

XXIst Century (Life)Skills webinars

Understanding First

Roy Norris

18th October 2018

Reading and Use of English

Part 2 Open cloze

1 We enjoyed the holiday, but sometimes it was very windy by the seaside.

2 Our room overlooked the motorway, so it was very noisy. It was not a good hotel.

3 I thanked her very much for the jumper. It was just the right size.

4 Many days you can get to the capital in less than an hour. Not always, of course

Reading and Use of English

Part 2 Open cloze

1 We enjoyed the holiday, but sometimes it was very windy by the seaside.

1 We enjoyed the holiday, but sometimes it was so windy by the seaside **that we could hardly walk**.

Reading and Use of English

Part 2 Open cloze

1 We enjoyed the holiday, but sometimes it was so windy by the seaside **that we could hardly walk**.

2 Our room overlooked the motorway, so it was very noisy. It was such a good hotel, **though, that we've decided to stay there again next year**.

3 I thanked her very much for the jumper. It was not the right size, **however, so I asked her if she could change it for me**.

4 **In those early days before train travel, the journey to London used to take all day. These** days you can get to the capital in less than an hour. Not always, of course; **the service is not as reliable as it could be and there are often strikes**.

LISTENING

Listening Part 4

- 1 What type of task is Part 4 Listening?
Multiple choice? Multiple matching? Sentence completion?
- 2 How many questions are there?
- 3 How many points are awarded for each correct answer?
- 4 How many speakers are there?
- 5 How long does the Part 4 listening last?
- 6 How many words are there in the script?
- 7 How many words are in each speaker's turn?

Listening Part 4

- 1 What type of task is Part 4 Listening?
Multiple choice? Multiple matching? Sentence completion?
- 2 How many questions are there? **7**
- 3 How many points are awarded for each correct answer? **1**
- 4 How many speakers are there? **2**
- 5 How long does the Part 4 listening last? **3 – 4 minutes**
- 6 How many words are there in the script?
- 7 How many words are in each speaker's turn?

Listening Part 4

LISTENING | SAMPLE PAPER 2

through them, that's when you're truly happy. That's certainly how it's worked out for me.

PAUSE 10"

Now you will hear Part Three again.

— *** —

TAPE REPEAT

PAUSE 5"

That is the end of Part Three.

Now turn to Part Four.

PAUSE 5"

You will hear part of a radio interview with an author called Mickey Smith, who is talking about becoming excellent at sport. For questions 24–30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

PAUSE 1'00"

— *** —

- F: Today on the programme we have Mickey Smith, author of the book *The Power of Practice*. Mickey, in your book you talk about what makes a champion sportsperson. Your argument is that talent – a natural aptitude or skill – doesn't exist. Right?
- M: Right. I know that's controversial because it's thought that people are born with natural abilities. I have my critics but the evidence from research I've done backs up my argument. If you look at anyone who's reached a high level in any complex task, you'll find they've spent many years building up to it. This has started other people thinking and doing their own research. I've no doubt they'll reach the same conclusions I have.
- F: What about physical abilities like speed? Isn't that what makes one footballer better than another, for example?
- M: There are physical issues that are significant in some activities. However, in virtually all complex tasks the limiting factor is a mental thing. People don't become the greatest footballers because they move around the pitch quickly. While he may not realise it, the way a great footballer understands where his teammates are around him on the field is what helps him score goals, rather than speed.
- F: In your book you also talk about geographical areas where lots of people become experts in the same activity. Gymnastics, for example.
- M: The town I grew up in produced the top gymnasts of my generation, myself included. My initial reaction when I got to the top was, 'Wow', I must have been born with this ability to do gymnastics. But what about the others? What I now understand is that this excellence was down to having access to a fantastic coach and a 7-day-a-week gymnastics club, where we transformed ourselves from ordinary to extraordinary. Opportunity's another factor determining success.
- F: Your argument is that to become excellent you have to practise for thousands of hours. That's a lot of training.
- M: That's right. How successful you are is down to how long you're prepared to work. Evidence suggests those who make it

believe excellence relies on practice. If you believe being good at something is down to natural ability, when you fail, you'll think you don't have enough of it – and you're more likely to give up. If you believe excellence is about effort, when you fail you're going to see it as an opportunity to grow.

