

Exams – Time for a change

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Structure of webinar

1. Overview of the changes
2. Details of papers
3. Ideas for teaching

Main changes

1. From January 2015
2. Both Cambridge English First and Cambridge English First for Schools
3. 4 components
4. Shorter
5. New tasks in Writing and Speaking components

New exam



4 components

Use of English and Reading

(1h 15mins, 7 tasks, 52 Qs – fewer questions per task)

Use of English:

1. multiple choice cloze
2. open cloze
3. word formation
4. key word transformation*

*2 marks per correct answer

Reading:

1. multiple choice*
2. gapped text*
3. multiple matching

*2 marks per correct answer

Use of English and Reading

1. Task one: Multiple Choice cloze (8 gaps, 4-options items)

Example:

In recent years Japan has (0) seen the growth of agencies which rent out actors to (1) _____ the part of relatives, friends and work colleagues.

1 A) pretend B) play C) show D) be

Use of English and Reading

2. Task two: Open cloze (8 gaps, no suggestions on word to use)

Example:

This was by (0) far the best present I received last Christmas.
It's an informative and amusingly written book, which is (1) _____
funny that it had me laughing out loud (2) _____ a number of
occasions.

Use of English and Reading

3. Task three: word formation (8 gaps, build word from a given stem)

Example:

Here is some brief (0) information for anyone thinking of following a career in the circus.

Inform

There is of course a wide range of jobs available: trapeze artists, acrobats, clowns, (1) _____, fire-eaters and tight-rope walkers are all to be found in the big top.

Magic

Use of English and Reading

4. Task four: key word formation (6 lead-in sentences to be transformed by using 2-5 words including a given key word)

Example:

I still find it strange to wear glasses.

USED

I still haven't _____ glasses. *

* Contractions count as 2 words (e.g. I'm)

Use of English and Reading

5. Task five: Multiple choice (6 questions, 4 options answers)

10 Nothing but the truth

Reading and Use of English: FCE Part 5 Multiple choice

Reading and Use of English

Part 5

- 1 Why might somebody hire a private detective?
What image do you have of private detectives?
What qualities do you think are required to do the job well?
- 2 Read through the newspaper article and compare your ideas in exercise 1.



Private investigators investigated

David Lee investigates the world of the private eye – and uncovers some surprising truths

- When I walk into the offices of Wright & Wrong Ltd, a predominantly female firm of private investigators, I am a little disappointed. My only previous contact with private detective agencies has been through black and white films from the golden age of Hollywood. So I am half expecting to see a small, dark, smoke-filled room, a single desk with an empty in-tray and a long, scruffy raincoat hanging from a hat stand.
- Clearly, my romantic image of the profession needs updating. Wright & Wrong Ltd's offices are light and spacious and there are no ashtrays in sight on any of the dozen or so desks. These are tidy and free of paper, but concentrated faces at large computer screens give the place a busy feel.
- 15 Jenny Wright, founder of the agency, is not surprised at my error, and with a note of irritation in her voice, points to further misconceptions. 'Cinema and television are mostly to blame for our reputation. Contrary to popular belief, we always work very strictly within the law – there's no violence, no break-ins, and certainly no guns. The laws relating to our activities are very tight, and if we don't stick to them there's a very real danger that the evidence we obtain will not be accepted in court.'
- 20 The types of cases her agency deals with are varied but the day-to-day work is often far from stimulating. Wright & Wrong Ltd handles anything from infidelity in a marriage or tracing a missing person to insurance fraud, employee theft and advising companies on security measures. 'Resolving a case is very rewarding,' says Jenny, 'but the actual investigation can be rather dull. When we're not dealing with paperwork or Internet searches, we're usually involved in surveillance. And that normally means just sitting around in cars or cafes for hours, waiting for something to happen.'
- 35 Not surprisingly, then, patience is an important asset for anyone doing this kind of work. Is that why nine of the

- twelve investigators in her team are women? 'Obviously, women don't have a monopoly on patience,' replies Jenny, 'but perhaps it's no coincidence that they tend to stay in the job longer than men.'
- 40 Jenny tells me that people's perceptions of women make them popular with clients, and also, consequently, with her as an employer. Women are often considered to be more sensitive than men. They're looked upon as less threatening when it comes to making inquiries. 'People open up to women more readily,' she says, 'and are relieved when a woman picks up the phone to speak to them. We're also good at breaking bad news. What may be a victory for the agency – filming someone doing something they shouldn't be doing, for example – tends not to be such a pleasant discovery for the client, and there's a right and wrong way of handling that information.'
- 45 Most of Jenny's clients are wealthy. The hourly rate is anything between fifty and eighty pounds, so the cost of a single case will often run into thousands of pounds. Even with the latest hi-tech equipment, such as long-range listening devices, a surveillance campaign can last several days. 'The technology is freely available and most of what we do could be done by the clients,' explains Jenny, 'but they're reluctant to get involved. Finding out the truth is often just too painful to do on your own.'
- 50 I ask Jenny, a former night club owner, how she came to be a private detective. Her face turns red, she gives a slight grin and drops her voice to a whisper so as not to be overheard by her staff. 'I used to read a lot of crime novels,' she confides, 'and I started to think 'I could do that'. I went on a training course and realized I was in the wrong job. I am about to ask her whether she ever wears a long, scruffy raincoat, when her mobile phone rings and she is called away on business.'
- 55
- 60
- 65
- 70

For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What does the writer discover on his visit to the offices of Wright & Wrong Ltd?
A The firm is not as dynamic as he had been told.
B The offices have recently been modernized.
C All the private detectives in the firm are women.
D He has an old-fashioned idea of private detectives.
- 2 Jenny Wright is annoyed by
A the strict laws controlling private detectives.
B the inflexibility of the law courts.
C the way her profession is represented in films.
D the violence used by other detective agencies.
- 3 According to Jenny, most of the work of a private detective is
A monotonous.
B challenging.
C exhausting.
D enjoyable.
- 4 Jenny is influenced in her decision to take on women by
A women's ability to get results.
B the speed at which women work.
C women's tendency to speak openly.
D the way clients see women.
- 5 What do we learn about Jenny's clients?
A They cannot afford to buy the surveillance equipment.
B They do not want to do the detective work themselves.
C They object to paying such high prices for the work.
D They prefer more than one detective to work on a case.
- 6 How does Jenny feel about telling her story in the last paragraph?
A embarrassed
B frightened
C proud
D angry

