

Practice Exercises

A Complete the conversation with words from the box.

could I	have you thought of	I can see	I'm wondering	how's it
no problem	I'm not sure about	one concern	quick question	the thing is

Student: Excuse me, Professor Taylor. ¹ _____ ask you a ² _____?

Professor: Sure. ³ _____ been going with your research project?

Student: Well, ⁴ _____, that's what I wanted to ask you about. I'm worried about the topic I chose. ⁵ _____ if it's really broad enough. I'm researching the effects of recent fuel price increases on local businesses.

Professor: OK, so can you tell me why you think there's a problem?

Student: Well, ⁶ _____ I have is that most people I interviewed gave similar answers, so there isn't much variety.

Professor: I see, well, ⁷ _____ adapting your interview questions and interviewing them again?

Student: Well, ⁸ _____ that because they're usually very busy, you see. They can't spare the time to help me.

Professor: Yes, I can see that. In that case, how about interviewing just one person in more depth? You could analyze their responses in more detail.

Student: Yes. ⁹ _____ how that would work. Thanks so much for your help.

Professor: ¹⁰ _____.

DICTIONARY SKILLS

POWERED BY COBUILD

Use your dictionary to find synonyms and antonyms. For example, two synonyms of the word *worried* are: *anxious* and *concerned*. Two antonyms of *worried* are: *relaxed* and *calm*.

B Match the sentences on the left with the most appropriate responses on the right.

- | | |
|---|--|
| 1. Are you having trouble with the assignment? _____ | a What's the problem with it? |
| 2. Could I ask you about the research project? _____ | b No, I'm worried about the presentation. |
| 3. How's everything been going this semester? _____ | c I'm sure it would be fine. |
| 4. Have you tried accessing the website? _____ | d Yes, what do you want to know? |
| 5. I was wondering if I should change my topic. _____ | e Just great! I'm really enjoying your class. |
| 6. Would it be OK to change my topic? _____ | f I tried that, but I couldn't find the information. |

C Number the sentences in the conversation in the best order.

- _____ Professor: Diana, I'm sorry I can't do that. It wouldn't be fair to the other students.
- _____ Professor: Hi, Diana, of course! Let me guess ... is it about last week's lecture?
- _____ Professor: Oh yes. How's that going?
- _____ Professor: Well, you still have a couple of weeks. I'm sure you'll be fine.
- _____ Student: Do you think I could get an extension? I really need a few more days.
- _____ Student: Hi, Professor Andrews. Could I ask you a quick question?

- _____ Student: No ... actually it's about the final paper.
- _____ Student: OK. Thank you, anyway.
- _____ Student: Well, I haven't started writing it yet. I've been overloaded with work recently.

D Read the following exchanges and identify the purpose of the visit.

- 1.** A: I was wondering if I could talk to you about the final project.
B: Of course. I'm guessing that you need help with research. I can recommend a couple of books if you like.
A: I appreciate that but what I really want to talk about is the format of my project.
The student
- ☐ needs help with her project.
 - ☐ needs ideas for her topic.
 - ☐ doesn't understand the topic.
 - ☐ wants help with the design of her project.
- 2.** A: Hi, Professor, is this a good time? Could I talk to you about my final paper?
B: Yes! How far along are you? You know, it's due this Friday.
A: Well, I've outlined it but I haven't started writing yet because I've been so overloaded.
The student
- ☐ needs help with his topic.
 - ☐ needs ideas for his topic.
 - ☐ wants more time to write his paper.
 - ☐ wants the professor to review his outline.

3. A: Hi, Brian, how's everything going? Do you have questions about the midterm?
B: Well, I'm having a problem with the assignment. I haven't been able to find many references.
A: Oh, I see. Well, have you tried accessing the library electronic database?
The student
- ☐ wants advice about the test.
 - ☐ needs advice on researching the topic.
 - ☐ wants help with choosing a topic.
 - ☐ asks for help with using the library.



STUDY TIP

Campus conversations, office hours, and service encounter conversations in the listening section are spoken in American English at a natural speed. In conversational English, individual words are not always pronounced carefully and precisely. They tend to get shortened and run into each other. For example, *going to* is often pronounced as *gonna*, and *what do you* can sound like *whaddaya*. It is very important to get used to listening to American conversational English at natural speeds. Speak with native speakers of American English as much as possible, and listen to American TV and radio shows and movies.