Unit 1 - Lesson 5 - Homework
Listening practice

LISTENING MODULE

Specific Strategies

SECTION 1—CONVERSATION

Complete a Form

STRATEGY Pay attention to the words before and after the gap. Listen, in this example, for these words: *Name* and *Address*, which appear before the gap.

Name: **1** ..... Jones

Address: 154 **2**.....

TIP The order of the gaps in the form will follow the conversation.

Track 10

PRACTICE 1 (answers on page 223) Audio

Circle the key words around the gaps. Then listen to the conversation and complete each form. Write ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *for each answer.*

Conversation 1

Argyle Car Rentals

Name: William **1** .....

Address: 17 North Cameron Street, Compton

License Number: **2** .....

Insurance Company: **3** .....

Type of car: **4** .....

Pick up date: **5** .....

Payment method: credit card

Conversation 2

Ticket Order Form

Name: Petronella Jones

Show date: **1** ....., March 10

Show time: **2** .....

Number of tickets: **3** .....

Seat location: **4** .....

Notes: **5** ..... discount

pick up __ mail X

LIVEWORKSHEETS

Conversation 3

Sanditon Hotel
Reservation Form

Guest name: **1** ..... Wiggins

Arrival date: June 23

Length of stay: **2** .....

Room type: **3** .....

Room preferences: **4** ..... view

Credit card number: **5** .....

Conversation 4

Westfield Language Academy
Student Registration Form

Name: Ronald McGraw

Address: **1** .....

Phone: **2** .....

Course title: **3** .....

Days: **4** .....

Payment method: **5** .....

Conversation 5

Student Employment Office

Name: Shirley Chang

Address: PO Box **1** ....., Bradford

Date available: **2** .....

Job type: **3** .....

Previous experience: **4** .....

Skills: **5** .....

LIVEWORKSHEETS

Vocabulary practice

19 Families

A Family relationships

Sociologists talk about **nuclear** and **extended families**. A **nuclear family** is just parents and children. An **extended family** is a wider network including grandparents, cousins, etc.

Close relatives are those like parents, children, brothers or sisters. **Distant relatives** are people like **second cousins** [the children of a cousin of your mother or father] or **distant cousins**.

Close/immediate family refers to people who are your nearest **blood relatives**:
I don't have much **close/immediate family**.
She's a **distant cousin** of mine; she's not a **blood relative**.
Close can also be used to mean that the relationship is a very strong one:
We are a very **close family**. *or* We are a very **close-knit family**.

These adjectives also collocate with **family**:
loving, **respectable**, **dysfunctional** [unhappy, not working in a healthy way]
Henry came from a **respectable family**, so Ella's parents felt happy about the marriage.

Someone's **late husband/wife** is one who has died.
An **estranged** [formal] **husband/wife** is one who lives in a different place and has a difficult relationship with their husband/wife. They may be having a **trial separation** and may eventually decide to **get a divorce**. In some cases it can be a **bitter/acrimonious divorce**. [full of anger, arguments and bad feeling]
A person's **ex-husband/ex-wife** is a man/woman that she/he used to be married to.

Children whose parents have separated or divorced are said to come from a **broken home**. If their family is a strong, loving one it can be called a **stable home**. If it is a poor one, not having the things that are necessary for a pleasant life, such as enough money, food or good living conditions, it can be called a **deprived home**.

A **confirmed bachelor** is a man who seems to have no intention of ever marrying.

B Parents and children

collocation	example	comment
start a family	They are hoping to **start a family** soon.	NOT ~~begin~~ a family
have children	I'd like to **have** three **children**.	NOT ~~get~~ children
expect a baby	Astrid **is expecting a baby**.	NOT ~~wait (for)~~ a baby
have a baby	Alyssa **had her baby** yesterday.	NOT ~~get~~ a baby
the baby is due	The **baby is due** next week.	= expected to arrive
single parent/mother	It's hard being a **single parent**.	may be either unmarried or divorced
raise / bring up children / a family	Violet had to **bring up** four young **children** on her own.	*Raise a family* is more common in US than in UK English.
apply for custody of give/grant [formal] custody	The father **applied for custody of** the children, but the judge **gave/granted custody** to the mother.	*custody*: the legal right or duty to care for a child after its parents have separated or died
provide for your family	Nico works very long hours to **provide for his family**.	= to earn enough money to support your family
set up home	We live with my mum now, but we'll **set up home** on our own soon.	= to start an independent life in one's own flat or house

