

*Prezentācija – viens no veidiem kā mācīt un  
vērtēt kompleksu prasmi svešvalodā.*

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# Mācību satura organizācija (Skola 2030)

## MĀCĪBU JOMAS

Valodu • Sociālā un pilsoniskā • Kultūras izpratnes un pašizpausmes mākslā  
Dabaszinātņu • Matemātikas • Tehnoloģiju  
Veselības un fiziskās aktivitātes

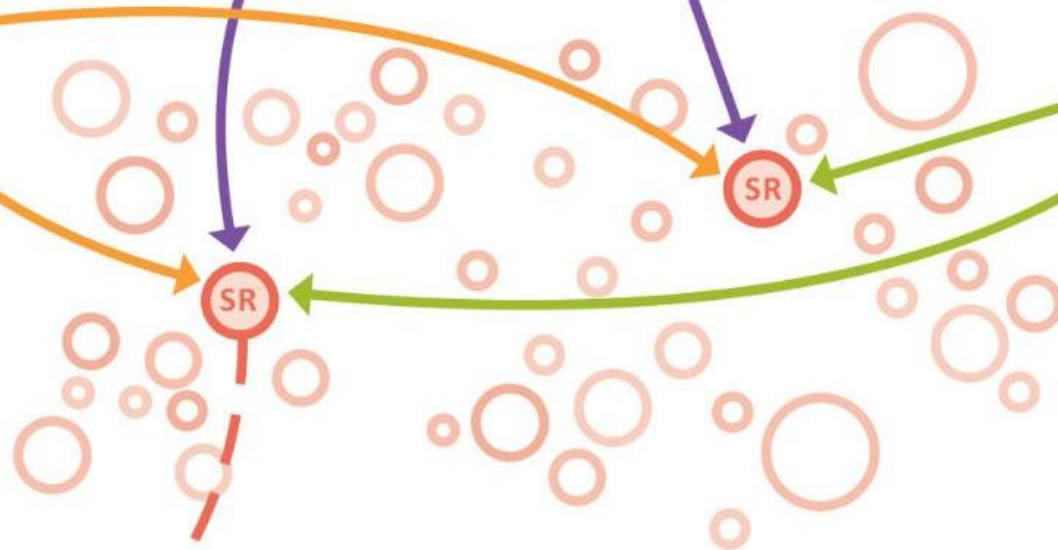
## VĒRTĪBAS

- Atbildība
- Centība
- Drosme
- Godīgums
- Gudrība
- Laipnība
- Līdzcietība
- Mērenība
- Savaldība
- Solidaritāte
- Taisnīgums
- Tolerance

## CAURVIJU PRASMES

- Kritiskā domāšana un problēmrisināšana
- Jaunrade un uzņēmējspēja
- Pašvadīta mācīšanās
- Sadarbība
- Līdzdalība
- Digitālā

SASNIEDZAMĀIS  
REZULTĀTS  
SKOLĒNAM



# Sasniedzamais rezultāts: skolēna kompetence

**kompetence** ir indivīda **spēja kompleksi** lietot zināšanas, prasmes un paust attieksmes, risinot problēmas mainīgās reālās dzīves situācijās, t.i. lietpratību sasniegušais skolēns, kas māk risināt kompleksas problēmas.

## PRESENTATION (form 12)

### I am an expert on ..... (an environmental problem)

- ▶ Make a presentation and speak as if you were an expert on the given nature problem. (5-7min.)
- ▶ Think of the company you represent
- ▶ Propose the possible solution to the problem.
- ▶ Choose from the given list one general problem and two subtopics.

