LISTENING PRACTICE

LEAD-IN

01 Discuss these questions with a partner.

1 What was the last thing you bought that you could describe as good value for money?
2 Describe something expensive that you had to save up to buy.
3 Why do some people prefer physical money to debit or credit cards?
4 Do you think that in the future we will live without physical money?
5 What is the safest way to protect your money?

SHORT-ANSWER QUESTIONS

This task asks you to answer *Wh-* questions using a given word limit. The questions will be in the order in which they are referred to in the recording and must be answered using the exact words from the recording.

USING THE QUESTIONS TO HELP YOU FOLLOW A TALK

02 **Look at the 'short-answer questions'. What do the questions tell you about the content and organisation of the lecturer's talk?**

1 What were used as an ancient type of currency for trade?
2 What were the first coins made in Greece a natural mixture of?
3 Which material did the Chinese use in the seventh century BC to make coins?
4 What did most early Chinese coins resemble?
5 What distinguished the coins of the first emperor of China, Shi Huangdi, apart from being circular?
6 According to historians, what was the purpose of the round jade discs that Shi Huangdi's coins were based on?
7 Which aspect of previous Chinese coins was not kept for Shi Huangdi's coins?
8 Which industrial process can Shi Huangdi's coin-making be seen as a primitive example of?

TIP 02

As the questions follow the order of the information in the recording, read them through before you begin, as this will help you understand the structure of the recording.

03 **Look at the first four questions from the exam task. What do the underlined words tell you about the answer you will need to listen for?**

1 What <u>were</u> used as an ancient type of currency for trade?
2 What were the first coins made in Greece a <u>natural</u> mixture of?
3 Which <u>material</u> did the Chinese use in the seventh century BC to make coins?
4 What did <u>most</u> early Chinese coins resemble?

04 **With a partner, think of possible answers you might hear in the recording for these questions.**

1 What were used as an ancient type of currency for trade?
feathers, cows or sheep, crops, beads, etc.
2 What were the first coins made in Greece a natural mixture of?
3 Which material did the Chinese use in the seventh century BC to make coins?
4 What did most early Chinese coins resemble?

TIP 04

It can be helpful to try to predict what the answers will be, but remember that your answer must use the same words that you hear on the recording.

05 **Using your ideas for 1–4 above, for each question write a possible sentence that you might hear in the recording that gives the answer and paraphrases the words in the question. The first one has been done for you.**

1 What were used as an ancient type of currency for trade?
Thousands of years ago, feathers were used as a means of payment.
2 What were the first coins made in Greece a natural mixture of?
3 Which material did the Chinese use in the seventh century BC to make coins?
4 What did most early Chinese coins resemble?

TIP 05

The questions use words that paraphrase what is said in the recording, so it can help if you think of other ways the questions could be worded.

LIVEWORKSHEETS

06 Listen to the first part of the lecture and answer questions 1–4 above. Use NO MORE THAN THREE WORDS for each answer.

27

07 Look at the rest of the short-answer questions for this section. With a partner, discuss ways of expressing the underlined words.

