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LISTENING AND SPEAKING

5111400 – Xorijiy til va adabiyot (ingliz)
I bosqich talabalari uchun

LISTENING AND SPEAKING modulidan
mustaqil ta`lim uchun

USLUBIY QO`LLANMA

Tuplovchilar: A.Ch.Nusratova, Z.B.Djalilova va S.B.Xamdamaova “Listening and Speaking” moduli bo’yicha mustaqil ta’lim uchun uslubiy qo’llanma. Buxoro-2019.

Mazkur uslubiy qo’llanma “Listening and Speaking” moduli bo’yicha I bosqich talabalarining mustaqil ta’lim uchun mo’ljallangan.

Taqrizchilar:

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Ushbu “Listening and Speaking” nomli uslubiy qo’llanma BuxDU Ingliz adabiyoti kafedrasining _____ yig’ilishida muhokama qilingan, Xorijiy tillar fakultet kengashining _____ yig’ilishi qarori bilan nashrga tavsiya qilingan.

KIRISH

Mamlakatimizda “Chet tillarni o’rganish tizimini yanada takomillashtirish chora-tadbirlari to’g’risida”gi PQ 1875-sonli qarorning qabul qilinishi xorijiy til o’qitishga bo’lgan qarashlarning butunlay o’zgarib, zamon talablariga mos bilim va ko’nikmalarning shakllantirilishiga, ilg’or xorijiy pedagogik texnologiyalarning chet tili o’qitishning ta’limning barcha bosqichlarida samarali qo’llanilishiga erishish asosiy maqsad qilib olindi. Oliy ta’limning bakalavr bosqichida xorijiy filologiya yo’nalishi talabalarning tilni amaliy qo’llay olish ko’nikmasi til xususiyatlarini tushunishiga ham bog’liqligini inobatga olgan holda, listening and speaking fanining o’quv rejasidagi o’rni beqiyos.

Listening and Speaking fani til o’rganishning asosiy markazi hisoblanib jamiki boshqa til unsurlarini taqozo etadi. Eshitish ko’nikmasi tilning tabiiy o’rganish imkoniyati uchun asosiy manbadir. Til uni eshitilganda va gapirilganda mavjud va iste’molda bo’ladi ya’niki, o’qish, yozish va grammatika kabi til qismlari mustaqil mohiyat kab etmaydi. Shunday ekan tilni o’rganishda asosiy e’tibor tinglashga va gapirishga qaratilishi ani samaradordir. Ilg’or G’arb til o’qitish ilmiy muassasa va laboratoriyalarida o’tkazilgan til o’rganishning eng samarador usuli eshitish va gapirish deb topilgani ham yuqoridagi fikrlarga dalil bo’ladi. Va shu ma’lumotlar asosida quyida eshitish va gapirish ko’nikmasini rivojlantirishga oz bo’lsada ko’maklashuvchi ixcham qo’llanmani havola etamiz.

Listening activities

Level B1

Listening B1: A weather forecast – preparation

Match the words with the definitions.

8 items remaining

- a patch
 - a heatwave
 - throughout
 - elsewhere
 - to clear up
 - to make way for
 - drizzle
 - isolated
-
- a small area
 - to disappear
 - on its own, without other similar things around it
 - during all of a period of time
 - in other places
 - to move so that there is space for something to enter
 - very light rain
 - a period of weather that is much hotter than normal

Listening B1: A weather forecast – 1

Put the words in the correct group.

7 items remaining

- wet weather
 - a heatwave
 - dry
 - thunderstorms
 - drizzle
 - bright
 - showers
-
- Rainy weather
 - Sunny weather

Listening B1: A weather forecast – 2

Are the sentences true or false?

6 items remaining

It will start raining at lunchtime today in the east.

- True
- False

The weather in the north-west will be worse than in the south.

- True
- False

There will be thunder in Leeds tonight.

- True
- False

Most of England will be hot this week.

- True
- False

Wet weather will move from the north to the south at the weekend.

- True
- False

It will stay hot when the rain comes.

- True
- False

Listening B1: An interview about listening skills – preparation

Match the words with the definitions.

8 items remaining

- to confess
- a strategy
- to summarise
- paperwork
- to pretend
- to break something down
- high stakes
- sweat

to admit

- an action to achieve a result
- to behave as if something is true

- a situation where the result is very important
- the water that comes from your skin when you're very hot
- to give the main points
- forms and documents
- to make something into smaller parts

Listening B1: An interview about listening skills – 1

Are the sentences true or false?

6 items remaining

The interviewer finds speaking the most difficult.

- True
- False

Gabriella thinks, in some situations, people can find speaking easier than listening.

- True
- False

According to the interviewer, asking for someone to say the same thing again is one way to solve the problem.

- True
- False

Gabriella recommends pretending to understand if a conversation is too difficult.

- True
- False

Gabriella's strategy for managing important conversations sounds strange to the interviewer at first.

- True
- False

Gabriella's idea involves asking a lot of questions.

- True
- False

Listening B1: An interview about listening skills – 2

Match the expressions to their meanings.

6 items remaining

- My brain shuts down.
- I wanted to get out of it.
- I can take it.
- I'm still lost.
- I came out in a cold sweat.
- I get you!

- I can't think.
- I won't be upset.
- I wanted to escape.
- I was really nervous or afraid.

- I still don't understand.
- I understand what you're saying!

Listening B1: A student discussion – preparation

Put the words and phrases in the correct group.

7 items remaining

- both
- but
- while
- to have in common
- to share
- whereas
- similar

Words and phrases for talking about difference

Words and phrases for talking about things that are the same

Listening B1: A student discussion – 1

Put the characteristics in the correct group.

8 items remaining

- Is 50 per cent smaller
- Has a longer day
- Used to have water
- Is closer to the sun
- Has more air
- Is colder
- Has less carbon dioxide
- Has stronger gravity

- Earth
- Mars

Listening B1: A student discussion – 2

Use the words to complete the sentences.

6 items remaining

- support
- astronomical
- same
- Gravity
- frozen

- nitrogen

1. Most people think Mars can _____ human life.
2. We measure _____ distances in space using units.
3. The two planets aren't the _____ colour.
4. Most of the water on Mars is probably _____.
5. The air on Earth is mostly made up of _____.
6. _____ on Mars is just over one third as strong as on Earth.

Listening B1: An introduction to a lecture – preparation

Match the words with the definitions.

6 items remaining

- absorbed
- a psychologist
- concentration
- a state
- to lose track of
- perception

- so interested in something that you do not notice anything else
- the way you understand or think about something
- to forget about
- the process of giving all of your attention to something
- someone who studies the human mind
- the physical or mental condition of a person at a specific time

Listening B1: An introduction to a lecture – 1

Put the topics in the order they are mentioned.

- ❖ Csikszentmihalyi and his work
- ❖ The difference between psychology and positive psychology
- ❖ Examples of flow
- ❖ One definition of a happy life
- ❖ What makes a happy life?
- ❖ An outline of the rest of the lecture

Listening B1: An introduction to a lecture – 2

Are the sentences true or false?