Noticing language

Wright & Wrong Ltd's offices are light and spacious and there are no ashtrays in sight on any of the dozen or so desks. These are tidy and free of paper, but concentrated faces at large computer screens give the place a busy feel. Jenny Wright, founder of the agency, is not surprised at my error, and with a note of irritation in her voice, points to further misconceptions. 'Cinema and television are mostly to blame for our reputation. Contrary to popular belief, we always work strictly within the law – there's no violence, no break-ins, and certainly no guns.'

Noticing language

Wright & Wrong Ltd's offices are **light and spacious** and **there are no** ashtrays **in sight** on any of the dozen or so desks. These are tidy and **free of paper**, but concentrated faces at large computer screens **give the place a busy feel**. Jenny Wright, founder of the agency, is not surprised at my error, and **with a note of irritation in her voice**, points to further misconceptions. 'Cinema and television **are mostly to blame for** our reputation. **Contrary to popular belief**, we always **work strictly within the law** – there's no violence, no break-ins, and certainly no guns.'

Vocabulary 2: Paraphrasing and Recording

- 1** a In 1–8 below, complete each gap with **one** word so that the second sentence has the same meaning as the first. The second sentence is taken from the reading text on page 130. There is an example at the beginning (0). **Do the exercise without looking at the reading text on page 130.**
- 0** I cannot see any ashtrays.
There are **no** ashtrays in sight . [11]
- 1** Our reputation is mostly the fault of cinema and television.
Cinema and television are mostly **to** _____ for our reputation. [18]
- 2** The day-to-day work is often not at all stimulating.
The day-to-day work is often _____ **from** stimulating. [25]
- 3** We know how to tell people bad news.
We're _____ at breaking bad news. [48]
- 4** We charge anything between fifty and eighty pounds per hour.
The _____ **rate is** anything between fifty and eighty pounds. [54]
- 5** A single case will often cost thousands of pounds.
The cost of a single case will often _____ **into** thousands of pounds. [56]
- 6** Everyone can obtain the technology.
The technology **is** freely _____ . [59]
- 7** Finding out the truth is often just too painful to do alone.
Finding out the truth is often just too painful to do **on your** _____ . [62]
- 8** Jenny used to be a night club owner.
Jenny is a _____ night club owner. [63]
- b** Check your answers in the reading text on page 130. The relevant line numbers are given in brackets.
- 2** Paraphrase the following sentences from the reading text and record both sentences in your vocabulary notebook. You do not need to change every word in the sentence. The first one has been done for you.
- a** The desks are free of paper. [12]
e.g. There is no paper on the desks.
- b** Concentrated faces ... give the place a busy feel. [13–4]
- c** We always work very strictly within the law. [19]
- d** Women don't have a monopoly on patience. [38]
- e** People open up to a woman more readily. [45–6]
- f** Clients are reluctant to get involved. [61]

Paraphrasing: guided

Examples:

1. I cannot see any ashtrays.

There are no ashtrays in sight.

2. Our reputation is the fault of cinema and TV.

Cinema and TV **are to** _____ **for** our reputation.

Paraphrasing: less guided

Paraphrase the following sentences from the reading text and record both sentences in your vocabulary notebook.

You do not need to change every word in the sentence.

- a. The desks are free of paper. [12]

There is no paper on the desks

Use of English and Reading

6. Task six: gapped text (6 gaps, re-insert removed sentences, 7 options).

High energy

How to play ... rugby

Welcome to a sport which will enchant and excite you, and take you to the heights and the depths of human emotion. Learn the rules and you will be unable to resist it.

Rugby is a game of 40-minute halves with the most **uncomplicated** of objectives – to **get** more **points** than your opponent. **1** You either **touch the ball down over your opponents' line**, known as a try, for five points, or **kick the ball over your opponent's posts**; three points for a dropped goal and a penalty, two points for a conversion (kicking the ball between the posts after a try).

The complexities in rugby arise as a result of the **obstacles** which are put in every rugby player's path to make it **harder** for him to score points. **2** **This can be done in three ways**: by **throwing you to the ground**, by teaming up with other players to **push against you** when you have the ball in your hands or by **pushing against you** when the ball is on the ground.

There is also the **law** that says **the ball can only be passed backwards**. **3** **This is clearly rather difficult to do when you have fifteen very large opponents standing in front of you** ready to throw you to the floor if they get anywhere near you.

Each team is made up of eight forwards and seven backs. The job of the forwards is to get the ball for the quicker, lighter backs to score. **Rugby is rather like chess**: chess pieces have special functions, in the same way that rugby players have specific tasks to perform. Within these roles they both employ various moves to get to the other side. **4** **Rugby is a game in which all the players work together**, and the better their relationships and understanding of one another, the better their chances of getting one of their team to the try-line.

5 The tools you need to **overcome them** are simple: time and space. When you hear commentators talking of tactics or strategies, they're just talking about the various ways in which you 'create space' or 'make time'. For example, if the backs keep passing along the line they will eventually run into problems, as the last player has no one else to pass to, and no space to run in. He'll get thrown off the pitch by the opposition, and the ball will go to them.

There are **tactics like miss-moves** (missing someone out in the line so that a defending player runs the wrong way and leaves a gap) **and dummies** (pretending to pass so the opposition runs the wrong way). **6**

There are a few other things which could be mentioned, but basically, rugby is nowhere near as complicated as it looks. It is, after all, just a game.

A The point at which rugby becomes **much more fun than a board game** is in its team dynamics.

B **However, this complexity in the rules** of rugby does not make the game any less exciting to play, or indeed, to watch.

