



Optimising Your Teaching Tools

English Workshop

Changes to Preliminary
Anila R. Scott-Monkhouse

12/04/2019

Structure of webinar

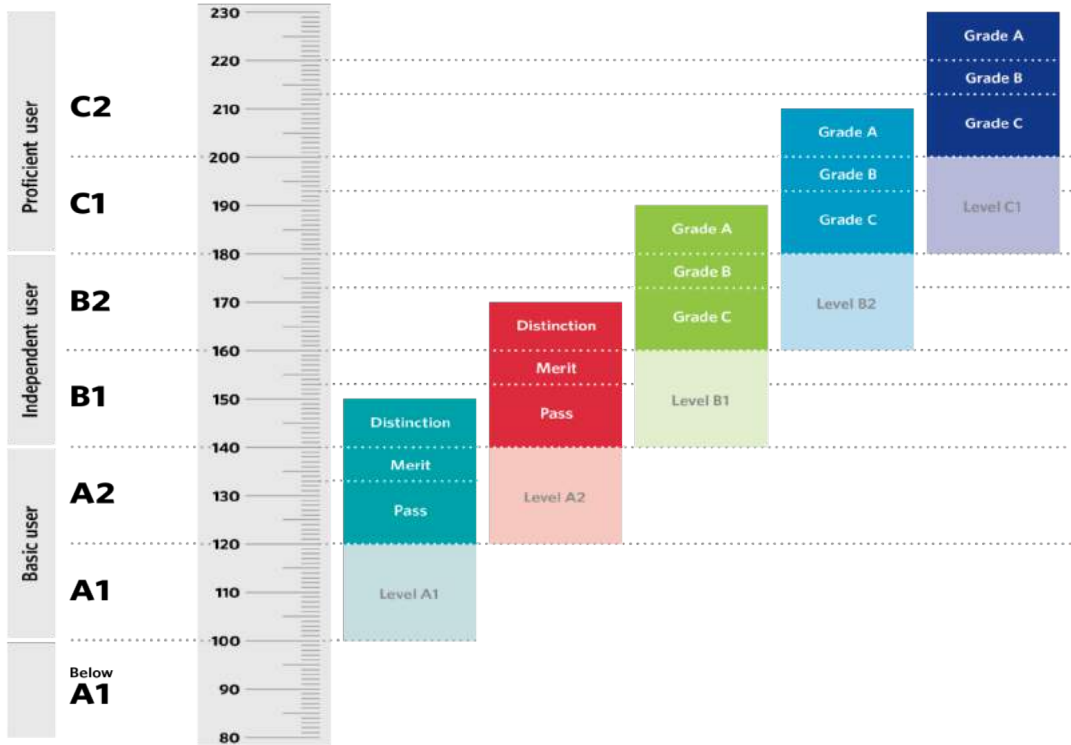
- Overview of the changes
- Details of papers
- Ideas for teaching

Main changes

- From January 2020
- Both Cambridge English Preliminary and Preliminary for Schools
- 4 components
- Slightly shorter
- Different order of some tasks
- New / revised tasks in all components
- Grades A, B, C and scores

The Cambridge English scale

Common European Framework of Reference (CEFR) Cambridge English Scale Cambridge English: Key Cambridge English: Preliminary Cambridge English: First Cambridge English: Advanced Cambridge English: Proficiency



Score: 140-159 → B1

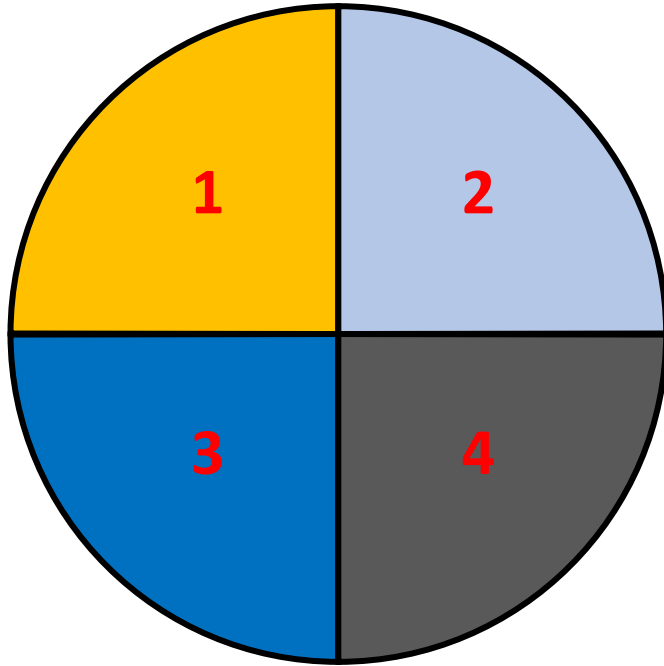
Grades

A (pass with distinction)

B (pass with merit)

C (pass)

