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VOCAB TRAINER

Araminta Grace
with Richard Acklam



English

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do you know ...?

Read the text and match the parts of speech (a–l) with each underlined word or phrase.

According to (1) the ancient Greek historian Herodotus, (2) in the 7th century BC the king of Egypt, Psamtik 1, decided to conduct a (3) scientific experiment. Using his absolute power over his subjects, (4) he took two newborn babies and handed them to a shepherd, with instructions that they were to be (5) brought up in total isolation. Most importantly, no one was to speak in the babies' presence. Psamtik wanted to find out what language the children would speak if left to themselves. He thought that the language they produced would be the (6) oldest in the world – the original language of the human race. After two years, the shepherd heard the two children (7) repeatedly pronounce the word 'becos'. This was identified as meaning (8) 'bread' in the language of the Phrygians, a people then living in central Turkey. From this experiment, Psamtik deduced that the Phrygian language (9) must be the first ever spoken. Nobody now believes Psamtik's (10) conclusion – a few commentators suggest that the infants (11) were imitating the sound of the shepherd's sheep, but no one since (12) has had any better success in discovering what man's very first spoken language was like.

- | | |
|--------------------|------------------|
| a Present Perfect | g countable noun |
| b Past Continuous | h superlative |
| c uncountable noun | i adjective |
| d phrasal verb | j adverb |
| e article | k pronoun |
| f preposition | l modal verb |

2 Find the grammar mistake in each sentence and correct it.

- They've been to Brazil last year.
- This cathedral built in 1590.
- She's the person what told me I should study economics at university.
- I was reading in my room when I was hearing a loud crash downstairs.
- My grades this year are a lot bad than last year, unfortunately.
- You work for IBM, aren't you?
- If I'll have time, I'll paint my bedroom this weekend.
- Can I give you a small advice?
- He's always wanted to be teacher.

3 a Complete the word maps with words/phrases from the box.

do aerobics souvenir application form
sense of humour take up a hobby
be promoted go sightseeing father-in-law



b Underline the main stress in each word/phrase.

c Add three more words to each word map.

4 a Look at the dictionary extract from the Longman Active Study Dictionary. What does it tell you about each of the following: grammar, pronunciation and meaning?

sens-i-ble /'sensəbəl/ *adj* 1 showing good judgement: a *sensible decision* 2 suitable for a particular purpose, especially a practical one: *sensible clothes* – sensibly *adv*

b Complete the dictionary extracts by writing a definition for each one.

- re-tire /rɪ'taɪə/ *v* [I] _____:
I'd like to retire before I'm 60.
- a-broad /ə'brɔ:d/ *adv* _____:
Did you go abroad for your last holiday?
- get on with sb *phr v* [T] _____:
I get on well with both my sisters.
- pitch /pɪtʃ/ *n* [C] _____:
The players ran out onto the pitch.

c Now compare your definitions with the definitions in a dictionary.

d Add the words/phrases above to the word maps in exercise 3a.



Connect

1

Lead-in

- 1 Look at the photos. Who are the people and how do you think they are connected?
- 2 Work in pairs. Choose three of the people from the box and take turns to describe them to your partner. Who is closest to you?

partner wife husband step-sister half-brother
sibling colleague soulmate close friend
neighbour acquaintance

- 3 a Work in pairs. Look at the sentences and check you understand the meaning of the underlined phrases.

- 1 I come across as confident when you first meet me, but I'm shy really.
- 2 I often bump into old school friends when I'm out in my local area.
- 3 I didn't make a very good impression on my neighbours when I moved in.
- 4 I didn't see eye to eye with any of my siblings when I was growing up.
- 5 I keep in touch with almost all my friends from my first school.
- 6 I try not to 'judge a book by its cover' when I meet new people.
- 7 I prefer talking face to face, rather than on the phone or online.
- 8 I've never met anyone and just clicked with them immediately.

- b Which sentences from exercise 3a are true for you? Give details.





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First impressions

View (1): the present and future

part in a conversation and make small talk

Reading

1 Work in pairs and look at the photo. What kinds of thing would you talk about to ...

- friends of friends at a party
- classmates in a new class
- colleagues in a new job
- neighbours in a new area

2 Read the 'Any Answers' website. How does each person feel about meeting new people?

Do you think first impressions are important? Most people think it takes about two minutes to make a judgement about someone when you first meet. I'm reading a book at the moment about first impressions. It says we make decisions about new people in a few seconds – that means we make a decision without even thinking. Our minds unconsciously say, 'I really like you' or 'I'll avoid you'.

How quickly do you think you make judgements about people? Do you have any advice on what to do or say when you meet new people? Any answers, please.

Ana, Spain. When a friend introduces me to someone at a party and I have to make small talk, I sometimes stumble over my words and start mumbling. I've watched more confident people and they always speak up. I read something about giving people compliments and asking questions. It's a good way to start a conversation; you can say something like, 'I really love your shoes! Where did you get them?' So, that's what I'm going to do next time I meet someone new. Also, feeling confident about what I look like helps me – so I always wear clothes that make me feel good.

