LISTENING

GAP FILLING EXERCISES

Cambridge 9 Test 1

SECTION 3

1. Listen to the audio and fill in the gaps.

Course Feedback

Teacher: Before we start, Spiros and Hiroko, thanks for coming in today to talk about your recent study experiences and **(1)** _____ you both in doing so well in your first semester exams! I'd like to discuss with you the value of the English for Academic Purposes course you did here last year before starting your university course. Spiros, if I could start with you, what parts of the programme have now proved to be particularly **(2)** _____ you?

Spiros: I think that having to do a seminar presentation really helped me. For example, a couple of weeks ago in our **(3)** _____, when it was my turn to give a presentation, I felt quite confident. Of course, I was still nervous, but because I had done one before, I knew what to expect. Also, I know I was well-prepared and I had practised my timing. In fact, I think that in relation to some of the other people in my group, I did quite a good job because my overall style was quite professional. What about you, Hiroko?

Hiroko: Mmm, that's interesting. In my group, I was really surprised by the way the students did their presentations – they just read their notes aloud! Can you believe that? They didn't worry about their presentation style or keeping eye contact with their audience – and I remember that these things were really stressed to us in the course here.

Teacher: So, how did you approach your presentation, Hiroko?

Hiroko: Well, to speak frankly, I read my notes too! At the time, it was a relief to do it this way, but actually, when I had finished, I didn't feel any real **(4)** _____. I didn't feel positive about the experience at all.

Spiros: That's a pity. You know, although I was pleased with my presentation, I am not so pleased with my actual performance right now in the tutorials – during the whole semester, I've not said anything in our tutorial discussions. Not a word.

Hiroko: Really, Spiros? Why's that? Do the other students talk too much?

Spiros: It's partly that, but it's mostly because I have had no confidence to speak out. Their style of speaking is so different – it's not the style we were used to during the course. They use so many colloquialisms, they're not very polite, and sometimes there seems to be no

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order in their discussion. Also, they are very **(5)** _____ each other, so because they know each other's habits, they can let each other into the discussion.

Hiroko: You're right, Spiros, I've experienced that too.

Hiroko: For most of this semester, I've said absolutely nothing in tutorials. But recently, I've been trying to speak up more and I just jump in, and I've **(6)** _____ an interesting thing. I've noticed that if they thought my point was interesting or new, then the next time they actually asked for my opinion, and then it was much easier for me to be part of the discussion.

Spiros: That's great, Hiroko! I hope that happens for me next semester – I'll have to work hard to find some **(7)** _____. What helped you to find these ideas?

Hiroko: I think that one thing that helped me with this was the reading. I've had to do so much reading this semester just to help me make sense of the lectures. At first, I couldn't understand what the lecturers were talking about, so I had to turn to the books and journals. Every night I read for hours, using the lists of references that were given, and I made pages of notes. At breakfast, I read and read my notes again. This habit has **(8)** _____ me to follow the ideas in the lectures, and it's also given me some ideas to use in the tutorials.

Spiros: But I did so much reading anyway – I don't think there's any time left over for anything extra. My reading speed is still quite slow, though I'm much better at **(9)** _____ vocabulary than I used to be.

Teacher: What else do you think we could add to the course program to help with this reading problem?

Spiros: There's not really anything because it's my problem. I remember we were given long articles to read. We didn't like that, but now I realize that reading those long articles was good preparation for the things I need to read now. Also, in class, we regularly had speed-reading tasks to do, and we kept a **(10)** _____ of our reading speed, so the teachers were encouraging us to work on that.

Hiroko: That's true, Spiros, but what we read could have been different. Sometimes in the English class, I felt **(11)** _____ when I had to read articles about the environment, health, or education because I wanted to **(12)** _____ my own field, but we didn't read anything about engineering. So, I think I wasted some time learning vocabulary I didn't need.

Teacher: But surely the strategies you were taught for dealing with that vocabulary were helpful.

Hiroko: Yes, but **(13)** _____ speaking, I would have felt much better working on reading from my own field. What do you think, Spiros?

Spiros: I agree; that would have helped my confidence too, and I would have been more motivated. It was good, though, that we could work on our own topics when we wrote the research **(14)** _____.

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Teacher: Okay, let's move on to writing now...