The 'new' Preliminary



4 components

- 1) Reading
- 2) Writing
- 3) Listening
- 4) Speaking

<p>Reading (45 mins, 6 tasks, 32 Qs)</p>	<p>Writing (45 mins, 2 tasks: compulsory + choice; 100 words)</p>	<p>Listening (approx. 30 mins, 4 tasks, 25 Qs)</p>	<p>Speaking (12 mins, 4 parts; trained examiners, paired format)</p>
<p>multiple choice</p> <p>multiple matching</p> <p>multiple choice</p> <p><i>gapped text</i></p> <p>MC cloze</p> <p><i>open cloze</i></p>	<p><i>email</i> (prompts provided)</p> <p>choice of tasks - <i>article</i> - <i>story</i></p>	<p>MC (visuals) of short recordings</p> <p><i>MC of short recordings</i></p> <p>note completion</p> <p>MC of longer dialogue</p>	<p>short conversation on personal life</p> <p>individual long turn</p> <p>collaborative task</p> <p>discussion</p>

Reading

(45 mins, 6 tasks, 32 Qs)

- 1) three-option multiple choice
- 2) multiple matching
- 3) four-option multiple choice
- 4) gapped text*
- 5) four-option multiple choice cloze
- 6) open cloze*

*** New task**

Reading

1. Task one: Multiple Choice (5 Qs as short texts, 3-option items)



1

- A People who rent these rooms must wash their own clothes.
- B People who rent these rooms have to cook their own food.
- C People who rent these rooms have to buy their own furniture.

1) A (laundry not included)

2. Task two: Multiple Matching (5 Qs as descriptions, 8 short texts)

3  **3.15** Decide which camp would be the most suitable for the people below.

-  Ricardo enjoys performing and likes writing too. He loves telling jokes! However, he's not very keen on music and doesn't want to go camping. ____
-  Natasha really likes cooking and loves being outdoors. She's not interested in sightseeing, and wants a camp where she can forget about social media while she's there. ____
-  Marcus likes adventure and going on trips. He loves trying new things, but likes to choose what he does. He'd like to get a qualification at the end of the camp. ____
-  Maria doesn't want to do anything that looks dangerous. She loves music and is keen on performing. She'd like a camp where she can learn about a future career and take something home at the end. ____
-  Dylan loves cooking and eating, and wants to learn more about food preparation and places that particular foods come from. He needs to stay in touch with his family using social media while he's at camp. ____

READING 11

summer camp

Our guide to unusual ways to spend your summer!

- A Robotics Camp**
Robotics Camp is fun and educational, all at the same time! Students choose to work alone or in pairs to build and program a robot. With sessions for different levels of ability, you'll learn how to use the right software and how to construct your robot. Please note that students are not allowed to keep any of the materials used at the camp.
- B Camp BizSmart**
At Camp BizSmart, we'll give you all kinds of tips about starting and running your own business. You'll get experience in working with successful people and working in teams. You'll graduate from camp with your own business plan ready to go! One recent visitor said she had learnt more in a week here than in a year at her school!
- C Kids' Culinary Academy**
Kids' Culinary Academy is perfect for young people who either want to learn the basics or develop their skills. Each day is a new adventure in learning about a different type of cuisine. It is easy to enrol and our excursions in the local area include trips to well-known foodie destinations, as well as other tourist attractions.
- D Camp Kids 'N Comedy**
If you want to put up a tent, climb trees and learn how to survive in the wild, then Camp Kids 'N Comedy isn't for you! But if you're full of opinions, we'll take you and turn you into a confident performer. Our experts will help you write material and practise your show. You'll soon have the audience laughing!
- E Camp Jam**
From songwriting to playing as a band, Camp Jam will guide you every step of the way. You'll perform live and make recordings that are yours to keep. Not only that, but we'll also teach you all you need to know about getting more fans and surviving in the music industry.
- F Plantation Farm Camp**
We all need a break from our smartphones, and Plantation Farm Camp offers exactly that. With no electricity, the camp allows young people to get away from the pressures of their online lives and make friendships that last a lifetime. By growing and preparing your own food, you'll connect with nature and with each other.
- G Camp Can-Aqua**
Camp Can-Aqua is the perfect place to learn water sports. Students select different activities each day to develop their own individual skills. You'll also get the chance to go on a three-day canoe trip, where you'll learn to rely on those around you. Older students can attend leadership camps, where they may get a certificate in important skills!
- H Hollywood Stunt Camp**
You need to be fit for Hollywood Stunt Camp! You'll need all your energy as you learn how to fall, tight and jump off a building! Professionals will take you all the way from the basics to appearing in a short movie. The camp ends with a stunt show, where you can show off what you've learnt!

3  **3.15** Decide which camp would be the most suitable for the people below.

