

1

UNIT

*Conversations:
Class Registration*

*Lectures:
Education / Language*



Introduction

Basic comprehension questions: Main idea and topic questions

Understanding the main idea of a conversation or a lecture is to identify the overall topic or basic idea of the material. Sometimes it is expressed explicitly at the beginning of the contents, but in other cases, it is stated indirectly throughout the whole of the contents.

Target TOEFL iBT questions

Conversations

What is the conversation mainly about?
What are the speakers mainly discussing?
What problem does the man have?

Lectures

What does the speaker mainly discuss?
What is the main topic of the lecture?
What is the main idea of the lecture?

Useful expressions

The speaker may use some expressions as a signal to talk about the main idea or topic of the conversation.

Do you know ...?
Are you familiar with ...?
I come to talk to you about ...
I am here to ...

The speaker may use some expressions as a signal to talk about the main idea or topic of the lecture.

What I'd like to discuss now is ...
Let's look more closely at ...
I want to explain ...
Today, we are going to examine ...



Skill focus

Focusing on Content Words

Content words convey the main idea of a sentence. Content words involve nouns, main verbs, adjectives and adverbs that refer to some object, action, or characteristic. Demonstratives and question words also belong to content words. In English, content words are usually stressed. The ability to identify content words can help listeners to grasp the key information in listening.

Examples of *Content Words*

Nouns: *Participation* in the *discussion* is an important *part* of the *education* here.

Main verbs: You *study* how actual businesses *grew* or *failed*.

Adjectives: The secret of *good* reading is to be “an *active* reader”.

Adverbs: You have to work *hard* in her class, or you’ll *probably* fail.

Demonstratives: I would like *this* book, not *that* book.

Question words: *When* will the new President take office?

We must decide *what* to do next.

Skill practice

I. You are going to hear five sentences. Underline the content words and then repeat the sentences.

1. The quiz next Wednesday will be a headache.
2. I just want to make sure I’m prepared for the seminar.
3. Study time is strictly a matter of personal preference.
4. You can choose an education that includes many fields of study.
5. This is how we know who the children of God are and who the children of the devil are.

II. Underline the content words in the following dialogue. You must find more than 40 content words. Then listen and check your answers.

M: Given the cuts that the government announced a couple of weeks ago, and the numbers that we know in terms of applications, are you going to have to look at cutting intake in order to maintain the quality of the courses?

F: We’re trying not to cut intake at the moment. But what it means is we’re going to have to be extra-cautious in the number of offers we make, because we simply cannot afford to go over our quota of the number of places that we can offer. Because if we do, it means that we could be fined, or we just simply haven’t got enough money to make sure the students’ experience is right. So it means that maybe last year we would allow a few more people to have an offer. This year is going to be tougher.

III. Listen to part of a lecture, and fill in the blanks with suitable content words.

Straight-A students know how to set priorities. (1) _____ students allow no (2) _____ on their study time. Once the (3) _____ are open or the (4) _____ is turned on, phone calls go (5) _____, TV shows unwatched, snacks (6) _____. Study is business, and business (7) _____ before (8) _____.



Conversations

Conversation A

Word bank

semester *n.* one of two periods into which a school year is divided

e.g. At the beginning of a new *semester*, students should have a study plan.

calculus *n.* mathematical study of change

e.g. For some majors, *calculus* is a compulsory course.

registrar *n.* the administrator responsible for student records

e.g. If you want to have some further information, you should consult the *registrar*.

instructor *n.* a school teacher or a university teacher

e.g. My English *instructor* thought that the beginner's class was too easy for me.

Language and culture tips

portfolio a collection of works or documents that are representative of a person's skills and accomplishments

Practice

I. Listen to the conversation. Choose the best answer to each of the following questions.

1. What is the conversation mainly about?
 - A. The requirements for getting into a photography class
 - B. The steps required to put together an art portfolio
 - C. Professor Lyle's style of photography
 - D. The difference between color and black-and-white photography
2. How many courses does Rob decide to take in the coming semester?
 - A. Three
 - B. Four
 - C. Five
 - D. Six
3. Which of the following are true about Professor Lyle?

Choose 2 answers.