8 items remaining

1. Positive psychology focuses on people's problems.
 - True

- False
2. The teacher asks the students to define a happy life.
- True
 - False
3. Mihaly Csikszentmihalyi believes that external events are the main things that make us happy or sad.
- True
 - False
4. Csikszentmihalyi believes that a happy life means being very focused on what you do.
- True
 - False
5. Csikszentmihalyi studied depression, and from there learned about happiness.
- True
 - False
6. Flow means being completely absorbed in what you are doing.
- True
 - False
7. Csikszentmihalyi was influenced by watching creative people.
- True
 - False
8. The rest of the lecture will look at what other psychologists think of this theory.
- True
 - False

Listening B1: Arriving late to class – preparation

Match the words with the definitions.

6 items remaining

- to have to do with
 - to hand something in
 - to catch (what someone said)
 - to make sense
 - to give something back
 - to get something
-
- to hear
 - to give something to a teacher or person in authority
 - to understand something
 - to return something to someone who had it before
 - to be easy to understand
 - to be related or connected to

Listening B1: Arriving late to class – 1

Are the sentences true or false?

6 items remaining

1. The class started five minutes ago.
 - True
 - False
2. The teacher will hand back the tests next Thursday.
 - True
 - False
3. The boy shares his textbook with the girl.
 - True
 - False
4. The teacher is going on about search engines.
 - True
 - False
5. The boy thought this class was about the French Revolution.
 - True
 - False
6. The boy is in the wrong class.
 - True
 - False

Listening B1: Arriving late to class – 2

Put the words in order to make sentences.

1. Have, I, What, Missed _____
2. He, About, Say anything, The mid-term, Did _____
3. Catch, That, I, Didn't _____
4. Page, on?, What, We, Meant to be, are _____
5. SEO, Does, Mmean?, What _____
6. The American Revolution?, With, Have to do, What, This, Does

7. It, I, Get, Don't _____
8. Makes, It, All, Now, Sense _____

Listening activities

Level B2

Listening B2: A lecture about an experiment – preparation

Complete the text with the correct form of the word in brackets.

8 items remaining

Pitch is the name (give) to a black substance that can be manufactured from petroleum, coal tar or plants. It was (original) used in road (construct), boat- (build) and waterproofing roofs. It is known for its viscosity (being semi-fluid), its (sticky) and its (elastic). In fact, pitch is the world's (thick) known fluid. An experiment to let drops of pitch form and then fall has been going for 92 years without (interrupt).

Listening B2: A lecture about an experiment – 1

Choose the correct answers.

6 items remaining

1. The pitch drop experiment is ...

- the oldest experiment in history.
- the oldest experiment that is still running today.
- the longest experiment in 1927.

2. The creator of the experiment wanted to ...

- have an experiment that lasted a long time.
- show the dangers of everyday materials.
- show that common substances have extraordinary properties.

3. Pitch is a substance ...

- that looks solid but is actually liquid.
- that looks liquid but is actually solid.
- that doesn't appear to be liquid or solid.

4. The first time a drop of pitch fell was ...

- eight years after the experiment began.
- three years after the experiment began.
- forty years after the experiment began.

5. Which of the following sentences is not true about Professor John Mainstone?

- He never saw the pitch drop.
- He was responsible for the experiment for over fifty years.
- He took over the experiment in 1927.

6. In the year 2000, ...

- an electricity failure meant the pitch drop was not filmed.
- scientists set up a live stream of the experiment.

- the ninth drop of pitch fell.

Listening B2: A lecture about an experiment – 2

Complete the sentences with one to three words.

6 items remaining

1. When pitch is at room temperature, you can break it .
2. Professor Parnell put pitch into a glass funnel, let it cool, then turned it and cut off the top.
3. In total, only have fallen from the funnel.
4. The next pitch drop is expected to fall in .
5. In 1988, the scientist responsible for the experiment missed seeing the pitch drop by .
6. The speaker notes it's interesting how news about a slow experiment can spread .

Listening B2: A talk about motivation – preparation

Match the words and the definitions.

6 items remaining

- complex
- to motivate
- a social psychologist
- an incentive
- automated
- a promotion

- having many related parts; difficult to understand or solve
- to make someone want to do something
- the act of giving someone a job which is higher status than their current job
- something that encourages a person to do something
- someone who studies how people behave in social situations
- done by a machine or computer

Listening B2: A talk about motivation – 1

Are the sentences true or false?

6 items remaining

1. We try to motivate workers in the same way that we try to motivate our children.
 - True
 - False
2. In the Glucksberg experiment, the people who were offered a reward finished faster than people who were not offered one.
 - True

- False
3. The people who were offered smaller rewards in Ariely's experiment performed better than those offered bigger rewards.
- True
 - False
4. In Ariely's experiment, people were more creative when they were concentrating on achieving a goal.
- True
 - False
5. In the future, jobs will require workers to be more creative.
- True
 - False
6. People always work better when they start the day later and work into the night.
- True
 - False

Listening B2: A talk about motivation – 2

Match the sentence halves.

6 items remaining

- the experiment is repeated.
 - they are offered a bigger reward.
 - they are doing the jobs of the future.
 - they can make choices about their work.
 - they are not given an incentive.
 - they are doing a simple task.
- Glucksberg's experiment shows that people solve a problem faster when
 - Ariely's experiment shows that people are less creative when
 - The same results as Glucksberg's experiment have been found when
 - An incentive works for people when
 - Incentives will no longer work for motivating people at work when
 - The example of the big tech companies shows that people work better when

Listening B2: Creating a study group – preparation

Match the words and phrases with the definitions.

6 items remaining

- a moderator
 - an assignment
 - go ahead
 - a compromise
 - to learn something by heart
 - annoyed
- a piece of work given to someone, normally as part of their studies or job

- an agreement in which people in an argument reduce or change what they are asking for in order to agree
- an informal expression used to give someone permission to start doing something
- irritated, angry
- to learn something so that you can say it from memory
- a manager of a public discussion

Listening B2: Creating a study group – 1

Choose the correct answer.

6 items remaining

1. There are ___ who can do the first meeting of the study group.

- four students
- three students
- five students

2. They don't want to meet in their current place because ...

- they aren't allowed to be there.
- they don't want to talk to other people.
- they might disturb other people

3. They decide to meet ...

- next to the cafeteria.
- in the library.
- next to the study hall.

4. They have another seminar ...

- at the same time as study group.
- every week on a Thursday.
- every two weeks on a Thursday.

5. How long will their study group be?

- one hour
- one hour and a half
- two hours

6. Their final exam ...

- is very soon.
- has passed.
- isn't for some time.

Listening B2: Creating a study group – 2

Match the expressions with 'way' with their meanings.

5 items remaining

- go away
- find a way
- way off
- there's no way
- in a big way

- it's impossible
- make something possible
- leave
- very much
- a long time from now

Listening B2: Getting advice – preparation

Match the words with the definitions.

8 items remaining

- anxiety
- a distraction
- to hyperventilate
- to dread
- a symptom
- to spin
- together
- a panic attack

- to fear something happening in the future
- a sudden feeling of intense fear which may include fast heart rate, sweating, shaking and being out of breath
- confident and organised
- an uncomfortable feeling of nervousness or worry
- a sign you have an illness or health condition
- to breathe too fast, causing too much oxygen to enter the blood
- to turn very fast
- something that stops you from focusing on what you're doing

Listening B2: Getting advice – 1

Choose the correct answer.

