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Praktická cvičení 6

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 6 obsahuje distanční studijní text pro předměty Praktická cvičení 6. Tento předmět spadá do skupiny povinných předmětů studijního oboru Angličtina pro odbornou praxi. Praktická cvičení 6 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 6 jsou založena na lekcích 9-12 učebnice *Cambridge English Advanced Result Student's Book 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.

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ÚVODEM

Tato studijní opora se skládá z distančního textu a LMS kurzu a je nedílnou součástí kurzu Praktická cvičení 6. 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 6 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 s posledními 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 9-12 učebnice *Cambridge English Advanced Result*.

Syllabus předmětu:

1. Unit 9: Lead in. Reading: multiple matching. Vocabulary: crime and punishment.
2. Unit 9: Grammar: passives. Listening: multiple choice. Speaking.
3. Unit 9: Use of English: open cloze. Vocabulary: phrasal verbs with *out* and *over*. Writing: an essay.
4. Unit 10: Lead in. Reading: gapped text. Vocabulary: expressions with *business*, and words connected with shopping.
5. Unit 10: Grammar: mixed conditionals and wishes. Listening: multiple choice. Speaking.
6. Unit 10: Use of English: word formation. Vocabulary: easily confused words (2). Writing: a report.
7. Unit 11: Lead in. Reading: cross-text multiple matching. Vocabulary: art and entertainment.
8. Unit 11: Grammar: comparatives and superlatives. Listening: sentence completion. Speaking.
9. Unit 11: Use of English: open cloze, key word transformation. Vocabulary: three-part phrasal verbs. Writing: a review.
10. Unit 12: Lead in. Reading: multiple matching. Vocabulary: Expressions with *earth*, *world* and *ground*.
11. Unit 12: Grammar: emphasis. Listening: multiple matching. Speaking.
12. Unit 12: Use of English: multiple-choice cloze. Vocabulary: adverbs and their meanings. Writing: an essay.
13. Revise and check 9–12.

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 9 – IT'S A CRIME



QUICK OVERVIEW

In this unit, we are going to discuss the topic of crime and you will learn vocabulary connected to this issue. This unit also brings an article about writing criminal fiction and we will discuss your favourite crime stories and characters. The vocabulary section introduces words of crime and punishment and phrasal verbs with *out* and *over*. In the speaking section you will discuss rules and regulations, describing pictures with signs and notices. You will also listen to a radio programme concerning an attempted robbery and learn how to write an essay.



AIMS

In the Lead in section, you will discuss the topic of crime and learn new vocabulary connected to this issue, you will also read some statistics and comment on them in pairs. The Reading section brings an article called *Writing crime fiction* and multiple matching reading comprehension. The vocabulary section further practises words connected to crime and punishment and phrasal verbs with *out* and *over*. In the language section, you will revise and practise the system of passives in English and an open cloze. In the skills section, you will improve your listening skills when completing multiple choice listening exercise and describing pictures and practising Part 2 speaking. The Writing section brings another tutorial on writing an essay.



KEYWORDS

Crime, punishment, restrictions, rules, regulations, passives, phrasal verbs with *out* and *over*, an essay.

1.1 Speaking, Reading and Listening Practice

SB p. 105: Lead in: *It's a crime*. Read the articles about criminal offences in the UK, work in pairs and discuss the types of crimes in ex. 1, try to explain the meaning of those words and find Czech equivalents, use a dictionary if necessary.

SB p. 106-107: Reading: *Writing crime fiction*. Work in pairs and discuss the questions in ex. 1. Skim through the text and complete the task in ex. 2. Have a look at the tip box below, read the text again individually and complete the multiple matching reading comprehension in ex. 3. In pairs, see the phrases from the text and find appropriate prepositions in the text, check the correct answers to ex. 3 and 4 with a tutor. Work with the whole class and have a discussion about your favourite fictional criminal or detective and what makes them so appealing.

POINTS TO REMEMBER – MULTIPLE MATCHING READING



Read the text for general meaning. Highlight key words in the questions. Read the text again, looking for the key words from the questions expressed in a different way. Underline relevant sentences, write the question number next to them, and tick off the question; this reduces what you need to read each time. Do the same with each section, leaving the most difficult questions until last.

SB p. 110: Listening: Part 1 – multiple choice: work in pairs and discuss the question in ex. 1. Read the questions in ex. 2, ignoring the options, the tip box below will help you, then listen to three different extracts, you will hear the recording twice, choose the best option, compare your answers with a partner and check them with a tutor.

