#### **Premium B2 Lesson 21**

Sentence transformations 96 - 100

#### Language

Verb patterns (ing / inf / to inf) (adapted from Trainer p45)

#### **Exam technique**

Listening part 4



## Can you remember the answers from last class?

91	I'm sure Jack didn't intend to disturb you.
	INTENTION I'm sure Jack
92	"Whose car is this?" he asked.
	BELONG 'Who?' he asked.
93	We couldn't decide which make of car to buy.
	DECISION We couldn't which make of car to buy.
94	He has a friendly relationship with his boss.
	TERMS He with his boss.
95	The topic was too complicated for them to understand.
	SIMPLE The topic



			controlled such at leading at the boy extract to work
			my father used to work
97	It would be a g	good idea for your car to be serviced	23 These two cumeres lock the same to me.
	OUGHT	You	serviced
98	Sue prefers wa	tching football to playing it.	
	SOONER	Sue	play it
99	She headed for	r the exit.	
	WAY	She	the exit
100	She has as man	ny students as I have.	
	NUMBER	She	students as I have



# **ANSWERS**

96	My father used to work in that shop.	
	My father used to work in that shop.  That is the shop where my father that is the shop where	ather used to work.
	It would be a good idea for your car to be serviced.  OUGHT You ought to have/get your car	serviced.
98	Sue prefers watching football to playing it.  SOONER Sue would sooner watch football than	play it.
99	She headed for the exit.  WAY She made her way to	
100	She has as many students as I have.  NUMBER She has the same number of	students as I have.

#### Grammar

Verb patterns (ing / inf / to+inf)



# expect it's no use enjoy stop easy carry on likely give up there's no point (in) without remember pleased suggest decide avoid forget help someone

We use the 'ing' form after	We use 'to + inf' after
some verbs (It <b>keeps</b> raining.)	some verbs (I want to leave.)
prepositions (I'm keen <b>on</b> riding.)	some verbs + object (He asked me to go)
some expressions (I'm fed up with waiting.	some adjectives (I was <b>glad to see</b> her)

'ing' or 'to + inf' after some verbs but with a change in meaning.

I regret to tell you ... (I'm sorry to tell this)

I regret telling you ... (I'm sorry I told you)



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some verbs (It <b>keeps</b> raining.) avoid enjoy suggest	some verbs (I want to leave.) decide expect	
prepositions (I'm keen <b>on</b> riding.)  carry on give up without	some verbs + object (He <b>asked me to go)</b> help someone	
some expressions (I'm <b>fed up with</b> waiting.) there's no point (in) it's no use	some adjectives (I was <b>glad to see</b> her)  easy likely pleased	

'ing' or 'to + inf' after some verbs but with a change in meaning.

I regret to tell you ... (I'm sorry to tell this)

I regret telling you ... (I'm sorry I told you)

stop forget remember



# Complete the second sentence so that it means the same as the first sentence, using the -ing or the to + infinitive form of the verb.

1	I'm going out this evening.	I've decided to go out this evening.
2	I like to listen to music in the evening.	l enjoy
3	The bus will probably be late again.	The bus is likely
4	We can't play tennis until Saturday.	We'll have to put off
5	It doesn't make sense to stay here.	There's no point in
6	Although I felt ill, I went to school.	Despite
7	I'll be glad if Mark comes to my party.	I want Mark
8	Kate didn't remember to call Emma.	Kate forgot



#### Answers

Complete the second sentence so that it means the same as the first sentence, using the -ing or the to + infinitive form of the verb.

1	I'm going out this evening.	I've decided to go out this evening.
2	I like to listen to music in the evening.	l enjoylistening to music in the evening
3	The bus will probably be late again.	The bus is likelyto.be.late.again
4	We can't play tennis until Saturday.	We'll have to put off .playing.tennis.until.Saturday.
5	It doesn't make sense to stay here.	There's no point instaying.here
6	Although I felt ill, I went to school.	Despitefeeling.ill, I.went.to.school
7	I'll be glad if Mark comes to my party.	want Mark to come to the party.
8	Kate didn't remember to call Emma.	* Kate forgot to call Emma.

Did Kate call Emma?



# Correct these sentences written by First Certificate candidates.

- 1 I hope hearing from you soon.
- 2 We would suggest to replace the shopping trip on Tuesday with the castle visit.
- 3 And before to go to sleep, we had supper.
- 4 I rarely cook. It's much easier going to the supermarket for a ready-to-eat meal.
- 5 I am quite busy to prepare for my exam.
- 6 It's worth to go to the annual festival.
- 7 I am really interested in to work in your company.
- 8 The only doubt was if I could afford buying it this year.
- 9 I am looking forward to hear from you.
- 10 After I had driven about 50 km, the engine stopped to work.