2. Task two: Multiple Matching (5 Qs as descriptions, 8 short texts)



- 2 Natasha really likes cooking and loves being outdoors. She's not interested in sightseeing, and wants a camp where she can forget about social media while she's there. ____

- 2) F (break from smartphones, get away from pressures of online lives, preparing food, connect with nature)

C Kids' Culinary Academy

Kids' Culinary Academy is perfect for young people who either want to learn the basics or develop their skills. Each day is a new adventure in learning about a different type of cuisine. It is easy to enrol and our excursions in the local area include trips to well-known foodie destinations, as well as other tourist attractions.

F Plantation Farm Camp

We all need a break from our smartphones, and Plantation Farm Camp offers exactly that. With no electricity, the camp allows young people to get away from the pressures of their online lives and make friendships that last a lifetime. By growing and preparing your own food, you'll connect with nature and with each other.

3. Task three: Multiple Choice (5 Qs, 4-option answers)

JOBZONE

READING 1

What do they do all day?

This week: forensic artists

Karen Jacobs works as a forensic artist.

Karen, what is a 'forensic artist'? What do you do all day?

In simple words, I draw people! For example, the police contact me when a witness sees someone commit a crime. I listen to the description of the criminal and **turn** the description **into** a picture.

So, forensic artists help catch criminals?

In a way, yes! Do you know who Lois Gibson is? She's in the *Guinness Book of World Records* as the world's most **successful** forensic artist. Her pictures help catch lots of criminals – over 1,300 of them so far!

Do you only draw criminals?

No, I also draw historical figures. I do lots of work for TV programmes and museums. At the moment, I'm working on a TV documentary about ancient Egypt. We're making drawings and 3D models of the pharaohs. It's **fascinating!**

Do you use a pencil and paper?

Yes, but we also use computers. These days, technology is developing very quickly. It's really useful, and there are some great computer programs we can use. When a witness says that a person wears glasses, for example, we can **bring up** on screen different styles of glasses for the witness to choose from.

What skills do you need for your job?

Forensic artists do need good drawing skills, of course, but they also need good people skills. We often work with people who are **upset**, so we help them remember clearly and give us enough detail. Perhaps the witness says the criminal has curly hair. We try to find out exactly what they mean by 'curly'. For example, is 'wavy' a better word? A forensic artist also needs to be an **expert** in different hairstyles!

What do you know about faces?

Faces obviously change as we **get older**. But this is interesting: the face of a shy person changes differently to the face of a lively, sociable person! And do you know which part of your face continues to grow all through your life? Your nose!





3. Task three: Multiple Choice (5 Qs, 4-option answers)

- 3 Good people skills help a forensic artist to
- A draw more artistic pictures.
 - B learn about different hairstyles.
 - C communicate better with witnesses.
 - D not get upset while they're working.

What skills do you need for your job?

Forensic artists don't need good drawing skills, of course, but they also need good people skills. We often work with people who are **upset**, so we help them remember clearly and give us enough detail. Perhaps the witness says the criminal has curly hair. We try to find out exactly what they mean by 'curly'. For example, is 'wavy' a better word? A forensic artist also needs to be an **expert** in different hairstyles!

- 3) C (work with people who are upset, ... help them remember)

4



1.01 Read the text again. For each question, choose the correct answer.

- 1 What does Karen Jacobs do regularly?
 - A She helps Lois Gibson solve crimes.
 - B She meets criminals and draws them.
 - C She listens to police officers describing criminals.
 - D She draws pictures of criminals and people from the past.
- 2 Karen says she sometimes uses modern technology to
 - A find pictures that match someone's description.
 - B find pictures of real people online.
 - C design different types of glasses.
 - D have video calls with witnesses.
- 3 Good people skills help a forensic artist to
 - A draw more artistic pictures.
 - B learn about different hairstyles.
 - C communicate better with witnesses.
 - D not get upset while they're working.
- 4 What advice might a forensic artist give to someone interested in the job?

- | | |
|--|--|
| A Find out what criminals often look like, then make all your drawings look like that. | B Make sure you visit a library to read about the history of hairdressing. |
| C Try to be lively and sociable so that criminals are happy to tell you what they know | D Learn about how faces change and find out how technology can help you. |

4. Task four: Gapped Text (5 gaps, re-insert removed sentences, 8 options)

TEENAGERS TAKE OVER THE MARKET

by Jess Owen

READING 7

'Teenagers today are lazy and just play video games.' People only shop online these days.' Teenage Markets show us that neither of these statements is true. (1) ____ There, they browse and buy from market stalls – all run by teenagers.

Adam Enan, 16, runs Yummy Candles, a stall which sells luxury soaps and candles. Abigail Howard, 13, sells accessories for the house and garden. (2) ____ From clothing to comics, there's a wide variety of products on offer. Several teenage artists exhibit and sell at the markets, including Aidan McCallum, who's 13. (3) ____ 'I've taken part in many exhibitions and craft fairs, and I also sell my work in a shop,' he said. 'By doing this, even more people will see my pictures.'