# The list of issues

## List of issues for PP on nature protection .

- **Ecosystems** — Anoxic waters • Biodiversity • Biosecurity • Coral bleaching • Edge effect • Global warming • Habitat destruction • Habitat fragmentation • Illegal dumping
- **Fishing** — Blast fishing • Bottom trawling • By-catch • Cetacean bycatch • Gillnetting • Illegal, unreported and unregulated fishing • Environmental effects of fishing • Overfishing • Marine pollution • Whaling
- **Forests** — Clearcutting • Deforestation • Illegal logging
- **Climate change** — Global warming • Global dimming • Fossil fuels • Sea level rise • Greenhouse gas • Ocean acidification • Shutdown of thermohaline circulation • Environmental impact of the coal industry • Urban Heat Islands
- **Conservation** — Species extinction • Pollinator decline • Coral bleaching • Holocene extinction • Invasive species • Poaching • Endangered species
- **Energy** — Energy conservation • Renewable energy • Efficient energy use • Renewable energy commercialization • Environmental impact of the coal industry • Environmental impact of hydraulic fracturing
- **Environmental degradation** — Eutrophication • Habitat destruction • Invasive species
- **Environmental health** — Air quality • Asthma • Environmental impact of the coal industry • Electromagnetic fields • Electromagnetic radiation and health • Indoor air quality • Lead poisoning • Sick Building Syndrome • Environmental impact of hydraulic fracturing
- **Genetic engineering** — Genetic pollution • Genetically modified food controversies
- **Intensive farming** — Overgrazing • Irrigation • Monoculture • Environmental effects of meat production • Slash and burn • Pesticide drift • Plasticulture
- **Land degradation** — Land pollution • Desertification  
Soil — Soil conservation • Soil erosion • Soil contamination • Soil salination
- **Land use** — Urban sprawl • Habitat fragmentation • Habitat destruction
- **Nanotechnology** — Nanotoxicology • Nanopollution
- **Nuclear issues** — Nuclear fallout • Nuclear meltdown • Nuclear power • Nuclear weapons • Nuclear and radiation accidents • Nuclear safety • High-level radioactive waste management

- **Overpopulation** — Burial • Water crisis • Overpopulation in companion animals • Tragedy of the commons • Gender Imbalance in Developing Countries • Sub-replacement fertility levels in developed countries
- **Ozone depletion** — CFC • Biological effects of UV exposure
- **Pollution** — Environmental impact of the coal industry • Nonpoint source pollution • Point source pollution • Light pollution • Noise pollution • Visual pollution  
Water pollution — Environmental impact of the coal industry • Acid rain • Eutrophication • Marine pollution • Ocean dumping • Oil spills • Thermal pollution • Urban runoff • Water crisis • Marine debris • Microplastics • Ocean acidification • Ship pollution • Wastewater • Fish kill • Algal bloom • Mercury in fish • Environmental impact of hydraulic fracturing  
Air pollution — Environmental impact of the coal industry • Smog • Tropospheric ozone • Indoor air quality • Volatile organic compound • Atmospheric particulate matter • Environmental impact of hydraulic fracturing
- **Reservoirs** — Environmental impacts of reservoirs
- **Resource depletion** — Exploitation of natural resources • Overdrafting  
Consumerism — Consumer capitalism • Planned obsolescence • Over-consumption  
Fishing — Blast fishing • Bottom trawling • Cyanide fishing • Ghost nets • Illegal, unreported and unregulated fishing • Overfishing • Shark finning • Whaling  
Logging — Clearcutting • Deforestation • Illegal logging  
Mining — Acid mine drainage • Environmental impact of hydraulic fracturing • Mountaintop removal mining • Slurry impoundments
- **Toxins** — Chlorofluorocarbons • DDT • Endocrine disruptors • Dioxin • Toxic heavy metals • Environmental impact of the coal industry • Herbicides • Pesticides • Toxic waste • PCB • Bioaccumulation • Biomagnification • Environmental impact of hydraulic fracturing
- **Waste** — Electronic waste • Litter • Waste disposal incidents • Marine debris • Medical waste • Landfill • Leachate • Environmental impact of the coal industry • Incineration • Great Pacific Garbage Patch • Exporting of hazardous waste • Environmental impact of hydraulic fracturing
- **Species** — Habitat destruction • Holocene extinction • Invasive species • Poaching • Pollinator decline • Red-listed species • Species extinction • Wildlife trade • Genetic diversity
- **Natural resources** — Resource depletion • Exploitation of natural resources