6 items remaining

1. What has made Clara check on Ben?

- He missed their class that day.
- He's missed a few classes.
- He has a lot of essays to write.

2. What does Ben do at the beginning of the conversation?

- He makes the problem sound more than it is.
- He makes the problem sound less than it is.
- He is honest about the problem from the start.

3. What is the main way Ben's anxiety is affecting normal life?

- He feels stupid.
- He can't remember what day it is.
- He doesn't want to go out.

4. What is the surprising thing about panic attacks, according to Clara?

- How many people have them.
- That they make you feel so bad.
- That people keep their panic attacks private.

5. How does Clara recognise Ben's problem is panic attacks?

- She had the same problem in the past.
- She has the same problem now.
- She and Ben live together.

6. What does Clara warn Ben about the advice she will give?

- It will be difficult to hear.
- It won't be easy to follow.
- It isn't very practical.

Listening B2: Getting advice – 2

Put the pieces of advice in the order you hear them.

- Talk to a doctor.
- Do regular physical activity as part of your lifestyle.
- Do something to make your heart beat too fast.
- Make yourself breathe too fast on purpose.
- Do something to keep your mind busy.
- Put yourself in a stressful situation.

Listening B2: Joining a gym – preparation

Match the words in capital letters to the definitions.

6 items remaining

- come to
- create
- cheap

- amount of money
- give
- registration

- A new BUDGET airline has started flying to our city.
- What is the daily RATE for renting a bicycle?
- There is a very small SIGN-UP fee.
- They ASSIGN each class a special room.
- We can DESIGN a personalised programme for you.
- If you VISIT the shop, I can show you in person.

Listening B2: Joining a gym – 1

Are the sentences true or false?

8 items remaining

The man has only recently decided to join the gym.

- True
- False

The woman says the gym will make sure it has the lowest price in the city.

- True
- False

The woman says that other gyms charge people when they leave.

- True
- False

The gym used to be open for 24 hours but it was too busy.

- True
- False

The personal trainer will tell you what and what not to eat.

- True
- False

The personal trainer doesn't cost anything at all.

- True
- False

The man is not convinced at the end of the conversation.

- True
- False

The gym offers a sample visit.

- True
- False

Listening B2: Joining a gym – 2

Complete the sentences.

9 items remaining

- straight
- we
- bit
- got that
- Makes
- don't
- get
- to know
- of

1. Sure, _____ course.
2. You've _____ right, yes.
3. Sorry, what was that last _____?
4. That's useful _____.
5. _____ sense.
6. Sure _____ do.
7. Let me _____ this.
8. OK, why _____ I do that.

Listening activities
Level B2+

Activity #1

You are going to listen to a talk about Student Coach Cards, As you listen fill in the missing words in the bank.

If you are a student in 1. _____ education or aged 2. _____ you can a Student Coach Card for only 3. _____. It will save you 4. _____ off standard fares throughout Britain on National Express and Scottish Citylink services. You even get this 5. _____ on Midweek Returns. It also entitles you to 6. _____ off some continental services and to discount some Oxford Citylink and Invictaway services. A Student Coach Card lasts for a full 7. _____ months with no restrictions. Student coach card can 8. _____ at student travel. 9. _____, many National Express and Scottish Citylink agents or by 10. _____ simply by completing the attached coupon.

Activity #2

You are going to listen to a talk about telephone services. Listen carefully and fill the missing words in the blanks.

Alarm calls, to wake you up in the 1. _____, should be booked before 2. _____ the previous evening. Transferred charge calls are 3. _____ where the people you want to speak to 4. _____ pay for your call to them. Transferred charge calls can also be 5. _____ to many countries 6. _____. Personal calls are those where you can tell the operator 7. _____ of the person you wish to. 8. _____ you are not connected if that person 9. _____ found, though a message can be 10. _____ for him or her to ring the operator later. This service is normally 11. _____ for international calls as well. For emergency calls, if you want the police, if you want the people, fire or ambulance services in an emergency, dial 12. _____. Tell the operator the 13. _____ you want. Give your exchange and number or all figure number as appropriate. Wait until the emergency 14. _____ answers. Then give them the full address where help is needed and other necessary information. 999 calls are 15. _____.

Activity #3

You are going to hear a talk about bats. Listen carefully and fill the missing words in the blanks.

James Austin is a(n) 1. _____ researcher. His talk about bats. Bats are black creatures which hang 2. _____ and fly in the dark. Now they become more 3. _____ because they can eat mosquitoes up to 4. _____ in an hour. So many people want them 5. _____.

Indicate whether the following statements are true or not by writing

- T** for a statement which is true;
F for a statement which is false;
? if there is insufficient information;

6. People build bat houses on their roof in summer. _____
7. People don't really know what bats look like. _____
8. Bat houses should be dark and hot. _____
9. Bat houses should be 12 to 15 feet off the ground. _____
10. People prefer to use chemicals to get rid of mosquitoes. _____

Activity #4

You are going to hear a dialogue between two students talking about how parliament makes new laws. As you listen, complete the notes below by writing no more than three words in the spaces provided.

New laws can start in either the House of Lords or the House of Commons. They are usually proposed by 1. _____ . A law which is being proposed is called 2. _____ until it is passed. Then, it becomes 3. _____ of Parliament.

The bill goes through its 4. _____ which means that the title of the bill is set to be discussed , then it goes through its Second Reading which is the 5. _____ stage. If the bill is passed it will go on to the 6. _____ stage where a small group members meet and discuss it in detail. The Report stage will be the stage in which 7. _____ can be made. After the Report stage , the bill is taken for its 8. _____ where a vote taken . If the bill is passed , it will go to the 9. _____. When both houses pass the bill, it goes to the 10. _____ for the Royal Assent. When the Queen gives her assent the bill becomes an act.

Activity #5

You are going to hear a talk about the English policeman. As you listen, complete the notes below by writing no more than three words in the spaces provided.

A “copper” is one of 1. _____ ‘s nicknames. It comes from the verb “cop” which means to 2. _____. “Bobby” comes from the 3. _____ name of Sir Robert Peel who was the founder of 4. _____. “Peeler” used to be an 5. _____ nickname for the policeman but this one has 6. _____.

The British bobby is a very 7. _____ sort of character. They are very busy 8. _____ visitors about the city. British bobby has some very distinctive features. For example, he doesn’t carry 9. _____. An English policeman can be seen from a distance because of his height and 10. _____. the police are aware that they are the country’s 11. _____ and not its 12. _____.

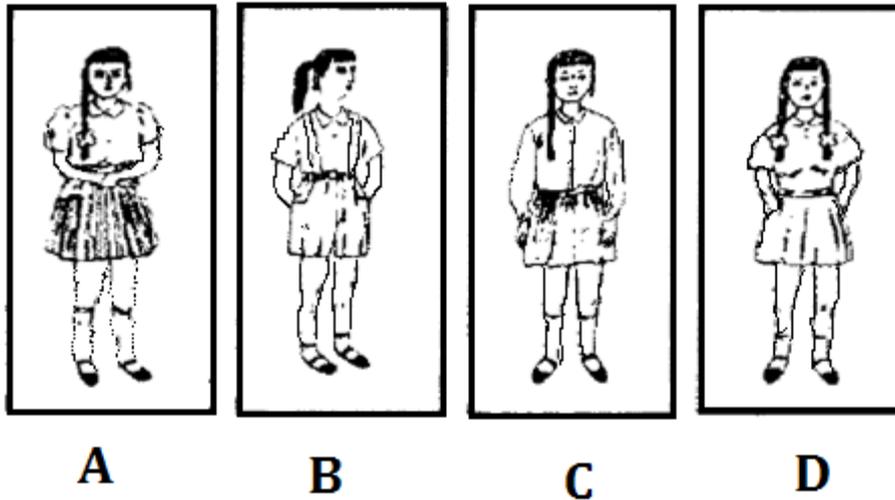
Activity #6

You are going to hear a short talk about the banks in Britain. As you listen, complete the statements below by writing no more than three words in the spaces provided.