POINTS TO REMEMBER – LISTENING – PART 1 MULTIPLE CHOICE



Use the question to decide “how” to listen, e.g. listen for specific information (q.4) or infer an opinion (q.6) as this type of listening comprehension tests your ability to understand speaker feeling, attitude, opinion and specific information.

SB p. 110-111: Speaking – Part 2: work in pairs, look at the photos which show a variety of signs with rules and regulations in ex. 1 and try to work out what topics you may be asked to talk about in the exam. Complete the task in ex. 2 with your partner and listen to the Part 2 task in ex. 3 and write the questions in the box above the photos. In turns, complete the task in ex. 4, trying to give your opinions about which rules and regulations you think are the most important.

INDIVIDUAL ASSIGNMENT



WB p. 56-57: Reading: *Families and other criminals* – multiple matching reading practice.

WB p. 60: Listening: multiple choice listening practice.

1.2 Grammar, Vocabulary and Use of English practice

SB p. 108: Vocabulary: Crime and punishment – work in pairs and discuss the differences between the crimes in ex. 1, trying to explain the difference in your own words without translating the words into Czech language. Work individually and complete the task in ex. 2 by completing the missing words in the table. In ex. 3, work with a dictionary and look up *murder* and *mug*, make a list of as many sayings and idioms as possible and share your ideas with the whole class. Complete the missing prepositions in ex. 4, compare your answers with a partner and check them with a tutor. Discuss the question in ex. 5 with your partner.

SB p. 108-109: Grammar: Passives – read the Grammar reference on pgs. 170-171, paying attention to form and structures, when to use the passive and *have/get something done* structures. Work in pairs and underline the passive verbs in ex. 1, complete the rules in ex. 2 and match the uses of the passive with sentences in ex. 3. Check your answers with a tutor and ask any additional questions concerning the usage of passives in English. Work individually and complete all the tasks in exercises 4, 5, 6, 7 and 8, paying attention to the forms, structures and uses of the passive. Compare your answers with your partner and at the end, check them with a tutor. In case you need to practise passives more, check the Extras section at the end of this unit.

SB p. 112: Use of English: Open cloze – work in pairs and discuss the questions in ex. 1. Read the text *An Invasion of Privacy?* ignoring the gaps to find out how our privacy may be at risk in ex. 2. Individually, read the Part 1 again and complete the task in ex. 3. Read the Part 2 and complete the open cloze exercise, compare your answers with a partner and check them with a tutor. Discuss the statement in ex. 5 with a partner and share your ideas with the whole class.

SB p. 113: Vocabulary: Phrasal verbs with *out* and *over* – work in pairs and complete the tasks in ex. 1 and 2 and discuss your answers with the whole class. Work individually and complete the tasks in ex. 3 and 4, compare your answers with a partner and check them with a tutor.



INDIVIDUAL ASSIGNMENT

WB p. 58: Vocabulary: Phrasal verbs: multiple particles practice.

WB p. 59: Grammar: Passives practice

WB p. 61: Use of English: Part 2 – open cloze, Part 4 – key word transformation

1.3 Writing practice

SB p. 66-67: Writing: An essay – work in pairs and discuss the questions in ex. 1. Read the text in ex. 2 and say which two strategies you would choose and why. See the task in ex. 3 and remember that in a good introduction to an essay, a writer makes a general assertion and then provides evidence to back it up. Follow the instructions in ex. 4 and explain the highlighted words from the text. Analyse the phrases in ex. 5 – you can do this with your partner and remember to use as many of these as possible when completing the task in ex. 6, where you are supposed to write your own essay in 220-260 words in an appropriate style, grammar and spelling.

COMPREHENSION CHECK



Do the unit 9 review – SB p. 116, the key will be given to you by a tutor.

EXTRAS



- To practise passives, have a look at unit 5 *The passive* in *Oxford Practice Grammar Advanced*.
 - To practise vocabulary connected to crime and punishment, have a look at unit in *English Vocabulary in Use Advanced*. To practise adjectives and negative prefixes, have a look at unit 86 of the same book.
 - To practise open cloze, have a look at <http://www.esl-lounge.com/student/advanced-open-cloze.php>
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UNIT 9 SUMMARY



In this unit, you have improved your communicative skill when commenting on, writing and reading about crime and punishment, you have developed vocabulary connected to the issue of crime, types of crimes, crime offence and crime fiction. You have also revised the system of English passives, practised multiple choice listening and Part 2 speaking, and learned about the form and content of an essay.



