each conversation or lecture, you will hear some questions about it. Answer the questions based on what the speakers state or imply.

You may take notes while you listen. You may use your notes to help you answer the questions.

In some questions, you will see this icon: . This means that you will hear, but not see, part of the question.

Some questions have special directions, which appear in a gray box. Most questions are worth one point. If a question is worth more than one point, the directions will indicate how many points you can receive.

You will now begin the first part of the Listening section.

*Time – maximum of 60 minutes*



## QUESTIONS 1–5

## Conversation



1. What problem does the man have?
  - (A) He does not know where to register for classes.
  - (B) His dog was poisoned by something it ate.
  - (C) He does not know what type of transcript to order.
  - (D) He needs to replace his identification card.
2. Why does the man talk about his dog?
  - (A) His dog enjoys visiting the campus.
  - (B) He needs to buy special food for his dog.
  - (C) His dog destroyed his student ID card.
  - (D) He is worried about his dog's health.
3. Listen again to part of the conversation. Then answer the question.  
 What can be inferred about riding the bus?
  - (A) Dogs are not allowed to ride the bus.
  - (B) There is no bus fare if you have a student ID.
  - (C) All students are required to ride the bus.
  - (D) The man does not like riding the bus.
4. What is one difference between an unofficial transcript and an official transcript?
  - (A) An unofficial transcript can be obtained free of charge.
  - (B) An unofficial transcript includes less information.
  - (C) An unofficial transcript takes five days to receive.
  - (D) An unofficial transcript can be used for a scholarship.
5. What will the man probably do?
 

Click on two answers.

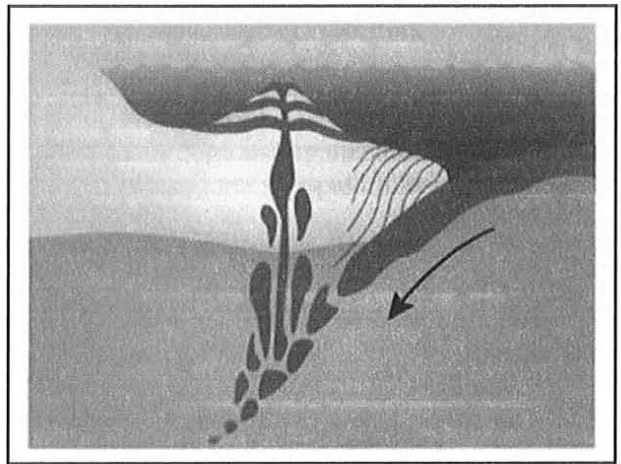
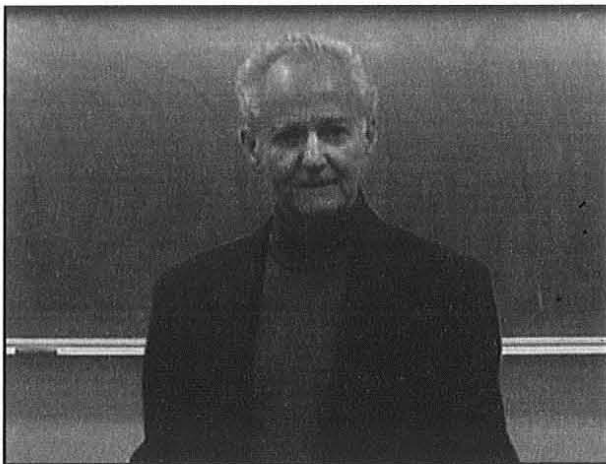
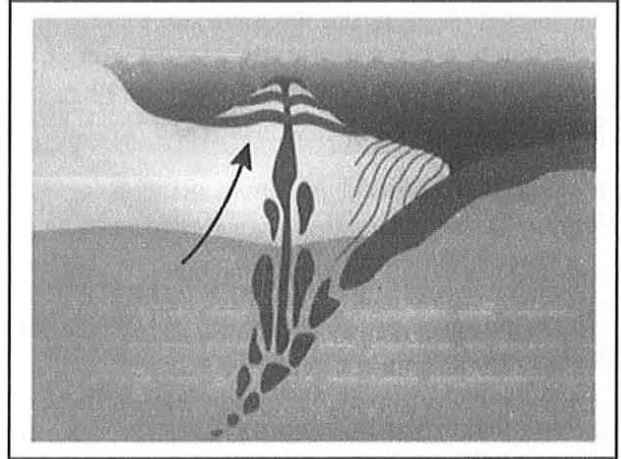
  - (A) Have his picture taken in the photo shop
  - (B) Take his dog to the animal hospital
  - (C) Print an unofficial copy of his transcript
  - (D) Request an official copy of his transcript



Disk 1, Track 3

QUESTIONS 6–11

**Geology**  
**Plate Tectonics**



Tuzo Wilson

TEST 1

## TEST 1

6. Why does the professor talk about Tuzo Wilson?

- (A) Wilson developed a warning system for earthquakes.
- (B) Wilson wrote an article that contradicted scientific law.
- (C) Wilson first proposed the theory of plate tectonics.
- (D) Wilson discovered sea floor spreading in the North Atlantic.

