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Enhance your speaking and listening skills

5120100 – Filologiya va tillarni o'qitish

I bosqich talabalari uchun

*Til ko`nikmalari integratsiyasi fanining
Og`zaki nutq amaliyoti moduli bo`yicha*

USLUBIY QO'LLANMA

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“ Og`zaki nutq amaliyoti” moduli bo`yicha uslubiy qo`llanma. Buxoro-2018.

Mazkur o`quv-uslubiy qo`llanma “Og`zaki nutq amaliyoti” moduli bo`yicha oliy ta`limning **5120100** – Filologiya va tillarni o`qitish ta`lim yo`nalishi I bosqich bakalavriat talabalari uchun mo`ljalangan bo`lib, u “Til Ko`nikmalari Integratsiyasi” fanidan O`zbekiston Respublikasi OO'MTVning 2016 yil 25-avgustdagi 355-sonli buyrug`ining 2-ilovasi bilan tasdiqlangan namunaviy dastur asosida tuzilgan.

O`quv-uslubiy qo`llanmada talabalarning og`zaki nutq va yozma nutq matnlarga xos xususiyatlarni farqlay olishi va muloqot ijtimoiy-madaniy mavzulardagi so`zlarning ma`nosini bilishi va to`g`ri qo`llay olishi, til ko`nikmalarini o`rgatish, shuningdek, muloqot malakalarini rivojlantirish, o`qish ko`nikmalarini shakllantirish hamda tinglash mashqlari asosida bu ko`nikmalarni rivojlantirish maqsadida turli xorijiy adabiyotlarning matnlaridan parchalar berilgan, shuningdek, matnlar asosida matnda mos so`zlarni joylashtirish, ibora hamda og`zaki nutqda qo`llaniladigan so`zlarning ko`chma va to`g`ri qo`llash, matn o`qib bo`lingandan so`ng (post) bajariladigan mashqlar o`z ifodasini topgan.

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Ushbu “ Enhance your speaking and listening skills ” uslubiy qo`llanma BuxDU Filologiya fakulteti kengashining “___” _____ - yig`ilishida muhokama qilingan va nashrga tavsiya qilingan.

KIRISH

Mamlakatimizda “Chet tillarni oʻrganish tizimini yanada takomillashtirish chora-tadbirlari toʻgʻrisida”gi PQ 1875-sonli qarorning qabul qilinishi hozirgi kunda taʼlim tizimining barcha bosqichlarida talabalarga chet tillarini uzluksiz oʻrganishni tashkil qilish, zamonaviy oʻquv-uslubiy materiallar bilan taʼminlashni yanada takomillashtirish, shuningdek, zamonaviy pedagogik va axborot-kommunikasiya texnologiyalaridan foydalanib chet tillarni oʻrganish, lugʻat boyligini oshirish uchun manbalar (lugʻatlar, registrlar, soʻz koʻrsatkichlari va boshqalar) oʻrganilgan bilim, koʻnikmalarni mustaqil ravishda amalda qoʻllashga oʻrgatish chet tili oʻqituvchisi zimmasidagi eng katta masʼuliyat hisoblanadi.

Mazkur “Ogʻzaki nutq amaliyoti” moduli boʻyicha mustaqil ishlash uchun tayyorlangan uslubiy qoʻllanma oliy taʼlimning filologiya va tillarni oʻqitish taʼlim yoʻnalishi I bosqich bakalavriat talabalari uchun moʻljallangan boʻlib, u “Til koʻnikmlari integratsiyasi” fanidan Oʻzbekiston Respublikasi OOʻMTVning 2016 yil 25-avgustdagi 355-sonli buyrugʻining 2-ilovasi bilan tasdiqlangan namunaviy dastur asosida tayyorlangan.

Ushbu uslubiy qoʻllanmada talabalarning mustaqil ravishda gapira olish, ijodiy fikrlash, eshitish qobiliyatlarini singdirish, lugʻat boyligini oshirish va lugʻat boyligini boyitib borishning maqbul usullaridan foydalanishni oʻrgatish maqsadida turli xorijiy adabiyotlardan “Mike Boyle, Ellen Kisslenger Skillful. Listening And Speaking and OʻDell, F., Redman, Brown D.H. “Principles of language learning (intermediate and upper)”, Virginia Evans and Jenny Dooley Enterprise Listening and Speaking (full set)” mashq kitoblar matnlaridan parchalar berilgan, shuningdek, matnlar asosida matnni oʻqishdan oldin (pre-), matnni oʻqish jarayonida (while), matn oʻqib boʻlingan dan soʻng (post) bajariladigan mashqlar oʻz ifodasini topgan.

Ushbu uslubiy qoʻllanma oʻquv yurtlarida ingliz tili fanidan iqtidorli talabalar bilan ishlash, va ularda mustaqil taʼlimni tashkil etish, zamonaviy ped texnologiyalarni qoʻllashni samaradorligini oshirishga qaratilgan. Berilgan uslubiy tavsiyalardan amaliy mashgʻulotlarda unumli foydalanish va talabalarni oʻzlashtirish darajasini yuksaltirish maqsadida foydalansa boʻladi.

Unit 1: People & relationships

Lesson I: Character and personality

Aim: the lesson aims to improve vocabulary related to the topic , enhance the students` ability to use these vocabulary on their speech



Exercise : 1 Use a dictionary to find the meanings of the adjectives describing character and personality below.

Ambitious good fun nosy reliable
blunt hard-working open-minded self-assured
clever impatient outgoing sociable
creative judgmental over-sensitive stingy

Exercise : 2 Which adjectives in Exercise 1 are negative and which are positive? Draw a table like the one below and put the words into the correct column.

	Positive	Negative
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

Exercise : 3 Which adjectives from Exercise 1 would you use to describe yourself?

I consider myself to be _____
I would say I was _____

Exercise : 4 Match phrases 1-8 with definitions a-h.

- 1 get on with somebody
- 2 look up to somebody
- 3 be in touch with somebody

- 4 fall out with somebody
- 5 grow apart from somebody
- 6 take after somebody
- 7 grow up together/with somebody
- 8 be close to somebody

- a argue and stop being friendly with somebody
- b have a good relationship
- c gradually have a less close relationship with somebody
- d be in communication with somebody
- e know somebody well and see or talk to them often
- have many childhood and adolescent experiences in common with somebody
- g respect somebody

Exercise : 5 Using phrases from Exercise 4, make eight sentences describing relationships you have.

Example: I take after my dad - we're both quite careless.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Lesson II: *Listening Comprehension*

Aim : The lesson aims to improve listening ability , to listen attentively , to practice speaking skills and help to remember the vocabulary you have learnt

Exercise : 1 Listen to three people talk about their relatives, Make notes as you listen. How do they describe their relatives and their relationships with them?

- 1 _____
- 2 _____
- 3 _____

Exercise : 2 Listen again and make more notes. Look up any language you do not know in your dictionary and make a note of it.

Exercise : 3 Modifying

Listen to Track 1 again and notice how the adjectives describing character and personality are modified. Complete sentences 1-10 with the modifying adverbs you hear. CD1

- 1 She's outgoing and 6 She's nosy.
sociable. 7
- 2 She's hard-working. 8
- 3 She can be impatient. 9
- 4 He was creative. 10
- 5 He's not reliable.

Read the following guidance on modifying adjectives.

She's ____ blunt.

She can be ____ stingy.

She's ____ clever.

She's ____ self-assured and ambitious.

1 We can use adverbs like *really* and *so* before a positive adjective.

Example: She's really outgoing.

He was so creative.

2 We can use the same adverbs before a negative adjective, but we normally do this only if we do not like the person or are angry with them.

Example: She 's so nosy

3 If we say something negative about someone, e.g. *She is impatient*, or *He is unreliable*, it can sound rude or too direct. We often 'soften ' negative comments for this reason.

Here are two ways of doing this:

- with *can be a bit*

Example: She can be a bit impatient.

- with *not very* + a positive adjective

Example: He's not very reliable.

Exercise : 4 Listen to Track 1 again and repeat. Pay particular attention to your pronunciation,

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CD1

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Exam tip: If you use a character adjective to describe someone in the exam, you should expand on it or explain it.

Examples:

She 's really outgoing and sociable - she's always going out with friends and colleagues. He 's not very reliable, so, for example, if I email him, he won 't respond. She 's terribly blunt, which means she quite often upsets us with the things she says.

Exercise : 5 Practicing

To practice your speaking skills and help you to remember the vocabulary you have learnt, tell an English-speaking friend about your relatives, or record yourself. Do not write down what you want to say and read it out; you will not be able to do that in the exam. You must not memorize whole sentences or whole answers. You must speak spontaneously.

Unit 2: A healthy body

Lesson I: Vocabulary: Health and diet

Aim: the lesson aims to improve vocabulary related to the topic , enhance the students ` ability to use these vocabulary on their speech



1 Read the definitions of *diet* below. Notice that it has two distinct meanings.

Definition a If you are on a diet, you eat special kinds of food or you eat less food than usual because you are trying to lose weight.

Definition b Your diet is the type and range of food that you regularly eat.

Exercise :1 Read sentences 1-3. Which definition of *diet* applies in each sentence?

1 I fear I have quite a poor diet.
2 I think I have a balanced diet.
3 I plan to go on a diet in the new year.

3 Discuss questions 1-3 with a friend, or record yourself giving your answers.

1 Would you say you had a balanced diet? Explain why [not].

2 Do you eat a lot of junk food? What do you [not like about it?

3 Have you ever been on a diet? If so, what kind of diet was it and did it work? If you haven't been on a diet, explain why not.

Exercise : 2 Read definitions 1-10 and then complete the words and phrases related to health and diet. There is one space per letter. Some letters have been given to help you.

1 physically weak because you do not eat enough food or do not eat the right kind of food:

• ma _____ _

2 the way that chemical processes in your body cause food to be used in an efficient way, for example, to make new cells and to give you energy: me _____ _

3 substances, found in certain kinds of food, that provide you with energy:

ca _____ _

- 4 substances that you need in order to remain healthy, which are found in food or can be eaten in the form of pills: vi _____ _
- 5 units used to measure the energy value of food: ca _____ _
- 6 an attempt to lose a lot of weight quickly by strictly limiting how much you eat: a c d
- 7 [of a personal become heavier: p ___ o w
- 8 [of a personal become lighter: l ___ _ w
- 9 extremely fat : ob ___ _
- 10 too thin, and therefore not healthy: un _____ _

Exercise : 3 Complete sentences 1-6 using the vocabulary above.

