11 Local languages

Aims: Using adverbs and adjectives for opinions | Connecting speech
Transferring answers | Answering multiple-choice questions
Labelling a map or plan | Selecting from a list

Part 1: Vocabulary





1 **Match the words 1–10 with their definitions a–j.**

1 eloquent _____	a an imaginative way of describing something by referring to something else which is the same in a particular way. For example, if you want to say that someone is very shy and frightened of things, you might say that they are a mouse.
2 epigram _____	b good at speaking and able to persuade people
3 idiom _____	c words, expressions, and meanings that are informal and are used by people who know each other very well or who have the same interests
4 illiterate _____	d a long speech which is spoken by one person as an entertainment, or as part of an entertainment such as a play
5 jargon _____	e a group of words which have a different meaning when used together from the one they would have if you took the meaning of each word separately
6 metaphor _____	f unable to express yourself easily or well in speech
7 monologue _____	g short saying or poem which expresses an idea in a very clever and amusing way.
8 nuance _____	h words and expressions that are used in special or technical ways by particular groups of people, often making the language difficult to understand
9 slang _____	i not knowing how to read or write
10 inarticulate _____	j a small difference in sound, feeling, appearance, or meaning

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2 **Match the words connected to language 1–6 to the examples a–f.**

1 language ____	a It's raining cats and dogs.
2 dialect ____	b Cockney
3 slang ____	c German
4 idiom ____	d America is a melting pot.
5 metaphor ____	e Happy birthday
6 collocation ____	f Our holiday was dead good.

3 **Underline the correct word in the sentences 1–6.**

1 A(n) *dialect / accent* is a form of a language that is spoken in a particular area.
2 People who cannot hear use *sign language / semaphore* to communicate.
3 *Rhetoric / Metaphor* is the skill or art of using language effectively.
4 The *nuances / connotations* of a word are the ideas or qualities which it makes you think of.
5 A *transcription / tracing* of a conversation or speech is a written text of it, based on a recording or notes.
6 A person who is *bilingual / illiterate* can speak two languages equally well, usually because they learned both languages as a child.

4 **In Unit 7 we looked at phrases for agreeing and disagreeing. However, sometimes people use certain adjectives or adverbs to express their opinion, and this is another way of understanding if speakers agree or disagree.**

Read the dialogue and underline the adjectives or adverbs that express opinion.

Angela: I thought the lecture on UK regional accents had some credible points about the ways in which English is changing.

Kevin: To be honest, I'm a little sceptical of some of the evidence. It seemed to me that their predictions were insufficiently detailed.

Angela: Really? I thought the research methodology appeared to be logical. Maybe the researchers were just cautious with their predictions for the future of English.

Now answer the questions 1–3.

1 Do Kevin and Angela agree?
2 Who had a positive reaction to the lecture and who was more negative?
3 Which adjectives and adverbs helped you answer questions 1 and 2?

5 **Are the adjectives and adverbs of opinion 1–10 positive or negative? Write P (positive) or N (negative) next to each one.**

1 viable ____	5 erroneous ____	9 deceptive ____
2 flawed ____	6 compelling ____	10 reliable ____
3 rigorously ____	7 needlessly ____	
4 authentic ____	8 succinctly ____	

Exam tip: When you learn new adjectives and adverbs, make sure you know they are used positively or negatively.

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Part 2: Practice exercises

23 CD2

1 In Unit 8 we saw how content words such as nouns, verbs, adjectives and adverbs are usually stressed in English. English also has weak forms – words that are not stressed in speech. These words include auxiliary verbs (e.g. *be, have, do*), prepositions (e.g. *in, at, of*), pronouns (e.g. *my, us, your*), articles (*a, an, the*) and conjunctions (e.g. *and, but, so*).

Read the examples below and then listen. Notice how the underlined words in each sentence are more difficult to hear than the words in italics.

- *When I* was *living* in *Ireland,* it was *quite difficult* to *understand* the *local accent.*
- Do you *think* it's *important* to *sound* like a *native speaker*?
- I would have *learnt Latin* but it wasn't an *option* when I was at *school.*

24 CD2

Listen and complete the sentences 1–3 with words from the recording. They are all weak forms.

