

High School. Colegio Patriarca San Jose.

Subject: Listening

Student's name: _____

Teacher: _____

Grade: _____

Self-Study Guide.

BOOK: BUILDING TOEIC SKILLS.

UNIT 10. THE WORLD OF WORK.

CLICK and listen to the pronunciation of the following words and phrases.

- | | |
|--------------------|--------------------|
| a. contract | i. take a day off |
| b. fire | j. applicant |
| c. pay | k. resumé |
| d. interview | l. business suit |
| e. shake hands | m. (work) overtime |
| f. retire | n. quit |
| g. strike | o. training |
| h. take sick leave | p. negotiate |

Vocabulary: The World of Work

Picture Dictionary



Write the words under the correct picture.

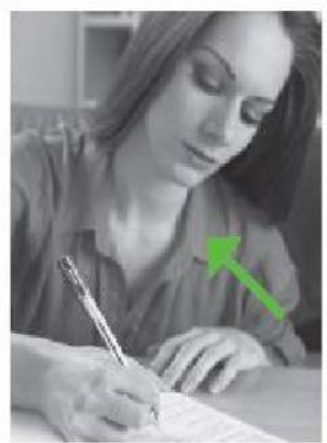


1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____



9. _____

10. _____

11. _____

12. _____



13. _____ 14. _____ 15. _____ 16. _____

Listening Strategy: Adverbs of Time

Time words can tell us *when* an action happens, *for how long*, and *how often*.

1. Adverbs That Tell Us *When*

Adverbs of time that tell us *when* something happens often come at the end of a sentence. Listen for words like *ago*, *yesterday*, *in (two days)*, *today*, *tomorrow*, *later*, *soon*, and *earlier*.

Ex My interview was **three days ago**.
He was fired **yesterday**.
I'll see Joe **today**.
This medication expires **in two days**.
Your doctor will be in **soon**.

(ago = in the past)
(yesterday = in the past)
(today = in the near future)
(in two days = in the future)
(after a short time)

Note The adverb may come at the start of the sentence for emphasis:

Ex **Later**, I interviewed the applicant.
I interviewed the applicant **later**.

(emphasis on time)
(NO emphasis on time)

2. Adverbs That Tell Us for *How Long*

Adverbs that tell us for how long are also usually placed at the end of the sentence. Listen for words like *for*, *since*, *until*, *briefly*, and *all (day)*.

Ex The event will last until **Tuesday**.
The training was very **quick**.
Brian was on sick leave **for a week**.
She has worked here **since 2015**.

(from now, but stopping on Tuesday)
(for a short amount of time)
(a period of 7 days)
(from a certain date)

3. Adverbs That Tell Us How Often

Adverbs that tell us how often are adverbs of frequency. They usually come before the main verb, but after auxiliary verbs (*be, have, may, and must*). Listen for words like *usually, sometimes, often, normally, occasionally, rarely, and never*.

- Ex** She **never** takes a day off.
I **always** try to work overtime.
The surgeon **rarely** makes mistakes.
We **often** have online meetings.



A Listen and write the missing words. Circle *when, how often, or how long*. Track 75

1. I took some sick leave this _____. when / how often / how long
2. The orientation lasted _____. when / how often / how long
3. He _____ attends meetings. when / how often / how long
4. They will announce new regulations _____. when / how often / how long
5. She worked here _____. when / how often / how long
6. The company has been here _____. when / how often / how long
7. We _____ need new staff. when / how often / how long
8. The database will shut down _____ today. when / how often / how long
9. Martin retired _____. when / how often / how long
10. Getting qualifications is _____ helpful. when / how often / how long

B Listen and check the correct response. Track 76

- | | |
|---|---|
| 1. a. _____ It's tomorrow at 10 a.m.
b. _____ It will be over quickly. | 5. a. _____ If you do it quickly.
b. _____ Over 40 hours a week. |
| 2. a. _____ He never arrived.
b. _____ We talked for two days. | 6. a. _____ I almost never do.
b. _____ I can't for three weeks. |
| 3. a. _____ They'll be here tomorrow afternoon.
b. _____ It's updated every month. | 7. a. _____ The interview is at 2 p.m.
b. _____ It is a full-time job. |
| 4. a. _____ I turned it in last week.
b. _____ Sometimes, but not today. | 8. a. _____ It will be filled soon.
b. _____ He's been here forever. |

Mini-Test 10

A **Listening:** Photographs

Listen and circle the letter of the statement that best describes the photograph.  Track 77



1. (A) (B) (C) (D)



2. (A) (B) (C) (D)



3. (A) (B) (C) (D)

B **Listening:** Question-Response

Listen to the question or statement and three responses. Circle the letter of the best response.  Track 78

1. (A) (B) (C)

2. (A) (B) (C)

3. (A) (B) (C)

4. (A) (B) (C)

5. (A) (B) (C)

6. (A) (B) (C)

C **Listening:** Short Conversations

Listen and choose the best answer.  **Track 79**

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1. Why is the woman wearing a business suit?

- (A) She wants to check the size.
- (B) She is recruiting someone.
- (C) She is going to work.
- (D) She has an interview.

2. How did the woman find out about the vacancy?

- (A) Through a recruiter
- (B) In a job ad
- (C) In a notice on a website
- (D) At an office nearby

3. Look at the graphic. Where is Jeremy's office located?

- (A) Melbourne
- (B) New York
- (C) London
- (D) Toronto

D **Listening:** Short Talks

Listen and choose the best answer to each question.  **Track 80**

On Strike!

Better Benefits, Better Employees!

We want more: Sick leave!

Days off!

Training!

Overtime pay!

Mega Corp, Mega Awful!

1. Why did the strike start?

- (A) Mega Corp hired better workers.
- (C) Contracts were not made.

- (B) Employees did not get any news.
- (D) Negotiations were not successful.

2. What is true about the strike?

- (A) It will end in 5 days.
- (C) It started 3 days ago.

- (B) It could last for 1 year.
- (D) It is already over.

3. Look at the graphic. What did the announcer NOT mention as one of the demands?

- (A) More sick leave
- (C) More overtime pay

- (B) More training
- (D) More days off

"Self- assessment of my performance" Al terminar por completo el trabajo, autoevalúo el nivel de desempeño alcanzado.			
I type an (X) in the level that best represents my obtained performance in each indicator.			
Indicators of Learning	Performance Levels		
	<i>To achieved: (Beginner)</i>	<i>In progress: (Intermediate)</i>	<i>Achieved: (Advanced)</i>
	Learner is in process to achieve the task. Learner presents some issues.	Learner can achieve the task with some difficulty and needs improvement.	Learner can achieve the task without any difficulty.
The student recognizes specific information from audios related to the context of "THE WORLD OF WORK" by solving listening tasks.			