

5

LISTENING | 3-option multiple choice (interview)



- 1** In pairs or as a group, answer the questions. Use the words in the box and a dictionary to help you.

- What skills do you learn on a first-aid course?
- How much first aid do you know?

allergic reaction | bleeding | broken arm/leg |
CPR | first-aid kit | head injury | nose bleed |
recovery position | unconscious

EXAM SKILL

Recognising synonyms

- The questions in this type of exam task often paraphrase ideas from the recording using different words and phrases.
- When listening, you need to check for synonyms of the words you hear in the question and answer options. For example, you may hear the words *scared* or *frightened* and the question may include the word *afraid*.

- 2** 2.05 You will hear a woman, Kate, talking about a first-aid course she attended. Answer the questions.



- What was the first thing the course covered?
- Look at question 3 in Exercise 3. Which word is a synonym for your answer to question 1?



OPTIMISE YOUR EXAM

3-option multiple choice (interview)

- Sometimes, you may be uncertain of the correct answer but feel more confident that one of the answers is definitely incorrect.
- Cross off the incorrect choice so you only have two possible answers to choose from instead of three. Then when you listen again, make your final choice.

- 3** 2.06 For each question, choose the correct answer.

- What does Kate say about the other people on the course?
 - They knew more than her.
 - She made friends with some of them.
 - She already knew some of them.
- Kate felt that the course
 - should have been longer.
 - was too long.
 - was the right length.
- What was the most useful thing that was covered?
 - helping people who are bleeding
 - the equipment you need
 - removing small things from eyes and ears
- Kate says people are sometimes afraid to help because they
 - don't like the sight of blood.
 - don't know what to do.
 - are afraid of getting hurt themselves.
- Kate thinks knowing CPR is useful because
 - it helps you understand medical shows on TV.
 - emergencies can happen anywhere.
 - you only need a short time to do it.
- Why does Kate recommend the course to the interviewer?
 - It would help with his future career.
 - He often gets injured.
 - He might find it useful if someone is hurt.

- 4** 2.06 Listen again and check your answers.



THINK | RESEARCH | **CULTURE** | LEARN | ME

How common is it for people in your country to go

Grammar in context

Read these extracts from the audio in the listening lesson on page 52 and then decide if the speaker is expressing P (possibility), PR (probability) or C (certainty). Use the words in bold to help you decide.

- 1 ... it **must** be scary with all that blood. ____
- 2 That **can't** be very easy ... ____
- 3 You never know when you **might** need to use it ... ____
- 4 I may do it too. ____
- 5 I **should** get it in a couple of weeks. ____



REMEMBER

- We can use *may*, *might* and *could* to express possibility, e.g. *Dad **might** be at the doctor's now.* = It's possible he's there.
- We can use *should* and *ought to* to express probability, e.g. *Gabi **should** be at the rescue centre now.* = She's probably there.
- We can use *must* and *can't* to express certainty, e.g. *Ruth **must** be at the first-aid course now.* = I'm sure she's there. *Mum **can't** be at the dentist's surgery now.* = I'm sure she's not there.
- We can also use a continuous infinitive to show that a situation is in progress, e.g. *John **must** be **ringing** the emergency services right now.*

► See Grammar reference, Unit 5, page 153

1 Choose the correct word or phrase.



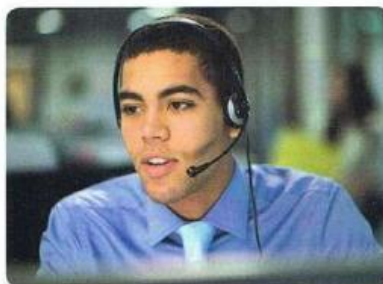
HAY FEVER by Jason Morgan

Scientific research shows that in some countries, 60% of students taking exams are suffering from hay fever. It (1) **must** / **can't** be awful!

What's more, the research indicates that they (2) **might** / **have to** perform worse in their exams because of it. It also shows that students who take medicine as a treatment for their hay fever do even worse. This (3) **may** / **must** be because the medicine makes you tired, or it (4) **can't** / **could** be because their hay fever is very bad. Either way, it (5) **mustn't** / **can't** be easy for them.

On the day of an exam, they should wear clean clothes because clothes they've worn before (6) **could** / **are allowed to** contain pollen, which causes hay fever. Wearing sunglasses to protect eyes and drinking lots of water (7) **should** / **can't** help too.

2 Look at the photos. Complete the sentences using the words in brackets to describe possibility, probability and certainty.



- 1 The injured girl _____. (must)
- 2 The operator _____. (may)
- 3 The boy on the phone _____. (might)
- 4 The friends _____. (ought to)
- 5 The injured girl _____. (might not)
- 6 The injury _____. (could)



THINK

RESEARCH

CULTURE | LEARN | ME

Think of some family members and friends who are not in the room with you now. Write sentences about where they *must* / *can't* / *should* be, and what they *must* / *can't* / *might* be doing.