Mark, Australia. I work in a big company and I meet new colleagues all the time. I like meeting new people and I'm quite confident, but in my experience people definitely form an instant opinion about you. Personally, I try not to be too judgemental, but I'm sure your unconscious mind takes over a bit! You need to think about the language you use, especially when you greet people. I always say, 'Hello, pleased to meet you.' I can't stand it when people you don't know are really informal and say something like, 'Hey, what's up?' I think it also sounds ridiculous when people are too formal and say, 'How do you do?'

Jelena, Poland. As I'm writing this, I'm nervous because I'm starting a new class tomorrow and I'm going to meet lots of new classmates. I think it'll be fine though. I know one person and I'm meeting her before the class. Also, most people are nervous in new situations. My parents always told me to treat people as you want them to treat you. You should never talk down to them or gossip about them. I'd like people to chat to me and be friendly, so I'm going to do that. I think it's also important to make eye contact and listen to people. You shouldn't talk about yourself all the time, boast about things or dominate the conversation.



3 Read the website again and answer the questions.

- 1 According to the book the writer is describing, how long does it take to make judgements about people?
- 2 What does Ana mention about saying nice things to people?
- 3 What does Ana say about the clothes she wears?
- 4 Does Mark think that people judge each other quickly or not?
- 5 What does Mark say about the formality of people's language?
- 6 What advice did Jelena's parents give her?
- 7 Does Jelena say it's good to talk about yourself a lot?

4 Work in pairs and discuss these questions.

- 1 How true do you think it is that we make very quick judgements about people when we first meet?
- 2 Do you think that your first impressions of someone you meet for the first time are usually correct or not?
- 3 What advice would you give to someone who is ...
 - worried about going to a party with lots of new people?
 - about to start a new job and wants to make a good first impression?

Think about ...

- what you say.
- how much you speak or listen.
- eye contact.
- what you wear.
- body language (e.g. bowing, shaking hands).



Grammar | overview (1): the present and future

5 Look at the underlined verbs in the sentences from the website. Match them with the uses (a–j) in the Active grammar box.

- 1 I'm reading a book at the moment.
- 2 Our minds unconsciously say, 'I really like you' or 'I'll avoid you'.
- 3 That's what I'm going to do next time I meet someone new.
- 4 I always wear clothes that make me feel good.
- 5 I work in a big company.
- 6 As I'm writing this, I'm nervous.
- 7 I'm going to meet lots of new classmates.
- 8 I'm meeting her before the class.
- 9 I think it'll be fine though.
- 10 Most people are nervous in new situations.

Active grammar

Use Present Simple for:	a) habits/routines b) describing a state c) things that are permanent/always true
Use Present Continuous for:	d) things that are happening now, at this precise moment e) temporary situations that are happening around now f) arrangements in the future
Use <i>will</i> + infinitive for:	g) unplanned decisions (made while speaking) h) predictions based on what you think or believe
Use <i>going to</i> + infinitive for:	i) plans and intentions j) predictions based on what you know or can see/hear now

We do not usually use state verbs in the continuous form (e.g. *like, think, want, need*).

See Reference page 19

6 Find the mistakes in the underlined verb tenses and correct them.

- 1 I enjoyed my first class and I'm sure I make some new friends.
- 2 He'll meet some new classmates after school in a café at 5.30.
- 3 She is always arriving early on the first day of a new course.
- 4 I've decided that I study harder this term than before.
- 5 My cousin lives with us at the moment – just for three years while he's at university.
- 6 I think I'm having a lot of homework to do this year.
- 7 We've got a really good teacher this term. I'm really liking her.
- 8 He'll listen to some music at the same time as studying right now.

7 a Work in pairs. Take turns to ask and answer questions about the topics below.

- accommodation
- family
- new people
- plans for the weekend
- meeting friends
- hobbies

b Tell the rest of the class about your partner.

8 Read the Lifelong learning box. Work in pairs and discuss the questions.

Reading skills: grammar in context

! Texts contain a range of grammar that the writer has chosen for a particular reason. We can understand more about what we read by thinking about this choice of grammar.

- 1 Why do you think the writers chose to use the underlined grammar in these sentences?
 - a) Our minds unconsciously say: 'I really like you' or 'I'll avoid you'.
 - b) You should never talk down to them or gossip about them.
 - c) I'd like people to chat to me and be friendly, so I'm going to do that.
- 2 What other verb forms could be used instead in each case?
- 3 What difference to meaning would those choices make?

ulary | ways of speaking

- 9** Work in pairs. Find the verb phrases in the box in the website on page 8. Try to explain the meaning of each by looking at the sentences around the verb phrases.

chat gossip make small talk greet someone
give someone a compliment boast mumble
speak up talk down to someone
stumble over your words


- 10 a** Choose the correct words in *italics*.