**Komplekss SR prezentācijai ‘Vides problēmas’:**

**pārzin un prezentējot informē  
klasesbiedrus par vides problēmām,  
piedāvājot iespējamus risinājumus.**

# Skolēnu izvirzītais SR stundai

- ▶ To educate the classmates about my chosen environmental problem
- ▶ To enlarge the wordstock / to introduce the classmates to some new vocabulary
- ▶ To propose the possible solution to the current issue

# SLA

PRESENTATION/ PUBLIC SPEECH RUBRIC

	1-Needs improvement	2-Fair	3-Good	4-Excellent
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary (elementary) questions.	Student is at ease with expected answers to all questions, but fails to elaborate (improve).	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
<b>Spelling and grammar</b>	Student's presentation has four or more spelling and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
<b>Eye contact and posture</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
<b>Pronunciation and voice</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
<b>Use of communication aids ( e.g., transparencies, slides, posters, handouts, computer generated materials)</b>	No communication aids are used, or they are so poorly prepared that they detract from the presentation.	Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Listeners may be confused.	Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids.	Communication aids enhance the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen by all. Information is organized to maximize audience understanding. Details are minimized so that main points stand out.



# prezentācija - izvērtējums

ej.uz/taskang

[https://www.youtube.com/watch?v=hf2Lf0skT\\_U](https://www.youtube.com/watch?v=hf2Lf0skT_U)

# Klasesbiedru izvērtējums

12.m Monta Anna Buchmiere

Name	Comments	Organ.	Subject knowledge	Spelling & grammar	Eye contact	Phon. & voice	Communication	Total
Avis	these were 3 sources slide	3	4	4	4	4	4	23
Dāvis		4	4	4	4	4	3	23
Kristiāns	these were 3 sources slide	3	4	4	4	4	4	23
Agnese		4	4	4	4	4	4	24
Evelīna		4	4	4	4	4	4	24
Ivs	nice performance	4	4	4	4	4	4	24
Līva		4	4	3	4	4	4	23
Guntis		4	4	4	4	4	4	24
Edwards		4	4	4	4	4	4	24
Emīlija		4	4	4	3	4	4	23
Aleksandra		4	4	4	3	3	4	22
Alīja	cool presentation beautiful presentation	4	4	3	4	3	4	22
Diāna		4	4	4	4	4	4	24

Name	Organization	Subject knowledge	Spelling, grammar	Eye contact	Pronunciation	Communication	Total
Monta	4	4	1	4	3	4	20
Avis	4	4	4	4	4	4	24
Dāvis	4	4	3	4	4	4	23
Kristiāns	4	4	4	4	3	4	23
Agnese	4	4	4	4	4	4	24
Evelīna	4	3	3	4	4	4	22
Ivs	4	4	4	4	3	4	23
Guntis	4	4	4	4	4	4	24
Edwards	4	4	4	4	4	4	24
Emīlija	4	4	4	3	3	4	22
Aleksandra	4	4	4	3	3	4	22
Alīja	3	3	3	4	3	4	20
Diāna	4	4	4	3	3	4	22

Līva 12.m

# AS pēc skolēnu prezentācijām

- ▶ Which was the most difficult / the easiest criteria to evaluate/ Why?
- ▶ Was there any problem with the definitions / descriptions of rubric?
- ▶ Do you have any suggestions what should be paraphrased to assess better for the next time?
- ▶ Did my comments after each student help somehow to decide on the final solution how to assess (what points to put for) some criteria?
- ▶ Should any more criteria be added? If yes, then which ones?