- 1 Going on can be extremely dangerous. You can end up becoming _____ and be too weak to go about your daily life.
- 2 Athletes eat prior to a race because their bodies convert them into energy.
- 3 Most people lead a sedentary lifestyle these days and ingest far more than their bodies need. This means they can easily become _____ _
- 4 There are certain people who have such a fast that it seems they don't _____ no matter how much they eat.
- 5 The number of models you see in magazines and on the catwalk leads many women to want to themselves.
- 6 Fruit and vegetables are a great source of _____ _

Lesson II: Listen and Learn the language

Aim : the lesson aims to improve listening skill, to work out on their listening comprehension

Exercise :1 Track 12

You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Record yourself if you can.

Now listen to the sample answers. (See also Track 09.)

: Exam tip: You can exploit the vocabulary you wrote in the card in Exercise 6 in different ways. For example, you might be asked about a time when you won a game, and then you can use the vocabulary to talk about how you played and won a match. Or you may be asked to describe a famous person you admire. Then you could describe a sporting hero and talk about their skill in their sport and a time when they beat an opponent. Always think about how you can transfer vocabulary you have learnt to other exam questions.

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Exercise :2

Read the Part 2 question below. It asks about a 'competition or sporting event', so you do not have to talk about sport if you are not interested in it. You could talk about another kind of competition, perhaps one that is traditional or popular in your country.

For example, a chess tournament, a singing competition, a beauty pageant, a dancing competition, a strongest man competition, or a debating contest.

Give yourself one minute to plan your answer, making notes if you wish. Then talk for one to two minutes.

Describe an exciting competition or sporting event you have witnessed,

You should say:

- what the competition or sporting event was
- when and where it took place
- who won
- and explain why it was exciting.

Lesson III: Pronunciation: Expressing enthusiasm

Aim : the lesson aims to improve listening skill, to work out on their pronunciation related to the theme

Exercise :1

Listen to four people talking about sport.

1 Who sounds enthusiastic and who sounds bored?

Speaker 1 sounds _____ Speaker3sounds _____

Speaker 2 sounds _____ Speaker4sounds _____

2 How did you decide who sounds enthusiastic and who sounds bored?

3 Some of the people are using language like *Oh great! Fantastic*, but they are not enthusiastic. Why do you think they are using this kind of language?

4 Intonation is the 'melody' of language. Listen to the people again and imitate their intonation.

Exercise :2

Read the following on how to express enthusiasm.

CD 11

CD 15

CD 16

CD 17

We can express enthusiasm by using :

- expressive language

Example: It was amazing! The crowd went wild!

- eye contact and body language

Look the examiner in the eye as you speak. When you are enthusiastic, your body language is more dynamic than usual: you may sit forward in your seat, widen your eyes and use your hands.

- stress and intonation

To express enthusiasm, you should put *extra* emphasis on the stressed syllables of the most important words, saying them more slowly and more loudly than the other words. In an emphatic statement, the intonation tends to rise high and then fall dramatically. Listen to the speaker expressing enthusiasm without using words. Copy the speaker, using body language, too. This will help you focus on expressing enthusiasm by using your voice and body rather than just certain words.

Expressing intense emotions may make you feel self-conscious, so practising before the exam with a friend will help you.

Now listen to the same sentences with words. Repeat the sentences, imitating the speaker's intonation. The syllables with the most stress are in capitals.

1 It was aMAzing!

3 It was BREATHtaking!

2 It was inCREdible!

4 The crowd went WILD!

sound bored , the examiner will probably find your story less interesting.

We use different intonation to express different emotions. The best way to improve your intonation is to listen to *how* English-speakers say something, as well as *what* they say. You could watch a film and listen carefully to how the characters sound when they are sad, happy, frightened, and so on. Pause the film and imitate them.

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Exercise :3

Record yourself answering the Part 2 questions in Exercise 11 in your own Language.

Listen to yourself. How did you express your feelings of enthusiasm? Does your Language express enthusiasm differently from English?

Listen to a sample answer to the Part 2 question in Exercise 11. Then read Track 13, and underline the Language used to convey the excitement of the event.

Is there anything you could have used in your own answer?

Answer the Part 2 Exam questions again and record your answer. Try and improve on your first performance by showing enthusiasm and using appropriate intonation. It will help if you try and remember your feelings when you watched the competition, and express how you felt. Do your best to sound and Look enthusiastic when you are telling the most exciting parts of your story, and when you use expressions Like *It was incredible!*

Lesson IV: Expressing opinions

Aim : The lesson aims to enhance students` ability to express their opinion more fluently and without any hesitation

Exercise :1

1 There are many phrases that indicate we are expressing an opinion, the most simple of which is probably *I think ...* Think of at least four more phrases.

Here are four more ways of giving your opinion.

a If you ask me, . . . c I would argue that . . .

b In my view, . . . d I would say . . .

Now express your opinion using phrases a-d above to complete sentences 1-4. Explain your opinions.

- 1 ... the most interesting sport is ... 3 ... the most difficult sport is ...
- 2 ... the best sport for keeping fit is ... 4 ... the most dangerous sport is ..

Exercise :2

There are a number of useful phrases you can use when you want to give your views on controversial topics. Try creating sentences using some of these.

- a I [strongly) believe that. . . e I'm convinced that would work because . . .
- b As far as I'm concerned, . . .
- c I'm [strongly) against . . .
- f I'm not convinced that would work because . . .
- g I'm skeptical of the idea that . . .
- d I'm [strongly) in favor of . . . h I must admit, I think ...

Exercise :3

Read the proposed government schemes 1-5 and respond to them using phrases a-h above.

Your government wants to :

- 1 tax people who are unfit to help pay for their health care
- 2 make all children do at least one hour of sport a day
- 3 tax smokers because they have more health problems than non-smokers
- 4 run a campaign informing people what comprises a balanced diet
- 5 raise the minimum age for alcohol consumption by five years.

Exam tip: Try and use a wide range of phrases for giving your opinion; this will help improve your mark.

4 You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and give your answer.

CD1 Now listen to the sample answer. Note down any useful vocabulary, then answer the Part 3 questions again using that vocabulary.

Lesson V Learn and use different Collocations

Aim : the lesson aims to give information about collocations and to motivate students to use them in their speech

Rule : Collocations are words that are often found together. Using them will make your English sound more natural. You should not just learn isolated words; you should also look for new collocations and make a note of them.

Exercise :1

Complete sentences 1-10 with the words a-j that collocate with the words in italics.

a balanced c keep e lead g places sense

b form d keep f passive h play set

1 The best way to *fit* is to do exercise that raises your heart rate.

2 Golf, in my opinion, is not the best *of exercise*.

3 You can have fun while exercising if you ____ *volleyball* with your friends a few times a week.

4 Without a TV people are much more likely to ____ *active*.

5 Parents should ____ *a good example* to their children as far as exercise is concerned.

6 Schools can teach children about eating a *diet*.

7 Children will love the *of achievement* sport can give you.

8 People ought to be encouraged to *healthy lives* .

9 Even if you don't smoke yourself, ____ *smoking* can harm your health.

10 People should not be allowed to smoke in *public* ____ _

Exercise :2

Look at the different types of collocation in the table. Then draw a table like the one below and write the collocations from Exercise 23 in the correct column.

Verb + adjective

Verb + noun

Verb + adjective + noun

Noun + noun

Adjective + noun

Now find collocations related to sport and health and add them to the table. You can look for collocations in the other sample answers as well as in newspaper or magazine articles and online.

Exercise :3

Answer the Part 3 questions in Exercise 22 again. This time try to use some of the collocations you have learnt.

Describe an exciting competition or sporting event you have witnessed.

You should say:

what the competition or sporting event was

when and where it took place

who won and explain why it was exciting.

Exercise :4

Now answer questions a-d.

a Which tenses will the candidate use? Why?

b Why do you think he has written *Don't sound bored?*

c Is he going to follow the order of the points on the card?

d Why do you think he has noted down vocabulary? Has he written just isolated words?

Give yourself one minute to plan your answer to the Part 2 Exam question using the ideas in Exercise 1. Whenever you practice Part 2 questions, always give yourself one minute, but no more, so that you learn how best to use the time. Then talk for one to two minute

Exercise :5

Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one to two minutes. Remember: you can use the vocabulary you have learnt in this unit to talk about friendship too.

Describe a close friend.

You should say:

how long you have known this person

how you met

what kind of person he/she is and ,explain why you like him/her.

Grammar: Thinking about tenses

9 Read the Part 2 Exam questions

1 How long have you known this person?

2 How did you meet?

3 What kind of person is he/she?

4 Explain why you like him/her.

Judging from the tenses used in each question, which tenses are you likely to use in your responses?

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Exam tip: In the exam, look carefully at the tenses used in the Part 2 questions, and listen carefully to the examiner to hear which tenses they use in their questions, Does the question relate to the past, present, future, or something imagined? This will help you use the correct tenses when you speak,

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Exercise :6

Track 10 Listen to the sample answer to the Part 2 Exam question in Exercise 13. Then read the extracts below. What tenses does the speaker use and why does he use those tenses?

CD1 03

11

- 1 We got to know each other on the tennis courts, _____ _
- 2 He'd often suggest doing something and I'd go along with it. _____ _
- 3 We've never fallen out. _ _____ _

Now answer the Part 2 Exam question in Exercise 13 again, aiming for accuracy in your use of tenses.

Pronunciation: Weak and strong forms

12 Some words have two pronunciations: a strong form and a weak form. In normal speech, we usually use the weak form as in the sentences below. Look at sentences 1-5, and circle the prepositions.

- 1 Can I have a cup of tea?
- 2 We met at uni,
- 3 I've known him for ten years,
- 4 I'm from Dubai,
- 5 It' s quarter to ten,

Track 13 Do you know the weak forms of the prepositions in Exercise 17? Listen and repeat, taking care not to stress the weak forms.

CD1 04

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Exam tip: If you use weak forms correctly, you will be more fluent and you will sound more like a native speaker. This will get you higher marks in the exam. Knowing about weak forms will also help you understand the examiner more easily; it is easy to miss weak forms because they are unstressed,

Exercise :7

- Sometimes, even in fast speech, we use the strong form of a word:
- a if we want to emphasize it, or contrast it with another word
 - b if it comes before a pause
 - c if it comes at the end of a sentence

Listen to sentences 1-4, Are the prepositions strong or weak? If they are strong, give a reason from the list a-c above.