1. The safest place to keep your money is _____.
2. A _____ account is the most useful type of account offered by the banks for students in Britain.
3. There will be an _____ if you overdraw on your account.
4. You should open _____ account if you have more money than you need for month-to-month expenses.
5. You do _____ tax on the interest if you are not normally resident in Britain.
6. A check card can be used as a check guarantee card. With this card , you can draw up to _____ cash from almost any bank in Britain. A Euro-check card can be used to draw cash from most banks in _____.
7. Many shops will not accept a check unless a _____ backs it.
8. Many banks provide a cash card, which can be used to draw cash from _____.
9. Most banks provide dispensing machines which are set _____ of the bank outside.
10. When the bank is closed , a cash card allows you to draw up to _____ a day.

Activity #7

Task 1. You will hear a dialogue between a policeman and a lady who has lost her daughter. As you listen, work out who is the lady's daughter.



Task 2. Look at the following statements. Tick (✓) if the information is correct, or write in the necessary changes.

1. Mary went to school this morning. _____
 2. She lives at 31st Bath Road. _____
 3. Mary is ill. _____
 4. Mary is 9 years old. _____
 5. She has long black hair. _____
- She is wearing :
6. A white long-sleeved blouse. _____
 7. A pink and white striped skirt. _____
 8. Long stockings and brown shoes. _____

Activity #8

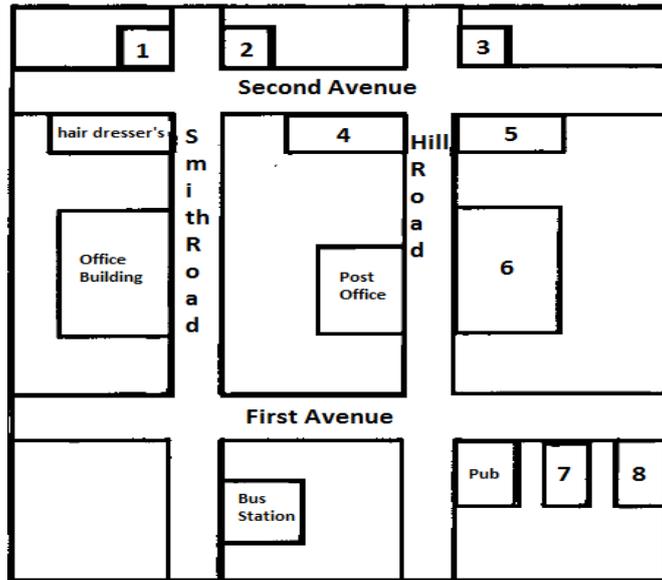
You are going to listen to a conversation. As you listen, tick (✓) the right letter according to the directions.

	B e a c h r o a d	X	B r o a d w a y
A			
	B e a c h r o a d	X	B r o a d w a y
B			
	B e a c h r o a d	X	B r o a d w a y
C			
	B e a c h r o a d	X	B r o a d w a y
D			

Activity #9

Look at the diagram below and listen to the directions as you listen, follow the directions and then write the appropriate number beside the name of each place.

- The university library _____
- The supermarket _____
- The hotel _____
- The best bookshop _____
- The Lloyds Bank _____



Activity #10

Answer the following questions by writing a number or up to three words.

1. Who is Ms. Penny Rawson? _____
2. What is Ms. Rawson going to discuss? _____
3. How many counselors are there in the college? _____
4. Are counselors full-time at the college? _____
5. Circle the ways students are referred to the counselors.
 - A. By themselves.
 - B. By their parents.
 - C. By their teachers.
 - D. By a tutor.

Circle the appropriate letter.

6. How do counselors meet students?
 - A. See the students only individually.
 - B. See the students only in groups.
 - C. See the students in any way necessary.
 - D. See the students only in the courses.

Indicate whether the following statements are accurate or not by writing

- A – for an accurate statement
- I – for an inaccurate statement
- N – if the information is not given

7. Counseling Service can solve all students' problems. _____
8. Counseling Service is a confidential service. _____
9. Counseling Service has a small fee. _____
10. No one, according to Ms. Rawson, ever has problems at this university. _____

Activity #11

Complete the following statements by filling in the relevant words.

1. Susan will be a _____ student.
2. She wants to keep her money in a safe place with easy _____.
3. She is suggested to open an _____ Account.

Circle the appropriate letter(s).

4. A current account provides following facilities:
 - A. A chequebook.
 - B. A cashcard.
 - C. A deposit book.
 - D. All of the above.
5. If the balance is £500 or over the interest is
 - A. 5.25%.
 - B. 2.55%.

- C. 7.25%.
- D. 7.55%.
- 6. Money can be withdrawn with
- A. A chequebook.
- C. An ID card.
- B. A cashcard.
- D. A passport.

Indicate whether the following statements are accurate or not by writing

- A – for an accurate statement
- I – for an inaccurate statement
- N – if the information is not given

- 7. The bank statement tells you how much money is in your account. _____
- 8. The bank statement provides you with a permanent record of income only. _____
- 9. You can ask your bank about your statement by telephone. _____
- 10. You can use a cash card to check the balance. _____

Activity #12

Complete the statements below. Use up to three word.

- 1. Mrs. Jane Smith is _____
- 2. Mrs. Smith would like to talk about _____
- 3. Where is Peter presently working? _____

Circle the appropriate letter.

- 4. Peter has had his present job
- A. Since 2002
- B. For more than three years
- C. For three months
- D. Since 2003
- 5. The reason he wants a new job is
- A. For a change
- B. To earn more money
- C. To get a promotion
- D. To have a new challenge
- 6. The thing he likes most about his present job is

- A. The responsibility
- B. Good salary
- C. His colleagues
- D. Working conditions

Indicate whether the following statements are accurate or not by writing

A – for an accurate statement
 I – for an inaccurate statement
 N – if the information is not given

- 7. They are looking for someone prepared to work overtime. _____
- 8. Peter graduated from Leeds University. _____
- 9. Peter has a diploma in design. _____
- 10. Peter will get the new job. _____

Activity #13

You will hear some announcements from railway stations and airports. These announcements give information to travelers about trains and planes. For each announcement that you hear write in the box below the platform, flight number, time and destination.

Trains

	Platform No.	Time	Destination
1			
2			
3			
4			
5			
6			
7			
8			

Planes

	Flight No.	Time	Destination
1			
2			
3			
4			
5			
6			
7			
8			

Activity #14

Listen to the tape carefully and write down the area and population for each city and region.

