LISTENING PRACTICE

Audio

Task 3 { Track 011 }

3A Write **no more than TWO words and/or a number** for each answer.

RESERVING A TABLE

Example: **Name:** Katherine Mackey
Group size: 1 _____
Number of tables: 2 _____

Function Room

Hire cost: 3 _____
- Decorate and select **4** _____

Deposit: Paid 5 days in advance **5 £** _____ each

3B { Track 012 }

Write **no more than TWO words and/or a number** for each answer.

RESERVING A TABLE

* Cheaper on weekdays because of: **6** _____
* Menu includes: meat and **7** _____ options
* Tips included
* Website address: **8 www.oriental** _____
* Date of the meal: **9** _____
* Time: 8pm
* Contact number: **10** _____

LIVEWORKSHEETS

MAIN LISTENING

Task 4 { Track 013 }

At the beginning of the unit a student was being asked some questions from a questionnaire about campus facilities. We used prediction skills to analyse the first part of the dialogue and will now continue listening whilst completing a gap-fill exercise.

4A

Write **no more than TWO words and/or a number** for each answer.

On Campus

Example:
Facilities used: doesn't use the library or gym

Library:
* Good points: plenty of books
* Problems: difficulty understanding **1** _____
* Solution: better database necessary with easier to understand **2** _____

Gym:
* Good points: None given
* Problems: None given
* Additional info: outdoor pitches are in good condition Always someone to **3** _____.

Cafeteria:
* Good points: cheap, nice food
* Problems: not much **4** _____
* Solution: rethink the menu
* Additional info: going into town centre: too time-consuming and **5** _____. Cafeteria is clean, friendly staff

Parking:
* Good points: None given
* Problems: No **6** _____ after nine o'clock
* Additional info: 5-10 minutes to get to **7** _____

LIVEWORKSHEETS

4B { Track 014 }

Write **no more than TWO words and/or a number** for each answer.

Personal Information

* Academic year: **8** _____
* Member of the Student Union: **yes**
* Name: Michael **9** _____
* Age: **20**
* Current course: **10** _____
* Address: **to be obtained from the bursar**
* Contact number: **11** _____

LIVEWORKSHEETS

READING PRACTICE

Reading

Completing notes and summaries



Exam tip

It is often easier to choose the correct answer if you can predict the type of word you need by using your knowledge of grammar.

Develop your exam skills

info

In the IELTS exam, you may be given a summary of, or notes about, a text, but there will be information missing which you will have to look for. You will usually find the information in a particular part of the text, but not in the same order. You will either have to choose words from the text or choose the correct option from those given.

1 **Copy and complete the table. Write the words below under the correct part of speech.**

satellite mobile newspaper transfer broadband fast consumer access free speedy handy keyboard signal commercial

Adjectives	Nouns	Verbs	Adverbs



2 **Read the example explanation of how to predict possible answers. Complete the five remaining sentences using a process similar to the example.**

1 Websites allow us to ..... a library's catalogue of books and periodicals. The structure is *allow somebody to do (verb) something*. There are a number of possibilities, e.g. *access, consult, preview, see.*

2 Public libraries are changing. You can still borrow and ..... books, magazines, DVDs, CDs and other media.

3 *Communication* refers to both the act of ..... , in other words the exchange of information, ideas or feelings, and something that is ..... , for example a letter or telephone call.

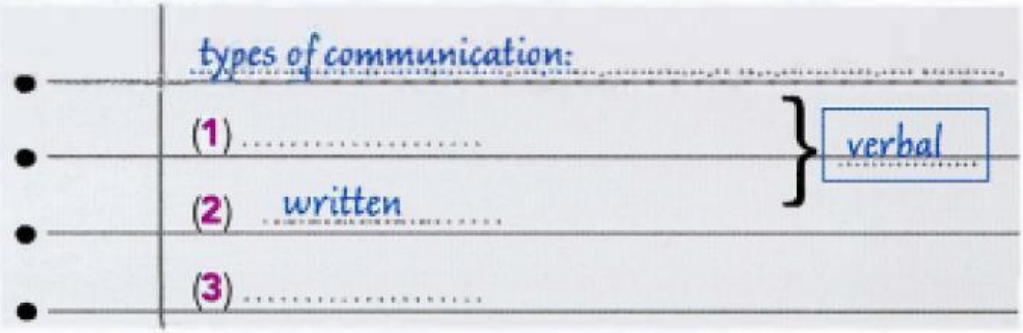
4 DVDs aren't just for films anymore. New DVDs (digital video discs) provide even ..... sound quality than audio CDs (compact discs).

