

Speaking

Speaking skills

- 1 Which word in each group does NOT collocate with the word in **bold**?
- a a **scientific** breakthrough/gadget/invention/innovation
 - b cutting-edge/state-of-the-art/unusual/advanced **technology**
 - c a recent/scientific/current/groundbreaking **discovery**
 - d a **medical** breakthrough/discovery/innovation/movement
 - e pioneering/modern/medical/scientific **research**
 - f a scientific/new/technological/digital **revolution**
- 2 Choose one of the noun phrases in 1 to complete the following Part 2 task card. Use the same noun phrase in each gap.

Describe (a/an) of the last twenty years which you feel has a major influence on your life.

You should say

- what the is
- when it started/happened
- what effect it had

and explain how this has influenced your life.

- 3 Spend one minute preparing and making notes. Then practise speaking for two minutes using your notes.

Exam information

The questions in Part 3 of the Speaking test are more challenging as they require you to speak about more abstract, academic topics. Part 1 questions are on more familiar or personal topics.

Part 3: Making generalizations

- 4 Read the following questions about science. Which ones are taken from Speaking Part 1 and which from Part 3?
- 1 Which science subject at school do/did you like the most? Why? _____
 - 2 Do you think life is safer, or more dangerous, with modern technology? _____
 - 3 Does everybody need to know how to use a computer these days? _____
 - 4 How has your study of science helped you? _____
 - 5 Do you think new developments in science often cause more problems than they solve? _____
 - 6 Which area of scientific research do you think is most important and deserves further research and development? _____
 - 7 What science subjects do students study at school in your country? _____
 - 8 Is there anything about science that you dislike? _____
 - 9 Do you think there are some areas that should be off-limits to scientific research? _____
 - 10 What effect does new technology have on employment? _____

5 Read two candidates' responses to one of the questions in 1 and answer the questions below.

Candidate A

Well, I think life is more dangerous as I know many people who have had problems with crime on the Internet. I have a friend who lost some money when she was banking online. Also lots of my friends' parents are worried about them using the Internet because of online bullying and things like that.

Candidate B

In general, I would say advances in science and technology have made us more secure in many ways. Increased scientific knowledge tends to make us more aware of dangers, and developments in some areas have meant that we are more able to deal with difficulties. Health and medicine would be a good example. Of course, technology is liable to bring dangers too. Take the Internet for instance – that has brought new risks and more criminal activity..

- a Which question are they answering? _____
- b Which of the candidates provides the best answer? Why? _____
- c Underline any words or phrases that Candidate B uses to make generalizations.
- d How does Candidate B support these generalizations? _____

6 Read two more candidates' answers to questions in 1. Which question is each one answering? Underline any words or expressions used to make generalizations.

Candidate C

There are many worthwhile areas of research but, on the whole, I think anything that develops our knowledge and understanding of health and medicine should have further resources and investment. It often seems to be the case that this area is neglected in favour of things like space research and I don't believe that's right.

Candidate D

As a rule, most jobs would require you to have some skills in this area and I believe in many cases it's probably essential to have a good understanding as you would be expected to use them on a daily basis. Generally speaking, it's more likely to be older generations who haven't got these skills, as they didn't learn them in their younger days and they can have a tendency to be nervous about learning something new.

7 With a partner, ask and answer the Part 3 questions from 1.
Try to make generalizations and support your answers with examples.

Technique

Answers to Part 3 questions should not be too personal, even when you are giving an opinion. You should try to make generalizations, supported by more specific examples. Avoid being too direct with personal opinions or examples from your own life but try to keep your answers more abstract.

Pronunciation

Sounding interested Audio

- 1  2.3 Listen to two students responding to this Part 3 question. Which student sounds more interested? Why?

Examiner

Do you think new developments in science often cause more problems than they solve?

Candidate A

No, not really. Actually, I would say, that it's the other way round – the problems that science solves far outweigh the problems that it may bring.

Candidate B

Yes, I think so. Scientific developments often cause lots of problems so sometimes they're not worth it.

Technique

Using flat intonation can show a lack of interest in the topic or examiner and can even make you sound rude. It is important that you use intonation to sound interested and friendly. A change of intonation may occur over a word or phrase or within one word, so that a word may contain a single rise or fall or one word may contain both a rise and a fall.

Audio

- 2  2.4 Look at two more responses to the same question. Listen and mark where the students' voices rise or fall.

Candidate C

Absolutely. I mean scientific development can be a positive thing but you need to remember all the negative consequences it can have.

Candidate D

Well, I suppose it can cause problems, but overall, surely scientific development is a positive thing?

- 3 Look at this question and the five candidates' responses. Mark where you think their voices will rise or fall.