Table 1

Area	People /sq km
UK	
European Community	
England	
Greater London	
Scotland	
Wales	
Northern Ireland	

Table 2

City	Area (sq km)	Population (thousand)
Greater London		
Birmingham		
Leeds		
Glasgow		
Edinburgh		
Manchester		
Bristol		
Coventry		

Activity #15

Listen to the tape and write down the numbers in the correct column

Undergraduate Students at the University

	Men	Women
Total		
Science		
Social Science		
Engineering		
Arts		
Medicine		
Dentistry		
Law		
Veterinary Science		

Activity #16

You are going to practise some percentages. We use percentages when we want to express a number more simply. Percentage means the number of X per hundred. For example, there are 46 students in a class. 23 of them are female students. We can say 50% of the students are female students. "Percent" is said after the number.

Skim the table below. Then listen to the tape and fill in the missing percentages in the correct column.

British Household Expenditure 1975-1985

Households	1975	1985
Car	1.	2.
Central heating	3.	4.
Television	94.8%	97.6%

Telephone	5.	6.
Home computer	7.	8.
Video camera		9.

Activity #17

Julia is a student at university. She is looking for a room to rent. She has seen an advertisement and has decided to phone the landlord. As you listen, fill in the form below.

Caller's name	1. _____
Address of accommodation	2. _____
Telephone No.	3. _____
The rent:	4. _____
Type of room available:	5. _____
Room shared:	6. A. living room B. bathroom C. kitchen D. bedroom
Deposit	7. _____
House rules	8. _____ _____
Is it close to public transport?	9. _____
Appointment time	10. _____

Activity #18

You will hear a conversation. As you listen, fill in an accident report form with the information you hear.

ACCIDENT REPORT FORM	
Name of casualty _____	Age _____ Sex _____
Address _____	
Occupation _____	
Details of accident: Date _____ Time _____	
Category of accident: Road _____ Domestic _____ Sporting _____ Other _____	
Injuries sustained: _____	
Witness's name _____	
Address: _____	
Action: Police notified	Ward _____
Family notified	
Employer notified Casualty officer _____	

Activity #19

You are going to hear a talk about some volcanoes. Look at the chart below. Listen carefully to the talk and write down the missing information in the correct place.

Name of the Place	Location	Date of Eruption	Number of People Who Died
Vesuvius		79 A.D.	

	Ecuador		1,000
Krakatoa			
	Martinique		
Mount St. Helens			60
Mount Tambora	Indonesia		

Activity #20

You will hear a dialogue between a student and a landlord. The student has seen an advertisement and is phoning the landlord to find out more about it. As you listen, fill in the form below.

Telephone number	1. _____
Address	2. _____
Type of room	3. _____
Rent	4. _____
Shared rooms	5. _____
Day rent due	6. _____
Deposit amount	7. _____
House rules	8. _____
Public transport	9. _____
When is the room available	10. _____
Nearest tube station	11. _____
Appointment time	12. _____

Audioscripts of the book

B1

A weather forecast

Hello and good morning! Well, we're off to a good start in the south this week, as most of the rain from the weekend has disappeared – just a few patches of cloud and maybe some showers here on the east coast. They'll all clear up by lunchtime, though. Over the next day or so, London and the area around Kent can expect a couple of isolated showers, but mostly dry through until Thursday.

It's not such good news for the north-west this week, I'm afraid: more wet weather, and not a lot of sunshine. Some of today's showers will be heavy – and even thundery in Manchester and across the Pennines. Leeds will escape the thunderstorms, with drizzle and light rain only throughout the rest of the day and tonight.

Elsewhere it becomes dry today, but with some foggy patches towards Wales. In England, tomorrow morning will see a dry, bright start in most places, with high temperatures throughout the week. We might see one or two thunderstorms appearing as the week goes on, with temperatures everywhere at 29 to 30 degrees.

By the weekend, unfortunately, the dry weather will make way for mostly cloudy skies and rain. The rain will move from Scotland, down towards the north and reach the south coast by Saturday afternoon. Temperatures, at least, will stay mostly warm at around 21 degrees for the weekend. It might feel like a nice change from the high twenties and early thirties we'll see in the week. That's all from me until tomorrow. Enjoy the mini-heatwave while you can!

An interview about listening skills

Presenter: So, today's expert teacher is Gabriella, a university English teacher from Leeds. Gabriella, hi and thanks for joining us today.

Gabriella: Thanks for having me!

Presenter: So, I have to confess today's topic is something I am really bad at: listening. Most people say speaking is the most stressful part of learning a new language but, for me, with my B1 German, speaking isn't so bad. At least I'm in control of it. But listening ... woah ... people speak so fast and it's like my brain just shuts down. Am I just really strange and bad at listening? Tell me, honestly, I can take it.

Gabriella: No, you're not strange. In fact, it's really common. You know, in exams most people do pretty well in speaking compared with listening. Of course, exams are a different situation from real life because in an exam you can't ask for something to be repeated or explained. You usually have just one or maybe two opportunities to listen to the dialogue and then it's gone.

Presenter: Right, but in real life I feel stupid always saying, 'Sorry, can you repeat that, please?', especially if I still don't understand even when they repeat it. And people out there listening, I hope you don't do this – quite often the person just repeats what they said equally as fast and I'm still lost!

Gabriella: They do, don't they? In real life, you've got two strategies. One is to pretend to understand and get out of the conversation as fast as you can.

Presenter: Yep, sounds familiar!

Gabriella: But, obviously that's not going to help if it's a conversation with high stakes. It might have important consequences. I mean, if you're just chatting with a stranger at the bus stop, it doesn't matter. But imagine you're at a government office or a bank, trying to find out what paperwork you need to get your ID or open a bank account. What can you do then?

Presenter: I hope you've got the answer, Gabriella, because I'm coming out in a cold sweat just thinking about either of those situations!

Gabriella: The other strategy is to summarise what they said.

Presenter: But how can you do that if you didn't understand what they said?

Gabriella: Ah, well, you only start the summary, so you might say, in German in your case, 'OK, so the first thing I have to do is ...?' and make it a question. Or, for example, 'And which office is that again?' Break it down into smaller questions and the other person will naturally start answering them. That way you're controlling the conversation a bit more.

Presenter: I get you ...

A student discussion

Teacher: So you've got a few minutes to discuss with your partner.

Student 1: So, as far as I know, the main similarity between Mars and Earth is that they can both support human life.

Student 2: Yeah, but do we know that's actually true? I mean, Mars is much colder than Earth, isn't it? It says here it's about minus 55 degrees most of the time, whereas on Earth only places like Antarctica get that cold.

Student 1: True. Well then, I suppose you could say both planets are a similar distance from the Sun?

Student 2: No way! Mars is much further away! It says here it's about 228 million kilometres, while Earth is about 150 million.

Student 1: Yes, but in space that's not that far. Jupiter is, like, almost 780 million kilometres. That's why we use astronomical units when we talk about distances in space. Earth is 1 astronomical unit from the Sun and Mars is 1.3. The difference doesn't sound so big when you look at it that way.

Student 2: I see what you mean. Jupiter is 5.2 astronomical units so I guess you're right. What other similarities are there between the two planets?

Student 1: Let's see ... not the colour, obviously!