LIVEWORKSHEETS

Exercises

19.1 **Fill the gaps in this old man's memories about his life with words from A.**



I grew up in an (1) ..... family as my grandparents and a couple of aunts and an uncle, who was a (2) ..... bachelor, lived with us. We saw a lot of our (3) ..... relatives as well as our close ones. I think that families tended to be much more (4) ..... then – we talked to each other more and did things together more. I'm sure there are far more (5) ..... families now than there used to be – you know, where parents hardly spend any time with their children, or with each other – and a lot of parents who are divorced. My (6) ..... wife, who died two years ago, used to say that it is not fair on children to let them grow up in (7) .....homes.

19.2 **Look at B. Correct the six collocation errors in this young woman's plans for the future.**

James and I are hoping to begin a family soon. We both want to get lots of children. Ideally, I'd like to have my first baby next year, when I'll be 32. My sister is waiting a baby now. It's coming next month. She's going to be a sole parent and it'll be hard for her to grow up a child on her own.



19.3 **Match the two parts of these collocations.**

1 apply for	cousin
2 get	separation
3 estranged	custody
4 nuclear	home
5 provide for	wife
6 distant	family
7 set up	your family
8 trial	a divorce

19.4 **Answer these questions.**

1 Who do you have in your immediate family?
2 Do you have much contact with your distant relatives? If so, when?
3 Where did your parents first set up home?
4 Which would most children prefer to live in, and why, a stable home or a deprived home?
5 What collocation means the same as *to be pregnant*?
6 Can dysfunctional families also be respectable ones?
7 What can be put before the words *wife* and *husband* to indicate that they are no longer married to someone?
8 What is a more formal alternative for *give custody*?

19.5 **Write a paragraph about your own family using as many as possible of the collocations from this unit.**

Over to you

Read some English-language women's magazines and note down any other interesting family collocations that you find.

LIVEWORKSHEETS

Reading practice

1·2

1 Answer this questionnaire about studying. Then compare your answers with another student and discuss your own approaches to studying.

Do you ...	YES	NO
1 need a deadline to motivate you?	☐	☐
2 find it easier to study sitting at a desk?	☐	☐
3 think of yourself as a fast reader?	☐	☐
4 use a dictionary to check spellings?	☐	☐
5 make visual diagrams of your ideas?	☐	☐
6 prepare a plan before writing an essay?	☐	☐
7 write anything in longhand instead of using a computer?	☐	☐
8 keep a diary about your studies?	☐	☐

Reading

2 Texts **A–D** below, written by four university students, represent different approaches to essay writing. Focus on the groups of words as you read text **A**. Use the highlighted words in text **B** to train your eyes to move more quickly from left to right. Time yourself as you read texts C and D in a similar way. An efficient reader would read each text within 30 seconds.

Test spot

There is a lot to read in the IELTS Reading Module (between 2,000 and 2,750 words) and you only have one hour, so you may need to improve your reading speed. By the end of this course, you should be able to read up to 300 words per minute. Time yourself and use the approximate word count given with this symbol ⏱ to work out your reading speed, dividing the number of words by the time taken. One way of reading more efficiently is to train your eyes to process groups of words, rather than reading every word separately.

A ⏱ about 150 words

For years I was confused about my writing because I simply could not carry out my teachers' instructions. They were always telling me, 'You must make a plan' and kept saying that my essays needed to 'be more organised'. I found it very difficult to make an outline and then stick to it. My mind didn't seem to work that way. I always had to start writing and sometimes write quite a lot before I knew where I might be going. That meant I usually had to cut and do different drafts. Sometimes I would find that I had to start writing one section even if it was in the middle of the assignment, and then build up the whole thing slowly, in bits. In the end it worked out, and now I seem to have found my own mix of a method.