Examiner

Do you think there are some areas that should be off-limits to scientific research?

- a Absolutely. I don't think anyone should try to interfere with nature.
- b I'm not sure really. Most research is beneficial but some can be unethical or even dangerous.
- c I really don't think so. Scientists should be free to do what they like.
- d It's a difficult one. If you start prohibiting some research, where do you draw the line?
- e Of course, there should be some sort of guidelines otherwise scientists would do whatever they liked.
- f I agree that there should be some restrictions but it's so difficult to monitor.

- 4  2.5 Listen and check whether your ideas were right. Audio

- 5 Practise saying the sentences aloud paying particular attention to the stress and intonation.

Technique

Don't worry too much about getting the intonation exactly right as intonation can be quite flexible. The important thing to remember is that the voice moves on the stressed words, so think about where the main stresses are in the sentence and move your voice on these.

Grammar & Reading

C Grammar exercises

- 1 Fill in the gaps in the second half of this model answer with phrases from the box.

Thanks to modern technology, there have been enormous changes in the workplace over the past 100 years.

What are the most significant changes that have occurred and what changes do you foresee in the next 100 years?

are going to feel
~~are likely to occur~~
will be
will find

are going to happen
are predicted to work
will continue
will have

are likely to lead to
is likely to become
will develop
will result

... So, now let us consider the changes that 1 are likely to occur in the next 100 years. Unfortunately, I believe that not all changes 2 for the better. For example, in the future more and more people 3 from home and so they 4 more isolated from their colleagues. On the other hand, they 5 (certainly) greater freedom to choose their working hours.

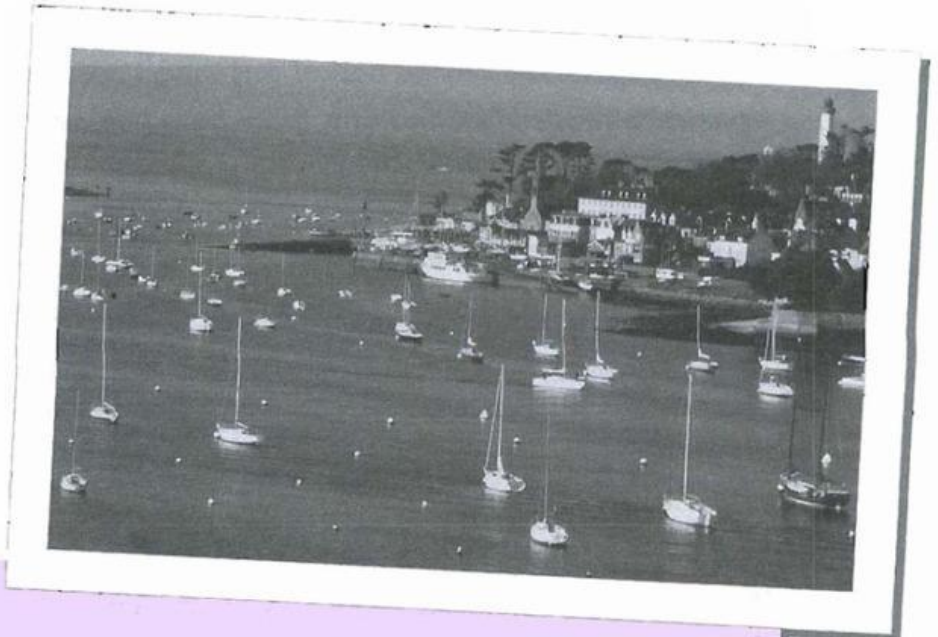
A further possible change is that handwriting 6 obsolete. We are already so used to using a keyboard that today's children are losing the ability to spell without the aid of a word processor:

Without a doubt, even greater changes 7 in technology used in the workplace. Computers 8 (undoubtedly) to grow even more powerful and this 9 (probably) in an even faster pace of life than we have now. Let us hope that our employers 10 a way to reduce the stress on workers this fast pace can bring.

I also think these improvements in technology 11 even more globalisation than now and companies 12 very strong international links.



2 Underline the most suitable form of the verbs.



Dear Paul and Claire

We're having a wonderful time here in France. The weather is beautiful and we've got lots of plans for how to spend the next couple of weeks. Tomorrow **1** *we're going out / we will go out* on a glass-bottomed boat to look at the wonderful sea life, and then on Wednesday we think **2** *we're taking / we'll take* a tour of the old town. Ollie's aunt lives quite close, so **3** *we're visiting / we're going to visit* her too if we have time.

The hotel is lovely and lively and has lots of good night life. Tonight **4** *they're holding / they'll hold* an international evening, with lots of food from different countries.

