

## Advanced Academic Speaking Skills C1:

### Section 1: Listening

You will listen to each audio track twice.

Listening 1: **Solutions (Boxcycle, Hipcycle and Marriott Construction)**

Listening 2: **Understanding Risk (Triodos Bank)**

### Section 2: Grammar & Vocabulary

Part 1: Grammar

- **Unit 8: Cause and Result**

Usually negative	Can be both / neutral	Usually positive
kills	gives rise to arises from is a consequence of causes brings about leads to contributes to makes produces results from results in is the result of stems from	fosters

- **Unit 7: The Continuous Aspect**

Continuous verbs are made with *be + -ing*.

Name	Example
Present continuous	I'm <b>working</b> on a problem now.
Past continuous	I <b>was daydreaming</b> when the phone rang.
Present perfect continuous	They've <b>been talking</b> for hours.
Past perfect continuous	He <b>had been studying</b> for six hours when he took a break.
Future continuous	She'll <b>be working</b> until she finishes the project.

## Unit 9: Intensifying adverbs

Adverbs modify adjectives, verbs or other adverbs to express time, place, degree or manner. Intensifying adverbs such as *extremely*, *totally* and *so* are a type of adverb of degree, which make the words they modify stronger.

*My holiday turned into a disaster **incredibly** quickly.*

*I'm **quite** sure I'll never go there again.*

*She disagreed with me **entirely**.*

## Unit 10: Passive reporting verbs

We can form passive reporting structures like this:

- Subject + be + past participle of reporting verb + to infinitive.

This structure can be used with present, past or future reference.

**They are said to be** the best surfers in the world.

*The ship's captain **was presumed to have died** in battle.*

(= It was presumed then) or

*The ship's captain **is presumed to have died** in battle.*

(= it is presumed now of a past event)

*The new energy source **is expected to be** cleaner.*

These verbs are often used with this construction: *allege*, *assume*, *believe*, *consider*, *estimate*, *expect*, *find*, *know*, *prove*, *report*, *say*, *show*, *think*, *understand*.

We can use the passive voice to report actions and events.

We use reporting verbs in the passive when:

- we don't know or cannot verify the source or agent of the information

**No injuries have been reported.**

- we assume the reader or listener is not interested in who the agent or source is

**They are believed to have started** exploring the cave at four in the morning.

- the agent or source is obvious from the context

**100 people are known to have been arrested.**

- when you want someone to remain anonymous

**You've been reported to be driving** without a license.

## Unit 11: Subordinate clauses

The main clause and the subordinate clause can have different subjects.

*I haven't been to Laos, **although David** might have been.*

*We had to borrow Leanne's map **because I** didn't have mine.*

### Time

*after, as, as soon as, before, by the time, every time (that), once, since, the first/last/next time (that), until, when, whenever, while*

### Contrast

*although, even though, in spite of the fact that, regardless of the fact that, though, whereas, while*

### Precaution or provision

*in case, in the event that*

### Condition

*as long as, assuming (that), if, providing/provided (that), unless*

### Cause/reason

*as, because, considering (that), given (that), in view of the fact that, since, in light of the fact that*

### Referring to other ideas, situations or information

*as far as ... (is concerned), as regards*

## Part 2: Vocabulary

The vocabulary section includes two vocabulary items from each units Key Words section. See for example SB. p. 107 below.

### KEY WORDS

- 2** Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).

- We need to **root out** possible abuse and stop it.
- If users' personal information were stolen, it would be a real **calamity**.
- At first the tweet looked threatening, but it turned out to be **innocuous**.
- The situation wasn't **cut and dried** because the tweet was genuinely intended as a joke.
- With product safety, the **stakes** are high because people can get seriously hurt.
- The couple's **prenuptial agreement** helped prevent a legal battle when they split up.

- a** risks, potential losses
- b** find and indentify
- c** clear and already decided
- d** disaster
- e** a legal contract made before a wedding stating how the couple will divide their money and possessions in a divorce
- f** not likely to hurt anyone

## Section 3: Reading

Reading 1 relates to **Unit 8 – Working Together**

Reading 2 relates to **Unit 9 – Relaxation**

## Section 4: Writing

In the writing section of the exam, there are three prompts of which you must select two. Answer each prompt as completely as you can.

A good answer should include: a topic sentence introducing your thesis, 2-4 sentences supporting your point of view, and a concluding sentence which expresses your final thoughts on the prompt. Aim to write a paragraph length response (usually about 125-150 words).

When composing your answer to the prompts, reference the presentation skills demonstrated in the TED Talks and those that we discussed and practiced in class and your presentations.

The prompts will relate to the presentation skills we discussed and practiced in class:

- Body language: posture, eye contact, gestures
- Voice: varying pitch and tempo
- Being authentic (SB p. 77)
- Using visuals (SB p. 87)
- Thinking about your audience (SB p. 99)
- Pace and emphasis (SB p. 109)
- Varying your tone of voice (SB p. 121)
- Being concise (SB p. 131)

Your instructor will use the following matrix to grade your responses:

Response 1	No (0%)	Poor (25%)	Fair (50%)	Good (75%)	Very Good (100%)
Did the author reference the presentation skills?	0	5	10	15	20
Did the author provide examples from the TED talks?	0	4	8	12	16
Length of response was appropriate?	0	2	4	6	8
Paragraph style was used?	0	1	2	3	4
Spelling/Grammar	0	0.5	1	1.5	2
Total points	____ ÷ 5 = ____ /10				