C **The methods of scoring** are equally simple.

D Because of **this rule**, players have to **run forwards** or they'll end up back on their own line.

E **These strategies** are **both ways of tricking the opposition** into opening up a gap in the defence for you to run through before you run out of space.

F **One such difficulty** is that the opposing team can **physically stop you from scoring**.

G **Now we know the aim** of playing rugby, and the nature of the obstacles that stand in the way, we need to look at **how to deal with these obstacles**.

Example

5 Rugby is a game of 40-minute halves with the most **uncomplicated** of objectives – to **get** more **points** than your opponent. **1** You either **touch the ball down over your opponents' line**, known as a try, for five points, or **kick the ball over your opponent's posts**; three points for a dropped goal and a penalty, two points for a conversion (kicking the ball between the posts after a try).

- A** The point at which rugby becomes **much more fun than a board game** is in its **team dynamics**.
- B** **However, this complexity in the rules** of rugby does not make the game any less exciting to play, or indeed, to watch.
- C** **The methods of scoring** are **equally simple**.
- D** Because of **this rule**, **players have to run forwards** or they'll end up back on their own line.
- E** **These strategies** are **both ways of tricking the opposition** into opening up a gap in the defence for you to run through before you run out of space.
- F** **One such difficulty** is that the opposing team can **physically stop you from scoring**.
- G** **Now we know the aim** of playing rugby, **and the nature of the obstacles** that stand in the way, we need to look at **how to deal with these obstacles**.

Use of English and Reading

7. Task seven: Multiple matching (10 questions)

Reading and Use of English Part 7

Multiple matching

You are going to read an article in which four people talk about their lifestyles. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

How to go about it

- Read all the questions to see the kind of information you are looking for.
- Read section A, then look again at the questions, answering any that you can.
To help you, one part of section A has been underlined. Match this part to one of the questions. Then look in the rest of section A for any more answers.
- Do the same for the other three sections. Underline the relevant parts of the text as you answer the questions.
- If there are any questions you have not answered, scan the whole text again looking for the information you need.

Which person

- admits to having an untidy house?
- could not imagine doing any other type of work?
- likes the unpredictable nature of their work?
- is not particularly keen on taking exercise?
- says they start the day like many other people?
- does not have to go far to get to their place of work?
- never has any trouble getting to sleep?
- used to feel lonely while working?
- says that people have the wrong idea about their work?
- would prefer to go to bed earlier on many occasions?

This is your life

Four more personal accounts in our series on different lifestyles

A Colin Dobson: television and stage actor

Normally I get out of bed around midday. I'll sometimes go for a run after I get up, though it's not really my idea of fun. I'm not a fitness fan, but I realize it's important.

When I'm not rehearsing or on tour, afternoons usually involve reading scripts or learning lines. My wife and two sons are also actors, so at home there are usually scripts lying all over the place. It's a bit of a mess, I'm ashamed to say. I'm passionate about history, and if I'm working away from home, I spend the afternoons in museums or historic buildings. I always get to the theatre at the last minute, which annoys my co-actors, but I don't like arriving anywhere early.

After a performance I eat and spend a few hours unwinding, so bedtime is often two or three in the morning. I always fall asleep as soon as my head hits the pillow.



C Janie Collins: farm vet

I used to have a dog and we'd go running together most mornings, but I gave him to my mum in the end. I tend to be out all day visiting farms and it wasn't fair to leave him alone. So now I don't get as much exercise as I'd like to.

I love my job, especially the variety and not knowing what you'll be doing from one day to the next. But being a vet – any type of vet – is not what people think. It's not all cuddly lambs and cute little pigs. We have to do some pretty unpleasant things sometimes, things which would put you off working with animals for life.

My mum wants to know when I'm going to settle down with someone, but there's no room for a dog in my life, so I don't see how I'll be able to fit marriage in.



B Jodie Miller: potter

Before I started renting the workshop at the open-air museum, I would crawl out of bed in the morning, get dressed and go straight into the garage, which I'd converted into a studio. Now I get the train and a bus, so I have to get up early and my morning routine is dull and conventional, the same one that's played out in millions of households.

On the plus side, though, I get to meet lots of people: there are the museum visitors that come into the workshop every day to watch me working, the other craftspeople – the broom maker, the blacksmith or the glassblower – and I also give classes. Working at home was a solitary business and I hated the fact that I would often go for days without speaking to anyone.

I get lots of requests for personalized mugs, and evenings are spent packaging up orders to send out the next day. I often get to bed later than I would like.



D Mark Fudge: fisherman

My flat overlooks the port, so it's just a short walk to the *Ellie May*. That's our boat, the place I think of as home. I get lonely if I'm away from her for longer than a week or so – the crew is like a family to me.

I'm one of four deckhands, which means that the first mate – the second in command after the captain – gets us to do cleaning and maintenance work as well as pulling in the nets, then washing, salting, icing and storing the fish. We work hard – six hours on, six hours off, six hours on, six hours off – every day for seven weeks. It's tough, but I can't see myself in any other profession. There's nothing else I'd rather do.

Reacting to the text

If you had to choose, which of the four people would you prefer to change places with for a month? Why?

Example

Which person

- | | |
|--|-----------------------------|
| admits to having an untidy house? | 1 <input type="checkbox"/> |
| could not imagine doing any other type of work? | 2 <input type="checkbox"/> |
| likes the unpredictable nature of their work? | 3 <input type="checkbox"/> |
| is not particularly keen on taking exercise? | 4 <input type="checkbox"/> |
| says they start the day like many other people? | 5 <input type="checkbox"/> |
| does not have to go far to get to their place of work? | 6 <input type="checkbox"/> |
| never has any trouble getting to sleep? | 7 <input type="checkbox"/> |
| used to feel lonely while working? | 8 <input type="checkbox"/> |
| says that people have the wrong idea about their work? | 9 <input type="checkbox"/> |
| would prefer to go to bed earlier on many occasions? | 10 <input type="checkbox"/> |

This is your life

Four more personal accounts in our series on different lifestyles

A Colin Dobson: television and stage actor

Normally I get out of bed around midday. I'll sometimes go for a run after I get up, though it's not really my idea of fun. I'm not a fitness fan, but I realize it's important.