B ⏱ about 150 words

When I **write** I try to get down some **headings** that seem to **relate** to the question. At least they give me an **idea** of what **topics** and **divisions** my writing should have. But I am **not** yet exactly **sure** if I have an **argument**. I start to **write** what I can under these **headings** and, as I go, I am trying to **find** a way of **joining** all these parts **together**. When I have got my first **draft** like this, I will go **back** and put in bits that **improve** the **links** between the different **parts**. I may **move** some material **around** at this stage. Sometimes I have to **cut** out quite a lot because now that I am much **clearer** about my **argument**, I realise that **not everything** I originally thought was **interesting** is actually **relevant** or important. Gradually I **fit** the bits **together** to produce a **well-structured** argument.

C ⏱ about 125 words

In my opinion, you mustn't start writing until you're ready. I spend a great deal of time reading and making notes, trying to absorb it all thoroughly. I find I have to read much more than I eventually use. Then I think about what I have read. I needn't be sitting at my desk, because I can think as I'm doing other things. Finally I just sit down and write it out in longhand, and it's as though it has all come together in my inner mind. Sometimes I add an introduction once I have finished, and I will read the whole assignment through, but really, I have never found I could write down a plan and I don't usually have to do any redrafting.

D ⏱ about 150 words

First I write down some notes. These focus on important content and I include possible headings. I like to use a whole page so that I can space out my ideas in a diagram-like fashion. At this stage, I also think about the things I ought to do before I start. Sometimes I have a column on one side to note down ideas that I might use later on. I keep this list to one side so that I can add to it as I am trying to develop my overarching idea on the main part of the page. When I have finished I have some notes which all relate to this 'central idea' so that I have an outline for the whole piece of writing. Sometimes I like to use visual diagrams for my planning. I think and plan before I even begin to think about starting to write.

LIVEWORKSHEETS

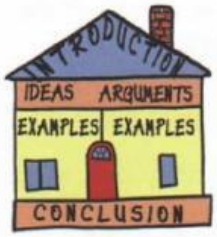
3 **Now match these cartoons and headings to texts A–D. Briefly explain each person's approach to essay writing. Which type of writer are you?**



1 The grand plan writer



2 The patchwork writer



3 The architect writer



4 The diver writer

Grammar Modality

4 **Underline the modal and semi-modal verbs in 1–12 and match them to uses a–h below.**

EXAMPLE: 1 c

1 I simply could not carry out my teachers' instructions.
2 You must make a plan.
3 They kept saying that my essays needed to be more organised.
4 I may move some material around at this stage.
5 You mustn't start writing until you're ready.
6 I find I have to read much more than I eventually use.
7 ... before I knew where I might be going.
8 I needn't be sitting at my desk.
9 I can think as I'm doing other things.
10 I don't usually have to do any redrafting.
11 I also think about the things I ought to do before I start.
12 At least they give me an idea of what topics and divisions my writing should have.

a possibility (2 forms)
b ability
c inability
d prohibition
e strong obligation (2 forms)
f weak obligation (2 forms)
g necessity
h lack of necessity
i lack of obligation

5 **Complete the second sentence so that it means the same as the first, using a suitable modal or semi-modal verb.**

EXAMPLE: It'd be useful to read the next two chapters as well.
You *should* read the next two chapters as well.

1 It isn't necessary to include footnotes in your report.
You ..... include footnotes in your report.
2 I'm unable to meet the essay deadline this week.
I ..... meet the essay deadline this week.
3 It is essential for all students to carry identity cards.
Every student ..... carry an identity card.
4 It's possible that the missing page is in the bin.
The missing page ..... be in the bin.
5 Harry wasn't able to come to the seminar.
Harry ..... come to the seminar.
6 I found it was essential to read each chapter twice.
I found I ..... read each chapter twice.
7 It would be a good idea for you to read this article.
You ..... to read this article.
8 Students aren't allowed to email their assignments.
Students ..... email their assignments.

