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Praktická cvičení 4

Distanční studijní text

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**SLEZSKÁ
UNIVERZITA**
FILOZOFICKO-
PŘÍRODOVĚDECKÁ
FAKULTA V OPAVĚ

- Obor:** 0231 Osvojování si jazyka
- Klíčová slova:** Gramatika, slovní zásoba, poslech s porozuměním, čtení s porozuměním, psaní, mluvení, jazykové kompetence, jazykové dovednosti..
- Anotace:** Studijní opora Praktická cvičení 4 obsahuje distanční studijní text pro předměty Praktická cvičení 4. Tento předmět spadá do skupiny povinných předmětů studijního oboru Angličtina pro odbornou praxi. Praktická cvičení 4 jsou zaměřena na systematický a všestranný rozvoj jazykových kompetencí a na praktickou aplikaci komunikativních dovedností pro pokročilé mluvčí anglického jazyka (úroveň C1 Společného evropského referenčního rámce pro jazyky). Studenti si ve cvičeních upevní a prohloubí znalost anglické gramatiky, rozšíří si slovní zásobu a procvičí si výslovnost. Důraz bude kladen jak na receptivní dovednosti – poslech a čtení s porozuměním, tak na produktivní dovednosti – mluvení a psaní.
- Praktická cvičení 4 jsou založena na lekcích 1 – 4 učebnice *Cambridge English Advanced Result Student's Book* a *Cambridge English Advanced Result Workbook*.
- Kromě látky z učebnice a pracovního sešitu jsou studentům také poskytnuty externí webové odkazy, prověřená online cvičení z webové stránky *Oxford University Press Cambridge English: Advanced Online Practice*.
- Tato studijní opora je rozdělena do čtyř hlavních kapitol, které korespondují se čtyřmi kapitolami učebnice a pracovního sešitu a jsou probírány v rámci 13 výukových týdnů jednoho semestru.

Autor: Mgr. Marie Machničová

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ÚVODEM

Tato studijní opora se skládá z distančního textu a LMS kurzu a je nedílnou součástí kurzu Praktická cvičení 4. Požadovaná úroveň pro absolvování tohoto kurzu je C1 dle Evropského referenčního rámce pro jazyky. Studenti, kteří se rozhodnou tento kurz absolvovat by měli mít komunikační dovednosti na úrovni C1, stejně tak jako dobré znalosti gramatiky, slovní zásoby a řečových dovedností, které tuto úroveň charakterizují. Studenti mohou tuto studijní oporu využít během kurzu Praktická cvičení 4 jako podpůrný text, nebo jako distanční text, který nahrazuje přímou výuku v hodinách. LMS kurz na e-learningové platformě Moodle nabízí studentům rozšiřující gramatická cvičení a aktivity pro rozvoj jazykových dovedností a obsahují také test s klíčem, který slouží jako opakování a zpětná vazba studentům.

Tato studijní opora je tvořena čtyřmi kapitolami, které se shodují se čtyřmi kapitolami učebnice *Cambridge English Advanced Result Student's Book a Workbook*. Každá kapitola je pak rozdělena do třech tematických celků, využívá velké množství distančních prvků (rychlý náhled, hlavní text kapitoly, klíčová slova, kontrolní otázka, odpověď, samostatný úkol, body k zapamatování, definice, zpětná vazba, domácí úkol, případové studie, atd.) a obsahuje odkazy na další rozšiřující studium, na online cvičení a doporučenou literaturu k dalšímu studiu anglického jazyka na této úrovni.

RYCHLÝ NÁHLED STUDIJNÍ OPORY

Předmět je zaměřen na systematický a všestranný rozvoj jazykové kompetence a na praktickou aplikaci komunikativních dovedností pro pokročilé mluvčí angličtiny (úroveň C1 Společného evropského referenčního rámce). Studenti si ve cvičeních upevní a prohloubí znalost anglické gramatiky, rozšíří slovní zásobu a procvičí výslovnost. Důraz bude kladen na poslech a mluvení. Hodiny budou založeny na lekcích 1–4 učebnice *Advanced Result*.

