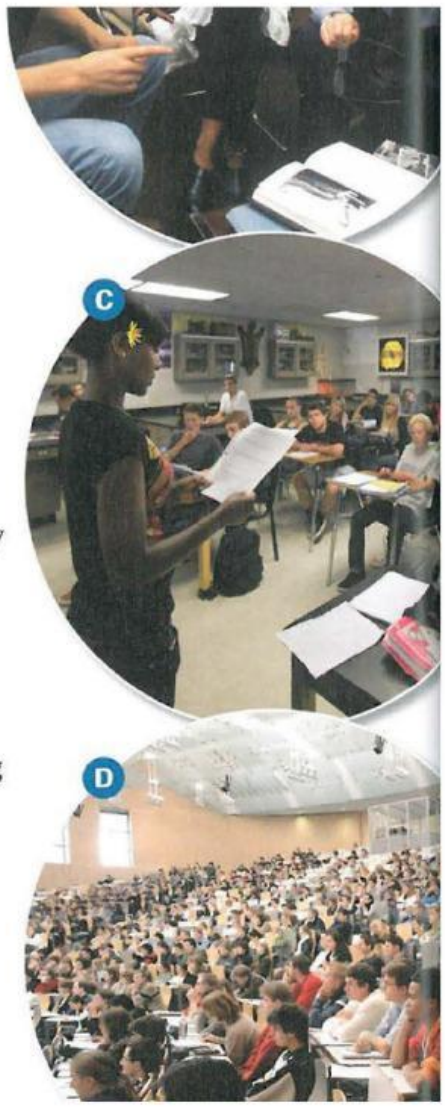
Homework - Unit 3 - Lesson 3

Listening

Listening Section 3

Exam information

- You hear a conversation between two or more speakers on a study-based topic.
- Some questions may be on the speaker's opinions.



1 Work in pairs. You are going to hear a student talking to her course tutor about an assignment. Before you listen, match the words (1–9) with their definitions (a–i).

1	assignment	a	particular parts or qualities of someone that are not good
2	self-assessment	b	a judgement which you make about the quality of something you have done
3	weaknesses	c	a particular part of a book, poem, etc. that is chosen so that it can be used in a discussion, article, etc.
4	peer evaluation	d	a piece of work or job that you are given to do
5	extract	e	a typical quality or important part of something
6	authentic	f	a piece of information that has been discovered as a result of an official study
7	feature	g	carefully considering or studying something done by a colleague/classmate/friend and judging how good or bad it is
8	structure	h	the way that parts of something are arranged or put together
9	finding	i	real or true

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2 **Work in pairs. Read Questions 1–4 and underline the key ideas in the questions (not the options).**

Questions 1–4

*Choose **TWO** letters, **A–E**.*

Questions 1–2

*Which **TWO** activities will students do as part of Amanda's assignment?*

A analyse their own speech
B record other students' speech
C read something from a book
D repeat part of a lecture
E remember part of a lecture

Questions 3–4

*Which **TWO** features must Amanda check when she chooses the extract?*

A the time it takes to read
B the overall organisation
C the number of words
D the number of sentences
E the inclusion of key ideas

3 **Now listen to the first part of the recording and answer Questions 1–4.** Audio

Exam advice *Pick from a list*

- Underline the key ideas in the question(s).
- Read through the options and remember that only two of them are correct.
- As you listen, tick the options you hear. The correct answers may not come in the same order in the recording as they do in the question.

4 **Work in pairs. Read all the information for Questions 5–8.**

1 What are Questions 5–8?
2 Underline the key ideas in A–F. How many extra options are there?
3 What should you write as your answer for each question?

Exam advice *Matching*

- Underline key ideas in the question and options.
- You will hear the answers to the questions in the same order as the questions appear on the paper.

Questions 5–8

Which comments do the speakers make about each lecture?

*Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions **5–8**.*

Lectures

5 History of English
.....
6 Gestures and signs
.....
7 Intonation patterns
.....
8 Language and rhythm
.....

Comments

A The content is repetitive.
B It took a long time to write.
C It was shorter than the others.
D It was well structured.
E The content is relevant.
F The topic was popular.

5 **Read Questions 9–10 and underline the key ideas in the question.**

Questions 9–10

Answer the questions below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

*Which **TWO** pieces of equipment will the students use in the study?*

9 .....
10 .....

Exam advice *Short-answer questions*

- Underline the key ideas in the question.
- Make sure you don't use more words than you are allowed.
- Check that you have spelled your answers correctly.