The Teenage Market was the idea of two teenage brothers, Joe and Tom Barratt. They had heard about a successful event called the Vintage Village, where people sell vintage items. They wondered if a similar event run by teenagers could work. They posted a video on social media, asking for interested teenagers to apply. 'For our first event, we had 70 applications!' said Joe. (4) ____


Their first market was a success, leading to more appearing around Britain. They give teenagers experience running businesses and also help local areas. Before, some town centres had been empty on Sundays. (5) ____ And having more people spending money there helps the local economy too.

If you're a teenage entrepreneur, the Teenage Market can help you find customers, promote your products and make sales. To get involved, just create a profile on the Teenage Market website and then apply to take part in upcoming events.




4. Task four: Gapped Text (5 gaps, re-insert removed sentences, 8 options)

4

 2.14 Read the text again. Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A We immediately realised there were young people out there with the right skills and creative talent.
- B Since then, they've learnt what shoppers want to buy.
- C Of course, these teenagers will be adult shoppers in the future.
- D They're just two of many teenagers who sell their products at a Teenage Market.
- E Not many people were interested at first.
- F Now, they're fun and lively places to visit.
- G At weekends in the UK, shoppers are visiting their local Teenage Market.
- H He had been selling his work for several years before he joined the Teenage Market.

Adam Enan, 16, runs Yummy Candles, a stall which sells luxury soaps and candles. Abigail Howard, 13, sells accessories for the house and garden. (2) ____ From clothing to comics, there's a wide variety of products on offer. Several teenage artists exhibit and sell at the markets, including Aidan McCallum, who's 13. (3) ____ 'I've taken part in many exhibitions and craft fairs, and I also sell my work in a shop,' he said. 'By doing this, even more people will see my pictures.'

- 2) D (Adam ... soaps and candles... Abigail ... accessories ... / They are just two ... who sell ... /... wide variety of products on offer.)
- 3) H (Aidan ... / He ... several years before ... / ... taken part in many ... I also sell ...)

5. Task five: Multiple Choice Cloze (6 gaps, 4-option items)

Example:

Think about your computer, or your mobile phone. It is definitely 'clever' in some ways, but it doesn't feel sad when you (1) _____ it off.

1) A) make B) turn C) close D) change

5 Choose the correct word to fill each gap.

Do computers have personalities?

Think about your computer, or your mobile phone. It is definitely 'clever' in some ways, but it doesn't feel sad when you (1) _____ it off. It doesn't (2) _____ forward to you using it. It can't feel any emotions when you start using it. In other words, it doesn't have a (3) _____.

Humans have 'consciousness'. This (4) _____ that we can think and feel, but what about computers? Scientists are looking into this, and (5) _____ think that technology can become 'conscious'. They say: 'Maybe the internet can already think. How would we know?' Others believe that only things that are alive can have consciousness.

In the future, if our computers (6) _____ into conscious machines, will they end up being more creative than humans? No one knows. But it makes you think, doesn't it?

- | | | | | |
|---|---------------|--------------|--------------|---------------|
| 1 | A make | B turn | C close | D change |
| 2 | A look | B see | C watch | D notice |
| 3 | A reliability | B negativity | C popularity | D personality |
| 4 | A believes | B recognises | C means | D seems |
| 5 | A all | B each | C both | D some |
| 6 | A come | B turn | C become | D improve |

6. Task six: Open Cloze (6 gaps, no suggestions on word to use)

Example:

Lucas is 13 and lives on a houseboat in Amsterdam with his mum and dad. He loves living there, although the boat is (1) so small that they don't have much space.

4 Write one word in each gap to complete the text.

Life on a houseboat

Lucas is 13 and lives on a houseboat in Amsterdam with his mum and dad. He loves living there, although the boat is (1) ___ small that they don't have much space. In the summer, they sometimes take the boat for short trips along the canals. Lucas is still (2) ___ young to drive the houseboat on his own, so he is not allowed to do it. However, he is old (3) ___ to help with the steering. In the winter, they sometimes have (4) ___ bad weather that they can't leave home! Then, they stay on the boat and keep warm by the fire. Lucas has to make sure there is enough wood (5) ___ heat the boat.

Lucas and his parents have such (6) ___ great life on the houseboat that they would never want to live anywhere else!

Writing

(45 mins, 2 tasks, compulsory plus chosen; approx 100 words)

Writing:

- 1) Email (100 words, input and prompts provided) *
- 2) Choice:
Article * or story (100 words, topic given)

*** New task**

Task 1: Email

Example: Guided task

Read this email from your friend Pete and the notes you have made.

The screenshot shows an email interface with the following content:

From: Pete
Subject: Summer camp!