As you know, we're here with our friends, John and Wendy, but **5** *they aren't staying / they won't stay* as long as us, so **6** *we're probably doing / we'll probably do* the really 'touristy' things with them, and be lazy in our second week. You can hire small sailing boats for the day, so we think **7** *we're doing / we're going to do* that next week, and **8** *we're also going to try / we're also trying* to have time to do some shopping!

I hope you are ready for your big trip. **9** *You're loving / You'll love* Australia. In fact **10** *you're going to probably end up / you'll probably end up* staying there much longer than you've planned.

Have a great time, and **11** *we're going to see / we'll see* you when you get back.

Love Kath and Ollie

3 Fill in the gaps with the present continuous or *will*-future form of the verbs in brackets.

Kirsty: Hi Elaine. It's Kirsty, here.

Elaine: Hello, how are you?

Kirsty: Fine. Listen, I know this is very short notice but are you doing (1 *do*) anything tonight?

Elaine: Nothing why?

Kirsty: Well I (2 *take*) my class to the theatre, but one of them can't go. Would you like to come?

Elaine: I'd love to. What's the play about?

Kirsty: Oh, I (3 *tell*) you all about that a little later. I (4 *pick*) you up at 6.30 – is that okay?

Elaine: Yes, OK. Or how about meeting a bit earlier? We could have a coffee beforehand.

Kirsty: Well, I (5 *see*) the school principal at four, but I suppose I could come after that. My meeting (6 *probably/finish*) at about 5.30. Is that okay?

Elaine: Yes, of course. What time does the play actually start?

Kirsty: At 7.30, although we (7 *need*) to be there before as I (8 *meet*) my students at the theatre at seven. Afterwards they (9 *probably/want*) to talk about the play for a little while. But I hope that (10 *not/go on*) for too long. There (11 *be*) plenty of time for us to discuss it at tomorrow's lesson.

Elaine: That's fine. I (12 *see*) you at 5.30!

4 Write sentences about yourself.

1 Write two **intentions** about your future.

.....
.....

2 Write three **plans** or **arrangements** for your future.

.....
.....
.....

3 **Predict** three things that you think will happen to the workplace in the future.

.....
.....
.....

D Test practice

General Training Reading

Questions 1–9

Read the passage below and answer Questions 1–9.

How to choose a university course

How do I choose a course?

You've decided you want to do a course. Whether you would like a career change, a better job or simply to learn something new, it's a good idea to think carefully first. Here's a guide to help you.

Qualifications – why do I need them?

Qualifications prove you've acquired knowledge or developed skills. For some careers like medicine and law, it's essential you have specific qualifications. For others, such as journalism, it helps to have a particular qualification.

Most universities set entry requirements for degree courses. Mature entrants don't always need formal qualifications, but need evidence of recent study, relevant work experience or professional qualifications. Professional bodies may grant you membership if you have certain qualifications. It's not always essential to have a qualification. Working knowledge, such as being able to use computer software, can be just as important.

What type of course should I do?

Your motives will help you choose the best course for your aims and goals. If you are career-driven, you'll need a course relevant to your profession. If you are interested in self-development and meeting people, you should find out who else will be on the course.

There are work-related (vocational) and academic courses. Further education colleges offer academic courses and work-related courses. Universities offer higher education qualifications, such as academic first degrees and higher degrees and the more vocational diplomas.

For a career in plumbing, a vocational course is essential. For teaching, you need a degree. However, for many jobs, you have a choice between academic and vocational courses. A vocational course is better if you like doing things with your hands and working manually. You might prefer an academic course if you like researching, analysing and presenting arguments.

Which type of study would suit me best?

Do you prefer on-the-job training, or do you prefer to research and gather facts? Do you like working in a group covering the same topics and working towards the same goal? If you prefer to work on your own, at your own pace, an open or distance learning course might suit you. You study from home, with the help of tuition packs, computers and tutor support via telephone or email. You can speed through the course or take your time. But you do need self-discipline and motivation.

What about my personal circumstances?

You might prefer an open or distance learning course if:

- you're working and you don't know how much time a week you can commit to
- you work irregular hours
- you're at home looking after pre-school children.

Many colleges and training centres now offer flexible open-learning courses, where you can study at your own pace.

How do I know if it's a good course?

You've decided which subject and type of course you want, and how to study it. You now need to choose between different course titles and providers. There are many courses and they aren't of equal value. The only way to assess the quality and value of a course is by research. Read prospectuses (course guides) carefully and note if a course is accredited or validated by a recognised body (this might be an awarding body or a professional body). This can add extra weight to your qualification.

Don't take everything you read at face value; check out the facts about each course yourself. Ask course tutors as many questions as you want.

How can I be sure I'm making the right choice?