- 1 Has she been waiting for long? _____ _
- 2 What are you looking at? _____ _
- 3 The present's not from Mark, it's for Mark. _____ _
- 4 I want to go! _____ _

Now check your answers, then repeat the sentences.

Exam tip: Other function words [or grammatical words] also have weak forms. Some

Common ones are:

- positive auxiliary verbs [e.g. *can, must, do, shall, was, are*]
- pronouns [e.g. *her, you, them, your*]
- conjunctions [e.g. *and, but, because {'cos}, than*]
- articles [*the, a, an*]

A good dictionary will give you guidance on strong and weak pronunciations. Practice using weak forms by saying sentences that have prepositions in them.

Exam technique: What it means to 'know' a word

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Exam tip: In the exam you will be judged on your use of vocabulary. Having a good vocabulary is not just about knowing lots of words and phrases. You have to know how to use them. If you use slang in the exam, it might sound inappropriate. Equally, some words that are extremely formal or old-fashioned are not often used in speaking, and might also sound inappropriate.

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Exercise :8

1 Match words 1-5 with their more neutral synonyms a-e. Which of the words 1-5 are informal and which are old-fashioned?

- 1 mate a parents
- 2 beau b boyfriend
- 3 bloke c friend
- 4 folks d members of a family
- 5 kinsfolk e man

Exercise :9

To really *know* a piece of vocabulary, you should know the following:

1 What part of speech is it? For example, what part of speech is *folks*? What part of speech is *formal*?

2 What are the other parts of speech of the word? For example: *formalize* . [v]

3 Is the word slang, informal, formal, or old-fashioned? Is it used in all English-speaking countries or just in some countries? For example, is *bloke* used in the UK or the US?

4 Does the word have any connotations you should be aware of? For example, both *slim* and *skinny* mean *thin*, but which can be insulting and which is complimentary?

5 How do you pronounce the word, and which syllable is stressed? For example, which syllable is stressed in *boyfriend*? Which syllable is stressed in *acquaintance*?

6 Note the grammar of the word/phrase. Is it an irregular verb [for example, *seek-sought-sought*] or a noun with an irregular plural [for example, *man-men*]? Is it followed by a particular preposition?

7 Are there any useful collocations? For example, you know the word *friend*, but do you

know and use all these collocations: *a close friend*, *make friends (with somebody)*, *a circle of friends* . Do you know any other collocations with *friend*?

Use a dictionary to find answers to the questions in points 1-7.

Make notes about the words 1-3 using the guidance in Exercise 2. Use a dictionary to check your answers.

1 in-laws

2 other half

3 sibling

Exam information

Part 3: Two-way discussion (4-5 minutes)

The questions in Part 3 will be connected to the topic of Part 2. They allow you to discuss

more abstract issues and ideas. Part 3 is a discussion between you and the examiner. In the units of the book you will hear typical Part 3 questions and practice answering them.

Unit 3: Studies & work

Lesson I:

Vocabulary related to Studies and work

Aims : the lesson aims to improve vocabulary arrangements related to work and studies



Exercise :1

Read the information card below about a man called Mubarak. The card contains useful vocabulary for talking about studies and work so look up any words you do not know in a dictionary.

Name:

Nationality:

Favorite subject at school:

Bachelor's and Master's degrees in:

Dream job:

Mubarak

Emirati

Math [likes using logic to work answers out]

Mechanical Engineering from Leeds University

[more practical than Math's; wanted British qualifications]

Mechanical Engineer for UAE Army [good job security; high prestige; interesting]

Exercise :2

Using the notes in Exercise 1, talk about Mubarak.

Example: Mubarak is from the United Arab Emirates. At school, his favorite subject was Maths because . . .

Lesson II: Listening Comprehension

Aim : the lesson aims to improve listening ability and speaking ability at the same time

Exercise :1

Track 3 Listen to Mubarak talking about his studies and dream job. He uses some useful vocabulary.

CD1 15

Listen again and write the words and phrases which correspond to definitions 1-11.

- 1 subjects such as history, literature, or languages in contrast to scientific subjects
- 2 the examinations that you have passed after completing a course _____
- 3 the amount of money that you pay to a university for your education _____
- 4 talks that someone gives in order to teach people about a particular subject, usually at a university or college _____
- 5 classes at a college or university in which the teacher and a small group of students discuss a topic _____
- 6 I was unsuccessful in an exam _____
- 7 take an exam again because you did not pass it the first time _____
- 8 I was of an acceptable standard [in an exam _____
- 9 work done by a student during their studies that forms part of their final grade or mark _____
- 10 my perfect job _____
- 11 a feeling of being safe and free from worry because your job is permanent

Exercise :2

Complete the passage about Julia with the words and phrases a-i, and the passage about Peter with the words and phrases j-s.

- a an office job
- b earn
- c job satisfaction
- d long hours
- e own boss
- f redundant
- g retired
- h sacked
- i self-employed

Julia: I'm (1J) . I give art classes, mainly to
(2J) people. I may not
(3J) a great deal but I get an immense amount of

(4J because I see people who have barely held a brush before gain in confidence and learn new skills.

I don't think I could cope with having

(5J - the monotony would drive me mad.

People in offices seem to work

(6J , and there's always the risk of being made

(7J or getting

(8J . Nobody can fire me because I'm my

(9J ____ _

j breadwinner

k career-minded

l get home late

m overtime

n part-time

o responsible

p stay-at-home mum

q volunteer work

r wage

s workaholic

Peter: I'm a water engineer. In my current job, I'm (1 OJ for designing flood defense systems and monitoring flood levels. I must admit that I'm a bit of a

(11 J . I'm constantly doing (12J - unpaid, I should add - and so

I generally (13J . I would definitely say I live to work, not work to live. Years

ago, I did a lot of (14J , advising people in developing countries on installing water supplies. However, since I've now settled down and am the main (15J _____ _

I feel I have to earn a decent (16J . My wife works (17J but she

only went back to work last month. Before that, she was a((18J . I think she

enjoyed looking after the kids but she's always been quite (19J so she didn't want to stay a housewife forever.

..... ~

Exercise :3

Practice talking about the jobs and explaining something about them [why the job appeals to you, or why it does not, and so on. Remember to use an article before a job.

Examples: I'm a primary school teacher:

I'd like to be a flight attendant.

5 Complete sentences 1-10 with the correct form of the word in brackets.

Track 6

CD1 16

- 1..... is on the rise again. The queues outside the job centre just get longer and longer. [employ)
- 2 I have to make a _____ in front of about 200 people tomorrow. I'm so nervous. [present]
- 3 I think I'm due for a soon because I've been in my current role for nearly ! our years now and I always get good feedback. [promote]
- 4 We have every six months, where we discuss with our boss how we've been doing and set our goals for the next six months. [appraise]
- 5 Vast numbers of workers are being _____ at the moment - business is not what it used to be. [layoff]
- 6 I fear finding staff with adequate levels of experience may prove _____ . [problem]
- 7 My _____ _ include filing and answering the phone. [responsible]
- 8 Teaching is apparently one of the most jobs there is. And, if I th ink how naughty my friends and I used to be at school, I'm not surprised! [stress]
- 9 I work in a bank so I'm used to ____ ~ ____ with customers. [deal]
- 10 My colleague was given the job of team leader, which is strange as she is by far the most member of staff. She's only nineteen, after all.

[experience]

Exercise :4

You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Record your answers.

Now listen to the sample answer and note down any useful words and phrases.

7 Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one to two minutes.

Describe your dream job.

You should say:

what qualifications or experience you would need

what the job would involve

what you think the most difficult thing about the job would be and explain why it is your dream job.

Lesson III: Grammar: Speculating

Aim : the lesson aims to give some rules of certain grammar construction and to show possible ways of using them

The questions above ask about an unreal situation. To talk about an unreal situation, you can use *would* + infinitive.

Example: My dream job would be to teach children to sail.

You probably do not know about every aspect of your dream job. For example, you may not know exactly what the job would involve. If this is the case, you will have to speculate.

Exercise :1

Listen to the sample answer and then read Track 17, page 103. Underline the language the candidate uses to speculate about the job.

Example: I imagine the job would involve . . .

Here is some useful language for speculating:

maybe, perhaps: Perhaps the job is more difficult than it seems.

It is fairly/quite/very/extremely {un}likely {that} ... : It is fairly likely I would need more qualifications. It is extremely unlikely that I would ever get such a job.

I'd hazard a guess {that} ... : I'm not sure, but I'd hazard a guess that it's not as well paid as

being an accountant.

It is quite possible {that} ... : It is quite possible that managers often wish they didn't 't have so much responsibility.

I imagine/suspect {that} ... : I suspect that I wouldn't find it a very satisfying role.

You can also use modals to speculate:

must + infinitive: Being a miner must be a dangerous job.

(You are guessing, but you are almost certain it is dangerous.)

can't + infinitive: It can't be very rewarding.

(You are guessing, but you are almost certain it is not rewarding .)

Exercise :2

Speculate about jobs 1-8 using the language on page 27. Think about work hours (how long and what part of the day they work), how much job satisfaction they have, what their job involves, etc.

Examples: Being a politician must be difficult because there: is always somebody who disagrees with you.

I'd hazard a guess that a chef works longer hours than a clown.

1 a politician

2 a university lecturer

3 a clown

4 a chef 7 a soldier

5 a musician 8 an office junior

6 an astronaut

Exercise :3

What is the difference in meaning between the three conditionals?

1 First conditional: *If I study harder, I will get my dream job.*

if + present tense, *will/can/may/might/could/be going to* + infinitive OR
will/can/may/might/could/be going to + infinitive + *if* + present tense

2 Second conditional: *If I studied harder, I would get my dream job.*

if + past tense, *would/might/could* + infinitive OR

would/might/could + infinitive + *if* + past tense

3 Third conditional: *If I had studied harder, I would have got my dream job.*

if + past perfect, *would/might/could have* + past participle OR

would/might/could have + past participle + *if* + past perfect

Note: We use mixed conditionals when the time of the *if* clause is not the same as the time of the result clause.

If you had taken that job [in the past], *you would be a manager now.*

If she were a dentist [in the present], *she would have got a job in the UK* [in the past!].

Exercise :4

Rewrite sentences 1-4 using the alternatives to *if* in brackets.

