

Part 2

Presentation: School Orientation

12

Before You Listen



1 Prelistening Questions You will hear a short speech by a school advisor on the first day of an English language program. Before you listen, answer these questions with a partner.

1. What usually happens on the first day in a language program?
2. What information do students probably get?
3. How did you feel on the first day of your English program or course?

CD 1, Track 11



2 Previewing Vocabulary Listen to the underlined words and phrases. You will hear the underlined words and phrases in the presentation. Write the letter of the correct definition beside each sentence.

Sentences

1. D My advisor always gives me good advice about what classes to take.
2. A David has a busy schedule. He has two classes in the morning and three classes in the afternoon.
3. B Many large universities in North America have swimming pools, tennis courts, and other sports facilities.
4. E New workers in my company go to an orientation on their first day of work to learn all the necessary information about the company rules.
5. C I'm not sure if my English is intermediate or advanced, so I have to take a placement test.

Definitions

- a. A list of activities and their times
- b. Places or areas for special activities
- c. An exam to find a student's correct place or level
- d. A person who helps you plan your courses
- e. An informational meeting

Listen

Strategy

Hints for Taking Notes

- Don't try to write everything you hear.
- Focus only on important information.
- Don't write complete sentences; write key words only.
- Don't write small details.

CD 1, Track 12



3 Listening for Main Ideas



▲ An advisor gives a presentation to new students

1. Listen to the advisor's presentation. To help you remember the main ideas, take notes on a piece of paper. (Complete this before continuing to item 2.)
2. Look at the notes below. They show the main ideas of the presentation. Do your notes have the same points? If yes, then you understood the main ideas!

Main Ideas

Speaker: Gina Richards

Schedule Today:

- Placement Test
- Orientation
- Campus Tour



14

4 Listening for Specific Information Listen again. This time, add details to the main ideas.

Main Ideas and Details

Speaker: Gina Richards

Schedule Today:

- Placement Test

reading, grammar, composition, listening → 3 hours

- Orientation

Small groups: info: where get books, types of classes

- Campus Tour

afternoon buildings, facilities, library

After You Listen



5 Summarizing Ideas Compare your notes with a partner's. Summarize the presentation in your own words. As you speak, look at your notes to help you remember.

Example In this speech, Gina Richards speaks to new students in an English program. Gina is an advisor. She tells them about . . .



6 Reviewing Vocabulary Ask and answer the following questions with a partner. Use the underlined vocabulary in your answers.

1. What is your daily schedule on Mondays? Tell the times and activities.
2. Talk about the placement test you took in your language school. How long was it? How many parts did it have? Which part was the most difficult? If your school doesn't have a placement test, who decided your English level?
3. Discuss what type of information you might hear:
at an orientation for first-year students at a college or university.
at an orientation for a group of tourists visiting your hometown or city.
at an orientation for parents before the first day of kindergarten.
4. What kinds of facilities does your school have? Are they free or do you have to pay to use them? What new facilities would you like your school to add?
5. What is necessary to be a good advisor? At your school, who is a good advisor to you? How does she or he help you?

Part 3

Strategies for Better Listening and Speaking

TOEFL® IBT

Focus on Testing

Getting Meaning from Context

If you don't understand everything that English speakers say, use your guessing ability. How?

- Listen to clues, or signals, that help you guess.
- Words that you already know can be clues to new words.
- Grammar, stress, and intonation can also be clues to meaning.

Read the sentence below. Can you guess the meaning of the new word from all the other words you know?

Basic English is a prerequisite before you can take Intermediate English.



clue



new word



clue



clue

You can guess that *prerequisite* means *something that is necessary before something else*.

Many tests such as the TOEFL® IBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic communication abilities, and provide a foundation for success on a variety of standardized tests.

CD 1, Track 14



Using Context Clues Listen to a conversation between Bruce, Peter, and Peter's new classmate, Kenji.

1. The conversation is in five parts. Listen to the beginning of each part. Then listen to the question.
2. Stop the recording after the question and choose the best answer to each question.
3. In the Clues column, write the words that helped you choose your answer.
4. Start the recording again. Listen to the last part of each conversation to hear the correct answer.

Answers	Clues
1. <input type="radio"/> A in class <input type="radio"/> B at the student orientation <input checked="" type="radio"/> C at a pizza restaurant	cheese, pepperoni, mushrooms, hungry, medium, large
2. <input type="radio"/> A testing advisor <input type="radio"/> B chemistry professor <input checked="" type="radio"/> C teaching assistant	class professor sick T.A. in place
3. <input checked="" type="radio"/> A It's different from Japan. <input type="radio"/> B It's a terrible place. <input type="radio"/> C It's similar to Japan.	unusual surprised not like where I come from
4. <input type="radio"/> A go to the tennis courts between 8 A.M. and 5 P.M. <input checked="" type="radio"/> B telephone between 8 A.M. and 5 P.M. <input type="radio"/> C pay between \$5 and \$8	reservation / ID number 8am - 5pm
5. <input type="radio"/> A reserve a tennis court <input checked="" type="radio"/> B play tennis together <input type="radio"/> C go to class together	want to play class till 2 meet 2:30

Talk It Over

UNDERSTANDING BODY LANGUAGE

In face-to-face situations, body language—gestures, facial expressions, and eye contact—can give you important clues to help you understand the speaker.



