

## Listening Cloze Test 10

متن را گوش کنید و سعی کنید جای خالی ها را پر کنید. برای سادگی بیشتر، تعداد کلمات جای خالی با فاصله مشخص شده است. هر چند بار که خواستید می توانید pause کرده و دوباره گوش کنید. وقتی کلمات را نوشتید بررسی کنید که آیا این کلمات از نظر گرامری و معنایی به جای خالی ها می خورند یا نه.

**Ken:** So, Peter, do you want to have a look at 1) \_\_\_\_\_ together? As this is the first year we've been using them I'd really like to 2) \_\_\_\_\_ from you on how useful you think it has been.

**Peter:** No problem. I'll just get it. ...

**Ken:** Right, well you've certainly been 3) \_\_\_\_\_, haven't you! I mean look how much you've written 4) \_\_\_\_\_. Let's start with the part where you write about the lessons and what you've got out of them. Do you think that it's helped you to write it down?

**Peter:** Definitely.

**Ken:** Well, in what way?

**Peter:** Ermmm. In lots of ways. First of all I have a 5) \_\_\_\_\_ so writing down what we do in class helps me to remember.

**Ken:** OK that's a good point.

**Peter:** Writing down what I find difficult is also very useful. I like it when you 6) \_\_\_\_\_ each week and you help me with my problems. It's easier than asking lots of questions in class or looking for the answer after class. This year with my 7) \_\_\_\_\_ I write everything down at the end of each class and then I can find the answers 8) \_\_\_\_\_ or with your help. It's much better.

**Ken:** That's great! Is there anything else that you find good 9) \_\_\_\_\_?

**Peter:** I also like 10) \_\_\_\_\_ on what I liked and didn't like doing in class. I think maybe it helps you to know us better and to make the classes more interesting. I also try to 11) \_\_\_\_\_.

**Ken:** No, I agree. 12) \_\_\_\_\_ definitely help me to understand how you learn best and 13) \_\_\_\_\_ in class.

## Listening Transcribing 10

جملات را کامل گوش کنید و سعی کنید به خاطر بسپارید و بنویسید. بعد از هر جمله می توانید Pause کرده و جملات را بنویسید. اما مهم است که جملات را کامل گوش کرده و بدون Pause در داخل جمله آنها را بفهمید، حفظ کرده و بنویسید.

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## Listening 60

*Listen and complete the notes. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.*

Cost of museum admission: (1) .....

Museum open every Sunday from (2) .....

Photographing exhibits allowed, but without (3) .....

Photocopying possible if items under (4) ..... old.

Welcome to the 'Museums UK' audio series, a collection of downloadable audio files introducing the best of British museums. My name's Sam Cooper and in this file I'll be introducing the Ashmolean Museum of Art and Archaeology in Oxford, with its fabulous collections of Eastern and Western Art, Antiquities, Casts and Coins. It's one of the oldest public museums in the world and it's actually part of Oxford University, though it's free to go in, whether you're a student or not.

You'll find the main museum in Beaumont Street near the centre of Oxford, close to both the railway station and the bus station. Opening hours for visitors are from ten o'clock in the morning till five in the evening on Tuesdays to Saturdays, twelve to five on Sundays, and ten to seven on Thursdays in the summer months. It usually closes for three days over Christmas, a couple of days at New Year and three days for the St Giles Fair in early September.

You can take photos in the galleries, but only with hand-held cameras and not using flash or lights, which can do serious harm to exhibits. Also, as long as you follow all the copyright regulations and you get permission from the staff on duty, you can ask for antiquities documents of less than 100 years in age to be photocopied, at a cost of 5p per A4 sheet.

## Listening 61

Listen and complete the table. Write **NO MORE THAN THREE WORDS** for each answer.

### Ashmolean Museum of Art and Archaeology, Oxford: Education Service

| Activity                          | Length     | Time                            | Price per person | Max. number of people |
|-----------------------------------|------------|---------------------------------|------------------|-----------------------|
| Group visits: adults              | 1 hour     |                                 | (5) .....        | 15                    |
| Group visits: university students | 1 hour     |                                 | £2               | (6) .....             |
| Group visits: schools             | (7) .....  | 10.15 am<br>11.30 am<br>1.15 pm |                  | 13                    |
| Lunchtime talks                   | 45 minutes | (8) .....                       | £2               |                       |
| (9) .....                         | 6 hours    | 10 am                           | (10) .....       |                       |

Perhaps not surprisingly given its links with the University, the Ashmolean has an Education Service for schools and the general public. Activities include guided group visits, which for adults last sixty minutes and cost four pounds each. This makes the minimum price per group twenty-eight pounds, as group sizes vary from seven to fifteen people. Visits by groups of young people take the same amount of time as the adult tours, but cost just two pounds for university students. So with at least seven to a group the lowest price is fourteen pounds, though please note that there's an upper limit of fourteen group members rather than the fifteen for adults.