 - A. She only teaches art majors.
 - B. She is a good teacher and photographer.
 - C. She only takes black-and-white photos.
 - D. She also teaches an introductory level photography class.

II. Listen again. Decide whether the following statements are true (T) or false (F).

1. _____ Rob registered for an advanced photography class for the next semester.
2. _____ Rob has taken an introductory level photography class.
3. _____ Rob took news photos and artistic photos when in high school.
4. _____ Rob has shown Professor Lyle his portfolio.

III. Listen and repeat. You are going to hear five sentences from the conversation. Fill in the blanks with the missing words and expressions and then repeat the sentences.

1. She's my _____, and I've _____ a couple of _____ from her.
2. She can take _____ look at what you're _____ and _____ you just what you _____ to do to take a _____ photograph.
3. When you got _____ to take her class, what kind of _____ did you _____ her?
4. I think it says _____ in the _____.
5. From what you _____ about, I think I could _____ a lot.

Conversation B

Word bank

prerequisite *n.* something that must happen or exist before the second thing is possible

e.g. Being healthy is a *prerequisite* of living happily.

maximum *adj.* of the greatest known or greatest possible number, measure, quantity, or degree

e.g. The car has a *maximum* speed of 120 kilometers an hour.

optional *adj.* elective

e.g. This course consists of ten core modules and five *optional* modules.

slip *n.* a small piece of paper

e.g. Tom put Amy's telephone number on a *slip*.

Language and culture tips

grade point average GPA, in short, is a calculation of the average of all of a student's grades earned in a given period of time

audit to attend academic courses without getting credit

Practice

I. Listen to the conversation. Choose the best answer to each of the following questions.

1. What problem does the student have?
 - A. He does not know which courses to take.
 - B. He has no idea of how to drop a class from his schedule.
 - C. He wants to find out about enrollment options.
 - D. He needs to know the maximum course load.
2. What is implied about the student?
 - A. He is currently taking the maximum course load.
 - B. He audited a course in the past.
 - C. He is not a physics major.
 - D. He probably can't pass the physics exam.
3. What will the student probably do after he fills out a form?
 - A. Go and see Professor Frank
 - B. Talk with his advisor about the problem
 - C. Purchase the physics textbook
 - D. Sit in on a physics class

II. Listen again. Read the sentences and underline the word you hear in each sentence.

1. I mean, the (maximum / minimum) course load is four classes per (year / semester).
2. (If / When) you're interested in taking the physics class, all you have to do is (sign / sigh) up for it.
3. My advisor (wanted / warned) me about putting (so much / too much) pressure on myself by taking a class that (is / isn't) even for my major.

4. Today's the (first / last) day you (can / can't) sign up for audits ... and we close in (only / just) an hour.

III. Oral work. Work with a partner. Answer the following questions orally with the help of the given words and expressions.

1. What is an enrollment option mentioned by the clerk? (audit, lecture, coursework, book)
2. How can a student sign up for audits? (slip, mark, signature, back)



Lectures

Lecture A

Word bank

identify *v.* to recognize as being; to establish the identity of someone or something

e.g. She *identified* the man on the "wanted" poster.

qualification *n.* an attribute that must be met or complied with and that fits a person for something

e.g. One of the *qualifications* for admission is an academic degree.

evaluate *v.* to place a value on; to judge the worth of something

e.g. Our research attempts to *evaluate* the effectiveness of the different drugs.

accredited *adj.* officially recognized

e.g. The State Office of Degree Authorization lists this university as neither *accredited* nor authorized to issue degrees.

recreational *adj.* relating to things people do in their spare time to relax

e.g. These areas are set aside for public *recreational* use.

tuition *n.* the charge or fee for instruction, as at a private school or at a college or university

e.g. Angela's \$7,000 *tuition* at the university this year will be paid with scholarships.