1 I'll get into university *if* I get straight As. [provided that]

2 If my CV doesn't stand out, I will never be called for an interview. (unless)

3 If I pass my final exams, I've got a chance of getting my dream job, (as long as)

4 I will never be an athlete, even if I train really hard. (no matter how)

12 Answer the Part 2 Exam question in Exercise 7 again, but this time include some of the language for speculation and conditional constructions you have learnt.

13 You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and record your answers.

Now listen to the sample answer. What additional vocabulary could you use in your own answers?

Lesson IV: Pronunciation and Word stress

Aim : the lesson aims to express word stress and to get to know about using proper pronunciation

Exercise :1

Underline the syllable that is stressed in words 1-4. Check your answers in a dictionary.

1 leader 2 hotel 3 production 4 desert [*verb*]

Now listen to the words and practice pronouncing them correctly. The stressed syllable is generally louder and longer.

Exam tip: Something the examiner will be thinking about as you talk is, 'Does the student impose a strain on the listener?'

Speaking exam, If you 'impose a strain', it means that the listener has to struggle to understand you.

Here are some ways you may impose a strain:

- hesitating for too long
- speaking too quietly
- having poor pronunciation

: Improving these aspects of your speaking will improve your mark.

1 Word stress is crucial in English. If you stress the wrong syllable, the listener may have trouble understanding you. Always mark the stressed syllable when you note down a new word.

Exercise :2

There are some rules for word stress in English. although there are also many exceptions to the rules. Read the following rules and answer the questions.

Rule a: Two-syllable nouns and adjectives are most often stressed on the first syllable.

1 Which word from Exercise 14 follows this rule? Can you think of three more?

2 Which word from Exercise 14 is an exception to this rule? Can you think of any other exceptions?

Rule b: There are words that can be either a noun or a verb. If they are spelt the same and have two syllables, the noun [and adjective] is usually stressed on the first syllable, whereas the verb on the second syllable.

Exercise :3

Which word from Exercise 14 follows this rule? Do you know any other words that follow the rule?

Rule c: Words that end in *-sian* and *-tion* have the stress on the penultimate [next to last! syllable.

4 Which word from Exercise 14 follows this rule? Try to think of three others.

Exercise :4

The words in italics in sentences 1-7 follow rule b in Exercise 15 above. Decide if the words are nouns, adjectives or verbs and underline the stressed syllable. Then practice pronouncing them correctly in the sentences.

1 He *presented* me with my degree certificate.

2 I *object* to being treated like that. I'm going to resign.

3 I *suspect* you mainly focus on your impending retirement.

4 This can lead to an *increase* in motivation.

5 They can *progress* steadily . . .

6 Has the *transfer* taken place?

7 My family have an *export* business.

Exercise :5

Check that you know the meanings of the words below. Then put them in the correct column, 1-4 below, according to their stress pattern.

Prestigious frustrating fundamental security
interesting experience redundant difficult
responsible seminar lecturer consider
motivate foreigner entertaining workaholic

Listen and check your answers. Use a dictionary if you are still not sure which syllables are stressed.

Now practice saying the words. Test yourself by writing the words on cards and trying to remember the correct pronunciation.

Listen to your recorded answer .

Exercise :6

Write down ten words you used in your answer that you want to check the pronunciation of.

Where is the main stress in these words? Practice saying them in isolation.

Answer the Part 3 questions again, this time paying attention to the pronunciation of these words.

Giving answers that are the right length

Below are some possible answers to the Part 1 questions you heard in Exercise 13. For each question, decide which you think is the best. Give reasons why the other answers are less satisfactory.

Note: the English is correct in all the answers.

1 Do you work or are you a student?

a I work.

b I'm currently studying history at Moscow State University, I'm in my second year.

c I work as a dentist in Budapest. It's a very rewarding job and I earn good money. We get vast numbers of foreigners coming to get dental treatment in Hungary because it's far cheaper here than in many other countries. As well as being cheap, we offer high quality dental care and our patients are always happy with our work. I had to study for many years to be a dentist but it was worth it. People generally respect you for being a dentist as it's considered to be a good job, although perhaps it isn't as prestigious as being a doctor. I could have chosen to be a doctor and in fact, this is what my father wanted me to do. However, I have some friends who are doctors and they say they work very long hours and can't spend enough time with their families. I think I made the right career choice.

2 Why did you choose that course or job?

a I didn't choose it.

b I chose it because French was always my best subject at school and I enjoy meeting new people. I thought interpreting would suit me, therefore, as you have to be a good communicator and of course skilled in foreign languages.

3 What is the most difficult thing about your studies or job?

a I'm not sure. Er ... I would say the most difficult thing is that we have tight deadlines, so I'll be given a project and then told it's to be completed in one week, which is nowhere near enough time. That's difficult but it doesn't stop me enjoying my work.

b I don't enjoy attending meetings. It's often very boring and the meetings last too long.

5 Play the Part 1 questions and sample answers on Track 16 again. Then answer the questions yourself but this time, try to make sure your answers are relevant and of an appropriate length.

Unit 4: The world around us.

Lesson I : Vocabulary related to The environment

Aim : the lesson aims to enhance students` vocabulary base on the topic Environment and Climate



Exercise :1

Complete sentences 1-7 with words a-g. The sentences are all about ways to help the environment.

A Boycott

b Buy

c Recycle

d Red use

e Switch

f Use

g Walk

_____ paper, cans, plastic, glass and other items like mobiles.

_____ less water in the house and garden.

_____ the amount of household waste you produce.

_____ to energy efficient light bulbs.

_____ products that harm the environment, such as those made from mahogany, which grows in rainforests.

_____, cycle or use public transport instead of driving your car.

_____ organic foods that do not use harmful artificial fertilizers and pesticides.

Exercise :2

Now think about these questions :Which of the things 1-7 in Exercise 1 do you do you do anything else to help the environment?3 Practice talking about what you do for the environment and give details. If you do not do any of the things 1-7, say which ideas you think sound the most effective and why. Here are some useful phrases:

In our household, we .. .

I try to reduce my carbon footprint by .. f- ing

I think ... f-ing sounds like the best idea.

Exercise :3

Listen to the speakers 1-3 talking about their countries' climates. Which country is each speaker talking about? Write *Wales*, *Saudi Arabia* or *Iceland*. If you need to, read Track 21

Speaker 1 _____ _

Speaker 2 _____ _

Speaker 3 _ _____ _

Exercise :4

Find words and expressions in Track 21, page 105, associated with hot, cold, wet and dry climates and write them in the table below.

Hot climate	Cold climate	Wet climate	Dry climate
-------------	--------------	-------------	-------------

Exercise :5

Complete the texts below with words a-j, which collocate with the words in italics.

a biting e high h flooding

b bitterly f boiling rain

c hot e rainy unbearable

d heavy

In my country, we have a (1 J *season*. During this time, there is really [2J *humidity* so it gets awfully [3J *and sticky*, and we often get [4J *torrential* , which can cause [5J *severe* . In the early summer, before the rains come, it tends to be [6J *hot*. Most tourists [7J *find the heat* _____ , actually, so I wouldn't recommend visiting then.

In the winter, it gets [8J *cold*. We get [9J *winds* , so cold that I have heard of people's ears freezing and then snapping off! Not only that but we get such [*snow* that some people's houses get completely covered by snowdrifts and they have to be dug out.

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Exercise : 6

Match sentences 1-8 to people a-c.

1 I'm soaked to the skin. ___ 5 My teeth are chattering . ___

2 I feel so dehydrated. ___ 6 I wish I was wearing more layers. ___

3 I wish I had my waterproofs on. ___ 7 I'm frozen to the bone. ___

4 I'm drenched. ___ 8 I wish I could find some shade. ___

Exercise :7

Get is one of the most common verbs in English. It has many meanings.

Examples: We often get thick fog. {get = have}
In the winter, it gets absolutely freezing. [gets = becomes]

Tends to be is another useful phrase for talking about the weather.
Example: In the summer, it tends to be hot. [tends to be = is usually]
Complete the sentences to describe the seasons in your country or region.

Examples: In the spring, we sometimes get quite mild weather.
In the rainy season, it tends to be very hot and sticky.

In we [sometimes/often/always] get _____ _
In _____ it [sometimes/often/always] gets _____ _
In the temperature [sometimes/often/always] gets _____ _
In it tends to be _____ _

Exercise :8

You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer using language. Record your answers.

Track CD122

Grammar: Left sentences

We use cleft sentences to emphasize information we particularly want to focus on, perhaps because the information is new or surprising, because it offers a contrast with what someone else has said, or because we are expressing a strong preference or attitude.

The typical structure of an *it-cleft* sentence is: *it + be + emphasized information + relative clause.*

Simple sentence: *Torrential rain is the main cause of flooding.*

Cleft sentence: *It is torrential rain that is the main cause of flooding.*

The typical structure of a *what-cleft* sentence is: *what-clause + be + emphasized information.*

Simple sentence: *We like to spend our summers by the Lake.*

Cleft sentence: *What we like to spend our summers by the Lake.*

Rewrite the simple sentence below as an *it-cleft* sentence.

Simple sentence: *I can't stand the monsoon season.*

Cleft sentence:

2 Rewrite the simple sentence below as a *what-cleft* sentence.

Simple sentence: *I want to go to the beach.*

Cleft sentence:

Exercise :9

Listen to the sample answers to the Part 1 questions in Exercise 7. Then read the

Track 23 and underline three cleft sentences.

Exercise :10

There are other kinds of cleft structures too. Complete sentences 1-3 so they are true for

you. Then rewrite them as cleft sentences using the structures given.

1 I {dislike warm weather because _____ _

There a son why _____ _

2 I spend my summers in/at _____ _

The place where _____ _

3 I dislike weather most of all because _____ _

The weather that _____ _

.....
.....

Exam tip: You can use cleft sentences to answer questions the examiner asks you.

For example:

Examiner: What do you do when it's cold outside?

Candidate: What we tend to do is stay in and watch our favorite films.

Examiner:

Candidate:

Which season is your favorite?

Well, what I like best are the transitions between the seasons, when you first feel the weather begin to change.

Lesson II: Grammar: Complex sentences

Aim : the lesson aims to give knowledge about complex sentences and to motivate the students to use this grammar .

Exercise :1

Read this Part 2 question and think about how you might answer it.
Describe your favorite season.

You should say:

what the season is and when it occurs
what the weather is like during this season
what your typical activities are during this season
and explain why it is your favorite season.

It would be easy to answer this question using only simple sentences. For example:

Most people prefer the summer. My favorite season is spring. It is not too hot. I often go for long walks.