COMPREHENSION CHECK – REVIEW UNITS 7-9

WB p. 62-63 – review units 7 – 9: this section brings another comprehension check of your improvement. It concentrates on your knowledge of grammar and vocabulary dealt with in the above mentioned units and gives you the opportunity to see how well you remember grammatical and lexical issues after a longer period of time as units 7 and 8 were the last units in the previous Practical language course 5. After finishing, the key will be given to you by your tutor.

2 UNIT 10 – BUYING AND SELLING

QUICK OVERVIEW



In unit 10, you will develop your speaking skills when discussing various ways of buying and selling, e.g. from a catalogue, online, in a market, second-hand, at an auction. The main article of this unit brings the story about shopping on the Internet. In the Vocabulary section, you will learn and practise expressions with *business* and words connected with shopping. The main grammar focus is on mixed conditionals and wish clauses. The skills section brings another multiple choice practice and in the Speaking section you are going to discuss different ways of advertising. In the Writing section, you are going to learn about the form and content of a report.

AIMS



In the Lead in section, you will discuss the world of buying and selling. In the Reading section, you will read an article called *The appeal of e-bay* and complete gapped text exercise. In the Vocabulary section, you will learn and practise expressions with *business*, words connected with shopping and easily confused words e.g. *economic vs. economical*. In the Grammar section, you will revise and practise mixed conditionals and wish clauses. Further on, you will listen to an interview with the managing director of an advertising agency and complete a multiple choice listening comprehension. In the Speaking section, you will practise Parts 3 and 4 and talk about different means of advertising. In the Use of English section, you will practise another word formation exercise. In the Writing section, you are going to learn about the form and content of a report.

KEYWORDS



Advertising, buying, selling, easily confused words, expressions with *business*, mixed conditional, wish clauses, speaking – parts 3 and 4, word formation, a report.

2.1 Speaking, Reading and Listening Practice

SB p. 117: Lead in: *Buying and selling* – work in pairs, have a look at the photos and discuss ways of buying and selling in ex. 1, answer the questions in ex. 2 and discuss your monthly spending habits using the cues given in ex. 3. Have a group or class discussion about the questions in ex. 4.

SB p. 118-119: Reading: read the article called *The appeal of e-bay* quickly and answer the question in ex. 1. Work in pairs and discuss the phrases in ex. 2. Work individually again, read the text carefully and complete the gapped text reading comprehension, remember there is one extra paragraph. After that, compare your answer with a partner and check them with a tutor. Work in groups of three or four and have a group discussion about the questions in ex. 4.

SB p. 122: Listening: Part 3 – multiple choice. Work in pairs, have a look at the two pictures and answer the questions in ex. 1. Read the tip box below and listen to an interview with Paula Stuart, the managing director of an advertising agency, and complete the multiple choice listening task in ex. 2. You will hear the recording twice. Compare your answers with a partner and check them with a tutor. Work in pairs and discuss the questions in ex. 3.



POINTS TO REMEMBER – MULTIPLE CHOICE LISTENING

Read the task and questions for general meaning. Remember that the questions follow the order of the listening text. Mark your answers but check them on the second listening. Check that the option you choose answers the question accurately.

SB p. 75: Speaking: Parts 3 and 4: in this section, you are going to practise talking about different ways of advertising, work in pairs and have a look at the Part 3 exam task – the diagram at the top – and complete the task in ex. 1. Listen to four pairs of students discussing effective advertising in ex. 2 and complete the task. In ex. 3, work in pairs, look back at the prompts in ex. 1, read the tip box below, you can also use a stopwatch; allow each other two minutes and answer the question how successful you think these means of advertising might be. Talk to a partner from another pair and discuss the question in ex. 4. Back in your original pairs; discuss the Part 4 questions, trying to think of two different things to say in reply to each one.

POINTS TO REMEMBER – SPEAKING PARTS 3 AND 4



If you need a little time to think, don't remain silent. Use fillers such as *Well...*, *Let me see...*, or *I'm not sure what I think about that*.

INDIVIDUAL ASSIGNMENT



WB p. 64-65: Reading: *Dressing for success* – gapped text reading practice.

WB p. 68: Listening: multiple choice listening practice.

2.2 Grammar, Vocabulary and Use of English practice

SB p. 120: Vocabulary: Expressions with *business*, and words connected with shopping, work in pairs and complete the sentences in ex. 1 with correct prepositions. Read the definitions in ex. 2 individually and decide whether they are correct or not, if not, use a dictionary to give the correct definition. Compare your answers with a partner and check them with a tutor.