5 What distinguished the coins of first Chinese emperor, Shi Huangdi, apart from being round in form?

6 According to historians, what was the purpose of the round jade discs that Shi Huangdi's coins were based on?

7 Which aspect of previous Chinese coins was not kept for Shi Huangdi's coins?

8 Which industrial process can Shi Huangdi's coin-making be seen as a primitive example of?

08 Listen to the second part of the lecture and answer questions 5–8 above. Use NO MORE THAN TWO WORDS for each answer.

28

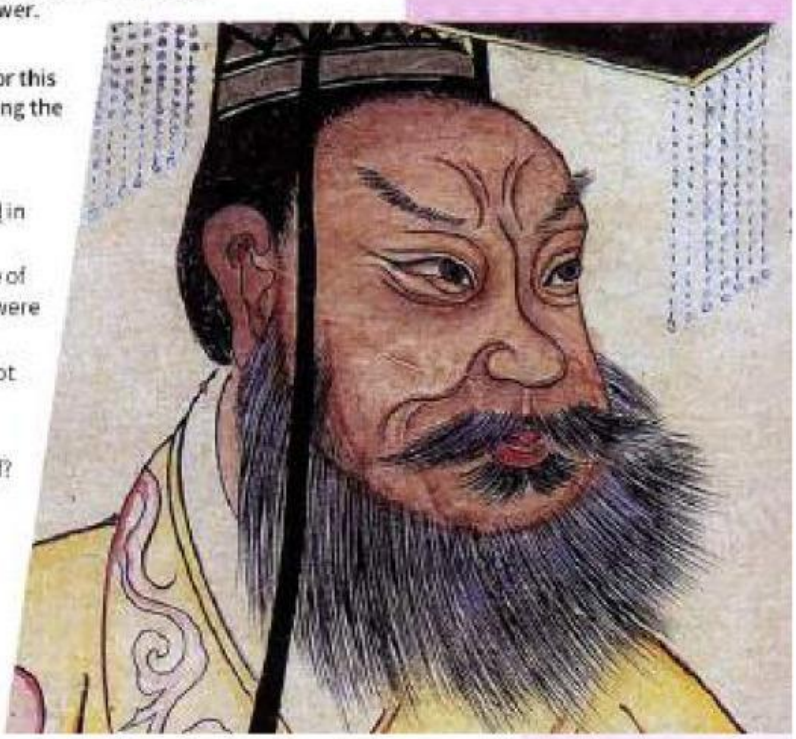


DIAGRAM LABELLING

This task requires you to listen and complete the labels on a diagram, either by choosing from a list or, as in sentence completion tasks, by keeping to a word limit, normally a maximum of two words. In this section we will practise the latter. Use similar strategies to those for short-answer questions.

TIP 09

You will only be expected to complete and correctly spell a label with a technical term if the word(s) is/are similar to a recognisable homograph, i.e. a word with the same spelling but a different meaning.

09 Look at the diagram and try to predict what kind of word is missing from each gap.

Label the diagram below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

3D crown gives 4 _____ when tilted

Polymer note is 1 _____ smaller than previous one.

2 _____ with three images

3 _____ containing a hologram

Number 5 revealed by 5 _____ light

LIVEWORKSHEETS

10 Listen to this new part of the lecture on the same topic and answer questions 1–5.

29

11 Look at a candidate's answers to questions 1–5. Why would each one be marked incorrect?

1 15
2 see through window
3 sliver patch
4 effect
5 UV ultra-violet light

TIP 10

Make sure you are clear on how to express numbers in all forms as they can come up in this task. Also remember that words connected by a hyphen (-) count as one word and that you will lose the mark if you make a spelling mistake.

EXAM SKILLS

12 Listen and answer questions 1–10.

30

Questions 1–5

Answer the questions below.

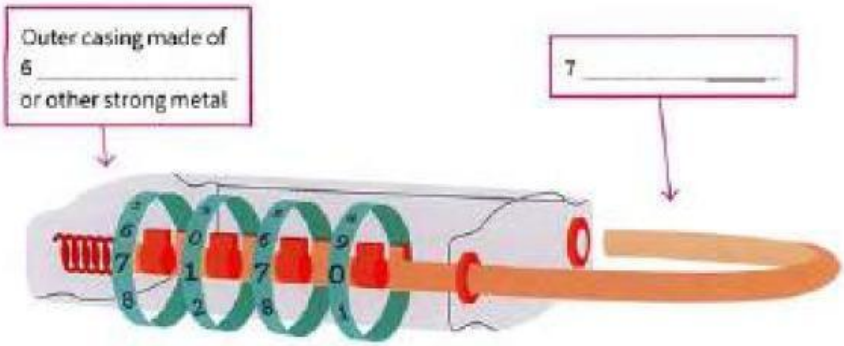
*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