Language and culture tips

school accreditation a type of quality assurance process under which services and operations of educational institutions or programs are evaluated by an external body to determine if applicable standards are met. If standards are met, accredited status is granted to the school by the appropriate agency

mission statement a statement of the purpose of an organization; a written declaration of an organization's core purpose and focus that normally remains unchanged over time

Practice

I. Listen to the lecture. Choose the best answer to each of the following questions.

1. What is the lecture mainly about?
 - A. Ways to find an experienced instructor
 - B. Suggestions on how to pick the ideal school
 - C. Benefits of studying abroad
 - D. Popular programs for studying abroad
2. Which of the following is NOT mentioned as a factor of choosing the ideal program in the lecture?
 - A. Program curricula
 - B. Experience and background of instructors
 - C. School accreditation
 - D. Security of the school
3. According to the lecture, what can you know about them by looking into the teachers' qualifications?
 - A. Their educational background
 - B. Their working experience
 - C. Their relationship with students
 - D. All of the above

II. Listen again. The following sentences are the suggestions given by the speaker. Fill in the blanks with the missing words and expressions.

1. Find a program that will help you _____, and try to find a _____, which should reveal the program's own goals.
2. Look into the teachers' _____ to see not only how long they have been teaching, but also what _____ they have had working with _____ students in different settings.
3. Find out if the program has been _____ by some organization.
4. Ask about the student _____ of the program, but don't _____ a program _____ based on it.
5. Compare the _____ of programs in the area you want to live.

III. Oral work. Work with a partner. Give a summary report entitled "How to pick the ideal school" within 45 seconds with the help of the words and expressions in Practice II.

Lecture B

Word bank

- interactive** *adj.* (of two or more persons, forces, etc.) acting upon or in close relation with each other; interacting
- e.g.** If you describe a group of people or their activities as *interactive*, you mean that the

people communicate with each other.

identical *adj.* similar or alike in every way; being the very same

e.g. Your voice is *identical* to hers.

beforehand *adv.* in advance

e.g. If I'd known this *beforehand*, I would not have gone back.

involvement *n.* the act of sharing in the activities of a group; participation

e.g. All of this is automated and requires very little human *involvement*.

Practice

I. Listen to the lecture. Choose the best answer to each of the following questions.

1. What is the lecture mainly about?
 - A. A study comparing the traits of young teachers and experienced professors
 - B. A study on the relationship between students and teachers
 - C. A study comparing lecture-style teaching with interactive teaching
 - D. A study on the qualities of a good teacher
2. Which of the statements is true according to the study?
 - A. Young teachers are more popular than old teachers.
 - B. Students in the interactive class scored higher than those in the traditional lecture class.
 - C. Teaching approach is less important than teaching experience.
 - D. The findings of the study are opposite to the earlier findings about lecturing to large classes.
3. What is the focus of the experiment?
 - A. What could be learned when students have a lot of interaction with instructors.
 - B. What students could learn with the different teaching methods.
 - C. What could be learned with face-to-face interaction.
 - D. All of the above.

II. Listen again.

1. Listen to part of the lecture and complete the summary of the study.

Aim	To find out how _____ lecturing to students is _____ to interacting with them.	
Subject	two classes of a _____ course at the University of British Columbia in Canada more than _____ students in each section	
Duration	The study took place for _____ week near the _____ of the school year.	
Treatment	An experiment was carried out among _____ classes.	
	Control class: traditional class	Experimental class: interactive class
(1) Instructor(s)	a _____ and _____ professor	Two teachers had _____ teaching _____ but received _____ in _____ teaching methods.

(2) Teaching Methods	traditional _____ style	interactive; almost _____, group discussion, pre-class _____ and _____ To _____ students to think like _____
Findings	On the post-test, students in the interactive class scored nearly _____ as _____ as those in the traditional class. _____ also _____ that week.	
Implication	Show _____ ways to teach. _____ someone teaches may be more _____ than _____ does the teaching.	

2. Listen to part of the lecture and fill in the blanks.

There was a great deal of careful (1) _____ collected showing how (2) _____ the two classes were (3) _____ and the experiment (4) _____ very much on looking at (5) _____ what could be learned with the (6) _____ methods from the classroom experience, the time when students have the (7) _____ instructor interaction, or face-to-face (8) _____ time.

Students' (9) _____ are turned on. They're thinking hard and they're really (10) _____ through these problems. So (11) _____ they don't have (12) _____ time to (13) _____ a given problem, they are (14) _____ to learn from the instructor's (15) _____ that always follows groups' tasks.