Writing

(1h 20 mins, 2 tasks, compulsory plus chosen; 140-190 words)

Writing:

1. Essay (prompts provided)
2. Choice of tasks*: Article, Letter/email, Report, Review

***First for Schools exam: story and set text**

Writing

1. Task one (compulsory): essay (140-190 words)

Writing

Part 1

Essay

You have recently had a discussion in your English class about the advantages and disadvantages of different places you can go shopping. Now your English teacher has asked you to write an essay.

Write an essay using **all** your notes and give reasons for your point of view.

Write your essay in **140–190** words.

Essay question

Is it better to go shopping in small local businesses or large out-of-town shopping centres?

Notes

Write about:

- 1 where things are cheaper
- 2 where the service is better
- 3 (your own idea)

Example

Essay question

It is better to watch a film at home rather than in a cinema.
Do you agree?

Notes

Write about:

- 1 which is more comfortable
- 2 which has a better atmosphere
- 3 (your own idea)

Writing

Writing Part 1. Essay:

Before you write your answer, make sure you plan what you are going to say.

- Decide what 'your own idea' will be for the third point in the Notes section.

Here are some possibilities:

which is cheaper

which offers better quality viewing

which is more enjoyable to do with friends or family

Paragraph Plan A

Paragraph 1. *General statement: both have advantages*

Paragraph 2. *Advantages of watching a film at home: more comfortable and cheaper*

Paragraph 3. *Advantages of watching a film in a cinema: better atmosphere*

Paragraph 4. *Conclusion: state your opinion*

Paragraph Plan B

Paragraph 1: *Give opinion: better in a cinema*

Paragraph 2: *Why it is more comfortable in a cinema*

Paragraph 3: *Why it is more enjoyable to watch a film with friends in a cinema*

Paragraph 4: *Why the atmosphere in a cinema is better*

Paragraph 5: *Conclusion: restate your opinion*

Part 1: Essay

Type one

In the model answer below, **both sides of the argument are considered**, before a conclusion is reached in the final paragraph.

In your English class you have been discussing the role of technology in the home.

Now, your teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Write your **essay** in **140–190** words.

Model answer

a general introduction

Have domestic appliances improved the quality of our lives?
Nowadays, many people have a wide range of appliances and devices in their home, all of which are designed to make life easier. However, they also have some disadvantages.

positive aspects (point 1 of Notes)

On the one hand, they have reduced the amount of time required to complete domestic chores. Cleaning and ironing, for example, can be done far more quickly and efficiently than fifty years ago. In addition, some inventions have meant that certain tasks no longer have to be performed. Washing up is almost extinct in households with a dishwasher, and thanks to the microwave, cooking is no more than pushing a button.

negative aspects (points 2 & 3 of Notes)

On the other hand, some modern technology has made our lives less interesting than before. Food which has been taken from the freezer and heated in a microwave is not as tasty as fresh food cooked in a conventional oven. Moreover, the reason many people buy these labour-saving devices is to enable them to spend more time working, which does not necessarily make them happier.

conclusion, summarizing opinion

To sum up, although technology has made life easier in the home, it has not improved the overall quality of our lives.

appropriately formal style

use of linking words and phrases

Essay question
Do you agree that modern domestic appliances have improved the quality of our lives?

Notes
Write about:
1 effect on household chores
2 time saved for other activities
3 (your own idea)

Essay question
Some people think that school does not prepare students adequately for real life. Do you agree?

Notes
Write about:
1 the content of lessons
2 social relationships
3 (your own idea)

Task

In your English class you have been talking about education in schools in your country.

Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Write your **essay** in **140–190** words.

Useful language for

- Saying what people think
Some/Many people feel that ...
Others argue that ...
Another point of view is that ...
It is sometimes said/claimed that ...
It is widely believed that ...
It is generally agreed that ...

Part 1: Essay

Type two

In the model answer below, **only one point of view is considered**. This is clearly stated in the first paragraph and supported with reasons in the subsequent paragraphs.

In your English class you have been talking about relationships with family and friends.

Now, your English teacher has asked you to write an essay. Write an essay using **all** the notes and give reasons for your point of view.

Write your **essay** in **140–190** words.

Model answer

introduction, stating opinion	}	<p><u>Is it better to go on holiday with family or friends?</u> Provided there are reasonably strong and healthy relationships between parents and children, it is my opinion that a family holiday has more advantages than one with friends.</p>	}	appropriately formal style
first reason (point 1 of Notes)	}	<p><u>To begin with</u>, it is much more economical to spend your holiday with your family, particularly if you are a teenager. Parents are happy to pay for most almost everything, enabling their children to do things they would not be able to afford to if they were with friends.</p>	}	use of linking words and phrases
second reason (point 2 of Notes)	}	<p><u>Secondly</u>, even though the two types of holiday are very different, you can have just as much fun with your family as with your friends. Parents and children may not always agree on what to do each day, but this is also true between friends.</p>		
third reason (point 3 of Notes)	}	<p><u>Finally</u>, an important advantage of having fun with your family is that it helps to strengthen relationships between the different members. In their busy lives, they have little time to spend with each other; a holiday helps bring everyone together in a relaxed situation.</p>		
conclusion, repeating opinion	}	<p><u>In conclusion</u>, whilst time spent away with friends can be very enjoyable, a holiday spent with the family has a much more beneficial effect.</p>	}	

essays

Expressing your opinion

I personally feel that ...

I firmly believe that ...

I partly/fully agree that ...

In my opinion ...

My personal view is that ...

See page 39 of Unit 3 for linking devices.

Task

In your English class you have been talking about the effects of fame.

Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Write your **essay** in **140–190** words.

Essay question
Is it better to go on holiday with family or friends?