1 Using Body Language Now discuss what the gestures on the next page mean in different cultures.

1.



2.



3.



4.



5.



6.



7.



Use body language to show the following situations.

1. You don't know the answer to the question.
2. You think that the class is boring.
3. You can't hear what someone is saying.
4. Someone on the phone is talking too much.

Part 4

Real-World Tasks: Telephone Messages

CD 1, Tracks 15-21



1 Listening to Telephone Messages When Peter and Kenji cannot answer their phone, people leave messages on their voice mail. Listen to each message. Write the important information in the spaces below. Then, compare your notes with a partner.

Example

WHILE YOU WERE OUT

To: Kenji

From: Dr. Brown's office

Message: Can you change your
appointment to Wednesday
at 2:00? Dr. Brown can't see you
on Tuesday.

Phone Number: 555-0162

1.

WHILE YOU WERE OUT

To: Kenji

From: Kelly

Message: math class
homework?
call before 11

Phone Number: 555-0149

2.

WHILE YOU WERE OUT

To: Peter

From: Bud

Message: concert (jazz)
Saturday 8:30 pm
free tickets

Phone Number: 555-0126

3.

WHILE YOU WERE OUT

To: KenjiFrom: Mrs. Henry

Message: _____

papers not ready
call back next weekPhone Number: Ext 4745

4.

WHILE YOU WERE OUT

To: PeterFrom: Research LibraryMessage: name + #found/biology book
pick up / front
desk / Lisa or
Don

Phone Number: _____

5.

WHILE YOU WERE OUT

To: PeterFrom: KenjiMessage: refer fromadvisor help in
math for midterm
how much?Phone Number: 555-0118

6.

WHILE YOU WERE OUT

To: KenjiFrom: Honda World ServiceMessage: car fixedpick up by 5
\$175 charge

Phone Number: _____



2 Role-Play: Giving Telephone Messages Work with a partner. Pretend you are Peter and Kenji. Look at your notes on pages 18 and 19. Take turns giving each other the messages.

Example

Kenji: Did I get any messages?

Peter: Yeah, Dr. Brown's office called.

Kenji: Oh, really? What did they say?

Peter: They want to change your appointment from Tuesday to Wednesday.

Kenji: Did they leave a phone number?

Peter: Uh-huh. It's 555-0162.

Strategy

Telephone Numbers

When saying telephone numbers, English speakers will understand you better if you:

- pause after the area code.
- pause after the first three numbers, and between the next two pairs of numbers.
- raise your voice before every pause.
- lower your voice at the end.

Example


area code (310) 555-0162:

three-one-zero ^ five-five-five ^ zero-one ^ six-two

CD 1, Track 22



- 3 Calling for Information** Bruce calls the college about a parking permit and talks to an administrative assistant. Listen to his conversation and complete the application form.

PARKING PERMIT APPLICATION			
 FABER COLLEGE			
Name:	Lee	Bruce	
	<i>Last</i>	<i>First</i>	<i>Middle initial</i>
Address:	3251 Washington Street		
Phone:	555-0103		
Car:	Toyota Camry	2004	
	<i>Make</i>	<i>Model</i>	<i>Year</i>
License plate:	AWJ 130		
<input checked="" type="checkbox"/> Fall Semester	<input type="checkbox"/> Request handicap parking space		
<input type="checkbox"/> Spring Semester			
<input type="checkbox"/> All year	Amount enclosed \$ 210		



- 4 Role-Play** Compare your application form with a partner. Then role-play Bruce and the administrative assistant discussing parking permits. Pronounce numbers carefully!

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- ☐ advisor
- ☐ facilities
- ☐ orientation
- ☐ placement test
- ☐ schedule

Verbs

- ☐ came over (come over)
- ☐ move into
- ☐ sound
- ☐ stop by
- ☐ take

Expressions

- ☐ call me
- ☐ No kidding!

Check the things you did in this chapter. How well can you do each one?

	Very well	Fairly well	Not very well
I can listen to and practice stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to and pronounce -s endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can introduce myself and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarize my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand and talk about body language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to and give telephone messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write about what you did in this chapter.

In this chapter,

I learned _____

I liked _____