5 Both CDs and DVDs sample the music, but DVDs are able to ..... more information and they have more samples per second. The information is also more ..... .

6 After 1066, many French and Latin words came ..... the English language.

LIVEWORKSHEETS

3 **Scan the first two paragraphs of the text on page 81 and find the missing words to complete the notes. Do the notes contain the key information from the two paragraphs?**



In all communication, whether this is verbal or non-verbal, a sender transfers a message to a receiver, choosing a certain medium. The receiver uses the message clues and the context, and decodes it to understand it. This is often followed by a new message in return, and so the communication process continues.

Although this procedure is always the same, it can take many different forms depending on the type of communication. For example, in non-verbal communication (as opposed to written and spoken communication, which are both verbal), the code used could be gestures, body language, eye contact and facial expressions, such as a smile.

Communication is extremely important in the business world and in this context both informal and formal styles will be used. However, there are still clear rules that should be followed. If we take the example of meetings, they are often conducted in quite a relaxed way, with participants using first names and informal language. However, as soon as the meeting is official, careful written records will be kept, called minutes. Like reports, these will follow a format that is standard across many business situations. One important aspect is layout. Another aspect is content, and this will depend to some extent on the level of formality. Annual business reports must include certain types of information to be legal, e.g. financial information, but even a simple letter would not function as it should without the use of somebody's title (e.g. *Mr or Ms*). Language is another aspect which needs to be taken into account. Business communication, when written, needs to be clear and to the point, without spelling or grammar mistakes. Not following these important rules would have a negative effect in any business context.

4 **Look at the summary of the text in Exercise 3. Think about the grammatical category for each of the missing words. Re-read the text and look for suitable words to complete the summary.**

It is important to follow the rules when communicating in writing, especially if you are in the world of (1) _____. There are three areas which are important: (2) _____, content and language. The language can be formal or (3) _____ but there should be no mistakes. You cannot just choose to include what you like, for example (4) _____ information must be included in annual business (5) _____. Business writing also needs to look good on the page, with everything written in a (6) _____ format.

LIVEWORKSHEETS

Practice for the test

Exam tip

Training yourself to work against the clock will help you with your timing during the exam.

1 **Answer the following questions about the passage below within two minutes. Use words from the passage for your answers. Note that these questions follow the order of the information in the text and have no word limit (just for this exercise).**

1 Name a complaint that is often made about managers in the United Kingdom.
2 What is the cause of the loss of international business?
3 What is a requirement for managers to do a good job?
4 Which groups of people outside their company do managers have to communicate with?

One criticism of UK managers is that relatively few speak a second language fluently. This can cause obvious problems for businesses that trade in a global market. Research suggests that UK companies lose around 13 per cent of the international deals they try to complete due to 'communication problems'. Managers also need effective written skills if they are to carry out their jobs effectively. The ability to quickly summarize key points in the form of a report for others in the business is of real value. So is the skill of reading a report written by someone else and being able to draw out the important elements.

As well as their own staff, managers have to work with other people too. They interact with customers, more senior managers, suppliers, trade union officials, government officials and the local community. Managers need to be comfortable in the company of diverse groups, and they need to be able to communicate formally when required and to engage in informal small talk.