1 Many _____ dialects _____ world _____ gradually dying out.

2 _____ recommend ways _____ which I _____ improve _____ listening skills?

3 _____ researching minority languages _____ essay _____ I went _____ British library _____ find out more information.

25 CD2

2 **In English it can be difficult to understand natural speech because the words sound as if they are connected.**

Listen to the sentence below. Does it sound more natural the first time you hear it or the second time?

Learning a language isn't easy.

When a word ends in a consonant sound (e.g. *d, k, t, z*) and the next begins with a vowel sound (*a, e, i, o, u*), English speakers usually connect the words.

There‿are lots‿of‿uncommon languages‿in‿Europe.

26 CD2

Now listen to the sentences 1–2 and mark (‿) where the words are connected.

1 There are many South American Indian languages, none of which are related to Spanish.
2 Studying accents is a good way to understand if a language is changing or not.

3 **Another feature of connected speech in English is when one word ends in the same consonant that the next word begins with. The first consonant disappears.**

Catalan is spoken nowadays by many of the young generation.

27 CD2

Now listen to the sentences 1–2 and mark where the sounds disappear.

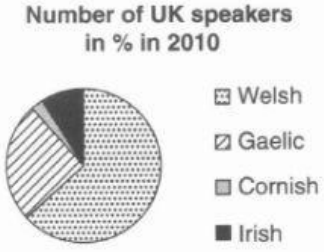
1 I stopped taking Greek lessons soon after I left school.
2 How will local languages stay in use if fewer people learn them?

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Exam information: Multiple choice (3)

In the IELTS Listening exam, some of the multiple-choice questions require you to choose the correct answer from a set of diagrams or pictures. For this type of multiple-choice question, it is important that you understand what the diagrams or pictures show and try to predict how they will be described before you listen.

4 Look at the pie chart concerning minority languages in the UK and answer the questions 1–4.



1 Does the pie chart show the number of speakers or the percentage of speakers?

2 Which countries are shown in the pie chart?

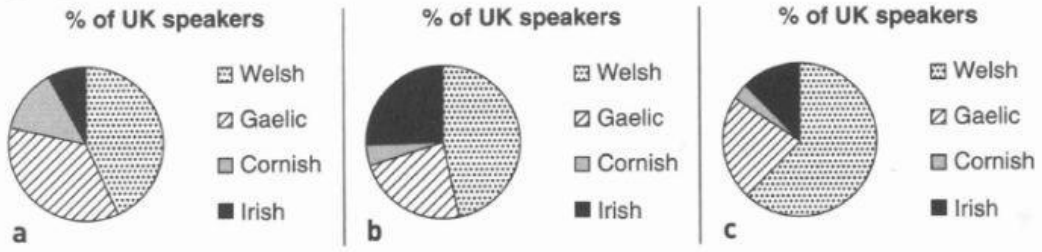
3 Does the pie chart refer to the recent past, the distant past, or both?

4 Match the languages a–d to the proportions i–iv.

a	Welsh _____	**i**	the smallest percentage
b	Gaelic _____	**ii**	around ten per cent
c	Cornish _____	**iii**	about a quarter
d	Irish _____	**iv**	over half

28 CD2 **5** **You are going to hear a group of students discussing minority languages in the UK. Listen and answer the question below.**

Which pie chart, a, b, or c shows the correct percentage of speakers of UK minority languages?



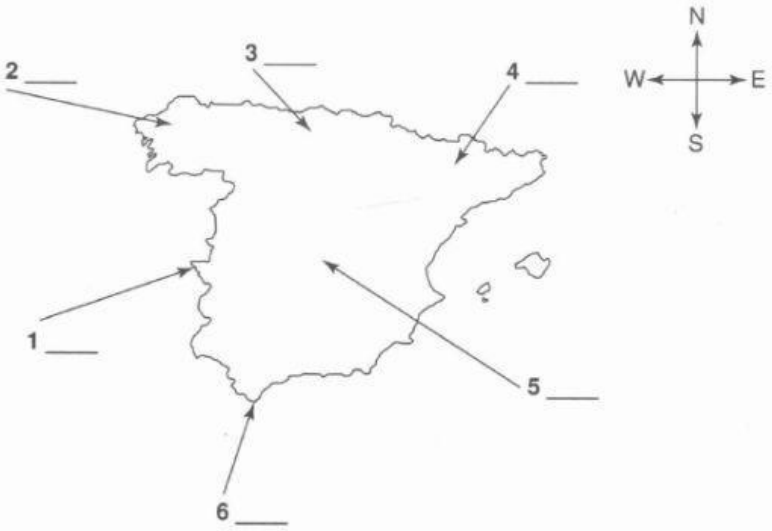
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Exam information: Labelling a map or plan (3)

