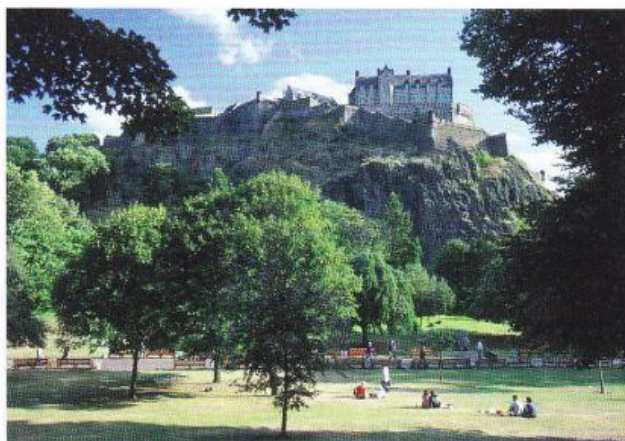
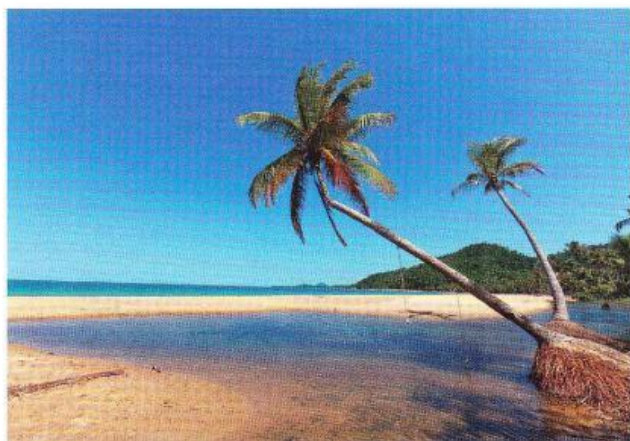


Listening: Developing skills



Before you listen

EXPERT STRATEGY

Before you listen, think about the topic and try to predict some of the language you will hear.

Listening for gist

EXPERT STRATEGY

You can get a general idea of a topic without understanding every word. Just concentrate on key words and main points rather than the details.

Listening for specific information

EXPERT STRATEGY

You often need to listen for specific pieces of information. The words you need will often be similar to (but not exactly the same as) the words in the questions.

1 Discuss the questions.

- 1 What are the most common reasons for people going to live in another country?
- 2 Think of a few different countries. What do you think the advantages and disadvantages of living there would be?

2 Listen to three people talking about living abroad. Why did each of the speakers first go abroad?

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

- a to study
- b for work
- c for a holiday

3 Look at the task and mark the key words in the statements. The first item has been done for you. Then listen again and do the task. (Note: in the exam, there will be five speakers and you will choose one option for each speaker from eight available options.)

For questions 1-3, choose from the list (A-E) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use.

A People have been very kind to me.

B The climate is the reason I came here.

C It feels very remote living here.

D The people are exactly as I'd imagined.

E Mealtimes have a high priority.

1

2

3

Discussion

4 Discuss how you would feel about living in another country. Talk about:

- which countries you have visited or lived in and how you felt about them.
- which countries you would like to live in and why.
- what you missed/would miss most about your own country.

Language development 2

Comparatives and superlatives

► EXPERT GRAMMAR pages 182–183

1a Correct the mistakes in the sentences.



- Burns Night celebrates the birth of the poet Robert Burns. It is one of most important nights in Scotland.
- For many Scots, Burns supper is the most good event of the year.
- Usually, more late it gets, more noisy it gets.
- The speech before the toast was funniest I have heard.
- The music was more loud that last year.
- The celebration was more lively one I've ever been to.
- Outside, it was just as chilly than last year.
- Next year I'll leave more early. I couldn't get hold of a taxi.

- b Read about comparatives and superlatives on pages 182–183 and check your answers in Exercise 1a.
- c Complete the article with the comparative or superlative form of the adjectives and adverbs in brackets.

The Mexican holiday Cinco de Mayo (5 May), which remembers the Mexican defeat of the French army in 1862, is celebrated (1) _____ (enthusiastically) in the state of Puebla than in other parts of Mexico. It is not the (2) _____ (popular) holiday in Mexico. In fact, it is celebrated (3) _____ (widely) by Mexicans in the USA than in Mexico, and the holiday is (4) _____ (well known) in the USA than Mexican Independence Day. In recent years, Cinco de Mayo has become (5) _____ (big) than ever and is promoted as a celebration of Mexican culture, food and music. Participation is now (6) _____ (wide) than before and non-Mexican Americans are (7) _____ (enthusiastic) about it as Mexicans. In California, the (8) _____ (lively) and (9) _____ (sensational) parties take place in Los Angeles. Celebrations have become (10) _____ (commercialised) in recent years but Cinco de Mayo is still a great festival.