- F: What approach should coaches take when training youngsters in sport?
- M: The way to go about it is to ensure the child enjoys what they're learning – that it becomes an internal desire to progress. Coaching young people is more about psychology than it is about the technical side of things – it's making the young performer really care about where they're going, motivating them in the right way, that will enable them to actually get there – little difference from how you encourage adults really.
- F: Why don't more people who play sport try harder to improve?
- M: Well, they see sports stars and assume they were born brilliant, but there's no evidence to suggest that. You just don't see the painstaking process it took to get them there when they're winning games on your TV screen. If you did, their brilliance wouldn't seem so miraculous. The illusion is to think they got there quickly and think 'Oh my goodness, I could never get up that slope.'
- F: Given everything you've said about top performers, why do they sometimes fail at crucial moments? That's called 'choking', right?
- M: Yes. It's to do with the expectation to succeed, no matter how many times they've done it before. When you first practise a skill you have to exert conscious control over it. When you become proficient you're able to do it subconsciously. When you choke you become so anxious that instead of delivering your skill automatically, you become conscious of what you're doing and it's like you've never done it before.
- F: Thank you very much [FADE]

PAUSE 10"

Now you will hear Part Four again.

— *** —

REPEAT (INSERT)

PAUSE 5"

That is the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

PAUSE 4'00"

You have one more minute left.

PAUSE 1'00"

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

*Cambridge English:
First Handbook p.68*

Listening Part 4

LISTENING | SAMPLE PAPER 2

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F: Why don't more people who play sport try harder to improve?

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Listening Part 4 Test 2

650 words

3 minutes 53 seconds

Long turns: 75, 66, 79, 77, 72, 72, 71

Part 4 Question 1

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Cambridge English: First Handbook p68

Part 4 Question 1

24 When asked about his theory on talent, Mickey says that

- A** he is doing further research with other people.
- B** he realises some people disagree with him.
- C** he has not yet fully proved his ideas.

M: Right. I know that's controversial because it's thought that people are born with natural abilities. I have my critics but the evidence from research I've done backs up my argument. If you look at anyone who's reached a high level in any complex task, you'll find they've spent many years building up to it. This has started other people thinking and doing their own research. I've no doubt they'll reach the same conclusions I have. **75 words**



Cambridge English: First Handbook p68

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Cambridge English: First Handbook p68

Listening Part 4

LISTENING | SAMPLE PAPER 2

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Handbook Page 53 Listening Preparation: General

Students should know when to stop concentrating on a question which they are finding difficult, so that they don't miss the next question.

Students shouldn't be distracted by individual words and phrases in Parts 1, 3 and 4. They should listen to the whole message.

Cambridge English: First Handbook p53

Listening Part 1

1 You hear a man talking to a friend about a TV series he is watching. The man is impressed with

- A** the soundtrack.
- B** the acting.
- C** the plot.

Listening Part 1

1 You hear a man talking to a friend about a TV series he is watching. The man is impressed with

A the soundtrack.

B the acting.

C the plot.

W: So how many episodes did you watch last night?

M: Three. It's addictive, I'll say that for it.

W: I knew you'd like it.

M: Well, yeah, it's OK. **The writers have done a good job with the storyline.** It draws you in, makes you want to keep watching – like a book you can't put down. It's a shame about the actual script, though – I mean, *the actors do their best with their lines, but* it all sounds a bit unnatural. *And the music's nice, too, but* I really don't understand why they've used recent songs in a series set in the nineteen twenties.



Beware!

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**

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**!

Cambridge English: First for schools Handbook p54

Listening Part 1

You hear two people talking about the twice-weekly fitness class they both attend.

What do they agree about it?

- A** There is not much variety.
- B** There are too many students.
- C** There is not enough equipment.

Listening Part 1

You hear two people talking about the twice-weekly fitness class they both attend.

What do they agree about it?

A There is not much variety.

B There are too many students.

C There is not enough equipment.

Man: *Last year was so boring. There was **hardly any variety in the classes.***

Woman: ***Yeah.** This new teacher's a real improvement – every lesson is different.*

Listening Part 1

You hear two people talking about the twice-weekly fitness class they both attend.

What do they agree about it?

A There is not much variety.

B **There are too many students.**

C There is not enough equipment.

Man: *I can never hear her instructions. **There are always too many people** talking.*

Woman: *I know. **It's annoying.** And it's always the same four or five students.*

Listening Part 1

You hear two people talking about the twice-weekly fitness class they both attend.

What do they agree about it?

A There is not much variety.

B There are too many students.

C There is not enough equipment.

Man: *They should get some more equipment. That'd make the classes more fun.*

Woman: *I'm not sure I agree with you. I think the teacher's the problem.*

Listening Part 2 My vacation job in Australia

Chris thinks the best place to find a job like he had is the (9) internet.

