

Collins Study Skills in English

**LISTENING COMPREHENSION
AND NOTE-TAKING COURSE**

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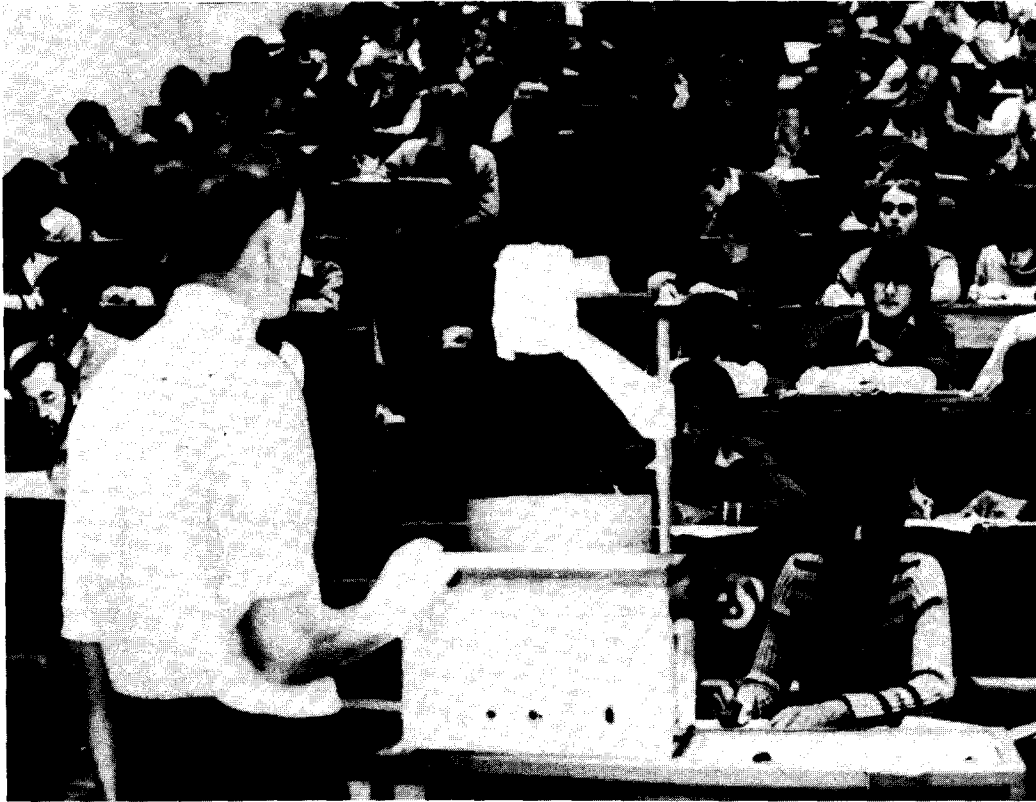
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* Against some Exercises above indicates an 'open-ended' exercise.

KEY TO THE EXERCISES comprising, for each Unit:

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	Notes	
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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

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

5 The second thing the student has to do is to decide what's important in the lecture.
6 Often the lecturer signals _____. He may do this directly or indirectly.
7 If he _____ 'This next point is important', the student will have little
8 difficulty. The lecturer may, however, use a more colloquial style. A sentence
9 _____ 'This is the crunch', meaning _____ the really im-
10 portant point, will often cause difficulty. Many lecturers pause, and speak more
11 slowly and loudly, when _____ making an important point. If the
12 student can't recognize these _____ signals, _____ find it
13 difficult to decide what's important.

14 The third task _____ the student is that he has to write down the
15 important points. There are two problems here in addition to _____
16 what's important. The first one is speed. The second one is clarity. The student
17 _____ abbreviate, should write down the important information words
18 (usually nouns, sometimes verbs or adjectives) and should write one point on each
19 line. He _____, if possible, _____ a moment to write when
20 the lecturer _____ giving vital information.

21 Finally, the student's notes must show the connections between the various points
22 _____ noted. If he makes intelligent use of spacing and underlining,
23 together with the employment of conventional _____ and the numbering
24 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)
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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.

_____ is (or: 's)	1	Firstly, he has to understand what/said, as the
_____	2	speaker says it. He can't stop the lecture order
_____	3	to look up a new word or check unfamiliar sentence
_____	4	pattern. The second thing the student to do is
_____	5	to decide what important in the lecture. Often
_____	6	the lecturer signals this. He may this directly
_____	7	or indirectly. If he 'This next point is
_____	8	important', the student have little difficulty.
_____	9	The lecturer may, however, a more colloquial
_____	10	style. A sentence as 'This is the crunch',
_____	11	meaning this the really important point, will
_____	12	often difficulty. Many lecturers pause, and
_____	13	speak more slowly and loudly, when are making
_____	14	an important point. The student can't recognize
_____	15	these indirect signals, he'll find difficult to
		decide what's important.

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