

1 Moving on

LISTENING SKILLS How to listen • Factors which affect listening

SPEAKING SKILLS Formal, neutral, and informal language • Asking for repetition

VOCABULARY DEVELOPMENT Word stress (1) • Using a dictionary (1) and (2)

LISTENING New places, new people

1 Who and what do you listen to? Complete the table. Work with a partner and compare your ideas.

for education	for general information	for pleasure
	radio news	

2 Read STUDY SKILL

STUDY SKILL How to listen

When you study, the way you listen depends on *why* you are listening. Decide if you are:

- listening for the general idea, e.g. the speaker's opinion, the main point(s) of a talk
- listening selectively for detail(s), e.g. a name, a date, a time
- listening intensively for a lot of information, e.g. to take notes from a lecture

Read the notice below. You have arrived at a new university. There is a talk for all new overseas students. You want to know:

- 1 What is the purpose of the talk?
- 2 What are the three main topics?

What sort of information do you need? How are you going to listen?

OVERSEAS STUDENTS' GROUP

The welcome meeting with the Senior Tutor will be held in Lecture Theatre B3 at 10 a.m. on Wednesday 10th.

3 1.1 Listen and answer questions 1 and 2 in exercise 2.

4 Look at questions 1–4 below. What sort of information do you need? How are you going to listen?

- 1 What is the name of the speaker?
- 2 Where is Mrs Roberts's office?
- 3 Why would you go to Dr Reynolds?
- 4 Name two things that you need to register at the medical centre.

5 1.1 Listen again and answer the questions in exercise 4.



6 Complete the notes from the talk.

Introductions:	Dr Green – Senior Tutor – ¹ _____ students
	next couple of weeks – ² _____ individually
Practical things:	accommodation – Mrs ³ _____ / Room 214 Senate Building
	money – Dr Reynolds, St. Financial Adviser / Room 117 Admin Block
	NB make an ⁴ _____
	health – medical centre next to Admin.
	⁵ _____ as soon as possible!
	Receptionist – details, passport, student card

7 1.1 Listen again and check your answers.

What makes listening difficult?

8 1.2 Listen and put extracts a–e in the order you hear them.

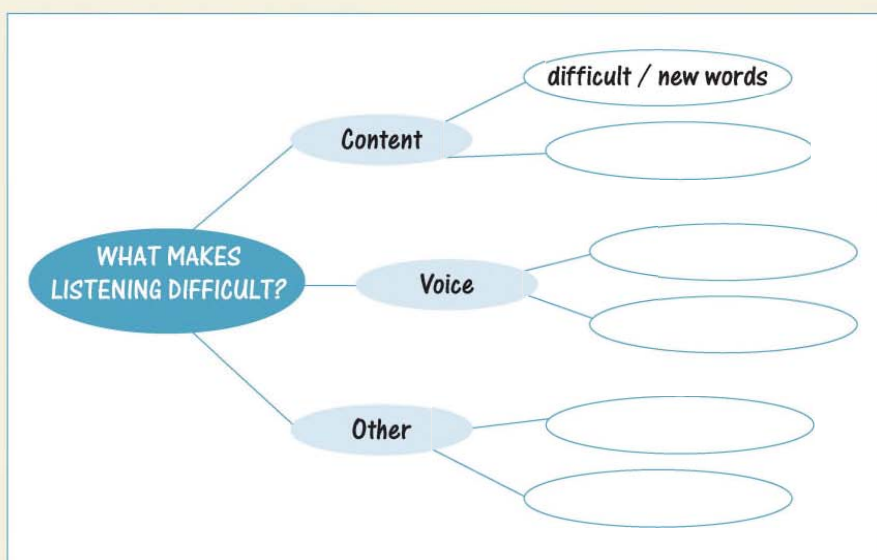
- a ☐ an announcement ____
- b ☐ a conversation ____
- c ☐ a survey ____
- d ☐ a lecture ____
- e ☐ a radio news item ____

9 1.2 Listen again and put the extracts from exercise 8 in order from 1 (the easiest to understand) to 5 (the most difficult to understand). Compare your answers with a partner.

10 **Read STUDY SKILL** What made the listening extracts difficult? Add your ideas to the diagram.



A radio news announcer



Discuss your ideas in groups.

STUDY SKILL

Factors which affect listening

There are things which can make listening difficult. Predict what these will be and think about how to help yourself.

For example, usually in a lecture you only hear the information once, and cannot interrupt or ask for clarification.

Think about the topic of the lecture and predict the content.