Hello everyone. My name is Chris Graham and I spent my last vacation working in Australia. The place I was in is a popular tourist spot so **there are lots of student jobs advertised in the newspaper** – from hotel work to being a tour guide. I saw my job, for a bus driver, on the **internet**, and so I applied. **I'd recommend you do that too**. The whole idea of getting to know another country really appealed to me and I'm really pleased I had the opportunity to go.

Cambridge English: First Handbook pp63 & 66

Listening Part 2 My vacation job in Australia

Chris is studying (10) history at university.

I worked for a company which tries to help tourists understand what life used to be like before Europeans arrived – a time before clothes, cars and electricity. Many of the local people, the Aborigines, work for the company. Studying tourism at university wasn't essential to get the job – in fact, my subject's history. What I did do was a short training course when I first arrived, though, to learn about the local plants and animals.

Cambridge English: First Handbook pp63 & 66

Listening Part 2 My vacation job in Australia

610 words 3 minutes 40 seconds

First answer after 55 words, then at the following intervals: 85, 50, 40, 50, 54, 60, 45, 55, 80

Key (all nouns)

- 1 internet
- 2 history
- 3 caravan
- 4 party
- 5 sunrise
- 6 shoulders
- 7 tracks
- 8 plants
- 9 airport
- 10 January

Distractors

- newspaper
- tourism
- hotel
- cinema, restaurant
- birds and animals
- head and neck
-
- (weapons)
- railway station
- May to October

Handbook Page 53 Listening Preparation: General

Students should know when to stop concentrating on a question which they are finding difficult, so that they don't miss the next question.

Students shouldn't be distracted by individual words and phrases in Parts 1, 3 and 4. They should listen to the whole message.

And in Part 2!

Cambridge English: First Handbook p53

READING

Dealing with unknown vocabulary

*When studying for the paper, it will be useful for your students to refer to dictionaries and grammar books. However, they should also develop strategies for operating independently of reference books by, for example, **guessing the meaning of unknown words from the context**, as they are not permitted to take dictionaries into the exam with them.*

Cambridge English: First Handbook p9

Practice book 1 Test 2
Reading and Use of English Part 5

The Isle of Muck

Lawrence MacEwan *crouches* down ...

MacEwan's sheepdog *creeps* up ...

An Atlantic *gale* threatens to ... blow us over the *steep cliff* ...

The *howling* wind, *rage as it might*, can't make this man uncomfortable.

Nodding to the north, he *yells* 'That island is Eigg.'

I watch heavy clouds *dump* rain on its huge mountains.

.. when rain *drifts* towards us.

As we *stride* along, he *brings me up to speed* on island details.

Herding the sheep interrupts the flow of information.

The sheepdog is circling a *flock* of sheep.

MacEwan's voice *drips* disappointment.

... three musicians .. *hop off* (the boat) ...

... the islanders *tapping* their boots in time to the music.

... sitting by a *glowing* fire ...

... was what I secretly *longed for*.

Unknown vocabulary

On the hour, a minibus with the words 'Wild West Safaris' emblazoned on its side pulls into the car park and out steps Ian, beaming from ear to ear. It's difficult not to warm to his cheerful, friendly manner and we all seem to hit it off with him from the start. This is particularly reassuring, since no one else has signed up for today's safari. It's just the five of us in the 9-seater minibus.

Guessing the meaning of unknown vocabulary

On the hour, a minibus with the words 'Wild West Safaris' **emblazoned** on its side pulls into the car park and out steps Ian, **beaming** from ear to ear. It's difficult not to warm to his cheerful, friendly manner and we all seem to **hit it off with** him from the start. This is particularly reassuring, since no one else has **signed up for** today's safari. It's just the five of us in the 9-seater minibus.



TEL: 0333 123 2820



Calls to 03 numbers are included in mobile and landline bundled minutes



Wildlife safaris in wild places

www.wildwestsafari.co.uk



Part 5 Cambridge Handbook Paper 1 p15

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either.

What do we learn about Caitlin's reactions to the boy?

C She realised her first impression of him was inaccurate.

USE OF ENGLISH

Part 1 Multiple-choice cloze: collocation

Ballet dancer by chance

Hans **gave** his first public performance only a year ago ...

He was actually helping **out** his little sister

.... he **enrolled** himself in ballet classes.

Hans has already **attracted attention** in the ballet world ...

.. and is working hard to increase his **range** of dance steps.

I want to **gain experience** ...

.... danced professionally in a variety of **lead roles**.

Hans has **set himself the goal of** dancing for the Bolshoi ...

Cambridge English: First for schools Handbook p12

Part 1 Multiple-choice cloze: meaning

Hunting for dinosaurs

Dinosaurs regularly **combined/gathered/concentrated/united** near huge rivers ...

... the **conditions/situations/arrangements/settings** here were perfect for preserving those that died there.