Sylabus předmětu:

1. Unit 1: Lead in. Reading: multiple choice. Vocabulary: character adjectives.
2. Unit 1: Grammar: review of tenses. Listening: multiple matching. Speaking.
3. Unit 1: Use of English: word formation. Vocabulary: Expressions with *luck*. Writing: a formal letter or email.
4. Unit 2: Lead in: Reading: gapped text. Vocabulary: easily confused words (1).
5. Unit 2: Grammar: gerunds and infinitives, relative clauses. Listening: multiple choice. Speaking.
6. Unit 2: Use of English: open cloze, key word formation. Writing: a proposal.
7. Unit 3: Lead in. Reading: cross-text multiple matching. Vocabulary: Phrasal verbs with *up* and *down*.
8. Unit 3: Grammar: future forms. Listening: multiple choice. Speaking.
9. Unit 3: Use of English: multiple-choice cloze. Vocabulary: expressions connected with age. Writing: an essay.
10. Unit 4: Lead in. Reading: gapped text. Vocabulary: Expressions with animals.
11. Unit 4: Grammar: past tenses. Listening: sentence completion. Speaking.
12. Unit 4: Use of English: open cloze. Writing: A report.
13. Revise and check 1–4.

Povinná literatura:

Davies, P. and Falla, T. (2015). *Cambridge English Advanced Result. Student's Book*. Oxford: OUP.

Stephens, M. and Gude, C. (2014). *Cambridge English Advanced Result. Workbook*. Oxford: OUP.

Doporučená literatura:

Hewings, M. (2013). *Advanced Grammar in Use*. Cambridge: CUP.

Yulle, G. (2008). *Oxford Practice Grammar Advanced*. Oxford: OUP.

1 UNIT 1 – WHAT ARE YOU LIKE?



QUICK OVERVIEW

In the first unit of this *Cambridge English Advanced course*, you will develop your communicative skills when talking about personality traits and reading about some techniques how to find “real you”. Grammar wise, you will revise tenses in general. You will learn expressions with *luck* and new character adjectives and practise word formation. In the skills section, you will practise multiple choice reading and multiple matching listening. You will also learn how to write a formal letter or email.



AIMS

In the Lead in section, you will discuss personality traits and do the personality quiz. In the article called *Finding the real you*, you will read about different kinds of personalities and practise multiple choice reading comprehension. In the Grammar section, you will review the tenses and in the Use of English section, you will practise word formation. In the Vocabulary sections, you will learn and practise character adjectives and expressions with *luck*. In the Listening section, you will listen to people talking about their hobbies and practise multiple matching listening. And in the Speaking section, you will practise answering personal question. In the Writing section, you will learn about the form and content of a formal letter/email and practise writing one yourself.



KEYWORDS

Personality traits, character adjectives, review of tenses, word formation, expressions with *luck*, and a formal letter/email.

1.1 Speaking, Reading and Listening Practice

SB p. 9: Lead in: *What are you like?* Work in pairs and discuss your ideal job and make a list of qualities for that job. Do the personality quiz individually, check your answers on p. 153 to see what the best career for you. Discuss your results with a partner or with the whole class.

SB p. 10-11: Reading: read the how to do it box below, and then skim through the article to get the general idea, then read the article carefully and complete the multiple choice reading comprehension. After checking your answers with a partner and a tutor, discuss the questions in ex. 4 in pairs.

POINTS TO REMEMBER – MULTIPLE CHOICE READING



Read the text quickly for general meaning. Read the questions or stem but not the options. Find the part of the text that relates to the question; remember, the questions are in order. Read the options and eliminate any that are clearly wrong. Choose the option that answers the question fully and accurately.

SB p. 14: Listening: look at the pictures and discuss the question in ex. 1 with a partner. In ex. 2, you will hear five people talking about their hobbies, listen and match the phrases with the meaning. See the how to do it box below, listen to audio again and individually, complete the multiple matching listening tasks in ex. 3. Check your answers with a tutor and then discuss the question in ex. 4 with your partner and/or a whole class.

POINTS TO REMEMBER – MULTIPLE MATCHING LISTENING



Use the time allowed to read both tasks quickly. Remember there are two questions for each speaker. On the first listening, answer as many questions as you can for both tasks. Use the second listening to answer any questions you missed.