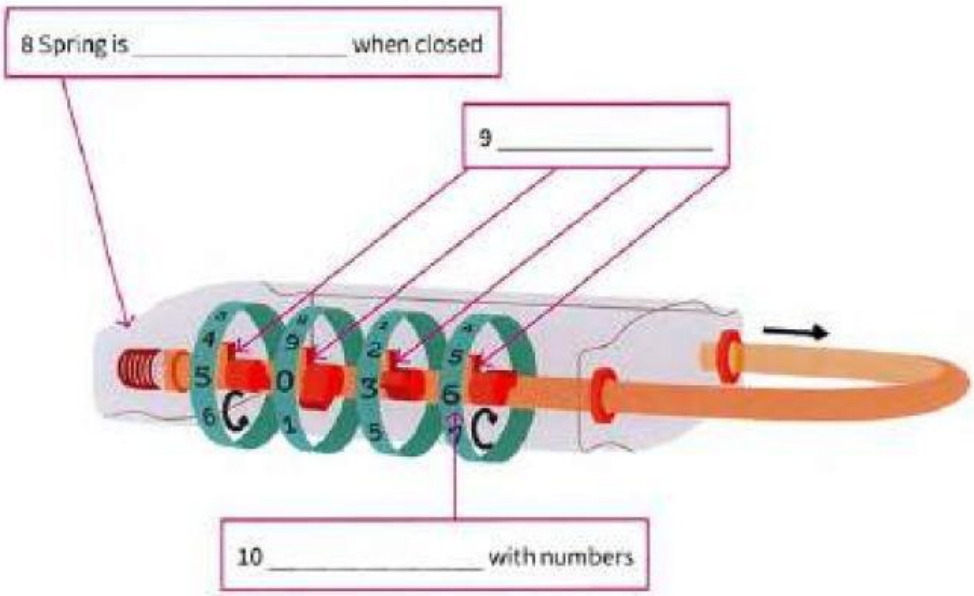
1 Which type of people are particularly attracted to wealth that can be easily transported?
2 What did the ancient Egyptians invent in order to protect their wealth?
3 After which year was the dead bolt lock created?
4 What did the Romans add to Egyptian lock designs?
5 What made Roman locks more difficult to break open than Egyptian locks?

Questions 6–10

Label the diagram below.

*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*





LIVEWORKSHEETS

READING PRACTICE

Lead In

A.

- They say that your schooldays are the best days of your life. To what extent would you agree with this statement?
- Have you ever been bullied or witnessed anyone else being bullied?
- If a child witnesses another child being bullied, what should he or she do?

B. Use the correct form of the words in the box to complete the sentences. All the words are connected to the theme of education. Use each word once only.

coach	tutor	demonstrate	enlighten	drill
dissertation	faculty	term	apprentice	bookworm
novice	prodigy	authority	discipline	proficient
campus	edit	unschooled		

1. Billy's such a(n) _____ ; he never stops reading.
2. I have to write a 10,000 word _____ as part of my degree.
3. You need to _____ your work before you hand it in to make sure that there are no mistakes.
4. Let me _____ how to do it and then you can all have a go after.
5. The academic year is divided into three _____ .
6. One way of teaching is to _____ students so that they repeat what the teacher has said.
7. Doctor Jones is a leading _____ on this subject.
8. If you don't know how I managed to do that, let me _____ you.
9. My tennis _____ teaches me twice a week.
10. If you are struggling to understand the work, you should consider hiring a private _____ to teach you.
11. Smoking is not allowed anywhere on the university _____ .
12. Alison teaches in the _____ of Fine Arts.
13. I'm only a(n) _____ at this so you can't expect me to do it perfectly.
14. The teacher _____ the naughty children.
15. I have managed to get a position as a(n) _____ to an electrician.
16. Not until you are _____ as a driver, will you be able to pass the test.
17. I don't see how he can comment on the subject when he is completely _____ in it.
18. George is a bit of a maths _____ ; he already knows more than most children twice his age.

LIVEWORKSHEETS

Reading - 1

Pre-reading

A. Tell the class about a teacher that made a strong impression on you, either in a positive or negative way. What qualities do you think make a good teacher?

In fine voice - the stress of teaching

Confidence, presentation and communication skills are recognised weapons in most teachers' **armouries**, but few would consider the voice to be their most prized asset. The teacher's voice is in constant use, but unlike other professional voice users, such as actors and singers, many receive little training in how to look after it. If Pavarotti has a sore throat, he can cancel the show. Teachers are expected to struggle on, accepting husky voices as an occupational hazard. But putting the voice under continual strain can lead to long-lasting damage.

At Harvard University School of Education, voice training for student teachers is a priority. "Teaching is about communication, and the voice is the main tool of communication," says James Williams, teacher training convenor in the School of Education. "Not training teachers about voice skills would be like training a surgeon to do an operation without explaining the tools or instruments to use."

Trainees at Harvard are given two sessions on voice and self-presentation run by the voice specialist Julie Stanford, during their **induction** period in the first two weeks of the course. School mentors are made aware of the voice training and asked to refer student teachers who need help with voice and self-presentation to Stanford. Trainees who would like further help with their voice can attend a series of voluntary workshops on voice care.

