

Advanced Premium Lesson 5

Listening

Idioms

Phrasal verbs

Listening part 4



**What problems are associated
with each sport?**

**What do they have to do to
become champions?**



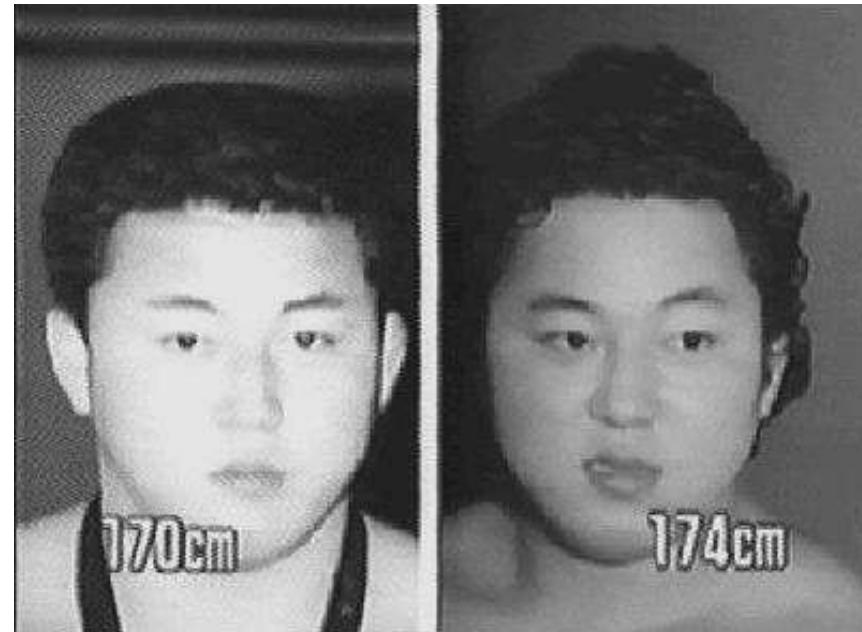
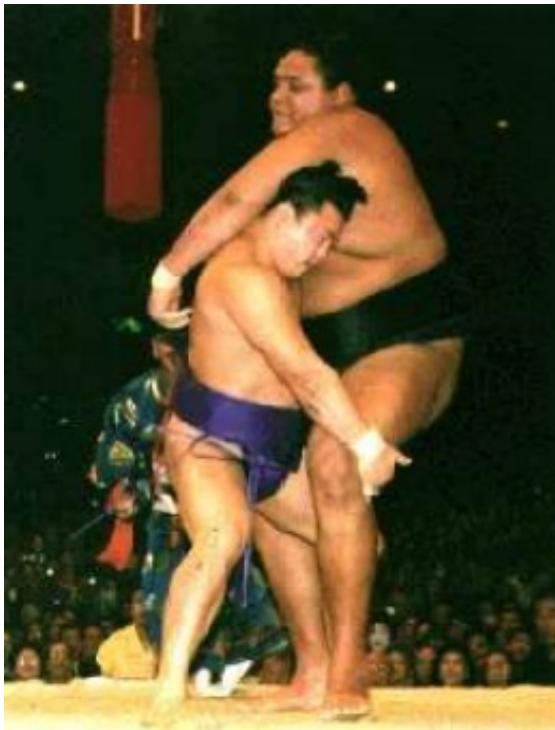
Listen and answer

What problem did Mainoumi have to overcome in order to become a sumo champion?

How did he manage it?



Answers



**What problem did Mainoumi have to overcome in order to become a sumo champion?
his height**

How did he manage it?

by having a silicone implant embedded under his scalp

Born Nagao Shuhei in 1967, Mainoumi was a talented sumo wrestler at Nihon University, but knew he could never join the pro ranks because he was too short. Instead, he decided to become a high school teacher, and channelled his love of sumo into mentoring a close friend to become a sumo champion. His friend showed much promise, but during their senior year, the friend died suddenly of an illness. Nagao was heartbroken, and gave up sumo entirely for a few months. But after some reflection, he decided that the best way to honour his friend's memory was to make it big in pro sumo himself, by hook or by crook.

What is the meaning of these idioms?



link to exam - idioms are often found in the listening paper - especially part 1

Match the idioms to the correct meanings.

- | | |
|-------------------------------------|---|
| 1 They got off to a flying start. | a attracted the most attention |
| 2 She won hands down. | b stopped trying to do something |
| 3 I passed with flying colours. | c began something very well |
| 4 I was fighting a losing battle. | d being left on one's own to succeed or fail |
| 5 I sailed through it. | e trying to do something that would probably fail |
| 6 They stole the show. | f dealt with something very easily |
| 7 He decided to throw in the towel. | g achieved something with great success |
| 8 It was a case of sink or swim. | h won very easily |

Answers

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1 c 2 h 3 g 4 e 5 f 6 a 7 b 8 d



link to exam - phrasal verbs are important in all parts of the exam, especially Use of English!

Phrasal Verbs



LANGUAGE STUDY

Three-part phrasal verbs

- 1 Look at these sentences. Underline the three-part phrasal verbs and match each one with its meaning a-d. The first one has been done for you.

