

B2 First for Schools Listening Part 1 (Multiple choice)

Summary

- Review the format of Part 1 of the Listening paper.
- Learn some useful vocabulary for giving an opinion.
- Practise two different listening test strategies.
- Do a real timed practice of the Listening paper (Part 1 only).

Before you begin

Locate the audio you need for the lesson Click **here** to download a folder of audio files (MP3 format). You will only need **Track 2** for this lesson.

Top tip! Listen to real audio and video as much as possible.

It takes time to develop listening skills, so it's a good idea to listen to things in English whenever you can. The best things are those which you really find interesting. You could watch a film (perhaps with the subtitles – but only if they're also in English!), download podcasts about your favourite topics, or find English-speaking people on YouTube who share interesting ideas.

Get to know the exam

This lesson focuses on Part 1 of the Listening paper. This is made up of 8 questions and tests your ability to understand feelings, attitudes, opinions and agreement or disagreement expressed by different speakers, as well as the purpose or function of an audio clip.

Task A. What else do you know about this paper? Read the following statements about Listening Part 1 and decide if they are true or false.¹ If they are false, correct them. Answers are at the end of this document.

1. You may hear one or two speakers.
2. You will hear seven different clips.
3. For each question, there are three options for you to choose from (A, B or C).
4. Some of the questions focus on the opinions or feelings of the speaker(s).
5. The options for each question are always presented in the same order as you hear related information.
6. You will hear exactly the same words as you read in the options.
7. You will receive one mark for each correct answer
8. Sometimes you may have to decide whether two speakers agree with each other.

Task B. Now do some research online and check your ideas. You might find the **Cambridge English website** a helpful place to start.

¹ This activity comes from *Exam Booster with answer key for First and First For Schools, Self-study edition*, © Cambridge University Press and UCLES 2017, p. 118.

Useful language: Giving an opinion

We saw above that some of the questions in Listening Part 1 focus on the opinions or the feelings of the speaker (or speakers). It's easier to hear these moments in the recording and answer the questions correctly if you know the kind of language that speakers often use to express their opinions or feelings.

1. Read the dialogues below. Which one is:
 - a. a formal discussion on the news?
 - b. a conversation between a brother and sister?

How do you know? Highlight the parts of the dialogues that helped you to decide.

Dialogue 1: _____

- A: My mate just gave me this amazing new video game for my birthday!
- B: A video game? Isn't that just for little kids?
- A: It's aimed at teenagers, actually. You have to create a whole world on a different planet, with its own language, culture, society and everything. Brilliant, isn't it?
- B: Yeah, if you like aliens, I suppose.
- A: Well, I do. But clearly it's not your thing. You might prefer this other game I have – it's a kind of competitive dancing thing. But I'm not really into dancing, so I don't play it. Do you want it?
- B: Oh wow, that's fantastic! Thanks!

Dialogue 2: _____

- A: This year's event really was excellent. Thousands of people from all over the country took part and we raised a lot of money for charity.
- B: Of course, some of the people who tried to call and donate money weren't able to get through. That isn't to say it wasn't well organised – it most certainly was! Though perhaps next year there could be more staff to answer the phones.
- A: Alright, but in general, I think you'll agree it was a great success. We had far more participants than last year and we included a wider range of activities, including games like chess and cards.
- B: Hmm... I personally would have liked to see more physical activities like gymnastics or yoga, rather than things which keep everybody sitting down for hours!

2. Now match these expressions from the dialogues above to their meanings, below.

When the speaker says this:

1. amazing, brilliant, fantastic
2. It's... actually.
3. If you like... I suppose.
4. It's not your thing. You might prefer...
5. That isn't to say it wasn't... – it most certainly was!
6. I think you'll agree...
7. I personally would have liked..., rather than...

he / she means this:

- a. I know that you don't like this, but I have a suggestion which I think you will like more.
- b. I feel strongly about this and I really want you to agree with me. (But it's possible that you disagree.)
- c. I have a different opinion to you, and I think your opinion is a bit strange! Who likes aliens?!
- d. I really like this.
- e. In my opinion, this wasn't good and I have a better idea about how to do it.
- f. You don't understand – let me correct you.
- g. I think something about this was good, but the rest of my opinion is generally more negative.

Tip! The vocabulary you learn for one paper could be useful for other papers, too.

By studying language for one paper, you're also helping improve your knowledge for the other papers! For example, you could use the expressions you learned above in your Speaking test. It's a good idea to keep a vocabulary notebook so you can record the words and phrases you're learning and begin to use them in your own speech or writing.

Test strategies: Find what works for you

A lot of students find listening difficult. It takes time to improve your listening skills, and there are different ways of doing the exam tasks which work well for some people and not for others.

Let's try two different strategies now...

Test strategy 1: "Find, focus, favourite!"

Every clip in the Listening paper is played twice. This strategy uses the first time to listen and the second time to choose the best answer (A, B or C). Here are the steps to follow:

What's happening in the clip:	What you do:
1. The narrator is reading the instructions before the clip begins.	Find: look for key words in the question. Do you know any synonyms? This helps you predict what the speakers might say.
2. The clip is played for the first time.	Focus: Listen and take notes. Did you hear any of the key words or synonyms? Be careful – sometimes you'll hear a specific word from the question, but the context makes it clear that this is <u>not</u> the right answer.
3. The clip is repeated.	Favourite: Listen again and choose your answer. Sometimes it seems clear which answer is the best, and sometimes it isn't very clear. Which option is your favourite? Which seems better than the others? Choose it, then forget this question and move on. It's time to focus on the next one...

Let's try this strategy now with the following task.²

Audio track 2. ▶ Start at 09:40. ■ Stop at 11:08.

You hear a review of a film.

What is the reviewer's opinion of it?

² This example task comes from *Exam Booster with answer key for First and First For Schools, Self-study edition*, © Cambridge University Press and UCLES 2017, p. 75.

- A the ending was disappointing
- B the scenery was breath-taking
- C the acting was unconvincing

Test strategy 2: “Chill out, choose, check!”

Remember, every clip in the Listening paper is played twice. This strategy uses the first time to choose your answer (A, B or C) and the second time to check it again. Here are the steps to follow:

What’s happening in the clip:	What you do:
1. The narrator is reading the instructions before the clip begins.	<p>Chill out: To “chill out” means to <i>relax</i>! Read the question and the options and just keep them in your mind. Stay calm. Don’t worry about taking notes now. You just need to listen.</p>
2. The clip is played for the first time.	<p>Choose: Close your eyes and listen. As you listen, think about the options you just read. Which one seems correct? Open your eyes and tick (✓) this option.</p>
3. The clip is repeated.	<p>Check: Listen again and check your answer. Sometimes you realise when you hear the clip again that you misunderstood something the first time. For example, maybe you heard a word from the question but now you realise that this was distracting you from the correct answer! So double-check your answer now – and remember to circle your final choice and transfer it to your answer paper later.</p>

Let’s try Test Strategy 2 now with the following task.³

Audio track 2. ▶ Start at 11:09. ■ Stop at 12:46 (when the track stops.) Audio link is at top of p1.

You hear two friends talking about taking photos to put on social media websites.

What does the boy say he likes about it?

- A trying different techniques
- B receiving positive comments
- C analysing his friends’ photos

³ This example task comes from *Exam Booster with answer key for First and First For Schools, Self-study edition*, © Cambridge University Press and UCLES 2017, p. 75.

Reflect: Which way works for you?

Remember, there are different ways to do the Listening test. You need to find an approach that works well for you. This means trying different strategies under practice conditions, so you feel prepared when you take the real test. Think about these questions and take some notes in your journal or notebook:

1. Did you prefer following **Test Strategy 1** or **Test Strategy 2**? Why?
2. Do you know any other useful strategies for the Listening test? What about other students? Ask your classmates what they do. Find somebody who does something different and whose approach seems to work well. Make a note of this and try it the next time you practise.

Exam practice: Listening Part 1 (multiple choice)

Great work! You're ready to practise a real Listening Part 1 test now. There are two ways you can do this: on the computer, or on paper. Both options are explained below:

1. To try the computer-based test, use the Firefox or Chrome browser. **Click here to open the test website** and then follow these steps to begin the timed test:

The screenshot shows a web interface titled "Confirm your details". It has a dark header with a checkmark icon and the title. Below the header, there are three input fields: "Name:", "Date of birth:", and "Candidate number:". Below these fields is a blue information icon followed by the text "If your details are not correct, please inform the invigilator." At the bottom of the form is a button labeled "My details are correct".

1. This is only a *practice* test. You do *not* have to enter any personal details here.

2. Simply click this button to continue.

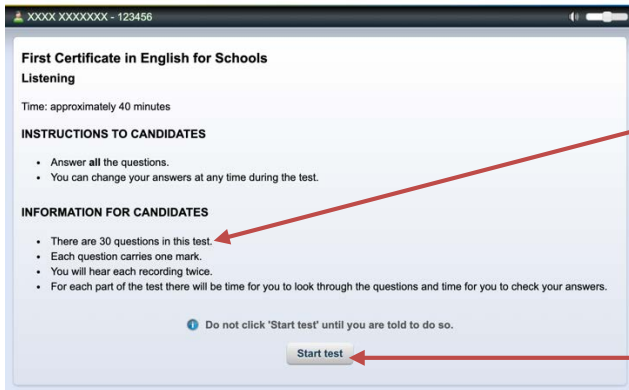
The screenshot shows a web interface titled "Test sound". It has a dark header with a headphones icon and the title. Below the header, there is a paragraph: "Put on your headphones and click on the **Play sound** button to play a sample sound." Below this paragraph is a button labeled "Play sound". Below the button is a red warning icon followed by the text "If you cannot hear the sound clearly, please tell the invigilator." At the bottom of the form is a button labeled "Continue".

3. Put your headphones on, if you have a pair.

4. Test your sound settings by clicking here.

5. Ignore this instruction. (This is for students who are taking the real exam on a computer.)

6. Click this button to continue.



7. Read all the instructions carefully, except...

8. ...you should ignore the sentence which says "There are 30 questions in this test." This refers to the *whole* Listening paper. In this lesson, we are focusing only on Part 1. (Part 1 has 8 questions.)

9. Click this button to start the test. You will move to the next screen and the audio recording will begin playing automatically.

Important note: If you take the computer-based test, do not close the test when you are finished, or you will lose your answers! Just click a question number at the bottom to check that specific answer.

2. If you prefer to do the test on paper, you can find the questions below on **pages 7–8**. Just print these pages, write your answers, and follow all the steps above for the computer-based option to access the recording. (You don't need to use the questions on the screen. The audio will play automatically.)

When you are finished with the Part 1 practice task:

1. Stop the recording without continuing to Part 2.

(**Note:** It's not possible to control the recording in the computer-based test, so to stop listening, you will have to remove your headphones or mute the sound on your computer.)

2. Come back to this document and check your answers on **pages 10–11**.

Top tips for exam success⁴

- Each question has two sentences. The first sentence tells you who will be talking and what they'll be talking about; the second sentence is the question you have to answer.
- If you still don't know the answer after the second listening, make a guess. You won't lose marks for incorrect answers.
- Don't get distracted by individual words in the clips – you need to listen to the whole message.
- If you're finding a question very difficult, try to stop concentrating on this when the next clip begins. You don't want to miss the next question!

Keep learning!

Visit the **Cambridge English website** to find more practice activities. You can also improve your English listening skills by following the podcast **Virtually Anywhere**. There are seven episodes.

⁴ Adapted from *Exam Booster with answer key for First and First For Schools, Self-study edition*, © Cambridge University Press and UCLES 2017, p. 75.

Listening • Part 1

Questions 1 – 8

You'll hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a young singer talking about his childhood.
What is he grateful for?
A being encouraged to sing by his father
B being exposed to music at an early age
C inheriting his mother's talent as a singer

- 2 You overhear a girl talking on the phone about a clothes shop.
She thinks her friend would appreciate
A the helpful attitude of the staff.
B the lively atmosphere created by the music.
C the low prices compared to other shops.