But some experts have (16) _____ the way the study was done. Both of the researchers who taught the class were also (17) _____ of the study. This could (18) _____ questions about whether their (19) _____ might have (20) _____ the results.

III. Oral work. Work with a partner. Answer the following questions orally with the help of the words and expressions in Practice II.

1. What might account for the better performance of the students in the interactive class on the post-test?
2. What is the significance of the study?
3. Which type of class do you prefer, a traditional class or an interactive class? Why?

Lecture C

Word bank

symbolic *adj.* having the function or meaning of a symbol

e.g. The President's visit is loaded with *symbolic* significance.

abstract *adj.* expressing a quality or idea not based on an actual person or thing

e.g. *Abstract* nouns are usually uncountable nouns in English.

reserved *adj.* kept for someone; set aside

e.g. Some self-catering flats are usually *reserved* for postgraduate students.

Language and culture tips

- pictogram** a picture or symbol standing for a word or group of words
ideogram a written symbol that represents an idea or object directly rather than a particular word or speech sound
be on the right track to say or do something correctly in general

Practice

I. Listen to the lecture. Choose the best answer to each of the following questions.

1. What do the speakers mainly discuss?
A. Two different forms of writing systems B. Ancient and modern pictograms
C. Ancient Egyptian writing D. Understanding pictures in writing
2. Which of the following could be represented by pictograms?
A. A textbook on computer programming
B. A movie schedule
C. English poems
D. Different animals in a zoo
3. What can be said about ideograms?
A. They are not used in modern times.
B. They are more accurate in modern days than in ancient times.
C. They are more symbolic and abstract than pictograms.
D. They are more popular than pictograms.

II. Listen again. Decide whether the following statements are true (T) or false (F).

1. _____ In our modern times pictograms can be found in public places.
2. _____ Ancient Egyptians used pictograms on their pyramids.
3. _____ Using a simple circle to represent a sun is an example of an ideogram.
4. _____ Both pictograms and ideograms do not represent words in a specific language.

III. Oral work. Work with a partner. Answer the following questions orally based on your understanding.

1. What is a pictogram? Can you give an example of it?
2. What is an ideogram? Can you give an example of it?

Lecture D

Word bank

- publicize** *v.* to make something known to the public; to announce or advertise
e.g. The fund management organ shall *publicize* its contact phone number, address and email address.
- proficient** *adj.* having or demonstrating a high degree of knowledge or skill
e.g. She's *proficient* in several languages.

proficiency *n.* the state or quality of being proficient; competence

e.g. Evidence of basic *proficiency* in English is part of the admission requirement.

disparity *n.* inequality or difference

e.g. He warned that a growing income *disparity* between rich and poor could lead to social unrest.

synthesize *v.* to combine or cause to combine into a whole (opposed to analyze)

e.g. His operas *synthesize* music and drama in perfect harmony.

outwit *v.* to defeat or trick (someone) by being more intelligent or clever

e.g. The criminal *outwitted* the police and escaped.

immerse *v.* to engage wholly or deeply

e.g. The teacher *immersed* himself in every aspect of mathematics.

Language and culture tips

communicative competence a term in linguistics which refers to a language user's grammatical knowledge as well as social knowledge about how and when to use utterances appropriately (It involves both the tacit knowledge of a language and the ability to use it.)

Practice

I. Listen to the lecture. Choose the best answer to each of the following questions.

1. What is the speaker mainly talking about?
 - A. TOEFL test-taking strategy
 - B. The popularity of the TOEFL test
 - C. Tips on the TOEFL preparation
 - D. The impact of changes in the TOEFL test
2. Which of the following is NOT mentioned about some of the international students?
 - A. They are good at test-taking.
 - B. They ignore the development of communicative competence.
 - C. They have confidence in applying their language skills.
 - D. They don't know how to communicate appropriately in class.
3. What does the speaker mean when she says: "My response might be a little different from what you expect"?
 - A. Students will not get any specific advice from her.
 - B. Students are expecting some direct ways to prepare for the TOEFL test.
 - C. Students are expecting to get a good overall picture of what the TOEFL is.
 - D. Students will find it difficult to follow her.
4. According to the lecture, why is the TOEFL revised?
 - A. To seek a better way to measure test takers' academic English skills
 - B. To prove test takers having the English skills in daily life
 - C. To engage students in everyday classroom activities
 - D. To enhance international students' analytic ability

