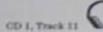
Part 2 Presentation: School Orientation



Before You Listen

- 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.
 - 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?



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

- My advisor always gives me good advice about what classes to take.
- David has a busy schedule. He has two classes in the morning and three classes in the afternoon.
- Many large universities in North America have swimming pools, tennis courts, and other sports facilities.
- 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 Pm not sure if my English is intermediate or advanced, so I have to take a placement test.

Definitions

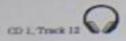
- a. A list of activities and their times
- b. Places or areas for special activities
- c. An exam to find a student's correct place or level
- d. A person who helps you plan your courses
- e. An informational meeting

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.





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

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

Main Ideas and Details

Speaker: Gina Richards

Schedule Today:

Placement Test

composition, listening -> 3 hours

where get books, types of classes

buildings, tacilities, 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 . . .



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



Focus on Testing

Getting Meaning from Context

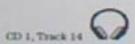
If you don't understand everything that English speakers say, use your guessing ability. How?

- 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?

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.



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

- The conversation is in five parts. Listen to the beginning of each part. Then listen to the question.
- 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.
- Start the recording again. Listen to the last part of each conversation to hear the correct answer.

Answers	Clues
in class at the student orientation at a pizza restaurant	cheese, pepperoni, mushrooms, hungry, medium, large
A testing advisor B chemistry professor teaching assistant	Class professor sixt
3. tr's different from Japan. B It's a terrible place. C It's similar to Japan.	unnsuel surprised not like when I come for
4. A go to the tennis courts between 8 a.m. and 5 p.m. telephone between 8 a.m. and 5 p.m. pay between \$5 and \$8	reservation / IO number
5. A reserve a tennis court play tennis together 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.







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





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: Kanji		
From: Dr. Brown's office		
Message: Can you change your		
appointment to Wednesday		
at 2007 Dr. Brown can't see you		
on Tuesday.		
Phone Number: 555-0162		

2.

To:	Kenji
rom:	Felly
Message: _	math class
	newort?
	call before 11
	-
	ber: 555-014

WHILE YOU WERE OUT		
To:	Peter	
From:	Bud	
Message:	concert (jozz)	
542	rday 8:30 pm	
-te	ce tickets	
Phone Num	ber: 555-0126	

WHILE TOO WERE OUT	WHILE YOU WERE OUT
To: Kenj	To: Peter
, ,	
From: Mrs. Henry	From: Research Library
Message:	Message: DRMI + Th
	11 1 1
papers not ready	found/biology book
call back next week	gick up / front
	dest / Lisa
474-	1000
Phone Number: Ex+ 4745	Phone Number:
WHILE YOU WERE OUT	6. WHILE YOU WERE OUT
To: Peter	- ta
	To: tenji
From: text	From: Honda World Sers
Mossage: refer from	Message: Car fixed
1 4	, , , ,
advisor help in	pick up by 5
math for midterm	8 175 charge
how much?	
Phone Number: 555-0118	Phone Number:
	ne Messages Work with a partner. Pretend
	r notes on pages 18 and 19. Take turns giving o
other the messages.	
Example	
Kenji: Did I get any messages? Peter: Yeah, Dr. Brown's office of	called
Kenji: Oh, really? What did they	
	ir appointment from Tuesday to Wednesday.
Kenji: Did they leave a phone n	number?

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

Strategy

Telephone Numbers

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

- m 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 ^ zero-one ^ six-two



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 APPLICAT	пои
	FABER COLLEGE	-
Name: Lee	Bruce	Middle initial
Address: 325/	Washington	Street
Phone: 555-		
Car: To yot	Model /	2004 Year
License plate: AL	UJ 130	
Fall Semester	Request handid	сар
Spring Semester	post-ing space	. 210
All year	Amount enclosed	5_2/0_



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 Verbs **Expressions** a advisor a came over (come over) a call me a facilities move into O No kidding! a orientation Q sound a placement test a stop by □ schedule c take Check the things you did in this chapter. How well can you do each one? Very well Fairty well Not very well I can listen to and practice stress and reductions. 0 I can listen to and pronounce -s endings. 0 0 I can introduce myself and others. 0 I can take notes on a presentation. 0 0 I can summarize my notes. 0 0 I can guess meanings from context. -0 I can understand and talk about body language. 13 0 0 I can listen to and give telephone messages. 0 Write about what you did in this chapter.

in this chapter,

Hearned _

t liked __