2 **Complete summaries A and B with words from the corresponding passages below. Write NO MORE THAN ONE WORD for each answer.**

Summary A

There should be a small number of (1) ..... at meetings and there needs to be a (2) ..... for any meeting, which will include a clear agenda. During the meeting there needs to be good (3) ..... management and clarity about what the meeting should hopefully (4) ..... . At the end, there should be a summary and agreement about (5) ..... action.

Passage A

Managers need a range of communication skills to carry out their jobs effectively. They need to be able to articulate their ideas and vision and to convey enthusiasm. Good managers may, at times, need to be able to argue points cogently and to persuade people to their point of view. However, good managers appreciate that communication is a two-way process, and that listening is an important element of communication. Listening to the views of others can help to test ideas as well as to develop new products and methods of production.

The most common forum in which managers are required to communicate are meetings. It is important for managers to plan for meetings, whether with a single person or with a group. Managers should not invite too many participants to keep numbers to a minimum. They should have a clear agenda for discussion and should exercise tight time controls to prevent meetings dragging on. Managers should enter each meeting with a clear idea of what they want it to achieve. At the end of a meeting it is good practice to summarize what has been agreed and what needs to happen in the future.

LIVEWORKSHEETS

Summary B

Working with other people is not always easy, but it is (6) _____ for the role of managers that they have interpersonal skills that are (7) _____. Their (8) _____ may need encouragement and help with (9) _____ and solving problems between colleagues.

Passage B

Communication skills should not be taken for granted. Many managers require training in written and oral communication skills and many businesses would benefit from employing managers who speak at least one other language.

Interpersonal skills are also necessary if a manager is to work successfully with other people. If managers lack interpersonal skills, then they are likely to be of limited effectiveness in their role. Managers with effective interpersonal skills can motivate others and can co-ordinate the work of their employees. To do this, managers may need to coach and encourage employees as well as solving disputes and, perhaps more importantly, preventing conflict.

VOCABULARY PRACTICE

1.1 Read this text from a university website. Who is it aimed at?



The university is on one campus which covers an area of 200 acres. There are five faculties – Humanities, Science and technology, Social sciences, Law and Medicine – and these are divided into departments like geography, art history, etc. You will have already looked at our website, but when you arrive, you can pick up a prospectus and book which tour you want to go on, according to your subject of interest.

Your tour will begin with a talk by one of the lecturers, who will tell you more about the courses. All our courses consist of a mixture of formal lectures, seminars in groups of up to twenty students, and at least two tutorials per term where groups of two or three students have the opportunity to discuss things in more detail with their own tutors. Most degree courses require students to write a dissertation of at least 6,000 words in their last year.

The tours will show you the halls of residence where students live, the students' union where lots of social events take place, and other useful facilities like the supermarket and launderette.

Our undergraduate courses all begin in October and most of our students are school leavers – just four per cent are mature students of 21 and over. At present the university year consists of three terms but we are changing to semesters (two a year) in three years' time. We will have different vacations as a result: slightly longer in spring and shorter in summer.

We have separate open days for graduates who want to go on to do a postgraduate course.

LIVEWORKSHEETS

1.2 **Complete these sentences with words from the text.**

1 The buildings of a university and the land that surrounds them are called a campus .
2 The university is organised by subject into different _____ and a group of these form a _____ .
3 Information about the university can be found in a booklet called a _____ or on the website.
4 Students attend _____ , _____ and _____ where they are taught about their subject.
5 Students are taught by _____ and _____ .
6 A long piece of written work is called a _____ .
7 Students live in _____ and attend social events arranged by the _____ .
8 Students who are at least 21 are referred to as _____ students.
9 The university year is divided into _____ or _____ . The breaks are called _____ .
10 Students who are studying for a first degree are called _____ . When they finish they are called _____ . A student who continues to study after a first degree is called a _____ .