Notes

Write about:

- 1 which is cheaper
- 2 which is more fun
- 3 (your own idea)

Essay question
Is it better to be famous or unknown?

Notes

Write about:

- 1 money
- 2 friends
- 3 (your own idea)

Writing

2. Task two: choice among article, email/letter, report, review
(140-190 words)

First for Schools exam has a choice of 4 and also includes one set text question (article, essay, review, letter).

The story may be one of the task types (not the report).

Article, email/letter, report or review?

1. This is usually written for a magazine/website and contains an opinion on something the author has experienced (e.g. film).
2. This is usually written as a reply to a specific person who has sent the author something.
3. This is usually written for a magazine/website and deals with a topic in an interesting, lively way.
4. This is usually written for a superior or a peer group and contains facts, suggestions and recommendations.

Adapted from Cambridge English: First Handbook

Example

Part 1

For Part 1 you have to write an **(1)** essay on a particular topic. You are given the title of the essay, together with some notes to guide your writing.

Part 2

For Part 2 you write one from a choice of three tasks. The possible task types are

- | | |
|-----------------------|--|
| (2) an article | (5) an email or letter, which could be either |
| (3) a report | a formal or |
| (4) a review | b informal |

Extracts

Decide which writing task type **(1–5)** each extract **(A–F)** is taken from.

- A** And remember, we can always put you up for the night if you want – just let us know when you're thinking of coming.
- B** Some people are strongly opposed to keeping animals in cages. Others, however, argue that zoos have many important benefits.
- C** It is full of action and adventure and the acting is very convincing, but I have to admit, I found the plot rather too predictable.
- D** I have gained a considerable amount of relevant experience in this field, and consequently feel I would be well suited to the position.
- E** Have you ever wondered what it would be like to live without a mobile phone for a month? I have, and I'm really not sure I'd be able to survive that long.
- F** A visit to the Museum of Modern Art is an option worth considering. However, queues can be long, so it is advisable to buy your tickets online before you go.

Ready for Writing

Part 2: Article

You see this announcement in an international magazine.

MY IDEAL JOB

We're interested to know what jobs people would most like to do. Write us an article telling us what your ideal job would be and why.

The best articles will be published in next month's magazine.

Write your **article** in **140–190** words.

Model answer

interesting title
to attract reader's
attention

Working with wildlife – naturally!

What else would a zoology student and keen nature photographer possibly want to do? Office jobs are dull, sales jobs are stressful and industry is out of the question. The ideal job for me is that of a warden on a nature reserve.

opening sentence
relevant to title

a lively informal
style throughout
the article

Can you imagine being outside all day, surrounded by nature and wildlife? You would hear the sound of birdsong rather than the noise of traffic, smell flowers and trees instead of exhaust fumes and cigarettes, and see peaceful rivers, not busy roads. You have to admit, those are wonderful working conditions.

direct questions
and statements
addressed to the
reader

informal linking
devices

Importantly, with a job like this, I would be doing something I believe in, helping to preserve the environment for future generations. And although I'd be far from built-up areas and large populations, I would still have contact with people, teaching visitors to the reserve about nature conservation.

Of course, it's not the best-paid job in the world. But I'd probably be able to afford to rent a small cottage with a cosy fireplace and a vegetable garden. It's not everybody's idea of luxury, but personally, I couldn't imagine anything better.

a closing
comment

Part 2: Email and letter

This is part of an email you receive from your English friend, Emma.

It was a brilliant holiday, but my health and fitness have suffered. Too many ice creams and not enough exercise! You're the healthiest person I know – can you give me some advice on how to get fit and healthy again?

Thanks

Emma

Write your **email** in **140–190** words.

Model answer

Hi Emma

Thanks for your email. It sounds as if you had a good time on your holiday – perhaps a little too good! You definitely need to change some of those bad habits you picked up.

Firstly, you should do some regular physical exercise. If I were you, I'd go jogging at least three or four times a week. You live in a beautiful area with lots of lovely country paths, so there's no excuse for not getting out and going for a run. It's also a good idea to leave the car in the garage and walk to the shops instead. They're not far from your house, and you'll be surprised how much better you'll feel as a result.

And as I'm sure you realize, you should also change your diet. Try cutting down on fried food, butter, cheese and fatty meat – and cut out ice creams completely! Getting fit and healthy takes time, so be consistent and don't give up after just a couple of weeks.

I hope that's useful. Good luck and let me know how you get on.

All the best

David

brief, relevant opening paragraph

use of linking words

use of phrasal verbs

appropriate ending

language for giving advice

appropriately informal style

Ready for Writing

Part 2: Report

A group of elderly tourists will be spending a morning in your town as part of a ten-day tour of the region. The local tourist office has asked you to write a report for the group leader, suggesting ways in which the tourists might spend the morning. You should give advice on sightseeing and shopping, as well as information on where they could have lunch.

Write your **report** in **140–190** words.

Model answer

a suitable heading for each section of the report

a range of language for giving advice

conclude with summarizing comment and/or final recommendation

Introduction

The aim of this report is to give suggestions to a group of elderly tourists on how to make the most of their morning in Roxburgh.

Sightseeing

The group might like to begin the morning with a visit to the sixteenth century church, with its impressive stained-glassed windows. Within easy walking distance of the church is the Roxburgh Folk Museum, containing numerous exhibits which show what life was like in the town in former centuries.

Shopping

For those who would like to go shopping, the farmers' market in the main square is an option worth considering. A wide choice of fresh, organic produce is on sale, together with locally made cheeses, bread and wine. The square also contains a number of interesting pottery shops, some of which offer discounts to senior citizens.

Lunch

After a busy morning, lunch in one of the reasonably priced restaurants on the seafront is to be recommended. Non-vegetarians should try one of the many fresh fish dishes for which Roxburgh is famous.

Conclusion

Although the group is only in Roxburgh for a short time, everyone is guaranteed a warm welcome and a memorable morning.

summarize the aim of the report without copying the wording of the question

a variety of words and phrases to describe amounts and quantities

a consistent style, in this case formal

Part 2: Review

You have seen this notice in an English-language magazine called *Stageshow*.