Study any visual aids for extra information.

SPEAKING Introductions

- 1 **Read STUDY SKILL** 1.3 Listen to some people introducing themselves. Decide if they are being formal (F), neutral (N), or informal (I).

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

STUDY SKILL Formal, neutral, and informal language

When you introduce yourself to a colleague or classmate, be informal.

Use: *Hello / Hi / Morning* and give your first name.

Hello, I'm Fatima.

When you introduce yourself to someone more senior, be more formal.

Use your title or their title, and your family name.

Good morning, may I introduce myself? I am Professor Armstrong.

If you do not know if you should be formal or informal, be neutral.

Use: *Hello / Good morning / afternoon* and give your first and family name.

Hello, my name's Alan Masters.



- 2 Work with a partner. Introduce yourselves to each other.

Student A

Your partner is:

- 1 your new professor
- 2 someone attending a conference you are at

Student B

Your partner is:

- 3 a new classmate
- 4 a guest lecturer

- 3 1.4 Listen to people introducing themselves in a tutorial. Complete the table.

name of student	city and country	studies / interests / plans
1 Dilek Sancak	Turkey	Accountancy and Finance
2 Sachit Malhotra		
3 Mahmoud Subri		

- 4 Work in groups. Introduce yourself. Greet your classmates and say:

- who you are
- where you come from
- what you are studying and why

Exchanging information

- 5 Look at the symbols used in email and web addresses. Label the web address with the words we use for the symbols.

underscore forward slash hyphen dot at

greg_man-wright@mailnet.com/finance

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

- 6 1.5 Listen and complete the email and web addresses.

1 emily.shaw _____

2 _____ .grant _____ liv.ac. _____

3 _____ .reddy _____ public _____

4 buzz _____ nsw _____

5 _____ mech-eng _____

7 **Read STUDY SKILL** 1.6 Read and listen to the conversations. Underline the phrases that ask for information to be repeated or clarified.

- 1 A Give me a ring on my mobile. The number's 076532215.
B Did you say two two one five?
A Yeah, two two one five.
- 2 A Let me make a note of your email address.
B Sure. It's alan.rodgers13@uwe.ac.uk.
A Was that thirteen or thirty?
B Thirteen, one three.
- 3 A Good morning, this is Ella Peters speaking. Is that Chang Li?
B Yes, it is. Sorry, this is a bad line. I didn't catch your name.
A Ella, Ella Peters. We met at the conference last week.
- 4 A It's Paul. Can I pop round and return that book I borrowed?
Where's your room?
B It's Bowland Tower, room nine on the third floor.
A Third floor?
B Yeah.
- 5 A The best person on this subject is Dr Shehadeh and I advise you to read her latest article.
B Sorry, could you repeat the name, please?
A Certainly, Dr Shehadeh, that's S...h...e...h...a...d...e...h.

STUDY SKILL Asking for repetition

If you didn't hear some information clearly, ask the speaker to repeat or clarify it. Remember to choose the correct level of formality.

8 Complete the table with information about you.

name	mobile or landline number	email address
Your name		
Partner 1		
Partner 2		
Partner 3		
Partner 4		

9 Work with different partners. Exchange information about yourselves and complete the table in exercise 8. Ask for repetition, using expressions in the Language Bank.

LANGUAGE BANK

Expressions for asking for repetition

Informal	Formal
<i>I didn't catch ...</i>	<i>Could you repeat ...?</i>
<i>Pardon?</i>	<i>Could you say ... again?</i>
<i>What was that?</i>	<i>Sorry / Excuse me, did you say ...?</i>
<i>Did you say ...?</i>	<i>Sorry / Excuse me, was that ...?</i>
<i>Was that ...?</i>	

VOCABULARY DEVELOPMENT Word stress

- 1 **Read STUDY SKILL** 1.7 Listen to the words. Underline the stressed syllables. Say the words aloud.

- | | | |
|-------------------|---------------------|-------------------|
| 1 <u>de</u> tail | 5 thir <u>teen</u> | 9 ac <u>count</u> |
| 2 ad <u>vis</u> e | 6 thir <u>ty</u> | 10 re <u>peat</u> |
| 3 ca <u>mpus</u> | 7 re <u>turn</u> | |
| 4 mo <u>bi</u> le | 8 pa <u>ss</u> port | |

STUDY SKILL Word stress (1)

In words with two or more syllables, one syllable will be stressed, e.g. reason. Other syllables are less pronounced. Often the unstressed vowel sounds are changed to a schwa /ə/, e.g. teacher /tɪ:tʃə(r)/. Saying words with the correct stress makes it easier for the listener to understand you.