2. Check the script and find the synonym/paraphrase of the words below.

1. his style was good _____
2. look at the audience _____
3. other students' presentations _____
4. dissatisfied _____
5. delighted _____
6. know each other well _____
7. She is making more of a contribution _____
8. understand _____
9. reference materials _____
10. It still takes him a long time to read _____
11. subject area _____
12. read more in their own subject areas _____

3. Translate the words below into Vietnamese.

1. be stressed (adj) _____
2. stressful (adj) _____
3. deal with (phr v) _____
4. well-prepared (adj) _____
5. relief (n) _____
6. make sense of (phr) = understand (v) _____
7. be left over (phr) _____
8. colloquialisms (n) _____

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Cambridge 9 Test 2

SECTION 3

1. Listen to the audio and fill in the gaps.

SELF-ACCESS CENTRE

Pam: Hi Jun. As you know, I've asked you here today to **(1)** _____ the future of our Self-Access Centre. We have to decide what we want to do about this very important resource for our English language students. So, can you tell me what the students think about this?

Jun: Well, from the students' point of view, we would like to keep it. The majority of students say that they enjoy using it because it provides a **(2)** _____ on the classroom routine, and they see it as a pretty major component of their course, but we would like to see some **(3)** _____ to the equipment, particularly the computers. There aren't enough for one each at the moment, and we always have to share.

Pam: Well yes, the teachers agree that it is a very **(4)** _____ resource, but one thing we have noticed is that a lot of the students are using it to check their personal emails. We don't want to stop you students from using it, but we think the computers should be used as a learning resource, not for emails. Some of us also think that we could benefit a lot more by **(5)** _____ the Self-Access Centre to the main University library building. How do you think the students would feel about that, Jun?

Jun: Well, the library is big enough to incorporate the Self-Access Centre, but it wouldn't be like a class activity anymore. Our main worry would be not being able to go to a teacher for advice. I'm sure there would be **(6)** _____ of things to do, but we really need teachers to help us choose the best activities.

Pam: Well, there would still be a teacher present, and he or she would **(7)** _____ the activities of the students. We wouldn't just leave them to get on with it.

Jun: Yes, but I think the students would be much happier keeping the **(8)** _____ set-up. They really like going to the Self-Access Centre with their teacher and staying together as a group to do activities. If we could just improve the resources and facilities, I think it would be fine. Is the cost going to be a problem?

Pam: It's not so much the **(9)** _____ that I'm worried about, and we've certainly got room to do it, but it's the problem of timetabling a teacher to be in there outside class hours. If we're going to spend a lot of money on equipment and resources, we really need to make sure that everything is looked after **(10)** _____. Anyway, let's make some notes to see just what needs doing to improve the Centre.

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Pam: Now, what about the computers? I think it might be a good idea to **(11)** _____ some new models. They would take up a lot less room, so that would increase the workspace for textbooks and so on.

Jun: That would be great. It is a bit **(12)** _____ in there at times.

Pam: What about other resources? Do you have a list of things that the students would like to see improved?

Jun: Yes, one of the comments that students frequently make is that they find it difficult to find materials that are appropriate for their level, especially reading resources, so I think we need to **(13)** _____ them more clearly.

Pam: Well, that's easy enough. We can get that organised very quickly. In fact, I think we should review all of the study resources, as some of them are looking a bit out-of-date.

Jun: Definitely. The CD section especially needs to be more **(14)** _____. I think we should get some of the ones that go with our latest course books and also make multiple copies.

Pam: Good. Now, I was also thinking about some different materials that we haven't got in there at all. What do you think of the idea of introducing some workbooks? If we break them up into separate pages and laminate them, they'd be a great resource. The students could study the main coursebook in class and then do follow-up practice in the Self-Access Centre.

Jun: That sounds good.

Pam: Okay. Now, finally, we need to think about how the room is used. I'll have to talk to the teachers and make sure we can all reach some agreement on a **(15)** _____ to supervise the centre after class. But we also need to think about security, too, especially if we're going to invest in some new equipment.

Jun: What about putting in an **(16)** _____?

Pam: Good idea. The other thing I'd like to do is talk to our technicians and see whether we could somehow limit the **(17)** _____ to email. I really don't want to see that resource misused.

Jun: What about if we agree to only use it before and after class?

Pam: Yes, that would be fine. OK, anyway... that's great for now. We'll discuss it further when we've managed to...

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2. Check the script and find the synonym/paraphrase of the words below.