- 3 You hear part of an interview with a farmer.
What is he doing?
A describing his lifestyle
B justifying his choice of career
C promoting an event he's involved in

- 4 You hear two friends talking about a school concert.
How does the girl feel?
A worried that she hasn't done enough practice
B nervous about performing in front of her family
C concerned that her clarinet doesn't sound right

- 5 You hear a news report about a football club.
Who has suggested a change in club policy?
A the club's doctor
B the club's supporters
C the club's new manager

- 6 You hear two friends talking about a newspaper for teenagers.
What do they agree about?
A how boring it is to read one regularly
B how interesting it would be to write for it
C how important it is to keep up with the news

7 You hear a boy telling a friend about climbing a mountain with his father.

What does he remember most clearly about reaching the top?

- A being glad that he'd followed his father's advice
- B feeling quite a bit of physical discomfort
- C enjoying the beauty of the scenery around him

8 You hear a teacher talking about an environmental project.

Why is she talking to her class?

- A to encourage them to remain involved in the project
- B to inform them about changes to the project
- C to remind them about a future project

Answer key

Preview: Get to know the exam

1. You may hear one or two speakers. [True]
2. You will hear seven different clips. [False. There are 8 different clips.]
3. For each question, there are three options for you to choose from (A, B or C). [True.]
4. Some of the questions focus on the opinions or feelings of the speaker(s). [True.]
5. The options for each question are always presented in the same order as you hear related information. [False. The information you hear may be in a different order from the options.]
6. You will hear exactly the same words as you read in the options. [False. The words in the options may not be the same as the words you hear.]
7. You will receive one mark for each correct answer. [True.]
8. Sometimes you may have to decide whether two speakers agree with each other. [True.]

Useful language: Giving an opinion

1. Dialogue 1: **b** (a conversation between brother and sister). The speakers use more informal language which is common in conversation, such as “yeah”, “wow”, “brilliant” and “amazing”.

Dialogue 2: **a** (a formal discussion on the news). The speakers use more formal adjectives such as “excellent” and “well organised”, and the speakers generally take longer turns, which is more common in formal discussions or news interviews than in everyday conversations.

2. When the speaker says this:

1. amazing, brilliant, fantastic
2. It's... actually.
3. If you like... I suppose.
4. It's not your thing. You might prefer...
5. That isn't to say it wasn't... – it most certainly was!
6. I think you'll agree...
7. I personally would have liked..., rather than...

he / she means this:

- d. I really like this.
- f. You don't understand – let me correct you.
- c. I have a different opinion to you, and I think your opinion is a bit strange!
- a. I know that you don't like this, but I have a suggestion which I think you will like more.
- g. I think something about this was good, but the rest of my opinion is generally more negative.
- b. I feel strongly about this and I really want you to agree with me. (But it's possible that you disagree.)
- e. In my opinion, this wasn't good and I have a better idea about how to do it.

Test strategy 1: “Find, focus, favourite!”

The correct answer is **C: the acting was unconvincing**.

Audio script:

(Narrator: Question 7. You hear a review of a film.)

This week’s film of the week sees Ricky Riley return as the hero in Mark Martin’s latest thriller, *Midnight*. I’m sure you all remember Riley’s stunning acting in *Red Wood* last year. Well, I’m afraid to say that despite the complex plots and satisfying closing scenes, Riley’s performance fails to live up to expectations this time. That isn’t to say the film isn’t worth seeing – it most certainly is, though I personally would have liked to see some of the beautiful mountains and lakes of the area the film’s set in, rather than the inside of the main character’s apartment, which is where most of the action takes place.

Test strategy 2: “Chill out, choose, check!”

The correct answer is **A: trying different techniques**.

Audio script:

(Narrator: Question 8. You hear two friends talking about taking photos to put on social media websites..)

Woman: You take loads of photos, don’t you? Do you upload onto the InstantPhoto site?

Man: Yeah, I do. I’ve got this amazing phone with loads of different apps on it – you can create all kinds of weird and wonderful effects with it – it’s brilliant for experimenting with. People do loads of crazy stuff, though I tend to avoid looking closely at pictures posted by mates in case I’m too influenced by them.

Woman: You’ve got to start out with a decent photo in the first place, though, haven’t you?

Man: Yeah, it helps. You’ll only get either negative feedback or none at all if the composition or lighting are no good – and no one wants that.

Exam practice: Listening Part 1 (multiple choice)

When preparing for an exam, it’s important not only to know which answers are correct and which are incorrect, but also **why** they are correct or incorrect. For each item below, check your own answers and take some notes on **why** the answers below are correct. You can refer to the audio scripts on the next page to help you.

Q	Answer	Listen again with the script below. Why is this answer correct?
1	B	
2	A	
3	C	

4	B
5	C
6	C
7	B
8	A

Audio script for practice test on p. 7–8

Cambridge English. B2 First for Schools. Listening Test. Part 1.

[pause]

You'll hear people talking in eight different situations. For questions 1–8, choose the answer which fits best according to what you hear.

1: You hear a young singer talking about his childhood.

[pause]

When I was a little kid, my father used to watch a lot of old movies and I sat with him and loved them too, especially the musicals. So you see, my career was inspired by him in a way and these old movies played a big part in my life. They were the reason I wanted to learn to sing, though my dad never suggested it to me. There's no musical background in my family, though my mother could sing, but she didn't have much ability really – it was just fun for her. I think my parents must have looked at me and thought: 'where did that come from?'

[The clip is repeated.]

2: You overhear a girl talking on the phone about a clothes shop.

[pause]

Well, I think that new clothes store called Smart Girls is certainly a place where you can be sure of picking up a bargain or two, though most of the shops in the mall have them at the moment. The assistants are friendly and they really know about fashion, instead of just pretending to be cool! They're honest too and don't just tell you that you look great all the time. I like the music they play 'cos it sort of puts you in the mood as soon as you walk in, though I don't think it's your thing – you might prefer somewhere a bit quieter.

English Qualifications

[The clip is repeated.]

3: *You hear part of an interview with a farmer.*

[pause]

Interviewer: So Josh, for our teenage listeners, who live in towns and cities, tell us about what it's like living on a farm.

Farmer: Well actually you can come along and experience it for yourself this weekend. There's going to be something called an Open Farm Day. More than 450 farms all over the country will be open to the public and you can go along and meet the animals, ride on a tractor, learn about cheese making and wool spinning, all that sort of thing. Who knows? It might even persuade a few to think about farming as a career. It's not an easy life but it's a good one.

[The clip is repeated.]

4: *You hear two friends talking about a school concert.*

[pause]

Male speaker: Hi Judy! Are you ready for the school concert tomorrow? I've been practising all week so I think it'll be OK.

Female speaker: There are a few tricky bits in that new piece of music we'll be playing. I'm getting my head round it, though. My clarinet was making a funny noise but I've got it sorted now. That could've been embarrassing.

Male speaker: I'm a bit worried about my solo part, especially with all those people watching.

Female speaker: Imagine how awful it would be to make a mistake with your mum and dad there! I'm not so bothered about strangers, though.

Male speaker: Just stay cool. If you mess up, just keep going like nothing's happened.

[The clip is repeated.]

5: *You hear a news report about a football club.*

[pause]

Fast food is off the menu for everyone at Park Town Rangers football club! The new manager of the club has coached in many countries around the world and has picked up some ideas from his travels in Europe and Asia. He has banned the players from eating meat when they are preparing for important games. He thinks this will strengthen their physical condition and improve the team's results, a view shared by our medical experts in the studio today. Now the club have decided to go a step further and have stopped selling burgers in the stadium, a move which may not be popular with all the young fans!

[The clip is repeated.]

6: *You hear two friends talking about a newspaper for teenagers.*

[pause]

Male speaker: I read this great newspaper the other day.

Female speaker: A newspaper? Isn't it full of dull stuff?

Male speaker: It's aimed at our age group, actually, so it presents the news in a way that's easy to understand – so it's a good way to find out what's going on in the world. It's interactive too.

Female speaker: Really?

Male speaker: Yeah, you can write reports for it and they include the best ones in the paper. Cool, huh?

Female speaker: If you like writing, I suppose. Not a talent of mine.

Male speaker: So you don't bother with the news then?

Female speaker: Oh I wouldn't say that. I do follow it – just as long as it doesn't seem too much like schoolwork.

[The clip is repeated.]

7: *You hear a boy telling a friend about climbing a mountain with his father.*

[pause]

F: How often do you go mountain climbing?

M: My dad and I go climbing together a lot, which is really cool 'cos I get plenty of time to talk with him. I remember the last mountain we climbed together, he was telling me about how you can only really enjoy the wonderful scenery once you get to the top, 'cos when you're just halfway up you're concentrating on the climb. I was really sore, and I just wanted to quit, but I carried on to the top so I could admire the beautiful view – but my legs were aching so much I couldn't appreciate it fully, or my dad's wise words.

[The clip is repeated.]

8: *You hear a teacher talking about an environmental project.*

[pause]

Right everyone, I'm sure you'll agree it was great fun enhancing our school grounds with the butterfly garden, and I hope you all got something out of it and are more aware of your natural environment now. What you've achieved is much appreciated and the project will continue so I'd like you to keep thinking about things we can do to maintain the garden. The idea is to keep it going for future students at the school so all suggestions are welcome. I think you'll all agree it's been a great success – which I hope we can repeat in the future.

[The clip is repeated.]

B2 First for Schools Reading and Use of English Part 1 (Multiple-choice cloze)

Summary

- Learn how to keep a useful record of new vocabulary.
- Discover online tools for developing your vocabulary knowledge.
- Practise a strategy for Part 1 of the Reading and Use of English paper.
- Review your strengths and weaknesses, and set goals for your future learning.

Get to know the exam

In this lesson you are going to focus on Part 1 of the Reading and Use of English paper. This consists of a text in which there are eight gaps (plus one gap as an example). Each gap represents a missing word or phrase.

Task A. What else do you know about this part of the Reading and Use of English paper? Read the following statements and decide if they are true or false.¹ If they are false, correct them.

1. Part 1 tests your knowledge of how to use vocabulary (words and phrases) rather than grammar.
2. To complete the gaps in the text, you have to choose from three options.
3. The options you choose from may be words or phrases that are quite similar in meaning.
4. There is an example at the beginning of the task.
5. Sometimes more than one answer may be correct.
6. There are ten questions in the task.
7. Phrasal verbs may be tested in Part 1.
8. The reading text is about 300 words long.

Task B. Now do some research online and check your ideas. You might find the **Cambridge English website** a helpful place to start.

Task C. Check your answers at the end of this document.

Strategy 1: Learning new vocabulary

Students and teachers often think grammar is more difficult than vocabulary, but our knowledge of vocabulary is actually very complex. When we say we 'know' a word, we really know many different things about it.

Here's an example using a word which you probably think is very easy and familiar:


¹ This activity comes from *Exam Booster with answer key for First and First For Schools, Self-study edition*, © Cambridge University Press and UCLES 2017, p. 118.

head (n.)	
The <i>form(s)</i> of this word	Spoken form: Just one syllable. Phonemic transcription: /hed/ Written form: Four letters. The /e/ sound is spelled <i>ea</i> .
The <i>meaning(s)</i> of this word	'Head' has many meanings, including: <ul style="list-style-type: none"> • The physical part of an animal's body, with eyes, ears, etc. • The person who leads a team ('the head of a company'). • The part of a bed where I rest my head ('the head of the bed').
The <i>use(s)</i> of this word	It's a countable noun, so could be used with the article 'a' or in plural form with numbers ('3 heads' etc.). When it describes a part of something larger, it's followed by 'of'. Sometimes it's used as a verb or phrasal verb. ('to head up an investigation' = to lead an investigation).

Create your own vocabulary flashcards

To help you learn, understand and remember new vocabulary, you should make a note of details like these in your notebook. You could also make a small flashcard for each word, which you can use later to revise and test your memory.

