Homework - Unit 5 - Lesson 3

Listening

Listening

IELTS tasks: table completion; diagram completion; multiple-choice questions

1 **Work in pairs. Discuss what new students need to know on the first day of a course.**

2 **Read the table and find words that mean ...**

1 finding your way around
2 a place where an event happens
3 a person or organisation who gives money to a person for a period of time
4 a restaurant at university
5 the person in charge of a university.

4 **Now listen to a conversation and complete the table.** Audio

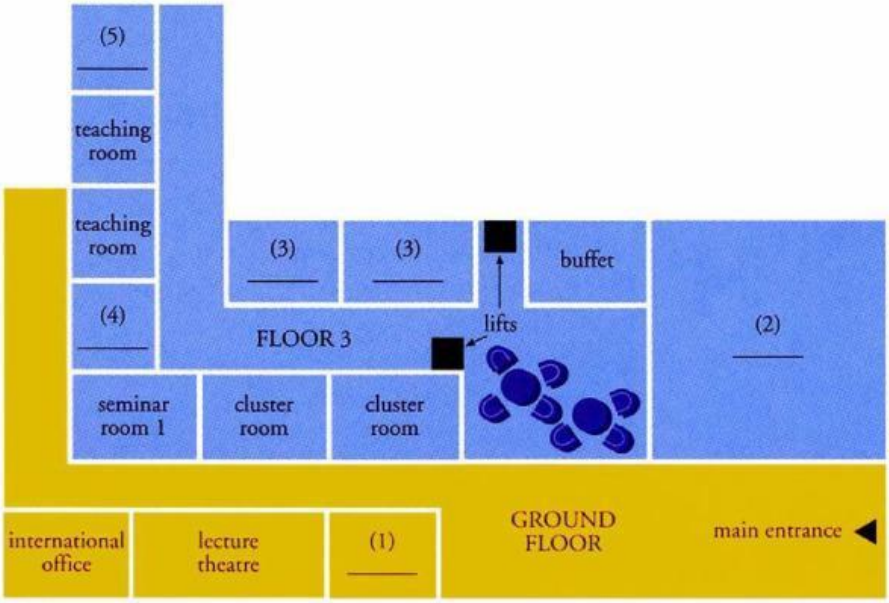
ORIENTATION DAY 5 OCTOBER

a.m.	event	time	person / people	venue
	meeting at International Office	9.30	International Office co-ordinator	International Office
	greeting new students	10.00 – (2) _____	Vice Chancellor Mayor	(1) _____
	sponsor's meeting	11.15	British Council representative	(3) _____
	departmental meeting	12.00	(4) _____	departmental office
	(5) _____	1.00 – 2.00	departmental staff	refectory
p.m.	(6) meeting _____	2.30 onwards	international students	main hall

4 **3** **Listen again and label the plan.**

Now answer the questions.

1 Who will welcome the students to the city?
2 Why is it important to meet the representative from the British Council?
3 What will Professor Heanue tell them about?



LIVEWORKSHEETS

Express yourself: meeting people

Read the expressions and underline the stressed words.

Let me introduce myself …
Perhaps you could introduce yourselves.
Nice to meet you.
Pleased to meet you too.
It's a pleasure to meet you.

Audio 1.5 **Now listen and practise.**

4 Complete the sentences with *Do* or *Don't*.

STUDY SKILLS

1 _____ make a study plan. ☐
2 _____ be late or miss lectures. ☐
3 _____ ask your lecturer if you can record the lecture. ☐
4 _____ review your work frequently. ☐
5 _____ throw away handouts. ☐
6 _____ forget to do homework. ☐
7 _____ be prepared to work on your own for a lot of time. ☐
8 _____ think about information and form an opinion about it. ☐

Audio 1.6 **Now listen to a talk and tick the things you hear.**

1.6 **5 Listen again and choose A – C.**

1 Students need to be good at …
  A time management.
  B laboratory work.
  C listening.
2 With deadlines, students need to …
  A put them into a calendar or diary.
  B leave things to the last minute.
  C be realistic.
3 It is important to attend lectures as …
  A the lecturer will test the students.
  B students get extra materials in lectures.
  C students can remember information more easily.
4 *Critical thinking* is …
  A remembering facts and figures.
  B part of the course.
  C reading information and forming an opinion about it.