Hi!
I'm thinking of going to a summer camp in Germany for the last two weeks of July. They have lots of activities, including canoeing and rock-climbing.
Can you come too? It would be great to have a friend with me.
After the camp I am going on holiday with my family. What are your plans for August? Are you doing anything fun?
Let's have a video call sometime this weekend if you're free!
Bye for now!
Pete

Handwritten notes and arrows:

- "Amazing!" with an arrow pointing to "canoeing and rock-climbing."
- "No, because ..." with an arrow pointing to "Can you come too? It would be great to have a friend with me."
- "Tell Pete" with an arrow pointing to "After the camp I am going on holiday with my family. What are your plans for August? Are you doing anything fun?"
- "Suggest ..." with an arrow pointing to "Let's have a video call sometime this weekend if you're free!"

Write your **email** to Pete using **all the notes**.

Task 1: Email

4

Look at this writing task and decide if the statements are T (True) or F (False).

Read this email from your friend Pete and the notes you have made.

From: Pete

Subject: Summer camp!

Hi!

I'm thinking of going to a summer camp in Germany for the last two weeks of July. They have lots of activities, including canoeing and rock-climbing.

Can you come too? It would be great to have a friend with me.

After the camp I am going on holiday with my family. What are your plans for August? Are you doing anything fun?

Let's have a video call sometime this weekend if you're free!

Bye for now!

Pete

No, because ...

Tell Pete

Amazing!

Suggest ...

- 1 You think the camp and activities sound fun. T / F
- 2 You're able to go to the camp with Pete. T / F
- 3 For the third note, you have to think of your own ideas. T / F
- 4 For the fourth note, you're going to suggest some videos for Pete to watch. T / F

Example:

Write your **email** to Pete using **all the notes**.

Task 1: Email

Example:

5 Look at the notes in the email in Exercise 4 again and answer the questions to expand on the notes. Use your imagination!

- 1 Why can't you go to the camp with Pete? _____
- 2 What are your plans for August? _____
- 3 When's a good day and time to have a video call with Pete? _____

6 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
First line	greet the person you are writing to	<i>Hi ..., Hi ...! Dear ...,</i>	
Paragraph 1	thank the other person for their email and write about the first note on the email	<i>Thanks for ... The camp sounds ...</i>	
Paragraph 2	write about the second note on the email	<i>I'd love to come too but ... Unfortunately, I'm ...</i>	
Paragraph 3	write about the third note on the email	<i>I'm not sure yet ... We've already planned to ...</i>	
Paragraph 4	write about the fourth note on the email	<i>How about ...? What about ...? Are you free on ... at ...?</i>	
Closing expressions	say goodbye/express friendship	<i>Bye for now! Talk soon! Love, Lots of love, All the best,</i>	
Your name	First name		

7 Write Write your email to Pete in an appropriate style. Use all the notes. Write about 100 words.

8 Check Before you hand in your email, complete this checklist.

Checklist

- | | |
|--|---|
| <input type="checkbox"/> I've given a reason why I can't go to the camp. | <input type="checkbox"/> I've suggested a day and time for a video call. |
| <input type="checkbox"/> I've told Pete what my plans are for August. | <input type="checkbox"/> I've checked my spelling, grammar and punctuation. |

Task 1: Email

Writing bank

AN INFORMAL EMAIL | Example task

Read part of an email you received from an English friend and the notes you have made.

Interesting! Explain

For my project at school I have to write about transport in a city in a different country. You live in a big city! Can you tell me about the different means of transport? How do people usually travel around the city? Which means of transport do you prefer using?

Say which one Decide

Write your email.

Use an informal greeting with your friend's first name.

Don't start giving information immediately. Be polite and refer to something that has happened to or is connected to your friend. Use your imagination. Here, the writer imagined that Caroline attached a photo of her new puppy to the email.

Use informal language, including contractions and exclamation marks where appropriate.

Give details in the third paragraph.

Mention something about your life to finish the email.

Use informal closing expressions.

From: Amber
To: Caroline

Hi Caroline,

Thanks for your email! I loved the photo of your puppy!

Your school project sounds interesting. I'll tell you about transport here in Athens.

The quickest and easiest way to travel around the city is by metro. That's my favourite! Many people also take buses – and there's also a tram, which goes down to the coast. It's quite slow, though! We also have lots of yellow taxis. If you want to leave Athens and go to an island, you can take a ferry.

I hope that helps! Let me know if you need any more information. And wish me luck because I've got a flute exam tomorrow!

Bye for now!

Love,
Amber

Introduce your answer to the questions in the second paragraph.

Give your personal opinion if the question asks for it.

End the email with your first name.

USEFUL PHRASES						
Starting the email	Thanking	Asking about health	Referring to someone's news	Introducing points	Final paragraph	Ending the email
Hi Laurel. Dear Carl	Thanks so! lol for ...	How are you? / hope you're well how are things?	I'm so glad to hear you ... Congratulations on ... Well done on ... Great news about your ... I loved the photo of your ...	You asked about ... Your ... sounds interesting. It's so that ... I'll tell you about ... First of all, ... Also ... and another thing! By the way, guess what!	I hope that helps! Let me know ... Your ... sounds interesting because ... I have to go now because ...	Bye for now! Take care! Write soon! Love, Lots of love All my love, best wishes. All the best! Yours.