2.1 62 **Listen to two students describing their courses at university and answer the questions below.**

1 What subject is each student studying? Student 1: _____ Student 2: _____

architecture English literature biology law psychology history economics chemistry medicine

2 How does each student say they learn?

lecture seminar tutorial essay assignment experiment dissertation presentation

Student 1: _____
Student 2: _____

3 What does each student think is good about their course?

Student 1: _____
Student 2: _____

Vocabulary note

An **essay** is a short piece of writing about a particular subject. A **dissertation** is a much longer piece of work, often a requirement of a degree course. A **thesis** is usually written for a higher degree over an extended length of time and involves personal research.

LIVEWORKSHEETS

2.2 ▶62 **Listen again and fill in the phrases the students use to express opinions.**

1 I _____ about the course I'm doing now.
2 They _____ students having to plan their own time.
3 But _____, you've got to spend lots of time reading and thinking things through.
4 I _____ the timetable.
5 I _____ the lectures are very good.
6 I _____ it's a very good way of learning.
7 Now I _____ the system really works.
8 I _____ having the lectures each morning.
9 I _____ concentrating on the experiments for now.

2.3 **Look at your answers in 2.2. Mark the phrases P if they are used only for positive opinions, N for negative opinions, and B for both positive and negative opinions.**

3.1 **There are lots of idioms and expressions using the verb *think*. Match the two halves of these sentences.**

1	If I were you, I'd think through the implications	A	when you said you'd finish everything by Monday.
2	You've really got to think it over carefully	B	about applying for a better job with a higher salary.
3	I'm sure you weren't thinking straight	C	you'll realise how much progress you've made.
4	If you think back to this time last year,	D	of accepting a job involving a lot of travel.
5	Personally, I wouldn't think twice	E	as no one is going to make the decision for you.

Reading and Use of English Part 7

You are going to read an article about the use of technology in university lectures. For questions **1–10**, choose from the sections **A–D**. The sections may be chosen more than once.

Which section mentions

the view that students have always tended to lose attention in university lectures? 1 ☐

the idea that expecting students to provide their own technology may lead to a form of discrimination? 2 ☐

the increase in the number of students learning in other ways apart from listening to lectures? 3 ☐

technical problems reducing the amount of teaching which takes place? 4 ☐

the advantages for students of using technology they are accustomed to? 5 ☐

a lack of progress in adapting study materials to make best use of students' technology? 6 ☐

the disadvantage of students having access during lectures to material unconnected to their studies? 7 ☐

the economic advantage for universities if students use their own devices? 8 ☐

LIVEWORKSHEETS

university studies requiring the kind of concentration which is hard to find nowadays? 9

universities being unable to impose restrictions on what students look at during lectures? 10

Students bring their own technology to lectures

A A trend known as Bring Your Own Device (BYOD) has swept across countless universities and institutions. The idea is that technology can allow students to access online learning tools and interactive resources: students will no longer sit passively in the lecture hall, but instead will be engaging with complementary material online. While supplying (and routinely upgrading) enough technology so that all students can access virtual learning environments is too costly, building a network that allows them to use online resources via their personal devices is less of a financial burden. The practice also allows students to use technology that they're familiar with, according to Jason Lodge, lecturer in higher education in learning futures at Griffith University in Brisbane. 'BYOD eliminates quite a bit of the cognitive load associated with learning. For example, any activity requires multiple levels of understanding in order for students to engage effectively. By using devices they are already familiar with, they have more resources available to understand what they are being asked to do and what the actual content of the task is.'

B Lodge admits that the BYOD trend does have a number of problems. His biggest concern? It encourages students to use technology during teaching time: 'The major downside of BYOD is the potential for distraction. Students' own devices are likely to include all the applications they use on a regular basis. This cannot be controlled like it can be with computers provided by the institution.' Tim Cappelli, a senior project manager at Manchester Medical School, disagrees. He explained: '93% of our students said they use their iPads for accessing social networks. I'm surprised it's not higher. Are they doing this in lectures? Probably. But is this any different from me reading a novel at the back of the lecture theatre, or doodling on my notepad, when I was a student?' However, of course the difference is that iPads offer a multitude of distractions far exceeding those of a novel or a biro.