SB p. 15: Speaking: Part 1 speaking practice: work in pairs and discuss the questions in ex. 1 using the phrases in the tip box below. Listen to five students answering an examiner's questions and discuss the mistakes with your partner and when you have finished, discuss the questions in ex. 3, again checking the phrase box below. In ex. 4, you will listen to two candidates answering the same Part 1 question, suggest three ways of improvement. See the how to do it box below and then in pairs, answer the questions in ex. 5 and listen to a candidate in ex. 6 and decide whether her attempt is successful and explain why.



SPEAKING – PART 1 USEFUL PHRASES

Answering personal questions:

Well, actually...

I've never given it much thought, but...

That's a difficult question, but...

As a matter of fact,...

Asking for personal information:

So, tell me what...is.

What would you say...is/would be?

Could you tell me about...?

Could you describe...?

I'd like to know what...is/would be.

Expressing personal views:

In my opinion,...

I strongly believe that...

I think it's essential to...

As far as I'm concerned,...



POINTS TO REMEMBER – SPEAKING PART 1

In Speaking Part 1 you may be asked to talk about a variety of topics, e.g. your past experiences, present circumstances or future plans, travel, education. Make sure you use the appropriate tenses.



INDIVIDUAL ASSIGNMENT

WB p. 4-5: Reading: *Better and better* – multiple choice reading practice.

WB p. 8: Listening: multiple matching listening practice.

1.2 Grammar, Vocabulary and Use of English practice

SB p. Vocabulary: character adjectives: work in pairs and match the adjectives with their meaning in ex. 1, then, discuss the question in ex. 2. Read the dictionary entry in ex. 3 and complete the tasks. Work in pairs and discuss the questions in ex. 4, then compare your opinions with the whole class.

SB p. 12-13: Grammar: Review of tenses (present simple and continuous, future simple and continuous, past simple and continuous, present perfect simple and continuous, and past perfect simple and continuous), read the Grammar reference on p. 166-169 and match the verbs forms in ex. 1 with the tenses. Work in pairs, complete the tasks and discuss the questions in ex. 2 and 3. In ex. 4, work individually and correct any verbs which are not normally used in a continuous form. Check your answers with a partner and discuss the task in ex. 5. Work individually and complete the tasks in ex. 6, 7 and 8, compare your answers with a partner and check them with a tutor.

EXTRAS - WRITING



SB p. 15 – exercise 9: write your own email introducing yourself to a pen friend, using the corrected version in ex. 8 as a model.

SB p. 16: Use of English: word formation, discuss the question in ex. 1, read the how to do it box below, read the text and complete the task in ex. 3. Compare your answers with a partner and check them with a tutor, then in pairs, discuss the questions in ex. 4.

POINTS TO REMEMBER – WORD FORMATION



Decide what parts of speech you need. You may need to form words with negative meanings, or plurals. You may need to make more than one change to the word given. Check your spelling carefully. Read your completed text for overall sense.

SB p. 17: Vocabulary: work in pairs and discuss the expressions with *luck* in ex. 1 and match them with their meanings. Then try to use these expressions and complete the sentences in ex. 2.

INDIVIDUAL ASSIGNMENT



WB p. 6: Vocabulary: Feelings

WB p. 7: Grammar: review of tenses

WB p. 9: Use of English: word formation practice

1.3 Writing practice

SB p. 18-19: Writing: A formal letter or email: read the tip boxes and how to do it box below, go through the tasks in all the exercises, either individually or in pairs and complete the tasks paying attention to grammar, spelling, accuracy, structure of the letter. The tips below will help you.



TIPS – HOW TO WRITE A FORMAL LETTER – GIVING REFERENCES

Describe two or three things the person has done which show the qualities/abilities that make them right for the job. Start a new paragraph for each complete change of topic but avoid one-sentence paragraphs. Try to include a topic sentence summarising the main idea of the paragraph. Expand on that idea and/or give examples in the rest of the paragraph.



POINTS TO REMEMBER – WRITING A FORMAL LETTER/EMAIL

Read the task carefully and underline the key words. Brainstorm ideas and select the best ones. Organise your ideas and make a paragraph plan. Link sentences and paragraphs where appropriate.