"Teachers are very bad at seeing themselves as professional voice users," says Stanford, "so we make it clear to the students from the **outset**. The message is very simple: if there's no voice, there's no job." During training, students learn about the anatomy of the voice and voice care. There is also **input** on pitch, pace and effective intonation in the classroom context. Accent is another key topic - not the **elimination** of accent, but how students can communicate clearly in the classroom without accent or dialect getting in the way. Student teachers are asked to prepare a three-minute individual presentation for their **peers**, which is filmed, providing opportunities for self-evaluation. Students also receive **feedback** from Stanford.

An increasing number of teacher training providers are recognising the need to offer voice training, but for more experienced teachers, bad habits may already be **ingrained**. According to Jack Denning, coordinator of the Voice Care Network, a charitable organisation that provides support and information for teachers, many lack knowledge about how to protect their most valuable asset. "The muscles in the voice are affected by stress and emotion," says Denning. "Teaching is a very stressful job, so you can imagine the impact on the voice. Unfortunately, lack of knowledge about voice care means that many teachers **abuse** their voices without even realising it."

Bad habits include throat clearing, which pushes the vocal chords together; failure to drink enough water; talking too quickly, which can affect breathing; and speaking in too high or deep a pitch. Trainee teachers are made aware of the signs of vocal stress and how to avoid it. A **persistent** tickly cough, hoarse throat, **tenderness** or a noticeable change in vocal quality are all danger signs that shouldn't be ignored. And Denning believes teachers can avoid vocal stress by making use of non-verbal signals to attract students' attention.

Environmental factors also have a part to play. "I have often wondered how much thought goes into the acoustic design of classrooms when **refurbishments** are carried out or new schools are built," says Denning. "It is a key factor when building a theatre. It should also be a key factor when designing a school."

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LIVEWORKSHEETS

First Reading

B. Read the text and say if the statements are True or False. Correct the false statements.

1. Trainee teachers are given singing classes to make their voice stronger.

2. Trainee teachers at Harvard observe experienced teachers to discuss how they use their voice.

3. It doesn't matter where a teacher comes from as long as their voice is clear.

4. People who have been teaching for a long time usually know how to protect their voice.

5. Dehydration is a common cause of voice strain.

6. Denning specialises in designing classrooms.

Second Reading

C. Using your own words as far as possible, answer the questions by reading and interpreting the meaning of the text.

1. In paragraph one, what does the writer mean by describing teachers' voices as 'their most prized asset'?

2. In paragraph two, why does James Williams refer to the training of surgeons?

3. When are trainee teachers first made aware of how they appear to others?

4. Why is it difficult for experienced teachers to change their habits?

5. What can be done to reduce the amount of time a teacher spends talking?

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LIVEWORKSHEETS

Vocabulary in context

D. Find a word or expression in bold in the text that has the same meaning as (or a similar meaning to) each of the following

1. start, beginning _____
2. continuing for a long time or happening frequently _____
3. be very much a part of something or of the way someone behaves or thinks _____
4. a collection of things for some purpose; original meaning is a collection of weapons _____
5. people of the same age, class and status as yourself _____
6. a procedure for introducing someone to a new job, organisation or way of life _____
7. the act of changing and improving or modernising a place _____
8. the act of getting rid of something or somebody _____
9. a feeling of slight pain _____
10. to use something in the wrong way; treat cruelly _____
11. comments given in response to something somebody has done _____
12. something added or contributed (action, comments, ideas etc) _____

E. Use the correct form of the words or phrases below to complete the sentences. All the words have been taken from the text.

series	key	asset	impact
struggle	hazard	mentor	pace

1. He _____ to keep running when he was close to the end of the marathon.
2. The _____ issue here is whether he will agree to help us or not.
3. The bad weather has had a negative _____ on tourism this year.
4. Mrs Smith was my _____ when I was doing the teacher training course.
5. One of the _____ of this sport is that it is very easy to injure yourself.
6. One of his greatest _____ is his willingness to try new things.
7. It is better to walk at a slower _____ for a long time than to run for only ten minutes.
8. It was a whole _____ of incidents that led to the current situation.

LIVEWORKSHEETS

Read this article for gist first, to get an overall understanding.
Refer back to the notes in Unit 5 on matching tasks. A useful tip is to scan the passage for names A-C and/or key words in statements 1-7, then read the relevant sections of the passage carefully.

Questions 1 – 7

Look at the following list of statements (Questions 1-7) taken from the passage above *(page 90)*.

