LISTENING PRACTICE

LISTENING 1

PREPARING TO LISTEN

1 You are going to listen to a meeting between a student and a careers adviser. Before you listen, complete the definitions with the words from the box.

mechanical	specialist	acquire	understanding
academic	vocational	apprentice	careers adviser

1 someone with a lot of skill or experience in a subject _____
2 related to a particular type of work _____
3 someone who works for a skilled person for a period of time, often for low pay, in order to gain work experience _____
4 to get or receive something _____
5 knowledge about a subject _____
6 related to subjects that require thinking and studying rather than being practical _____
7 related to machines _____
8 someone who gives information and advice about education and work opportunities _____

2 Complete the sentences with the words from Exercise 1.

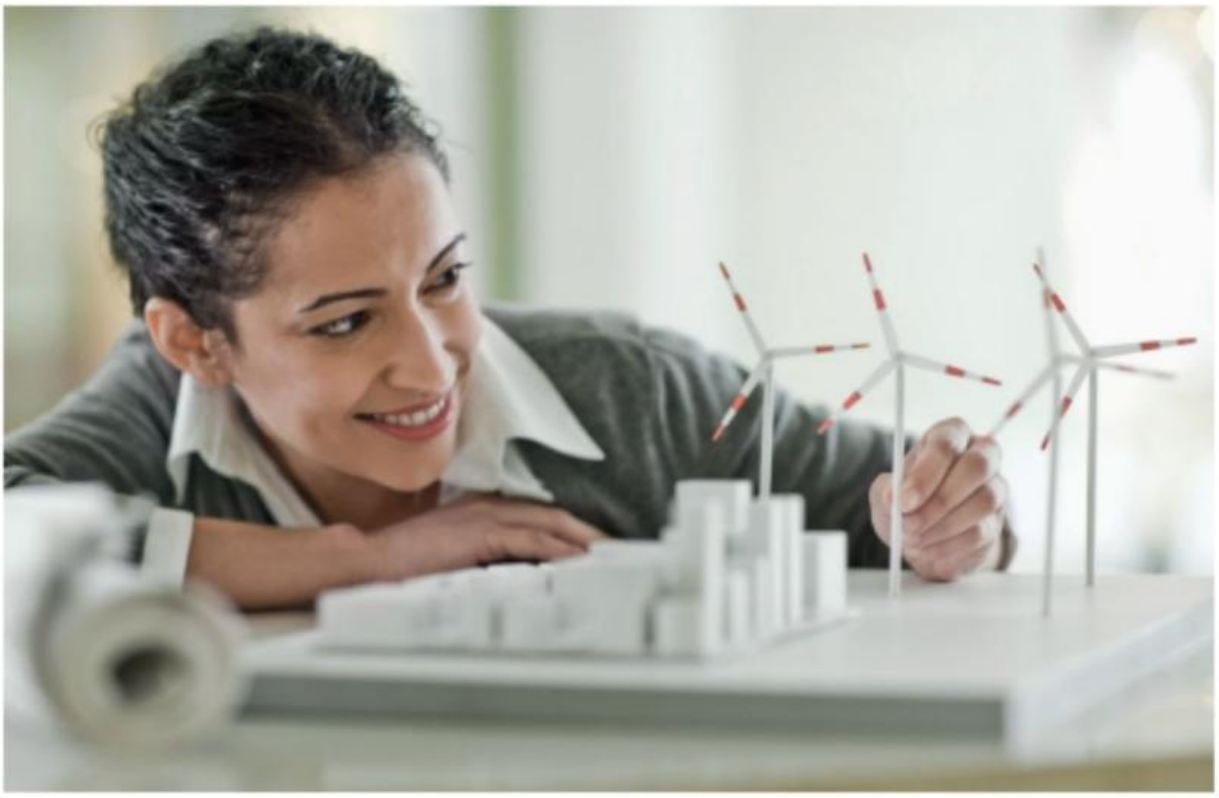
1 The _____ at my university recommended that I consider training to become a nurse.
2 I had a _____ problem with my car, so I took it to the garage to be repaired.
3 I don't get paid much as an _____ , but I'm learning valuable skills from my boss.
4 At university, you _____ the knowledge you need to start a career.