EXTRAS – WRITING A FORMAL LETTER/EMAIL

SB p. 158: Formal letters and emails: complete the tasks, see the model answer and write your letter in 220-260 words in an appropriate style. Pay attention to using formal language, grammar and spelling. See the phrase bank on p. 159, read through the phrases and try to use them in your letter.

COMPREHENSION CHECK



Do the unit 1 review – SB p. 20, the key will be given to you by a tutor.

EXTRAS



- To practise the system of tenses, have a look at unit 2 *Tenses* in *Oxford Practice Grammar Advanced*
 - To practise describing people's personalities, have a look at unit 8 in *English Vocabulary in Use Advanced*. To practise words and meanings, see unit 86-88 in the same book.
 - To practise word formation, have a look at <http://www.esl-lounge.com/student/advanced-word-formation.php>
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UNIT 1 SUMMARY



In the first unit of this *Cambridge English Advanced course*, you have improved your communicative skills when talking about personality traits and practised some character adjectives connected to this topic. You have practised reading skill in an article on different personalities. You have revised all the tenses and practised word formation. You have also learned the form and content of formal letters and emails.

2 UNIT 2 – CUSTOMS AND TRADITIONS



QUICK OVERVIEW

In unit 2, you will discuss customs and traditions in different countries, namely Belgium and Spain. You are going to read about a festival in the desert and will expand your vocabulary in this area. In the Use of English section you will learn how to deal with the open cloze exercise. In the writing section you will practise composing a proposal. In this unit you are also going to discuss verb patterns (to infinitive, gerund, infinitive or gerund) and prepositional phrases.



AIMS

In the Lead in section, you will listen to two people describing the experience of going to different festival in two countries – Belgium and Spain and will discuss customs, traditions and festivals in your country. In the Reading section, you will read an article called *Festival in the desert* and practise gapped text reading. In the Vocabulary section, you will revise easily confused words. In the Grammar section, you will revise and practise the system of gerunds and infinitives in English and relative clauses. Use of English section concentrates on practising key word transformations and an open cloze exercise, and in the skills section, you will practise multiple choice listening, Part 2 speaking and writing a proposal.



KEYWORDS

Customs and traditions, gerunds, infinitives, relative clauses, open cloze, key word transformation, easily confused word.

2.1 Speaking, Reading and Listening Practice

SB p. 21: Lead in: discuss the questions connected to customs and traditions. Listen to two people talking about two festivals shown in the pictures, complete the tasks and tell each other about different holidays and festivals in your country.

SB p. 22-23: Reading – gapped text practice. Work in pairs and answer the question in ex. 1. See the how to do it box below and complete the gapped text reading comprehension in ex. 2. Compare your answers with your partner and check them with a tutor. Work in pairs and complete the tasks in ex. 2 and then discuss the questions in ex. 4. Check with the whole class.

POINTS TO REMEMBER – GAPPED TEXT READING



Read the main text for the general meaning. Look for grammar and vocabulary links before and after each gap and in the paragraphs. Fill the easiest gaps first to reduce the number of options. Try the extra paragraph in each gap again. Read the complete text again for grammar and overall sense.

SB p. 26: Listening: multiple choice listening practice – read the quote in ex. 1 and discuss it with the whole class. Read the how to do it box below, read the question in ex. 2 and listen to the three different extracts and choose the best answer for each question.

POINTS TO REMEMBER – MULTIPLE CHOICE LISTENING



Read the context and both questions for each extract to familiarise yourself with the topic. Try to answer both questions for each extract the first time you listen. In the second listening, check your answers carefully. Tip: remember that the extracts will be on different themes in the exam.

SB p. 27: Speaking – Part 2 –work in pairs, have a look at the three pictures and answer the questions in ex. 1, underline the keywords in the exam task, read the how to do it box below, listen to someone doing the task 2 and discuss his/her performance with your partner. Complete the sentences in ex. 4 individually, compare your answers with your partner and check them with a tutor, still in pairs, take up different roles of an examiner and a student and do the task in ex. 2, pretending it is an actual exam.

POINTS TO REMEMBER – SPEAKING PART 2



Choose the two photos you want to talk about. Make sure you answer both parts of the task. Use a variety of words to show your range of vocabulary. Remember to compare, not simple describe the photos.