Let's look at an example of a vocabulary flashcard. Imagine you're creating a flashcard for the **circled** word in the text below.²



The joy of photography

Photography is a hobby with wide **appeal**. And I don't mean taking photos on your mobile phone, though it cannot be denied that such pictures can be surprisingly good these days. Serious photography means taking the trouble to do some research, exploring the technical aspects of the subject and investing in what might be quite expensive equipment. So why take up photography? Firstly...

1. Check the word in **the online Cambridge Dictionary** to find information about its spelling, pronunciation, meaning and use.
2. Complete the gaps in the flashcard on the next page.

² Adapted from *Exam Booster with answer key for First and First For Schools, Self-study edition*, © Cambridge University Press and UCLES 2017, p. 13.

appeal (n.)	
Form	Spoken: ___ syllables. Phonemic transcription: /_____/ Written: ea spelling sounds like ____
Meaning	Definition: _____ Equivalent in my language: _____
Use	Common combinations with other words: _____ Example sentence: _____

Tip! Pay attention to connotations and collocations.

Connotations are the positive or negative associations that some words have. For example, the word 'fat' can describe a person whose weight is unhealthily high, but it has a very negative meaning. It's more polite to call somebody 'large' or 'heavy'. A doctor would probably say 'overweight'.

Collocations are words that you often see together. For example, 'heavy rain' or 'light rain', where the adjective describes how strongly the water is falling. Collocations like this can be very different in different languages and sometimes knowing which words collocate can help you choose the correct answer in the test.

Finally, you'll notice that some words have *different meanings in different contexts*. For example, we've just seen two meanings for the word 'heavy': one describes a person's weight, and another describes the strength of rain. These are all things you can record in your vocabulary notebook to help make your knowledge of words much richer and improve your chances of test success!

Research task 1: Online tools for vocabulary learning

Many students like working on paper, but there are also many digital tools available to help you organise and revise new vocabulary.

1. **Click here to learn about studying with Quizlet**, which has both a website and **mobile app** where you can design your own **vocabulary cards** and play games to practise these words.
2. Now create a digital vocabulary card for the word 'appeal' that you studied above. Remember to include different aspects of meaning, use and form.

Reflect 1: Which way works for you?

1. Which version do you prefer – a paper flashcard or a digital flashcard? Why?
2. Which do you think will be more helpful for you when studying in future? Why?
3. Make some notes about these in your notebook. Now call or write to another student and tell

Tip! Share your flashcards with other learners.

It's a good idea to collaborate when studying vocabulary. You can learn a lot from other students. You can also test each other and create activities for each other. This makes vocabulary learning more memorable and sometimes more enjoyable. Just be careful – check each other's work with a dictionary or a teacher and make corrections if necessary!

them what you think. Do they agree with you? Which approach works better for them? Why?

Close-up: Understanding how this paper is designed

Let's look at how your vocabulary knowledge is tested in Part 1 of the Reading and Use of English paper. We'll see how these tasks are designed, using a real text from a sample paper.³

1. Read the text below. This is just the first half, and all the gaps are already filled out for you. You can also see the options for each gap below the text, so you can compare them.
2. What does the reader have to know about these words in order to choose the correct answer? Take some notes in your notebook. (You can use an **online dictionary** to help you.)

The first one is done for you as an example to show you what you might write in your notebook.

Ballet dancer by chance

After five years of karate lessons, Hans Jensen, 13, **(0)** swapped his black belt for ballet shoes. Hans **(1)** gave his first public performance only a year ago when he danced in 'The Nutcracker' with the local dance school. Hans's mother said 'He was actually helping **(2)** out his little sister. She was very shy on stage until her brother was given a small part as a soldier. Hans enjoyed it so much that he **(3)** enrolled himself in ballet classes.'

0	A swapped	B varied	C replaced	D differed
1	A gave	B showed	C put	D passed
2	A with	B out	C off	D on

³ Text and task from *Sample Test 1, D255/01*. © UCLES 2015 Cambridge English Level 1 Certificate in ESOL International.

3 A enrolled B admitted C entered D introduced

My notebook

For gap 0, option A ('swapped') is best because:

- The meaning of all four words is similar, but the use is different.
- The whole text talks about a boy who first did karate and then changed to ballet. So the correct word probably means something about change or replacement. This means 'varied' and 'differed' are probably not right.
- I can see 'for' in the text after 'his black belt'. I know that 'varied' isn't followed by a preposition, 'differed' is followed by 'from' and 'replaced' is followed by 'with' or 'by'.
- The correct structure is 'swap something for something', so the best answer is 'swap'.

Now read the whole text and complete the remaining gaps.

Ballet dancer by chance

After five years of karate lessons, Hans Jensen, 13, **(0)** swapped his black belt for ballet shoes. Hans **(1)** gave his first public performance only a year ago when he danced in 'The Nutcracker' with the local dance school. Hans's mother said, 'He was actually helping **(2)** out his little sister. She was very shy on stage until her brother was given a small part as a soldier. Hans enjoyed it so much that he **(3)** enrolled himself in ballet classes.'

Hans has already **(4)** _____ attention in the ballet world and recently won a scholarship to join the Royal Ballet School. He loves it there and is working hard to

increase his (5) _____ of dance steps. 'I want to become stronger, (6) _____ experience and learn as much as I can,' he said.

His teacher, Yevgen Gregorevic, who has danced professionally in a variety of lead (7) _____, said, 'Hans has natural ability and always works hard.' Hans has (8) _____ himself the goal of one day dancing for the Bolshoi Ballet.

0	A swapped	B varied	C replaced	D differed
1	A gave	B showed	C put	D passed
2	A with	B out	C off	D on
3	A enrolled	B admitted	C entered	D introduced
4	A paid	B achieved	C taken	D attracted
5	A range	B volume	C total	D scale
6	A collect	B raise	C add	D gain
7	A posts	B jobs	C roles	D places
8	A set	B thought	C decided	D put

Research task 2: Create your own task

Now you understand how the exam works, it's time to change places – you are going to write your own task for Part 1 of the Reading and Use of English paper!

1. Find a short reading text online which interests you.
2. Use it to make a 'mini version' of a Part 1 gapped text:
 - Use just 50-100 words of the text.
 - Include a title which clearly reflects the topic of this shortened text.
 - Remove 3–4 words from the text. Choose them carefully so it seems possible to put another word in this gap.
 - Write 1 or 2 alternatives for each gap. Make sure these alternatives are not possible (because they have a different meaning or because they are used differently).
 - Keep the original text so you have an answer key!

Your finished task should look like the first part of the text ('Ballet dancer by chance') above.

3. Send the gapped text to another student or friend and ask them to choose the best word for each gap. Ask them to think about their choices, as you might ask them later to explain these.
4. Check their answers, give them feedback and discuss the task together. What did they have trouble with? Why?
5. Take some notes about this activity in your notebook – it may help you in future to remember what you and other students found difficult, as well as any mistakes you should avoid.

Strategy 2: How to approach the exam

You don't have a lot of time to do Part 1 of the Reading and Use of English paper, so you need an efficient strategy. Here's one approach that works for many learners:

Step:	Why do this? Why do it in this order?
1. Read the title.	These two steps will tell you the main topic and style of the text. It's important to understand what the <i>whole text</i> is about, because sometimes meaning is communicated by more than just individual words or sentences.
2. Read the whole text in about 2–3 minutes.	
3. Look at each gap. Look at what comes before it and after it.	Sometimes only one word is possible in a particular phrase or structure. This is partly about <i>meaning</i> , but also about <i>use</i> . For example, some verbs are always followed by certain prepositions (like <i>depend on</i>). If the four options have similar <i>meanings</i> , you might be able to choose the correct one by considering how each one is <i>used</i> .
4. Guess the missing word(s).	Sometimes we surprise ourselves with how much we already know! You might find that something just 'feels right' or 'sounds right' when you first look at a gap. Looking at the options first can be distracting and make you doubt your first instincts. And research shows that we make our memories stronger when we <i>test</i> them – so it's a good idea to develop your memory by thinking <i>first</i> and looking at options <i>second</i> .
5. Now look at the four options and choose the best one.	

Now try using this strategy for the practice task below.

Exam practice: Reading and Use of English Part 1 (Multiple-choice cloze)

Great work! You know a lot about how vocabulary is learned and about how the test is designed. You're ready to practise a real test now.

When you have finished, check your answers at the end of the document and do the final reflection task below.

Reading and Use of English • Part 1

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** look **B** sight **C** view **D** vision

0	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D
----------	-----------------------	-----------------------	-----------------------	-----------------------

Hunting for dinosaurs

Marge Baisch was riding on her parents' farm in Montana in the USA when she noticed what at first **(0)** seemed to be the bone of a cow. In fact, it **(1)** out to belong to a dinosaur called a triceratops. About 65 million years ago, dinosaurs regularly **(2)** near huge rivers in this part of Montana. Luckily for modern day dinosaur enthusiasts, the **(3)** here were perfect for preserving those that died there. However, once prehistoric bones are **(4)** to the air, they can become fragile, so it is important to find and preserve them before they disappear into the dust.

Since Marge's discovery, her family have found the **(5)** of hundreds of dinosaurs, some of which they have **(6)** to museums. Many tourists visit the farm in the hope of coming across something unusual. The tourists may not stand much **(7)** of discovering an entire skeleton, but they are still very enthusiastic! The Baische family often allow them to keep whatever they find, although some scientists **(8)** of this policy.

- | | | | | |
|---|---------------|---------------|----------------|-------------|
| 1 | A sorted | B worked | C turned | D pointed |
| 2 | A combined | B gathered | C concentrated | D united |
| 3 | A conditions | B situations | C arrangements | D settings |
| 4 | A emerged | B displayed | C appeared | D exposed |
| 5 | A ruins | B records | C results | D remains |
| 6 | A contributed | B donated | C provided | D awarded |
| 7 | A possibility | B opportunity | C chance | D potential |
| 8 | A disapprove | B accuse | C criticise | D prohibit |

Source: *Sample Test 2*. © UCLES 2015 Cambridge English Level 1 Certificate in ESOL International.

Reflect 2: How can you keep improving your vocabulary knowledge?

- Which aspects of learning vocabulary and taking this test do you find easiest? Tick the items in the following list that you feel most confident about:
 - Understanding the meaning of a word from context
 - Knowing how to pronounce a word
 - Knowing how to spell a word
 - Knowing which words to use together (like prepositions)
 - Remembering the parts of phrasal verbs
 - Remembering the different meanings of similar phrasal verbs
 - Finding an equivalent word in my own language
 - Not spending too much time on this part of the test
- How can you develop your abilities in the other areas? Write some ideas in your notebook, then check the suggested activity at the end of the answer key (see below).

Answer key

Get to know the exam

1. Part 1 tests your knowledge of how to use vocabulary (words and phrases) rather than grammar. [True.]
2. To complete the gaps in the text, you have to choose from three options. [False. There are four options for each gap.]
3. The options you choose from may be words or phrases that are quite similar in meaning. [True.]
4. There is an example at the beginning of the task. [True.]
5. Sometimes more than one answer may be correct. [False. Only one answer is correct.]
6. There are ten questions in the task. [False. There are eight questions in Part 1 of this paper.]
7. Phrasal verbs may be tested in Part 1. [True.]
8. The reading text is about 300 words long. [False. It is about 160 words long.]

Strategy 1: Learning new vocabulary

appeal (n.)	
Form	Spoken: 2 syllables. The second syllable is stressed: app-EAL. Phonemic transcription: /ə'pi:l/ Written: ea spelling sounds like /i:/ as in 'eat'
Meaning	Definition: the quality in someone or something that makes it attractive or enjoyable. (It has other meanings, but this is the meaning I learned in the text about photography.) Related words: <i>appealing</i> (adj.), <i>to appeal</i> (v.) Equivalent in my language: <i>attrait</i> [this is what a French speaker might write]
Use	Common word combinations: <u>unique</u> appeal, <u>great</u> appeal, <u>wide</u> appeal, the appeal <u>of</u> something Example sentences: Photography is a hobby with wide appeal. I've never understood the appeal of skiing.

