**LISTENING 1**

**Narrator**
Listen to a conversation between a professor and his assistant.

**Dr Abercrombie**: Good morning, Hanna. Thanks for coming in. How was your holiday?

**Mr Fitch**: It was very good, Professor, thanks. A week in the Appalachians is really therapeutic. Nothing to do but eat, sleep, and listen to nature. It's beautiful up there in the spring-- the countryside is so green-- and the people are so friendly and laid back. A good place to unwind.

**Dr**: I envy you. I've just got too much to get done to get away at all now. I must get this book finished, for one thing-- my publisher's getting impatient. I've outlined the last two chapters, though, finally, so it won't take me too much longer, I hope. Maybe I'll be able to go somewhere at Christmas. But, um, what I wanted to talk to you about is our syllabus for this term, Hanna. I know this is short notice, but I'd like to make a couple of little changes to it.

**Mr**: Uh oh! I know your idea of "little" changes!

**Dr**: (laughs) No, no, I don't think it'll be that bad this time. What I'd like to do is, uh, cut Lectures Two and Three-- the ones on Old English and Middle English-- down to half their length and then meld them together into a single lecture. Then, with that extra ninety minutes, I want to add a lecture at the end on World Englishes. I think it's time we dealt with that more thoroughly, don't you?

**Mr**: Yessir, I certainly do. That's a good idea. So I guess I just need to cut down the quizzes to match and add a new one for World Englishes. Do you know when I'll be able to see your revised OE and ME notes?

**Dr**: I've already done a good bit of that revision, Hanna, and I think I'll have them ready for you before Lecture One. That's April eighth, I think?

Mr. Yes, Tuesday the eighth.

**Dr**: I've taken the segments on pronunciation out-- I think we can lose those easily enough. Nobody really needs to recite "Beowulf" or the "Canterbury Tales" any more-- no matter how much fun it is.

**Mr**: And that means you probably won't be discussing orthography much either?

**Dr**: I suppose not. I just want to be sure to point out clearly the main ways in which Modern English has developed from its predecessors. You know, the Great Vowel Shift, and so forth. Saving ninety minutes is not going to commit Old and Middle English to total oblivion, after all.

**Mr**: (laughs) Not if you can help it, certainly! So I can eliminate the phonetics quiz completely, then?

**Dr**: Yes, I think so. I'll still give them a reading just so they can get a flavour of their ancestral tongue, but they can get as much of the phonetics as they want out of the textbook-- and it's rote learning anyway, really.

**Mr**: Now, what about your new lecture, then? Can I get started on any of that?

**Dr**: Yes, that's where I could really use your help in the next couple of weeks. I need you to research 'pidgins and creoles' for me. I've never paid enough attention to them, and I'd like an idea of the number there are, uh, their distribution, and uh, what linguists are saying about them these days-- are they English dialects? Derivative languages? What? See if you can find me some interesting examples and some specific quotes, will you?

**Mr**: Yes, of course. I think I know the kind of thing you're looking for. I'll take a look for internet sources this afternoon and then see what the library has later.

**Dr**: Thank you, Hanna, I'd appreciate that. And while you're there, would you see if they've got a copy of Burnley's source book on the history of English? I can't seem to find mine.

**Mr**: Oh. Uh... that's because you lent it to me last term... and erm, I haven't returned it yet.

**Dr**: Ah. Well. Get it back to me sometime soon, then, will you? I need to refer to it for my revisions.

**Mr**: Yessir, of course. Anything else on the syllabus?

**Dr**: Just that we'll need the student handout revised to reflect the changes. Who was in charge of that last time?

**Mr**: The department secretary has the file. I'll draft a revision, let you check it, and then give it to her, shall I? Shouldn't take long, and we just need to get photocopies before the first class.

**Dr**: All right, I'll leave that in your hands too then, Hanna. Just let me know if you need anything. And I'll see you at the faculty meeting tomorrow afternoon.

**Mr**: Oh, yes. Yes. The faculty meeting. Oh, and if you need any anecdotes on Appalachian English dialect, I'm your man-- I've just picked up a wealth of contemporary examples!

**Dr**: (laughs) I'll keep that in mind. Thanks, Hanna.

*Excerpt from the TOEFL test listening conversation*

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**LISTENING 2**

Listen to an assistant lecturer talking to a new student.