Student 2: Yeah! Earth is called the blue planet and Mars is called the red planet for pretty obvious reasons!

Student 1: Their sizes are pretty different. Mars is about half the size of Earth.

Student 2: What about this? It looks like the days on both planets are almost the same length. Earth's day is 24 hours but Mars's is about half an hour longer.

Student 1: You're right. OK, any other things they both share?

Student 2: I suppose you could say they have water in common.

Student 1: Could you? How?

Student 2: Well, Earth is 70 per cent water and Mars probably had huge oceans in the past. It's just that most of the water there now is probably frozen.

Student 1: Ah, I see. I don't think we can say the air is the same, though. Most of Earth's air is nitrogen and oxygen, but Mars ...?

Student 2: Mars doesn't really have air, not compared with Earth. It's got about one per cent as much air as Earth.

Student 1: Right, and it's mostly carbon dioxide.

Student 2: Gravity is another difference. I didn't know this, but Mars has higher gravity than the Moon. But it's much less than on Earth, of course.

Student 1: Oh, yes. It says Mars has about 38 per cent of Earth's gravity.

Teacher: OK, let's see what you've found ...

An introduction to a lecture

Good afternoon, everyone. Welcome to the first lecture of our new course in Positive Psychology. While some people may associate psychology with looking at what's wrong with us, and at what problems we have, there is much more to psychology than that. Positive psychology, for example, looks at how to help people become happier.

This lecture begins with a question: what makes a happy life?

Now, I'm going to give you one possible answer. A happy life is a life in which you are completely absorbed in what you do. Now, how does this compare with what you and your partner said?

This answer comes from the work of Mihaly Csikszentmihalyi and the theory of flow. Csikszentmihalyi is a psychologist who has spent much of his professional life on the study of what makes people happy and how we can find happiness.

Csikszentmihalyi suggests the theory that happiness is not caused by external events or things that happen to us. Our perception of these things and how we see these events either makes us happy or sad. In other words, if we want happiness, we have to actively look for it. However, this does not mean that we should always look for happiness! Csikszentmihalyi believed that our happiest moments happen when we are in a state of flow.

The theory of flow can be summarised like this: when we are totally involved in, or focused on, what we are doing, we are in a state of flow.

Csikszentmihalyi got the inspiration for this theory when he noticed how artists worked in a studio. They completely lost track of time, they didn't notice they were hungry or tired, and they could work for hours, even days, without stopping. Anyone I have spoken to who has experienced this state of concentration has said it's difficult to explain. The best way to explain it is that it is like being in a river and the flow of the water carries you away.

For the rest of this lecture, I will explore this theory of flow in more detail. First we will look at Csikszentmihalyi's life, and how it influenced his ideas. Then we will look at the conditions that go with a state of flow. What creates flow, exactly? Finally, we will look at activities that can help us achieve flow in our everyday lives. Will this course make you happy for life? Well, maybe. Maybe.

Right, let's get started. If you look at the next slide ...

Arriving late to class

Student 1: Sorry. Sorry, excuse me. I'm just ... just coming to sit over here. Phew. Hey. How's it going? So, what have I missed?

Student 2: Nothing. He just started around five minutes ago.

Student 1: Did he say anything about the mid-term?

Student 2: What?

Student 1: About the mid-term tests. Did he say anything about when he was going to hand them back?

Student 2: He's almost finished marking them, he said. We get them next Tuesday.

Student 1: I'm sorry, I didn't catch that. When do we get them?

Student 2: Tuesday. Next Tuesday.

Student 1: OK. Got it. Sorry. What page are we meant to be on?

Student 2: Page 34.

Student 1: Page ... 34. Oh, wait. I don't have my textbook. Can I ... share with you? Wow. This is hard stuff.

Student 2: Mmm.

Student 1: What does SEO mean?

Student 2: What?

Student 1: SEO. This is all about SEO but he hasn't said what it means.

Student 2: Search engine optimisation. How to appear on internet searches.

Student 1: Internet searches. Right. Right. OK.

Student 2: He said what it meant.

Student 1: What?

Student 2: He explained it before you got here.

Student 1: Oh. Right. OK.

Student 2: Can you be quiet? I'm trying to listen to the lecture.

Student 1: So am I. Sorry. Sorry, one more question. What does this have to do with the American Revolution?

Student 2: What?

Student 1: I don't get it. Why is he talking about search engines in a course on the American Revolution?

Student 2: What are you talking about? This is a class on software engineering.

Student 1: You mean, it's not Early American History?

Student 2: You're in the wrong class.

Student 1: Oh, wow. Now it all makes sense. I'm so sorry.

Student 2: It's fine.

Student 1: Here, I'll just ... excuse me. I'm in the wrong class. Excuse me. Thanks. Sorry.

B2

A lecture about an experiment

In today's lecture we're going to be talking about experiments, and I thought it might be interesting for you all to learn about the world's oldest continuously running laboratory experiment that is still going today. In fact, it holds the Guinness World Record for being the longest-running experiment. This experiment began in 1927 and has been going ever since.

It's called the 'pitch drop' experiment and it was created by Professor Thomas Parnell at the University of Queensland, Australia. Parnell was the university's first physics professor, and he wanted to show in this experiment that everyday materials, such as pitch, can have quite surprising properties.

You see, when pitch is at room temperature, it feels solid. You can easily break it with a hammer. However, it isn't in fact solid. At room temperature, pitch is many billions of times more viscous than water, but it's actually fluid.

In 1927, Professor Parnell took a sample of pitch. He heated it and poured it into a glass funnel. He allowed the pitch to cool and settle – for three years. He then turned the funnel upside down and cut the top off it.

Since then, the pitch has slowly dropped out of the funnel. How slowly? Well, the first drop took eight years to fall. It took another forty years for another five drops to fall. Today it's been almost 90 years since the experiment started. Only nine drops have fallen from the funnel. The last drop fell in April 2014 and the next one is expected to fall in the 2020s.

The experiment has a tragic story associated with it. Professor Parnell died without seeing a pitch drop. His replacement, Professor John Mainstone, became responsible for the pitch drop experiment from 1961. He held the job for 52 years, and missed seeing the drop fall three times – by a day in 1977, by just five minutes in 1988 and finally in 2000, when the webcam that was recording the experiment suffered a power outage for 20 minutes, during which time the pitch dropped.

The pitch drop experiment is something we can all participate in now. There's a live web stream that allows anyone to watch the glass funnel and wait for the fateful moment. A similar experiment to the Queensland pitch drop was set up in Dublin, and the video of the moment the pitch actually dropped went viral on the internet. It's interesting to see how a very slow event can spread news so quickly.

A talk about motivation

So, we think we know how to motivate people, right? Offer them a reward. Do this and you'll get this. Do this faster, earn more money. Do this better than everyone else, here's a promotion. We offer incentives when we want people to do things. We do it at work, at school, even at home with our kids. Tidy your room and you can watch TV.

But when social psychologists test whether incentives work, they get surprising results. Sam Glucksberg, from Princeton University, America, set people a problem to solve and told them he was going to time them to see how long they took. Then he put them in two groups. He offered one group a reward for finishing fast. Five dollars for anyone finishing in the top 25 per cent and 20 dollars for the person who finished the fastest of all. To the other group he offered no incentive, but he told them he was going to use their times to calculate an average time.