LIVEWORKSHEETS

5 Scientists are always increasing our _____ of the natural world.
6 After high school, I took a course at a _____ college and learnt to be a plumber.
7 I'm not that interested in studying in an _____ environment like a university. I'd like to start work straight away.
8 I'd love to study engineering and become an aeronautical _____ .

3 Work with a partner. Describe your studies and career using the words from Exercise 1.

WHILE LISTENING



4 2.1 Listen to the meeting. Answer the questions.

1 What is Bahar trying to make a decision about?

_____

2 What field is she interested in working in?

_____

3 What do Bahar and the careers adviser decide to do?

_____

LIVEWORKSHEETS

Listening for advice and suggestions

In situations like a careers advice meeting, advice and suggestions are key points to listen out for. Advice and suggestions are indicated with language such as *You should consider ... I think ...* and *Wouldn't you like / rather... ?*

LISTENING FOR DETAIL

5 2.1 Listen to the meeting again. What advice does the careers adviser give? Write true (T) or false (F) next to the statements below.

1 Choose a career that will use your maths and physics skills. _____
2 Consider a vocational course rather than university. _____
3 Think about a course in mechanical engineering. _____
4 Seriously consider becoming an industrial designer. _____
5 Specialize in electrical or architectural engineering and then consider astronaut training. _____
6 Visit some universities and find out more about engineering courses. _____
7 Borrow some engineering books from the library. _____
8 Visit an engineer at work and ask them what their job is like. _____

PRONUNCIATION FOR LISTENING

Certain and uncertain intonation

We can sometimes understand a speaker's attitude by listening to their intonation. A rising intonation can indicate uncertainty and a falling intonation can indicate certainty about what they are saying.

6 2.2 Listen and write certain (C) or uncertain (U) next to the statements below.

1 You're considering university, aren't you? U
2 I like Maths and Physics, and I'm doing well in those classes. C
3 You should make use of your Maths and Physics abilities. _____
4 I'm considering studying Engineering. _____
5 I've always been interested in the way things work. _____
6 I think I could do that. _____
7 I wouldn't mind the theoretical side of Engineering. _____
8 ... but I think I'd really enjoy the practical side of Engineering. _____

LIVEWORKSHEETS

POST-LISTENING

7 The careers adviser and Bahar both use expressions that show they are certain or uncertain about what they are saying. Read the statements and write the word in bold in the correct category.

1 It would **definitely** be a way to use your talents.
2 So I'd like to study something technical, that's for **sure**.
3 I **wonder** if I should try something more vocational.
4 You're **considering** university, aren't you?
5 I'm **not sure** if Engineering is for me.

certain	uncertain

DISCUSSION

8 Work with a partner. Discuss the questions.

1 Do you think the adviser gave Bahar useful advice? Why / Why not?
2 Do many people go to university in your country? Why / Why not?
3 What sorts of job are popular with recent graduates in your country?
4 In your country, what jobs do people do if they don't go to university?

LIVEWORKSHEETS

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

1 You are going to listen to a conversation between Adam, a student who is interested in a career in medicine, and a careers adviser. Before you listen, read his notes and discuss the questions in pairs.

Medical jobs

Emergency Medical Technician (EMT)
Works independently on an ambulance. Helps people in emergency situations, assessing a patient's condition and performing emergency medical procedures before they get to hospital. Must be self-confident. Requires excellent driving skills.

Emergency Room Nurse
Works in the emergency room of a hospital, dealing with patients as they arrive. Must have a high-level understanding of the human body and medicines and be able to assess patients quickly and correctly.

Which job do you think ...

- requires closer work with hospital staff?
- requires making decisions on your own?
- requires you to be sure in yourself and your abilities?
- requires more training?
- provides more excitement and adventure?
- requires more academic study?