Cambridge English: First for schools Handbook p19

Noticing vocabulary in texts and scripts

Students can check their own answers.

Listening Part 4 Multiple choice options

I have my critics but the evidence from research I've done **(1) supports / holds / backs / proves** up my argument. If you look at anyone who's **(2) arrived / reached / risen / climbed** a high level in any complex task, you'll find they've spent many years **(3) building / growing / getting / reaching** up to it. This has started other people thinking and doing their own research. I've no doubt they'll **(4) arrive / reach / come / pull** the same conclusions I have.

Adapted from the *Cambridge English: First Handbook for Teachers* p64. Reproduced with the permission of Cambridge Assessment English.

Noticing vocabulary in texts and scripts

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(1) **supports / holds / backs / proves up my argument**. If you
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Noticing vocabulary in texts and scripts

Listening Part 1 Gapping only one word class

Well, yeah, it's OK. The writers have done a good job with the storyline. It **(1)** _____ you in, makes you want to keep watching – like a book you can't **(2)** _____ down. It's a shame about the actual script, though – I mean, the actors **(3)** _____ their best with their lines, but it all sounds a bit unnatural. And the music's nice, too, but I really don't understand why they've used recent songs in a series **(4)** _____ in the nineteen twenties.

Noticing vocabulary in texts and scripts

Listening Part 1 Gapping only one word class

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Noticing vocabulary in texts and scripts

Listening Part 2 Open cloze style

I worked for a company which tries to help tourists understand (1) _____ life used to be like before Europeans arrived – a time before clothes, cars and electricity. Many of the local people, the Aborigines, work for the company. Studying tourism (2) _____ university wasn't essential to get the job – (3) _____ fact, my subject's history. What I (4) _____ do was a short training course when I first arrived, though, to learn about the local plants and animals.

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Noticing vocabulary in texts and scripts

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Vocabulary records

Students should develop an efficient personal system for recording the new vocabulary they learn. They should record as much detail as possible.

Cambridge English: First Handbook p9

BACK SOMETHING/SOMEONE UP

Meaning: support

Translation: apoyar, respaldar

Example: I have my critics but the evidence from research I've done backs up my argument.

(Listening from exam handbook about what makes a champion sportsperson.)

Grammar: backs up my argument or backs my argument up;
backs it/me up

Collocates: argument, opinion, accusation, claim ...

Open cloze

From black pepper to chilli pepper

In the 15th century, Europeans knew nothing of the chilli pepper, but they held black pepper in high regard and had used it in cooking (0) since Greek and Roman times. Ships travelling east brought the black pepper from the Spice Islands in South East Asia but this (9) took a long time. In 1492, Christopher Columbus was asked to find a shorter route to the Spice Islands, going westwards (10) rather than eastwards, and so he set (11) off / out from Spain across the Atlantic Ocean.

Columbus didn't succeed (12) in finding the Spice Islands but he (13) did manage to discover the Americas. There he (14) came across another pepper, the chilli, which had been used in cooking in South America for thousands of years. Soon (15) after Columbus's discovery, large quantities of chillies were being shipped back to Spain from the Caribbean. Later, people realised that chillies would actually grow in southern Europe and it wasn't long before fresh chillies were (16) on / for sale in European markets.

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Verbs in the Open cloze test

... many **keep on** going back to their old home

... and a female horse **is known** as a mare

... they need to know where **danger is coming** from.

... **mistakes are made**.

So join them and **give it a go!**

They keep **putting it off** until later ...

... unable to **put** their ideas **into practice**.

... he now **(13) spends** much of **his free time** practising and travelling around the world to **(14) take part in competitions**. he's grateful for the opportunity to **(16) have / enjoy** so many great **experiences**.

Types of words tested in the Open cloze test

1 Prepositions and phrasal verbs

My sister's too young to be at home on her own, so I've got to stay in and look after her tonight while my parents are out.

2 Conjunctions and negatives

We bought a new computer because our old one was too slow and not at all reliable.

3 Relative pronouns and auxiliary verbs

A man who was seen driving away from the scene of the crime has been arrested and is helping police with their inquiries.

4 Articles and determiners

Anna felt like celebrating: it was the first time all year her science teacher hadn't given any homework to the class.

5 Set phrases and pronouns

I would like to wish Harry all the best in his new job and present him with this gift as a token of our appreciation.

6 Verbs

I'd heard a lot about the novel 'Rebecca' so I decided to give it a try. It was written in 1938 by Daphne du Maurier, also known as Lady Browning.

Items tested in more than one task type

Multiple-choice cloze

According to scientists, (5) _____ from being fun, play has several very real benefits.