The first group, the ones with the reward, solved the problem faster, you'd think, right? Well, no, they actually took three and a half minutes longer than the group who just thought they were being timed. Incentive didn't work. In fact, it made them slower. This experiment has been repeated, with the same results, many times. But in business we still offer bonuses, promotions and rewards to staff.

That's fine if we want them to do something simple, like chop wood. We'll pay you more if you chop the wood faster. An incentive works then. But if we want someone to do something complex, something creative, something where they have to think, rewards don't work. They might even have the opposite result, and make people perform worse. Another study, by Dan Ariely, showed that the bigger the reward, the worse the subjects performed on a complex task. The reward made them focus so hard on the result that they couldn't think creatively any more.

And this all matters because more and more simple jobs will become automated. We'll be left with creative, problem-solving jobs that computers will never do. And we need to find a way to motivate people to do those jobs when we've proved the traditional incentives don't work.

So what does work? Giving your workers freedom; freedom to work on the things they want to work on, freedom to choose when, where and how they work. Want to work from home three days a week, get up late and work into the night instead? Fine. Just do the job well. And evidence shows people who choose the way they work get results. Companies that give employees time during the week to work on things that interest them and are not part of their regular job achieve amazing things. Some of the big tech companies are good examples of this, with ping-pong tables and areas to relax in ...

Creating a study group

Ali: Hey, you guys, I've been looking for you. I've got an idea – a study group. What do you think? Are you interested?

Dina: Yes! I need a study group, in a big way.

Bea: Me too.

Ali: Do you think we have enough people here for a study group? I mean, there are only four of us ...

Bea: Sorry. Three of us. Chris can't do study group. Right, Chris?

Chris: Yeah, there's no way I can do a study group. I have an assignment and then I'm too busy. But I'll stay for this first meeting.

Ali: Should we try and get another group together with us for this?

Bea: No, I don't think so. I think three is fine. Ideal size, really.

Dina: Me too.

Ali: OK, three people then. Four people for the first meeting. What next?

Bea: What about a meeting place? We can't meet here in the library ...

Ali: It's not too bad, especially if those other people would go away.

Bea: But we can't exactly ask them to leave, and people might get annoyed with us talking.

Dina: Can I say something here?

Ali: Sure, go ahead.

Dina: There's a study hall next to the cafeteria. It's almost always empty. Could we meet there?

Ali: A study hall?! Who knew? Well, it sounds good to me.

Bea: Yeah. I've never been there but ...

Ali: So, we ought to decide how long for and how often.

Dina: I read somewhere that you should make the meeting at the same time each week. Like a seminar. That way we'd take it more seriously.

Bea: We may as well make it for this time since we're all here. Is this time OK?

Dina: Works for me.

Ali: Me too.

Chris: Hang on just a minute. I know I'm not going to be in this group, but aren't we supposed to have a seminar at this time every other week?

Ali: Umm, no.

Bea: Thursday, no?

Ali: No, that's on Thursday.

Chris: Sorry. Forget I said anything.

Ali: Don't worry about it.

Bea: So everyone agrees that this time is fine? Every week?

Ali: How long should we make it?

Bea: An hour?

Dina: Could we find a way of making it two hours?

Ali: Two hours seems a bit like ... too much. To start with then?

Bea: Ninety minutes? Compromise?

Ali: Is that OK with you, Dina?

Dina: Fine by me.

Ali: OK, so I guess all we have left to decide is exactly what we'll do when we meet. The final exam is a way off. I guess we could review our notes, or practise learning things by heart.

Dina: I have a list of dos and don'ts actually that I got online. I could be a moderator, and we could use the ideas as a starting point ...

Getting advice

Clara: Hi, how are you? I haven't seen you in class for a while.

Ben: Good, thanks. You?

Clara: Great, as long as I don't think too hard about all the essays I have to write this term!

Ben: Yeah ...

Clara: Hey, are you OK?

Ben: I have to admit, I'm struggling a bit. Maybe even a lot. I've not been sleeping well at all and then I can't concentrate. And all these things are just going around and around in my head.

Clara: Mmm ... that doesn't sound good. So, you're sleeping badly and you can't concentrate. Is that all it is, do you think?

Ben: Well, if I'm honest, it's more than that. I'm starting to dread going outside. I find myself worrying about stupid things like what if I forget the way home. Or, what if I go to class thinking it's Monday but actually it's Friday and I'm in the wrong place at the wrong time. It sounds even more stupid when I say it out loud. It took me two hours to leave the house today.

Clara: It doesn't sound stupid at all. It actually sounds a lot like me last year.

Ben: Really? But you're so together!

Clara: I've learned to be, but even I still have bad days. I used to have panic attacks and everything. When you were trying to leave the house today, how did you feel?

Ben: Like I couldn't breathe. And my heart was going way too fast.

Clara: Hmm ... that sounds like a panic attack to me.

Ben: I thought I was going to die.

Clara: You'd be surprised how common they are. Loads of people have them, they just don't talk about it.

Ben: How did you get over them?

Clara: I actually talked to a doctor about it, and you should too. But I learned some practical things as well. Though they're easier said than done, and they're going to sound weird, so hear me out, OK?

Ben: OK ...

Clara: So, one thing I did was to try to reduce the power of the anxiety and the panic attacks when they came. So – and this may sound strange – at a time when you're feeling safe and OK, you literally do things that make your heart start racing faster and your breathing speed up. Like spinning around on a chair until you're dizzy or hyperventilating so you're short of breath.

Ben: That sounds awful!

Clara: It is, but it means you get used to the symptoms, so they feel less scary.

Ben: Right.

Clara: Then you have to deliberately do the things that usually make you feel panic. So, if it's going to class on Monday and being scared you've got the wrong day, on Monday you go to class. If you let the anxiety control you by making you stay at home, it just makes it worse the next time you really do have to go out.

Ben: And what did you do if a panic attack came anyway?

Clara: I had a distraction plan. So, I walked everywhere instead of taking the bus because the exercise helped, but also I did things like count trees or red cars or something. Whatever it was didn't matter, as long as I had something else to focus on.

Ben: I can't tell you how much I appreciate this. I thought ...

Joining a gym

Receptionist: Hello, welcome to Shake it Off Fitness. How can I help you?

Customer: Yes, thanks. I've been meaning to come in and find some information about here for some time. I was wondering if you could help me?

Receptionist: Sure, of course. What would you like to know?

Customer: I saw on the sign outside that you have the best budget membership in the city. Is that right?

Receptionist: You've got that right, yes. If you find a better rate, then we'll match it. Also, we don't have any sign-up fees or cancellation fees.

Customer: Sorry, what was that last bit?

Receptionist: Cancellation fees. Some gyms charge you money if you leave before a minimum number of months or something like that. We don't do that.

Customer: That's useful to know. Ummm, what times do you have?

Receptionist: We open at 5 a.m. and close at midnight.

Customer: Not 24 hours then, I see.

Receptionist: No. Almost, though! We tried doing the 24-hour thing, but there really weren't a lot of people who wanted to do exercise at 2 in the morning.

Customer: Makes sense. Another question: do you have trainers? Like, will you do a personalised evaluation of me?