Match each statement with the correct person A - C. More than one statement may be matched with each person.

Write the correct letter A, B or C for your answer.

A: Julie Stanford **B: Jack Denning** **C: James Williams**

		ANSWER
1:	Teaches trainees about voice and self-presentation at Harvard University.	
2:	Believes the voice is the main tool of communication.	
3:	Thinks that many teachers harm their voice without realising it.	
4:	Believes that a teacher who cannot speak cannot work.	
5:	Believes teachers usually don't consider themselves professional voice users.	
6:	He/she has the opinion that acoustics should be a key factor to consider when designing schools.	
7:	Thinks that it is absolutely necessary for teachers to be trained in how to use their voice.	

LIVEWORKSHEETS

You may wish to refer back to the notes on Sentence Completion in Unit 4 before doing the tasks below. Remember that it is wise to scan the article in order to quickly locate the sentences.

Questions 8 – 11

Complete the sentences below.
Choose NO MORE THAN TWO WORDS from the passage for each answer.

Write your answers below.

8: Putting the voice under _____ can cause long-lasting damage.

9: Harvard University School of Education regards the provision of voice training as _____ .

10: During training there is input on _____ and effective intonation in the classroom context.

11: An increasing number of teacher training providers _____ the need to offer voice training.

Questions 12 – 14

Complete each sentence with the correct ending A-F from the box below.
Write the correct letter A-F on the answer line.

A very powerful and resilient.	**D** danger sign that shouldn't be ignored.
B annoys students as it's hard to understand.	**E** common complaint of teachers.
C affected by stress and emotion.	**F** can affect breathing.

12: The muscles in the voice are _____

13: Talking too quickly _____

14: A persistent tickly cough is a _____

LIVEWORKSHEETS

Vocabulary

A. Study the text to try to understand the meaning of the words in bold.

Beating the Playground Blues

For most young pupils, playground spats and scuffles are all part of growing up. But at one school, potentially **explosive** situations are **defused** by patrols of a select group of children, sometimes as young as six, wearing badges and red caps bearing the word 'mentor'. They are trained in 'anger management and conflict resolution' and, under the 'peer mediation scheme', they also stop bullying among the pupils - who include children as young as three.

The scheme at St Ann's school - the **brainchild** of headteacher Samantha Murray - is being introduced to another six schools in the same area, after its success there.

"I'd hate people to think this is a namby-pamby scheme and that we don't believe in **reprimanding** our students," she said yesterday. "But this has a far longer-lasting effect on children." The mentors help children to walk away from arguments and fights while breathing techniques are also used to deal with anger. Mrs Murray said, "As soon as children get really cross with each other, the mentor appears and says, 'Would you like to talk about it?' " Children listen better to their friends than teachers sometimes.

The 22 mentors are chosen by staff each year from volunteers aged six to eleven. They meet once a week for an hour-long session about anger management, conflict resolution and problem-solving. The youngsters are shown how to **mediate** and they act out scenarios which might need their involvement. One technique is called SARAH and teaches pupils how to deal with angry pupils. It consists of five steps: Stop talking; Activate listening; Repeat back what is said to you; Accept feelings of others; and Help others to make choices.

At break times, the mentors are **on hand** to break up or stop fights and **console** bullied children. Unhappy or angry pupils can go to the Friendship Stop – a bench in the playground where mentors give advice or counselling. There is also a Peace Patrol of a dozen pupils who wear green caps and act as prefects to keep order. "This is a violent area and children are used to witnessing quite a lot of violence," said Mrs Murray. "We were concerned that sometimes this **spilled into** the playground. The school is also in a **deprived** area. A lot of the children don't have good role models at home. Fighting was a problem for all age groups so we wanted a bottom-up approach for children to take control of their own anger management. It's about giving them opportunities and techniques to become part of a group and make friends."

The headteacher, who has a diploma in **pastoral** care and counselling in schools, added: "Since we introduced the scheme three years ago, discipline at the school has really improved. I have not had to **split up** a fight for ages. Before there were two or three a week. The school has a nice atmosphere because the children are happy and pleasant. We do follow other disciplinary methods as well but there has to be an **element** of children taking charge of themselves."

The scheme's expansion is being funded by a $40,000 grant from the *Children's Fund* and *New Deal for Communities*.