6 Work in pairs. Ask each other the questions.

1 Which things in activity 4 do you do?
2 Which would you like to do?
3 Which things can help you on this course?
4 Which other things can help prepare you for IELTS?

LIVEWORKSHEETS

Reading

Reading
Questions 1–13

1 Work in pairs. Look at the title of the Reading Passage and decide what predictions could be made about ideas A–D. Then skim the passage and check your answers.

A developments in personal transport
B adapting people's perceptions
C the design of buildings
D the interaction between people and machines

READING PASSAGE

You should spend about 20 minutes on ***Questions 1–13****, which are based on the Reading Passage below.*

Life in 2045

The film, *Back to the Future II*, released in 1989, made a series of outlandish predictions about 2015, the year its key characters travel to from 1985. Although several of the film's predictions, like video calls and wearable technology, came true, *Back to the Future II* showed the pitfalls of making long-term forecasts. The world of 2015 was one of hoverboards, flying cars and power clothing, and instead we got Snapchat and selfies. Several experts have made their predictions about what the world of 2045 will look like. Alex Ayad, head of Imperial College London's Tech Foresight Practice forecasts that people will be able to purchase high-quality emotions online. Emotion-sharing experiences are the latest fad in 2045. Imagine your friend at a music festival can post a photo on Instagram and with it comes bundled a faint twinkling of what she was feeling right there in that moment, so you too can share emotionally in her social experience. Recently, techniques for direct brain stimulation, like optogenetics, have made it possible to not only read but also write information into single neurons. At the moment data transfer rates are still very slow, the best we can do is a few bits per second, but this could well increase to kilobits or maybe reach broadband speeds by 2045. This means the range of human perception could expand beyond its current design limitations.

Our cities will be made from living, dynamic materials that respond to the environment. In 30 years, tall buildings made of glass and twisted steel will be seen as relics from a bygone era, in the same way we think now of 1970s concrete tower blocks: ugly, out-dated and unfit for contemporary purpose. The urban environment of 2045 blends architecture with living materials that are mouldable, adaptable, responsive and disposable.

Entirely new synthetic life forms, or biological machines, made of engineered living cells from bacteria, fungi and algae will grow and evolve with the changing needs of a building's inhabitants. They breathe in pollutants, clean wastewater, and use sunlight to make useful chemicals, energy, heat and vibrant vertical gardens. We will start to see a convergence between biology and technology, to the point where there is no longer a perceptible difference between the two.

Invisibility cloaks, according to Alex Ayad, will be used to 'disappear' ugly objects. Invisibility has forever been a tantalising prospect. The key to cloaking lies in the way the electromagnetic spectrum (including visible light) interacts with objects. The human eye picks up electromagnetic radiation that falls and scatters from objects and we perceive this as light. In recent decades, scientists figured out using mathematics that it might just be possible to imagine a new class of artificial materials made of intricate tiny features with light- (and sound-) bending properties. They named them metamaterials.

And Tamar Kasriel, founder and MD of Futureal, a future-focused strategy consultancy, has forecast that we won't be able to tell the difference between VR hoverboards and real hoverboards. By 2045 quite a few of us might have a hoverboard, but it will be struggling to compete with the thrill of the virtual reality version. What we are likely to see is the breakdown of much of the current distinction between the real and the digital, and the artificial and the human.

Driverless cars will just be ... cars. And for many driving will have become only a leisure pursuit, a kind of sport, and buildings will power themselves. Being optimistic, Marty and Doc won't find themselves in a smoggy apocalypse in 2045. Rather, a powerful mix of sense and/or fear will have continued the momentum behind increasing the efficiency and reducing the cost of alternative power sources. Solar panels will be built into lots of different building materials, so whole neighbourhoods can quietly and cleanly power themselves.

