Unit 1

On course

Registration day

1 Look at the picture above and say what is happening.

Now match the words below with their definitions.

admissions officer course administrator enrol registration degree

- 1 this person organises the courses and does the office work
- 2 to become a student on a course
- 3 this person decides which students can go to a university or college
- 4 to put your name on an official list
- 5 the name of a course at a university or college

2 Read the card and answer the questions.

Registration day: School of Management

Enrolment time	Surname	Place		
9 am to 10.30 am	A–H	Great Hall, E floor		
11 am to 12.30 pm	I–O	Great Hall, E floor		
1 pm to 2.30 pm	P–Z	Small Hall, E floor		
2 pm to 4 pm	Timetable collection from course administrator			

Welcome packs are available on registration. Students who would like to change course should see the admissions officer in F11 before enrolment.

- 1 What time does Belen Perez register?
- 2 Where does Belen Perez register?
- 3 When are welcome packs available?



3 Read the registration form. Write a question for each section.

Registration form: International Business and Management Studies							
	(1) <u>Perez</u>	Tel number(s)	(5)				
First name(s)	(2) <u>Belen</u>	Date of birth	(6)				
School	(3)	Marital status	(7)				
Course code	(4)	Email	(8)				

1.2 Now listen to a conversation and complete the form for Belen.

4 1.2 Listen again and answer the questions.

- 1 Why is it important to get Belen's name right?
- 2 What's wrong with Belen's phone?
- 3 What does she do after registration?

Express yourself: asking for and giving spellings

We can use these phrases to spell and check spellings.

Could you repeat that please?	No, just one L.
Could you say that again?	That's right/correct.
That's R for river.	I think I've got that now.
Is that with double L?	Great.

1.3 Now listen and practise.

5 Work in pairs. Ask each other questions and complete the registration form.

6 Work in pairs. Decide what you can talk about when you first meet another student.

- 1 the course you are taking
- 2 your timetable
- **3** your accommodation
- 4 how much you paid for the course
- 5 who your tutor is

1.4 Now listen to a conversation and tick the things they talk about.

7 Label the diagram. Use the words below.

faculty department school centre/unit

- 8 1 1.4 Now listen again and answer the questions.
 - 1 Which department is Tao in?
 - 2 Which courses are the students taking?
 - 3 What is Tao trying to decide?
 - 4 What do Tao and Belen want to talk about?



Language study: present continuous

9 Study the examples and explanations.

I'm doing Business and Marketing Studies.

to be + verb -ing

We use the present continuous to talk about a temporary situation that has not finished.

I'm still trying to decide ...

We use still to emphasise that the action is continuing.

Are you doing the four- or three-year course?

to be + subject + verb -ing

What are you taking?

Wh- question + to be + subject + verb -ing

We're probably taking similar subjects. I'm also taking an undergraduate degree.

For courses and subjects we often use do or take.

Are you picking up your timetable now?

We often use the present continuous to talk about events in the near future.

Now complete the conversation. Use the words below.

	do	go	take	do	try	take	
ē	a: Hi Vi	cky, w	hat (1) _			you	?
I	b: (2)			to	the S	imall Hall	to register.
i	a: What	cours	se (3)			you _	?
I	b: (4)			Ec	conom	nics and [Development Studies.
i	a: (5)			_ you	I		the three- or four-year course?
I	b: Don'	t ask!	l (6)			still	to decide.

Express yourself: talking about things in common

We can use these expressions to talk about things we have in common.

We're both in the same hall.

We're probably taking similar subjects.

I'm also taking an undergraduate degree.

We've certainly got something in common.

Aren't you in the same hall as me?

Yes, me too.

1.5 Now listen and underline the stressed words.

10 Go around the class and find a student you have three things in common with.

Speaking

IELTS tasks: introduction

1 Match the words and phrases with the pictures.

1 Hiya. 2 Good morning. 3 Let me introduce myself ...



2 Work in pairs. Tick the topics the examiner may ask you about.

1 your hometown

2 your job

- 3 your studies4 your income
- 5 your family6 your journey

Now match topics 1–6 with questions a–e.

- a What do you do?
- **b** What subject(s) are you taking?
- c Do you come from a large family?
- **d** Are you from this area?
- e How long did it take to get here? ____

3 Decide who says these sentences. Write e (*examiner*) or c (*candidate*).

Not too far. About half an hour away.	C	And your name is?	
How are you today?	e	Not so good. The traffic is terrible	
Could you spell that for me, please?		 in the city centre.	
My name is Erzsébet.		How was your journey here?	
It's E-R-Z-S-E with a dash above it-B-E-T.		Very well, thank you.	
But you can call me Liz – it's easier.		Do you live far away?	
Yes, of course. It's 062266.		Can you tell me your candidate number?	

Now order the conversation.

4 1.6 Listen and check your answers.