SB p.120-121: Grammar: Mixed conditional and wishes – read the Grammar reference on pgs. 179, paying attention to the definition below and a section on wishes and regrets on p. 180 about the form, the usage and model sentences expressing wishes and regrets.

DEFINITION – MIXED CONDITIONALS



Mixed conditional sentences are formed from two clauses with different time references. The most common “mixed” conditionals involve a clause from a second conditional and a clause from a third conditional. The *if*-clause can state the “cause” or “reason” and refers to the past (third conditional), with the “result” in the main clause referring to the present (second conditional):

If Sally hadn't tuned her violin...it wouldn't sound very nice.

If Tom had read the instructions more carefully...he would know what to do now.

Go back to p. 120: have a look at the tasks in ex. 1, 2 and 3 in pairs, form mixed conditionals, add conditional clauses to form mixed conditional sentences and correct the mis-

takes. If necessary, go back to the Grammar reference section or ask a tutor. Work individually and complete the rules in ex. 4. Work with a partner and talk about your wishes about the past, present and future in ex. 5. Work on your own and complete the gaps in ex. 6 and complete the text by putting the verbs in brackets into the correct tense in ex. 7. Compare your answers with your partner and check them with a tutor. Should you need more practice of mixed conditionals and wishes, see the Extras section at the end of this unit.

SB p. 124-125: Use of English: Part 3 – word formation: look at the photos in pairs and discuss the questions in ex. 1. Have a look at the text *The Business of 'bling'*, ignore the gaps and answer the question in ex. 2. Read the text again, look at the words before and after the gap to help you decide on the part of speech and complete the word formation in ex. 3. Compare your answers with a partner and check them with a tutor. Work individually and complete the tasks in ex. 4 and 5, you can use a dictionary if you wish and in ex. 5, try to revise negative prefixes before doing this exercise. Compare your answers with a partner and check them with a tutor.

SB p. 125: Vocabulary: Easily confused words – work with a dictionary and complete the task in ex. 1 and 2. Read the text in ex. 3 and choose the most suitable word to complete the sentences, you can do that as a pair or class activity. Check all the answers with a tutor to make sure you know the correct answers.



INDIVIDUAL ASSIGNMENT

WB p. 66-67: Vocabulary: expressions connected with money, word formation.

WB p. 66-67: Grammar: Mixed conditionals, grammar extra: Determiners.

WB p. 69: Use of English: Part 3 – word formation.

2.3 Writing practice

SB p. 126-12: Writing: a report: work in pairs and discuss the questions in ex. 1. Read the exam task and model answer and make brief notes in ex. 2. Work in pairs, read the model answer again and discuss the questions in ex. 3. Work individually, think of a job you know enough and make notes. Remember, if you don't have any work experience, use your imagination to plan your answer with enough information. Compare your notes from ex. 4 with a partner and discuss the positive and negative experiences you might have, think about the given prompts in ex. 5. In ex. 6, work individually and plan your introduction and think about your headings, recommendations and give your reasons, write your report in 220-260 words in an appropriate style.

COMPREHENSION CHECK



Do the unit 10 review – SB p. 128, the key will be given to you by a tutor.

EXTRAS



- To learn and practise more vocabulary connected to modality, have a look at unit 70 in *English Vocabulary in Use Advanced*.
 - To practise English modal verbs, have a look at the entire unit 3 in *Oxford Grammar Practice*.
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UNIT 10 SUMMARY



In this unit, you have developed your communicative skills when speaking about things you believed as a child and when expressing facts, opinions and desires, and writing a review of a popular website. You have revised the system of English modal verbs, practised verbs connected to moving and looking and learned new expressions with *true*, *false*, *right* and *left*. When it comes to skills, you have practised a multiple matching listening exercises and a Part 2 speaking.

3 UNIT 11 – ENTERTAINMENT OR ART?



QUICK OVERVIEW

In this unit, you are going to discuss differences between art and entertainment; you shall determine the role of art. You are going to read about performing in public and learn vocabulary connected to different forms of art and entertainment. You will practise open cloze and revise three part phrasal verbs. The Grammar focuses on the system of English comparatives and superlatives and in the skills section, you will practise Part 2 – sentence completion listening and Part 2 speaking. You are also going to learn about the form and content of a review.