C You don't have to look far to find studies warning that constant access to technology can damage an individual's concentration. A study by Professor Larry Rosen, California State University, found that people could only focus on a given task for six minutes before utilising some form of technology. This of course is particularly problematic at universities, where deep, analytical thinking is highly valued. The other aspect which can waste time is the issue of compatibility. Students utilise a multitude of laptops, mobiles and tablets, all of which may have different operating systems. Consequently, lectures and seminars can be dominated by struggles to make everything work properly. Not only does this take up valuable time to sort out, but most professors lack the specialised knowledge to resolve these issues.

D While technology is undoubtedly changing the way students learn, there's still some way to go before students' mobiles and tablets are seamlessly interwoven into the classroom environment, says Lodge. 'The emphasis of BYOD thus far has been more on infrastructure, i.e. making sure there is sufficient wireless bandwidth, rather than incorporating students' own devices into the learning activities they do. Teaching practice is notoriously slow to change in a university setting. To my knowledge, designing effective courses, subjects and activities that incorporate the students' devices happens very seldom at the moment.' Professor Steven Furnell, head of Plymouth University's school of computing and mathematics, points out another possible obstacle to universal access. Relying on students to buy their own devices could 'result in a situation of the "haves" and "have nots" amongst the student population'.

LIVEWORKSHEETS

SPEAKING PRACTICE

Speaking

have to • using phrases to give you time to think

Get READY for class! Remember to do your preparation before class.

online • workbook



Develop your exam skills

info

The Speaking test assesses your ability to speak coherently (to give answers that are easy to follow and understand) and fluently (to keep talking without repeating words and without pauses).

1 **Read the Part 3 questions below. Underline the key words. How do they help you understand the question?**

1 Compare your experience of finding a job to your parents' generation.
2 Many people think that work experience is the best way to learn about a job. What is your point of view?
3 In your opinion, do people work more now than in the past?
4 Do you think companies need people to travel to an office and work there, or can people work from home?

3 **Read the example answer below (ignoring the gaps). Which question from Exercise 1 is it answering? How do you know?**

That's an (1) _____ **question. Let me (2)** _____. I definitely think that work experience is an important way to learn about a job. I studied business for three years and I graduated with honours. Then I got a good job, but it was really hard work and tiring. **I (3)** _____ **that** your first job is always difficult. I learnt lots in my first year there. But my course did help me. For example, I understood lots of basic points about business and finance. **There are pros and (4)** _____. Work experience is an excellent way to learn about a job in real life, but education or training gives you time to learn the theories.

Exam tip

Including useful phrases in your answers gives you time to think and relax in the test. It also shows the examiner you are speaking at a natural pace and without pauses.

67 **4** **You will hear a student giving the answer in Exercise 3. Look at the bold phrases in Exercise 3 and think about how to complete the gaps. Then listen and complete the gaps in the phrases. How do the useful phrases help the speaker and improve the answer?**

68 **5** **You will hear another example answer. Listen and tick the question it answers from Exercise 1. Then listen again and complete the useful phrases below.**

1 That's _____.
2 Let me _____.
3 I _____ that _____ ...
4 I'm not _____.
5 There are advantages and _____.

see **GRAMMAR** page 159 and more **PRACTICE** online

6 **Look back at question 2 in Exercise 1. Think about your answer and which relevant useful phrases you can include. Record your answer.**

LIVEWORKSHEETS



7 **Listen to your answer. Does it sound natural? How could you improve it? Record your answer again.**

8 **You will hear two Part 3 questions. Listen and answer the questions below.**

a Do you have to give your opinion on an issue, or compare past and present?

b Which useful phrases can you include?

9 **Close your book and listen to the two Part 3 questions again. Record your answer after each one.**

10 **Listen and assess your answers using the questions below. Then practise giving your answers again.**

1 Do the answers sound natural?

2 How many pauses are there?

3 How many useful phrases are there?

Exam tip

In Part 3, you can ask the examiner to repeat the question if you don't understand or if you don't hear. Say: *Can you repeat the question, please?*

LIVEWORKSHEETS