WHILE LISTENING

2 2.3 Listen to the conversation. What are Adam's answers to Exercise 1? Are they the same as yours?

LIVEWORKSHEETS

LISTENING FOR OPINION

3 2.3 Listen to the conversation again and tick the statements in the table. Listen for the idea rather than the exact words.

	speaker		course/job	
	adviser	Adam	EMT	ERN
1 That is a tough job. Exciting, but tough.	✓		✓	
2 It seems like a great way to help people.				
3 You have to be very independent and self-confident.				
4 It would involve a lot more complex study.				
5 It would be great to actually work after so much study.				
6 It may not be the ideal course.				
7 I imagine the pay would be better.				
8 That would be a great idea.				

POST-LISTENING

Making inferences

When listening, you can find answers from clues rather than directly from what is being said. This can be tone, facial expressions and emotion in someone's voice.

4 Work with a partner. Discuss the questions below. Think about tone, expressions and emotion.

1 What does the adviser really think that Adam should do?
2 What are the most important factors in a job for Adam?
3 What information gave you the answers to questions 1 and 2?

DISCUSSION

5 Work with a partner. Discuss the questions.

1 What areas of study do you think you have the most natural ability in?
2 Can you think of an area you might like to become a specialist in?
3 Which seems more interesting to you: a practical, vocational diploma or a more theoretical university degree? Why?

LIVEWORKSHEETS

READING PRACTICE

3a Read the passage again. Match these key ideas (1–5) with the paragraphs (A–E).

1 Good language skills are important.
2 Study can sometimes be boring.
3 Good learners always have new questions.
4 Good learners think about their studies in their free time.
5 Good learners realise there is a link between new and old knowledge.

b Read these questions about the passage and underline the key words. Then compare with a partner.

1 What do good learners never stop trying to do?
2 How do good learners feel about their chances of finding the answer to a study problem?
3 What makes doing boring learning tasks worthwhile?
4 What do good learners modify as they learn more?
5 Who can good learners explain new knowledge to in an appropriate way?

Who makes a good learner?

An experienced university teacher has put together a list of the psychological characteristics that good learners have.



LIVEWORKSHEETS

A Good learners are curious. They wonder about all sorts of things. They love the discovery part of learning. Finding out about something gives them an intense satisfaction. But their curiosity is addictive, so they always want to find out more.

B Good learners work hard. A few things may come easily to learners, but most knowledge requires effort and good learners are willing to put in the time. They talk with others, read more, study more and carry around what they do not understand, thinking about it before they go to sleep, at the gym, on the bus. Good learners are persistent. When they fail, they carry on, confident that they will figure it out eventually. In the meantime, they learn from their mistakes.

C Good learners recognise that learning is not always fun. But that does not change how much they love it. Understanding the topic, when they finally get there, makes it all worth doing. But the journey to understanding is not generally all that exciting. Some learning tasks require boring repetition; others a mind-numbing attention to detail; still others involve periods of intense mental focus.

D Good learners make knowledge their own. This is about making the new knowledge fit with what the learner already knows. Good learners have to change and adapt their knowledge structures in order to make room for what they are learning. In the process, they build a bigger and better knowledge structure. It is not enough to just take in new knowledge. It has to make sense, to connect in meaningful ways with what the learner already knows.

E Good learners share what they have learned. Unless knowledge is passed on, it is lost. Good learners love sharing what they have learned. They write about it and talk about it. Good learners can explain what they know in ways that make sense to others. They are not trapped by specialised language. They can find examples that make what they know meaningful to other learners.



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Studying

1a Match the words in the box with their meanings (1–10).

assignment course essay examination grade presentation project report research term

1 a piece of work that someone gives you to do
2 a piece of planned work that is done over a period of time
3 an event at which someone explains an idea to a group of people
4 a piece of writing that gives facts about a situation or event
5 a mark that your teacher or tutor gives you
6 a spoken or written test of knowledge
7 a piece of writing about a particular subject
8 detailed study of a subject to find out new information

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9 a set of lessons in a particular subject
10 one of the three parts of a school, college or university year

b Choose the correct options in *italics* to complete the text.