Maps or plans include plans of buildings, maps of countries or cities, roadmaps, and area plans amongst others.

6 In Units 2 and 5, we looked at locations and directions for labelling a map or plan. This unit focuses on geographical positions.

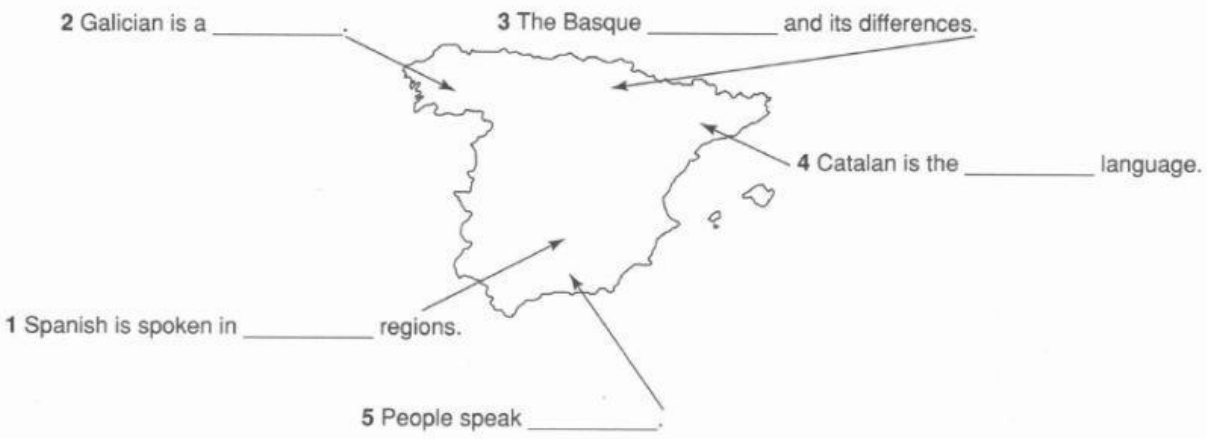
Match the positions on the map 1–6 with the descriptions of geographical position a–f.



a towards the north-east
b at the southernmost point
c along the west coast
d slightly inland from the north coast
e in the far north-west corner
f in the interior

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7 You are going to hear a group of students discussing their presentation on the languages of the different regions of Spain. Listen and label the map.



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Exam information: Selecting from a list

In the IELTS Listening exam, this type of question is sometimes simple. For example: 'Name 3 reasons ...' or 'Choose 2 factors ...'. In these questions there is more detailed information in the list of options. However, this can be reversed so that the question contains more detail and the options are simple.

8 **Look at the question below and notice how most of the detail is in the question. It is likely that the answers will be referred to in words that are different from those in the list.**

Which of the following ways of encouraging people to speak local languages does the tutor recommend that the students should include in their report?

1 Education
2 Business
3 Clubs
4 Social networking
5 Music

Match the words 1–5 with a–e.

1 Education ____	a songs which are popular with young people
2 Business ____	b places where people who share the same hobbies can meet
3 Clubs ____	c courses offered at primary and secondary schools
4 Social networking ____	d work done by companies for commercial profit
5 Music ____	e discussion groups which take place in an online setting

Exam tip: Remember to check how many marks are awarded in this question type: there may be one mark for each correct answer or one mark if all the answers are correct.