5. Which of the following is NOT recommended by the speaker?
- A. Developing language skills by various means
 - B. Getting familiar with the TOEFL test format
 - C. Getting actively involved in the regular classroom activities
 - D. Giving top priority to the TOEFL test-taking strategy training

II. Listen again. Fill in the blanks with the missing words and expressions.

Some international students can pass the test but still (1) _____ a communicative (2) _____ to (3) _____ in the everyday classroom. (4) _____, there is a (5) _____ between the test and the types of language students will actually (6) _____ in the classroom. Recognizing this (7) _____, the TOEFL has been (8) _____ to actually test students' ability to (9) _____ and (10) _____ information and then (11) _____ language based on what they hear and read. Therefore, one of the (12) _____ ways for students to prepare for the TOEFL is to (13) _____ engage in their (14) _____ classroom activities and make sure to (15) _____ their language skills in many different situations. Do not depend on (16) _____ advice or tricks. Do not try to (17) _____ the test maker. The real goal of the test is to (18) _____ how well a student can (19) _____ in an English-speaking classroom. (20) _____ yourself in English on a daily basis and improvement is sure to follow.

III. Oral work. Work with a partner and answer the following questions orally based on your understanding of the lecture.

- 1. According to the speaker, what is the philosophy and purpose behind the TOEFL test?
- 2. What is an effective way to prepare for the TOEFL test? Why?



Vocabulary review

I. Match the words in column A with the corresponding synonyms in column B.

- | A | B |
|------------------|-------------------|
| 1. recreation | A. in advance |
| 2. proficiency | B. entertainment |
| 3. accreditation | C. teacher |
| 4. instructor | D. recognize |
| 5. optional | E. skillfulness |
| 6. identify | F. requirement |
| 7. beforehand | G. elective |
| 8. maximum | H. license |
| 9. prerequisite | I. mutual action |
| 10. interaction | J. of upper limit |

II. Fill in the blanks with words or phrases given in the box. Change the form where necessary.

outwit semester tuition immerse involvement
publicize accredited synthesize abstract identical
reserved qualification evaluate prerequisite communicative
recreational symbolic disparity optional on the right track

1. Bruce created the site as a means to share and _____ his portfolio of photographs.
2. To win the presidency he had first to _____ his rivals within the Socialist Party.
3. You will notice that everything is going on without your actual _____; you just remain as the perceiver of all.
4. These professors always _____ themselves in their subjects.
5. A student will probably attend four or five courses during each _____.
6. We are a small, professional school, _____ by the British Council.
7. There are some complaints about the rise in college _____ recently.
8. My opinion on this issue is _____ with his.
9. The minimum _____ for these positions is a master's degree.
10. For each behavior pattern you identify, you must _____ details from your data.
11. Our research shows we're _____ as our profits are healthy and our customers are happy.
12. The star has a ski slope _____ exclusively for her.
13. I cannot _____ his ability without seeing his work.
14. The wide _____ between rich and poor has posed a big problem to the government.
15. As a(n) _____ symbol, a language is closely related with its culture.
16. He was so absorbed in the research that he had no time left for _____ activities.
17. The change from long to short hair is _____ of the woman's need for change in her whole life.
18. Too many _____ statements made his paper very tedious to me.
19. A degree is an essential _____ for employment at this level.
20. We have seven compulsory subjects and three _____ subjects.



Home listening

Conversation C

Word bank

bad-mouth v. to criticize

e.g. He always *bad-mouths* people behind their backs.

Language and culture tips

bat around

to consider different choices, including the positive and negative points of each option

Practice

Listen to the conversation. Choose the best answer to each of the following questions.