# Iesaistītās caurviju prasmes

- ▶ Kritiskā domāšana un problēmu risināšana
- ▶ Sadarbība (apzināti mācās cits no cita; iesaka, ko uzlabot next time)
- ▶ Pilsoniskā līdzdalība (Ieteiktais vides problēmas risinājums = liela pilsoniskā līdzdalība)
- ▶ Digitālās prasmes
- ▶ Pašvadīta mācīšanās

**MY FAMILY / MY IDEAL FAMILY. SYMBOLS REPRESENTING MY FAMILY OR FAMILY TRADITIONS.**

<b>CRITERIA</b>	<b>1 – needs improvement</b>	<b>2 - fair</b>	<b>3 - good</b>	<b>4 - excellent</b>
<b>Task achievement</b>	The student has used <b>less than 5</b> symbols representing his/her family. Gives <b>mostly isolated, unrelated</b> statements. (inappropriate for form 10 level)	The student has used <b>5</b> symbols representing his/her family. The expressed opinion is <b>not always relevant</b> to the topic.	The student has used <b>8</b> symbols representing his/her family. The opinion expressed may be <b>insufficiently</b> developed.	The student has used <b>10</b> symbols representing his/her family. Gives <b>a relevant and appropriately supported</b> opinion on his/her family traditions.
<b>Organization</b>	Audience <b>cannot understand</b> presentation because there is <b>no sequence</b> of information.	Audience has <b>difficulty following</b> presentation because student <b>jumps around</b> .	Student presents info in <b>logical sequence</b> which audience can follow.	Student presents info in <b>logical, interesting sequence</b> which audience can follow.
<b>Grammar</b>	Shows <b>only limited</b> control of <b>simple</b> grammatical structures and sentence patterns.	Uses a range of <b>basic</b> grammatical structures <b>reasonably accurately</b> .	Uses <b>various language structures</b> . <b>Some errors</b> and <b>minor flaws</b> in sentence structure may still occur.	Consistently maintains a <b>high degree</b> of grammatical accuracy using a <b>wide range</b> of grammatical structures; <b>occasional insignificant errors</b> .
<b>Vocabulary</b>	Speaks about his / her family using <b>basic</b> phrases. Uses <b>less than 5</b> words / phrases from the acquired vocabulary list: FAMILY.	Speaks about his / her family using <b>simple</b> vocabulary. Uses <b>5-8</b> words / phrases from the acquired vocabulary list: FAMILY.	Has <b>sufficient</b> vocabulary to describe his/her family. Uses <b>10-14</b> words / phrases from the acquired vocabulary list: FAMILY.	Has a good command of a <b>wide range</b> of vocabulary. Uses <b>15 or more</b> words / phrases from the acquired vocabulary list: FAMILY. Can speak about his/her family, by providing clear description and opinion.
<b>Fluency</b>	Can manage <b>very short</b> utterances, with <b>much pausing</b> to search for expressions. Reads from the notes <b>all the time</b> . <b>No eye contact</b> with audience.	<b>Pauses are evident</b> . <b>Still reads most</b> of the presentation. <b>Occasionally</b> uses eye contact.	Expresses him /herself with <b>some hesitation</b> , pausing for lexical and grammatical planning. Maintains <b>eye contact most of the time</b> but <b>frequently</b> returns to notes.	Expresses <b>fluently</b> and <b>with ease</b> . Maintains eye contact with audience, <b>seldom</b> returning to notes.
<b>Pronunciation</b>	Pronunciation can be <b>understood</b> with <b>some effort</b> . ( <b>more than 5 errors</b> )	Pronunciation errors may <b>impede understanding</b> . ( <b>4-5</b> )	Errors are <b>rare</b> . ( <b>2-3</b> )	Pronunciation is <b>very accurate, clear</b> and <b>natural</b> . Almost no mistakes. ( <b>1 error</b> )
<b>Spelling</b>	Presentation has <b>4 or more spelling errors</b> .	Presentation has <b>3 misspellings</b> .	Presentation has <b>no more than 2 misspellings</b> .	Presentation has <b>no misspellings</b> .