Pronunciation

- 5 1.7 Listen and write the numbers, dates and addresses.
- 6 1.8 Listen and practise the addresses and numbers.
- **7** Work in pairs. Practise the conversation in activity 3.

Reading

IELTS tasks: matching headings and paragraphs; multiple-choice questions

1 Match the words below with the definitions.

fresher tuition term lecture campus Chancellor

- 1 the teaching time on a course
- 2 a student in their first year at university or college
- 3 a talk, usually at university or college, to teach a large group of students
- 4 a period of time at a school or university; there are usually three of these
- 5 the area that contains the main buildings of a university
- 6 the head of the university

2 This reading passage has five sections A–E. Choose the most suitable heading for each section from the list.

List of headings

- i The Union
- ii Meeting the Chancellor
- iii A different way of learning
- iv Free time
- v Student discounts
- **vi** The first week what happens
- vii Registering

 1
 Section A ______

 2
 Section B ______

 3
 Section C ______

 4
 Section D ______

 5
 Section E ______

A GUARANTEED GOOD TIME

- A Many people think life comes with no guarantees. However, freshers' week at university is guaranteed to be the most fun (and the most expensive) week of your life. You meet many new people (a lot of whom you never see again after the first two weeks), find your way around campus, and spend lots of money on tuition and accommodation and, of course, on going out. The purpose of freshers' week is to get all the new students registered on their courses, allow everyone to
- 5 settle into their accommodation, get timetables sorted out and to receive an introductory talk from the Chancellor of the university. The real reason for most people to attend freshers' week is to have a really good time.
- B Unfortunately, you have to go through with the registration and talks, or you may not be listed in course timetables, not receive a union card (essential to student life) and quite possibly have no grant cheque. For registration, find out where and when you are due to register. This information is usually sent to you in the post before you go to the university. The time you register probably depends on which course you are taking, and the initial letter of your surname. Those people with surnames A–H are usually early-morning registration sessions.
- **C** It soon becomes clear at the end of registration that it is all worthwhile, when you are finally given your passport to student life: the Students' Union card. This small credit card-sized ID card gets you into many nightclubs cheaply, gets you discounts at quite a few shops and fast food chains, and, most importantly, gets you into the Students' Union. The
- 15 Students' Union is where students spend most of their evenings in freshers' week. Throughout freshers' week, remember this golden rule: enjoy yourself. Do not go to the bookshop and buy all the books on the reading list with the idea of finishing them before lectures start. You do have to work when the term begins, but not during freshers' week.
- **D** The approach to work at university is very different from work at a school or college. You are expected to do a great deal of studying outside lectures, without being asked to do it. Most degree courses have some time set aside for small groups of
- students to meet a tutor and discuss any questions they have about the lecture, and also to go over problem sheets. It is essential to prepare for these before the classes. Each week, make a note of any problems you have understanding work in lectures, and mention these in your tutorial.
 - **E** Try to take advantage of what free time you have to the full. Using your free Wednesday afternoon (set aside by most universities as an afternoon off, for sporting activities) to play your favourite sport is a great way to relax.

3 Read the passage again and choose four letters a–g.

During freshers' week new students ...

- a move into their rooms.
- ${\bf b}~$ are in the Students' Union for most of the evenings.
- c listen to the Chancellor of the University.
- **d** read all the books on their reading lists.
- e with first names beginning with C register early in the morning.
- ${\bf f}$ $\;$ read and discuss problem sheets.
- **g** receive Students' Union cards.

IELTS strategies: words with similar and contrasting meanings

Questions often contain words with similar and contrasting meanings to words in the passage. When you learn a new word try to learn words with similar and contrasting meanings at the same time.

words with similar meanings: *accommodation* > *rooms* words with contrasting meanings: *talk* > *listen to*

Now find two more examples of a similar word or phrase and a contrasting word or phrase in the reading passage and a–g in activity 3.

4 Work in pairs. Decide which things are the same in your country.

Students ...

- 1 get a reading list, then buy and study the books on it.
- **2** go over problem sheets with the tutor.
- 3 prepare before class.
- 4 discuss lectures with the tutor.
- 5 have tutorials with small groups of students and a tutor.

Now discuss the main differences between ...

- 1 university and school.
- 2 universities in the UK and your country.



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Listening

IELTS tasks: table completion; note completion

1 Work in pairs. Discuss the questions.

- 1 Are you interested in business? Why/Why not?
- 2 What subjects do you think business students study?

2 Match the words below with the definitions.

seminar workshop tutorial

- 1 A discussion of a subject where people share their ideas and experience.
- **2** A regular meeting between a university teacher and a small group of students.
- **3** A meeting where a group of people discuss a subject from a lecture or a problem.

3 (1) 1.9 Listen to a conversation between a student and a course administrator. Circle T (true) or F (false).

- 1 The administrator knows who the student is. T / F
- 2 Wednesday is free for sport and other activities. T / F
- 3 There are three language courses. T / F

4 1 1.9 Listen again and complete the timetable.

