

Premium B2 lesson 30



Compound Adjectives

In 1-5, complete each gap in *b* with a compound adjective which expresses the same idea as the word in bold in *a*. There is an example at the beginning (0).

- 0 I signed up for a language course **which lasted two months**.
I signed up for a two-month language course.
- 1 a It takes **five minutes** to walk from the language school to the beach.
b The language school is a _____ walk from the beach.
- 2 a I want to work in a country **where people speak English**.
b I want to work in an _____ country.
- 3 a Police are looking for a teenage girl **with blonde hair and blue eyes**.
b Police are looking for a _____ , _____ teenage girl.
- 4 a My grandmother, **who was born in Italy**, emigrated when she was three.
b My _____ grandmother emigrated when she was three.
- 5 a Teaching children **who behave themselves well** is a pleasure.
b Teaching _____ children is a pleasure.

Use the descriptions to help you complete the compound adjectives. There is an example at

- | | | | |
|---|--|---|--|
| 0 | clothes which fit closely to your body | → | tight- <u>fitting</u> clothes (1) |
| 1 | a phone you do not need to hold | → | a hands- _____ phone (3) |
| 2 | work you do for only part of the day | → | a part- _____ job (5) |
| 3 | a person who easily becomes angry | → | a bad- _____ person (6) |
| 4 | goods marked with the name of the store | → | own- _____ goods (7) |
| 5 | a building in very bad condition | → | a run- _____ building (7) |
| 6 | a plane journey to the other side of the world | → | a long- _____ flight (8) |
| 7 | very strong winds | → | gale- _____ winds (11) |
| 8 | a concert which takes place outside | → | an open- _____ concert (13) |

Use compound adjectives to talk about:

- the age of people in your family, e.g. *I've got a seven-year-old sister.*
- the number and duration of lessons each day at your school
- the duration of your last holiday
- the time taken to get from your house to your school/ place of work/town centre

Reading and Use of English Part 5

You are going to read an article on multilingualism. For questions 1-6, choose the answer (A, B C or D) which you think best fits according to the text.

Two languages good, three languages even better

Naomi is the nine-year-old daughter of Jane and Dug Gray, a translator and stone-mason who live in Finistère, the heart of Celtic Brittany in north-west France. They have opted not to bring up their three children bilingually in French and English, but trilingually, by enrolling them in Brittany's educational system, Diwan, whereby all lessons, bar English and French, are taught in Breton. Around 3000 children in Brittany are educated via this immersion method that has played an important role in the revival of the Breton language.

Jane admits that the decision was controversial: 'Other British parents said: "How dare you do that? Don't your children have enough to take on?"' But she had seen how quickly the girls absorbed French: 'I felt sure they could take in another language.' The girls' father, Dug, admits to being envious of their abilities. 'After 16 years in France, I'm comfortable with the language, but the kids still pick me up on my

pronunciation and grammar mistakes,' he says.

It was once thought that forcing a child to learn more than one language could slow academic development but according to Professor Colin Baker, a world expert on bilingualism, the effect is the opposite. The evidence is that bi- and trilingualism actually increases mental capacity and that multilingual children tend to do better at school. 'The latest research shows that in intelligence tests, children with two or more well developed languages have higher scores,' he says.

'Bilingual children have two or more words for objects and ideas, so the links between words and concepts are looser, allowing more fluent, flexible and creative thinking.' He adds that children learning languages young also tend to have more confidence and better general communication skills.

Professor Tony Cline is an educational psychologist specializing in language development in children. He says, 'We used to think [the brain] had a limited capacity, like a milk bottle, and that it was impossible to pour two pints of milk into a pint bottle. Now we understand that our brains are capable of making an infinite number of connections; there is no limit to what we can take in.' He concedes that there might be minor disadvantages in having a bi- or trilingual childhood: 'The child sometimes applies the rules of

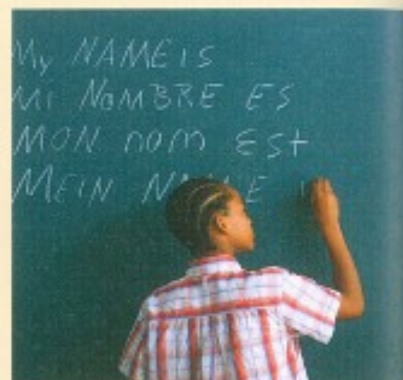
one language to another, and so makes mistakes – but these grammatical 'errors' are soon outgrown, as long as the child is exposed to good models of language.'

It seems that by giving your child the option of becoming multilingual, you are offering them far more than just the acquisition of foreign language. That certainly seems to be the case for the Gray girls. All three are getting top grades at school and are literate in three languages. Naomi has also successfully taken on German, where she is proof that

bilingualism increases language-learning aptitude. Says Prof Cline: 'Multilingual children pick up other languages quickly because they have a more flexible approach and are used to handling different forms of syntax, grammar and vocabulary.'