OBJECTIVE IELTS IS CORPUS-INFORMED

A corpus is a very large collection of texts held on computer, which can be sorted and searched electronically. To make sure that *Objective IELTS* focuses on useful language and deals with typical areas of learner error, the authors have consulted both the *Cambridge Academic Corpus* and the *Cambridge Learner Corpus*. The latter corpus contains over 20 million words of Cambridge ESOL examination scripts, including many IELTS answers.

6 **The *Cambridge Academic Corpus* shows that modal verbs are common in academic writing for speculation and deduction. Look at these corpus examples and decide how certain the writer is each time.**

1 The contamination could be due to industrial waste but it will be difficult to prove this.
2 Other cell types may also be affected.
3 From these results it must be concluded that there are no tangible benefits.
4 This supports the view that sunlight couldn't have been a significant factor.

LIVEWORKSHEETS

Test folder 1

Headings

(Academic Reading and General Training Reading Modules only)

You may be asked to choose suitable headings for some paragraphs or sections of the passage, which will be labelled alphabetically.

For each paragraph you must choose a different heading. There are always more headings than you need.

The headings are given Roman numerals, where i = 1, v = 5 and x = 10. The numbers one to twelve are: i, ii, iii, iv, v, vi, vii, viii, ix, x, xi, xii. Although you don't need to know this number system, you must copy the numbers correctly.

When this task is used, it is always the first one on a particular passage, and the headings are given before the passage.

1 This is a relatively easy introduction to the headings task. The passage, written by an American university, is about 500 words long. (See *Content of the IELTS Test* on pages 6–7 for the length of reading passages in the test.)

*The reading passage has eight paragraphs **A–H**. Choose the correct heading for each paragraph from the list of headings below.*

List of Headings

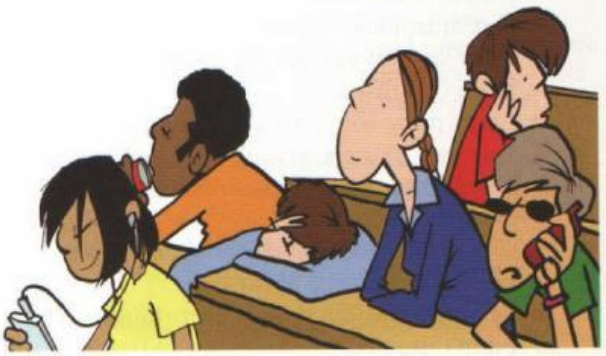
i	Use the lecture to help you plan assignments
ii	Certain words will guide you
iii	Speaking is a slow form of communication
iv	Co-operate with other students
v	The number of key points will be limited
vi	Choose your seat carefully
vii	Make sure you know something about the topic
viii	A time to listen and a time to write
ix	We may have the wrong idea about listening
x	Process what you hear
xi	Interact with the speaker

Example: Paragraph **A** ...ix...

1 Paragraph **B** .....
2 Paragraph **C** .....
3 Paragraph **D** .....
4 Paragraph **E** .....
5 Paragraph **F** .....
6 Paragraph **G** .....
7 Paragraph **H** .....

Advice

- Skim the passage quickly to get a general idea of its meaning.
- Re-read the first labelled paragraph or section, and decide what it's about. Read all the headings, and write beside the paragraph the number of all those that might be suitable. Make sure they fit the meaning of the whole paragraph and don't simply use some of the same words.
- Do the same with the other paragraphs, in each case reading *all* the headings.
- Where you have chosen more than one heading, decide which one fits best. Remember that every paragraph or section will have a different heading and there will always be more headings than paragraphs. If you are given an example, make sure you don't use that heading for other questions.



Are you listening effectively?

A Listening is a very neglected communication skill. Many students feel that because they can hear, they are listening. Allowing words to pour into your ear is not listening. Yet listening is the most used method of learning.

B Lead rather than follow. Leading involves two steps: read assignments you're given before you come to class. If you read before you hear the lecture you will be more alert to important ideas. And set up questions to keep yourself in the lead. These are not questions that you ask your instructor, but ones around which you plan your listening.

