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KEY TO THE EXERCISES comprising, for each Unit:

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UNIT 3
LECTURES AND NOTE-TAKING

Unit 3 Stage 1 Dictation
(The Text is in the Key to the Exercises, at the back of the book.)
Either the tape of Stage 1 can be played, and a pause button used to give time to write on paper, or the teacher can read the Text as a dictation.

Unit 3 Stage 2
Exercise 1 Listening Comprehension
Read the following sentences and as you listen to the Stage 2 talk decide whether they are true or false according to the passage. Write T (true) or F (false) in the brackets ( ) after each sentence.

1. A student normally has only one chance to understand the lecturer. ( )
2. You can be sure that a lecturer will always indicate if an important point is to follow. ( )
3. A student needs to make a note of every point that the lecturer makes. ( )
4. A student should write his notes when the lecturer is giving important information. ( )
5. Spacing and underlining help to show the structure of the lecture. ( )
Unit 3  Stage 2  
Exercise 2  Listening and Blank-Filling  

Complete the following by writing one or more words in each space as you listen to the talk.  

LECTURES AND NOTE-TAKING

When a student takes notes in a lecture he ____________ do four things.
1. Firstly, he has to understand ____________, as the speaker says it. He ____________ stop the lecture in order to look up a new word or check an unfamiliar sentence ____________.  

The second thing the student has to do is to decide what's important in the lecture.  

Often the lecturer signals ____________, He may do this directly or indirectly.  

If he ____________ 'This next point is important', the student will have little difficulty. The lecturer may, however, use a more colloquial style. A sentence ____________ 'This is the crunch', meaning ____________ the really important point, will often cause difficulty. Many lecturers pause, and speak more slowly and loudly, when ____________ making an important point. If the student can't recognize these ____________ signals, ____________ find it difficult to decide what's important.  

The third task ____________ the student is that he has to write down the important points. There are two problems here in addition to ____________  

what's important. The first one is speed. The second one is clarity. The student ____________ abbreviate, should write down the important information words (usually nouns, sometimes verbs or adjectives) and should write one point on each line. He ____________, if possible, ____________ a moment to write when the lecturer ____________ giving vital information.  

Finally, the student's notes must show the connections between the various points ____________ noted. If he makes intelligent use of spacing and underlining, together with the employment of conventional ____________ and the numbering of points, ____________ to understand the framework of the lecture more easily.  

Unit 3  Stage 2  
Exercise 3  Reading Comprehension  

Read the following sentences and as you read the text above (see Exercise 2) decide if they are true or false according to the passage. You must (i) write T or F in the brackets and (ii) justify your answer, in the space provided, by giving evidence (i.e. by quoting) from the talk.  

1. It is not practical to use a dictionary during a lecture.  

__________________________________________
2 It is helpful to students if a lecturer speaks colloquially. ( )

3 Pausing and speaking more clearly and loudly are direct signals of an important point. ( )

4 Nouns are normally the most important type of words to include in notes. ( )

5 If a student wishes to make the structure of a lecture clear he should organize his note-taking so that it shows the connections between important points. ( )

Unit 3 Stage 2
Exercise 4 Situations and Advice: Conditional Sentences

(a) Lecturers often have to say what will occur in a given situation. They frequently employ the following type of conditional clause to convey this:

> If he says 'this next point is important', the student will have little difficulty. (line 7-8)

i.e. *If + subject + simple present tense, subject + will + stem.*

State what you think will occur in the following situations which have been mentioned in the talk:

(i) If the student doesn’t recognize the lecturer’s indirect signals (e.g. loudness and speed), he ___________________________

(ii) If the student spaces his notes out sensibly in numbered points, ___________________________

(b) Tutors often use the same sentence pattern when giving advice to students. The verb in the main clause, however, is usually *must,* or *should,* or *will have to,* depending on how emphatic the advice is and what the relationship is with the person being spoken to.
Give helpful advice to a fellow-student by completing the following sentences. The first one has been done for you.

1 If you want to apply for a postgraduate course, you should first write for an application form.

2 If your conversational English is weak, you

3 If you can’t hear the lecture when you sit at the back of the room,

4 If you need practice in listening to English,

Now state the situation for which the following advice is suitable.

5 If _______________________, you should ask the librarian.

6 If _______________________, you will have to join some university societies.

7 If _______________________, you must look at the accommodation advertisements in the local newspaper.

Unit 3  Stage 2
Exercise 5  Revision: Missing Words

Below is part of the Stage 2 Text. In each line one word has been omitted. You must (i) decide which word is missing, (ii) indicate by a stroke (/) where it should go, and (iii) write the word to the left of the vertical line. The first line has been done for you as an example.

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<td>is (or: `s)</td>
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<td>Firstly, he has to understand what/said, as the speaker says it. He can’t stop the lecture order to look up a new word or check unfamiliar sentence pattern. The second thing the student to do is to decide what important in the lecture. Often the lecturer signals this. He may this directly or indirectly. If he ‘This next point is important’, the student have little difficulty. The lecturer may, however, a more colloquial style. A sentence as ‘This is the crunch’, meaning this the really important point, will often difficulty. Many lecturers pause, and speak more slowly and loudly, when are making an important point. The student can’t recognize these indirect signals, he’ll find difficult to decide what’s important.</td>
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Unit 3  Stage 3  Guided Note-Taking

Complete the following as you listen to the Stage 3 talk.

Title: .............................................................................................................

4 most

1 Understand what lecturer says ............................................................... cannot .................................................................
   Often poss. to understand much by .....................................................

2 What's imp.? 
   Most imp. info. = ......................... make sure .................................................................

   implies .................................................................
   Good lecturer .................................................................
   or ................................................................. signals
   Explicit = write it down!
   Indirect = ................................................................. or ................................................................. etc.
   = sth. imp.

   .................................................................
   = sth. incidental

3 Main points: write them down — has to do .................................................................
   (i) helps to .................................................................
   (ii) select only words → ................................................................. = .................................................................
   (iii) writing only .................................................................
   Diff. in ................................................................. may guide:
   (a) in same direction = .................................................................
      e.g. .................................................................
   (b) 'however' etc. = .................................................................

4 Show ................................................................. presentation:
   e.g. use of ................................................................. etc.
   points should .................................................................

New abbreviations used above:
info. = information
sth. = something