Close-up: Understanding how this paper is designed

Ballet dancer by chance

After five years of karate lessons, Hans Jensen, 13, (0) swapped his black belt for ballet shoes. Hans (1) gave his first public performance only a year ago when he danced in 'The Nutcracker' with the local dance school. Hans's mother said, 'He was actually helping (2) out his little sister. She was very shy on stage until her brother was given a small part as a soldier. Hans enjoyed it so much that he (3) enrolled himself in ballet classes.'

0	A swapped	B varied	C replaced	D differed
1	A gave	B showed	C put	D passed
2	A with	B out	C off	D on
3	A enrolled	B admitted	C entered	D introduced

1. Option A ('gave') is correct because:

- It's the only verb which goes with 'performance' in this context.
- 'Put' also works, but only if we add 'on': 'put on a performance'. So it's not possible here.
- 'Showed' has a similar meaning but 'showed a performance' isn't a collocation which means that an individual person (or group of people) performed. It might mean that a cinema or theatre did something.
- 'Passed' does not mean anything in this context.

2. Option B ('out') is correct because:

- 'Help' isn't used in phrasal verbs with 'on' or 'off'.
- 'Help' and 'help out' have a similar meaning, and both would be followed by 'with', but the structure is different:
 - **help** + his little sister + with + a task/job/problem
 - **help out** + his little sister + with + a task/job/problem
 - **help** + his little sister + **out** + with + a task/job/problem
- In this case, the words 'his little sister' come immediately after the gap. The word 'with' must always come after the words 'his little sister'.
- This means 'with' is not possible here. Only 'out' is possible.

3. Option A ('enrolled') is correct because:
- 'Admitted himself' has a similar meaning but isn't used for joining a class. It's used for acceptance into a medical institution (such as a hospital) or being allowed to enter a place for a performance, usually with a ticket (for example, 'admitted to the cinema'). It should also be followed with 'into', not 'in'.
 - 'Entered himself' has a similar meaning and is followed by 'in' but isn't used for joining a class. It's used for submitting an application to participate in a competitive event (for example, 'He entered himself in the sports competition').
 - 'Introduced himself' does not have a similar meaning. 'He introduced himself' means he said 'Hello, my name is Hans.'
 - Only '...enrolled himself in...' means that he decided and formally asked (and maybe paid) to join a class.

Answers to rest of this task ('Ballet dancer by chance'):

- 4 D attracted
 5 A range
 6 D gain
 7 C roles
 8 A set

Exam practice: Reading and Use of English Part 1 (Multiple-choice cloze)

'Hunting for dinosaurs'

- 1 C turned
 2 B gathered
 3 A conditions
 4 D exposed
 5 D remains
 6 B donated
 7 C chance
 8 A disapprove

Reflect 2: an idea for question 2

1. Find reading material that interests you. Just read it and tell someone about it.
2. Now go back and read it again and note down any useful vocabulary and how it is used.
3. Now tell someone about it in English, using some of this vocabulary. For example, you could call a friend or email another student.

B2 First for Schools Reading and Use of English part 5

Prepare to read. Prepare for exam success.

Top tip – Everything in English

Several tasks in this lesson requires you to do online research. It is highly recommended that you do your research on websites that are in English. This is going to help you to improve your ability to read and skim the text for the main idea, and to read for detail. Don't translate the text. Take all your notes in English.

Summary

In this self-access lesson you will:

- Practise Reading part 5 from the Reading and Use of English paper.
- Conduct online research.
- Conduct research talking to friends online.
- Conduct research talking to family.
- Practise making notes in English.
- Practise writing a Part 1 essay.

References

Cambridge English Exam Booster for B2 First and First for schools. Chiltern, H., Dignen, S., Fountain, M., Treloar, F. © Cambridge University Press and UCLES 2017

Start with the facts

The task. What do you have to do in B2 First for Schools Reading and Use of English Part 5?

- You read a long text. Texts can be from a modern novel or an article.
- You have to choose the correct answer (A, B, C, D) from six 4-option multiple-choice questions.

What does the task test?

- Your ability to work out meaning from context, and to notice features of text organisation, giving examples, and referencing.
- You may need to look for clues in the text to help you to decide on the correct answer.
- The emphasis is on your detailed understanding of a text which includes the expression of:

opinion attitude purpose main gist detail tone implication
idea

Exam tips

Before you start trying to find the answers to the exam task, make sure you take the following steps:

1. Always read the text quickly to get an idea of what it is about.
2. Now read all the questions. You need to know what to look for in the text.
3. Be careful not to make assumptions when you see the same words in the question that are in the text.
4. Stop and think before you make any decisions. Is the same idea expressed in the question as it is in the text?

Research task 1 – I didn't know that ...

What can you find out about Google?

- Find six facts that you think are interesting about the history of Google.
- Go to **www.google.co.uk** to conduct your research
- Make notes of your research findings in your notebook

Research task 2 – Compare and contrast low tech versus high tech

Compare and contrast two pictures of different libraries.



Source: Unsplash.com



www.bl.uk/catalogues-and-collections

1. How many similarities can you find between both types of libraries?
2. What are the main differences between each library?
3. What do you think might be difficult for people who use these libraries?
4. What are benefits of each type of library?
5. Which library would you prefer to use and why?
6. Ask your family and chat online to your friends to find out what they think.
7. Make notes of the ideas in your notebook.

Reading and Use of English – Part 5

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

Reminder of the exam tips

Before you start trying to find the answers to the exam task, make sure you take the following steps:

1. Always read the text quickly to get an idea of what it is about.
2. Now read all the questions. You need to know what to look for in the text.
3. Be careful not to make assumptions when you see the same words in the question that are in the text.
4. Stop and think before you make any decisions. Is the same idea expressed in the question as it is in the text?

Student life and technology

By Debra Mallin, a business student at Greyfort University

Last Saturday, as my grandfather drove me and my sister home from a dinner to celebrate his birthday, he got frustrated at not being able to remember the name of the singer of a song he'd just heard on the radio. Without a second thought, I grabbed my smartphone, searched for the song and found the name, Bob Dylan. For me and my friends, this is a completely natural course of action, but it totally astonished my grandfather, who didn't understand how I had checked the information so quickly. My sister and I laughed and explained, but afterwards, it made me think about how much I depend on technology.

The list of the ways I use technology is endless: writing, planning, socialising, communicating and shopping, to name a few. When I reflected on its impact on my education, I saw that, for my fellow students and I, technology has been significant in many ways. Returning to the story of my grandfather and the smartphone, he had asked me more about how I used it and about university life. He said he thought we had an easy life compared to previous generations. My sister caught my eye and we exchanged a smile. But whereas she was thinking our grandfather was just being a typical 65-year-old, I could see his point.

Not only are we lucky enough to have the same educational benefits as those of previous generations, we have so many more as well. We still have walk-in libraries available to us, and I can see why some students choose to find and use resources in these distraction-free locations. However, the only option for studying used to be sitting in these libraries with as many books from your reading list as you could find, yet now a single search for your chosen study topic online can immediately provide access to a huge range of resources. At universities, interaction between students and university staff is another area that has changed considerably with developments in technology. We can have face-to-face time with our



tutors when we need it, and also communicate using our electronic gadgets from the comfort of our homes, or on the bus. The most popular means of doing this is via instant messaging or social media – email is often considered too slow, and it has become unacceptable for messages to be unanswered for any length of time. While this puts an extra strain on the university's academic support team, who usually have to answer the queries as they come in, we students are greatly benefitted.

It's important that we remember to appreciate how much the advances in technology have given us. Electronic devices such as tablets, smartphones, and laptops are now standard equipment in most classrooms and lecture halls, and why shouldn't they be? The replacement of textbooks with tablets allows students the luxury of having up-to-date, interactive and even personalised learning materials, with the added benefit of them not costing the earth.

When we compare the student life of the past and that of the present day, it is tempting to focus on the obvious differences when it comes to technology. In actual fact, students are doing what they've always done: embracing the resources available and adapting them in ways which allow them to work more efficiently and to live more enjoyably. The pace of change in technology continuously gathers speed, so we have to value each innovation as it happens.

Reference: © Cambridge University Press and UCLES 2017

1. What does the writer illustrate by describing the incident in the car?
 - A the older generation's frustration at people's dependence on technology
 - B how unaware young people are of some effects of technology
 - C the difference in attitudes to technology between two generations
 - D how technology helps different generations communicate
2. What did the writer think of her grandfather's comment, mentioned in the second paragraph?
 - A It showed how out-of-date he was.
 - B It had an element of truth in it.
 - C It was an annoying thing to say.
 - D It made her feel sorry for him.
3. What does the writer say about getting study resources from libraries?
 - A She considers libraries more preferable places for study than home.
 - B She cannot understand why anyone chooses to go to a library now.
 - C She appreciates the fact that people can still study in libraries if they want to.
 - D She thinks libraries are limited by the quantity of resources they can store.
4. What disadvantage of new technology does the writer mention in the third paragraph?
 - A Those who can afford the best gadgets gain an unfair advantage.
 - B Sometimes slow internet connections make communication difficult.
 - C A heavier workload is created for teaching staff at the university.
 - D Students cannot escape from dealing with university issues.
5. What is the purpose of the question 'Why shouldn't they be?' in the fourth paragraph?
 - A to express an opinion
 - B to introduce some problems
 - C to make a criticism
 - D to indicate uncertainty
6. What is the writer's conclusion about students today in the final paragraph?
 - A They have such different lives to previous generations that it's unwise to compare them.
 - B They deal better with change than previous generations did.
 - C They take advantage of new resources more quickly than previous generations did.
 - D They are behaving in a similar way to previous generations of students.

Reference: © Cambridge University Press and UCLES 2017

Check your answers when you have completed the task

The key is on the next page

Bonus task 3 –Time to plan, time to write (Writing part 1)

Talk to your family and chat to friends online. What do they think about the following statement? What do you think?

Technology has transformed the way we live, but not always in a good way. Discuss.

Make notes on the ideas from friends and family, as well as your own ideas. Plan and write an essay in 140-190 words in response to the question.

Now check your answers!

It's important not only to know which answers are correct and which are incorrect, but also **why** they are correct or incorrect. For each item below, check your own answers on the previous page and take some notes on **why** the answers below are correct. Look for evidence in the text.

Gap	Answer	Why is this correct?
1	C	
2	B	
3	C	
4	C	
5	A	
6	D	

B2 First for Schools Reading and Use of English Part 6 (Gapped text)

Prepare to read. Prepare for exam success.

Top tip! Read everything in English.

Each task in this lesson requires you to conduct online research on websites that are written *in English only*. Don't translate the text! These tasks will help you to improve your ability to read and skim a text in English for the main idea, and also to read for detail - both skills that you already have in your first language, but which don't transfer automatically when you learn another language.

Summary

In this lesson you will:

- Practise reading skills.
- Choose a text to read in English.
- Deduce the meaning of unfamiliar vocabulary from the surrounding context.
- Read the text in more detail.
- Practise Reading part 6.

Research task 1: Take an active interest

In this lesson you are going to practise reading stories from the BBC website.

Tip! Use your strengths and interests to improve your understanding.

We're usually more motivated to read something when we're genuinely interested in the topic. Before you read a whole text, just read the title and the beginning paragraph. Ask yourself: What do you already know about this topic? How do you feel about it?

1. The topic of this lesson is **inventions**. What do you think is the most useful invention of modern times? What about the *least* useful? Take some notes in your notebook of which invention(s) you think are most/least useful and why.
2. Now, for each of the following articles, read only the title and the first 4-5 sentences. Then choose one article which you find interesting, and which you will read in more detail.
 - **World wide web**¹
<https://www.bbc.co.uk/newsround/47514334>
 - **Mobile phone**²
http://news.bbc.co.uk/1/hi/programmes/click_online/8639590.stm
 - **Plastic**³

¹ Invented in 1989, article published in 2019.

² Invented in 1973, article published in 2010.

Reading task 1: Reading for gist

Now that you have chosen the article which you find most interesting, quickly read the whole text (in approximately 2 minutes). You don't need to understand everything yet - just try to get the main idea.