6 **Now listen to the second part of the recording and answer Questions 5–10.** Audio

LIVEWORKSHEETS

Reading 1

TASK INFORMATION: SHORT-ANSWER QUESTIONS

Short-answer question tasks test detailed understanding of the text. You will be asked questions designed to test your grasp of specific points (or facts, pieces of information etc.) in the text, in which case you should scan the passage to locate the relevant section and then read for detail.

You must:
(i) read the questions.
(ii) find a suitable answer in the text that is within the word limit specified in the task instructions.

Sample Reading Passage 3.2

In order to examine the different task types individually, this text has been broken up into sections. Read the second section now and then answer the questions which follow.

THE ROMA PEOPLE *Legacy of Injustice* cont.



But all that changed recently with the accession of several Eastern bloc countries into the European Union; the vast landscape of continental Europe was now open for business to the Roma people, many of whom migrated to wealthier countries, like France and Italy, in search of things we all look for; better treatment, better opportunities and, above all, a better life. Europe now had no choice but to care.

It is often said that society is judged by how it treats the weakest, and perhaps meekest, in its midst. Do we exploit the vulnerable, help them, or pretend they don't exist and brush the problem under the carpet – or, worse still, brush it into another room for someone else to deal with? In the case of the Roma, the evidence so far points to European Union member states doing, rather alarmingly, the last of these. Both France and Italy have been immersed in controversy now for some time over their handling of Roma immigrants. In Italy, Roma camps have been forcibly removed from large cities such as Naples – a course of action that even has the governmental seal of approval. The Roma, you see, have been labelled a public health and security risk. In France, they have fared little better. In the summer of 2010, the state sanctioned the deportation of about 1,000 Roma and destroyed 539 Roma camps around the country. The government, of course, maintained that the deportation initiative did not specifically target the Roma people, but any and all foreign gangs and communities involved in crime. Unfortunately for the French authorities, a leaked memo that August revealed that Roma camps were being specifically targeted: Therefore, this was not an issue of crime and immigration; it had become one of ethnicity. This revelation had the E.U. and U.N. publicly criticizing French policy, while human rights organizations such as Amnesty International were, understandably, up in arms.

Questions 6-8

Write NO MORE THAN THREE WORDS for each answer.

6. What has the way the French and Italian governments have dealt with the Roma people caused a lot of?

_____

7. What did the French authorities dismantle many of in the summer of 2010?

_____

8. What came in for criticism following the revelations found in a leaked official memo?

_____

Remember:

- Your answers must be taken directly from the text and you must copy the words you use in your answers exactly as they appear in the text.
- Do not exceed the word limit specified in the instructions.
- The questions will follow the order the answers appear in the text.

Method:

(i) Read the first question and underline the key words in it.
(ii) Find the part of the text to which the question relates.
(iii) Select the word(s) in the text which answer(s) the question correctly.
(iv) Repeat for subsequent questions.

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Reading 2

Reading Section 1



❶ **Read through the article briefly. Then read Questions 1–6 and answer the following question.**

In which paragraphs will you find the information that you need to do this task? .....

❷ **Now read the text carefully and answer Questions 1–13.**

IS CONSTANT USE OF ELECTRONIC MEDIA CHANGING OUR MINDS?

The power of modern electronic media – the net, mobile phones and video games – to capture the attention of the human mind, particularly the young mind, and then distract it, has lately become a subject of concern. We are, say the worriers, losing the ability to apply ourselves properly to a single task, like reading a book in its entirety or mastering a piece of music on an instrument, with the result that our thinking is becoming shallower.

Nicholas Carr, the American science writer, has explored this theme for his new book, *The Shallows*, in which he argues that new media are not just changing our habits but our brain too. It turns out that the mature human brain is not an immutable seat of personality and intellect but a changeable thing, subject to 'neuroplasticity'. When our activities alter, so does the architecture of our brain. 'I'm not thinking the way I used to think,' writes Carr. 'I feel it most strongly when I'm reading.' Years of internet use have, he suspects, dented his ability to read deeply, to absorb himself in books: 'My brain wasn't just drifting. It was hungry. It was demanding to be fed the way the net fed it.' He describes getting fidgety when faced with a long text: 'When we go online, we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning.'