Have you been to see a musical, a concert, a circus, a comedian or any other kind of live show recently? If so, write us a review, telling us what you did and did not enjoy about the show and whether you would recommend it to other people.

Write your **review** in **140–190** words.

Model answer

Wizard Warren Whizzbang

I had a truly magical evening when I went to see Warren Whizzbang with my ten-year-old nephew last month. It was the first live magic show I had been to, and it won't be my last.

Warren started the show with a few of the typical tricks you often see on television, but it was so much more impressive to see them performed live. The audience watched open-mouthed as he made a variety of objects disappear, turned rabbits into birds and seemed to cut his assistant in half.

The most entertaining part of the show came when he invited members of the audience onto the stage. We couldn't stop laughing as he produced pencils from people's ears and mice from their pockets. It was absolutely hilarious.

The card tricks were a little disappointing, mainly because it wasn't always easy to see what was happening. My nephew and I both lost interest at this point, although fortunately, this section of the show was quite short.

Whatever your age, Warren Whizzbang is definitely worth going to see, even if you are unimpressed by magic on the television. The live experience is simply unforgettable.

positive
points about
the show

negative
point about
the show

} introduction,
including
a general
opinion

a range of
adjectives

use of linking
words and
phrases

} recommendation



First for Schools

Part 2: Short story

This photocopiable is intended for those students who are preparing for the *First for Schools* exam. It replaces Part 2: Report on page 200 of the Coursebook.

You have decided to enter a short-story competition. The competition rules say that the story must begin with the following words:

When Mark saw the weather forecast, he put his coat on and rushed out of the door.

Your story must include:

- a bicycle
- a shopping trip

Write your **story** in **140–190** words.

Model answer

Background

When Mark saw the weather forecast, he put his coat on and rushed out of the door. For the last few days it had been extremely cold and wet, and the pavements were very icy. Now, heavy snow was on the way, so Mark wanted to visit his elderly grandmother to ask if she needed anything from the shops.

a range of tenses and verb patterns

Development

He walked carefully along the slippery pavements and headed for her house, which was just ten minutes away. He almost fell over two or three times, but he managed to keep his balance. Then, just as he was crossing the road, a cyclist came past and knocked him over. 'Be careful!' shouted the cyclist, and carried on without stopping. He was listening to his mp3 player and didn't hear Mark shouting in pain. He had fallen badly on his arm and knew he had broken it.

use of phrasal verbs

some use of direct speech

Outcome

He was wondering what to do, when to his surprise, his grandmother appeared. 'I've been shopping,' she explained. 'It's going to snow and I didn't want to run out of food.' So in the end, it was Mark who had to be helped by his grandmother. She took him inside and made him a cup of tea while they waited for the ambulance to arrive.

a range of time linkers

Part 2: Set text

This photocopiable is intended for those students who are preparing for the *First for Schools* version of the exam and intending to take the set book option.

- 1 If you have read the set book, you may decide to answer the relevant question in Part 2 of the Writing paper. You may be asked to write an article, an essay, a letter or a review. Rank questions 1–7 below, from the one you would most like to answer about the set book you have read (1), to the one you would least like to answer (7).
 - 1 Write a **review** for your school's English magazine about the book you have read. Tell readers what you did and did not enjoy about the book and say whether you would recommend it.
 - 2 Write an **essay** explaining how the beginning of the book you have read is important to the development of the rest of the story.
 - 3 Your school magazine has asked students for articles on unpopular characters in literature. Which character in the book you have read did you like the least? Write an **article** saying who the person is and giving reasons for your choice.
 - 4 Write an **essay** briefly describing a place or building which appears in the book you have read and explaining its importance to the story.
 - 5 A friend has written to you asking about the book you have read. Write a **letter** to your friend explaining what you learnt from your reading about the time and/or place in which the story is set.
 - 6 'The ending of a story is crucial to the reader's enjoyment of a book.' Write an **article** for your college magazine briefly describing the ending of the book you have read and explaining how much it contributed to your enjoyment of the book as a whole.
 - 7 Write an **essay** describing the development of the relationship between two of the characters in the book you have read. Explain how the relationship affects the events of the story.
- 2 Look at the following example answer. Which of the above questions is it answering?

Animal Farm

After overthrowing Jones at the beginning of 'Animal Farm' the animals enter the farmhouse quietly and carefully. They are amazed at "the unbelievable luxury" of the rooms and the furniture, such as the horsehair sofa and the soft feather beds. They decide never to live there and it is turned into a museum as a symbol of the terror and oppression of Jones's reign.

However, the pigs eventually move into the farmhouse, and it soon symbolises the inequality between themselves and the other animals. They grow fat there, drink whisky and even sleep in the beds, while the others do all the work. As in Jones's time, the leaders live comfortably whereas the workers suffer.

Furthermore, Napoleon spends most of his time in the house, waited on by dogs in his own private apartments. In this way, the new dictator separates himself from the other animals, including the pigs.

At the end we see him talking to the humans as equals in the dining room. It is in the farmhouse, then, that we see best how Napoleon occupies Jones's position.

Writing

Strategies

- Brainstorming
- Plan composition (including introduction and conclusion)
- Organise and link ideas (paragraphs, linkers and connectors)
- Proofread
- Peer review

Listening

(40 mins, 4 tasks, 30 questions)

Listening:

1. Multiple choice of short recordings *
2. Completion of notes
3. Multiple matching of short monologue**
4. Multiple choice of longer dialogue

*options NOT read out

** three distractors

Listening

1. Task one: multiple choice (8 questions, 3-option answers – no read out).

Example:

You hear two people talking about a friend of theirs.
What does the woman say about the friend?

- a). He talks a lot about his lifestyle.
- b). He leads a comfortable lifestyle.
- c). He may change his lifestyle.

["Well, you know Mike. It's not like him to talk much about his plans. But he did say he might settle down one day – stay in one place".]