Task 2: Article

Example

You see this announcement in your school's English-language magazine.

Articles wanted!

WHAT DO YOU LIKE ABOUT YOUR HOME?

Write an article telling us what you like best about your home.

What do you think makes a house a home?

The best articles will be published next month.

Write your article.

1 Tick two things you like best about your home or add your own ideas.

- our neighbourhood
- our garden
- my bedroom
- the things we have in the house
- the people I live with
- what I do at home
- _____

2 For each idea you have ticked or added in question 1, write the main reason why you like it.

Task 2: Article

Example

6 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
Paragraph 1	introduce the subject in an interesting way	<i>What do you think ...?</i> <i>Have you ever thought about/wondered /asked yourself ...?</i>	
Paragraph 2	make your first main point and give a reason	<i>The first thing that I like best about my home is ...</i>	
Paragraph 3	make your second main point and give a reason	<i>Another thing ...</i> <i>As well as that, ...</i> <i>You also need ...</i>	
Paragraph 4	briefly conclude the article	<i>I believe that what makes a house a home is ...</i>	

7 Write Write your article in an appropriate style. Write about 100 words.

8 Check Before you hand in your article, complete this checklist.

Checklist

- | | |
|--|---|
| <input type="checkbox"/> I've started my article in an interesting way. | <input type="checkbox"/> I've answered all parts of the exam question. |
| <input type="checkbox"/> I've used the appropriate style for the topic and the reader. | <input type="checkbox"/> I've given reasons to explain my main ideas. |
| <input type="checkbox"/> I've written about 100 words. | <input type="checkbox"/> I've checked my spelling, grammar and punctuation. |

Task 2: Article

Writing bank

AN ARTICLE | Example task

You have seen this announcement in a travel magazine:

Win a free holiday!

We want articles on how to plan the perfect holiday. What advice do you have? Send us an article and you could win a week's holiday for you and your family!

Write your article.

Give your article title

HOW TO PLAN THE PERFECT HOLIDAY

Have you ever had a terrible holiday? With a little planning, I believe you can make sure that you have a wonderful time instead!

First of all, only pack the things you need. Most of us take too much luggage on holiday. Just take one bag each and it'll make your life easier.

Apart from packing, you need to think about what you are going to do on holiday. Why not plan activities that all the family will enjoy, such as going on a boat trip or visiting a theme park?

Finally, don't forget to relax and enjoy it. Don't plan too many activities and remember to spend some time doing nothing!

Ask your readers a question to interest them.

Give your opinion where appropriate.

Use a connecting phrase to introduce your points in order.

Use a connecting phrase to introduce your next point.

Use a good connecting phrase to introduce your final point.

The exclamation marks to create an informal style.

Use imperatives to give advice in an informal way.

Use different ways of making suggestions, such as questions.

Give examples where appropriate.

USEFUL PHRASES				
Rhetorical questions	Introducing points in order	Giving your opinion	Giving advice	Giving examples
Have you ever...? Do you ever...? What do you think about...?	First. First. First of all. To begin with. Second. Secondly. Third. Thirdly. What's more. Apart from that. Finally.	I believe (that)... I think (that)... In my opinion. In my view. To my mind. Personally, it seems to me (that)...	You should... Think about... One thing to remember is... Why don't you... I would... How about...?	For example. Such as. For instance.

Task 2: Story

Example

4 Look at this writing task and answer the questions.

Your English teacher has asked you to write a story.
Your story must begin with this sentence:
Rebecca knew it was difficult, but she wanted to try.

Write your story.

Who is Rebecca? (a teenage girl? an adult?)	
Where is she?	
What does she want to try? Why is it difficult?	
Who is with her? What are they doing?	
Does she try to do it? What happens?	

Task 2: Story

Example

5 Plan Make a paragraph plan.

Part	Possible plan	My plan	My notes
Paragraph 1	start with the exact sentence they've given you, set the scene: who else is there? what are they doing?		
Paragraph 2	describe the beginning of the attempt how is Rebecca feeling?		
Paragraph 3	describe the end of the attempt was it successful?		
Paragraph 4	describe what happened at the end: what was the final outcome? who was there?		

6 Write Write your story in an appropriate style. Write about 100 words.

7 Check Before you hand in your story, complete this checklist.

Checklist

- | | |
|--|---|
| <input type="checkbox"/> I've started with the sentence I was given. | <input type="checkbox"/> I've included some direct speech. |
| <input type="checkbox"/> I've written at least four paragraphs. | <input type="checkbox"/> I've checked my spelling, grammar and punctuation. |
| <input type="checkbox"/> I've used a variety of tenses. | |

Task 2: Story

Writing bank

A STORY | Example task

Your English teacher has asked you to write a story.

Your story must begin with this sentence:
Greg knew he was late so he started running.