Richard Watson, futurist, writer and founder of online magazine *What's Next*, predicts phones, cars or homes will be able to read people's feelings and adapt accordingly. Machines will be able to sense and then adapt themselves to the emotional state of an individual user. At the moment machines can work out where someone is, who someone is and perhaps what they are doing or 'like' but that's about it. The next stage will be for machines to intuit human feelings. This can be done by 'harvesting' facial expressions, body language, heart rate, voice and so on. If you are typing text into a computer the computer might consider the speed you are typing, decide you are stressed and conclude that this isn't the best time to allow you to read negative emails.

If you are driving a car, the car might consider how you are driving and infer certain conclusions. If the car decides you are angry and in danger of driving unsafely, it might adapt itself to make things safer. On the other hand a shop might use this technology to work out when customers are more likely to buy things, including things they probably don't really want.

Maybe the predictions above will be realised fully in the year 2045 or maybe life will turn out to be even more fantastical than we can now imagine.

LIVEWORKSHEETS

How to go about it

For **Questions 1–7**:

- Skim the summary to decide whether it relates to the whole passage or part of it.
- Look at the names to work out what is summarised.
- Check the word limit.
- Think about the types of words needed.
- Don't use any words from the summary in your answers.

Questions 1–7

Complete the summary below.

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

Alex Ayad predicts that by 2045 **1** ..... will be available for sale online. He also thinks that construction materials in cities will be 'alive' and react to their surroundings and that invisibility cloaks will be employed to hide **2** ..... . Tamar Kasriel forecasts that by 2045 it is probable people will not easily make a **3** ..... between the real, human world and what is **4** ..... or ..... . He also thinks there will be driverless cars and buildings that **5** ..... . Among Richard Watson's forecasts are that people's belongings will have the ability to read their **6** ..... and then adapt to an individual's **7** ..... .

How to go about it

For **Questions 8–11**:

- Read the stem and underline any words that you think will be paraphrased.
- Read each option as a complete sentence by combining it with the stem.
- Find the information in the text.

For **Questions 12–13**:

- Think about whether the answers might overlap with the questions.
- Think about the dates in the questions and look for words in the text that paraphrase words in the questions.

Questions 8–11

*Choose the correct letter **A**, **B**, **C** or **D**.*

8 The film *Back to the Future II* forecasts for 2015

- **A** were not completely wrong.
- **B** were not all related to technology.
- **C** did not turn out to be true.
- **D** led to several important inventions.

9 By 2045, certain brain stimulation techniques

- **A** are unlikely to affect human perception.
- **B** will have no impact on the way humans perceive.
- **C** could alter human perception.
- **D** will reach the limits of the human perception.

10 According to Alex Ayad, in 2045 cities will have

- **A** tower blocks with a special type of steel and glass.
- **B** structures that are built with reusable materials.
- **C** more attractive buildings than in the past.
- **D** buildings that are partially alive.

11 New man-made life forms will

- **A** help architects create stunning buildings.
- **B** respond to the requirements of the people living in them.
- **C** help buildings to remove all pollutants from the environment.
- **D** allow buildings to monitor people.

Questions 12 and 13

Answer the questions below.

*Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

12 What will have become less expensive by 2045?

13 What might computers of the future prevent people from seeing?

LIVEWORKSHEETS

Vocabulary

17 Words for problems and solutions

Nouns and verbs for problems and solutions | Recognizing connotation | Recognizing collocations

Vocabulary

Nouns for problems:

- **complication (complications)**
  NOUN A **complication** is a problem or difficulty that makes a situation harder to deal with. ▪ *The age difference was a complication to the relationship.* ▪ *An added complication is the growing concern for the environment.*
- **crisis (crises)**
  NOUN A **crisis** is a situation in which something or someone is affected by one or more very serious problems. ▪ *Natural disasters have obviously contributed to the continent's economic crisis.* ▪ *children's illnesses or other family crises* ▪ *someone to turn to in moments of crisis*
- **dilemma (dilemmas)**
  NOUN A **dilemma** is a difficult situation in which you have to choose between two or more alternatives. ▪ *Many Muslim women face the terrible dilemma of having to choose between employment and their Islamic garb.* ▪ *The issue raises a moral dilemma.*
- **predicament (predicaments)**
  NOUN If you are in a **predicament**, you are in an unpleasant situation that is difficult to get out of. ▪ *The decision will leave her in a peculiar predicament.* ▪ *The army was at last realizing its predicament.*

Verbs associated with problems:

- **damage (damages, damaging, damaged)**
  VERB To **damage** something means to cause it to become less good, pleasant, or successful. ▪ *Jackson doesn't want to damage his reputation as a political personality.* ▪ *He warned that the action was damaging the economy.*
- **deteriorate (deteriorates, deteriorating, deteriorated)**
  VERB If something **deteriorates**, it becomes worse in some way. ▪ [+ *into*] *There are fears that the situation might deteriorate into full-scale war.* ▪ [V-ing] *Surface transport has become less and less viable with deteriorating road conditions.* ▪ *Relations between the two countries steadily deteriorated.*

Verbs associated with solutions:

- **address (addresses, addressing, addressed)**
  VERB If you **address** a problem or task, you try to understand it or deal with it. ▪ *Mr King sought to address those fears when he spoke at the meeting.* ▪ *US policy has failed to adequately address this problem.*
- **alleviate (alleviates, alleviating, alleviated)**
  VERB If you **alleviate** pain suffering or an unpleasant condition, you make it less intense or severe. [FORMAL] ▪ *Nowadays a great deal can be done to alleviate back pain.*

LIVEWORKSHEETS

▪ *Part of his job is to develop programs to alleviate homelessness.*

- **approach (approaches, approaching, approached)**
  VERB When you **approach** a task, problem, or situation in a particular way, you deal with it or think about it in that way. ▪ *The Bank has approached the issue in a practical way.* ▪ *Employers are interested in how you approach problems.*
- **eradicate (eradicates, eradicating, eradicated)**
  VERB To **eradicate** something means to get rid of it completely. [FORMAL] ▪ *They are already battling to eradicate illnesses such as malaria and tetanus.* ▪ [+ *in*] *Vaccination has virtually eradicated anthrax in the developed world.* ▪ *a campaign that genuinely sought to eradicate poverty*
- **intervene (intervenes, intervening, intervened)**
  VERB If you **intervene in** a situation, you become involved in it and try to change it. ▪ *The situation calmed down when police intervened.* ▪ [+ *in*] *The Government is doing nothing to intervene in the crisis.*
- **react (reacts, reacting, reacted)**
  VERB When you **react to** something that has happened to you, you behave in a particular way because of it. ▪ [+ *to*] *They reacted violently to the news.* ▪ *It's natural to react with disbelief if your child is accused of bullying.*
- **repair (repairs, repairing, repaired)**
  VERB If you **repair** something that has been damaged or is not working properly, you mend it. ▪ *A woman drove her car to the garage to have it repaired.* ▪ *The roof will be repaired to ensure the house is wind-proof.*
- **resolve (resolves, resolving, resolved)**
  VERB To **resolve** a problem, argument, or difficulty means to find a solution to it. [FORMAL] ▪ *We must find a way to resolve these problems before it's too late.* ▪ *They hoped the crisis could be resolved peacefully.*
- **tackle (tackles, tackling, tackled)**
  VERB If you **tackle** a difficult problem or task, you deal with it in a very determined or efficient way. ▪ *The first reason to tackle these problems is to save children's lives.* ▪ *the government's latest scheme to tackle crime.*