Tip! Just read quickly the first time.

This reading strategy gives you a general understanding of the ideas, style and structure of the text. This helps your brain process the basic information first, so when you go back and look for more detail, you already have some knowledge of the text and it's easier to understand the details.

Research task 2: "Word attack" strategies to deal with new vocabulary

You've probably noticed some unfamiliar vocabulary in the text. Now is your chance to find out what it means by "attacking" those words! Here's one way to develop your vocabulary skills:

1. Make a note in your notebook of 3-4 words in the text which you don't know.
2. Now look more closely at these words in the text and, for each word:
 - a. Focus on **form**: Look at the spelling of the word. Look at its parts. Are there any parts which you recognise, even if you don't know the whole word? (For example, does the beginning or ending of the word suggest that it is a noun, a verb, an adjective, etc.? Check **Cambridge Dictionary's page about word formation** for help with this.) Does it look similar to a word which you know in another language?⁴
 - b. Focus on **use**: What words come immediately before and immediately after it? Do you recognise these words? Do you think they add anything meaningful to the unknown word? Could there be more than one meaning? (For example, in the phrase "**green** vehicles", this first word could refer to a colour or to something environmentally-friendly.)
 - c. Focus on **co-text**: Read the whole sentence carefully. Say it out loud. Now read the sentence immediately before this and the sentence immediately after this. What information do these sentences give? What would be logical or possible before / after this information? More detail about the same thing? Something positive? Something negative? A fact? An opinion?
 - d. Focus on **meaning**: Now you have a clearer idea about this unknown word. What do you think it means? Do you know any synonyms? What happens if you try to replace the word with one of these synonyms? How do you think you would say this word in your first language?
3. Good detective work! First, make a note of your ideas. Then, look up the unknown word in the **Cambridge Dictionary**. Were your guesses correct?

³ Invented in the early 1900s, article published in 2020.

⁴ This is a useful strategy, but be careful! Some words are borrowed from another language but the meaning or use is not the same in both languages.

Need help? Here is an example of how you might follow the four steps above, a-d. Imagine you read the following sentences in a text and you don't recognise the word in *italics*.

I can't believe my friend keeps his pet fish in such a tiny bowl. The fish is absolutely *humungous*. Surely it doesn't have enough space to swim in there!

- Focus on **form**: It ends with *-ous*. This is a typical adjective ending, and this word is describing a fish so I think *humungous* is an adjective.
- Focus on **use**: The word before it is *absolutely* and it's followed by an exclamation mark (!). I know phrases like "absolutely amazing" and "absolutely terrified" and these phrases both describe extreme things: very good and very scared. People use these phrases and punctuation to express something quite strong. So I think *humungous* is probably another extreme adjective.
- Focus on **co-text**: The previous sentence suggests the bowl is too small for the fish, and the following sentence suggests that the fish doesn't have enough space.
- Focus on **meaning**: I guess that *humungous* probably means *very big* or *huge*. If I say "The fish is absolutely *huge*" this seems to have a similar meaning.

Reading task 2: Reading for more detail

You've got the main idea of the text now, and you've already started looking in more detail. Now it's time to read the whole text again more carefully and take brief notes on the main ideas.

- Try to see the text as a series of 6-7 connected ideas.
- Keep your notes short. Can you use just 2 or 3 words to summarise the main idea of each section?

Research task 2: "Text attack" strategies to understand text structure

Now you know the main ideas of the text and the overall structure. You've also looked at the meaning of some unfamiliar words. But a lot of the "little" words also do a very important job in the text by connecting ideas and making these connections clear for the reader.

Choose 2-3 sections of the text which you found quite clear. Read these again and look for examples of connecting words and phrases, like these:

- **Words for avoiding repetition:** *it, they, him, her, this, that, these, those, which, one, in other words, etc.*
- **Words for comparing, contrasting and connecting ideas:** *also, however, although, but, on the other hand, therefore, as a result, additionally, another, instead, after, while, etc.*

Need help? Here's an example of how you might identify linking words in a text.

I can't believe my friend keeps his pet fish in such a tiny bowl. The fish is absolutely *hurlungous*. Surely it doesn't have enough space to swim in there! But I guess he knows what's best for it..

Exam task: Reading and Use of English Part 6

In **Research Tasks 1 and 2**, above, you used the text *around* certain words to find their meaning or understand the structure of the text in general. You need to use a similar strategy in Part 6 of the Reading and Use of English paper.

In this exam task, you will read a text with some sentences removed. To choose the best sentence to fill each of these gaps, you need to understand the structure of the whole thing. But you won't have a lot of time. It's important therefore, that you can use your detective skills to "attack" the text quickly and successfully.

Top tips for success**Suggested process:**

1. Quickly read the text to get a general idea of its topic, main ideas and structure. Ignore the gaps.
2. Read sentences A-G.
3. Read around the gaps in the text carefully. What comes before each gap? What comes after it?
4. In the text and in sentences A-G, underline the words which connect ideas and information. (You practised this in **Research Task 2**, above.)
5. Look also at tenses and time references (words like *had gone*, *will have finished*, *before*, *while*, *after*, *then*, etc.) in the text and in sentences A-G.
6. Take one of the sentences A-G, and find the best gap to put it in.
7. Read the text again quickly to see if it still makes sense.
8. Repeat steps 6 and 7 until you have found a place for each sentence except one. (It should be clear now that one of the sentences doesn't really fit anywhere well. You don't need this sentence.)
9. Re-read the whole text one last time. Does it still all make sense?

Two important things to remember:

1. It's OK to change your mind. If your first choice was wrong, you will accidentally limit your choices for the remaining gaps.
2. Remember to pay attention to the flow of ideas, not just the use of linking words. Both are important. (That's why you read it quickly the first time to get a general sense of the main ideas in each paragraph!) A sentence might contain a word that seems to fit a specific gap, for example, but the development of ideas in the whole text might show that this sentence doesn't make sense in that gap.

Now try the sample task on the next page!

Try to spend **no more than 15 minutes** on this section.

Young Inventor

Schoolboy Tim Freeman has come up with a clever idea to improve the efficiency of school buses.

Tim Freeman was just twelve years old when he came up with a revolutionary idea that would make school buses more energy efficient. This would not only save money, but also help the environment. Five years later, the schoolboy finally saw his dream come true.

It all began when Tim did a short summer course on aerodynamics, the study of the movement of air around objects. **37** He realised that the perfect candidate was his school bus. It had a very square front which meant it did not use petrol efficiently, only travelling 3km per litre, compared to a private car that can average about 8.5km per litre. He decided it was high time the vehicle was improved.

After thinking about it for a while, Tim came up with the idea of attaching a large piece of strong transparent plastic to the front of the vehicle, covering the windscreen. It would help redirect the flow of air around the bus and thus make it move forwards more easily. **38** At least, that was the theory.

While his science teachers loved the idea, Tim needed to find enough money to build a model and test it. **39** Helped by his older sister Alice, he managed to obtain a grant from an organisation that helps young people develop new ideas.

Over the next year, Tim used the money to build a

small-scale model of his invention. He did tests on it by attaching it to a mini toy school bus and seeing how it performed in a little wind tunnel he built in his garage. **40** Because of this he knew he now needed to step it up and create a life-sized version that could be put to the test on a real bus.

By the time Tim was fifteen, he had set up a team of young engineers like himself, and been helped by his sister and his local community to obtain another grant to develop his idea further. While Tim and his team were able to build the initial versions, they soon realised that they needed some expert help to really get going. **41** The person who volunteered was the one who had inspired Tim to start thinking about the project in the first place. She had taught him on the summer course when he was twelve. Along with two of her engineering students she worked with Tim through the summer to finally help him realise his dream.

The final version of Tim's invention looks rather different from his original idea. Instead of a transparent piece of plastic that covers the windscreen of the bus, it is a smooth ramp-shaped 'hat' that gets fixed to the roof of the bus. **42** In tests done on virtual and real roads it has helped increase the efficiency of school bus fuel use by 10-20%. Maybe this ingenious device will eventually help other buses and even cars become more fuel-efficient!

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <p>A So they began writing to local universities to see if anyone would provide the advice and knowledge they needed.</p> | <p>E He knew that was the only way to see if his design really worked.</p> |
| <p>B This made it clear to them that the design would have to be changed.</p> | <p>F This design provides the same benefits but costs less to manufacture and install.</p> |
| <p>C This prompted him to look for a way to use what he had learned.</p> | <p>G In this way, the bus would become more energy efficient.</p> |
| <p>D The data from these were good and his idea was looking promising.</p> | |

Source: Sample Test 1, D255/01. © UCLES 2015 Cambridge English Level 1 Certificate in ESOL International.

Now check your answers!

When preparing for an exam, it's important not only to know which answers are correct and which are incorrect, but also **why** they are correct or incorrect. For each item below, check your own answers on the previous page and take some notes on **why** the answers below are correct.

Answers

Gap	Answer	Why is this correct?
37	C	
38	G	
39	E	
40	D	
41	A	
42	F	

Next steps

Try to remember the strategies you practised in this lesson and try further some practise for Reading Part 6.

Go to the **Cambridge English website** for a wealth of further exam preparation resources and materials.

B2 First for Schools Speaking Part 2 (Long turn)

Top tip! Find a study buddy to practise speaking with.

It may seem easier to practise speaking when you're studying in a classroom with other students. However, there are many ways you can practise from home, too. For this lesson, you could find another student who also wants to practise and:

- Record your speaking and share your speaking with your study buddy. Send your recording via email, WhatsApp, Dropbox, Google Drive or similar tools.
- Find a time to practise speaking live to your study buddy by telephone or Skype.
- Use video conferencing tools to speak live to your study friend. You can share pictures on your screens and create your own practice speaking tasks.

Summary

- Review the format and focus of Part 2 of the Speaking paper.
- Revise useful vocabulary for organising and expressing your ideas.
- Practise doing a Speaking Part 2 task.
- Watch a real example of two students doing a Speaking Part 2 task.

Practice 1: Compare two photos

1. Set a timer for one minute. (You could use a kitchen timer, the clock app on your mobile phone, or search online for "one minute timer".)
2. Prepare to record yourself. (There is free and simple software for most mobile phones and computers which you can use to record your voice.)
3. Look at the pictures below of people trying to win a sporting event. Talk about the ways they are similar to or different from each other.
4. Start the timer, start recording, and speak about the photos until the timer rings.
5. This is a practice run, and not a test. Record your speaking a few times until you're happy with your speaking and the recording.
6. Save your favourite recording. You will come back to it later.



Reflect: How can you improve?

In the rest of this lesson, you are going to develop your speaking skills for part of the B2 First for Schools Speaking test which involves a similar task with two pictures. Now you have tried a basic version of this task, think about the following questions:

1. Were you able to speak for one minute? Did you pause or repeat yourself?
2. How easy / difficult was it to speak for one minute? Why?
3. What did you do well? Think about: grammar, vocabulary, pronunciation and how clearly you organised and expressed your ideas.
4. If you are working with a study buddy, exchange your recordings.
 - a. Ask for feedback on your speaking.
 - b. Give them feedback on their recording.
 - c. Tell them two good things about their speaking and one thing to continue working on.

Tip! Make exam practice more fun by playing 'Just A Minute'.

'Just a minute' is a very popular game show on British radio. The first episode was over 50 years ago! To win the game, each person has to speak about a topic for one minute without stopping, without repeating themselves, and without hesitating (saying 'ummm...' or 'errr...' while they think of something to say!). Choose some topics and challenge your friends to speak for just a minute!

Review: Speaking Part 2

You will be paired with another candidate for the Speaking paper, which has four parts in total. In Part 2:

- The examiner gives you two photographs to talk about and asks you a direct question about them. You must speak about these photos for 1 minute without interruption.
- When you finish speaking, the examiner asks the other student to answer a short question about your photographs.
- The total time for Part 2 is four minutes.

What else do you know about Part 2 of the Speaking paper? Mark the statements below as *true* or *false*.