- I spend at least an hour every day *chatting/making small talk* to friends on the phone.
- People always respond positively when you *talk down to them/give them a compliment*.
- 'Hobbies' and 'the weather' are the best two topics when you have to *make small talk/boast*.
- When I was a teenager, I *talked down/mumbled* a lot and people couldn't understand what I was saying.
- I think it's particularly upsetting to hear people *mumbling/talking down* to elderly people.
- I get nervous when I speak in public and I *stumble over my words/speak up*.
- I make a point of always *mumbling to/greeting* my neighbours in the street.
- Boasting/Mumbling* about your possessions is worse than about your achievements.
- I often can't hear people on my mobile and I ask them to *speak up/talk down*.
- Greeting/Gossiping* and talking about people behind their backs can be very hurtful.

- b** How true are the statements for you? Discuss with other students. Give reasons for your opinions.



Speaking

- 11 a**  1.2 Listen to the conversation and answer the questions.

- What is the situation?
- Do you think that the two people make a good first impression on each other?
- Which topics in the box do they talk about?

hobbies friends work study travel
the weather clothes where you live
how you feel

- b** Listen again. Add one more phrase to each section of the How to... box.

How to... make a good first impression

Greet someone *It's great to meet you.*
Hello, how are you?
Nice to meet you, too.
Fine thanks – and you?

Try to find out what you have in common *Have you done any Spanish classes before?*
Do you live near here?
How did you get here today?

Sound interested in the other person *I know what you mean.*
Oh, really?
Are you?

Finish the conversation politely *I'm sorry, I really must go. But it was great to meet you.*
Good to meet you. See you again soon.

- 12 a** You want to make a good impression on someone you haven't met before. Work in pairs and choose a situation from exercise 1. Prepare to have a conversation with them. Make notes about what to say for each section of the How to... box.

- b** Roleplay your conversation.

- c** Do you think you made a good impression on each other? How do you think you could improve your conversations?


family ties

view (2): the past

express your opinion and manage a conversation



Listening

- 1 **a** Work in pairs. Look at the photo of the Boehmer family. What do you think they do?
b  1.3 Listen to an extract from a radio programme about the Boehmer family and answer the questions.
 - 1 How many children are in the Boehmer family?
 - 2 What is special about them?
 - 3 How do they feel about what they do?
- 2 Listen again and answer the questions.
 - 1 Why did Larry Boehmer start juggling?
 - 2 How did his children become interested in juggling?
 - 3 Where did the family first juggle for a public audience?
 - 4 What is special about Casey Boehmer?
 - 5 What does Larry believe about the skill of juggling?
- 3 **a** Look at the underlined phrases in audioscript 1.3 on page 162. What do you think they mean?
b Summarise the information in the radio programme using the phrases from the audioscript.
- 4 Work in groups. Discuss the questions.
 - 1 From what you've heard about Larry Boehmer, how would you describe him?
 - 2 What is an argument against doing what the Boehmer parents did with their children? Do you agree with this argument? Why/Why not?
 - 3 Larry Boehmer says his 'children's talents aren't inherited; it's simply a matter of practice and persistence'. How far do you think that is true for different talents?
 - 4 How do you think you would feel about working with a member of your family?

Grammar | overview (2): the past

- 5 **a** Look at the underlined verbs in the extract from the radio programme. Which are Past Simple, Past Continuous and Past Perfect Simple?

It all started while Larry Boehmer was working as a pipeline worker for Shell Oil. His job took him away from his wife Judy and the four children they had at that time. He had spent the first few weeks sitting in his motel room between shifts, when one day, while he was feeling bored, he decided to take up a new hobby. Using a book, he taught himself to juggle. When he had mastered the basics, he went home and showed his children what he could do.

- b** Look at the Active grammar box and match the tenses (1–3) with their correct uses (A–C).

Active grammar

- | | |
|---------------------------|--------------------------|
| 1 Use Past Simple | <input type="checkbox"/> |
| 2 Use Past Continuous | <input type="checkbox"/> |
| 3 Use Past Perfect Simple | <input type="checkbox"/> |

- | | |
|---|--|
| A | to describe main events in the past |
| B | to describe events and background information that happened before the main events in the past |
| C | to describe actions that were in progress when the main events happened |

See Reference page 19

- 6 Choose the correct words in *italics*.
 - A When Larry decided to teach himself to juggle, ...
 - 1 ... he *had lived*/*was living* in a motel.
 - 2 ... his family *wanted*/*had wanted* to learn to juggle, too.
 - 3 ... he *took*/*had taken* a job with Shell Oil.
 - B When I arrived at the cinema, ...
 - 4 ... my friends *were waiting*/*had waited* by the ticket office.
 - 5 ... the film *had started*/*was starting* 15 minutes earlier.
 - 6 ... I *bought*/*was buying* my ticket as quickly as I could.

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CEFR	
A1	Starter
A2	Elementary
B1	Pre-intermediate
B1+	intermediate
B2	Upper Intermediate
C1	Advanced