AIMS

In the Lead in section, you will discuss differences between art and entertainment. In the Reading section, you will read an article called *Genius or Showman?* and complete a cross-text multiple matching. In the Vocabulary section, you will learn and practise words connected to art and entertainment and three-part phrasal verbs, in the Use of English, you will practise open cloze. In the listening section, you will listen to a radio programme about a fiesta (festival) in Spanish town of Catoira and complete a sentence completion listening exercise. In the Speaking section, you are going to improve your ability to describe, speculate, compare and comment during a longer and organised discourse. In the Writing section, you are going to learn about a form and content of a review and learn to write one yourself.



KEYWORDS

Art, entertainment, comparatives, superlatives, three-part phrasal verbs, open cloze, cross-text multiple matching reading, a review.

3.1 Speaking, Reading and Listening practice

SB p. 129: Lead in: *Entertainment or art?* Work in pairs, have a look at the pictures depicting different types of art and entertainment and discuss the questions in ex. 1. Look-

ing at the verbs in ex. 2, discuss what you think a piece of art or a way of entertainment should do.

SB p. 130-131: Reading: Part 6 – Cross-text multiple matching: *Genius or showman?* – work in pairs and discuss the questions in ex. 1. Individually, read the reviews quickly and answer the questions in ex. 2. Have a look at the tip box below, read the text again carefully and complete the cross-text multiple matching in ex. 3. Compare your answers with a partner and check them with a tutor. Work in pairs and discuss the meaning of the phrases in ex. 4. Work individually and match adjectives in ex. 5 with their meaning, compare your answers with a partner and check them with a tutor.

POINTS TO REMEMBER – CROSS-TEXT MULTIPLE MATCHING READING



You can often ignore unfamiliar words or phrases but if this effects your ability to answer the questions, use the context to help work out the meaning. Use different colour highlighters to pick out the part of each text which links to the topic mentioned in each question. You can then compare them more easily.

SB p. 134: Listening: Part – sentence completion – work in pairs, look at the pictures and answer the questions in ex. 1. In ex. 2, you will hear a radio programme about a fiesta (festival) which takes place in the Spanish town of Catoira. You will hear the recording twice, work individually and complete the sentence completion listening comprehension in ex. 2. Compare your answers with your partner and check them with a tutor. Have a look at the expressions in ex. 3 and match them with their meanings. Check your answers with the whole class.

POINTS TO REMEMBER – SENTENCE COMPLETION LISTENING



Remember that answers are no longer than three words in the exam. Write a word or short phrase heard in the audio to complete gaps in sentences. This exercise tests your understanding of specific information and stated opinion.

SB p. 135: Speaking – Part 2: work in small groups, have a look at the expressions in ex. 1 and say which ones can be used to talk about the photos you see on this page. Work individually, have a look at the pictures and the exam task above them and listen to one candidate completing this task. Note down all the link words the candidate uses. Work in pairs, each choose a pair of photos, read the how to do it box below and take it in turns to do the Part 2 of the speaking exam. You can use a stopwatch and later on, try to look at your partner's photos and decide which people are most enjoying what they are watching.



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. When commenting on your partner's photographs you can choose any of the three photos to talk about. However, selecting the photo your partner did not choose may give you the opportunity to say something different.



INDIVIDUAL ASSIGNMENT

WB p. 70-71: Reading – *Snap happy* – cross-text multiple matching reading practice.

WB p. 74: Listening – Part 2 – sentence completion listening comprehension practice.

3.2 Grammar, Vocabulary and Use of English practice

SB p. 132: Vocabulary: Art and entertainment: work in groups of four or as the whole class and complete the task in ex. 1, finding an odd one out in word groups but also giving a definition of the odd word and reasoning why the word does not fit the group. Complete the task in ex. 2 individually and compare your answers with a partner. Use a dictionary and find definitions for words from ex. 2, in pairs, give a definition to your partner and ask them to guess the word, then swap roles. Still in pairs, discuss the questions in ex. 4, compare your ideas and opinions with the whole class and check them with a tutor.

SB p. 132-133: Grammar: Comparatives and superlatives: read the Grammar reference on p. 180-182, paying attention to the forms, structure and usage of: comparatives, superlatives, when expressing degree: *enough, too, so, such, as* and *like*. Go back to unit 11 on p. 132 and in pairs, correct the mistakes with comparatives and superlatives in ex. 1, spelling errors in ex. 2, discuss the answers to the statements in ex. 3, using comparatives and superlatives. Work individually and complete all the tasks in ex. 4, 5, 6, 7 and 8, compare your answers with a partner and check them with a tutor, make sure that you note down all the correct answers and do not hesitate to ask your tutor about any insecurities you might have when using comparative and superlative forms in English. Work in groups of three, compare two places in your country, using a variety of comparatives and superlatives and the prompts given to you in ex. 9. Share your ideas with the whole class.