However, you will not achieve a high score if you use only simple sentences like this. We can join the first two sentences using *although*.

Although most people prefer the summer, my favorite season is spring. OR
My favorite season is spring although most people prefer the summer.

2 We can join the last two sentences using *since* [as a conjunction meaning *because*].

Since it is not too hot, I often go for long walks. OR
I often go for long walks since it is not too hot.

12 Join these two sentences using *although*.

Snow is beautiful to look at. It makes it difficult to get to work.

2 Join these two sentences using *since* (as a conjunction meaning *because*).

It rains so much in my country. We spend a lot of our time indoors.

Grammar Rule : Subordinate clauses

A subordinate clause is a clause that cannot be a complete sentence in itself. It must be joined to a main clause, which can be a complete sentence in itself.

The typical structure of a complex sentence with a subordinate clause is:

subordinate clause + adverbial subordinating conjunction + main clause OR

main clause + adverbial subordinating conjunction + subordinate clause

Example: Whereas I like hot weather, my sister likes cold weather.

My sister likes cold weather whereas I like hot weather.

Note: Most adverbial subordinating conjunctions, including those in these exercises, and their clauses can go at the beginning or the end of a sentence.

Exercise :2

Complete sentences 1-7 using your own ideas. The words in italics are adverbial subordinating conjunctions.

1 *Although* it was windy, _____ _

2 _____ *while* the snow was falling .

3 *Because* I want to help to protect the environment, _____ _

4 *Whenever* the sun shines, _____ _

5 *Whatever* the weather, _____ _

6 *Rather than* driving to work, _____ _

7 _____ *as soon* as it stops raining .

5 Give yourself one minute to plan your answer to the Part 2 question in Exercise 12, making notes if you wish. Then talk for one to two minutes. Use one or two cleft sentences, and one or two sentences with subordinating conjunctions in your answer.

6 Listen to the sample answer to the Part 2 question in Exercise 12. Find some useful language to use in your own answers.

Exercise :3

Read the pairs of words 1-4. Then listen and underline the word you hear.

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1 skid 2 pitch 3 full 4 wok

Skied peach fool walk

Work with an English-speaking friend. Say one of the words from each pair above. Your friend must guess whether it is a word with a long or short vowel sound. Then swap roles.

Lesson III: Spelling Practice

Aim : the lesson aims to improve and to practice spelling of definite words and word construction

Rule : English spelling is far from phonetic, but certain letters are often used to represent certain sounds, and this can help you to guess whether a word has a long or short vowel sound. Look at the table below. Add at least one more example word for each vowel spelling.

Exercise :1

Ask an English-speaking friend to listen to your recorded answer to the Part 2 questions. What do they think of your pronunciation of vowel sounds? Are any of your vowel sounds unclear or inaccurate? Practice those sounds and then re-record your answer, focusing on your pronunciation.

Exam technique: Using news articles to improve your answers

Exam tip: The Part 3 topics do not require specialist knowledge and you will not be marked on your opinions. However, you may find it difficult to think of enough to say and your answers may lack depth. For this reason, you should regularly read news articles to build up an awareness of current affairs and develop your opinions on a wide range of topics, such as the ones in this book .

Exercise :2

Read the following excerpt from a newspaper article.

What do you think about the article? Do you find the report worrying? What is your country doing to reduce its footprint? What are the environmental consequences of the lifestyles that the people in your country lead? We Will Need A Second Earth Do some research, make some notes, and then discuss the topic with someone. How do your views differ?

A new report reveals that if we fail to reduce our rates of consumption, we will soon need a new earth to meet our needs. The report, issued by conservation groups, warns that our demands on natural resources are unsustainable and that if they continue to rise at the same rate, by the mid-2030s we will require a second planet to maintain our lifestyles. A spokesperson for one group said, 'Our reckless consumption is destroying the planet. In addition, there are economic repercussions -with the unprecedented depletion of natural resources, food, water and energy costs are set to soar.' The US and China are the worst offenders, together accounting for forty percent of the global ecological footprint.

You are now going to hear some Part 3 questions. The research you have done, and your practice discussing the topic, should mean that you have much to say. Pause the CD after each question and give your answer.

Unit 5: Leisure and sport

Lesson I: Vocabulary related to “ Sports and fitness “

Aim: the lesson aims to give knowledge about sport activities and to improve students vocabulary base on the topic.

Exercise :1

Underline the phrases in sentences 1-3 that best describe your lifestyle or the lifestyle of people in your country.

1 Most people in my country *think it is important to keep fit /don` t really do anything specific to keep in shape.*

2 I keep fit by *going jogging /going to the gym/walking everywhere.*

3 *I work out all the time./ I` m quite an active person./I never do any exercise.*

Exercise :2

Underline the words or phrases in sentences 1-3 that best describe how you feel about sport.

1 Watching sport is *tedious/entertaining/all right if there` s nothing else on TV.*

2 Playing sport is *exhilarating/good fun/exhausting/a great way to keep fit.*

3 I` m *quite into sport /fanatical about sport/not the least bit interested in sport.*

Exercise :3

Write three examples of the types of sport 1-5.

1 contact sports

2 water sports

3 extreme sports

4 team sports

5 individual sports

Exercise :4

Which sports do you most enjoy watching or playing, and which do you Least enjoy? Why?

Practice giving your answer.

Lesson II: Listening Comprehension

Aim : the lesson aims to enhance the students listening comprehension skills related to the theme “ Sport and Fitness “

Exercise :1

Listen to the person on Track 08 talking about a sport.

1 Which sport is he talking about? ____ _

Exercise :2

Listen again and answer questions a-f below.

a What phrasal verb means *increases gradually*? ____ _

b What is a synonym for *supporters*? ____ _

c What verb means *have the same number of points or goals at the end of the game*?

d What two words are used to describe where this sport is played? ____ _

e Which phrase means *scored the goal that won the match*? ____ _

f What phrase is used to describe someone who is likely to be very successful in the near future? ____ _

Exercise :3

What other words and phrases does the person use to talk about the sport?

4 Listen again and make notes. Then read Track 08 on page 100 and use your dictionary to check your answers.

6 Look at the card below. Create a similar card for your own favorite sport and a second one for the most popular sport in your country (if this is different from your own favorite sport). You can find information about the sport(s) on the Internet, as well as in books, magazines and newspapers.

Exercise :4

Look at statements a-g and decide if they express positive or negative feelings or Indifference about each activity.

a I'm keen on photography. ___ e I'm fanatical about playing cards. ___ "

b I can't stand board games. ___

c I'm crazy about computer games. ___

d I don 't mind cooking. ___

f Going to the theatre? I can take it or leave it. ___

g Going to gigs is not my kind of thing.

Exercise :5

Use each of the phrases in Exercise 1 to talk about how you feel about various pastimes.

There are some more pastimes you could talk about below. Practice saying your sentences, paying attention to your pronunciation.

camping
entertaining
watching TV
crafts
going clubbing
woodwork
eating out
going for walks
working on cars
fishing
listening to music

Exercise :6

Complete each text with the words below. Words that form collocations are in italics.

1 Reading about character opening page-turner set

The novel I'm reading at the moment is *a real* [1] . I just can't put it down. It's [2] *in* Renaissance Italy and *is* [3] young women who are forced to become nuns because they've brought shame on their families for various reasons. In *the* [4] *chapters*, for example, a [5] falls in love with her music teacher and the family don 't approve.

2 Art

abstract exhibition hype original representational work
I'm sorry to say the student *art* [1] was rather dull. I had expected it to be really thought-provoking after *all the* [2] but none of the art was very [3] . It was mostly sculpture, though there were a couple of installations and quite a few paintings. Most of the painters seemed to think they needed to be *strictly* [4] , but I prefer [5] *art*. It allows you to respond more personally to a [6] *of art*.

3 Music

charts concert gigs live lyrics taken up tunes
I've just [1] *the piano*. It was after a [2] I went to

that inspired me because the pianist was so talented. I love [3] _____ _
performances, though usually I'm more into [4] . I went to see my
favorite band the other week, actually. What I like about them is their *thoughtful*
[5] and *catchy* [6] . Of course, the band write
their own music unlike the manufactured groups you see so much these days.
They always *reach the top of the* [7] but I think it's more down to
marketing than talent.

4 Film

genre predictable rave room-com slow-moving star-studded
When it comes to film, my favorite [1] is comedy. I went to see a
[2] last night, and it was so hilarious. It was well acted - well, it was a
[3] *cast* so that's not surprising. And it was so touching. Last
weekend, my friends made me go and see a horror film with them. It was terrible,
not scary at all. It was a [4] *plot* and the ending was so
[5] . My friends had wanted to see it for ages because it's getting
[6] *reviews* so they were really disappointed.

Exercise :7

Check the meaning of any new vocabulary in these texts. Remember the correct
definition may not be the first one in your dictionary, Note down any useful
phrases, such as *I just can't put it down* and *they write their own music*.

Exam tip: Be prepared to talk about your hobbies and how often you do them.
Search online or in language books for texts describing your pastimes. Note down
and learn any useful words, phrases or collocations, and then practice talking about
your hobbies with a friend.

Lesson III : Language and Frequency

Aim : the lesson aims to improve language usage and frequency through vocabulary , listening , and speaking tasks

Exercise :1

The phrases below express frequency. Put them in order from the most frequent to the least frequent.

- once a fortnight
- every other day
- every Tuesday
- every single day
- several times a year
- twice a year

Exercise :2

Practice talking about things you do and how often you do them. You can change some of the phrases above to make them true for you.

Examples: I sing karaoke every other Saturday. I go to the theatre about three times a year .

.....

Exam tip: Using phrases, rather than just single words, to express frequency will impress the examiner. Instead of *I occasionally play tennis*, say *I play tennis every now and again*. Instead of *I often take photos*, try using this present continuous structure instead: *I'm always taking photos*.

And don't forget you can use these frequency phrases with any topic, not just with hobbies .

.....

Exercise :3

track 5 You are going to hear Part 1 questions that are typical of the exam. Listen to each question and give your answer. Record yourself. Remember, do not give answers that are too short: saying just one word or one short sentence is not enough.

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Now listen to the sample answers. Notice that the candidate uses a range of language to express likes and dislikes, and a range of frequency phrases.

Exercise :4

Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish, then record yourself answering it. By now, you should be finding it easier to speak for two minutes on a topic.

Describe a hobby you enjoy.

You should say:

how long you have been doing it

how often you do it

what benefits you get from it

and explain why you enjoy it.