- 1 *Mainoumi **made up for** his pint-sized build with a dizzying array of tricks and manoeuvres.*
- 2 *The first challenge was to come up with a way to increase his height from 169 cm to the required 173 cm.*
- 3 *He had to put up with incredible discomfort.*
- 4 *Mainoumi stood up for the supremacy of wits and technique over size and brute force.*

- a tolerate b compensate for c defend d think of

- 2 All three-part phrasal verbs must have an object. In which position do you always put the object?

Answers



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a tolerate 3 b compensate for 1 c defend 4 d think of 2

- 2 All three-part phrasal verbs must have an object. In which position do you always put the object?

The object goes after the second particle

3 Match the beginnings and endings of these quotes.

- 1 Too many people **run out of** ideas
 - 2 If your children **look up to** you,
 - 3 I take a simple view of life:
 - 4 The way I see it, if you want the rainbow,
 - 5 It takes a great deal of courage to **stand up to** your enemies,
 - 6 You need to feel good about yourself. The motivation has to come from within.
- a but even more to **stand up to** your friends. JK Rowling, author
 - b You have nobody to **fall back on** except yourself. Dana Hill, actress
 - c you gotta **put up with** the rain. Dolly Parton, singer
 - d long before they **run out of** words. Anonymous
 - e you've made a success of life's biggest job. Anonymous
 - f keep your eyes open and **get on with** it. Sir Laurence Olivier, actor

Answers

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1 d 2 e 3 f 4 c 5 a 6 b

What is the meaning of the phrasal verbs in **bold** in Ex 3?

Answers

What is the meaning of the phrasal verbs in **bold** in Ex 3?

- run out of: use all of something and not have any left
- look up to: admire and respect someone
- get on with: do something without delay
- put up with: tolerate
- stand up to: not allow yourself to be treated badly by someone (especially someone in authority)
- fall back on: use or do something else after other things have failed

6 Complete the extracts with an appropriate form of the phrasal verbs in the box.

come back from ~~come up against~~ come up with drop out of
face up to put up with stand up to

- 1 In the 2005 European Cup final, Liverpool *came up against* a rampaging AC Milan. Liverpool _____ being 3–0 down to win on penalties.
- 2 After being diagnosed with cancer in 1996, world champion cyclist Lance Armstrong had to _____ the possibility that he would never compete again. He went on to win the *Tour de France* a record seven consecutive times.
- 3 Bill Gates first _____ the idea of setting up a software company while he was a student at Harvard. Against all advice he _____ university to set up the Microsoft Corporation. He was a billionaire by the time he was 30.
- 4 On 1st December 1955, after _____ years of racial abuse and segregation, Rosa Parks _____ the driver of the bus she was travelling on and refused to give up her seat for a white passenger. She became known as the ‘Mother of the modern-day civil rights movement.’

Answers

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1 came back from
2 face up to

3 came up with, dropped out of
4 putting up with, stood up to



link to exam

Synonyms are very important in all parts of the Advanced exam

Paraphrases are essential in all sections of the CAE test

**How many synonyms can you think of for the
following words?**

puzzled

depressed

angry

fascinated

bored

How many synonyms can you think of for the following words?

puzzled

melancholy

depressed

confused

transfixed cross

mesmerised

a bit down fuming

angry

bewitched intrigued

fascinated

morose

to be in the doldrums

bored

sick and tired of in a rut

at a loss irate

wrathful discombobulated

How many synonyms can you think of for the following words?

puzzled

confused

discombobulated

at a loss

angry

cross

wrathful

fuming

irate

bored

sick and tired of

in a rut

depressed

melancholy

a bit down

morose

to be in the doldrums

Which ones are high/low register?

Which ones are high/low frequency?

fascinated

transfixed

mesmerised

intrigued

bewitched

Which is correct?

advise for practising listening

advice for practicing listening

advice for practising listening

advise for practicing listening

Which is correct?

advise for practising listening

advice for practicing listening

advice for practising listening

advise for practicing listening

Verb

Noun

advise

advice

practice

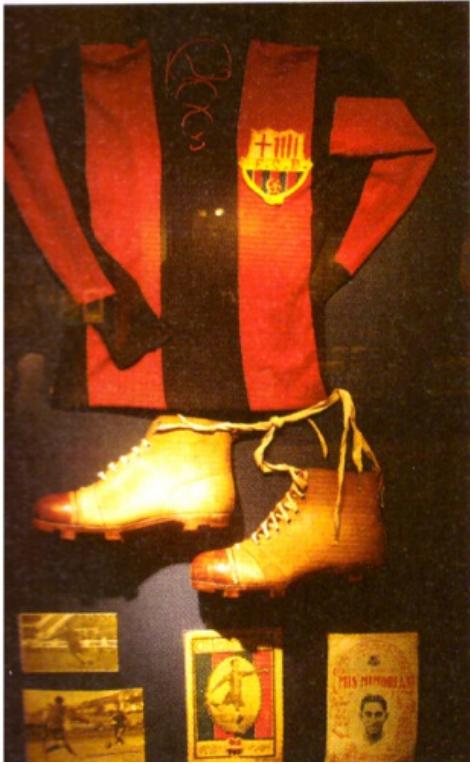
practise

<u>Verb</u>	<u>Noun</u>
practise	practice
advise	advice

In American English practice/practice is used

Advice for Practising Listening

1. Do the exercise “exam style” (listen twice and mark your answers)
2. Look at the text and underline the answers
3. Look up and study any words you don’t know
4. Listen again with the text
5. Listen again..... and again.....