SB p. 136: Use of English: Part 2 – open cloze, Part 4 – key word transformation. Work individually and read the text *Music to their ears*, ignore the gaps and answer the question in ex. 1. Read the text again and complete the open cloze in ex. 2. Still working

on your own, complete the key word transformation in ex. 3. Compare your answers to exercises 2 and 3 with your partner and check them with a tutor.

SB p. 137: Vocabulary: three-part phrasal verbs: work individually and complete the three-part phrasal verbs in ex. 1 with missing particles. In ex. 2, form three-part phrasal verbs using *out*, *up*, *in* or *on* and complete the sentences appropriately, use a dictionary or discuss them with your partner. Check your answers with a tutor. Work in pairs and correct the mistakes in ex. 3.

INDIVIDUAL ASSIGNMENT



WB p. 72: Vocabulary: Three-part phrasal verbs practice.

WB p. 73: Grammar: Comparatives and superlatives. Grammar extra: *so* and *such* practice.

WB p. 75: Use of English: Part 2 – open cloze, Part 4 – key word transformation practice.

3.3 Writing practice

SB p. 138-139: Writing: a review – work in pairs and discuss the tasks in ex. 1 and 2. Work individually and read the exam task in ex. 3, the model answer and have a look at the questions and discuss them with your partner. Work with two model answers – reviews of two recent films – *Life of Pi* and *Django Unchained* – and complete the task in ex. 4. Work in pairs and tell a partner what you thought of the last film you saw, using some of the ideas in ex. 5. Work with the whole class and complete the task in ex. 6. As a homework or individual task outside the class, have a look at ex. 7 and choose two suitable films to review for the exam task, think about the prompts given. In ex. 8, write your review in 220-260 words in an appropriate style, paying attention to the form, structure, content, register, grammar and spelling.

COMPREHENSION CHECK



Do the unit 11 review – SB p. 140, the key will be given to you by a tutor.



EXTRAS

- To practise comparatives and superlatives outside this course book, have a look at unit 9 *Adjectives and adverbs: equatives, comparatives and superlatives* on page 120 in *Oxford Practice Grammar Advanced*.
 - To revise and practise vocabulary connected to art and entertainment, have a look at units 20 and 21 in *English Vocabulary in Use Advanced*.
 - To revise and practise phrasal verbs, have a look at units 95 *Brushing up on phrasal verbs* in *English Vocabulary in Use Advanced*.
-



UNIT 11 SUMMARY

In this unit, you have practised your communicative skills when talking about different kinds of art and entertainment. You have revised and practised comparatives and superlatives in English, learned and practised vocabulary connected to art and entertainment and new three-part phrasal verbs. You have written a film review and improved in speaking skill when describing photos and completing the Part 2 speaking tasks. You have read an article about performing different kind of art and listened to a radio programme about some festivals in Spain.

4 UNIT 12 – A CHANGING WORLD

QUICK OVERVIEW



In this unit, you are going to discuss ideas for saving energy, read about five places under threat, and listen to five people talking about nuclear power and its advantages and disadvantages. You are going to revise grammatical and lexical forms and structure to express emphasis and learn and practise new expressions with *earth*, *world* and *ground*. You are also going to complete a multiple-choice cloze in the article about changing trash into treasure and learn about the form and content of an essay about global warming, “going green” and its consequences it has for the environment.

AIMS



In the Lead in section, you are going to discuss energy industry, threats to areas of outstanding beauty and saving energy to save the world. In the Reading section, you will read an article called *Changing places* and complete multiple matching reading comprehension. In the Vocabulary section, you will learn and practise expressions with *earth*, *world* and *ground*. The Grammar section brings a revision of grammatical forms expressing emphasis. In the Use of English section, you are going to practise multiple-choice cloze in the article called *Turn trash into treasure*. In the skills section, you are going to listen to five people discussing nuclear power and complete multiple matching listening

KEYWORDS



Global issues, global warming, pollution, nuclear power, emphasis, expression with *earth*, *world* and *ground*, speaking – suggesting alternatives, multiple-choice cloze, adverbs and their meaning, an essay.

4.1 Speaking, Reading and Listening practice

SB p. 141: Lead in: *Changing world* – read the extract individually and then discuss the questions in ex. 1 with your partner. Read the ideas for saving energy and discuss the questions in small groups, share your ideas and have a whole class discussion.