LIVEWORKSHEETS

B. Complete these sentences with the correct form of one of the words or phrases in bold in the text.

1. I couldn't _____ her when her father died because she was grieving so much.
2. Don't worry, I'll be _____ if you need me to help with anything.
3. This organisation _____ between employers and employees when there is a dispute.
4. He tried to _____ the situation by telling a joke when it became tense between them.
5. It is believed that children who grow up in a(n) _____ area are more likely to turn to crime.
6. The teacher _____ the two boys who were hitting each other.
7. The girls were severely _____ for stealing the candy.
8. There must be a(n) _____ of truth in what he is saying.
9. That great idea was the _____ of the managing director.
10. The argument was sure to _____ the playground when the lesson was finished.
11. You had better be careful with what you say in such a(n) _____ situation.
12. Your personal tutor is responsible for your _____ care as well as your studies.

Word Building

C. Complete the sentences by using a derivative of the word given in parenthesis and adding a suitable adverb-particle from the box below.

out	down	in	by	up	on	under

1. There has been a terrible _____ of the disease in the south of the country. (BREAK)
2. What made him _____ such a difficult task? (TAKE)
3. The police told the _____ to move away from the scene of the accident. (LOOK)
4. The emergency services will be on _____ in case the stunt goes wrong. (STAND)
5. We got absolutely soaked in the _____ because we didn't have an umbrella. (POUR)
6. There's been a(n) _____ at the bank and one man has been shot. (HOLD)
7. Your sugar _____ is far too high. (TAKE)
8. She had a nervous _____ after her husband died. (BREAK)
9. Taking drugs is sure to be his _____ in the end. (FALL)
10. He gave a(n) _____ speech to encourage the students before their exams. (LIFT)
11. She had to _____ a long operation on her badly injured leg. (GO)
12. She will die of the _____ disease. (CURE)

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LIVEWORKSHEETS

Reading - 2

The Irish Education System

In Ireland, it is not compulsory for children to take part in pre-primary education. Nonetheless, many parents choose to send their children to private institutes for this purpose at around the age of three or four. The state, however, does not stipulate exactly what children should be taught in these schools, nor is there any particular official state-sanctioned body which oversees what goes on in them.

All children must enrol in primary level education though. Most do so from about the age of four or five, and once children reach six years of age, the state obliges parents to enrol them if they haven't already been enrolled. In Ireland, it is compulsory to remain in education until you are sixteen; effective therefore, every single young person must go through the primary school system. Primary school is made up of eight separate grades; junior and senior infants, and first to sixth class.

Once a student has finished sixth class, he then transfers into a secondary school. Secondary school is comprised of the Junior Cycle (after completion of which students sit their first major exam - the Junior Certificate), Transition Year, and the Senior Cycle. Transition year is a relatively new programme introduced by the department of education. It allows students to have a 'light' year, academically speaking, between the exam-oriented Junior and Senior cycles. During Transition Year, emphasis is put on extra-curricular activities and students are given the chance to learn new skills. Despite its popularity with both students and teachers, Transition Year remains optional; some schools choose to run the programme and others bypass it moving straight into the Senior Cycle instead. The Senior Cycle is extremely important for students because they sit their final school exam at the end of it; this is known as the Leaving Certificate. A student's performance in this exam will determine whether or not they will get accepted into university to study the course of their choice. Students can study as many subjects as they want during the two years of the Senior Cycle; however, only six will count towards their aggregate points score in the assessment system for college entry. Students rarely study more than seven subjects given the challenging nature of the curriculum.

School-leavers, typically aged between 17 and 19, must then decide whether or not to go into third-level study. For those who decide they wish to, and who are lucky enough to fulfill the entry requirements of their chosen course, higher education is, ostensibly, free. That said, in reality, the registration fees charged by universities and colleges today are so expensive that students are effectively paying college entrance fees, just by another name. Unlike in the other levels of the education system (where the option to enrol in a school is determined by its proximity to where you live) students may study in the location of their choice, whether it be near or far away.