Receptionist: Sure we do. As we say on our brochure, we can show you what to do, how to do it and why you're doing it. Have you worked with a personal trainer before?

Customer: Err, no. No, I haven't. No.

Receptionist: So, it's very easy. For your first visits we'll assign you one of our expert personal trainers. He or she will design an exercise plan that's just right for you and show you exactly what to do. We even include nutrition advice in the plan.

Customer: Let me get this straight. All of this is included in the price?

Receptionist: Yes, it is. If you want to continue with your trainer after the first few classes, we can talk about that. It does cost extra though. OK?

Customer: Yeah. Sounds ... great.

Receptionist: Do you have any other questions?

Customer: Hmm, yeah. Um, OK. Why should I choose here instead of any of the other gyms in the city?

Receptionist: What, you mean apart from our competitive rates and personalised attention?

Customer: Yeah, I guess.

Receptionist: Listen, here's a free day pass. Why don't you drop by and see for yourself? That way you can talk to other members, see the facilities and our staff.

Customer: OK, I'll do that. Thanks very much!

Answers of B2+ listening activities

Listening Activity No. 1

- | | | | | |
|--------------|---------------|--------------|------------|-------------|
| 1. full-time | 2. 16 or over | 3. £3.90 | 4. 33% | 5. discount |
| 6. 10% | 7. 12 | 8. be bought | 9. Offices | 10. post |

Listening Activity No. 2

- | | | | |
|---------------|---------------|---------------|-------------|
| 1. morning | 2. 10:30 pm | 3. those | 4. agree |
| 5. made | 6. abroad | 7. the name | 8. speak to |
| 9. can not be | 10. left | 11. available | 12. 999 |
| 13. service | 14. authority | 15. free | |

Listening Activity No. 3

- | | | | | | |
|-------------------|----------------|------------|--------|------|-------|
| 1. animal | 2. upside down | 3. popular | 4. 600 | | |
| 5. (to come) back | 6. F | 7. F | 8. T | 9. T | 10. F |

Listening Activity No. 4

- | | | | |
|-------------------|--------------|-----------------|------------------|
| 1. the Government | 2. a bill | 3. an act | 4. First Reading |
| 5. Debate | 6. Committee | 7. more changes | 8. Third Reading |
| 9. other House | 10. Queen | | |

Listening Activity No. 5

- | | | |
|--------------------------|--------------------|-------------|
| 1. the English policeman | 2. take or capture | 3. first |
| 4. the police force | 5. early | 6. died out |
| 7. friendly and helpful | 8. directing | 9. a pistol |
| 10. his helmet | 11. servants | 12. masters |

Listening Activity No. 6

- | | | |
|-------------------------|-------------|--------------------|
| 1. a bank | 2. current | 3. interest charge |
| 4. a deposit | 5. not pay | 6. £50; Europe |
| 7. check guarantee card | 8. machines | 9. in the wall |
| 10. £100 | | |

Listening Activity No. 7

Task 1 A

Task 2

- | | | | |
|------|------------------|-------------------|----------------|
| 1. ✓ | 2. 34 Bath Road | 3. lost / missing | 4. 6 |
| 5. ✓ | 6. short-sleeved | 7. ✓ | 8. black shoes |

Listening Activity No. 8

A

Listening Activity No. 9

- | | |
|------------------------|---|
| the university library | 5 |
| the supermarket | 4 |
| the hotel | 6 |
| the best bookshop | 8 |
| the Lloyds Bank | 1 |

Listening Activity No. 10

1. A counsellor. 2. A counsellor's role/Counselling services.
3. 2 4. Yes. 5. A, D 6. C 7. N 8. A 9. I 10. I

Listening Activity No. 11

1. college 2. access 3. Instant 4. B, C 5. C
6. B 7. A 8. I 9. N 10. A

Listening Activity No. 12

1. the personnel manager 2. the present job 3. *Evening News*.
4. B 5. C 6. A 7. A 8. A 9. I 10. N

Listening Activity No. 13

Trains

	Platform No.	Time	Destination
1.	4	13:30	Cambridge
2.	2	14:20	Birmingham
3.	3	16:40	Liverpool
4.	1	7:30	London
5.	5	9:10	Leeds
6.	2	10:30	Oxford
7.	5	11:05	Leeds
8.	3	11:30	Manchester

Planes

	Flight No.	Time	Destination
9.	BA207	8:30	Paris
10.	OA535	12:05	Athens
11.	BA965	12:00	Belfast
12.	SK506	17:15	Stockholm
13.	BA205	9:30	Dublin
14.	BA305	11:30	Paris
15.	OA593	14:40	Athens
16.	BA707	15:05	Edinburgh

Listening Activity No. 14

Table 1

Area	People /sq km
UK	234
European Community	143
England	364
Greater London	4263
Scotland	56
Wales	138
Northern Ireland	112

Table 2

City	Area (sq kms)	Population (thousand)
Greater London	1580	6735.4
Birmingham	264	993.7
Leeds	562	709.6
Glasgow	198	703.2
Edinburgh	261	433.5
Manchester	116	445.9
Bristol	110	377.7
Coventry	97	306.2

Listening Activity No. 15

Undergraduate Students at the University

	Men	Women
Total	3472	2742
Science	1137	616
Social Science	484	401
Engineering	509	56
Arts	593	943
Medicine	306	336
Dentistry	139	107
Law	182	171
Veterinary Science	110	104

Listening Activity No. 16

1. 46.4% 2. 45.2% 3. 30% 4. 60% 5. 51.9%
6. 80.5% 7. 2.5% 8. 12.6% 9. 30%

Listening Activity No. 17

- | | |
|--|--------------------------|
| 1. Julia Smith | 2. 46 West Avenue, Acton |
| 3. 6593427 | 4. £50 per week |
| 5. single | 6. B, C |
| 7. one month's rent in advance | |
| 8. deposit for front door key; Guests must leave by 11 pm. | |
| 9. yes | 10. 4:30 pm tomorrow |

Listening Activity No. 18

ACCIDENT REPORT FORM

Name of casualty: Susan Thomas Age: Sex: F
Address: 37 Merton Road, Harrow
Occupation: housewife
Details of accident: Date 2nd March Time 8:50
Category of accident: Road Domestic Sporting Other
Injuries sustained: cuts, bruises, shock
Witness's name: Julia Smith
Address: 32 Westminster Road, Watford
Action: Police notified Ward: Windsor
Family notified
Employer notified Casualty officer:

Listening Activity No. 19

Name of the Place	Location	Date of Eruption	Number of People Who Died
Vesuvius	Italy	79 A. D.	2,000
Cotopaxi	Ecuador	1877	1,000
Krakatoa	Indonesia	1883	36,000
Mount Pelee	Martinique	1902	38,000
Mount St. Helens	Washington State	1980	60
Mount Tambora	Indonesia	1815	12,000

Listening Activity No. 20

1. 6438186
2. 34 Church Road, Highgate
3. single
4. £40 a week
5. bathroom, kitchen
6. Monday
7. £160
8. Guests should be out by 11 pm.
9. the tube, buses
10. 2nd of April
11. Highgate
12. 8 pm

USED LITERATURE

1. Listening strategies for the IELTS Test. Beijing Language and Culture University Press. 2005
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4. learnenglishteens.britishcouncilteens.org
5. ielts-up.com
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