1. What are the speakers mainly discussing?
A. Selecting courses
B. Choosing an apartment
C. Having a business test
D. Doing part-time jobs
2. What is the relationship between the two speakers?
A. The woman's dad is the man's teacher.
B. The man's dad is the woman's teacher.
C. They know each other well.
D. They are in the same grade.
3. How does the woman pay for her education?
A. She has a student loan.
B. She got a scholarship.
C. She did part-time jobs.
D. All of the above.
4. According to the conversation, which of the following is true to the man?
A. He is a first-year college student.
B. He majors in English.
C. His parents pay for his tuition.
D. He likes the business class.
5. What does the man mean by saying "at least you see the light at the end of the tunnel"?
A. You will have a good job.
B. You are almost finished with school.
C. You will soon come out of the dark.
D. You are near the exit of the tunnel.

Lecture E

Word bank

gist *n.* general idea

e.g. Can you give me the *gist* of this report?

luxury *n.* something pleasant and satisfying

e.g. We were going to have the *luxury* of a free weekend, to rest and do whatever we pleased.

Language and culture tips

come in handy

to be useful

keep cool

to stay relaxed

Practice

Listen to the lecture. Choose the best answer to each of the following questions.

1. What is the main topic of the lecture?
A. How to find listening resources

- B. How to keep cool while listening
C. How to use online listening resources
D. How to improve listening skills
2. Which of the following is NOT true according to the lecture?
A. It is essential for beginners to understand everything while listening.
B. Listening needs considerable practice and patience.
C. Listening comprehension is a headache for many English learners.
D. Internet is a useful tool for English learners.
3. Which of the following is NOT advised by the speaker?
A. Listen for keywords.
B. Listen to something you enjoy.
C. Translate into your native language while listening.
D. Don't be nervous when you do not understand.
4. According to the speaker, what is the most important way to improve listening skills?
A. To find enjoyable listening resources
B. To remain calm when you do not understand
C. To practice listening as often as possible
D. To concentrate on details as well as the gist while listening
5. Why does the speaker give the example of "the tuner"?
Choose 2 answers.
A. To illustrate how to listen for context
B. To demonstrate how to listen for keywords
C. To emphasize the importance of listening resources
D. To show what needs to be focused on while listening

Lecture F

Word bank

arbitrarily *adv.* based on individual discretion or preference

e.g. Once it is decided, no change shall be made *arbitrarily*.

intelligible *adj.* understood

e.g. His lecture was readily *intelligible* to all the students.

divergent *adj.* different from each other

e.g. The two countries followed very *divergent* pricing policies.

hinder *v.* to make it difficult to do something or make progress

e.g. Does the fact that your players are part-time help or *hinder* you?

sibling *n.* brothers or sisters

e.g. *Sibling* relationships also influence children's peer relationships.

adornment *n.* something that is used to make a person or thing more beautiful

e.g. Mary was busy with the *adornment* of the living room.

Language and culture tips

lexicon	the vocabulary of a language or of an individual
jargon	specialized language concerned with a particular subject, culture, or profession
assimilation	the process by which a sound is modified so that it becomes similar or identical to an adjacent or nearby sound
dissimilation	the process by which one of two similar or identical sounds in a word becomes less like the other
syncope	the omission of one or more sounds or letters from the middle of a word
apocope	the loss of one or more sounds from the end of a word

Practice

I. Listen to the lecture. Choose the best answer to each of the following questions.

1. What does the speaker mainly discuss?
A. Language changes across space
B. Language changes across social groups
C. Language changes across time
D. Language changes across countries
2. According to the speaker, why is language change socially problematic?
Choose 2 answers.
A. It is difficult and inefficient in communication.
B. It is a universal fact of human history.
C. It is negatively evaluated by older people.
D. It is not welcome by young people.
3. How many routes are there mentioned to language change?
A. Three B. Four C. Five D. Six

II. Listen again. You are going to hear five sentences from the lecture. Fill in the blanks with the missing words and expressions.

1. Generation by generation, pronunciations _____, new words are borrowed or _____, the meaning of old words _____, and morphology _____ or decays.
2. Each _____ must re-create a _____ and lexicon based on _____ received from parents, older _____ and other members of the speech _____.
3. _____, conquest and _____ bring speakers of one language into _____ with speakers of _____ language.
4. When _____ groups adopt _____ norms of dress, adornment, _____ and so forth, language is part of the _____.
5. Some _____ distinguish between _____ and _____ sources of language change.