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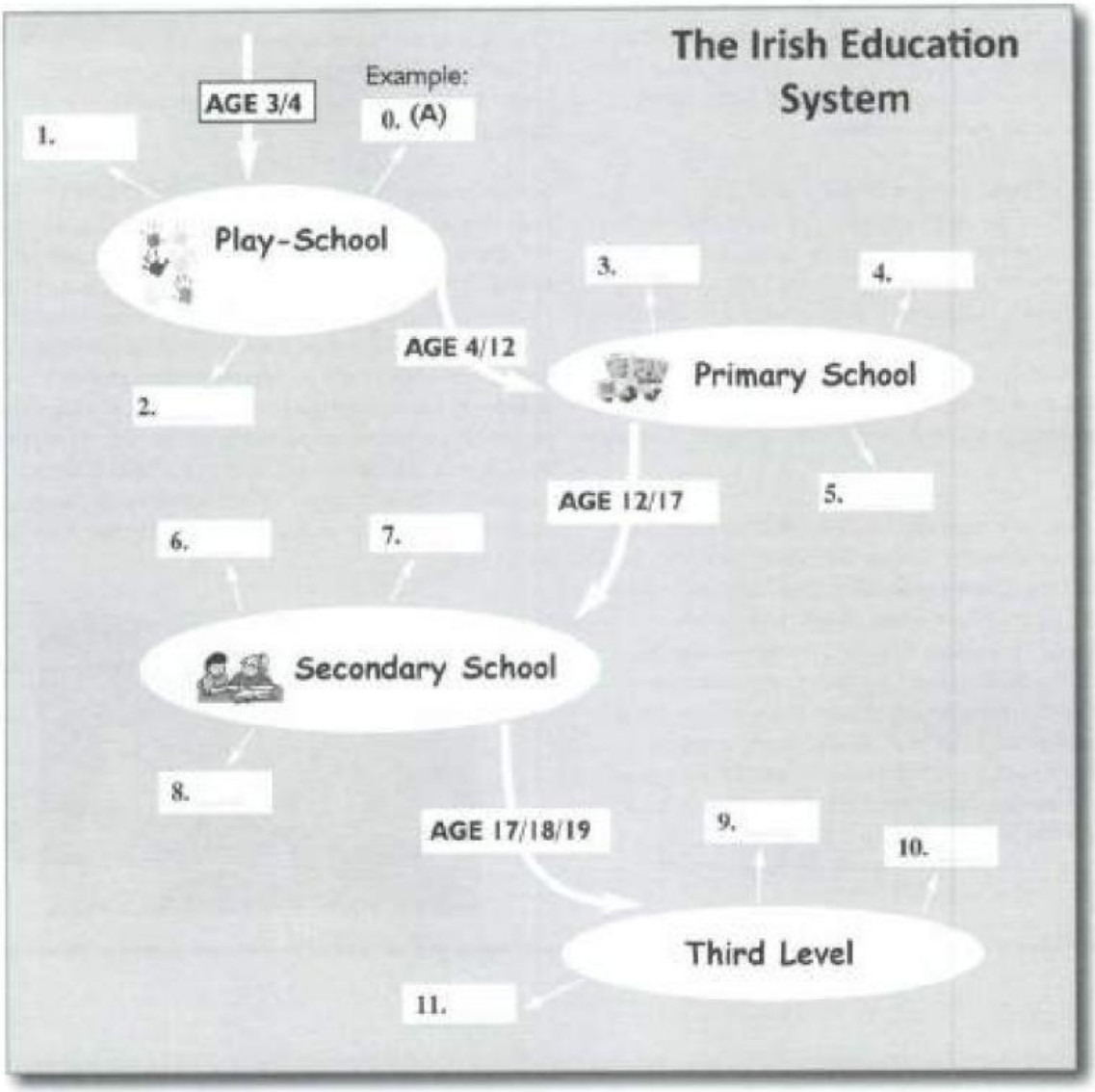
LIVEWORKSHEETS

A. **Match each statement, A - L, to the appropriate level within the education system. The first one is done for you as an example.**

(A) Attendance is not mandatory though many young children are sent here.
(B) There is no restriction imposed on the location of one's place of study at this level.
(C) This is the only level which is compulsory for everyone to complete.
(D) There is no limit on the number of exam subjects a student may study, but results will only count in a set number of subjects.
(E) Entry into courses at this level is determined on the basis of the results of a final examination at the previous level of study.
(F) The syllabus is not determined by the state or regulated by any official body.
(G) Attendance is mandatory for all children who reach a certain age.
(H) Students effectively pay for their education at this level, despite the fact that it is supposed to be free.
(I) Students spend more years of their education attending school at this level than any other.
(J) There are no state-run or state-sponsored institutions operating at this level.
(K) This level is divided into three different phases, one of which is optional.
(L) Attendance is compulsory, but only up to a certain age.



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