Carr cites research by Gary Small, a professor of psychiatry at UCLA, who concluded that constant exposure to modern media strengthens new neural pathways while weakening older ones. Just five hours of internet use is enough to awaken previously dormant parts of the brain's pre-fontal cortex, concluded Small. For Carr, this is proof that the net can rewire the mind. He sees dangers. Deep thought, the ability to immerse oneself in an area of study, to follow a narrative, to understand an argument and develop a critique, is giving way to skimming. Young users of the Internet are good at drawing together information for a school project, for example, but that does not mean they have digested it.

But is a changing mind a more stupid one? Jake Vigdor and Helen Ladd are researchers at Duke University, North Carolina. In a study spanning five years and involving more than 100,000 children, they discovered a correlation between declining test scores in both mathematics and reading and the spread of home computers and broadband. 'The decline in scores was in the order of one or two percent but it was statistically significant,' says Vigdor. 'The drop may not be that great but one can say that the increase in computer use was certainly not positive.' The cut-off year for the study was 2005, when socialising was more primitive. Since then, social networking sites have become enormously powerful consumers of young people's time. Vigdor and Ladd concluded that the educational value of home computing was best realised when youngsters were actively supervised by parents.

This tendency to skim is compounded by the temptation of new media users to 'multi-task'. Watch a youngster on a computer and he could be Facebook-ing while burning a CD or Tweeting on his mobile phone. Modern management tends to promote multi-tasking as an expression of increased efficiency. Science, on the other hand, does not. The human brain is, it seems, not at all good at multi-tasking – unless it involves a highly developed skill like driving. David Meyer, a neuroscientist

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at the University of Michigan, says: 'The bottom line is that you can't simultaneously be thinking about your tax return and reading an essay, just as you can't talk to yourself about two things at once. People may think otherwise but it's a myth. With complicated tasks, you will never, ever be able to overcome the inherent limitations in the brain.'

Paying attention is the prerequisite of memory: the sharper the attention, the sharper the memory. Cursory study born of the knowledge that information is easily available online results, say the worriers, in a failure to digest it. In addition, the brain needs rest and recovery time to consolidate thoughts. Teenagers who fill every moment with a text or Tweet are not allowing their minds necessary downtime. All rather worrying, but is it that bad?

We have been here before, of course. The Ancient Greeks lamented the replacement of the oral tradition with written text, and the explosion in book ownership resulting from the printing press was, for some, a disaster. In the 18th century, a French statesman railed against a new device that turned people into 'dispersed' individuals, isolated in 'sullen silence'. He was talking about the newspaper.

The net is supposed to consume the lives of young people, yet the only reliable studies about the time spent online, collated by the World Health Organization, suggest children spend between two and four hours in front of screens, including television screens, and not six or seven, as often suggested. Moreover, there is evidence that youngsters who use social networking sites have more rewarding offline social lives than those who do not.

A study on children and new technology in the UK included a 'study of studies' by Professor David Buckingham of the University of London's Institute of Education. He concluded: 'Broadly speaking, the evidence about the effects of new media is weak and inconclusive – and this applies to both positive and negative effects.'

Certainly the 'old' media don't seem to be doing that badly. An annual survey shows that sales of children's books this year were 4.9 per cent greater than last year, with more than 60 million sold. The damage, if any, done by excessive computer time may not be so much to do with what is being done online as what is being missed – time spent with family or playing in trees with friends.

Questions 1–6

Do the following statements agree with the information given in the reading passage?

Write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

1 Some people believe that modern electronic media only have a negative effect on young people.

2 Nicholas Carr's book on the subject is a bestseller.

3 Nicholas Carr believes that electronic media have affected his enjoyment of reading books.

4 Gary Small's research supports Nicholas Carr's beliefs.

5 Management beliefs on multi-tasking are proved correct by scientific research.

6 David Meyer's views on the limitations of the brain have caused controversy.

Questions 7–10

Complete the notes below.

Choose ***NO MORE THAN TWO WORDS AND/OR A NUMBER*** *from the passage for each answer.*

Vigdor and Ladd's research

- looked at over **7** .....
- found that lower **8** ..... and home computer use were linked
- indicated that the effects of greater home computer use could not be described as **9** .....
- concluded that **10** ..... should be involved in home computer use

Questions 11–13

Answer the questions below.

Choose ***NO MORE THAN TWO WORDS AND/OR A NUMBER*** *from the passage for each answer.*

11 Which invention was criticised by an 18th century French politician?

12 According to studies that can be trusted, what is the maximum amount of time per day that children spend looking at screens?