**Mr Fitch**: Yes? Come in.

**Mary Jane**: Excuse me, are you Mr Fitch? Dr Addlestone's assistant?

**MF**: Hi. Yes. Can I help you?

**MJ**: Yes, please, if you have time. I'm Mary Jane Turner and I'm signed up for Literature Two-twenty? I just wanted to get clear on the grading system. I'm still not sure how it works.

**MF**: Hi, Mary Jane. Sure. It's pretty straightforward, really. After each lecture, we prepare a short quiz on that material, and you take it at the beginning of the next lecture period. It only takes about ten minutes and it's pretty simple-- if you've taken good notes and studied them a bit beforehand, that is. There are fifteen lectures, so that's fifteen quizzes.

**MJ**: And they're part of our final grade, right?

**MF**: Right. One percent each or fifteen percent for all fifteen of them.

**MJ**: Each one's only one percent of my grade? That doesn't seem like much. Missing one or two of them wouldn't make much difference, would it?

**MF**: Not really, no-- but the whole is greater than the sum of its parts. They're not worth much individually because they're very short and sweet-- just to check that you've been coming to class, really. But students who pass all fifteen quizzes earn a five percent, um, bonus for effort.

**MJ**: Don't our individual quiz scores count?

**MF**: No, sorry. They're just pass-fail quizzes.

**MJ**: So, pass them all and it's twenty percent of my final grade?

**MF**: That's right.

**MJ**: That sounds good.

**MF**: And sixty percent are your mid-term and final exams.

**MJ**: Are they short and sweet, too?

**MF**: (laughs) No, I'm afraid not. They're not like the quizzes. They're ninety-minute tests and require a good bit of writing in addition to the objective questions. The mid-term covers the first eight lectures, the Founding Fathers to Mark Twain. The final mainly covers World War One to the present, from Lecture Nine on.

**MJ**: So first-half authors won't be on the final?

**MF**: That's not what I said. I said it's MAINLY on the second half of the course. Professor Addlestone will be keeping you, uh, honest with a few questions about American literature before the first World War, too.

**MJ**: I see. And they're thirty-thirty?

**MF**: Yes, thirty percent for the mid-term, thirty percent for the final, and up to twenty percent for the weekly quizzes. And then up to ten percent each for your essays. You'll need at least ninety percent for an A, eighty percent for a B, and seventy percent for a C.

**MJ**: Erm....could you tell me something about what is expected with our essays? There're two of them, right?

**MF**: Yes. You're required to write two short critical essays on American authors of your choice, from anywhere in American literary history, and we'll be looking carefully at your writing style and ability as much as at the content of your essays. The Professor's a real stickler for overall literacy.

**MJ**: So I can choose any author in the syllabus?

**MF**: Yes, but I can tell you that we often like it when a student picks an author out of the mainstream-- perhaps a lesser writer that we haven't been able to include in the lectures, or a contemporary author who hasn't, uh, hasn't found a place in literary history yet.

**MJ**: Someone really obscure?

**MF**: Not a good idea. The author you choose should have some relevance to the course of American literature. And if you can demonstrate that relevance clearly in four to five typewritten pages, then you'll have a good essay.

**MJ**: For each essay? Ooh.

**MF**: This is a university, uh, Mary Jane, not a high school. Now, you've got almost four months to write eight to ten pages. You should be able to manage that.

**MJ**: Yes, OK. You're right. When are they due?

**MF**: Your first essay's due in late October. It must be handed in by Lecture Eight, but we'd be happy to see it anytime before that. And the second is due at the last lecture in December. It must be turned in before the winter break.

**MJ**: Oh-- should the first essay be about somebody in the the first half's material then? And the same for the second?

**MF**: No, not at all. Any author you like. It would be smart to choose ones that interest you, though. Papers that reflect some, um, enthusiasm always turn out better.

**MJ**: Oh, I've got that! I'm really looking forward to this course-- I love reading!

**MF**: That's good, because you'll be doing a lot of that.

**MJ**: Thanks for your help, Mr Fitch-- I really appreciate it.

**MF**: And don't be shy if you have any more concerns, Mary Jane. My door's always open. Good-bye.

*Excerpt from the TOEFL test listening conversation*

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**LISTENING 3**

Listen to a conversation between two students in their dormitory during Registration Week.