Now listen to the sample answer.

Grammar: Present perfect

Exercise :5

Read the rules and complete the example sentences.

We use the present perfect:

to talk about something that began in the past and continues now.

Complete the gaps with the present perfect and *for* with a period of time, and *since* with a point in time.

_____ (live) in Granada _____ over ten years and have no plans to move.
I love it here.

_____ {know} her _____ before she was famous. *She hasn't changed at all.*

2 to talk about something that happened at an unspecified time in the past.

Fill the gaps with *already*, *ever* and *never*.

Have you _____ been bungee jumping? - No, . Have you?

I've told you. Don't borrow my clothes - you don 't look after them!

3 to give up-to-date news without specifying when it happened.

Note that if we give more details, we usually change tenses.

The government _____ {announce} that a number of libraries are set to close over the next year. They {make} the announcement at Prime Ministers Questions yesterday.

4 to show the present result of something that happened in the unspecified past.

I can't go out with you because I {lose} my wallet. {/ still don 't have my Wallet now.

Oh dear! What's happened to your leg? - I ____ (break) it. (My leg is broken now.

5 with unfinished time periods.

Note that with finished time periods we use past tenses, even if a finished time period is implied but not stated, for example if we are talking about somebody no longer alive.

[The time is 10.30 am] Poor me. I [not have! a break this morning.

[The time is 6.00 pm] Poor me. I [not have! a break this morning.

I [be! married twice.

Marilyn Monroe [be! married three times.

Exercise :6

Track 8 Answer the questions you hear so that they are true for you. Use the present perfect

01 simple, changing tenses if appropriate.

C02

Exam tip: Be careful if your language has a tense that is constructed similarly to the [present perfect tenses in English, e.g. in Latin languages. There are almost certainly some differences in the way the tenses are used. Make sure you know what the differences are.

Exercise :7

Do you know when to use the present perfect simple and when to use the present perfect continuous?

present perfect simple

present perfect continuous

have/has + past participle

e.g. *has done*

have/has + been + -ing

e.g. *has been doing*

1 You can use either tense to talk about how long an activity has been going on.

I've done yoga for six years.

I've been doing yoga for six years.

The present perfect simple may be preferable if the situation is permanent or of long duration.

I've lived in Reading for twenty years.

I've been living with my mum for the past two weeks because my flat is being refurbished.

2 In other instances, only one tense is appropriate:

I've watched the film you recommended. I loved it.

The focus here is that the person has finished watching the film .

What have you been doing? - I've been watching the film you recommended.

The focus here is on the action of watching the film . We do not know if they have

finished watching the film or not.

3 *I've planted some new flowers. Don't they look beautiful?*

The focus here is on the result of the planting.

Why are you covered in mud? - I've been planting some new flowers.

The focus here is on the activity that has made the person dirty. We do not know nor are we interested in whether the planting is finished or not.

4 The present perfect continuous is also used to emphasize how long something has been going on.

He tried to tell me I didn't understand the rules of the game. I've been playing badminton for twenty years. He's only been playing for three months!

Note that state verbs - e.g. *know, believe, see, want* - do not generally have a continuous form so you cannot use them in the present perfect continuous even if the meaning seems to demand it.

Exercise :8

Complete the sentences with either the present perfect simple or continuous of the verbs in brackets, and where necessary *for* or *since*.

1 [play the clarinet I was a child.

2

3

4

5

_____ only _____ [go scuba-diving twice.

_____ [know her three and a half years.

_____ [read your book. You can have it back now.

_____ [watch TV all morning. I'm so lazy!

2 Listen to check your answers. Then, for each question, give a reason why that tense is correct.

3 Listen to Track 02 again and repeat the sentences, focusing on your pronunciation. Pay attention to any difficult sounds, weak forms, and word and sentence stress.

Exercise :9

You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and give your answers. Practice what you have learnt in this unit. Record your answers.

Lesson IV: Pronunciation: The schwa /ə/

Aim : the lesson aims to give knowledge about the usage of pronunciation schwa /ə/ and using it in the language

Exercise :1

Exam tip: The schwa is the most common sound in English. It cannot appear in a stressed syllable. In writing, any vowel can be used to represent it and it can be represented by more than one letter including *rl*.

.....
.....

Track 12 Listen to the schwa sound and repeat it. Remember that to pronounce it you just relax your mouth.

CD 2 05

Exercise :2 Listen to the following words being said. For each word, underline the stressed syllable.

C02 06

- author yoga
- today England
- summer Internet
- collection suppose
- person gardening
- leisure photography
- famous opinion

Exercise :3 Listen to the words again. Underline in a different color any letters that are pronounced as a schwa.

Check your answers, then practice saying the words. Remember not to stress the schwas.

Exercise :4 Listen to the recording of your Part 3 answers.

Write down ten key content words you used that you want to check the pronunciation of. Mark the stressed syllables and any schwas. Practice saying the words. Then re-record your answer, focusing on word stress and the schwa. Remember that schwas also appear in the weak forms of certain function words.

Exam technique: Sounding polite

.....
.....
1 Exam tip: In all parts of the exam, you may ask the examiner to repeat the question .
.....
.....

Exercise :5

Listen to these candidates. Only one sounds polite enough. Why do the other candidates sound impolite? Think about word choice and intonation.

- a Repeat, please.
- b Could you say that again, please?
- c What?
- d What did you say?

Exercise :6

Listen to the following sentence being said using both polite and impolite intonation.

Can you tell which is which?

Would you mind repeating the question?

To sound polite, your intonation should be high and your voice should sound soft. Impolite intonation tends to be low and flat and the person's voice sounds hard.

Exercise :7

Practice saying the following sentences with a friend. Can your friend guess whether you are trying to sound polite or impolite?

Could you say that again, please?
Would you mind repeating the question?

Exercise :8

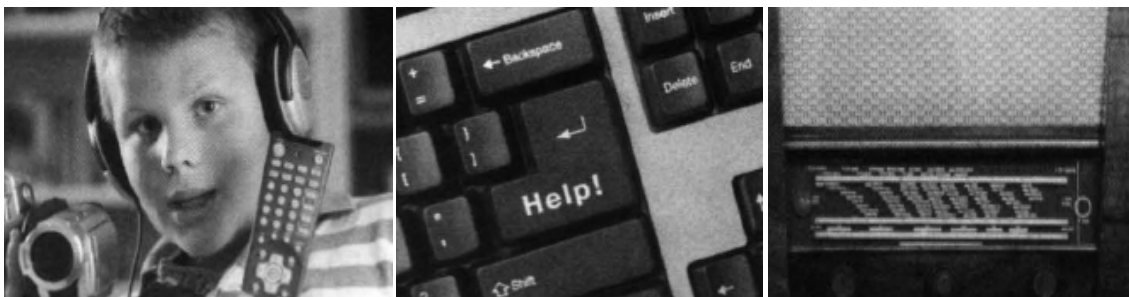
In Part 3, the examiner can reformulate a question. This is useful as the questions can be complex. The following statement will signal to the examiner that you want him or her to reformulate.

I'm sorry, I'm not sure I understand the question.

Unit 6 : Technology

Lesson I: Vocabulary related to Technology

Aim : the lesson aims to improve vocabulary patterns related to technological terms , technology and internet



Exercise :1

Read the text and answer questions 1-7 below.

While technophiles love gadgets and all that is state-of-the-art believing that technology can solve all our problems, there are people who shrink in fear at the prospect of encountering cutting-edge technology. What is at the root of their panic? Well, technophobes are fixated on what could go wrong and allow their fears to completely dominate their view of any development in AI, genetic engineering or modern medicine. While were busy upgrading our MP3 players to the latest model, they are hoping all this gadgetry will go away, clinging stubbornly to outdated equipment and trusty pen and paper.

- 1 Explain in your own words what a technophile is and what a technophobe is. Which are you? Which do people of your generation tend to be?
- 2 Is the writer of the text a technophile or a technophobe?
- 3 Give three examples of *gadgets*. Are you into gadgets?
- 4 The writer talks about *cutting-edge* technology. Find a synonym for *cutting-edge* in the text.
- 5 Find an antonym for *cutting-edge* in the text.
- 6 What does *AI* mean? Do you know of any recent developments in AI? What do you think is the future of AI?
- 7 Have you recently upgraded your mobile or your MP3 player? Why is it important to you (or to some people] to have the latest model?

Exercise :2

Many phrasal verbs have more than one meaning. Complete each pair of sentences 1-6 below with the correct form of one of the phrasal verbs a-f. In the second sentence of each pair, the phrasal verb has a meaning connected with technology or science.

a break down c turn down e set off

b turn up d blow up f turn over

1a They ____ the bridge this morning so the enemy wouldn't be able to cross it.

1 b They ____ the photo I took and made a poster out of it.

2a I'm afraid to report that talks between the two sides ____ . It is therefore unlikely an agreement will be reached.

2b Your body ____ fat to create energy.

3a I waited for two hours but you didn't . Where were you?

3b Can you ____ the heating? I'm freezing.

4a The job did sound really interesting but I'm going to ____ it ____ because it would be too long a commute.

4b ____ the music . You'll make yourself deaf!

5a He ____ and went back to sleep.

5b This programmer is so dull. Can we ____ ?

6a Have they left? Yes, they ____ at the crack of dawn.

6b The burglars ____ the alarm when they broke in, so that alerted the police.

Exercise :3

Match each phrasal verb in the middle column to one meaning in column A and one meaning in column B.

(cause to) explode break down reduce the volume/temperature reject turn down enlarge [a photo] change position set off cause smth to operate become ineffective turn up watch a different TV channel start a journey blow up increase the volume/temperature appear turn over separate into parts

Exercise :4

How often do you use the Internet for the following activities?

chatting shopping online Internet dating

social networking reading online newspapers research

finding contact details paying bills online banking

Internet gaming

learning

email

Exercise :5

Match the dangers 1-4 to the descriptions a-d.

1 identity theft 3 cyber bullying ___ _

2 viruses 4 Internet addiction ___ _

a when someone is harassed, threatened or humiliated over the Internet

b when criminals steal your personal details and use them to get credit cards, passports, loans and so on

c you need a firewall and antivirus software to protect your computer from these

d excessive use of the computer that interferes with daily life

Now rate the dangers, 1 being the most worrying in your opinion, 4 the least worrying.

Have you experienced any of them? With an English-speaking friend, discuss how you use the Internet and talk about its dangers. How do your habits, views and experiences differ?