Practice exercises

1 **Match the words a–d with the situations 1–4.**

a	complication	**b**	crisis	**c**	dilemma	**d**	predicament

1 I can't decide whether to go on holiday with my best friend or attend my aunt's wedding. Whatever I decide, someone's going to be very disappointed. _____

2 My house was set alight at the weekend and everything I own has been destroyed! _____

3 They're very much in love, but he lives in San Francisco, and she lives in London. That certainly makes things difficult. _____

4 My passport's expired and I've got to send it off to be renewed. But I need to present my passport to the examiner in order to sit the test next week. What an impossible situation! _____

LIVEWORKSHEETS

32 **2** **Listen to each speaker 1–5 describe a problem. Complete each sentence 1–5 with the most appropriate word a–e.**

Audio

a crisis
b damage
c deterioration
d dilemma
e predicament

1 The speaker is angry about _____ to her car.
2 The speaker is concerned about the _____ in her grandmother's health.
3 The speaker complains about a _____ that he's in.
4 The speaker is experiencing a _____ and needs help.
5 The speaker is struggling with a _____.

33 **3** **For each sentence 1–5 underline the word in italics that best collocates with the word in bold. Listen and check your answers.**

Audio

1 Don't worry. The **damage** to your car can be easily *resolved/repaired*.
2 I'm sure you'd like to do more to *intervene in/alleviate* her **suffering**.
3 If you speak to your manager, she may be able to *resolve/react to* your **predicament**.
4 I'll be right over! That's not a **crisis** you should *tackle/eradicate* on your own.
5 You're never going to *repair/resolve* that **dilemma** until you decide what you really want.

4 **For each sentence 1–6 underline the word in italics which has the more moderate meaning.**

1 If you make the wrong choice, you could *damage/destroy* your career.
2 Management have promised to *solve/address* the problem of falling productivity.
3 The government has pledged to *tackle/eradicate* child poverty by 2025.
4 Women are often faced with the *question/dilemma* of how to balance family and work commitments.
5 There's been a *crisis/complication* with the building work; it's nothing too serious, but I'm afraid it's put us behind schedule by a few days.
6 Employing nurses from overseas may *alleviate/resolve* the skills shortage in the short term, but more needs to be done for the longer term.

Exam tip: For questions in the Listening exam which require you to write the answer:

Use only words that you hear in the recording.

Make sure that you spell the words correctly.

LIVEWORKSHEETS

5 **Underline and correct the nine words which have been misspelled in the paragraph below.**

Culture shock can be defined as the difficulty people experience when ajusting to a new culture that is significantly diffrent from their own. There are no fixed symptoms associated with culture shock as each individual reacts to the experience in his or her own way. However, the shock of moving to a foriegn country is often seen as consisting of distinct phases. There is often an initial period of enthusiasm and positive feeling, sometimes refered to as a 'honeymoon phase', followed by a period of growing frustration and anxiety. Over time, the newcomer enters a third phase, a period of ajustment, during which new coping skills are developed. Finally, there is a period of acceptence – the individual can operate in the new enviroment with ease.

There is no set way of aproaching the problem of culture shock. Evidence suggests that each person learns to cope with the transition in their own way. However, the unpleasant symptoms associated with the more difficult phases can be aleviated by a few simple measures: rest, good nutrition, and plenty of social contact.

Exam practice: Listening – short-answer questions

Exam tip: For any question which requires you to write an answer, follow the instructions exactly.

If the instructions tell you to write no more than three words, you can write one, two or three words.

If you have to write more than three words to answer the question, you have probably chosen the wrong information.

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Audio

QUESTIONS 1–5

Answer the questions below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

1 Kerry Wilson is a member of which team?

2 If students have a problem opening a bank account, what should they obtain from the Language Centre?

3 Disputes with landlords can arise in relation to what type of problem?

4 If a student has a disagreement with a landlord, what can members of the welfare team do?

5 In case of a crisis, where can students find the emergency telephone number?

LIVEWORKSHEETS