UNIT 5: HISTORY

LISTENING

Exercise 1. In this unit, you will learn about IELTS Listening Section 3 and practise the skills you need to identify speakers' attitudes and opinions. Read the information. Then complete the phrases for agreeing and disagreeing. Use the words in the box.

IELTS Listening Section 3 is a conversation between two or more people in an academic context. You have to identify the speakers' attitudes and opinions as they make decisions and agree or disagree.

Recognising phrases for *agreeing and disagreeing* will help you choose the correct answers in Section 3. Often in the conversation, distractors are mentioned but not agreed upon by the speakers.

agreement | along | believe | doubt | feasible | getting | more | necessarily | question | validity

1 I couldn't agree _____.

2 It's out of the _____.

3 I _____ that'll work.

4 That seems _____ to me.

5 I'd question the _____ of that.

6 That's a bit hard to _____.

7 I'd go _____ with that.

8 Not _____.

9 Yes, I see what you're _____ at.

10 You have my full _____.

Exercise 2. Read the information. Then listen to a conversation about a project. What time period do the speakers agree to? Choose the correct answer. (Track 5.1)

In *multiple-choice matching tasks*, don't get distracted by all the options that are mentioned as you listen. Remember to listen to the whole conversation and not just focus on key words.

- ○ 1801–1850
- ○ 1900–1930
- ○ 1940–present
- ○ 2000–present

Exercise 3. Read the information. Then listen to a short conversation. Which speaker expresses the views? Choose Sarah or Tom (Track 5.2)

You may need to separate the *views* of different speakers. The recording may contain distractors that express the same view but are given by the wrong person. Make sure you read the question carefully and follow the whole conversation.

LIVEWORKSHEETS

	Sarah	Tom
1 thinks the introduction is too short	○	○
2 thinks the introduction is the correct length	○	○
3 suggests the methodology could be clearer	○	○
4 believes the findings contain the right amount of detail	○	○
5 suggests the findings should include graphics	○	○

Exercise 4. Read the information. Then listen to a short conversation between two students. Choose the correct letter, A, B or C. (Track 5.3)

Look at the options and think about the information that might tempt you to choose the incorrect answer. Pay attention to synonyms.

1 The students are going to divide the interviews because

- ○ **A** collaborating will be fun.
- ○ **B** it will save time.
- ○ **C** they won't be as difficult.

2 Which words in the recording give you the answer to question 1?

- ○ **A** important part of the project
- ○ **B** we don't have a lot of time
- ○ **C** not to mention more enjoyable

3 Which words in the recording provide the synonym for 'divide'?

- ○ **A** have fun
- ○ **B** split in half
- ○ **C** work together

Exercise 5. Listen to a conversation between two students, Tony and Sue. Which <u>two</u> topics is Tony including in his project? Choose the correct letters, A–E. (Track 5.3)

- ☐ **A** women's rights
- ☐ **B** family values
- ☐ **C** poverty and education
- ☐ **D** the Industrial Revolution
- ☐ **E** kings and queens of today

Exercise 6. Listen to Tony and Sue talking about Sue's project. Which <u>three</u> areas does Tony suggest changing? Choose the correct letters, A–F. (Track 5.4)

LIVEWORKSHEETS

- [ ] **A** the structure of the questionnaire
- [ ] **B** the connection between poverty and crime
- [ ] **C** the order of the objectives
- [ ] **D** the number of questions asked
- [ ] **E** avoiding repetition in the method section
- [ ] **F** young people's strategies for adulthood

Exercise 7. Listen to another conversation between Tony and Sue. Which <u>five</u> things helped Sue? Choose the correct letters, A–H. (🎧 Track 5.5)

- [ ] **A** support from parents
- [ ] **B** being allowed to collaborate
- [ ] **C** meeting her tutor regularly
- [ ] **D** working on a previous project
- [ ] **E** volunteering with young people
- [ ] **F** visiting the university library
- [ ] **G** advice from an old friend
- [ ] **H** talking to young offenders

LIVEWORKSHEETS