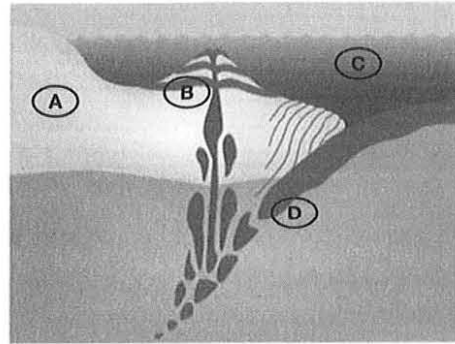
7. Why do earthquakes and volcanoes occur at plate boundaries?

- (A) Plate boundaries undergo much tension and friction.
- (B) Temperatures fluctuate greatly at plate boundaries.
- (C) Earthquakes and volcanoes cause new plates to form.
- (D) The causes of earthquakes and volcanoes are unknown.


8. What is subduction?

- (A) The eruption of rock from the earth in molten form
- (B) The formation of the deep sea floor by rising lava
- (C) The process of rock being forced into the earth's mantle
- (D) The continuous drift of continents toward the northwest

9. Identify the area in the diagram where subduction occurs.



10. Listen again to part of the lecture. Then answer the question.

Why does the professor ask this: 

- (A) To test the students' understanding of plate tectonics
- (B) To describe an event that confuses many scientists
- (C) To point out a theory that has never been confirmed
- (D) To introduce a phenomenon that he intends to explain

11. Which of the following are associated with subduction zones?

Click on two answers.

- (A) The pollution of the sea floor
- (B) Chains of volcanic islands
- (C) The sliding of one plate under another
- (D) Frequent thunderstorms and tornadoes





## QUESTIONS 12–17

# Anthropology



12. What is the main purpose of the talk?

- (A) To explain why anthropologists study the home
- (B) To describe how early people built shelters
- (C) To trace the evolution of home design
- (D) To evaluate various home-building materials

13. The professor briefly describes developments in home building. Put the developments in the order in which they occurred.

Drag each answer to the space where it belongs.

- (A) Round structure built of stone
- (B) Building with multiple living units
- (C) Round hut made of branches and leaves
- (D) Box-shaped structure with four walls

1	
2	
3	
4	

14. According to the professor, why was the box shape a major development in home building?

- (A) It was easier to build than the round shape.
- (B) It led to the invention of the window.
- (C) It could be built in a shorter length of time.
- (D) It allowed rooms to be joined to one another.

15. According to the professor, what ancient features still exist in the homes of today?

Click on two answers.

- (A) Hallway
- (B) Outer boundary
- (C) Garden
- (D) Round window

16. Why does the professor say this:

- (A) To illustrate the social importance of the hallway
- (B) To explain how walls determine who may enter a room
- (C) To point out that homes are larger than in the past
- (D) To describe the flow of traffic in the typical home

17. What does the professor imply about the rooms inside the homes of today?

- (A) They have the same functions as those in ancient homes.
- (B) They are more often round than box-shaped.
- (C) They are arranged to progress from public to private.
- (D) They are forbidden to any person outside the family.



## QUESTIONS 18–22

## Conversation

### Oral Report



18. What are the students mainly discussing?

- (A) Statistics about major diseases
- (B) Symptoms of influenza infection
- (C) A major epidemic of influenza
- (D) Different strains of the flu virus

19. Why does the woman mention her great-grandfather?

- (A) Her great-grandfather died during a major epidemic.
- (B) Her great-grandfather worked in the field of public health.
- (C) Her great-grandfather was affected by the 1918 epidemic.
- (D) Her great-grandfather was a soldier in World War I.

20. According to the man, what group first reported large numbers of influenza cases?

- (A) Business owners
- (B) The army
- (C) Public health officials
- (D) Public schools

21. What information will the students probably include in their report?

Click on two answers.