# Vocabulary - Family



## RELATIVES

black sheep of the family /blæk ʃi:p əv ðə 'fæməli/  
 (distant) relative /'dɪstənt 'relatɪv/  
 godfather /'gɒd,fɑ:ðə/  
 godmother /'gɒd,mʌðə/  
 great-aunt /gret 'aʊnt/  
 great-uncle /gret 'ʌŋkl/  
 half-brother /'hɑ:f brʌðə/  
 half-sister /'hɑ:f sɪstə/  
 husband-to-be /'hʌzbənd tə bi/  
 in-laws /ɪn 'lɔ:z/  
 nephew /'nefju:  
 next of kin /'nekst əv 'kɪn/  
 niece /ni:s/  
 offspring /'ɒf'sprɪŋ/  
 only child /'əʊnli 'tʃɪldr/  
 siblings /'sɪblɪŋz/  
 spoilt child /spɔɪlt 'tʃɪldr/  
 spouse /spəʊs/  
 stepbrother /'stepbrʌðə/  
 stepfather /'stepfɑ:ðə/  
 stepmother /'stepmʌðə/  
 stepsister /'stepsɪstə/  
 wife-to-be /waɪf tə bi/

## FAMILY ARRANGEMENTS

adolescent /,ædə'lesənt/  
 adolescence /,ædə'lesəns/  
 adoptive parents /ə'dɒptɪv 'peərənts/  
 biological parents /baɪə'lɒdʒɪkəl 'peərənts/  
 broken home /'brəʊkən 'həʊm/  
 children's home /'tʃɪldrənz 'həʊm/  
 cohabiting couple /'kəʊ,hæbɪtɪŋ 'kʌpl/  
 compel children (to do sth) /kəm'pel 'tʃɪldrən tə 'du: ,sʌmθɪŋ/  
 extended family /ɪk'stendəd 'fæməli/  
 family-friendly employers /'fæməli,'frendli ɪm'plɔɪzə/  
 foster parents /'fɒstə 'peərənts/  
 frenetic pace of life /frə'netɪk peɪs əv 'laɪf/  
 household chores /'haʊshəʊld 'tʃɔ:z/  
 juggle work and home life /dʒʌgl əv 'wɜ:k ənd 'həʊm laɪf/  
 leave the children to their own devices /li:v ðə 'tʃɪldrən tə ðəʊn ðəɪr'əʊnɪz/  
 loving/dysfunctional family /'lʌvɪŋ,dɪs'fʌŋkʃənəl 'fæməli/  
 nuclear family /'nju:kliə 'fæməli/  
 police children's behaviour /pə'li:s 'tʃɪldrənz bɪ'hævɪjə/  
 raise/bring up a child /reɪz,brɪŋ 'ʌp ə 'tʃɪldr/  
 rebel /rɪ'bel/  
 same-sex couple /seɪm 'seks 'kʌpl/  
 single parent /'sɪŋgl 'peərənt/  
 upbringing /'ʌp,bri:ŋɪŋ/

## FAMILY AND MONEY

a strain on the family budget /ə streɪn ɒn ðə 'fæməli 'bʌdʒət/  
 alimony /'ælɪmɒni/  
 breadwinner /'bred,wɪnə/  
 child maintenance /'tʃɪldr 'meɪntənəns/  
 life insurance /laɪf ɪn'ʃʊərəns/  
 pocket money /'pɒkət 'mʌni/  
 provide for one's family /prɒ'vaɪd fɔ wʌnz 'fæməli/  
 self-reliant /self rɪ'laɪənt/  
 support one's family /sə'pɔ:t wʌnz 'fæməli/  
 will /wɪl/

