

## **CD 1, Track 2**

### Diagnostic Listening Test 1

**Narrator:** Listen to a student speaking with her advisor.

**Advisor:** So, how are your courses going?

**Student:** Well to tell you the truth, I'm falling behind. I mean, there's a lot to do and I find I'm not well, you know, very organized about studying.

**Advisor:** Sounds like you need some time management tips.

**Student:** Yeah, I think that might help. What do you suggest?

**Advisor:** Well, there are a number of things you can do to organize your time. First, you need to get a sense of what you need to accomplish and the amount of time you have to do it in.

**Student:** So do I write up a list or...

**Advisor:** Here, take a look at this weekly schedule template. You can access these online from the counseling department.

**Student:** Oh yeah. So, what do I do with this?

**Advisor:** Well, to start with, you fill in the blocks, the one-hour blocks with your typical daily activities—sleep, meals, classes, exercise, relaxation—and then you get a sense of how much time you have left over.

**Student:** Like none!

**Advisor:** Ah, come on now. So then you fill that free time in with study type activities, like previewing new material before classes and reviewing and rewriting your notes shortly after class. You see what I mean?

**Student:** Yeah, okay, well maybe, that might work for me. I mean, if I can see where I can fit in the studying, I might be more inclined to actually DO it.

**Advisor:** And always allot some time to do homework. And leave some open blocks in the case you get extra assignments like a term paper, a quiz, or an exam.

**Student:** Good plan. I'm beginning to like this idea.

**Advisor:** A little organization goes a long way. And keep the chart somewhere you can see it, like near your desk, you know, to remind yourself.

**Student:** Yeah, I'm going to try that. At least then I'll have some sort of sense of control, you know, that I can somehow manage this heavy workload—that there is a way to deal with it.

**Advisor:** And then you'll need to buy or make some sort of monthly planner so that you can block out when your courses start and finish, and fill in important dates—like when papers are due and when final exams begin, that kind of thing.

**Student:** Right.

**Advisor:** So the monthly planner kind of gives you a long-term view. And then you can adjust your weekly schedule to fit in those papers and assignments. Personally, I find it helpful to sit down on Sunday night and make a “To Do” list for the week.

**Student:** Okay.

**Advisor:** And then I make a “To Do” list for the specific tasks I want to accomplish every day. And I carry it around with me and I cross things off the list as I do them. I've got to tell you, it feels good.

**Student:** Yeah, that might work. Okay so, weekly template, a monthly planner, a weekly “To Do” list and a daily “To Do” list. That gives me a lot of tools. I think I've got a handle on this now. Thanks for your advice.

**Advisor:** Glad to be of help. Why don't you drop by later next week and tell me how it's going? And bring by your lists and...let's discuss how it's all working out for you.

**Student:** Yeah, I'll do that. Thanks, and see you next week.

### **CD 1, Track 3**

**Narrator:** Listen again to part of the conversation.

**Advisor:** Well, to start with, you fill in the blocks, the one-hour blocks with your typical daily activities—sleep, meals, classes, exercise, relaxation and then you get a sense of how much time you have left over.

**Student:** Like none!

**Advisor:** Ah, come on now.

**Narrator:** Why does the advisor say this?

**Advisor:** Ah, come on now.

## CD 1, Track 4

### Diagnostic Listening Test 2

**Narrator:** Listen to a lecture in a Teaching English for Academic Purposes class. The professor is discussing vocabulary.

**Professor:** Okay. So, today we're going to talk about vocabulary in the English for Academic Purposes classroom.

So, how important is vocabulary? Well, as many students will tell you, their language difficulties in all four skills including reading, writing, listening and speaking—these difficulties have everything to do with their vocabulary knowledge... or should I say their lack of vocabulary knowledge. In fact, they will tell you that this is the single most important factor that holds them back, and research tends to back this up.

Therefore, we know vocabulary is important—in fact, crucial—to language development at the academic level. But is it a subject that needs to be taught or can students learn it incidentally as native speakers do through reading or listening? Well to begin with, students of English need a lot more support than native speakers. And while it is true that they will gain in their vocabulary knowledge through extensive reading—reading materials that are fairly easy for them—these gains do not really add up to much unless, of course, the student reads a very, very large amount.

Furthermore, research shows that intensive reading of shorter texts, let's say, 300 to 500 words, along with a clear focus on vocabulary, is the more effective method. So, we need to teach vocabulary but which words do we focus on and how many words do we teach?

Let's start with the number of words in the English language. Now, depending on how you define a word, there's anywhere from half a million to over a million words in the English language. Clearly, we cannot teach them all. So, do we then teach the 20,000 words that a typical native-speaking undergraduate student knows? The answer is that we simply do not have to go that far.

Surprisingly, research on word frequency reveals that 80 percent of words in an academic text can be found in the first 2000 words on the General Service List. Now, this is a list of the most frequently occurring words in the English language. And even more surprising is that 75 percent of the words in an academic text are in the first 1000 most frequent words on this list. So what kinds of words are we talking about here? Function words like *the*, *but*, and *to*, and content words like *develop*, *experience*, and *university*. Most students of English for Academic purposes will likely know a fair number of these. In any event, students should review the GSL to see if they need to learn any unknown words.

So aside from the GSL, what other words...what other types of words do we teach? Well, there's a fairly large list of sub-technical vocabulary called the Academic Word List that covers roughly 10 percent of the words in an academic text. We are talking about words like *analysis*, *assessment*, *policy*, and *theory*. The Academic Word List consists of 570 word families that are frequently occurring words in the fields of Commerce, Science, Law, and the Arts. Basically,

these words are common to almost every academic field. So, a knowledge of this list is very important to the student of English for Academic Purposes. Why?

Well, first, an understanding of AWL and GSL vocabulary will allow students to understand around 90 percent of the words in an academic text. Now, when proper nouns and technical vocabulary—specific to a student’s major—are added to that, this brings students close to the critical 95 percent threshold level. And this 95 percent threshold level of vocabulary knowledge is what a student needs to gain a sufficient understanding of the material, and successfully guess unknown words from context. A 95 percent coverage of words means that one out of every 20 is unknown—around one unknown word every two lines or so. Now if the vocabulary difficulty is ANY harder than that, students will NOT be able to guess unknown words from context. And this is because there are just TOO many unknown words and not enough available clues.

So what about the remainder of the English language words—the remaining 5 percent? These are what are called low-frequency vocabulary, and English with its VAST word stock has hundreds of thousands of low-frequency vocabulary. Words like *fathom*, *minuscule*, *ploy*... words that we just do NOT encounter that often. Therefore, teaching them would not be an efficient use of time. So how do we approach these words? Well, we need to give students strategies. And again, research provides us with the most appropriate course of action. We teach students techniques that allow them to determine the meaning from context. And we’ll be looking at these in our next session.

### **CD 1, Track 5**

**Narrator:** Listen again to part of the lecture.

**Professor:** Well to begin with, students of English need a lot more support than native speakers. And while it is true that they will gain in their vocabulary knowledge through extensive reading—reading materials that are fairly easy for them—these gains do not really add up to much unless of course the student reads a very, very large amount.

**Narrator:** What does the professor imply when she says this?

**Professor:** ... these gains do not really add up to much unless of course the student reads a very, very large amount.

### **CD 1, Track 6**

Diagnostic Speaking Test

**Narrator:** You will now be asked a question about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

What personal quality describes you most accurately? Why? Please give details and examples to support your response.

Begin to prepare after the beep. **(15 seconds silence.)**

Begin your response after the beep. (**45 seconds silence.**)

End of response time.