International Business and Management Studies: term 1 timetable

Monday	Tuesday	Wednesday	Thursday	Friday
a.m.	a.m.	a.m.	a.m.	a.m.
10–12	9–10	9–11	9–10	10–11
Languages for Business	Organisational Behaviour,	Foundations of Production	(4) Systems	(9)
(French)	level 1	Lecture room 2	Lecture room 2	Issues in Business
Language laboratory	(1)		11–12	Main lecture theatre
	11–12		Tutorial	
	Tutorial			
p.m.	p.m.	p.m.	p.m.	p.m.
	(2)	12–1	12–1	1–2
	Foundations of Marketing	Tutorial	(5)	Languages for Business
	Lecture room 2	(3) room 3	Study skills	(10)
			(6)	Language laboratory
			Foundations of	
			(7)	
			Main lecture theatre	
			(8)	



Language study: present simple

5 Study the examples and explanations.

Are you the course administrator?

We use the present simple to talk about something that does not change for a long period – for example where we come from, our job and so on.

You have lectures every morning.

We use the present simple to talk about things that happen regularly. We can say how often it happens with words like *every*, *often*, *sometimes*, *always* and *never*.

On Tuesday you start at 9.

We can use the present simple to talk about timetables and events in the future.

What happens on Thursday?

Questions: Wh- + verb.

Now work in pairs. Student A, turn to assignment 1.1. Student B, turn to assignment 1.3; ask Student A questions to complete your timetable.

6 Do the quiz.

Good learning styles

Are you a good learner? Do you have good study habits? Try this quiz and find out.

1 2		3	4	5	
In a workshop or seminar do you	Before a class do you	When you are learning something new do you	Do you prefer to	Do you find learning	
A keep quiet and listen?	A check you have everything (books, homework and so on)?	A look for the correct answer?	A study for exams?	A frustrating sometimes?	
B try to share your ideas and opinions?	B leave home quickly?	B look for a number of possible answers?	B study for pleasure?	B easy?	

Now turn to assignment 1.2 and read your results.

7 Work in pairs. Discuss your results.



8 11.10 Listen to a seminar and circle a-c.

- 1 The leader of the seminar is studying ...
 - **a** education.
 - **b** educational psychology.
 - c psychology.
- 2 Intelligent people ...
 - a do well in their education without making an effort.
 - **b** do not do as well as they could without good study habits.
 - c do not need good study habits.
- 3 For every class hour students should study ______ additional hours.
 a two b three c four
- 4 Students should ...
 - a help other students.
 - ${\boldsymbol b} \quad \text{make sure they organise information.}$
 - c be responsible for their own learning.
- 5 After class students should ...
 - a discuss the main points of the class with another student.
 - **b** read the notes on the website.
 - c read materials on the reading list.

9 110 Listen again. Complete the notes with no more than three words for each answer.

Seminar: characteristics of (1) _ · Spend at least three hours studying alone. On a (2) _____ = nine hours per week. đ e 3 · Important to attend classes. 3 Ć Classes help to organise information and learning -3 6 where (3) _____ are explained and (4) _ 6 3 Ć 3 are given. • Take (5) _____ in the class - not just sit quietly. e 3 • Get involved, (6) _____ and take part in discussion -6 3 makes learning interesting and helps understanding. đ 3 3 • Foreign students have (7) _____ if they prepare 63 before the class. 63 · Read the books on the reading list, read notes on the **E**3) (8) _____ and have questions ready. đ 3 • After class: go over notes and try to (9) _____ your 3 own examples. Talk about the class with other students 23 **E**3 or use notes to (10) _____ each other. • Very important - prepare questions about points you 63 **3** didn't understand to ask the tutor later.



Now work in pairs. List three more good study habits.

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Writing

IELTS tasks: task 1 – introducing a report

1 Work in pairs. Put the subjects below into groups.



2 Label 1–5. Use the words below.



Now label 6-12. Use the words below.

row section/segment column horizontal axis vertical axis heading sub-heading

- **3** Look at the charts on the following page and answer the questions.
 - 1 What do the charts show?
 - 2 What number of students took science subjects in 2009/2010?
 - 3 What percentage of students took Business and Administrative studies in 2009/2010?
 - 4 What information is shown in line graphs, but not in pie charts?
 - 5 Which subject(s) would you like to take and why?



4 Look at the charts in activity 3 again and complete the sentences.

- 1 The ______ shows the ______ of students by subject area in higher education. We can see from the largest ______ that the greatest number of students are taking ______ studies.
- 2 The ______ shows the numbers of students by subject over a period of four years. The ______ shows the number of students while the ______ shows the ______ in years.

IELTS strategies: referring to titles

The title of a graph or chart is given in the writing task. Be careful not to repeat it word for word in your report; try to use your own words.

5 Read the title and underline the key words.

The chart below shows the number of students in Australia by subject in 2008 and 2009. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Now write the introduction to your report.

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