For schools, there are visits to suit all age groups, and for the most popular ones - such as those to see the Greek and Egyptian collections - it's best to book a term in advance. Tours last fifty minutes, starting at ten-fifteen, eleven-thirty and a quarter past one, with a maximum of thirteen children per group. Now if you're free in the middle of the day, why not go along to one of the 45-minute lunchtime talks? There's a really wide range of topics. On the nineteenth, for example, the subject is 'Greek Mythology', and on the twentieth there's 'Celebration of India'. Both begin at one-fifteen, the usual time for these talks, and they're held every Tuesday, Wednesday and Friday. Another regular feature, on Saturday mornings through to the afternoons, are the workshops. If you're interested in developing your own illustrative and artistic skills, these are for you. They're aimed at artists of varying levels of experience, and are always led by practising artists. Running for six hours from ten o'clock, this is wonderful value at just five pounds, including basic materials - and also a decent cup of coffee.

## Listening 62

Listen and complete sentences 1–5 below. Write no more than three words for each answer.

- 1 When talking to babies adults ..... several times.
- 2 'Motherese' provides a ..... which allows language to develop in children.
- 3 In comparison with a ....., a human baby is relatively helpless.
- 4 Human mothers used their voices to ..... their young.
- 5 Language began as sounds became standardized into .....

Choose two letters A–E

- 6–7 Why might mothers have put their babies in slings?

- A to transport them
- B to protect them
- C to control them
- D to keep them warm
- E to communicate with them

Choose two letters A–E.

- 8–9 Linguists say a comprehensive theory would not explain

- A how grammar developed
- B how language is learnt
- C how sounds got meanings
- D how sounds are produced
- E how speech developed

Choose the correct letter A, B, C, or D.

- 10 What is the speaker's main purpose?
- A to describe how mothers talk to their babies
  - B to compare how humans and animals look after their young
  - C to explain a new theory of origin of human language
  - D to contrast the views of linguists and anthropologists

Hi, I'm Emma Bailey, and today I'm going to be talking 'baby-talk'. Hopefully, you'll find the subject interesting rather than infantile. I'd like to start by getting you to imagine a scenario. You're in an office or at a family gathering when a mother comes in with her young baby. Like everyone else, you want to see the mother and baby and you probably want to talk to the baby. How do you do this? What kind of language do you use? Recent research has shown that adults all talk to babies in similar ways: they repeat phrases over and over again in a highpitched 'sing-song' voice with long vowel sounds. And if they ask questions they exaggerate their intonation.

Researchers have discovered that this kind of language, which they have called 'motherese', is used by adults all over the world when they talk to babies. And according to a new theory, 'motherese' forms a kind of framework for the development of language in children. This 'baby talk', so the theory goes, itself originated as a response to another aspect of human evolution: walking upright. In contrast to other primates, humans give birth to babies that are relatively undeveloped.

So, whereas a baby chimpanzee can hold on to its four-legged mother and ride a long on her back shortly after birth, helpless human babies have to be held and carried everywhere by their upright

mothers. Having to hold on to an infant constantly would have made it more difficult for the mother to gather food. In this situation, researchers suggest, human mothers began putting their babies down beside them while gathering food. To pacify an infant distressed by this separation, the mother would 'talk' to her offspring and continue her search for food. This remote communication system could have marked the start of 'motherese'. As mothers increasingly relied on their voices to control the emotions of their babies, and, later, the actions of their mobile juveniles, words emerged from the jumble of sounds and became conventionalized across human communities, ultimately producing language.

Not all anthropologists, however, accept the assumption that early human mothers put their children down when they were looking for food. They point out that even modern parents do not do this. Instead, they prefer to hold their babies in their arms or carry them around in slings. They suggest that early mothers probably made slings of some kind both for ease of transportation and to keep their babies warm by holding them close to their bodies. If this was the case, they would not have needed to develop a way of comforting or controlling their babies from a distance. It is not only anthropologists, but also linguists who challenge this explanation for how language developed. They say that although the 'motherese' theory may account for the development of speech, it does not explain the development of grammar. Nor, they say, does it explain, how the sounds that mothers made acquired their meaning. Most experts believe that language is a relatively modern invention that appeared in the last 100,000 years or so. But if the latest theory is right, baby talk - and perhaps fully evolved language - was spoken much earlier than that. We know that humans were walking upright one and half million years ago. This means that mothers may have been putting their babies down at this time, and communicating with them in 'motherese'. We can be sure that this is not the end of the story, as anthropologists and linguists will continue to investigate the origins of this most human of abilities - language.

### Listening – Spelling and Pronunciation 15

به کلماتی که می شنوید خوب گوش کنید و سعی کنید آنها را بنویسید.

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