Modifying adjectives and adverbs

A To express a big difference:

- far/a lot/much + comparative
He is **far better** than the other singers in the band.
(very better)
The food is **a lot nicer** in this café. (very nicer)
The festival is **much more popular** this year.
(very more popular)
- by far/easily + superlative
He is **by far the best** singer in the band.
The festival is **easily the most popular** in the country.
- not nearly as ... as ...
This party is **not nearly as good as** last year's.
This is **not nearly as good a party as** last year's.

B To express a small difference:

- slightly/a bit/a little + comparative
The music is (only) **slightly better** than before.
The concert was **a bit/a little better** than I expected.
- just about + superlative
It was **just about the longest** carnival procession ever.
- nearly/not quite as ... as
The first show was **nearly as good as** the second one.
The weather **isn't quite as hot as** it was last time.

2 Read the information above and complete the sentences with the comparative or superlative form of the adjectives in brackets.

- Fiesta Broadway in Los Angeles is _____ (by far/large) Cinco de Mayo celebration in the USA.
- This year it was _____ (much/crowded) than it was last year.
- This year's parade wasn't _____ (quite/long) last time.
- The costumes were _____ (a lot/colourful) than before.
- The food is _____ (far/spicy) than I remembered.
- I tried _____ (easily/mild) dish and it still made my mouth burn!
- And I'm sure I was _____ (just about/bad) dancer there!

3a Choose one item from the list and write four sentences.

Compare:

- three types of dance you know (e.g. salsa, tango, ballet; fast/slow, easy/hard, cheap/expensive).
- three types of music (e.g. rap, jazz, opera; interesting/boring, noisy/quiet).
- three types of food (e.g. Italian, French, Chinese; spicy/mild, light/heavy, tasty/bland).

- b Discuss your answers to Exercise 3a. Give reasons for your opinions.

Use of English 1 (Paper 1 Part 4)

Key word transformations

EXPERT STRATEGY

- Read both sentences carefully.
- Identify what is missing from the second sentence.
- Identify what kind of word the key word is (noun, verb, etc.) and what structure it could be used with.
- Look at the words before and after the gap to see what kind of structure could fit.
- Write 2–5 words without changing the key word. Contractions count as two words.
- Read your sentence to check that it makes sense and is correct.
- Make a guess if necessary.

► HELP

- 1 Do you need an active or passive form?
- 2 Do you need an adjective or an adverb?

1a Look at sentences 1 and 2 and read the strategy. Then answer questions a and b below.

1 Peter is a lot older than Martin.

AS

Martin is _____ Peter.

2 The only person Jane didn't like was her boss.

APART

Jane liked everyone _____ her boss.

a What area of grammar is focused on in sentence 1?

A modifying adverbs B comparison of adjectives

b What area of vocabulary is focused on in sentence 2?

A prepositional phrases B phrasal verbs

b Now complete sentences 1 and 2 with 2–5 words. Follow the steps in the strategy.

2a Do the first half of the task. Use the Help notes for support with certain items.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 Fewer people read Carlton's books these days.

WIDELY

Carlton's books _____ these days.

2 Lucy doesn't swim nearly as well as Kate.

SWIMMER

Kate is _____ Lucy.

3 Rap music isn't nearly as popular as it was ten years ago.

LESS

Rap music is _____ it was ten years ago.

b Now do the second half of the task. This time there are no Help notes.

4 I find studying more difficult as I become older.

IS

I find it _____ as I become older.

5 My brother never asks when he borrows my things.

ALWAYS

My brother is _____ asking.

6 Traffic today doesn't move much faster than 100 years ago.

LITTLE

One hundred years ago traffic moved _____ than today.

Task analysis

3 Discuss the questions about the task.

1 Which questions test:

a verb forms?

b comparative or superlative structures?

2 Which of the questions did you find the most difficult? Why?

Which of these areas of language do you need more practice in?

Use of English 2 (Paper 1 Part 1)

Lead-in

1 What hospitality customs do you have in your country?

Multiple-choice cloze

2a Read the title and text quickly and answer the questions. Ignore the gaps at this stage.

- 1 What were travellers often given in ancient times?
- 2 What might be given to a guest in Japan?
- 3 Why might guests eat too much in a foreign country?

b Read the strategy and do the task. Use the Help notes for support with certain items.



EXPERT STRATEGY

- Read the title and whole text quickly, ignoring the gaps.
- Read the text again. Try to guess what kind of word fits each gap.
- Choose which answer (A–D) fits the grammar and meaning.
- If you aren't sure, cross out answers which you know are incorrect.
- Read the text again to check.

> HELP

- 1 Which word can mean 'civilisation'?
- 2 Which word means 'continued to live in spite of many problems'?
- 3 Which verb is always followed by an infinitive?
- 8 Which verb is used with *down* to form a phrasal verb that means 'refuse'?