Track 6 You are going to hear some questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Try to use some of the vocabulary you have learnt so far in this unit.

CD1 38

Now listen to the sample answers.

It can be difficult to guess the meaning of phrasal verbs and difficult to learn them. Learning about some general meanings of the particles will help you.

Particle Meaning Examples

up increase build up, grow up

down decrease calm down, cut down

record in writing write down, jot down

on start turn on, log on

continue carry on, stay on

offend ring off, turn off

depart set off, blast off

in put into plug in, stir in

stay inside stay in, lie in

out be outside go out, get out

away avoid keep away, look away

Note that there are more meanings for each particle, and also more particles. If you find this approach helpful, consult a book on phrasal verbs for more information.

Exercise :6

Using the meanings outlined in the table on page 50, complete sentences 1-11 with the correct particle,

- 1 Can you log ____ ? I'd like to use the computer now.
- 2 Step from the edge of the platform ! It's dangerous.
- 3 Note this . You won 't remember it otherwise.
- 4 We're going to eat tonight. I might cook my specialty!
- 5 Slow . The speed limit's 30mph, not 40mph.
- 6 It's been lovely to see you , but I must rush ____ now or I'll be late.
- 7 They've failed twice already, but how they're going to keep ____ trying .
- 8 If I read out the data will you key it ?
- 9 Too much exercise can bring ____ an asthma attack.
- 10 I can 't hear you. Please speak ____ _
- 11 I've been locked _ ____ again. I've forgotten my keys and there 's no one at home.

Read this example Part 2 question, Give yourself one minute to plan your answer, making notes if you wish, Then talk for one to two minutes and record your answer,

Describe a piece of electronic equipment that you find useful.

You should say:

- what the piece of equipment is
- when and where you got it
- what you use it for
- and explain why you find it useful.

Note: *equipment* is uncountable, so do not say an *eqt:Jil'fflent* or *eqt:Jil'fflenis*, If you want to count it, use another noun: a *piece of equipment*. If you want to refer to it in a general sense, use the zero article: for example, *Equipment like this is indispensable*.

Listen to the sample answer, What phrase does the candidate use to introduce the talk?

Lesson II : Pronunciation: Sentence stress

Aim : the lesson aims to improve student`s pronunciation skills

CD 40

CD 41

Exam tip: Sentence stress gives English its rhythm. When a native speaker speaks English, they do not pronounce all words with equal stress. Important words are stressed and less important words are unstressed and are fitted in the spaces between the stressed words .

..... ,
..... .

Look at the following chant and then listen to a native speaker saying it, pronouncing the

stressed and unstressed (weak) words,

ONE TWO THREE FOUR

ONE and TWO and THREE and FOUR

ONE and then TWO and then THREE and then FOUR

ONE and then a TWO and then a THREE and then a FOUR

Now try it for yourself. Say *one, two, three, four* as you clap. Then, without slowing down the clapping , add the word *and* between the claps. Then add *and then*, and then add *and then a*. It is much easier to make *and then a* fit in the small spaces between the numbers if you use weak forms of the function words *and* and *a*. Listen and copy how the words are pronounced:

and / an/ and then / anoen/ and then a /anoena/

Listen and then say the chant again, using the weak forms. Try to speed up. Can you say it as quickly as the native speaker?

.....
.....

Exam tip: Understanding and correctly using sentence stress will make a significant difference to your speaking. It will improve your fluency - you can speak more quickly and easily if you stress important words and do not stress less important words. It will also make your pronunciation closer to a native speaker's, and therefore easier for the examiner to understand without effort.

.....
.....

Exercise :1

Look at the explanation and the table below.

In most neutral sentences, content words, which carry meaning, are stressed and function words, like prepositions, pronouns, and auxiliary verbs are unstressed.

Content words

main verbs *go, spoke, invented*

nouns *scientist, radio*
adjectives *interesting, clever*
adverbs *quickly, properly*
negative auxiliary verbs *can't, don't, aren't*
demonstratives *this, that, these*
question words *who, which, where*

Function words

pronouns

prepositions

articles

conjunctions

auxiliary verbs

verb *be*

I, you, she, they

at, under, with

a, the, some

and, but, so

can, should, must

is, am, was

Exercise :2

Listen to the recording and identify which words are stressed in sentences 1-4. Underline the stressed words.

- 1 It's a piece of equipment.
- 2 The latest trend is for green technology.
- 3 Do you know the price of this?
- 4 We can 't speak English fluently. Can you?

Note that we sometimes stress function words, for example when they are at the end of a sentence, when a contrast is being expressed, or when the word is being said on its own. In the four sentences above, only one function word is stressed. What is it and why is it stressed?

Exercise :3

The schwa /ə/ is the most common vowel sound in weak forms. It is also the most common vowel sound in the English language, occurring in many unstressed syllables.

- 1 Listen to it being pronounced. To say it, relax your mouth.

2 Listen to Track 42 again. Pay attention to how the function words are pronounced .

Which function words contain a schwa?

Record yourself saying the sentences. Make sure you stress the content words and do not stress the 'weak' function words. Keep trying until you feel comfortable using sentence stress. Can you hear the improvement in your pronunciation?

3 Listen to your recording of your answer to Part 2 on page 51 ~ Choose four sentences and write them down. Underline all the stressed syllables. Re-record the sentences stressing those syllables without stressing the rest.

Exercise :4

Play Track 39 again. Listen and try to hear the rhythms of the language, and the sentence stress.

2 Listen to the first sentence, pause the CD and repeat the sentence [using the transcript if you need to). Do the same for every sentence.

3 Then record yourself reading out the whole transcript until you feel confident in your use of sentence stress.

12 You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and give your answer. **Put** into practice all you have learnt in this unit.

Now listen to the sample answers.

Exam tip: Coherence, together with fluency, makes up a quarter of your mark.

Coherence

is the logical relationship of parts making up a whole. In other words, the listener should be able to understand if what you are saying begins a new point, adds extra information, offers a contrast with what you have said before or what someone else has said, concludes your point, and so on. In addition, what you say should be clear and logically ordered. A person who speaks coherently has consideration for their listener.

Coherence is especially important in Parts 2 and 3 because you speak for longer .

.....
.....

1 Using your dictionary, check the meaning of *keyhole surgery*. Then reorder the sentences a-g.

Track 2 CD1 45

Track 3 CD1 46

Track 4 CD1 47

a So, as you see, it really is a brilliant development.

- b Then, surgeons can perform very delicate operations in this way.
- c I believe keyhole surgery is one of the most significant developments in modern medicine.
- d Last, but not least, recovery time is much quicker due again to the small incisions.
- e There are numerous advantages.
- f First of all, the surgeon can operate through tiny incisions so there is less scarring.
- g It involves introducing a video camera into the body of a patient so the surgeon can watch what he is doing on a TV monitor.

Exercise :5

Underline the language used to introduce each of the three advantages of keyhole surgery. You could also say *Firstly, Secondly, Thirdly/Lastly*.

3 What phrase is used to introduce the summary? Do you know any other phrases used for doing this?

Answer the question you hear, giving three advantages and a summarizing statement using the language from Exercise 1.

This speaker gives two opposing ideas: one positive, the other negative. What phrase does she use to introduce the opposing idea?

Answer the question you hear by giving two opposing ideas. Link them using the phrase you have just learnt. What two phrases, involving the word *hand*, could you also use to give two opposing ideas?

.....

: **Exam tip:** Cohesion, which is also assessed in the exam under 'Fluency and : Coherence', can be improved through the use of pronouns.
 This allows you to avoid repeating the noun and makes your speaking less repetitive .

.....

Exercise : 6

Complete the lists of personal pronouns.
 Subject pronouns you he / she it we they
 Object pronouns me
 Possessive pronouns yours x

Exercise :7

Replace the words in italics in sentences a-d with pronouns.

a I asked if he wanted to borrow my phone because *his phone* had run out of battery.

b Scientists are often on the news, talking about their latest discoveries. I think *scientists* enjoy publicizing what *scientists* do because all too often their work is ignored.

c Our invention was much more creative than *their invention*, but the judges awarded them the prize.

d I love video-calling my friends, but *video-calling my friends* can be embarrassing if I'm still in my pajamas.

7 Be careful when using pronouns. Will the listener know what or who you are referring to?

If it is not absolutely clear, repeat the noun instead. Listen to the recording. Is it clear who 'she' refers to?

In spoken English, if you do not know a person's gender or if it is not important, you can use pronouns. Replace the words in italics below with a pronoun.

If I met a genius scientist, my first question to *him* or *her* would definitely be why *he* or *she* hadn't come up with a cure for the common cold .

If, in the exam, you are talking about people from your country/region/city (including yourself) you can use *we*.

Exercise :8

Listen and notice how the second version of the speech below sounds less repetitive.

Exercise :9

Answer the question you hear, using *we* to describe people from your country including yourself.

Do not overuse anyone phrase or method. This is worse than using no method at all because it will make your speech sound unnatural. !

Ask a friend or teacher to listen to your recorded answers to some of the exam questions. Ask them to answer the following questions. Is your answer clear and easy to follow? If not, is it your ideas or your language that is confusing? Do you use a range of cohesive devices? Do you overuse any devices? Record your answer again, trying to make it clearer

Unit 7: COMMUNICATION

Lesson I: Vocabulary: Languages

Aim : the lesson aims to improve vocabulary base of the students related to the theme through the listening and vocabulary tasks



Exercise :1

Track 1 Listen to someone talking about the languages they speak. Listen again and write the words and phrases that correspond to definitions 1-6. You will hear the answers in order.

CD1 30

- 1 the language that you learn from your parents when you are a baby ____ _
 - 2 able to speak more than two languages very well ____ _
 - 3 able to speak the language easily and correctly ____ _
 - 4 speak a language well enough to communicate about basic things ____ _
 - 5 not as good at something as you used to be because you have not done it for a long time ____ _
 - 6 learn something without effort over a period of time ____ _
- Listen again and find five collocations with the word *language* that correspond to definitions 7-11.
- 7 a language that is spoken internationally ____ _
 - 8 a language that is spoken by only a small proportion of people in a country ____ _
 - 9 a language that is not spoken as a native language in your country ____ _
 - 10 a language that is used by many people ____ _
 - 11 a language that you speak well but that is not your native language ____ _

Exercise :2

Complete sentences 1-4 with words a-e.

a accents c dubbed e subtitled

b dialects d loanwords

British and American English are different _____ of English - there are some differences in vocabulary and grammar.