1. The question the examiner asks you is also written above the photos.
2. You should describe the photos in lots of detail.
3. Each student will get a unique pair of photographs to talk about for one minute.
4. You can only hear the instructions once.

Answers can be found at the end of this document.

Prepare 1: Useful vocabulary

Your speaking task is assessed partly for 'Discourse management'. This refers to how clearly your ideas are organised and expressed, how fluently you speak and if you are responding directly to the photos and the question that you have been given (instead of talking about something else!).

Here are some useful expressions to help you with this. Can you put them in the right categories?

In the second picture, we can see...

As for the question...*

Rather than...

In the first/second picture, there's...

He/she seems to be...

To begin with, ...

In both cases...

The first picture is...

...whereas...

The most obvious difference is...

Overall, ...

...while...

For the first/second picture...

It looks as though...

Organising your response	Describing the photos	Comparing the photos
<p>Bonus task:</p> <p>Which expression signals that the speaker is now specifically answering the <i>question</i> which the examiner asked?</p>	<p>Bonus task:</p> <p>Which expressions are used to describe something that is very clear in the photos? Which expressions are used to speculate about something which is <i>not</i> totally clear from the photos?</p>	<p>Bonus task:</p> <p>Which expressions are used to refer to similarities and which are used to refer to differences? Which expression could be used for both?</p>

Tip! Check your pronunciation in an online dictionary.

whereas

conjunction

US  UK  /weəˈræz/

Your pronunciation is also assessed in the Speaking paper. You can check how to pronounce these words and phrases by searching for them online in the **Cambridge Learner's Dictionary**. Just click the audio symbol next the word to hear a recording.

Practice 2: A real Speaking Part 2 task

Let's try talking about the pictures from **Practice 1: Compare two photos** again, but this time you have to answer a slightly different question about the pictures

1. Set a timer for one minute.
2. Prepare to record yourself.
3. Read the instructions and the question below:

The examiner says:

Here are your photographs. They show people trying to win in different situations. I'd like you to compare the photographs and say what you think might be difficult for the people

4. Start the timer, start recording and speak until the timer rings. If you make a mistake or have some difficulty the first time, try again one or two times. Choose your best performance and save this recording.

What might be difficult for the people about trying to win in these situations?



5. Good work! Take a break for a few minutes.
6. Now listen to the best recordings that you made at the start of the lesson in **Practice 1** and from this time you tried the task, in **Practice 2**. Listen a few times and think about the grammar, vocabulary, pronunciation, organisation. Take some notes in your notebook on these points:
 - What was especially good about your first attempt? What did you still need to improve?
 - Do you think you improved on the second attempt? If yes, why / how?
 - Is there anything you still need to improve? What is this, and how will you try to improve it?
7. If you're working with a study buddy, listen to their recordings. Give them some feedback. Remember to mention at least two positive things as well as one thing they should continue to work on.

Watch: A real Speaking test Part 2



Now watch a real student doing this task in his Speaking test. Take notes in your notebook about these two questions:

1. How does his attempt compare to yours? (And if you have a study buddy, how does his attempt compare to theirs?)
2. Which of the expressions from **Prepare 1** does he use?

Start the video at 02:25. **Stop** the video at 04:06, when the examiner says 'Thank you.'

[Click here to play the video.](#) (It should start automatically at 02:25.)

Prepare 2: Responding to your partner's pictures

In the real exam, after your partner has spoken for one minute, you also must respond briefly to a question the examiner asks you about your partner's pictures.

→ **If you have a study buddy:** continue to **Practice 3**, below.

→ **If you're studying by yourself,** try this alternative task:

- Imagine you're taking the real exam.
- You have just spoken for one minute about the two photos above.
- Your partner in the Speaking test is someone that you know well, e.g. a friend, a member of your family or a teacher.
- After you finish speaking for one minute the examiner asks your partner:

Which sport would you prefer to do? Why?

What do you think a friend, member of your family, or teacher, would say in answer to this question? Take some notes in your notebook for each person's possible response.

For example:

- Brother - My brother loves tennis, says running is boring, says more exciting things happen during a tennis match...
- Teacher - My teacher ran a marathon last year so she would probably love the second picture! She says it's great because you're just competing with yourself...

Now continue to **Practice 3**, below.

Tip! The examiner is assessing your *speaking*, not your ideas.

In the exam, if you can't think of anything to say, you could use the second strategy in 'Prepare 2' to help you. Some students are afraid that they won't have any ideas when they see the pictures or hear the question. But don't worry – think of someone you know well. What would this person say? Sometimes it's easier to relax and speak fluently when we imagine someone else in our position.

Practice 3: Respond briefly to another person's pictures

Now you're going to practise responding to the two pictures from **Practice 2**, above.

→ **If you have a study buddy:** Follow steps 1–4 below and for step 5, share your recordings with each other. Give each other feedback: two positive things and one thing to continue working on.

→ **If you're studying by yourself:** Choose one of the people you thought of above, in 'Prepare 2', e.g. a friend, a member of your family, a teacher. When you record your response in step 2 below, pretend to be this person, and say what they would say.

1. Look again at the two pictures and the question: *Which sport would you prefer to do? Why?*
2. Set a timer, start recording, and speak for 30 seconds to answer this question.
3. Try this a few times until you're happy with your speaking. Record each attempt, then listen to them all and choose your best one.
4. Save your favourite recording.
5. Evaluate this recording. Use the following assessment criteria that are used in the real Speaking test.

Assessment criteria for B2 First for Schools: Speaking

Grammar and Vocabulary: Are you using a range of grammatical structures and vocabulary? Are you using these structures and vocabulary correctly? Are you using vocabulary which is appropriate for a range of familiar topics?

Discourse Management: Is everything you say relevant to the task? Are your ideas expressed clearly? Are you using some language to link and organise your ideas? Are you able to speak continuously and with very little repetition?

Pronunciation: You don't need to have an English accent, but it is important to be clear. Are you pronouncing individual sounds clearly? Are you placing stress on the right parts of words and on the right words in sentences? Does your voice go up and down at the right times?

Interactive Communication: Are you listening to the other candidate and answering in a way that makes sense? Can you think of new ideas to add to what they said?

Global Achievement: This is about your general performance. How well are you speaking about the topics you are given? Are your answers clear? Are you using language that is right for the B2 First for Schools level?

Watch 2: A real Speaking test Part 2 (Response)



Now watch Chris responding to Kok Wee's pictures. Take notes in your notebook on the following questions:

1. Does she mention any of your ideas from 'Prepare 2', above?
2. How does her response compare to your study buddy's response?

Start the video at 04:06. **Stop** the video at 04:38, when the examiner says 'Thank you.'

[Click here to play the video.](#) (It should start automatically at 04:06.)

Practice 3: Timed test with an online partner

Now you're ready to practise Part 2 of the Speaking paper.

1. Find someone to be your study buddy – perhaps another student from your class, or a friend or family member who is happy to help you. You could use online video conferencing to do this.
2. If your partner is another student who is preparing for the B2 First for Schools exam, you can practise both parts of Speaking Part 2 together. Use the tasks and photos below.
3. If your partner is not preparing for the B2 First for Schools exam, they can play the role of the *examiner*. They should read the script, give you the pictures and control the timer.
4. When you have finished **Practice 3**, think about your speaking and complete the 'Reflect' task below.

Examiner script for Picture Set 1:

In this part of the test, I'm going to give each of you two photographs.

I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

It's your turn first.

Here are your photographs. They show people who are helping other people in different situations.

I'd like you to compare the photographs and say how important it is to help people

in these situations.

[Question for the other student: Do you find it easy to ask for help when you have a problem?]

Examiner script for Picture Set 2:

Now, here are your photographs. They show people spending time in different gardens.

I'd like you to compare the photographs and say what you think the people are enjoying about spending time in these gardens.

[Question for the other student: Which garden would you prefer to spend time in?]

Reflect: How to continue improving

You have done a lot of speaking practice in this lesson – well done!

To continue improving, listen again to your final practice recording and take some notes in your notebook on these points:

- What was good about your final speaking practice?
- Has your speaking improved since the start of this lesson and your recording for **Practice 1**?
- Is there anything you still need to improve? What is this, and how will you try to improve it?
- Look at the assessment criteria after **Practice 3**. Give yourself a mark out of 5 for each area.

How important is it to help people in these situations?

1



Source: <https://www.cambridgeenglish.org/images/173977-cambridge-english-first-speaking-test-examiner-comments.pdf>

What are the people enjoying about spending time in these gardens?

2



Source: <https://www.cambridgeenglish.org/images/173977-cambridge-english-first-speaking-test-examiner-comments.pdf>

Bonus task: If you would like to compare your performance on this practice test with real test candidates, you can **watch this video** (Part 2 starts at 02:02) or **this video** (Part 2 starts at 02:38).

Answer key

Review: Speaking Part 2

1. The question which the examiner asks you is also written above the photos. **True.** *(But you should still listen carefully to the examiner's instructions!)*
2. You should describe the photos in lots of detail. **False.** *You shouldn't give detailed descriptions of each picture. You should only briefly describe what you see, then compare the pictures and express your opinion in response to the question which is written at the top of the page.*
3. Each student will get a unique pair of photographs to talk about for one minute. **True.** *You will talk about two photos for a minute, then the examiner will ask your partner to respond briefly to another question about these photos. Equally, your partner will have two different photos to talk about for one minute, then the examiner will ask you to respond briefly to another question about these photos.*
4. You can only hear the instructions once. **False.** *It's fine to ask the examiner to repeat the instructions or a question if you don't understand.*

Prepare 1: Useful vocabulary

The expressions highlighted in **blue** were used by **Kok Wee** (the first candidate in the video).

Organising your response	Describing the photos	Comparing the photos
<p>To begin with, ...</p> <p>As for the question... *</p> <p>Overall, ...</p> <p>* This expression signals that the speaker is now specifically answering the question which the examiner asked. For example, in the video you watched (starting at 03:31), Kok Wee says: 'As for the question <i>What might be difficult for these people about trying to win in this situation?</i>, I think...'</p>	<p>Describing something very clear:</p> <p>In the second picture, we can see...</p> <p>In the first/second picture, there's...</p> <p>The first picture is...</p> <p>Describing something which isn't totally clear:</p> <p>It looks as though...</p> <p>He/she seems to be...</p>	<p>Referring to similarities:</p> <p>In both cases...</p> <p>Referring to differences:</p> <p>Rather than...</p> <p>The most obvious difference is...</p> <p>...whereas...</p> <p>...while...</p> <p>Neutral (could introduce a similarity or a difference):</p> <p>For the first/second picture...</p>

B2 First for Schools Writing Part 1 (An opinion essay)

Summary

- Review the format and focus of Part 1 of the Writing paper.
- Revise useful vocabulary for writing an opinion essay.
- Learn useful techniques for planning your own essay.
- Evaluate two examples of a Writing Part 1 essay.
- Practise and evaluate your own answer to a Writing Part 1 task.

Review: Writing Part 1

The B2 First for Schools Writing paper has two parts. Part 1 has only one task, which you **must** answer. You will:

- ✓ be given the essay title.
- ✓ be given two ideas to write about.
- ✓ need to add one more idea of your own.
- ✓ need to give an opinion and support it with reasons.
- ✓ need to write between 140 and 190 words.

Tip! You don't have to be an expert, but you still have to answer the question!

The topic will be something of general interest, so you won't need any specialist knowledge. However, it is very important that you write approximately the right number of words. This shows that you can select relevant information, organise it well, avoid repetition and keep the reader interested.

Your essay will be assessed according to these four criteria:

- 1. Content** Focuses on how well you have completed the task, in other words, if you have answered the question.
- 2. Communicative Achievement** Focuses on how appropriate the writing is for the task and whether you have used formal or informal style appropriately. For example, is the style right for a magazine article?
- 3. Organisation** Focuses on the way you put together the piece of writing. Are the ideas logical and ordered? Have you used paragraphs and linking words?
- 4. Language** Focuses on vocabulary and grammar. This includes demonstrating the range of language that you know, as well as how accurate it is.