## FAMILY CELEBRATIONS

WEDDING  
 best man /best 'mæn/  
 bouquet (of flowers) /bəʊ'keɪ əv 'flaʊəz/  
 bride /brɪd/  
 bridesmaid /'brɪd,meɪd/  
 church wedding /'tʃɜ:ʃ 'wedɪŋ/  
 civil wedding /'sɪvəl 'wedɪŋ/

fiancé /fɪ'ɒnsɪ/  
 fiancée /fɪ'ɒnsi/  
 go on honeymoon /gəʊ ɒn 'hʌnɪmu:n/  
 groom /gru:m/  
 honeymoon /'hʌnɪmu:n/  
 newlyweds /'nju:liwedz/  
 propose (to sb) /prə'pəʊz tə ,sʌmbɒdi/  
 registrar /'redʒə'strɑ:  
 registry office /'redʒə'strɪ,'ɒfɪs/  
 veil /veɪl/  
 wedding ceremony /'wedɪŋ ,serəməni/  
 wedding reception /'wedɪŋ rɪ'sepʃən/  
 wedding ring/band /'wedɪŋ rɪŋ, bænd/  
 white wedding /waɪt 'wedɪŋ/

## BIRTH

baptism/christening /'bæptɪzəm,'krɪsɪnɪŋ/  
 birth /bɜ:θ/  
 cot /kɒt/  
 expectant mother /ɪk'spektənt 'mʌðə/  
 labour /'leɪbə/  
 maternity clothes /mə'tɜ:nəti kləʊðz/  
 maternity ward /mə'tɜ:nəti wɜ:rd/  
 midwife /'mɪdwaɪf/  
 nappy /'næpi/

## FUNERAL

bury /'berɪ/  
 coffin /'kɒfɪn/  
 cremation /kri'meɪʃən/  
 funeral /'fju:nərəl/  
 grave /'ɡreɪv/  
 headstone /'hedstəʊn/  
 hearse /'hɜ:s/  
 mourn /maʊn/  
 mourning /'mɔ:niŋ/  
 urn /ɜ:n/  
 wreath /rɪθ/

## OTHER CELEBRATIONS

bless /bles/  
 Christmas Eve /'krɪsməs 'i:v/  
 Christmas carols /'krɪsməs,kærəlz/  
 engagement party /ɪŋ'geɪmənt,'pɑ:ti/  
 First Communion /fɜ:st kə'mju:ʃən/  
 hen party/night /'hen,'pɑ:ti,'naɪt/  
 housewarming party /'haʊs,wɜ:mɪŋ,'pɑ:ti/  
 Midnight Mass /'mɪdnaɪt 'mæs/  
 stag night/party/do /'steɪg naɪt,'pɑ:ti,'du:/

## FRIENDS AND ACQUAINTANCES

a handful of true friends /ə haendfʊl əv tru: 'frendz/  
 acquaintance /ə'kwentəns/  
 circle of friends/acquaintances /sɜ:kəl əv 'frendz,ə'kwentənsɪz/  
 classmate/workmate/roommate/flatmate /'klɑ:smeɪt,'wɜ:kmeɪt,'ru:mmeɪt,'flæteɪt/  
 close friend /kloʊs 'frend/  
 colleague /kɒlɪg/  
 ex-schoolmate /eks'skulmeɪt/  
 fair-weather friend /fɛə,wedə 'frend/  
 friend of a friend /frend əv ə 'frend/  
 friend of the family /frend əv ðə 'fæməli/  
 mate/buddy/pal /meɪt,'bʌdi,'pæl/  
 mutual friend /'mju:tʃʊəl 'frend/  
 social networking sites /səʊʃəl 'netwɜ:kɪŋ saɪts/  
 travelling companion /'trævəlɪŋ kəm'pænɪən/

## RELATIONSHIPS

a friend in need is a friend indeed /ə frend ɪn 'ni:d ɪz ə frend ɪn'ɪd/  
 a love-hate relationship /ə lʌv 'heit rɪ'leɪʃənʃɪp/  
 be at each other's throats /bi ət i:tʃ 'ðrəʊts/  
 be fond of sb /bi 'fʌnd əv ,sʌmbɒdi/  
 be on the same wavelength /bi ɒn ðə seɪm 'weɪvleŋθ/