9 30 CD2 **You are going to hear a discussion between a tutor and two students about an assignment. Listen to and answer the question.**

Which TWO of the following ways of encouraging people to speak local languages does the tutor recommend that the students should include in their report? Write a–e.

a Education
b Business
c Clubs
d Social networking
e Music

_____
_____

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Part 3: Exam practice

Exam tip: At the end of the IELTS Listening exam, you have ten minutes to transfer your answers from the exam booklet to the answer sheet. Make sure you do this carefully: do not write the answers in the wrong spaces or you will lose marks. Only the answers on the answer sheet are marked.

SECTION 3
QUESTIONS 1–2

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CD2

Answer the questions 1–2.

1 Which countries are the students going to visit for the field trip? Choose **A**, **B** or **C**.

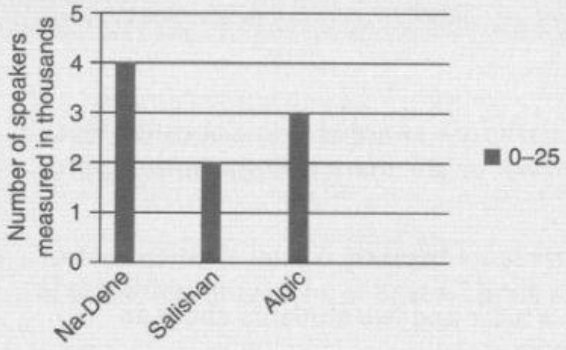
A the United States of America and Canada

B Mexico and the United States of America

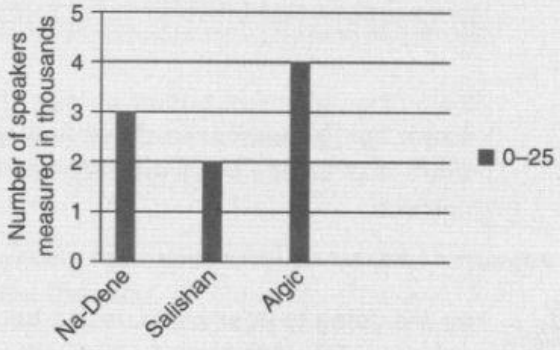
C Canada and Mexico

2 Which of the graphs below correctly shows the numbers of people under 25 years of age who speak three languages? Choose **A**, **B** or **C**.

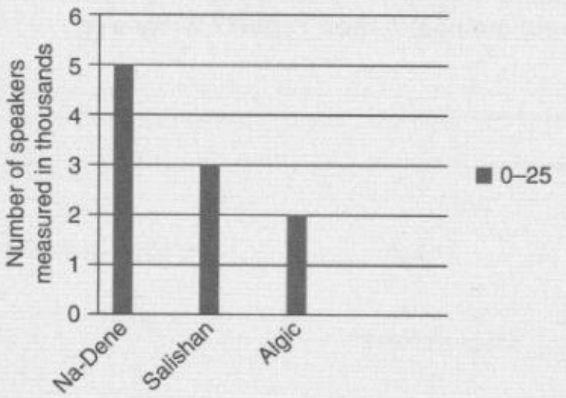
A



B



C



Answer: _____

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QUESTIONS 3–6

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CD2

Which four social factors affecting native-language usage do the students want to research during their field trip?

Choose FOUR letters from **A–F** below.

A	Employment
B	Family structure
C	Education
D	Language policy
E	Tourism
F	Emigration

3 _____
4 _____
5 _____
6 _____

QUESTIONS 7–10

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CD2

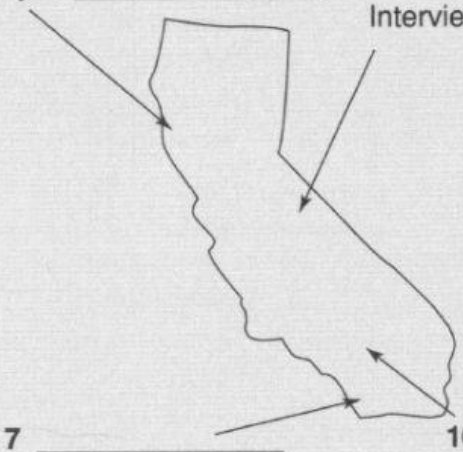
Label the map below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Proposed field trip itinerary

Visit the North County **8** _____

Interview **9** _____ of Co-Tech



Visit the Barona **7** _____

10 _____ signs in Sun City

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