INDIVIDUAL ASSIGNMENT

WB p. 10-11: Reading: *Arctic adventures* – gapped text reading practice

WB p. 14: Listening: multiple choice listening practice

2.2 Grammar, Vocabulary and Use of English practice

SB p. 24: Vocabulary: easily confused words – work in pairs and choose the correct verbs in ex. 1, read the dictionary entry and discuss the questions in ex. 2 and complete the questions in ex. 3, using your answers from ex. 1 and then, discuss the questions with your partner or as a whole class.

SB p. 24-25: Grammar: Gerund and infinitives – have a look at Grammar reference on p. 171-172 on the system of gerunds and infinitives in English, paying attention to different verb patterns: verb + to + infinitive, verb + object + to + infinitive, verb + infinitive, verb + *-ing* form, verb + infinitive/*-ing* form. Complete the sentences in ex. 1, 3, 4, 6, 7 and 9, always comparing your answers with your partner and checking them with a tutor. Discuss the questions in ex. 2, 5 and 8, working in pairs or as a whole class. Should you need more practice of verb patterns outside the coursebook, see the Extras at the end of this unit.

SB p. 28: Use of English: Part 2 - open cloze, work in pairs and discuss the questions in ex. 1. See the how to do it box below, read the text on *an unusual coming-of-age ceremony* and complete the open cloze exercise in ex. 3, check your answers with a tutor. Then, discuss the question in ex. 4 with your partner.



POINTS TO REMEMBER – OPEN CLOZE

Read the text once for overall meaning, then again sentence by sentence, ignoring the gaps. Look at the words before and after each gap. Don't always choose your first idea – consider some other options. Check your completed text for sense and grammar.

SB p. 29: Use of English – Part 4 – key word transformation: read the how to do it box below and complete the tasks in ex. 5 and 6.

POINTS TO REMEMBER – KEY WORD TRANSFORMATION



Find which part of the first sentence needs to be replaced by the key word. Think carefully how this will affect the grammar of the second sentence. Write between three and six words, including the key word given. Never change the key word. Read your completed sentence and check it has a similar meaning to the first sentence.

SB p. 29: Grammar extra: relative clauses – complete the revision exercise on relative clauses in English, work in pairs or individually and if in need of extra practice outside the coursebook, see the Extras section at the end of this unit.

INDIVIDUAL ASSIGNMENT



WB p. 12: Vocabulary: words with similar meaning

WB p. 12: Compound nouns: revision and practice

WB p. 13: Grammar: gerunds and infinitives, relative clauses

WB p. 15: Use of English: open cloze practice

2.3 Writing practice

SB p. 30-31: Writing: a proposal – work in pairs, have a look at the photos and discuss the questions in ex. 1, read the task exam and try to write your proposal in 220-206 words in an appropriate style. Individually at home or as a pair work activity, you can discuss all the tasks on p. 31 with your partner or your tutor.

WRITING EXTRA – A PROPOSAL



SB p. 164-165: Writing guide – a proposal, go through the tasks on this double page, read the model answer and pay attention to the phrase bank which is full of useful phrases.



COMPREHENSION CHECK

Do the unit 2 review – SB p. 32, the key will be given to you by a tutor.



EXTRAS

- To learn and practise more vocabulary connected to customs and traditions, see unit 37 in *English Vocabulary in Use Advanced*.
 - To practise verb patterns, gerunds and infinitives, see the entire unit 11 in *Oxford Grammar Practice*.
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UNIT 2 SUMMARY

In this unit, you have developed your communicative skills when speaking about customs and traditions in different countries. You have revised verb patterns and relative clauses, learned easily confused words and practised open cloze exercise. You have also improved when completing multiple choice listening and Part 2 Speaking tasks.

3 UNIT 3 – LOOKING AHEAD

QUICK OVERVIEW



This unit is all about *Looking ahead* which is also a name of this unit connected to things concerning future. So you will read about space explorations, listen about conservationists, speak about ambition and revise and practise verbs forms expressing the future.