Listening

2. Task two: sentence completion (8 questions, write 1-3 words).

Example:

You will hear a talk given by Rob Martin, the station manager at Hove Fire Station.

Potential recruits are not required to have any (1)

["We don't insist on any academic qualifications, but potential recruits do have to take a short educational test."]

Listening

3. Task three: (5 questions, 8 answers to choose from - 3 distractors)

Multiple matching 1.17-1.21

Read the following Listening Part 3 instructions.

You will hear five different teachers talking about changes that have been made in their schools. For questions 1-5, choose from the list A-H what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

How to go about it

- Underline the key words and phrases in the eight options. The first one (A) has been done for you. However, if you hear one of these words or phrases, do not assume that the option which contains them is the answer.
- Listen carefully both times before making your final decision.

A The change has resulted in a number of new problems.

B Too many changes have been introduced.

C The change is insufficient to solve a problem.

D We should have been consulted about the change.

E The change is being made for selfish reasons.

F Most parents support the change.

G The change has brought unexpected benefits.

H Most of the teachers feel the change is unnecessary.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

Check your answers using the listening script on pages 224-5. Underline those parts of each extract which guide you to the correct answers.

One student wrote the following **incorrect** answers.

1 D 2 H 3 C 4 A 5 B

Identify the language in each extract which may have caused the student to choose the wrong answer.

Listening Part 3: multiple matching

- Students could practise doing the exercise with the tapescript, so that they can see the kind of matching required.
- Other relevant exercises would be any which practise 'saying the same thing in a different way'.

Information taken from *Cambridge English: First Handbook* and reproduced with permission of Cambridge English Language Assessment.

Part 3: Multiple matching 2.10–2.14

In Part 3 you will hear five different people speaking for about 30 seconds each on the same topic. You are given eight options **A–H**, five of which you have to match to the correct speakers.

The speakers will not use exactly the same words that appear in options **A–H**. When you read each one, therefore, think of other ways of saying the same thing. Underlining key words may help, but do not choose an answer simply because you hear the key words.

Example:

A I will need a specific qualification to do this job.

I've got to pass some exams/I've been advised to do a college course/I'll have to study for a degree.

Now do the same for options **B–H**.

What to expect in the exam

- You may hear the language which guides you to the correct answer:
 - a at the beginning of the extract
 - b in the middle of the extract
 - c at the end of the extract
 - d in more than one part of the extract
- Listen **both times** to all of what the speaker says before making your final decision.

2 You will hear five young people talking about the job they would like to do. For questions 1–5, choose from the list **A–H** what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

A I will need a specific qualification to do this job.

B I currently combine work with studying.

C I disagree with the careers advice I have been given.

D I heard about this job from someone in my family.

E I do not really mind what job I do.

F I think I have the necessary personal qualities.

G I am not clever enough for the job I would like to do.

H I am studying a relevant subject.

Speaker 1 **1**

Speaker 2 **2**

Speaker 3 **3**

Speaker 4 **4**

Speaker 5 **5**

Listening

4. Task 4: multiple choice (7 questions, 3-option answers)

Example:

You will hear a man talking on the radio about unusual sports.

- 1). When Mike saw a chess boxing match, he was surprised by
- a) how skilled the competitors were at both parts of the sport
 - b) how much fun the competitors were having
 - c) how aggressive the competitors were

["Now you may think this is just about a bit of fun but when I watched two men competing in a match on German television last year, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such an aggressive violent sport – it's all about the body..."]

Listening

Strategies:

1. Predict (e.g. using rubric)
2. Paraphrase
3. Identify key words in questions

Speaking

(14 mins, trained examiners, paired format, 4 parts)

Speaking:

- 1.Short conversation on personal life
- 2.Individual long turn*
- 3.Collaborative task**
- 4.Discussion

***30 secs for second candidate's reply**

**** written prompts, 2 mins discussion plus 1 min decision**

Speaking

1. Part 1: conversation (2 mins)

Example:

Do you spend most of your free time on your own or with friends?.

2. Part 2: individual long turn (4 mins of which 1 min per candidate, 30 secs response per candidate)

Example:

Student A: “What are the people enjoying about these different activities?”.

Student B: “Do you enjoy reading?”.

Talking about photos 

The following two photographs show different free-time activities.

Student A Compare these photographs and say what you think the people are enjoying about these different activities.

Student B When Student A has finished, say whether you enjoy these different activities.

Don't forget!

Student A

- Compare the photographs. Do not describe them in detail.
- The second part of the task is written as a question above the photographs.

Student B

- Develop your answer fully, giving reasons for your feelings or opinions.

What are the people enjoying about these different activities?



Now change roles. The following two photographs show different types of cinemas.

Student A Compare these photographs and say what the advantages are of watching films in cinemas like these.

Student B When student A has finished, say in which of the places you would prefer to see a film.

What are the advantages of watching films in cinemas like these?

Speaking

3. Part 3: collaborative task (4 mins)

4. Part 4: discussion (4 mins)

Example:

Some people don't like change. Why do you think that is?

Part 3: Collaborative task Total time: 4 minutes

- 1 Imagine that the History Museum in your town would like to introduce some new features to attract more visitors. Below are some of the ideas which have been suggested. Talk with your partner for two minutes about what types of people these different ideas would appeal to.

Useful language

This might appeal to (elderly people).