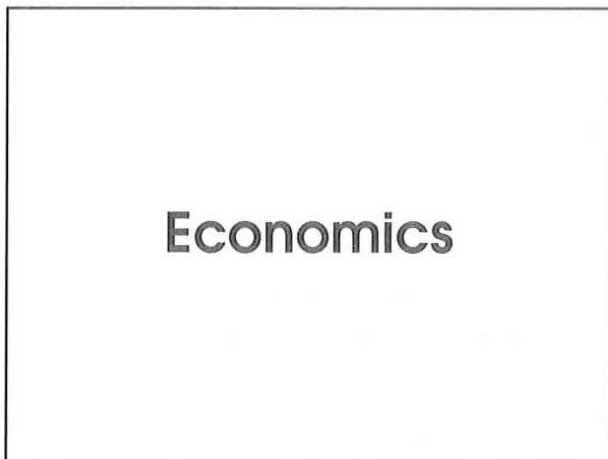
- (A) Statistics on other major disease epidemics
- (B) Effects of war on the general population
- (C) Arguments for developing a better public health system
- (D) The connection between World War I and influenza

22. What do the students agree to do?

- (A) Ask their professor for advice
- (B) Meet again to discuss their research
- (C) Interview people who survived the flu
- (D) Change the topic of their oral report



## QUESTIONS 23–28



23. What is the discussion mainly about?

- (A) The history of large corporations
- (B) The regulation of business by government
- (C) Why corporations have so much power
- (D) Ways that governments spend money

24. Why do the students say this:

- (A) To recommend against buying stock in a corporation
- (B) To explain why consumers need to be very cautious
- (C) To give reasons why governments regulate corporations
- (D) To complain about negative trends in advertising

25. According to the discussion, governments influence economic activity through which methods?

Click on two answers.

- (A) Taxation
- (B) Elections
- (C) Spending
- (D) Diplomacy

26. Listen again to part of the discussion. Then answer the question.

Why does the professor say this:

- (A) To state his opinion about the role of government
- (B) To describe a controversial government policy
- (C) To show that corporations have political power
- (D) To explain the origins of government regulation

27. According to the professor, what is the function of social regulation?

- (A) The control of social activities in a corporation
- (B) The protection of the society's health and safety
- (C) The restriction of competition among businesses
- (D) The establishment of the school curriculum

28. Listen again to part of the discussion. Then answer the question.

What can be inferred about government regulation of business?

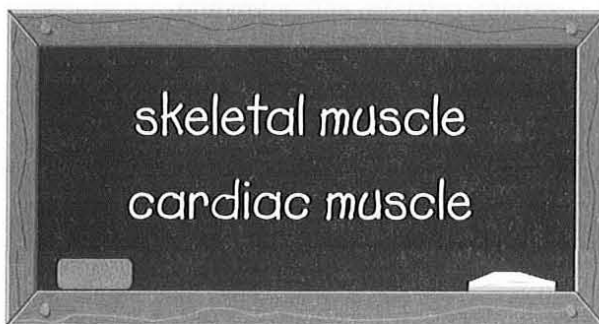
- (A) Many people agree that the government should regulate business.
- (B) Capitalism does not succeed if there is government regulation.
- (C) Attitudes about regulation have changed very little in a century.
- (D) The government has no right to control how businesses operate.



## QUESTIONS 29–34

# Biology

## Cardiac Muscle



29. How does the professor develop the topic of cardiac muscle?
- (A) By describing evolutionary changes in cardiac muscle
  - (B) By classifying the types of muscle in the body
  - (C) By explaining what happens if the heart stops beating
  - (D) By comparing cardiac muscle and skeletal muscle

30. Why does the professor say this:

- (A) To introduce the topic of cardiac muscle
- (B) To find out how much the students already know
- (C) To tell the students what will be on the next test
- (D) To point out a question that has no clear answer

31. Why does the professor say this:

- (A) To correct one of her previous statements
- (B) To make sure the students are paying attention
- (C) To review material the class has already studied
- (D) To give the students time to write down what she says

32. Based on the information in the lecture, indicate whether each sentence below describes skeletal muscle or cardiac muscle.

For each sentence, click in the correct box.

	Skeletal muscle	Cardiac muscle
These muscles are connected to the bones, which move when the muscles contract.		
When this type of muscle contracts, blood moves throughout the body.		
To contract, this type of muscle must be stimulated by a motor neuron.		
These muscle cells can generate electrical impulses without input from the nervous system.		
This muscle cannot stop to rest without serious consequences for the body.		

33. What happens when an electrical impulse generated in one part of the heart spreads to all the cardiac muscle cells?

- (A) The impulse spreads to the bones.
- (B) The cardiac muscles extend.
- (C) The heart beats faster.
- (D) The whole heart contracts.

34. Listen again to part of the lecture. Then answer the question.

What can be inferred about the contraction of cardiac muscle?

- (A) Cardiac muscle contracts automatically because it contains motor neurons.
- (B) The contraction depends on the action of sodium, calcium, and potassium.
- (C) The nervous system tells cardiac muscle cells when to contract.
- (D) Cardiac muscle cells will live for several weeks in a laboratory dish.