Tip! Manage your time.

Try to spend no more than 40 minutes on Writing Part 1. The Writing Paper has two parts and you will have 80 minutes in total. Part 1 and Part 2 are both worth the same number of marks, so you should spend approximately the same amount of time (about 40 minutes) on each part.

Prepare to write 1: Review useful language

In Writing Part 1, you need to show that you can use language appropriately to do things such as:

- Agreeing or disagreeing
- Giving opinions
- Giving information or explanations
- Giving reasons
- Giving examples
- Comparing and contrasting ideas and opinions
- Drawing conclusions

You should also use a range of suitable expressions to organise your essay and help your reader understand the connections between your ideas.

Look at the following phrases. Can you put them in the correct groups according to their function in an opinion essay? (The first one has been done for you as an example.)

- ~~In my opinion / view...~~
- However, ...
- I partly / fully agree that...
- Although...
- In addition to this, ...
- Firstly / Secondly / Thirdly ...
- Moreover, ...
- Finally...
- Consequently...
- In conclusion...
- Furthermore, ...
- Another reason why...
- To sum up...
- I firmly believe that...
- What is more, ...
- As a result...
- I personally feel that...
- First / Second of all...

Giving your own opinion	Structuring and sequencing your ideas	Adding ideas	Contrasting two ideas / examples / statements	Explaining
<p><i>Example:</i></p> <p>In my opinion / view...</p>				

Prepare to write 2: Generate and organise ideas

1. Imagine that you have been given the following essay task:

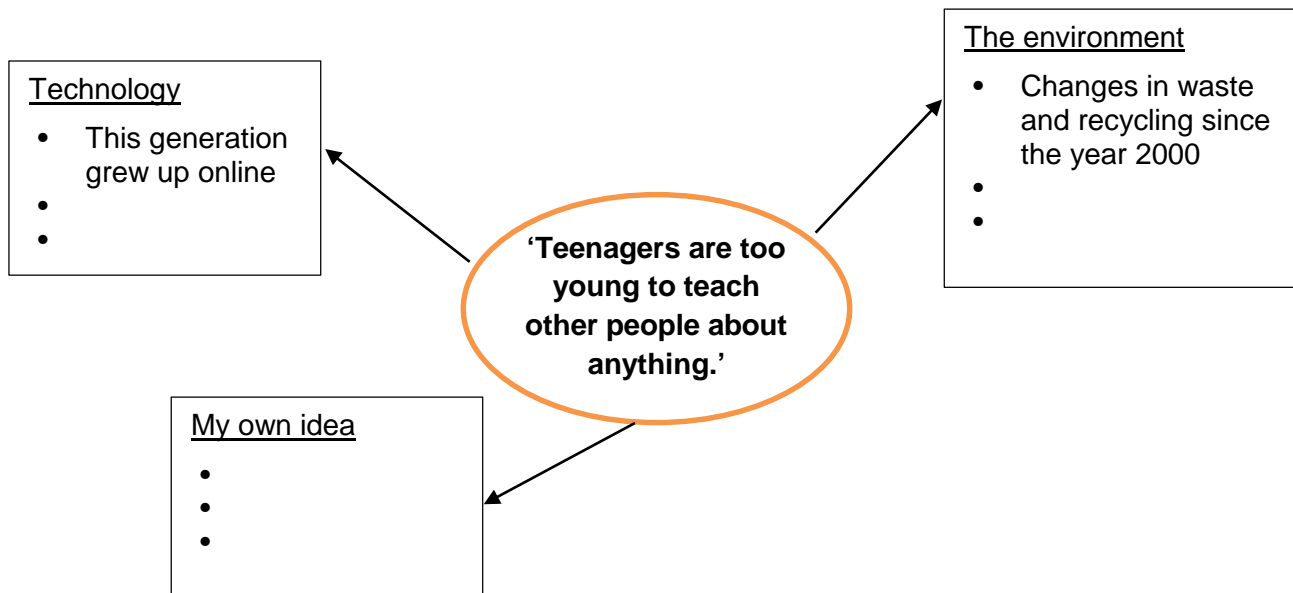
‘Teenagers are too young to teach other people about anything.’

Do you agree?

Notes
Write about:

1. technology 2. the environment 3. (your own idea)

How could you develop these first two ideas? Take notes in your notebook using a mind map like this:



Tip! Read the task carefully.
In Writing Part 1, you must use **all** the notes which are given in the task. For example, for the task above, if you wrote about technology but didn't mention the environment, you would lose marks.

2. Add your own third idea to the mind map above, then add some notes to develop this idea.
3. Now do a brief internet search about this topic. (Make sure you use websites that are in English!) Can you find anything interesting that you would like to add to your mind map?

Tip! Plan the structure of your essay before you write.
One of the assessment criteria for Writing Part 1 is *Organisation*. It's difficult to organise an essay clearly without making a simple plan first. Decide what points to include, in what order, and how they are connected – *then* start writing your essay. (Cross out your plan before you submit your test paper, so the examiner will assess only your essay and not the plan.)

Here's a useful structure for an opinion essay:

Paragraph 1	Introduce the topic using a general statement and <u>give your opinion</u> . Say whether you agree or disagree with the statement.
Paragraph 2	Give the first reason to support your opinion. Provide specific justifications for your opinion, using examples if necessary.
Paragraph 3	Give the second reason to support your opinion. Provide specific justifications for your opinion, using examples if necessary.
Paragraph 4	Give the third reason to support your opinion. Make sure this is clearly different from the points you made in the previous 2 paragraphs.
Paragraph 5	Summarise your ideas and repeat your opinion <u>using different words</u> to provide a strong conclusion.

Evaluation task 1: Two sample essays

Below, there are two examples of essays written in response to the task given in **Prepare to Write 2**. It's now your job to identify the strengths and weaknesses of these essays according to the 4 assessment criteria that you looked at in **Review: Writing Part 1**.

1. Read each student's work and take notes in the table below their essay.
2. Give each student a mark out of 5 for each assessment category.
3. Which essay do you think would get a higher mark in the B2 First for Schools exam? Why?

Student A:

Adults often think teenagers to be noisy, childish and violent. Some of them even don't think they have any adult senses or wise thoughts at all but, as a teenager, I think we're intelligent enough to teach other people some things, and, according to this, I'm not agree with the quotation on top of the page.

For example, lots of teenagers have better knowledge in technology, so they can teach the older generation how to deal with gadgets. In our gymnasium there are special classes for the senior people where they are taught to work on computers, and their teachers are teenagers.

Moreover, teenagers have the great knowledge in ecology, and they are really concerned on saving the planet alive. We talk a lot about environment on classes, we take part in ecology olympiades and contests for the best ecological projects and often won them, so we have a lot to tell the others about environmental problems and ways of their solving.

Besides this, teenagers can teach adults foreign languages. According to the statistics, 50% of adult generation of our country don't know any foreign languages, so we can help them to come by the new knowledge or to improve that what they have. And, of course, students from foreign countries can teach Russian students their language, and Russians can teach them Russian. It is sometimes done in linguistic centres.

To sum up I can say that teenagers have great knowledge in many fields of study, so they can also teach the people of older generation and their classmates and friends.

Content:	Communicative Achievement:	Organisation:	Language:
<ul style="list-style-type: none"> • Did they use all the notes given in the task? • Did they write 140-190 words, or is it too long / short? 	<ul style="list-style-type: none"> • Is the style suitably neutral / formal? • Is every point justified with a clear reason? 	<ul style="list-style-type: none"> • Is the essay organised into clear paragraphs? • Is the order logical? • Is the punctuation correct? • Did they use linking words? 	<ul style="list-style-type: none"> • Did they use a good range of vocabulary and grammar related to the topic? • Did they use language accurately?
___ / 5	___ / 5	___ / 5	___ / 5

Student B:

I don't think that teenagers are too young to teach other people about anything. Of course, they can't know very well some things, for example: some scientific theories, history, mathematic at all and etc, but a lot of teenagers know a lot about technology. It's normal for them to spend a lot of time with computer, different gadgets. Most of them know, how these gadgets work, so they can explain other people different moments of their working. My Granny often asks to me for a piece of advice about her mobile phone. Teenagers' knowledge about technology usually based on practice, so often they don't know about process of creating the phone, the TV, etc. They really shouldn't try to tell about things, which they don't know.

People don't need special knowledge about our world to make it better. Teenagers have a lot of time for help the environment and sometimes they tell about it people, who usually are very busy and couldn't notice the awful problems. So they can and must tell and teach people to help our planet.

In my opinion, teenagers shouldn't teach other people about things, which they know very bad, it may be only funny and of course they ought to teach other people and help them with things, which they know very good. Today all people have opportunity to learn everything, what they want. They can search information in the Internet, in books and the age doesn't matter.

Content:	Communicative Achievement:	Organisation:	Language:
<ul style="list-style-type: none"> • Did they use all the notes given in the task? • Did they write 140-190 words, or is it too long / short? 	<ul style="list-style-type: none"> • Is the style suitably neutral / formal? • Is every point justified with a clear reason? 	<ul style="list-style-type: none"> • Is the essay organised into clear paragraphs? • Is the order logical? • Is the punctuation correct? • Did they use linking words? 	<ul style="list-style-type: none"> • Did they use a good range of vocabulary and grammar related to the topic? • Did they use this language accurately?
___ / 5	___ / 5	___ / 5	___ / 5

Now compare your notes and marks with the examiner feedback. This is supplied at the end of the document. See **Evaluation task 1: Sample essays - Examiner feedback**.


Do you agree or disagree with the examiner? Why?

Exam task: Writing Part 1

Great work! You're ready to practise writing an opinion essay for a real Writing Part 1 test.

There are two ways you can do this: on the computer, or on paper. Both options are explained below.

1. To try the computer-based test, you need to use the Firefox or Chrome browser. **Click here to open the test website** and then follow the steps on the next page to begin the test:



1. This is only a *practice* test. You do not have to enter any personal details here.

2. Simply click this button to continue.



3. Read all the instructions carefully.

4. Click this button to start the test. You will move to the next screen and the timer will begin automatically.

Important! Before you begin, please note:

- The online practice test includes Writing Part 2 as well, but you don't have to do this part now.
- Make sure you save a copy of your essay for the final stage in this lesson.

2. If you prefer to do the practice test on paper, simply use the task below.

Some parents teach their children at home rather than sending them to school. Is this a good or a bad thing for the children?

Notes

Write about:

1. having a parent as a teacher
2. making friends
3. (your own idea)

Source: *Sample Test 1, D255/02.* © UCLES 2015 Cambridge English Level 1 Certificate in ESOL International.

Evaluation task 2: Your own essay

Great work! In the real exam, you should always check your work carefully one final time before you submit your paper. Look at the essay you just wrote and ask yourself honestly:

Content	<ol style="list-style-type: none"> 1. Have you included all the points from the question in your notes? 2. Is your writing too long/short?
Communicative Achievement	<ol style="list-style-type: none"> 1. Have you given a clear reason to justify each point? 2. Have you given your opinion in the first and the final paragraph – but using different words.
Organisation	<ol style="list-style-type: none"> 1. Is your writing organised into clear paragraphs? 2. Have you included linking words to connect your ideas?
Language	<ol style="list-style-type: none"> 1. Have you checked your spelling carefully? 2. Have you used a variety of adjectives/adverbs? If you have repeated words, can you use synonyms?

Now play the role of the examiner. What mark would you give your writing for **Content**, **Communicative Achievement**, **Organisation** and **Language**?

Evaluation task 2: Compare your own essay with a model answer

Compare your essay with a model answer for the task you practised in this lesson and read the examiner’s feedback.

Look back at your essay and think:

1. What are the similarities and differences between your essay and the model answer?
2. Is there anything you would you change about your essay? What? Why?

Improve your writing skills

Tip! Get a study buddy. Students can learn a lot from each other.