- 2 1.8 Listen to the words. Underline the stressed syllable. Circle the schwa /ə/ sounds. Say the words aloud.

- depend
- tutor
- accent
- accept
- lecture

Using a dictionary

- 3 **Read STUDY SKILL** Underline the stressed syllable. Use a dictionary to help. Say the words aloud.

Verbs	Nouns
1 study	1 register
2 research	2 tutorial
3 present	3 visitor
4 debate	4 seminar
5 discuss	5 finance

Silent letters

- 4 Look at the words below. What is the difference between the spelling and the pronunciation? **Read STUDY SKILL**

know _____ write _____ listen _____

- 5 Cross out the letters that are silent in the words in the box. Use a dictionary to help.

- | | | |
|---------|-----------|------------|
| 1 sign | 4 island | 7 business |
| 2 right | 5 guest | 8 column |
| 3 what | 6 science | 9 answer |

- 1.9 Listen and check your answers.

campus
lecture
study
seminar
tutorial
tutor

STUDY SKILL Using a dictionary (1)

A dictionary gives you information on pronouncing a word, e.g. *communicate* /kə'mju:nikeɪt/.

communicate **AW** /kə'mju:nikeɪt/ **verb**
1 [ɪ,T] to share and exchange information, ideas or feelings with sb: *Parents often have difficulty communicating with their teenage children.* ◇ *Our boss is good at communicating her ideas to the team.*
2 [T] (formal) (usually passive) (**HEALTH**) to pass a disease from one person or animal to another **3** [I] to lead from one place to another: *two rooms with a communicating door*

Always mark the stress on new vocabulary, e.g. *communicate*

STUDY SKILL Using a dictionary (2)

Some words in English have silent letters, that is, letters that are not pronounced, e.g. in *know* /nəʊ/, the letter 'k' is silent.

know **AW** /nəʊ/ **verb** (pt *knew* /nju:/; pp *known* /nəʊn/) (not used in the continuous tenses) **1** [ɪ,T] ~ (about sth); ~ that... to have knowledge or information in your mind: *I don't know much about sport.* ◇ *Do you know where this bus stops?* ◇ *Do you know their telephone number?* ◇ *'You've got a flat tyre.'* 'I know.' ◇ *Do you know the way to the restaurant?* ◇ *Knowing Katie, she'll be out with her friends.* **2** [T] to

REVIEW

- 1 1.10 Listen to the introductions to two lectures. What subject are the lectures about?

Lecture 1 _____ Lecture 2 _____

- 2 1.11 Listen to Lecture 2 again and complete the notes.



LECTURER: Dr Knight	TUTORS
What does 'Bus. Management' mean?	Dr Knight - Head of _____ + Human Resources _____
1 _____ resources?	_____ - Finance and _____
2 _____ ?	Dr Williams - _____
3 _____ systems?	
NB and _____ aspects!	

- 3 Match each listening situation with two possible problems and one way of dealing with it.

situation	problems	strategies
1 Listening to an airport announcement	a change of topic b hear once only	i Listen for change of topic signposts, e.g. <i>By the way</i> and <i>Oh, that reminds me</i> .
2 Listening to a conversation between three English friends	c new / unknown vocabulary d quality of broadcasting system	ii Listen for signposts such as <i>Firstly</i> , <i>Secondly</i> .
3 Listening to a lecture	e speed of speech f understanding letters and numbers in English	iii Practise saying the flight number aloud.

- 4 Work with a partner or in small groups. Brainstorm other things you can do to make listening easier in each situation listed in exercise 3.

- 5 Complete the sentences using phrases from the box.

could you repeat Did you say Good morning Hello Hi I didn't catch

- _____, Professor.
- _____, Susie!
- _____, I'm Ms Jones.
- I'm sorry, Dr Adwan, _____ the name, please?
- _____ John's room is on the second floor?
- Sorry, Ella, _____ the name.

- 6 Mark the main stress on the words from the unit. Use a dictionary to help.

Nouns	Verbs	Adjectives
1 dictionary	4 arrive	7 formal
2 vocabulary	5 complete	8 informal
3 university	6 answer	9 neutral

- 7 Complete the questions below with a word from exercise 6. Work with a partner and take turns to ask and answer the questions.

- Do you use an English-English _____?
- Which _____ or college do you study at?
- Where do you record new _____?
- Do you understand the difference between _____, _____, and _____ language?