**Roger:**Hi, can I come in?

**Terry:**Oh, hi. Sure! You must be Roger?

**R:**Yes. And you're Terry, uh, Lawrence?

**T:**Yep. So we're roomies this year, eh? Nice to meet you.

**R:**Good to meet you, too.

**T:**Well, uh, I guess the first thing is-- which bunk do you want?

**R:**Ha! Oh, I don't mind, really. The top's fine. You can have the lower one.

**T:**OK, thanks, I'll take it! I am a bit afraid of falling off. I did that more than once when I was a kid. It doesn't hurt, really, but it sure knocks the wind out of you!

**R:**(laughs) Well, I'll try not to roll over in my sleep. Actually, it looks like fun sleeping up there. I've never slept in a bunk bed before, though. What's your major?

**T:**Oh, I'm supposed to be in pre-med, but I've been taking a lot of electives. I might change it. What's yours?

**R:**I'm just an aggie. We've got a ranch out west of Houston, and I'm thinking I might become a vet. You're pre-med? Then you've taken Chemistry One Twenty-one? It's a required course for me, and I'm not good in chemistry at all. Maybe I could borrow your notes?

**T:**Hah! "Bonehead Chemistry"-- no, sorry. I still have to take that, too. Hey, maybe we could sign up for the same sections.

**R:**Yeah, that's a good idea!

**T:**When do you register?

**R:**Oh. Let me see. Wait a sec. Uh...ah, here it is: ten a.m. Monday.

**T:**Great! I register at nine. The Bonehead lectures are Tuesdays and Thursdays, and the labs are Monday-Wednesday-Friday afternoons. I can register first and then let you know which sections I've got before you register at ten. What times are good for you?

**R:**Oh gosh. Maybe, early lectures and a Friday lab? I think better in the morning, and that's going to be a tough course.

**T:**I know. That's why I'm thinking about switching majors-- the science prerequisites are really awful. But I'll give it one more semester before I pack it in. You sure you want a Friday lab? It'll cut your weekend short.

**R:**Yeah, but I'm gonna have a full load this semester, so I gotta take something Friday anyway. Might as well be something I can cut.

**T:**OK then. So, should I meet you back here Monday about nine-thirty? I can give you my schedule then.

**R:**Uh, how about in the cafeteria? I'd like to get some coffee before I start-- I'll need the energy. And it's handier anyway.

**T:**Sure, that's fine-- let's do that, then. But maybe we'd better get a little organized around here. I've already put my clothes in the left-hand dresser. Do you mind if I set one of my stereo speakers on the corner of the right-hand one?

**R:**No, that's OK. I didn't bring much stuff-- just the basics till I know what I need. If I need that space later, we can hang the speaker on the wall.

**T:**And I took over half the closet.

**R:**That bookcase looks pretty small. Most of my stuff is books.

**T:**Yeah, I've got a lot of those, too-- and we haven't even got this term's texts yet. (Sighs in thought) D'you think we could get one the same size from Campus Stores and put it on top of that one? They've got a free furniture place there.

**R:**Well, we could at least run over and take a look. I'll bet the bookcases are all gone, though-- they're going to be a popular item. Tell you what: I'll go over there after I see you Monday morning. Maybe they'll have an early-bird special.

**T:**OK, good. And if they don't, we'll just have to make do for now. (Pause) Shoes.

**R:**Huh?

**T:**Where can we put our shoes? Where'd you stash yours?

**R:**Oh. There, under the bed. One advantage of sleeping on the bottom bunk.

**T:**Wait a minute!

**R:**Just kidding. Stuff whatever you like under there, too. Half is yours. Just got those two bags?

**T:**No, I've also got two cartons of books and junk coming later. I'll worry about them then. All your stuff here?

**R:**Yep. But I need to go to a drugstore and pick up some toilet paper and kleenex sometime soon. Wanna come?

**T:**Yes, that's just what I have to do, too-- get some toothpaste and stuff. Gimme a minute and we can go together now.

**R:**Great!

*Excerpt from the TOEFL test listening conversation*

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