## O Correct these sentences written by First Certificate candidates.

- 1 I hope hearing from you soon. to hear
- 2 We would suggest to replace the shopping trip on Tuesday with the castle visit. replacing
- 3 And before to go to sleep, we had supper. going
- 4 I rarely cook. It's much easier going to the supermarket for a ready-to-eat meal. to go
- 5 I am quite busy to prepare for my exam. preparing
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- 8 The only doubt was if I could afford buying it this year. to buy
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#### **Exam practice**

Listening part 4 -techniques



#### Understanding distraction; listening for cues

- Study this multiple-choice question and the extract from the recording script. It is from a radio interview in which Dave Harris asks Lucy Williams about her work as a police officer. Why is A correct? Why are B and C wrong?
- 1 How does Lucy feel about her work now?
  - A She likes the fact that she never gets bored.
  - B She dislikes having to deal with aggressive people.
  - C She would prefer to work in an office.

Dave So tell me, Lucy, what have you found to be the positive things about police work? What's the negative side to it?

Lucy Well, I often come into contact with people who are upset or angry, maybe causing trouble, and I have to calm them down and in some cases make it clear I'm in authority. But I just see that as part of the job, and in fact I'd probably miss it if I were given a desk job. I'd find that really dull compared to being out on the street, which is always interesting because no two days are ever the same. You never know what to expect next, and that's great.







- 1 A: She says her present work is 'always interesting' and 'no two days are ever the same. You never know what to expect next' explaining why, adding 'that's great'
  - B: She accepts the need to deal with these people and indicates she quite likes it by saying 'I'd probably miss it' if she had to work elsewhere.
  - C: The word 'that' in 'I'd find that really dull' (boring) refers back to 'a desk job', in other words, working in an office.



- 2a \( \bigcap\_{10} \) 08 Look at the next question and listen twice to the extract from the same interview. Which is the correct answer, A, B or C? Why?
- 2 What advice does she give to teenagers?
  - A join the police instead of going to university
  - B begin by working part-time for the police
  - C do a different job before joining the police





- 2a: C is correct, because she suggests 'I'd strongly recommend ...' 'working in something else first', i.e. before 'becoming a police officer'
  - b: The cue is Dave's question ("... what would you say to somebody who, say, is about to leave school and is considering becoming a police officer?"). A is wrong because she says "many (of those "considering becoming a police officer") would benefit from doing a degree," i.e. going to university. B is wrong because she indicates that it is impossible to work part-time in the police when she says everyone has to work 'long hours' when they start.



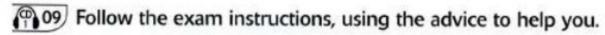
# Test 1 Exam practice

# **Listening Part 4**

### **Action plan**

- 1 Quickly read the instructions. What kind of recording is it? What's the topic? Who will you hear?
- 2 Before you listen, look at the first line of each item. What kind of information, e.g. somebody's opinion, do you need for each?

- 3 Underline the key words in each item to help you focus on the information you need.
- 4 Listen for expressions with similar or opposite meanings to the key words you underlined.
- 5 Think of an answer in your own words. Then choose the option most like your answer.
- 6 Check all your answers on the second listening.



Tip! After you hear the instructions, there's a one-minute pause before the recording begins. Use this to look through the questions, underlining the key words.

You will hear a radio interview with Louise Graham, who works as a group leader at Ravensfield tdoor Adventure Centre. For questions 24–30, choose the best answer (A, B or C).



- 24 How long has Louise been working at Ravensfield?
  - A about six months
  - B about one year
  - C about two years
- 25 When she started working at the centre, she felt
  - A a little afraid of being injured doing her job.
  - B rather nervous in case she did her job badly.
  - C more confident than she thought she would.
- 26 What does she most enjoy about working with children?
  - A thinking of new things for them to do
  - B helping the less able ones achieve more
  - C ensuring that they behave well at all times
- 27 How does she feel about working at night?
  - A It's a necessary part of the job.
  - B It's unfair that she has to do it.
  - C It's something that she enjoys.
- 28 At the end of a course, the children
  - A get on much better with each other.
  - B thank the staff for all they've done.
  - C have gained useful qualifications.
- 29 An added advantage of working at Ravensfield is that
  - A she has made some new friends.
  - B she can now afford to run a car.
  - C she has long summer holidays.
- 30 What does she want to do in the future?
  - A work in a bigger centre
  - B get promotion at Ravensfield
  - C go into a different kind of work

#### Advice

- 24 What kind of information do you need to listen for?
- 25 Think of expressions with similar or opposite meanings to the adjectives 'afraid', 'nervous' and 'confident'.
- 26 She may enjoy two or even all three of these. Listen for a superlative adjective.
- 27 Decide what the focus of this question is. Which word tells you?
- 28 Listen only for what the children do.
- 29 Listen for whether she's talking about the present or the future.
- 30 Be careful with ideas that are mentioned, but then rejected. Which of A-C does she reject?