Be clear of your goal. If you've decided on a particular job, get an idea of what the job's about and if you'll like it. Read careers information, buy trade magazines, and speak to people currently working in the job. This research is well worth it. It's better to take your time rather than do a course that leads to a job you might not really want. You'll ensure that you don't waste any time or money.

What am I going to do after the course?

Plan for when you finish. If you're aiming for a particular job, do voluntary work while studying. If you're doing an English course and want to be a journalist, you could write for the student newspaper or work on the radio. Having a plan will help you make the most of the opportunities that come your way when you're on the course.

Questions 1–5

Complete each sentence with the correct ending **A–F** from the box below.

Write the correct letter **A–F** next to Questions 1–5.

- 1 Students who want to do law
- 2 Mature students
- 3 Students who are motivated by self-development
- 4 Students who have young children
- 5 Students who choose a career in journalism

A will not need any experience to start a course
B will benefit from open-learning courses
C could get relevant work experience while they study
D can be accepted onto a course without qualifications
E should enquire about the other students on their course
F must have certain qualifications

Questions 6–9

Classify the following statements as applying to

- A** academic courses
B vocational courses
C both academic and vocational courses

Write the correct letter **A–C** next to Questions 6–9.

- 6 These courses are available through further education colleges.
- 7 You must take this kind of course if you wish to have a career in plumbing.
- 8 You will learn research methods on this type of course.
- 9 You will learn practical skills on this course.

Grammar focus task

These are extracts from the text. Without looking back at the text, fill in the gaps with the correct form of the verbs in brackets and then answer the questions that follow.

- 1 Your motives (*help*) you choose the best course for your aims and goals.
- 2 If you are career-driven, you (*need*) a course relevant to your profession.
- 3 You (*ensure*) that you don't waste any time or money.
- 4 What (*I/do*) after the course?
- 5 Having a plan (*help*) you make the most of the opportunities that come your way when you're on the course.

Which future forms are used?

Why?

Writing

Writing

Task 2

- 1 Look at the following Task 2 question and then answer questions 1–3 below.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe computer and mobile phone technology has changed the way we communicate positively while others feel it has had a negative impact on communication with others.

Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- 1 What is the topic you need to cover?
 - 2 What are the advantages and disadvantages you need to look at?
 - 3 In addition to the two sides of the argument, what else do you need to give?
- 2 Decide if each of the following arguments are an advantage (+) or a disadvantage (-). Add your own examples to each one.

	Argument	+ or -	Examples
1	Wider connection with more people.		
2	Quicker methods of communication.		
3	Face-to-face conversations happen less.		
4	Parent and child relationships might not be as strong.		

- 3 Look at the introduction in the sample answer in exercise 4 and match the sentences a–c to the functions 1–3 below.
- 1 Paraphrase of the main question.
 - 2 General statement on the topic.
 - 3 Opinion of the author.

4 Read the sample answer below and find the linking words which are used to introduce 1–6 below.

1 an example

3 results

5 purpose

2 a reason

4 additional information

6 contrast

a Technology has dramatically changed the way we communicate. b While some people believe this has opened up opportunities to communicate more widely, others feel that it limits the ways we communicate and may affect relationships. c Personally, I believe that technology has largely enhanced communication between people.

While technology has increased the ways we can communicate, some of these ways are arguably not positive developments. For instance, the majority of online communication is anonymous and consequently this is open to abuse. Similarly, it is often much easier for miscommunication to occur in methods such as emails than it is in traditional face-to-face exchanges when we can see if someone is confused or offended and so can reduce any negative feelings quickly.

Although there are many disadvantages to using technology to communicate, there are also many positives. The invention of the telephone allowed people to communicate with others outside a limited geographic area, and now anyone with a mobile phone is contactable from anywhere. Furthermore, people are able to connect much faster now than with previous traditional methods of communication such as the postal system. Therefore, it is much easier to maintain contact with a larger group of friends and to not lose touch with people over periods of time.

In conclusion, while technology has had some negative effects on our lives in the way we communicate with others, these are largely outweighed by the positives because technology has made the world feel smaller and people feel closer together. Ultimately, I feel this has a positive effect on the way we communicate.

5 Complete the alternative sample answer paragraph below with the linking words in the box.

however
moreover

because
in order to

for example
as a result

such as

Technology has enhanced communication in many ways, 1 _____, some people feel it has negatively affected the way we communicate. 2 _____, face-to-face communication happens less 3 _____ people spend so much time using methods such as messaging to engage with others. 4 _____, this may be affecting relationships 5 _____ those between parents and children. 6 _____ minimise the effects of technology on these relationships, parents need to engage in the methods used by younger people. 7 _____, parents may find this enhances the relationship with their children.

6 Now write your own answer for the Task 2 question.