Midlands College International Foundation Course

Academic English Module

The Academic English module aims to prepare students for higher education at an English speaking university. There are four **1** *courses / assignments* over three terms, followed by two final **2** *examinations / grades* of three hours each at the end of Term 3.

Term 1

- Students write a **3** *research / report* based on information collected from a questionnaire and interviews.
- Students write a 1,000-word **4** *essay / research* on a given topic.

Term 2

Students give an academic **5** *essay / presentation* on a subject of their choice.

Terms 2 and 3

- Students complete a group **6** *report / project* by carrying out **7** *examinations / research* into a given academic topic.
- Students will receive their final results and **8** *grades / assignments* at the end of July.

LIVEWORKSHEETS

Collocations

2 Choose the options in *italics* which cannot be used with the nouns in bold.

1 For your next piece of work, you need to *write / do / carry out* some **research**.
2 I'm going to *do / make / give* a **presentation** on my home country.
3 How many **exams** do you have to *take / make / do* this year?
4 I need to *get / do / have* very good **grades** to do a medical degree.
5 In the exam, we have to *write / do / carry out* two **essays** before the end of term.
6 Can you *finish / complete / make* your **assignment** by the end of this week?
7 It's difficult to *produce / make / write* the **report** without the necessary information.
8 You need to work together in order to *complete / carry out / have* this **project**.

3 Complete the collocations with the verbs in the box.

ask	do	give	have	prepare	take

1 _____ revision
2 _____ for a test
3 _____ a discussion
4 _____ questions
5 _____ notes
6 _____ your opinion

4 Complete the sentences with collocations from Exercises 2 and 3.

1 I need to do research for my assignment.
2 Use phrases like *I think* and *I believe* to _____.
3 I am very nervous because I have to _____ in front of 50 people.
4 I find it difficult to _____ when I listen to a lecture.
5 I can't go out – I have to _____ a maths _____.
6 After my presentation, I asked the audience if they would like to _____.

LIVEWORKSHEETS

Skills

5a Work in pairs. Match the skills (1–6) with the examples of activities (A–F). Can you think of any more examples?

1 practical skills	A creating reports
2 management skills	B using Excel
3 computer/IT skills	C being a good listener
4 reading/writing skills	D typing
5 people skills	E speaking French
6 language skills	F being a good leader

b Work in groups and discuss the questions about the skills in Exercise 5a.

1 Which three skills do you think are important for success at work today? Why? Put them in order of importance.
2 Which are your three best skills?

Activate Windo
Go to Settings to ac

3a Read the test task and underline the key words.

Questions 1–6

Answer the questions below. Choose ***NO MORE THAN TWO WORDS*** *from the passage for each answer.*

1 What do most business students expect to get after graduating?
2 What do students on an MBA course need?
3 Which aspect of a business degree do students prefer?
4 How long do most business students usually spend on a work placement?
5 What type of business department do most students plan to work in?
6 Who thinks business graduates have good presentation skills?

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International survey of business courses

A recent international survey of business degrees shows that business and related subjects – such as accounting and economics – are among the most popular courses at universities worldwide. Students say that they choose these courses because business has an impact on almost every aspect of modern society. They also believe that a business degree makes it easy to find a job. Business graduates often earn a good salary although very few of the students in the survey give that as their reason for studying business.

The term 'business degrees' includes a wide variety of courses; some are specialised and others are more general; some are very academic and others focus on practical professional development. There are also different levels of degree. Most business students are undergraduates. However, there are also large numbers of business students on post-graduate courses. Professional qualifications such as MBAs are only for people who already have some business experience.

The study shows that all types of business degree look at both theory and practice. Of these two parts of a course, the theoretical aspect is less popular with most students although all agree that it is an essential part of a good degree course. Students look at practice

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through case studies, problem-solving tasks and project work. They also often have the chance during their course to spend a period of time – typically three months but it can be up to one year – actually working in a company.