AIMS



In the Lead in section, you will discuss predictions and changes affecting your lifetime. In the article called *Destination MARS!* you will read about space explorations and complete a cross-text multiple matching exercise. In the Vocabulary section, you will learn new phrasal verbs with *up* and *down*. In the Grammar section, you will revise and practise future forms. In the Listening section, you will listen to two conservationists discussing the importance of preserving various kinds of historical sites. In the Speaking section, you will develop your speaking skill when talking about your and other people's ambitions and practise Part 2 of the oral exam. The Use of English section brings multiple-choice cloze practice and the second Vocabulary sections deals with expressions connected with age. In the Writing section, you will learn about the form and content of a proposal and practise writing one yourself.

KEYWORDS



Future forms, phrasal verbs with *up* and *down*, cross-text multiple matching reading, expressions connected with age, a proposal.

3.1 Speaking, Reading and Listening practice

SB p. 33: Lead in: work in pairs and discuss the questions in ex. 1, paying attention to the photos and prompts. Discuss your ideas with the whole class. In ex. 2, see the phrases connected to making predictions, try to use as many of them as possible when discussing

the questions with your partner. Individually, prepare your answer to the question in ex. 3 as you will probably do it as a whole class activity.

SB p. 34-35: Reading: quickly read the four texts all together called *Destination MARS!*, read the how to do it box below and complete the cross-text multiple matching reading. In pairs, discuss and complete the sentences in ex. 3 and answer the questions in ex. 4 and 5, compare your opinions with the rest of the class and/or a tutor.



POINTS TO REMEMBER – CROSS-TEXT MULTIPLE MATCHING READING

Read all the texts through carefully before looking at the questions. Try and identify places in the text where there is agreement or disagreement between the writers. Underline these, or make a note in the margin.

SB p. 38: Listening: multiple choice – discuss the questions in ex. 1 with a partner, then read through the questions and options in ex. 2, listen to two conservationists talking about plans for the future of ancient monuments and choose the best answer. Compare your answers with a partner and check them with a tutor.

SB p. 39: Speaking Part 2 – work in pairs and talk about your ambitions in ex. 1, paying attention to phrases connected to talking about future which might help you in the exam as well. Do the ex. 2 individually and compare your answers with a partner and check them with a tutor. In ex. 3, try to make some notes about how you could answer these questions. Read the how to do it box below; listen to a candidate completing the task and say how suitable their answer is. Then work in pairs, take up roles of an examiner and a candidate and try to complete the task in ex. 6, you can also use stopwatch to measure the candidate's time.



POINTS TO REMEMBER – SPEAKING PART 2

In the exam you will be given three photos. You must choose two to talk about. Begin talking immediately and keep talking for a full minute. Speak clearly enough for both examiners to hear you.



INDIVIDUAL ASSIGNMENT

WB p. 16-17: Reading – *Genetically modified food* – cross-text multiple matching reading practice.

WB p. 20: Listening – multiple choice listening practice

3.2 Grammar, Vocabulary and Use of English practice

SB p. 36: Vocabulary: Phrasal verbs with *up* and *down*. Complete the sentences in ex. 1 with verbs and *up* and *down*, use the dictionary to answer questions in ex. 2 and replace the underlined verbs in ex. 3. Do the exercises individually, compare your answers with your partner and check them with a tutor.

SB p. 36-37: Grammar: Future forms – read the grammar reference on p. 167-168, paying attention to using different verb forms when expressing future: present simple, present continuous, *going to* and *will*, future continuous, future perfect simple and continuous, the future in the past, time clauses in the future. Name the verb forms in ex. 1, choose the best verb forms in ex. 2, put the verbs in brackets into an appropriate future form in ex. 3 and discuss your opinions with a partner in ex. 4. Work individually and complete ex. 5, 6, 7 and 8, compare your answers with a partner and check them with a tutor. Still in pairs, discuss the questions in ex. 9 and check with the whole class.

SB p. 40: Use of English: multiple-choice cloze – work in pairs and discuss the questions and the tasks in ex. 1 and 2. Read the how to do it box below and complete the multiple-choice cloze, work individually and complete the sentences in ex. 4, compare your answers with a partner and check with a tutor. In ex. 5, try the tests to find your biological age.

POINTS TO REMEMBER – MULTIPLE-CHOICE CLOZE



Read the text quickly for general sense, ignoring the gaps. Read the text again and think of a possible answer for each gap before you look at the options. Try each option in the gap to check your choice.