SB p. 142-143: Reading: work individually and skim through the article called *Changing places* and complete the task in ex. 1. Work individually and underline the key words in questions 1-10 in the exam task, read the text carefully and complete the multiple matching reading task in ex. 2. Remember, you should read the texts A-E carefully one at a time to identify which of questions 1-10 are mentioned in each text, leaving any difficult ones until last. Compare your answers with a partner and check them with a tutor. In ex. 4, discuss the question in small groups or pairs and share your ideas with the whole class.

SB p. 146-147: Listening: Part 4 – multiple matching. Discuss the advantages and disadvantages of producing energy in the four different ways shown in the pictures, think about the prompts given in ex. 1 and have a four minute discussion with your partner. In ex. 2, you are going to listen to five people talking about nuclear power; do they mention any points from ex. 1? Have a look at the how to do it box below, read the exam task in ex. 3, read through the questions carefully, you will hear the recording twice. Compare your answers with a partner, check them with a tutor and discuss the question in ex. 4 with the whole class.



POINTS TO REMEMBER – LISTENING PART 4 – MULTIPLE MATCHING

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. 99: Speaking – Part 3 and 4: look at the exam task at the bottom of the page and with your partner complete the tasks in ex. 1. In ex. 2, you will hear two students doing the Part 3 task, note down what problems they mention. See the how to do it box and a tip box below and try to use some of the phrases below. Still in pairs, discuss the task in ex. 4, swap partners and share your ideas. Work in small groups and discuss the Part 4 question in ex. 5. Remember, if you don't know or can't remember a particular word in English, don't worry. Use other words to explain what you mean.



POINTS TO REMEMBER – SPEAKING – PARTS 3 AND 4

These parts test the ability to interact and exchange ideas, express opinions, agree or disagree, evaluate, and reach a decision by negotiation and also an ability to talk about wider issues and express and justify opinions on them. Try to avoid dominating the conversation; take turns to speak with your partner. If your partner gives you very few opportunities to speak, interrupt politely by saying, *I'm sorry to interrupt, but...*

SPEAKING PARTS 3 AND 4 – SUGGESTING ALTERNATIVES



You have a point, but... That's true, but don't you think...?

I'm not sure if I agree with you. What about?

I can see what you mean but... Yes, but on the other hand...

I agree with you up to a point, but...

INDIVIDUAL ASSIGNMENT



WB p. 76-77: Reading: *But will it save the planet?* Multiple matching reading practice.

WB p. 80: Listening: multiple matching listening practice.

4.2 Grammar, Vocabulary and Use of English practice

SB p. 144: Vocabulary: Expression with *earth*, *world* and *ground*. Work individually and complete the tasks in ex. 1 and 2, compare your answers with a partner and check them with a tutor. In ex. 3, work in pairs and discuss the questions, a dictionary will help you.

SB p. 144-145: Grammar: Emphasis – read the Grammar reference on p. 182, paying attention to inversion and emphatic structures with *it* and *what*.

DEFINITION - INVERSION



Use the word order we use for questions to give emphasis:

Never have I heard such a frightening noise.

You can use inversion

- after certain “negative” adverbials: *never*, *rarely*, *not since*, *hardly*, *little*, *not until*, *scarcely*, *not for one minute*, *never before*.

Hardly had he sat down when he started to talk.

Little did they expect so many supporters to write to them.

- after expressions with *only* or *no*: *only when, the only, on no account, at no time, not only, in no way, under no circumstances, no sooner.*

The only way to get anywhere quickly is to fly.

Although the trip wasn't very pleasant, at no time did I feel in any danger.

Go back to p. 144, work in pairs and complete the tasks in ex. 1 and 2. Share your answers with the whole class and discuss them with a tutor. Rewrite the sentences in ex. 3, using emphasising structures, and work with a partner and talk about things currently in the new using phrases given in ex. 4 for emphasis. Work individually and join the pairs of sentences in ex. 5, compare your answers with a partner and check them with a tutor. Work in pairs and complete the dialogues with your own ideas in ex. 6. Share your ideas with the whole class. Should you have any insecurities and questions concerning emphasis, ask your tutor for further practice or see the Extras section at the end of this unit.

SB p. 148: Use of English: work in pairs and discuss the question in ex. 1. Have a look at the tip box below, read the leaflet called *Turning trash into treasure* and complete the multiple-choice cloze. Compare your answers with a partner and check them with a tutor.