The survey also shows that the majority of students plan to go into a career in business. There are, of course, many different types of business career. Only a relatively small percentage of students plan to set up their own business. Some aim to work in finance departments, others in advertising and still more in sales. Human resources and business consultancy are also options which some graduates consider.

A few students who study business decide that it is not after all the career for them. However, their degree is still a very useful qualification. The international survey also reports on interviews with a range of employers. These say they like the fact that business graduates are excellent team workers and can present information well both in writing and in front of an audience. These are valuable skills in all workplaces. The survey concludes that choosing to study business can be a very good decision.

LIVEWORKSHEETS

VOCABULARY PRACTICE



1.1 **Look at these groups of words. Which word in each group is the odd one out? Why?**

1 primary secondary state
streamed comprehensive private

2 canteen laboratory library
classroom gym playing fields

3 teachers lecturers principal
head teaching assistant

4 classes housework curriculum
timetable uniform subjects

1.2 59 **Listen to a girl talking about her school. Tick the words in 1.1 that she uses.**

1.3 59 **Listen again and write down:**

1 what the girl likes about her school: _____

2 what she dislikes about her school: _____

1.4 **Choose the correct words in this email to a penfriend.**

Hi Paco

You asked me about the education system in my country. I'm still at **(1)** *school / the school* because it's **(2)** *essential / compulsory* here up to the **(3)** *age / year* of 16. We go to a kindergarten or nursery school first and then, when we're four or five years of **(4)** *old / age*, we **(5)** *start / join* primary school, where we spend seven years.

I now **(6)** *go / attend* a state secondary school, which has about 1,000 **(7)** *pupils / undergraduates*. We have six lessons a day and each subject is **(8)** *taught / learnt* by a different teacher. We have a lot of homework and projects, and if we **(9)** *lose / miss* an important deadline, we have to stay **(10)** *following / after* school to finish the work and hand it in. We have to wear a uniform until we're 15 but after that we're **(11)** *let / allowed* to wear our own clothes.

When we're 16 we **(12)** *take / pass* some exams. Then we can either **(13)** *leave / depart* school and go to a different college or stay on for two more years. During those years we **(14)** *learn / study* just three or four subjects. There are also **(15)** *opportunities / occasions* to do vocational courses like sport or mechanics at a college of further education. I haven't decided what to do yet.

All the best,

David

1.5 **Rewrite the email in your notebook so that it is true for your country.**

LIVEWORKSHEETS

2.1 **Look at this list of school subjects and cross out any that are not taught at your school. Add any extra subjects taught that are not on the list.**

English art business studies drama computing geography history literature maths music psychology science physical education

_____

2.2 **Tick the subjects you like best. Write a short paragraph giving reasons why you enjoy a particular subject. Use some of the phrases in the box below to help you give reasons.**

The teacher is fantastic. I like to use my imagination. It's an interesting subject.
I'm better with numbers than words. I'd like to study it at university. I'm good at it.
I enjoy doing practical things. I find it very stimulating. I enjoy working in groups.

2.3 **Look at the photos and answer the questions.**

A



B



1 Which subjects do you think are being taught? A: _____ B: _____

2 What differences are there between the two lessons?

Lesson A is very practical,

3 Which method of learning do you prefer? Why? _____

3.1 **Complete the text below with the correct form of these verbs. Use each verb only once.**

~~do~~ fail give pass take retake revise study

I'm 16 now, and I'm (1) doing some important exams in a few weeks' time. They're called GCSEs, and my teachers have entered me for nine subjects, which is what most pupils at my school do. I'm going to go through all my notes to (2) _____ thoroughly for these exams, because I don't want to have to (3) _____ any of them next year. I've always thought it's better to (4) _____ all exams the first time you (5) _____ them. I'm certainly hoping I won't (6) _____ my maths exam. I've never been very good at maths, and I want to (7) _____ it up at the end of the year and spend more time (8) _____ history, geography and two foreign languages. I'm much better at those!

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