be sick to death of sb/sth /bi sɪk tə 'deθ əv ,sʌmbɒdi, ,sʌmθɪŋ/  
 behave childishly /bi'beɪv 'tʃɪldrɪʃli/  
 childish /'tʃɪldrɪʃ/  
 confide in sb /kən'faɪd ɪn ,sʌmbɒdi/  
 confide sb /'deɪt ,sʌmbɒdi/  
 date sb /deɪt ,sʌmbɒdi/  
 dump sb /dʌmp ,sʌmbɒdi/  
 find it easy to make friends /faɪnd ɪt 'i:zi tə meɪk 'frendz/  
 hate the sight of sb /heit ðə 'saɪt əv ,sʌmbɒdi/  
 have a crush on sb /hæv ə 'krʌʃ ɒn ,sʌmbɒdi/  
 have a lot in common /hæv ə lɒt ɪn 'kɒmən/  
 have a soft spot for sb /hæv ə sɒft 'spɒt fɔ ,sʌmbɒdi/  
 have an affair /hæv ən ə'feə/  
 have an affair with sb /hæv ɪn 'taɪf wɪð ,sʌmbɒdi/  
 keep in touch with sb /ki:p ɪn 'tʌtʃ wɪð ,sʌmbɒdi/  
 know sb by sight /nəʊ sʌmbɒdi baɪ 'saɪt/  
 love at first sight /lʌv ət fɜ:st 'saɪt/  
 not have the heart to dump sb /nɒt hæv ðə hɜ:t tə 'dʌmp ,sʌmbɒdi/  
 not have the heart to /nɒt hæv ðə hɜ:t tə  
 relate to sb /rɪ'leɪt tə ,sʌmbɒdi/  
 respect sb's privacy /rɪ'spekt ,sʌmbɒdɪz 'prɪvəsi/  
 stormy relationship /,stɔ:mi rɪ'leɪʃənʃɪp/  
 take advantage of sth /teɪk əd'vɑ:ntɪdʒ əv ,sʌmθɪŋ/  
 take care of sb /teɪk 'keə əv ,sʌmbɒdi/  
 take part in /teɪk 'pɑ:t ɪn/  
 take sb for granted /teɪk ,sʌmbɒdi fɔ 'græntɪd/  
 take turns /teɪk 'tɜ:nz/

## LEISURE TIME

eat out /i:t 'aʊt/  
 leisure /'leɪʒə/  
 put your feet up /pʊt jə 'fi:t ʌp/  
 stay up late /steɪ ʌp 'leɪt/  
 take up a hobby/a sport /teɪk ʌp ə 'hɒbi, ə 'spɔ:t/  
 throw a party /θrəʊ ə 'pɑ:ti/

## PHRASAL VERBS

ask sb out /æsk ,sʌmbɒdi 'aʊt/  
 bring up /brɪŋ 'ʌp/  
 care for sb /keə fɔ ,sʌmbɒdi/  
 chuck sth out /tʃʌk ,sʌmθɪŋ 'aʊt/  
 fall for sb /fɔ:l fɔ ,sʌmbɒdi/  
 fall out (with sb) /fɔ:l 'aʊt wɪð ,sʌmbɒdi/  
 get on (with sb) /get 'ɒn wɪð ,sʌmbɒdi/  
 get rid of sth /get 'rɪd əv ,sʌmθɪŋ/  
 grow up /grəʊ 'ʌp/  
 look back on sth /lʊk 'bæk ɒn ,sʌmθɪŋ/  
 look down on sb /lʊk 'daʊn ɒn ,sʌmbɒdi/  
 look up to sb /lʊk 'ʌp tə ,sʌmbɒdi/  
 make up with sb /meɪk 'ʌp wɪð ,sʌmbɒdi/  
 rely on sb /rɪ'laɪ ɒn ,sʌmbɒdi/  
 sort out (a problem) /sɔ:t 'aʊt ə 'prɒbləm/  
 split up (with sb) /splɪt 'ʌp wɪð ,sʌmbɒdi/  
 stand by sb /stænd baɪ ,sʌmbɒdi/  
 take after sb /teɪk 'ɑ:ftə ,sʌmbɒdi/  
 tell sb off /tel ,sʌmbɒdi 'ɒf/

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**Thanks for attention!**