SB p. 41: Vocabulary: Expressions connected with age – match the expressions with their meanings in ex. 1 and discuss the questions in ex. 2 in pairs.



INDIVIDUAL ASSIGNMENT

WB p. 18: Vocabulary: two-part phrasal verbs

WB p. 19: Grammar: future forms, grammar extra: adjective and adverb order

WB p. 21: Use of English: multiple-choice cloze practice

3.3 Writing practice

SB p. 42-43: Writing: An essay – work in pairs and discuss the questions in ex. 1, then read the text and answer the questions in ex. 2. Still in pairs, complete the tasks in ex. 3 and 4 where you can read the model answer and try to discuss how well the tasks has been completed. Work individually and complete the tasks in ex. 5 and 6 and finally, read the how to do it box below and write your own essay following the steps in ex. 7 and 8.

SB p. 145: Writing guide: see the tips and useful phrases in the Phrase bank to help you with the form and content of your essay.



POINTS TO REMEMBER – WRITING AN ESSAY

Note down ideas for the main paragraphs of your essay. Decide which ideas belong together, and in which paragraph. If there are too many ideas, delete the less important ones. Remember to state which of the two points is more important, and why. Decide what to put in your introductory and concluding paragraphs.



COMPREHENSION CHECK

Do the unit 3 review – SB p. 44, the key will be given to you by a tutor.



EXTRAS

- To practise future forms outside this coursebook, have a look at unit 2 on page 24 *Tenses – Future* in *Oxford Practice Grammar Advanced*.

- To revise and practise phrasal verbs, have a look at unit 95 *Brushing up on phrasal verbs* in *English Vocabulary in Use Advanced*.

UNIT 3 SUMMARY



In this unit, you have practised your communicative skills when talking about future events, ambitions and making predictions and writing an essay about the future of transport. You have revised and practise future forms, phrasal verbs with *up* and *down* and completed multiple choice listening and multiple-choice cloze in the Use of English section. In the Speaking section, you have practised talking about your ambitions and the future in general and a Part 2 speaking exercise concentrating on comparing two out of three pictures.

COMPREHENSION CHECK – REVIEW UNITS 1-3



WB p. 22-23: Review units 1-3: complete 11 exercises reviewing and revising first three units from this *Cambridge English Advanced course*. The key will be given to you by a tutor.

4 UNIT 4 – INTO THE WILD



QUICK OVERVIEW

In this unit, you will enhance your vocabulary learning words for animals and their body parts; you will also read an article about the relationship between humans and dolphins and discuss situations in which animals help humans. You will also revise the system of past tenses and practise open cloze, sentence completion listening exercise and Part 3 of the speaking exam. You will learn about the form and content of a report.



AIMS

In the Lead in section, you will learn and discuss vocabulary connected to creatures, animals and their body parts. In the Reading section, you will read an article called *Saviours of the seas* and complete a gapped text reading comprehension exercise. In the Vocabulary section, you will learn and practise expressions connected with animals and the Use of English section brings another open cloze practice. The Grammar section brings the system of English past tenses and in the skills section you will practise sentence completion listening exercise and Part 3 of the speaking exam. In the Writing section, you will learn about the form and content of a report and try to write one yourself.



KEYWORDS

Past tenses, expression with animals, open cloze, gapped text reading, sentence completion listening, Part 3 speaking, and a report.

4.1 Speaking, Reading and Listening practice

SB p. 45: Lead in: *Into the wild* – see the expressions of animal body parts and complete ex. 1 and 2 in pairs. Still in pairs, answer the questions in ex. 3 and compare your answers with the whole class. In ex. 4, write brief descriptions of three more wild animals and compare your answers with a partner and/or a tutor.

SB p. 46-47: Reading: work in pairs and answer the questions in ex. 1. Quickly read the article *Saviours of the seas* and answer the question in ex. 2. Work individually and complete the tasks in ex. 3, 4 and 5. Work in pairs and discuss the questions in ex. 6 and compare your answers with the whole class. Check the correct answers with a tutor. And again in pairs, discuss the questions in ex. 7 and have a whole class discussion. See the tip box below

POINTS TO REMEMBER – GAPPED TEXT READING



For this type of reading comprehension exercise, think about: lexical links, e.g. nouns and pronouns, time references, e.g. *earlier, later*, the order of events in the story.