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#### **Advice**

- 24 What kind of information do you need to listen for?
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La come to a continue l'an a minute-le

#### [You'll need to play the recording twice.]

Interviewer: I have with me this evening Louise Graham, a group leader at Ravensfield Outdoor Adventure Centre for children, and I'm going to ask her a few questions about her work and how she feels about it. So, to begin with, Louise, how long have you been there?

Louise: Well, before (24) I first went there a couple of years ago, I thought I'd probably only stay for a year, but after six months or so I really started to enjoy the job. So I spoke to the manager, Ms Harvey, and asked her if I could work there permanently. She said she'd have to check with head office and fortunately they said 'yes', and I've been there ever since. I'm really glad I stayed.

Interviewer: Though from what you say you weren't really sure about the work at first. Why was that?

Louise: I suppose it was because when I first arrived, I had few qualifications and not much experience. So when I realised how many different things I'd have to do, and how well the staff seemed to do them, to be honest I was lacking in self-confidence, and (25) a bit worried about making mistakes. The children's safety is so important, of course, and sometimes I was frightened I might put them in danger because of my inexperience. But nothing ever happened, because everything at the centre is so carefully organised that accidents are very rare. And I took to working with kids straight away. It was really interesting, right from the start.

Interviewer: What's the best thing about it?

Louise: One thing I like is seeing them have so much fun, even if sometimes their behaviour isn't perfect! And my job's quite creative, in that I can suggest activities that haven't been tried before. But (26) there are always some children who haven't got quite as much ability as others, and for me the most rewarding part of the job is getting them to succeed in things they haven't managed to

do before, It's hard work, though. You spend the whole day out canoeing and climbing, for instance, then you have things to do in the evening, too. And sometimes you're on duty at night.

Interviewer: Mm. What do you think about that?

Louise: Well, I can't say I look forward to starting work at 10 pm, but (27) the kids have to be looked after 24/7 so someone has to do it and all the staff take turns. And you get a day off when you change from days to nights, and back again.

Interviewer: So it's a good place to be, in fact.

Louise: Yes. The company support the staff in various ways: offering training, helping them get qualifications that will be useful to them in their careers, and so on. It's a good place for everyone really. (28) The courses have a really positive effect on the kids, especially on their interpersonal and social development. You can see the difference when they arrive and when they leave. They're fitter, too. And often the parents tell us how grateful they are for the effort we've made. That's one of the many things I like about working there.

Interviewer: What else?

Louise: Well, the pay's not bad, especially when you remember it's quite a small company, and in a year or so I hope to be able to get a car. And socially it's great! (29) Several of the people I work with are now more than just colleagues – we have a great time together and four of us go on holiday together during our winter break. In summer, of course, we don't get much time off.

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Interviewer: What else?

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Interviewer: No, I can imagine. Now, tell me, what are your career plans? Do you think you'll carry on working in outdoor adventure centres, or find something else?

Louise: I'll be happy in this line of work for some time. I was thinking recently about maybe one day moving to somewhere bigger, with more opportunities, but after speaking to group leaders at other centres, I think I'm quite lucky to be where I am. Not always as a group leader, though. (30) My ambition is to become assistant manager there, though moving up to that position might take me some time – there are six people who've been there longer than me, and I'm fairly certain that two of them have the same idea!

Cooking paper



# Test 1 Training

# Speaking Part 4

#### Task information

- Part 4 lasts about four minutes. You both answer questions based on the same topic as Part 3.
- This part tests your ability to talk about issues in more depth than in the other three parts of the Speaking paper. You will need to express opinions and give reasons for them, and also to agree or disagree with different opinions.
- The examiner may also ask you to reply to your partner's opinions.
- You may want to bring your partner into the discussion, and they might want to involve you in answering their questions, too.
- After you finish Part 4, the examiner will thank you and say the test has ended.



# Use the following questions, in order, as appropriate:

• Some people say there will be no need for shops in the future because we'll buy everything online.

- Do you think it's true that we buy a lot of things we don't really need these days? (Why? / Why not?)
- Do you think that out of town shopping centres are a good idea?

- Select any of the following prompts, as appropriate:
- What do you think?
- Do you agree?
- And you?
- Is it better to go shopping with friends or alone?
- Some people say that shopping is a leisure activity nowadays.
   What do you think?
- Do you think that advertising encourages people to spend too much money? (Why? / Why not?)

Thank you. That is the end of the test.