POINTS TO REMEMBER – MULTIPLE-CHOICE CLOZE

Look for:

- slight differences in meaning between A-D
 - words that look similar but have different meanings
 - fixed phrases and expressions
 - dependent prepositions.
-

SB p. 149: Vocabulary: Adverbs and their meaning: work in pairs or individually and complete the tasks in ex. 1 and 2, remember to check your answers with a tutor.



INDIVIDUAL ASSIGNMENT

WB p. 78: Vocabulary: Meaning of *set*, words with similar meanings.

WB p. 79: Grammar: Emphasis, grammar extra: *too* and *enough*.

WB p. 81: Use of English: *Say no to plastic bags* - multiple-choice cloze practice.

4.3 Writing practice

SB p. 150-151: Writing: An essay: work in pairs and discuss the questions in ex. 1. Read the writing task and input text and underline the key information in ex. 2, compare your ideas with your partner and discuss the three methods with your partner and complete the task in ex. 3. Individually, read the model answer in ex. 4 and complete the task in ex. 4, 5 and 6. See the tip boxes below about how to write an essay which mentioned more methods/things/reasons/opinions and how to conclude your essay in an appropriate way. Read the exam task in ex. 8 and write your own essay in 220-260 words in an appropriate style.

POINTS TO REMEMBER - WRITING – A CONCLUSION



The conclusion of an essay usually contains a brief summary of what has been said, plus a comment that “rounds off” the essay. Develop this paragraph in the same way as the preceding paragraphs. Avoid one-sentence conclusions.

To sum up,...

All in all...

In conclusion,...

As we have seen above,...

POINTS TO REMEMBER – WRITING AN ESSAY



Don't just discuss the two methods – compare them and say which is more important. Give reasons for your opinion. Use your own words. Remember the “three Ps” – Plan, Paragraph, Punctuate!



COMPREHENSION CHECK



Do the unit 12 review – SB p. 152, the key will be given to you by a tutor.



EXTRAS

- To practise emphasis, have a look at unit 4 *Negatives and questions* on p. 48 *Inversion after negative words and phrases* and unit 17 *Connectors and focus structures* on p. 216 *Focus structures: fronting and inversion* in *Oxford Grammar Practice Advanced*. To revise and practise adverbials, have a look at the entire unit 16 *Adverbial clauses* in the same book.
 - To practise vocabulary connected to global issues, have a look at topic *The environment*, namely units 28-33 and in *English Vocabulary in Use Advanced*.
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UNIT 12 SUMMARY

In this unit, you have developed your communicative skills when talking about the global issues that concern us in the 21st century, you have practised multiple matching listening and reading, you have developed your vocabulary connected to global issues and expressions with *earth*, *world* and *ground*. You have learned and practised grammatical forms and structures for emphasis and have written an essay about global warming.



COMPREHENSION CHECK REVIEW UNITS 10-12

WB p. 82-83 – Review Units 10-12 – complete ten exercises revising and practising grammatical and lexical structures from the above mentioned units. Take this an opportunity to revise just before you sit the exam or after finishing this practical language course. The key will be given to you by a tutor.

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Studijní opora k předmětu Praktická cvičení 6 vám přinesla podpůrný text k posledním čtyřem kapitolám učebnice *Cambridge English Advanced Result Student's Book a Workbook*. Je přehledně členěna do čtyř základních kapitol, z nichž každá má tři hlavní části. Naleznete v nich v první řadě jakéhosi průvodce pro práci s učebnicí a pracovním sešitem a může svým způsobem nahrazovat přímou výuku v hodině a to i tím, že pracuje s množstvím distančních prvků, které pomáhají studentům se v tomto studijním textu lépe orientovat. Každá kapitola se shoduje s LMS kurzem na e-learningové platformě Moodle, který nabízí studentům možnost zopakovat si učivo samostatně nebo si procvičit gramatiku a slovní zásobu nad rámec této studijní opory. V rámci tohoto předmětu se předpokládá i účast studenta na různých případových studiích či projektech, které jsou k nalezení v LMS kurzu či s osobní přípravou studenta nad rámec hodinové dotace.

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	Čas potřebný ke studiu		Cíle kapitoly
	Klíčová slova		Nezapomeňte na odpočinek
	Průvodce studiem		Průvodce textem
	Rychlý náhled		Shrnutí
	Tutoriály		Definice
	K zapamatování		Případová studie
	Řešená úloha		Věta
	Kontrolní otázka		Korespondenční úkol
	Odpovědi		Otázky
	Samostatný úkol		Další zdroje
	Pro zájemce		Úkol k zamyšlení

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