Discuss these questions.

- 1 Why do people go to see collections like those in the pictures?
- 2 Which do you find most/least interesting? Why?

Quick steps to Listening Part 4

- Look quickly at both tasks to see what you have to listen for in each case, e.g. *problems, opinions*.
- Listen to everything a speaker says before deciding on an answer.
- At the end, check that you have chosen an answer for all the questions.

You will hear five short extracts in which people describe cultural activities.

While you listen you must complete both tasks.

TASK ONE

For questions 1–5, choose from the list (A–H) the activity each speaker is describing.

- A watching a DVD at home
- B going to the opera
- C going to the theatre
- D listening to a concert on the radio
- E viewing an exhibition of posters
- F going to the cinema
- G visiting a museum of ancient artefacts
- H viewing a collection of photographs

Speaker 1	<input type="checkbox"/> <input checked="" type="checkbox"/>	1
Speaker 2	<input type="checkbox"/> <input checked="" type="checkbox"/>	2
Speaker 3	<input type="checkbox"/> <input checked="" type="checkbox"/>	3
Speaker 4	<input type="checkbox"/> <input checked="" type="checkbox"/>	4
Speaker 5	<input type="checkbox"/> <input checked="" type="checkbox"/>	5

TASK TWO

For questions 6–10, choose from the list (A–H) how each speaker says they felt during the activity.

- A disappointed
- B puzzled
- C bored
- D fascinated
- E scared
- F amused
- G depressed
- H angry

Speaker 1	<input type="checkbox"/> <input checked="" type="checkbox"/>	6
Speaker 2	<input type="checkbox"/> <input checked="" type="checkbox"/>	7
Speaker 3	<input type="checkbox"/> <input checked="" type="checkbox"/>	8
Speaker 4	<input type="checkbox"/> <input checked="" type="checkbox"/>	9
Speaker 5	<input type="checkbox"/> <input checked="" type="checkbox"/>	10

Speaker 1

Woman: Actually, I'd already seen the film version so there weren't any real plot surprises, but I was in one of the front rows and overall it was a reasonably enjoyable couple of hours. To be honest, I wasn't expecting it to be up to much after what the critics had said about it, but at times I found myself wondering whether they'd actually seen the same thing as me. How one of them could say, for instance, that they felt 'thoroughly bored throughout' remains a mystery to me. In future I'll take a little less notice of the reviews, not just of drama but of exhibitions and opera, too.

Speaker 2

Man: There was certainly some rather clever photography, especially in the urban locations, and the soundtrack featuring some original songs was above average, too. But, as I'd read in a review somewhere, it was clear that the plot lacked originality, and before long the thought of having to put up with an entire box set of it literally had me yawning. My friends, though, seemed to find it quite absorbing so I had no option but to sit through the whole thing, wishing all the time I'd managed to persuade them to switch on that live broadcast of classical music instead.

Speaker 3

Woman: I was immediately struck by the craftsmanship, the skill and the dedication that must have gone into producing them. Some could have passed for photographs, they were that realistic, while others were so striking I couldn't take my eyes off them. That of course was why they'd been produced in the first place, from the time of the revolution and then up to and including the next great conflict. I imagined them stuck on walls and in railways stations as terrifying events took place, and could feel the immense power of the messages they must have conveyed at the time. I would have taken some photos but of course it isn't allowed there.

Speaker 4

Man: I'd gone along after seeing posters advertising the event, and I wasn't disappointed. Although shot in the so-called golden hour near the end of the day when shadows are softer, the images shine a harsh light on the reality of living in one of the most deprived parts of the country. Striking in their simplicity, and without accompanying notes as they speak for themselves, they capture the sense of utter hopelessness felt by people living in those conditions, leaving me with much the same feeling. My spirits sank even further * when I thought about how little present-day society seems to care. We don't even make documentaries or films about them anymore.

Speaker 5

Woman: We'd been looking forward to our afternoon there, but it was a real let-down, almost amateurish in fact. There was an almost total lack of information, the facilities were poorly maintained and there were virtually no exhibits of any significance. A friendly but clueless member of staff explained that the most interesting objects were out on loan to the archaeology department of the university, and suggested we could see them being dug up in what he called 'the film'. This turned out to be a poor-quality video shown on an old TV, so we didn't bother. We might just have found all this amusing, but for the fact that we could have been at the theatre with friends instead.

Answers

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Speaker 1

C 1

Speaker 2

A 2

Speaker 3

E 3

Speaker 4

H 4

Speaker 5

G 5

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Speaker 1

B 6

Speaker 2

C 7

Speaker 3

D 8

Speaker 4

G 9

Speaker 5

A 10

Homework

Are you up to date with the platform and exam labs?



**Cambridge Assessment
English**