- 2 When they are shown in cinemas in my country, American films tend to be ____
 I wish they were instead because then I could improve my English while I watch.
- 3 French has a lot of ____ from English, for example *week-end*, *job*, and *jeans*.
- 4 My friends and I speak with northern ____ _

Exercise :3

Look at the phrases with *touch* and their meanings. Then complete sentences 1-3 with the correct form of the phrases.

keep in touch: write to, phone, or visit someone regularly

lose touch: gradually stop writing to, telephoning, or visiting someone

get back in touch:

communicate with someone again after not communicating with them

for a while _____ with my old colleagues since leaving my last job, but then we were never very close.

2 He still _____ with Rose although they haven't seen each other in-years.

3 I asked John for Mel's new number because I wanted _____ with her.

You can keep in touch with people: by phone, by letter, by text message, by email, via social networking sites, like Face book. Or you can meet face-to-face. For example, you can: meet up for coffee, go out together (e.g. to a club or the cinema or a restaurant!), go round to each other's houses.

How do you keep in touch with people you know? Do you keep in touch with different people in different ways? Practice giving your answers and your reasons.

Exercise :4

Read the text below and correct the words in italics by using another form of the word.

The (1 J *integrate* ____ of the world 's economies and cultures is (2J *common* ____ known as globalization. Although there is nothing new about countries (3J *work* ____ closely together, globalization is now happening at a (4J *remarked* pace. This is (5J *large* due to (6J *technology* advances. Television channels such as the BBe are available throughout the world, and many clothing and food brands are (7J *recognized* ____ to people of almost any nationality. In addition, the Internet (8J *create* a common (9J *globe* culture, one which is predominantly English (10J *speaker* ____ _

5 CD1 31

You are going to hear questions that are typical of Part 1 of the exam. Listen to each

question and give your answers using some of the vocabulary you have learnt so far in this unit. Record your answers.

Now listen to the sample answers. (See also Track 31)

Grammar: Making comparisons

Imagine the following situation:

Mark got a band score of 3.5 in his IELTS exam. Anna got a band score of 6.5.

Anita got a band score of 7.0.

We can use the comparative and superlative forms to compare their scores:

Anna got a higher score than Mark. (comparative]

Anita got the highest score {in the group}. (superlative]

Look at the comparative and superlative forms outlined in the table below.

Adjectives Comparative Superlative

one-syllable adjectives adjective + *-er/r* *the* + adjective + *-est/st*

e.g. *Low* e.g. *Lower* e.g. *the Lowest*

• two-syllable adjectives ending adjective + *-ier* (y + *-ierl* adjective + *-iest* (y + *-iest*) in *-y* e.g. *easy* e.g. *easier* e.g. *the easiest*

two-syllable adjectives not adjective + *-er* *the* + adjective + *-est/st*

ending in *-y(1)*

e.g. *quiet* e.g. *quieter* e.g. *the quietest*

two-syllable adjectives not *more* + adjective *the most* + adjective

ending in *-y (2)*

e.g. *modern* e.g. *more modern* e.g. *the most modern*

two-syllable adjectives not adjective + *-er/r* OR *the* + adjective + *-est/st* OR

ending in *-y (3)* *more* + adjective *the most* + adjective

e.g. *common* e.g. *commoner* / e.g. *the commonest* /

more common *the most common* adjectives with more than two *more* + adjective
the most + adjective syllables

e.g. *convenient* e.g. *more convenient* *the most convenient*

irregular adjectives

good *better* *the best*

bad *worse* *the worst*

The opposite of *more* is *less*, and the opposite of *the most* is *the least*. However, note that we often avoid using *less*. Instead we use *not as ... as ...* or an opposite adjective, especially with one-syllable adjectives.

Example: a high score ~ a lower score (not a less high score).

Make six sentences comparing the ways of keeping in touch and meeting

Exercise :5

Use comparative or superlative forms of the adjectives below or other adjectives.

bad

impersonal

convenient

modern

easy
old-fashioned
fast
personal
good
slow

Example: Using a social networking site may be easier than meeting face-to-face, but it is also less personal.

We can use words like *much* and *a bit* in comparative sentences to modify the adjective :

much (= a lot) : *Texting is much quicker than writing a letter:*

a bit (= a little): *Texting is a bit quicker than emailing.*

We can also use words like *significantly*, *slightly*, *marginally* and *far*. Which words have a similar meaning to *much*? Which have a similar meaning to *a bit*?

We can also use certain words in superlative sentences to modify the adjective:

by far (= by a great amount): *American films are by far the most popular films in my country.* *easily* (= without questions: *Toni is easily the best student in our class.*

Modify the sentences you wrote in Exercise 7.2 using some of the words above . •
Example: Using a social networking site may be much easier than meeting face-to-face, but it is also significantly less personal.

We can use the following structure to say that two things change together:

the + comparative (+ subject + verb], *the* + comparative (+ subject + verb)

Examples: The more languages you speak, the easier it is to learn a new one.

The sooner, the better:

Exercise :6

1 Which word gives each sentence the correct meaning?

a The *fewer/more* mistakes you make in the exam, the better score you get.

b The more you practice speaking the *less/more* fluent you will become.

2 Make sentences that describe how you think the things below change together.

a languages you speak, your earning potential

b the spread of English and the culture of English-speaking countries, local languages and traditions

7 We can express the idea that things are equal or not equal in several ways.

We use *as ... as ...* to say two things are equal in some way:

Marie's accent is as difficult to understand as Sophie's.

[= Marie's accent and Sophie's accents are equally difficult to understand.]

We use *nearly as ... as ...* to say two things are almost equal.

My mum's English is nearly as good as mine.

[= My English is better than my mum's, but only a little better.]

Lesson II: Expressing attitude

Aim : the lesson aims to improve students` speaking skills through different tasks

You can make your language more interesting by expressing your attitude with precision.

One way to do this is with attitude markers. These are often adverbs, but they can also be phrases and they modify a whole sentence or clause. Their position in a sentence is generally very flexible .

' Example: British people apparently spend an average of £90 a month on communication

services. They have increased their use of such services in recent years but, interestingly, they spend less money on them because competition between companies has reduced the charges.

Exercise :1

Check the meanings of the attitude markers a-g in your dictionary, Then use them to complete sentences 1-7, There is sometimes more than one possible answer, a admittedly d as luck would have it f ideally

b all things considered

c arguably

e even more importantly g undoubtedly

1 Due to the emergence of China as a leading economic power, Mandarin will _____ become the foreign language of choice in future years. I am sure of it.

2 , I'd like to study at a British university but I'm not sure I'll be able to.

For financial reasons, I may have to stay here instead.

3 My friend wants to improve her speaking and , , our school has just set up an English conversation club.

4 _____ , English is a more useful language to learn than Italian. I still prefer Italian, though.

5 , I could have got a better mark if I had spent more time studying and less time partying.

6 Pronunciation is the most difficult aspect of speaking English.

7 To have a good grasp of English you must know about collocations. _____ _ you must practice speaking English and use those collocations as much as you can.

Exercise :2

Here are some more attitude markers you can use in your speaking. There is an almost unlimited number of attitude markers, so look out for them when you read or listen to English.

definitely

of course

unsurprisingly
unfortunately
predictably
thank goodness
inevitably
sadly
thankfully
obviously
strangely
undeniably

Exam tip: As you learn new aspects of language, such as attitude markers, there are two important things to remember:

Learn them properly. It is not enough to memorize lists of words. Look up the words and phrases in your dictionary, study example sentences, look for these words and phrases in context, and practice using the new vocabulary and structures. Do not overuse them. Using attitude markers in every sentence, for example, will make your English sound unnatural. Again, study the language in context to see how native speakers use them.

Exercise :3

Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Think about how you could include some comparative structures as well as some attitude markers. Then record yourself speaking for one to two minutes. Describe a language other than English that you would like to learn.

You should say:

what the language is

where it is spoken

what you think would be difficult and what would be easy about learning the language and explain why you would like to learn it.

Lesson III : Pronunciation: Consonants

Aim : the lesson aims to give knowledge about some specific consonants and their pronunciation

Exercise :1

Track CD1 33

Track CD1 34

Track CD1 35

Listen to the consonants and the words with these consonants. Then listen again and repeat.

Exercise :2

1 Try saying the sounds with your hand on your throat. Can you feel the vibration?

2 All the sounds in grey squares are voiced.

3 If you find a sound difficult, can you pronounce its partner? Remember the only difference is that one is unvoiced, the other voiced.

4 Find ten words containing the consonant(s) you find difficult to pronounce and practice saying them again and again. Record yourself. If your mother tongue has few final consonants, as in Thai or Mandarin, record yourself pronouncing words with consonants at the end, both alone and with in sentences.

5 If you find it hard to differentiate two sounds, find minimal pairs, where the only difference between two words is those sounds, and practice pronouncing them accurately. For example, for /b/ versus /v/: *best/vest, jibe/jive, boat/vote*. Then ask a friend to listen as you say one word from each pair. Can they identify which word you are saying?

If a word has a group of consonants with no vowels between them, it can be hard to pronounce. Listen and write the words you hear; they all contain consonant clusters.

Then listen again and repeat. Make sure you do not add vowels before or between the consonant clusters.

Listen to the Part 3 questions. Answer them, aiming for accurate pronunciation of any difficult consonants or consonant clusters.

Now listen to the sample answers. (See also Track 35.)

Listen to a candidate talking to the examiner during the exam. What language does she use to give herself time to think?

Now read Track 36 on page 110 and underline the language she uses .

.....
.....

Exam tip: Although you should not overuse language such as *um* and *er*, using

such language is not a sign of 'bad English', All native speakers make use of these strategies.

You can also use whole phrases to give yourself time to think:

That's a tough question,

That's an interesting question.

It's very difficult to know for sure, but I think/perhaps/it's possible , ..

Play Track 36 and listen to the examiner's question again. Respond using one of the phrases above.

Listen and underline the language the candidates use to contradict the examiner politely (see also Track 37).

To be polite, you must use polite language together with polite intonation. Listen again and imitate the speakers' intonation.

You may want to confirm what the examiner says. Read the exchanges below and underline the language the candidates use to do that.

Examiner: Are social networking sites the most popular way for young people to communicate with each other?

Candidate: Yes, they certainly are. It's no doubt because it is free and simple . ..

Examiner: Are you saying that more and more people are texting to keep in touch?

Candidate: Precisely. It is fast becoming the most popular means of communication ..

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