LIVEWORKSHEETS

2 **This is to give you practice in choosing headings for part of a harder passage such as you might find in the Academic Reading Module. At about 325 words, the passage is much shorter than a full reading passage in the Test.**

*The reading passage has three paragraphs **A–C**. Choose the correct heading for each paragraph from the list of headings below.*

List of Headings

- i How musicians use their brains
- ii Anticipated medical benefits
- iii Students show interest in the technique
- iv A measurement of what can be achieved
- v An explanation of the results
- vi Using video in the experiment
- vii Variations in performance

1 Paragraph **A** .....
2 Paragraph **B** .....
3 Paragraph **C** .....

STIMULATING THE BRAIN

A While most students attempt to soak up fact after fact, not many would consider improving memory capacity as an exam tactic. However, according to Tobias Egner, a researcher from Imperial College, London, who has used 'neurofeedback' to examine the way people use their brains, 'If the brain has greater ease to shift between different states of focus ... the individual is then able to adjust to any kind of challenges in everyday life more.' Dr Egner's researchers used the technique to help young musicians from the Royal College of Music. The results showed musical performance was improved by an average of up to 17%.

B The technique is a feedback loop. Each person has their brain waves collected from electrodes and fed into a computer, which converts the electrode readings into a format similar to a retro video game. The object is to change the length of coloured bars on the screen – with your mind alone. Dr Egner and his colleagues encourage people to score points by changing the length of the bar during a course of training sessions. But not everyone appears to react in the same way. 'Some people pick this up quite quickly and find their own strategy to score points and to enhance a particular frequency. To others it is a very long process or they might not really be able to do it very much at all.'

C The Royal College of Music has now integrated such methods into its courses – psychology of performance is now a component of the curriculum. But Dr Egner's main interest is not in easing the workload of students: 'Even though this sort of thing may be worthwhile, I think it's still more interesting to do it in a clinical context.' Using neurofeedback to control the unconscious functions of the brain has potential to help people suffering from brain function problems such as epilepsy, attention-deficit hyperactivity disorder (ADHD) and chronic fatigue syndrome.

C Look for the important ideas. Most lecturers will introduce a few new ideas and provide explanation, examples, or other support for them. Your job is to identify the main ideas. The instructor may come back to the same few ideas again and again. Be alert to them.

D Listen for the signals. Good speakers use signals to telegraph what they are going to say. Common signals are: to introduce an example: 'for example' 'There are three reasons why...'; to signal support material: 'For instance...' 'Similarly...' 'In contrast...' 'On the other hand...'; to signal a conclusion or summary: 'Therefore...' 'In conclusion...' 'Finally...' 'As a result...'; to signal importance: 'Now this is very important...' 'Remember that...'.

E Listening is not just soaking up sound. To be an effective listener, you must be active. It will help if you place yourself close enough to the instructor to see and hear easily. The further away you are from him or her, the greater the chance of sound being distorted, or of interference from normal classroom noises, overhead projector fans, heating blowers, or noises from outside the room.

F Another key to active listening is to maintain eye contact. The eyes truly tell all. An instructor can tell whether you're 'getting it' or not, simply by looking at you, specifically, your eyes. Furthermore, it is almost impossible to fall asleep when looking someone directly in the eyes, so your ability to concentrate will improve! And respond to the instructor. This can be anything from asking and answering questions to nodding in understanding or smiling appropriately at your instructor's attempts at humor. Ask questions for active listening.

G You should also use thought speed. Your mind works many times faster than the instructor can talk; some studies report findings that the rate of the brain is almost four times that of normal speech, which often explains why daydreaming during a lecture occurs so frequently. Anticipate where the instructor is going with the lecture.

H Take notes. In ordinary conversation we mentally interpret, classify, and summarize what is said. In classroom learning, we do this more effectively by keeping written notes. Note taking helps us to listen by providing a logical organization to what we hear. It is very difficult to listen to and remember disorganized, unrelated bits of information. Organization is the key to effective listening and remembering.

LIVEWORKSHEETS