SB p. 50: Listening: Sentence completion: look at the photos and answer the questions in ex. 1. Read the how to do it box below and complete the sentence completion listening in ex. 2. Compare your answers with a partner and check them with a tutor.

POINTS TO REMEMBER – LISTENING – SENTENCE COMPLETION



Use the sentence context and structure as clues to the answers. Don't be too quick to put an answer; it may be a distracter. You usually only need to write one or two words. You listen twice, so if you miss an answer, concentrate on finding it the next time. Check your answers for spelling, grammar and sense.

SB p. 51: Speaking – Part 3: you will hear an examiner giving instructions for the first part of the exam task, use the information and complete the sentences in ex. 1 and then, do the tasks in ex. 2. Work in pairs, listen to two students as they begin to do the Part 3 task and answer the questions in ex. 3 with your partner. Still in pairs, read the how to do it box below and complete the tasks in ex. 4. In ex. 5, you will listen to two students responding to the instructions for the second part of the task and complete the notes. Read the tip box below and try to do the exam task in ex. 5 in pairs.

POINTS TO REMEMBER – SPEAKING PART 3



Give reasons for your ideas to show your range of language. Keep talking for the full two minutes. Disagree politely with your partner, if you wish.



TIP – SPEAKING PART 3

Consider more than one situation when making your final decision in Part 3.



INDIVIDUAL ASSIGNMENT

WB p. 24-25: Reading: *Take the plunge*: gapped text reading practice.

WB p. 28: Listening: sentence completion listening practice.

4.2 Grammar, Vocabulary and Use of English practice

SB p.48: Vocabulary: Expression with animals: work individually and complete the tasks in ex. 1 and 2, compare your answers with a partner and discuss any troublesome areas. Work in pairs and discuss the questions in ex. 3, compare your answers with a student from another pair and have a whole class discussion.

SB p. 48-49: Grammar: Past tenses: read the Grammar reference on p. 166-167, paying attention to past simple, past continuous, present perfect simple and continuous, past perfect simple and continuous, *used to* and *would* for past events. Work in groups of four and name the tenses in ex. 1 and complete the rules in ex. 2. Work individually and complete the tasks in ex. 3 and 4, compare your answers with a partner and check them with a tutor. In ex. 5, write two sentences about yourself and discuss them with your partner, still in pairs, complete the tasks in ex. 6 and 7, paying attention to using correct forms of past tenses. Do the ex. 8 individually and check your answers with a tutor. The task in ex. 9 is optional.

SB p. 52-53: Use of English: open cloze – work in pairs and discuss the questions in ex. 1. Read the text individually and complete the open cloze exercise with given prepositions. Read the text on p. 53 and discuss the questions in ex. 4 with your partner, then, check them with a tutor. In ex. 5, use your imagination to think of other creatures which might evolve in the future, paying attention to using correct future forms.



INDIVIDUAL ASSIGNMENT

WB p. 26: Vocabulary: word formation practice

WB p. 27: Grammar: Past tenses, grammar extra: Articles

WB p. 29: Use of English: Open cloze practice

4.3 Writing practice

SB p. 54-55: Writing: A report – work in pairs and discuss questions in ex. 1 and 2. Work individually and complete the tasks in ex. 3, 4, 5 and 6. Work in pairs, check your answers, and discuss any difficulties and specific features of a report, paying attention to the layout, grammar and spelling. As an individual assignment or in the longer lesson, write your report in 220-260 words in an appropriate style. See the writing guide on p. 162, mainly having a look at the Phrase bank.

COMPREHENSION CHECK



Do the unit 4 review – SB p. 56, the key will be given to you by a tutor.

EXTRAS



- To practise past tenses, have a look at unit 2 in *Oxford Grammar Practice Advanced*.
 - To practise vocabulary connected to animals, have a look at units 32 and 33 in *English Vocabulary in Use Advanced*.
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UNIT 4 SUMMARY



In this unit, you have developed your communicative skills when talking about wild animals and the wilderness around us. You have revised and practised the system of past tenses, gapped text reading, sentence completion listening and open cloze exercise. You have also learned about the form and content of a report and tried to write one yourself.

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