Jane thinks her daughters have gained more than just language; they have also gained culturally. In fact, the girls are all enthusiastic about Breton culture: Naomi does extra-curricular Breton step dancing and loves singing in Breton and attending dance evenings known as fest-noz while Nina takes part in the Breton sport of Gouren, a form of Celtic wrestling. Says Prof Baker: 'Multilingual children gain the benefits of multiple sets of literatures, traditions, ideas, ways of thinking and behaving.'

And, he stresses, if parents have the opportunity to give their child the gift of another language, they should jump at it. Because in today's global marketplace, on top of all the above, multilinguals are far more employable than monolinguals. 'I find it a great shame that languages don't have a higher place in the classroom in the UK because English is a mainstream language of business but, in the future, that is going to change.'



Exam task

Don't forget!

Read the text through quite quickly first to get a general idea of the content. As you read, compare your ideas in exercise 1 with those contained in the text.

- 1 What does the writer say about the school that Naomi attends?
 - A All of the lessons are taught in Breton.
 - B English and French are not taught.
 - C It is helping Breton to regain its popularity.
 - D The pupils are all fluent in three languages.
- 2 Some people criticized the Grays for
 - A not encouraging their children to learn French.
 - B helping to promote a minority language.
 - C not sending their children to a British school.
 - D expecting too much of their children.
- 3 Professor Baker says that, compared to other children, multilingual children
 - A work harder at school.
 - B tend to do better in examinations.
 - C have a less rigid way of thinking.
 - D are generally more talkative.
- 4 Professor Cline uses the example of the milk bottle to illustrate
 - A our knowledge that the brain has limitations.
 - B how much language can be stored in the brain.
 - C the link between brain size and intelligence.
 - D a previous way of thinking about the brain.
- 5 Naomi's experience is presented as evidence that multilingual children
 - A enjoy taking part in group activities.
 - B are better equipped to learn foreign languages.
 - C take advantage of opportunities they are offered.
 - D integrate easily into any new cultural environment.
- 6 What does 'it' refer to in line 82?
 - A the opportunity
 - B their child
 - C the gift
 - D another language

Vocabulary *make* and *do*

Complete the gaps in 1-8 with the correct form of **make** or **do**. Write one or two words in each gap.

- 1 I don't always _____ **my homework**; I know I should _____ **more effort**.
- 2 I think I _____ a lot of **progress** since I started _____ this **course**.
- 3 I always _____ **sure** I _____ some form of physical **exercise** every day.
- 4 I'm not very good at _____ **decisions**; it takes me ages _____ **up my mind**.
- 5 I should _____ some **housework** this weekend; my house **could** _____ **with** a good clean.
- 6 I'd be very nervous if I was asked _____ **a speech** in public; I'd probably _____ **a mess of it**.
- 7 I've been _____ **nothing but** work lately; it would _____ **me good to** go out more in the evenings. It certainly wouldn't _____ me any **harm**.
- 8 I'd love _____ **a job** that **has something** _____ **with** animals; it would be a great way _____ **a living**.

Listening Part 4

Complete the sentences with the words in the box.

defender	division	opponent	penalty
pitch	referee	save	tackle

1. A is a person who is in charge of the game and makes sure the rules are followed.
2. A is an advantage given to a sports team or player when the other team or player breaks a rule.
3. A is someone in a sports team who tries to prevent the other team from scoring points or goals.
4. A contains groups of sports teams in a league.
5. Someone who you compete against in a game or competition is your
6. If you someone, you try to get the ball from someone in a game.
7. The is an area painted with lines for playing particular sports.
8. If you a goal, you prevent a player from scoring.

Exam task

You will an interview with a springboard diver called Max Hart, who is talking about his sport. For questions 1-7, choose the best answer (A, B or C).

1. Max says that he became a diver because
 - A he had competed in a similar sport.
 - B it felt like the natural thing to do.
 - C someone suggested he try it.
2. How did Max feel before his first competition?
 - A confident that he would enjoy taking part
 - B surprised by how many spectators there were
 - C nervous about competing against experienced divers
3. What does Max say about doing arm stand dives?
 - A He found them challenging at first.
 - B He now prefers them to other dives.
 - C He only performs them when he has to.
4. What was Max worried about when he had to change a dive?
 - A not remembering what he had to do
 - B not having had enough time to practise it
 - C not being physically able to do it
5. Max enjoys his practice sessions because he
 - A gets to see what everyone else is doing.
 - B notices improvements in his dives every time.
 - C has fun with the other students in the class.
6. What would Max like to do next?
 - A take part in a major competition
 - B learn to dive with a partner
 - C beat his best score
7. Max enjoys diving so much because he feels
 - A thrilled by the atmosphere at diving events.
 - B excited when he comes first in competitions.
 - C confident that he will continue to improve.