1. an important part of their studies _____
2. move _____
3. difficulty in getting help _____
4. the difficulty in supervising the centre. _____
5. the cost _____
6. materials _____
7. should be more clearly shown _____
8. update _____
9. divide them up _____
10. speak to the teachers _____
11. restrict personal use of _____

3. Translate the words below into Vietnamese.

1. restrict access to the self-access centre _____
2. the cost of upgrading the centre the _____
   difficulty in supervising the centre _____
3. relocate _____
4. incorporate _____
5. the expense _____
6. timetable = plan _____
7. cramped _____
8. out-of-date = outdated = old-fashioned _____
9. laminate _____
10. alarm _____
11. technicians _____
12. access to _____
13. misused _____

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SECTION 3

1. Listen to the audio and fill in the gaps.

SELF-ACCESS CENTRE

Tutor: Ah, Caroline … come on in. Sit down.

Caroline: Thanks.

Tutor: So how's the **(1)** _____ planning going?

Caroline: Well, Dr. Schulmann, I'm still having a lot of trouble deciding on a title.

Tutor: Well, that's perfectly normal at this **(2)** _____. And this is what your tutorials will help you to do.

Caroline: Right.

Tutor: What we'll do is **(3)** _____ some points that might help you in your decision. First of all, you have chosen your general topic area, haven't you?

Caroline: Yes, it's the fishing industry.

Tutor: Oh yes, that was one of the areas you mentioned. Now, what **(4)** _____ of the course are you good at?

Caroline: Well, I think I'm coping well with statistics, and I'm never bored by it.

Tutor: Good. Anything else?

Caroline: Well, I found computer modelling fascinating – I have no problem following what's being taught, **(5)** _____ quite a few of my classmates find it difficult.

Tutor: Well, that's very good. Do you think these might be areas you could bring into your dissertation?

Caroline: Oh yes, if possible. It's just that I'm having difficulty thinking how I can do that. You see, I feel I don't have **(6)** _____ background information.

Tutor: I see. Well, do you take notes?

Caroline: I'm very weak at note-taking. My teachers always used to say that.

Tutor: Well, I think you really need to work on these **(7)** _____ before you go any further.

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Caroline: What do you suggest?

Tutor: Well, I can go through the possible **(8)** _____ with you and let you decide where to go from there.

Caroline: Okay, thanks.

Tutor: Well, some people find it helpful to organise peer-group **(9)** _____ – you know, each week a different person studies a different topic and shares it with the group.

Caroline: Oh right.

Tutor: It really helps build **(10)** _____, you know, having to present something to others.

Caroline: I can see that.

Tutor: The drawback is that everyone in the group seems to share the same ideas … they keep being repeated in all the dissertations.

Caroline: Okay.

Tutor: You could also try a service called 'Student Support'. It's designed to give you a structured programme over a number of weeks to develop your **(11)** _____.

Caroline: Sounds good.

Tutor: Yes, unfortunately, there are only a few places. But it's worth looking into.

Caroline: Yes, of course. I know I've got to work on my study skills.

Tutor: And then there are several study skills books you can **(12)** _____.

Caroline: Right.

Tutor: They'll be a good source of reference, but the problem is they are sometimes too general.

Caroline: Yes, that's what I've found.

Tutor: Other than that, I would **(13)** _____ advise quite simple ideas like using a card index.

Caroline: Well, yes, I've never done that before.

Tutor: It's simple, but it really works because you have to get points down in a small space. Another thing I always advise is don't just take your notes and forget about them. Read everything three times – that'll really **(14)** _____ them in your mind.

Caroline: Yes, I can see it'd take discipline but …

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Tutor: Well, if you establish good study skills at this stage, they'll be with you all your life.

Caroline: Oh yes, I **(15)** _____ agree. It's just that I don't seem to be able to discipline myself. I need to talk things over.

Tutor: Well, we'll be continuing these tutorials, of course. Let's arrange next month's now. Let's see, I can see you **(16)** _____ any time during the week starting 22nd January.

Caroline: What about the 24th? I'm free in the afternoon.

Tutor: Sorry, I'm booked then. What about the following day?

Caroline: Thursday? I can make the morning.

Tutor: Fine, we'll go for the 25th then.

Caroline: That's great, thanks.

2. Check the script and find the synonym/paraphrase of the words below.

1. dissertation topic _____
2. strengths: statistics _____
3. poor note-taking skills _____
4. increases confidence _____
5. dissertations tend to contain the same ideas _____
6. use the student support service _____
7. limited places _____
8. read all notes 3 times _____

3. Translate the words below into Vietnamese.

1. dissertation _____
2. fishing industry _____
3. statistics _____
4. computer modelling _____
5. sufficient _____
6. peer-group discussions _____
7. It's worth doing sth _____
8. consult _____
9. source of reference _____
10. fix them in your mind _____
11. virtually _____

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