A excluding **B** except **C** apart **D** away

Open cloze

People often think that my work is very dangerous, but, **apart** (15) from some minor mechanical problem happening occasionally during a stunt, nothing ever goes wrong.

Key word transformation

Nicky is the only person who has **signed up for** the trip.

NOBODY

Apart from Nicky, nobody has put their name down for the trip.

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First and First for Schools*
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Word formation

Practice Book 1: *First for Schools*

- 1 growth scientists behaviour equipment
recording (n) discovery **un**aware valuable
- 2 understanding (n) individually instructions **un**clear
enjoyable educational **loc**ations **av**ailability

First for Schools Handbook

1 concentration success effectively
solutions patience carefully punishment
disadvantage

2 collection impressive reliable truth
argument helpful commercial
unconventional

Quizlet.com

roynorris

Quizlet

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Upgrade to Teacher

roynorris

- Latest Activity
- Your Study Sets
- Settings

YOUR CLASSES

+ Create a class

YOUR FOLDERS

- Ready for First 3rd Edition Wo...
- Ready for First 3rd edition Tra...
- Ready for Advanced 3rd editi...
- Ready for First 3rd edition Wo...
- Advanced at Tirso
- + Create a folder

QUIZLET NEWS



Teacher to Teacher: A German language

Ready for First 3rd edition Word formation

+ Add

...

6 sets

Filter these sets

Latest

Alphabetical

Unit 12 Ready for First 3rd edition: Nouns 42 terms

by roynorris

Remove

Unit 2 Ready for First 3rd edition: Negatives 21 terms

by roynorris

Remove

Unit 2 Ready for First 3rd edition: People 17 terms

by roynorris

Remove

Unit 8 Ready for First 3rd edition: Adjectives 35 terms

by roynorris

Remove

Unit 9 Ready for First 3rd edition: Adverbs 23 terms

by roynorris

Remove

Unit 3 Ready for First 3rd edition: Nouns 46 terms

by roynorris

Remove



Empiece ahora



G Suite crece con usted y su negocio. Añada nuevos empleados, extensiones, etc.

100%

Quizlet.com

roynorris

46 terms | roynorris

Unit 3 Ready for First 3rd edition: Nouns

added to Ready for First 3rd edition Word formation

STUDY PLAY

FLASHCARDS LEARN SPELL TEST MATCH GRAVITY LIVE

SORT: Original

object	objection	☆ 🔊 ✎
tolerate	tolerance	☆ 🔊 ✎
differ	difference	☆ 🔊 ✎



100%

Quizlet.com

roynorris

The screenshot displays the Quizlet.com interface. At the top, there is a blue navigation bar with the Quizlet logo, a search bar, a 'Create' button, an 'Upgrade to Teacher' button, and a user profile for 'roynorris'. On the left side, there is a sidebar with a 'Back' button, a 'CARDS' section with a progress indicator showing '23/46', and buttons for 'Play', 'Shuffle', and 'Options'. The main content area is a large white card with the word 'popular' in the center. In the top right corner of the card, there are icons for editing, audio, and favoriting. At the bottom of the card, there are navigation arrows and a chat icon. The bottom right corner of the interface shows a zoom level of '100%'.

Quizlet.com

roynorris

The screenshot displays the Quizlet mobile application interface. At the top, a blue navigation bar contains the 'Quizlet' logo, a search icon, a 'Create' button, an 'Upgrade to Teacher' button, and a user profile for 'roynorris'. Below the navigation bar, a sidebar on the left includes a 'Back' button, a 'CARDS' section with a progress indicator showing '23/46', and three buttons: 'Play', 'Shuffle', and 'Options'. The main content area is a large white card with the word 'popularity' centered on it. In the top right corner of the card, there are icons for editing, audio, and favoriting. At the bottom of the card, there are three circular navigation buttons: a left arrow, a right arrow, and a speech bubble icon. The bottom of the screen shows a browser address bar with a URL and a '100%' zoom level.

Quizlet.com

roynorris

The screenshot displays the Quizlet.com interface. At the top, a blue navigation bar contains the Quizlet logo, a search icon, a 'Create' button, an 'Upgrade to Teacher' button, and a user profile for 'roynorris'. The main content area features a large white card with the word 'generous' centered on it. To the left of the card is a sidebar with a 'Back' button, a 'CARDS' section with a progress bar showing '39/46', and three buttons: 'Play', 'Shuffle', and 'Options'. At the bottom of the card, there are three circular navigation buttons: a left arrow, a right arrow, and a speech bubble icon. The bottom right corner of the interface shows a zoom level of '100%'.

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