Write your story.

Give your story a title.

If you are given the first sentence, you can't change it in any way.

*Don't start writing until you've worked out the plot. Here, the writer noted this down before starting on the second sentence: **to be for important audition – main part in school play – just gets there in time – does audition – gets the part – very happy.***

Use verbs such as tell and ask for indirect speech.

Use adverbs such as carefully, angrily, etc. to give more detail.

If you have a conversation in direct speech, start each speaker on a new line. Even though it's a new line, it's still part of the same paragraph.

The Audition

Greg knew he was late so he started running. This was an important audition, and he didn't want to miss it. He wanted to get the main part in the school play.

When he arrived at the school hall, he was hot and tired. "You're late, Greg," said Mr Serhan angrily. "I've been waiting."

Mr Serhan told Greg about the part and asked him to act in a scene. Greg, who was a bit nervous, listened carefully. Then he started acting.

"You're a very good actor, Greg," said Mr Serhan. "If you can promise not to be late again, you've got the part."

"I promise! I won't let you down!" said Greg. He was the happiest boy in the world.

Where appropriate/necessary, show who said something.

Try to include some direct speech in your story if you can. Use speech marks. Remember that direct speech is usually informal.

Use appropriate tenses such as past simple, past continuous and past perfect, and a range of grammatical structures, such as relative clauses.

USEFUL PHRASES			
Three phrases	Creating drama	Verbs with direct/indirect speech	Concluding
Soon afterwards. Some time later. Eventually. Finally. In the end.	Suddenly. At that moment. Without warning.	ask, cry, be promise, see, scream, shout, tell, think, whisper, wonder.	In the end. When it was allowed. Afterwards. Later.

Strategies:

- Brainstorm ideas
- Plan composition (including introduction and conclusion)
- Remember conventions (email, article, story)
- Organise and link ideas (paragraphs, linkers and connectors)
- ‘Polish’ language (grammar and lexis)
- Edit and proofread (marking criteria)
- Peer review

Listening

(approx. 30 mins, 4 tasks, 25 Qs)

- 1) Multiple choice of short recordings with visuals
- 2) Multiple choice of short dialogues *
- 3) Completion of notes
- 4) Multiple choice of longer interview

*** New task**


1. Task one: Multiple Choice (7 short unrelated recordings, each with a Q, 3-option answers provided as visuals)

Example:

What job does Jared want to do when he's older?

*[“... I live in the middle of town with my mum and dad and my sister Ellie. Both my parents work. My mum's a computer programmer and my dad's a nurse. They're both great jobs, but **I want to be a dancer** when I'm older. ...”]*

1 What job does Jared want to do when he's older?



A B C

1) B

2. Task two: Multiple Choice (6 short unrelated dialogues, each with a Q, 3-option answers)

Example:

2) You will hear two friends talking about a hotel they stayed at. The man felt that the hotel


- a) was too big.
- b) was too far from the beach.
- c) was very expensive.

[Woman: What did you think of the hotel we stayed at? [...] and everything was so far apart! I prefer to stay in small places.

*Man: Small places are OK, but bigger hotels have more facilities, and it was good to have a gym and a swimming pool. **It was the cost that really surprised me! I'd expect a five-star place for that much.***

Woman: Yes, you're right, but we were only two minutes from the beach.

*Man: I guess so. I might **have to start saving up for my next holiday now!***

3  1.19 For each question, choose the correct answer.

- 1 You will hear two friends talking about a holiday they went on.
What did the girl think about it?
A The tour guide knew a lot.
B She met lots of other young people.
C People at the resort were very friendly.
- 2 You will hear two friends talking about a hotel they stayed at.
The man felt that the hotel
A was too big.
B was too far from the beach.
C was very expensive.

1) C


3. Task three: Notes Completion (6 gaps in a summary, write 1-2 words, number/ date/time)

Example:

You are going to listen to someone talking about food records.

The largest cheeseburger weighed 913.54 Kg and contained over 18 Kg of (1) **.(American) cheese**

["the world's biggest cheeseburger ... weighed 913.54 kilos and was prepared at the Black Bear Resort in Minnesota, USA. It was over three metres across and had about 24 kilos of tomatoes, more than 18 kilos of American cheese and 8 kilos of pickles on it!"]

3  2.12 You are going to listen to someone talking about food world records. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

FOOD WORLD RECORDS

The largest cheeseburger weighed 913.54 kg and contained over 18 kg of (1) _____.

The burger took four hours to cook and the bun took (2) _____.

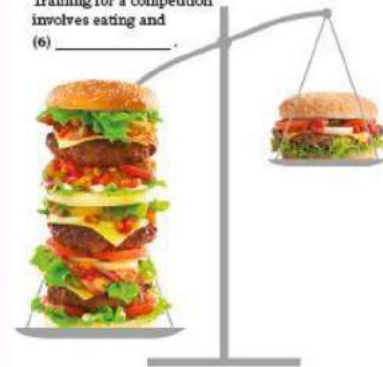
The record for burger eating is 12 burgers in (3) _____.