Working together with other students is a really good way for you all to learn and develop your skills. If you have a classmate or friend who also did this practice Writing Part 1 task, why not swap essays and evaluate each other's work? You can give useful critical feedback that will help each other improve the next essay that you write.

Reflect: How do you feel about your writing skills?

Write some ideas in your notebook about these questions:

1. What have you learned from this lesson about writing a good opinion essay?
2. Which areas of writing do you still need to develop?
3. What did you do well in this sample task?

One final tip before you go

Visit **WriteAndImprove.com** to practise your writing skills and get immediate feedback to help you continue developing. There are a range of exam-style tasks at different levels for you to try.

Answer key¹

Prepare to write 1: Review useful language

Giving your own opinion	Structuring and sequencing your ideas	Adding ideas	Contrasting two ideas / examples / statements	Explaining
In my opinion / view...	Firstly / Secondly / Thirdly ...	Another reason why...	However, ... Although...	Consequently... As a result...
I personally feel that...	First / Second of all...	In addition to this, ...		
I firmly believe that...	Finally...	Moreover, ...		
I partly / fully agree that...	In conclusion...	Furthermore, ...		
	To sum up...	What is more, ...		

Evaluation task 1: Sample essays - Examiner feedback

Here is examiner feedback for the two essays you evaluated in this lesson.

Student A – Examiner feedback

Content	Communicative Achievement	Organisation	Language
<p>All content is relevant and the reader is fully informed.</p> <p>The writer discusses the statement and gives examples to support their opinions and develop their argument.</p> <p>The essay is focused on the knowledge and skills that teenagers have. The third point, the writer's own idea, focuses on language skills that teenagers have and how they can use these to help others communicate.</p>	<p>The essay uses a good style which communicates the writer's ideas effectively and clearly.</p> <p>The paragraphs are well constructed and the main points are introduced with suitably formal phrases (<i>For example; Moreover; Besides this; According to; To sum up</i>).</p> <p>The essay does not present <i>both</i> sides of the argument, but this is OK.</p>	<p>The text is well organised and uses a variety of linking expressions and grammar (like pronouns) to make references clear.</p> <p>Some organisational features are used well: for example, the first paragraph presents a popular view of teenagers (<i>noisy, childish and violent; Some of them [adults] even don't think</i>). This is contrasted with, <i>but, as a teenager, I think</i>, mirroring the construction of the previous statement.</p>	<p>There is a range of technical and some environmental vocabulary, plus some formal essay vocabulary (<i>According to the statistics</i>). There is a range of simple and complex grammar, which is mostly accurate.</p> <p>There are some mistakes with less common vocabulary, but this is only because the writer is being ambitious.</p>
Mark: 5	Mark: 4	Mark: 5	Mark: 4

¹ All sample tasks and feedback in this lesson are adapted from the B2 First for Schools *Handbook for teachers*.
© UCLES 2019. Available online at <https://www.cambridgeenglish.org/exams-and-tests/first-for-schools/>

Student B – Examiner feedback

Content	Communicative Achievement	Organisation	Language
<p>All content is relevant and the reader is fully informed.</p> <p>The essay discusses the main question of whether teenagers are too young to teach and provides an opinion on what teenagers are good at (<i>a lot of teenagers know a lot about technology</i>), and how practical knowledge of technology can help others (<i>they can explain other people different moments of their working</i>). In the second point, the writer explains that teenagers have time to learn about environmental problems and should share this knowledge.</p> <p>Finally, the third point presents the negative aspect that teenagers are more practical and sometimes aren't able to teach a subject in much detail (<i>they can't know very well some things, for example: some scientific theories; often they don't know about process of creating the phone; shouldn't teach other people about things, which they know very bad</i>).</p>	<p>The essay uses a good style in general, which communicates the writer's ideas effectively overall.</p> <p>The writer uses good language for giving explanation and opinion.</p> <p>The first two points are included in separate paragraphs, but the third point is an idea which is expressed in the whole essay. If this idea were discussed in a separate paragraph, the three points would be presented more clearly, and it would be easier for the reader to pay attention.</p>	<p>The essay is generally well organised, with a clear introduction and paragraphs.</p> <p>The writer uses a variety of linking words and other referencing features (<i>Of course; for example; Most of them; In my opinion</i>).</p> <p>The conclusion states an opinion on the main question (<i>teenagers shouldn't teach other people about things, which they know very bad</i>). It doesn't summarise all of the main points, but this is OK.</p>	<p>A range of everyday vocabulary is used appropriately in the context of this essay (<i>a piece of advice; based on practice; process of creating; special knowledge</i>).</p> <p>Simple grammatical forms are used well. When the writer tries to use more complex forms, there are a lot of mistakes. For example, specific expressions or use of prepositions (<i>they can't know very well; explain other people; tell about things; time for help</i>).</p> <p>The number of mistakes makes the whole essay less effective, but the reader can usually still understand what the writer means.</p>
<p>Mark: 5</p>	<p>Mark: 2</p>	<p>Mark: 3</p>	<p>Mark: 2</p>

Evaluation task 2: Your own essay

Here is a model answer, with examiner feedback, for the task you practised in this lesson.

Nowadays, more and more parents are making the controversial decision to teach their children at home rather than sending them to school. Although this approach to education has advantages, pupils who learn only at home definitely lose more opportunities.

First, children who don't go to school only know two teachers, the same people who are also their parents. Because of this, the pupils may not learn other points of view outside their family. Besides this, there is also the question if parents have the qualifications and knowledge to teach every subject. Perhaps their mother and father are experts in one or two subjects, but any school provides teachers expert in every subject.

We should remember that there is more to education than learning about topics. In addition, going to school is also a way to meet people your own age and to make friends. It is clear that children can socialise better at school, and as a result, children at school will have the chance to start many lifelong relationships.

I agree that parents can have some good reasons for having home school, but overall, considering teachers and friends, it's much better for children to attend school.

Content	Communicative Achievement	Organisation	Language
<p>All content is relevant and the writer discusses the first two points in the question.</p> <p>They talk about the disadvantages of having parents teaching their own children. They explain that only one view might be offered and that there might not be enough knowledge about certain subjects.</p> <p>On the second point, the writer says that children have more opportunities to socialise at school and will find it easier to make friends.</p> <p>However, there is no third point (your own idea). This means the reader doesn't have all the information they need.</p>	<p>The essay is very well written. It uses the right style for an essay, which keeps the reader interested. It also uses formal language well.</p> <p>The writer gives balanced views and opinions, and also supports these views with examples (<i>Perhaps their mother and father are experts in one or two subjects</i>).</p> <p>Both simple and more complex ideas are communicated clearly to the reader (<i>pupils may not learn other points of view outside their family</i>).</p>	<p>The writer uses a wide variety of linking words and expressions to connect the ideas in the text.</p> <p>The essay is generally well organised, with positive and negative opinions being given (<i>Although this approach to education has advantages; Because of this; Besides this, there is also; I agree that ... but</i>).</p> <p>The essay has a good overall structure, with a clear opening paragraph which introduces the topic of the essay. Two points are developed in the main part of the essay and there is an effective conclusion which summarises the writer's own view.</p>	<p>The writer demonstrates a good range of vocabulary, including some effective common word combinations (<i>controversial decision; this approach to education; more to education than learning; socialise better; lifelong relationships</i>).</p> <p>There is a range of simple and complex grammar which makes the ideas clear. There are some mistakes, but the reader still understands what the writer means.</p>
Mark: 4	Mark: 5	Mark: 5	Mark: 5

B2 First for Schools - Writing Part 2 – Writing an article

Prepare to write. Prepare for exam success.

Top tip – Everything in English

Each task in this writing lesson requires you to do online research. It is highly recommended that you do your research on websites that are in English. This is going to help you to improve your ability to read and skim the text for the main idea, and to read for detail. Don't translate the text. Take all your notes in English.

Summary

- Read in English.
- Collect the information you need for each task in English.
- Make notes in English.
- Draft your plan in English.
- Write your article in English.

Research task 1 – Use the online dictionary as a research tool

This research task will give you useful language that you can use when you write your article.

Tip – Work with the Cambridge Dictionary with each of these tasks.

Keep a record in your notebook of the sentences you create and the useful language you find. This is going to help you to use different words and expressions to talk about the same ideas.

Respect

Check the definition of the word '*respect*' in the online **Cambridge Dictionary**. What does it mean? Use your dictionary as a research tool to help you to find the meaning, and other ways to talk about the concept of *respect*.

1. Noun – Create a sentence of your own using *respect* as a noun.
2. Verb – Create a sentence of your own using *respect* as a verb.
3. Adjective and adverb – Change the word *respect* to make it into an adjective and an adverb.
4. Synonym - Make a list of five words that have the same or similar meaning to the word *respect*.
5. Multiword verbs – Make a list of five multiword verbs that are often used with *respect*, e.g. to have respect for someone.

Research task 2 – Use the internet and find the facts

Greta Thunberg



Image courtesy of bbc.co.uk

1. Before starting your research.
What do you already know about Greta Thunberg? Make notes in English.
2. Check the facts online from websites that are in English.
 - What can you find out about the life story and achievements of this person?
 - Make notes with five key facts in English.

Suggested websites

www.wikipedia.org/ Go to the front page of the website and select English.

www.google.co.uk

<https://www.bbc.co.uk/>

<https://edition.cnn.com/world>

<https://www.nationalgeographic.co.uk/>

3. In your opinion – write a paragraph in your notebook to explain:
 - Why is Greta Thunberg so widely respected around the world?
 - Start with the facts - who is she, what is she known for?
 - What do people say about her?
 - What do you think about her?
 - Write a paragraph to summarise why Greta Thunberg is so widely respected.
 - Use your online research to help you.
 - Try to use language you researched in Research task 1.

Research task 3 – Online research task - A good role model

Identify someone who is famous who you respect and who you believe is a good role model.

What can you find out about this person online?

- Where is this person from?
- What is this person known for?
- Why is this person respected?
- Why is this person a good role model?
- Why do you respect this person?

Find the facts and make notes in English.

Reflection task - In your opinion

- Is it important for young people to have a good role model in their lives? Why?
- Make notes with your ideas in English.

B2 First Writing Part 2 – Time to plan. Time to write.

You see this announcement in an English-speaking magazine for teenagers

Articles wanted

A good role model

Is there someone you particularly respect? Tell us about this person and explain why you admire him or her. Do you think it's important for teenagers to have a good role model in their lives?

We will publish the best articles in next month's magazine.

Write your article in 140-190 words.

Tips for success

Read the question.

- Highlight key words. Check you are clear about what you have to do.

Plan!

- Make time to plan, it makes it much easier when you start to write the article.
- Brainstorm ideas in your notebook linked to the question.
- Refer to the question and pick out your best ideas that you want to include in the article.
- Make a note of useful words and phrases as you did in the dictionary first task.
- Build a paragraph plan using the question to help you. For example:

Introduction	Introduce your article with a statement linked to the topic and title <i>A good role model</i> , so that the reader knows who the article is about.
Paragraph 1	Write a short profile of the person you admire, include a few biographical facts from your online research.
Paragraph 2	Explain why you respect and admire this person.
Paragraph 3	Explain whether you think it's important for teenagers to have a good role model.
Conclusion	Briefly restate the main ideas you have covered in the essay and link back to the question. End your article with a final thought for the reader to take away.

Draft 1 – Use your plan and write a draft of the article.

- Read and review your draft – you will be assessed for each of these categories:

Content	Have you answered the question? Check the question and re-read your text.
Communicative achievement	Have you used appropriate language that is suitable for an article?
Organisation	Is your article clearly organised into paragraphs?
Language	Have you demonstrated a range of grammar and vocabulary? Check spelling and grammatical accuracy.
Word count	140-190

Draft 2 – Write a second draft with any of the changes you needed to make. Submit a draft of your writing to **Write and Improve** to receive instant online feedback on your work.

Draft 3 – Make the changes recommended from the Write and Improve feedback and write your final draft.

Reflection – Look back at each stage of the writing lesson. Think about:

- What you did well
- What you found more challenging
- What you need to work on in your next piece of writing.