13 Which products have become more popular recently?

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Grammar

Linking words | **B4** | Showing attitude

1 Read the passage and write TRUE, FALSE or NOT GIVEN.

Social responsibility for big business

Corporate social responsibility (CSR) seems to be simple: companies doing or apparently doing good things. Obviously, customers tend not to like companies with bad reputations, and CSR covers everything from looking after employees, to helping the poor, to saving the planet. CSR is clearly in fashion – big companies want to tell the world about their good citizenship. Why the boom? Undoubtedly, companies are working harder to protect their reputations, and if big business thinks it can hide bad behaviour, actually it is mistaken – it is being watched by the media. Unfortunately for companies, bad behaviour, anywhere in the world, can be photographed and published quickly, thanks to the Internet. CSR tends to be made up of three broad layers. The most basic layer is traditional corporate giving – typically companies give about 1% of their profit to good causes. But many companies now feel that, frankly, this is not enough. Hence the second layer of CSR, which is making sure your company does not pollute the environment or use child labour, for example. More surprisingly, the third layer seems to be the idea that CSR can help to create market value and become part of a company's competitive advantage. As a matter of fact, many companies now have mottos like Google's 'Don't be evil.'

1 CSR is when companies always do good actions. .....
2 Companies do their best to protect their reputations. .....
3 Google gives 1% of its profits to good causes. .....

Sentence adverbs

Sentence adverbs show a writer's attitude.
Sentence adverbs

- usually come at the beginning of the sentence
- can cover a wide range of attitudes
- are usually followed by a comma.

***Undoubtedly**, companies are working harder to protect their reputation.*

When we believe something is definitely true, we can use words and phrases like:
clearly, in fact, as a matter of fact, obviously, surely, undoubtedly / without doubt.
When we are less sure that something is definitely true (or someone may have told us that it is true), we can use *supposedly* or *apparently*.
To give new and surprising information we may use *actually*.

Note:

- *apparently* = it may or may not be true
- *actually* = it is true, even though we thought it may not be true.

***Apparently**, many people thought that the jeans company had stopped producing clothes in developing countries. **Actually**, it was trading under a different brand name.*

When we are being honest or truthful, we can use these words and phrases:
frankly, honestly, truthfully, to tell (you) the truth.
Linking verbs like *appear*, *seem* and *look* also show someone is not completely sure of something.

It	*appears / seems / looks*	*as if*
It	*appears / tends*	*to be / have*

Look for... **IELTS**
sentence adverbs in the Reading paper with questions asking you about a writer's view or attitude. Using them in your writing will make your answer more natural.

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2 **Read the passage again and find words with meanings 1–4.**

1 surprising ..... 2 not lucky ..... 3 truthfully ..... 4 happens often .....

3 **Complete the conversation with *as if*, *to be* or *to have*.**

Phil: Is Jane OK, she seems (1) ..... a bit dizzy.
Miklos: Did she hit her head?
Phil: No, I don't think so. She tends (2) ..... low blood pressure and I think that she stood up too quickly.
Miklos: Well, she seems (3) ..... a bit better now, but it looks (4) ..... you'll need to sit with her for a while.

4 **Complete the sentences using the words given. There may be more than one answer for some sentences.**

Actually	Apparently	obviously	To tell you the truth

1 My parents would like me to work in finance. ....., I think I might travel for a year.
2 According to a survey, the construction industry is seen as an unsafe trade. ....., people believe that the industry has many dangerous jobs.
3 Money can't buy happiness, but ..... it helps.
4 I told the tutor I hadn't done my essay because I was ill. ....., I haven't finished it yet!

5 **Play Track 20. Listen to the candidate and tick his main point.**

1 People are too materialistic. ☐
2 Many people are materialistic, but some are not. ☐
3 Consumerism is bad. ☐

6 **Play Track 20. Listen again and complete the passage.**

(1) ....., many people are interested in buying the latest products and gadgets – (2) ....., I am too! ... Not everyone likes the latest fashions or technology. (3) ....., one of my classmates even prefers dictionaries to translating machines ...(4) ....., though, while it is true that many people are very consumerist, (5) .....many more are actually turning against this ...(6) ....., some people are choosing not to fly to save the environment, to recycle and repair old things rather than by new products – and things like that... Me? (7) ....., I never repair anything if I can buy a new one!

7 **Rewrite the sentences.**

1 There are more planets like Earth in other solar systems. (You think this is a suprising fact.)
Surprisingly, there are more planets like Earth.
2 The banking system needs reforming. (You think everyone knows this.)
.....
3 The university is giving all students a free bicycle. (Your friend told you this.)
.....
4 The death penalty should be given to all murderers. (You honestly believe this.)
.....

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