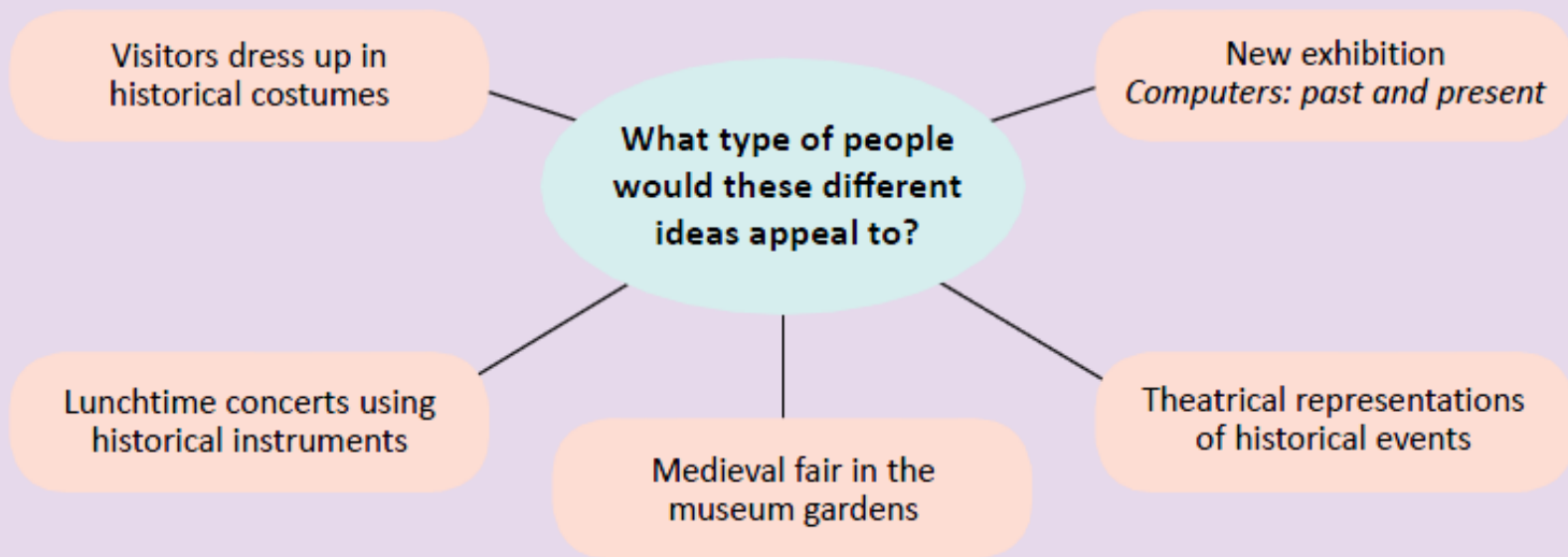
(Younger people) are likely to find this interesting.

This might bring in a lot of (young families).

This would be suitable/ideal/enjoyable/good fun for (children).

This would attract people with an interest in (clothes).

See also the Useful language box on page 71 of Unit 6.



- 2 Now you have about a minute to decide which two ideas would be most successful in attracting new visitors.

Example

Task 2

Referring back to the discussion in task 1

As I said before, (schools never have enough computers).

You made a good point earlier about (the health benefits of sport).

We both agreed on the importance of (preserving our past).

We should take into account what you said about (the environment).

Comparing the different options

(A museum) wouldn't need financial help as much as (a school).

The more help we give to (elderly people), the better for the community.

The community would benefit far more from a donation to (the nature reserve).

The one most in need of a donation would be (the sports centre).

Speaking part three (B)

I: Thank you. Now you have about a minute to decide which two ideas would be most successful in **attracting** new visitors.

C: Right. Well, I think **Paolo made a good point earlier that** the museum **must appeal to** as many different types of people as possible. And I think **we both agreed that** the medieval fair **would attract** people of all ages, so, Paolo, do you agree that that might be one of the best two choices?

P: Yes, I do. I think it is – it doesn't matter if you are on your own, in a couple, with friends, in a family – everyone **would enjoy** it and I am sure it **would bring in** many ... many visitors to the museum. I think this is also true for the computer exhibition, but you don't agree, I think.

C: No, I'm sorry. I know you like computers, but I would be bored! People have enough of computers at work. **As I said before**, I think nearly everyone **will like** the dressing up – not you, maybe, but if the museum **wants to attract** more visitors, it needs to have more fun activities, not more exhibitions.

P: OK, so we don't agree on that. But, **we did both agree before that** if the theatrical representations were funny and not serious, then that would be very successful.

C: Yes, that's true. I think that ...

I: Thank you.

Example

Part 4: Further discussion Total time: 4 minutes

1 Discuss the following questions with your partner.

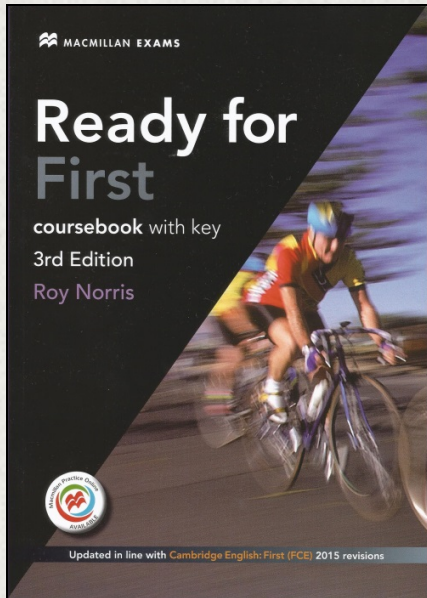
- What do you think makes a good museum?
- How could the teaching of history in schools be improved?
- Do you agree that learning about the past is important for our future?
- What was the most important moment in the history of the twentieth century?
- What has been the most important moment in your life so far?
- What items from our lives today will be in the history museums of the future?

Speaking Parts 3 and 4

Strategies and Functions related to:

1. Sustaining an interaction and taking turns
2. Exchanging ideas
3. Agreeing and disagreeing
4. Asking for, expressing and justifying opinions
5. Suggesting (question tags)
6. Evaluating (giving examples, making hypotheses)
7. Comparing options
8. Referring to previous parts of the discussion
9. Negotiating towards making a decision

Resources



Examples taken from:

Ready for First 3rd edition, by **Roy Norris**,
edited by **Macmillan Publishers**

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[www.macmillanenglish.com/courses/
ready-for-first/](http://www.macmillanenglish.com/courses/ready-for-first/)

For further information or to ask Anila any questions,
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Further details on Cambridge English exams on:

www.cambridgeenglish.org/exams

www.cambridgeenglish.org/teaching-english