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Hospitality

Hospitality – looking after visitors – is universal but in different cultures hosts are (0) C to receive guests in different ways. In much of the ancient (1) it was the custom to provide passing travellers with food and water. Today some old customs have (2) . In a traditional Japanese household, if a guest admires a particular object in the house, the host will (3) to give it to the guest straightaway. And in parts of Russia guests are greeted with bread and salt on a special cloth. The guest is (4) to kiss them and hand them back to the host. Sometimes the guest breaks (5) a small piece of bread, dips it in the salt and eats it. In some countries, when (6) guests arrive from abroad, they may feel they have been given a particularly (7) meal. But this is probably because the host politely offers more and more food and drink and the guest is too embarrassed to (8) anything down.

- | | | | |
|---------------|--------------|-------------|--------------|
| 0 A hoped | B considered | C expected | D intended |
| 1 A globe | B earth | C world | D planet |
| 2 A supported | B survived | C preserved | D existed |
| 3 A provide | B fancy | C consider | D want |
| 4 A needed | B demanded | C required | D desired |
| 5 A off | B down | C out | D in |
| 6 A strange | B foreign | C alien | D unfamiliar |
| 7 A strong | B dense | C wide | D heavy |
| 8 A slow | B turn | C keep | D take |

Task analysis

3a Discuss the questions about the task.

- 1 Did you guess any words before looking at the options?
- 2 Which questions test:
 - a the correct word from a set with similar meanings?
 - b phrasal verbs?
 - c adjective + noun collocations?
- b Make a note of any expressions, phrasal verbs or adjective + noun collocations you want to remember in your vocabulary notebook.

Language development 3

Adjective + noun collocations

- 1 Read the information. Then find six more adjective + noun collocations in the text on page 19.

Look at this adjective + noun collocation from the text on page 19:

a **heavy** meal (a **strong** meal)

but:

a **strong** drink (a **heavy** drink)

When you learn an adjective, note which nouns it collocates with.

- 2 Look at the dictionary entry and complete the spidergram. Use nouns from the dictionary entry.

sour *adj* 1 having a sharp acid taste that stings your tongue like the taste of a lemon: **sour** apples 2 milk or other food that is sour is not fresh: *In warm weather, milk can go sour.* 3 unfriendly or looking bad-tempered: *Rob gave me a sour look.* 4 **sour** grapes the attitude of someone who pretends to dislike something they really want

sour

- 3a Complete the spidergrams with the nouns in the box.

argument choice clothes English feelings gap
grin heels influence number possibility
speed variety

strong

plain

wide

high

argument

- b Complete the sentences with adjective + noun collocations from Exercise 3a. More than one answer may be possible.

- My grandparents have _____ on the subject of hospitality.
- Can you give me directions to your house in _____ so that I can understand them?
- Dan's face broke into a _____ when I invited him in.
- Everyone drives at such _____ today – it's so dangerous.
- Four different types of tea – what a _____!
- In more traditional cultures, grandparents have a _____ on children.

- Please take your shoes off in the gym. _____ can damage the floor.
- If you call Toni, there's a _____ that he'll invite you to visit him.

Phrasal verbs with up and down

- 4 Look at the sentences with the phrasal verb **pick up**. Which one has an obvious meaning? Which one has an idiomatic meaning?

- I **picked up** a cup that was lying on the floor.
- She **picked me up** at the hotel and took me to the party.

- 5a In these sentences the meanings of the phrasal verbs are fairly obvious. Complete them with **up** or **down**.

- The dinner won't cook if you don't turn the heat ____.
- We can't afford a big party – we need to keep costs ____.
- The old bus station has gone – they've pulled it ____.
- When you see someone's glass is empty, go and fill it ____.
- He settled ____ on the sofa to read his book.
- The town's getting bigger – they've put ____ a lot of new houses.

- b Some of these phrasal verbs have an idiomatic meaning. Match the sentence halves. Use a dictionary if necessary.

- | | |
|-----------------------|---|
| 1 Please tidy up | a the apartment and sell it for a big profit. |
| 2 I never turn down | b your best friend by breaking a promise. |
| 3 Remember to wrap up | c the time of the next train on the website. |
| 4 She took down | d the mess as soon as possible. |
| 5 Look up | e the presents before going to the party. |
| 6 They put up | f the offer of a lift home. |
| 7 Never let down | g the decorations from the wall. |
| 8 He decided to do up | h a tent in the garden. |

- c Match the phrasal verbs (1–8) in Exercise 5b with the definitions (a–h).

- | | |
|------------------------|----------------------------------|
| a decorate | e refuse |
| b look for information | f put something in special paper |
| c disappoint | g remove |
| d erect | h make neat and organised |

- 6 Make a note of the phrasal verbs you want to remember in your vocabulary notebook. Write the whole sentence and mark the phrasal verb.

- 7 Discuss the questions.

- Who tidies up in your house?
- Has a friend ever let you down? What happened?
- How often do you look up a word in English?