Making the burger (4) _____ makes it easier to eat.

Before grilling, (5) _____ is 110 g.

Training for a competition involves eating and

(6) _____.



4. Task 4: Multiple Choice (6 Qs, 3-option answers)

Example:


You will hear a woman, Kate, talking about a first aid course she attended.

- 4) Kate says people are sometimes afraid to help because they
- don't like the sight of blood.
 - don't know what to do.
 - are afraid of getting hurt themselves.

1) B

[Interviewer: “[...] it must be scary with all that blood.

Kate: We didn't actually see any real blood. [...] people are often scared in an emergency situation when somebody injures themselves. They want to help, but **they don't have the right training so they don't know the best thing to do.** I think that's the reason people feel frightened sometimes, rather than seeing blood.]

- 3  2.06 For each question, choose the correct answer.
- What does Kate say about the other people on the course?
 - They knew more than her.
 - She made friends with some of them.
 - She already knew some of them.
 - Kate felt that the course
 - should have been longer.
 - was too long.
 - was the right length.
 - What was the most useful thing that was covered?
 - helping people who are bleeding
 - the equipment you need
 - removing small things from eyes and ears
 - Kate says people are sometimes afraid to help because they
 - don't like the sight of blood.
 - don't know what to do.
 - are afraid of getting hurt themselves.
 - Kate thinks knowing CPR is useful because
 - it helps you understand medical shows on TV
 - emergencies can happen anywhere.
 - you only need a short time to do it.
 - Why does Kate recommend the course to the interviewer?
 - It would help with his future career.
 - He often gets injured.
 - He might find it useful if someone is hurt.

Listening

Strategies:

- Predict (e.g. using rubric)
- Paraphrase
- Identify key words in questions
- Practise / follow up using transcript

Speaking

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

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


*** New task**

1. Part 1: conversation (2 mins)

Example:

What do you enjoy doing in your free time?

Tell me about your best friend.

4  1.07 Listen to two students answering these questions. Tick the answers which give enough detail.

	Nisha	Alfie
1 What's your name?		
2 How old are you?		
3 Where do you live?		
4 Do you study English at school?		
5 Do you like it?		
6 What's your favourite school subject?		
7 What do you enjoy doing in your free time?		
8 Tell me about your best friend.		

2. Part 2: individual long turn (2-3 mins, of which 1 min per candidate)

Place: Where is it?

Time: What part of the day is it? What season?

Weather: What is the weather like?

Action: What is happening? What are people doing?

People: What do the people look like?

Who do you think they are?

What is the relationship between them?

Clothes: What are they wearing?

Impression: How do they look?

(e.g. feelings –bored; personality: friendly)

What do you think they are talking/thinking about?

Predictions: What do you think happened before /

is going to happen next?

Other details: Is there anything interesting /

unusual in the rest of the photo? *(e.g. foreground and background)*



3. Part 3: collaborative task (2-3 mins)

*[I think they should get him a skateboard.
What about the cycling helmet?]*

4. Part 4: discussion (2-3 mins)

- 1 Does your school organise trips or summer camps?
- 2 What do you need to take with you when you go on a summer camp or school trip?
- 3 Is it better to go on trips with friends or family?
- 4 What kind of activities would you like to do on a summer camp?
- 5 Which is more fun: going on a summer camp in the countryside or doing a school trip in a city?

7 In pairs, do the task.

A boy is leaving his school because his family is moving to another town. The students in his class want to buy him a present. They know he likes skateboarding, cycling and football. Talk together about the different presents they could give him and then decide which one is best.

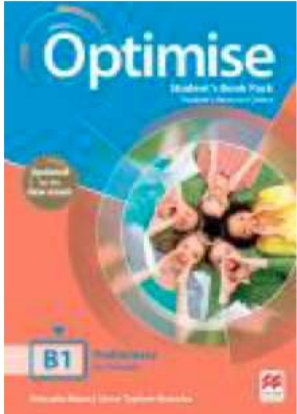


Speaking

Parts 3 and 4

Strategies and Functions related to:

- Sustaining an interaction and taking turns
- Exchanging ideas
- Agreeing and disagreeing
- Asking for, expressing and justifying opinions
- Suggesting (question tags)
- Evaluating (giving examples, making hypotheses)
- Comparing options
- Referring to previous parts of the discussion
- Negotiating towards making a decision



Examples taken from:

Optimise B1 - Updated edition, Macmillan Education

<http://www.macmillanenglish.com/products/optimise-B1-students-book-pack/>

Further details on Cambridge English exams on:

<https://keyandpreliminary.cambridgeenglish.org/>

(word list, resources, handbook, sample papers, lesson plans, videos)

sample Speaking test video

https://www.youtube.com/watch?v=xF_Q2anYOfc

Thank you!

Questions??